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the European Union



Report Innovative Methods for Green Leadership in Baltic VET

Project: Baltic Green Leadership: VET Students as Agents of Change
2022-1-LV01-KA220-VET-000089171

WP4

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1. Introduction

The transition to a climate-neutral and sustainable future is one of the most pressing challenges for Europe. According to the *EU Green Deal* (European Commission, 2019), educational institutions—schools, training centers, and universities—are uniquely positioned to engage students and local communities in driving this change. As such, vocational education and training (VET) institutions have a critical role in preparing young people not only for the jobs of tomorrow but also for leadership in sustainable development.

The *Green Leadership* project promotes the strategic role of VET in the green transition. In alignment with the *Osnabrück Declaration* (2020), which calls for embedding sustainability skills into vocational education and training, the project emphasizes that VET must not only respond to labor market demands but also lead change in schools. The development of green skills, sustainable mindsets, and responsible behaviors among students is therefore essential for making the difference.

The Green Leadership model introduces an innovative approach to "greening VET" through three-pillars:

- A basic framework of green competences;
- Student engagement and leadership methods;
- Structured dialogue with partner companies on green technologies and innovation.

This report focuses on the **student engagement** opportunities and best practices from three vocational education and training institutions across the Baltic States: from Estonia - Tartu Vocational College (hereafter VOCO), from Lithuania - Business and Hospitality Training Center VESK (VESK), and from Latvia - Vidzeme Technology and Design Vocational School (VTDT).

The purpose of the report is to:

- Highlight how VET schools are actively engaging students in the development of green skills and sustainable mindsets;
- Demonstrate the methods and tools to engage students and in VET schools;
- Provide examples and recommendations for future educational strategies for sustainability across the VET schools in the Baltic region.

2. How schools can engage students to understand and carry on sustainable development

Sustainable development refers to meeting the needs of the present without compromising the ability of future generations to meet their own needs. It encompasses environmental, social, and economic dimensions, promoting responsible use of resources and long-term ecological balance. For that, it is necessary to master a set of green skills. Green skills refer to the knowledge, abilities, values, and attitudes needed to live in, develop, and support a sustainable and

resource-efficient society. Green skills range from basic environmental awareness to advanced technical competencies related to energy efficiency, waste reduction, biodiversity protection, and more.

To empower students with green skills and a sustainable mindset, schools and educators could use the following educational approaches:

1. Embed sustainability across the educational curriculum

- **What:** Embedding sustainability themes across all subjects.
- **Why:** Shows the interconnectedness of environmental issues with economics, health, society, etc.
- **Examples:** Calculating carbon footprint in math, writing essays on climate justice in language classes.

2. Project-based learning

- **What:** Students work on real-life sustainability challenges over an extended period.
- **Why:** It makes learning meaningful, promotes critical thinking, and fosters collaboration.
- **Examples:** Designing a recycling system for school, developing a sustainable product prototype, conducting energy audits.

3. Hands-on activities

- **What:** Hands-on experiences that connect theory with action.
- **Why:** Builds deeper understanding through doing.
- **Examples:** School gardens, tree planting, composting, clean-up campaigns.

4. Experiential workshops

- **What:** Practical workshops to learn and practice skills.
- **Why:** Develops skills and deeper understanding through doing.
- **Examples:** repair and redesign of clothes, furniture, 0-waste culinary practices, and resource conservation.

5. Hackathons and Innovation labs

- **What:** Time-limited events where students generate and pitch solutions to sustainability problems.
- **Why:** Promotes creativity, teamwork, and fast problem-solving.
- **Examples:** Green Hackathons, circular economy challenges, climate innovation contests.

6. Thematic events and campaigns

- **What:** Organizing sustainability weeks, green days, or eco-fairs.
- **Why:** Creates excitement and school-wide participation.
- **Examples:** Sustainability week, thematic workshops, sustainable fashion shows, environmental campaigns.

7. Field visits

- **What:** Giving students real examples of green practices and integrate science, geography, economics with practice
- **Why:** Builds emotional connections and motivation to act.
- **Examples:** Visits to eco-friendly companies, renewable energy sites, waste management and recycling plants, nature-reserves.

8. Internships in companies

- **What:** Student's job-shadowing or internship in companies implementing sustainable practices.
- **Why:** Develops job-specific green skills and shows green practices in day-to-day business operations
- **Examples:** Student's internships in eco-certified hotels or restaurants, renewable energy companies, construction companies using sustainable materials, circular economy and sustainable materials businesses.

9. Promote Student Leadership and Agency

- **What:** Giving students ownership of green initiatives and encouraging them to lead.
- **Why:** Builds confidence and lifelong leadership skills.
- **Examples:** Student's green projects, student-led green clubs, sustainability committees, eco-challenges.

10. Collaboration with experts and mentors

- **What:** Bringing in professionals to mentor or guest speak.
- **Why:** Connects learning with real-world career paths and inspires students.
- **Examples:** Inviting environmental engineers, sustainable chefs, or climate activists.

11. Leverage digital tools and gamification

- **What:** Using educational games, simulations, and apps to teach green concepts.
- **Why:** Makes learning fun and interactive, especially for digital-native students.
- **Examples:** Circular economy games, waste sorting apps, sustainability trivia quizzes.

12. Reflective Practices

- **What:** Encouraging students to reflect on their values, actions, and learning.
- **Why:** Deepens understanding and helps develop personal commitment.
- **Examples:** Journals, eco-diaries, group reflections, presentations, storytelling.

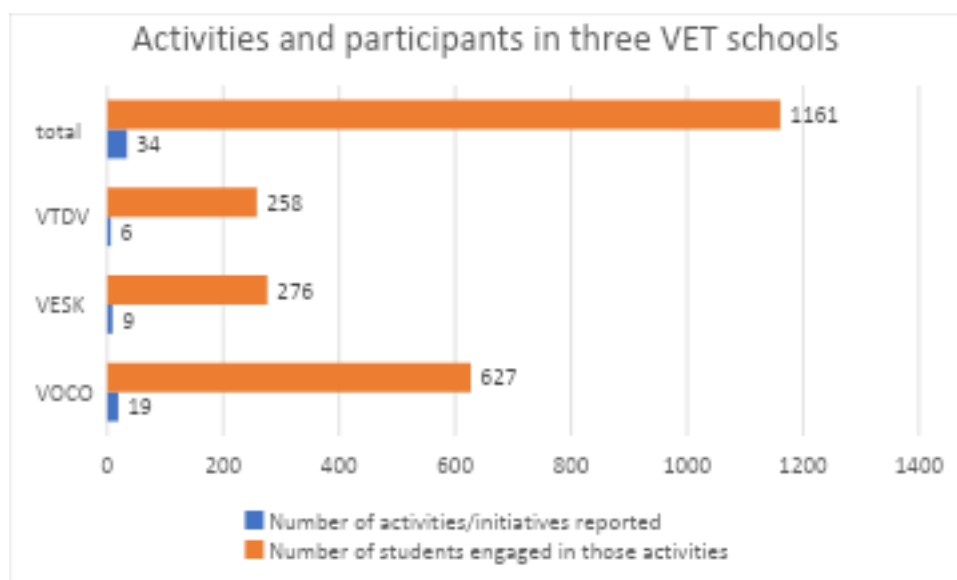
Based on the above mentioned potential approaches, it was identified by the project partners that to successfully engage students into sustainability oriented activities and so to raise their awareness on environmental changes, social aspects and long-term sustainable development, different approaches need to be adopted within the project. The activities that would be carried out by the involved VET schools follow different complementary methodologies. This diversity provides several advantages. Firstly, it caters to the different needs of individual students, secondly, methodological diversity enriches the learning experience, and thirdly, the diversity mirrors the extensiveness of the notion of sustainability itself, which encompasses both environmental and social aspects. Furthermore, practical motivation tools were also linked to the project activities such as opportunity to spend time

outside the classroom (ex: field visits), contests (ex: hackathons) or inspirational encounters (ex: collaboration with experts and mentors).

3. Examples from VET schools in Estonia, Latvia and Lithuania

During the Baltic Green Leadership project, three VET schools: Tartu Vocational College (Estonia), Business and Hospitality Training Center VESK (Lithuania), and Vidzeme Technology and Design Vocational School (Latvia) implemented numerous activities to engage students and increase their green skills. The data about activities has been collected and reports were submitted. See more from the annexes.

In total, three vocational schools organised, coordinated or participated in 34 activities with a total of 1161 students involved. Among these, the most notable activities that gathered great interest from students were the national hackathons in the three Baltic countries, which were followed by an international hackathon that took place in Riga, 2-4 April 2025.



Examples of student engagement activities in VOCO:

Activity	Why it is important/engaging/innovative
Green hackathons (local & international) carried out	Ensures real-world relevance and external stakeholder engagement. Fosters creative thinking, rapid prototyping, and real-life problem-solving; students designed and pitched original solutions to sustainability challenges.
Participation at Build-a-Thon competition	Involves hardware prototyping for green energy solutions—bridges vocational skills with emerging tech and sustainable entrepreneurship

Infosystem for waste sorting & reusable packaging initiative	Student-led, design-thinking approach to sustainable behavior in school
Sustainability week VOCOTEX – workshops, redesign fashion show + panel discussions with experts	Introduces circular economy and sustainable design through hands-on workshops, student-created fashion pieces—innovation in creative industries. Involved outside voices, sparked debate and, promoted engagement.
Nature education and hydro energy visits	Merges environmental sciences with practical exploration of sustainable technologies.
Ecological building workshop	Promotes use of local, natural materials—an innovative approach in sustainable construction. Combines theory with practical skills, efficiently delivering both cognitive and technical competencies.
Clean-up workshops and charity project	Encouraged students to act locally and empathetically; emphasized personal responsibility.

Examples of student engagement activities in VESK:

Activity	Why it is important/engaging/innovative
Circular economy hackathons (local and international)	Students developed original ideas to reduce food waste, applying circular economy principles to real industry challenges—innovative thinking in vocational context.
Sustainability lessons with Miesto Laboratorija	Experiential, face-to-face learning in a sustainability-centered community context increases emotional engagement.
Workshops and lectures on sustainable business	Exposure business practices in sustainability; Aligns green skills with sector-specific practices; forward-thinking vocational innovation in food and hospitality fields.
Ecological footprint lessons	Deeply personal—students explored their own habits and those of their families. The reflective, action-oriented component (reminder notes) promotes sustained change.

Examples of student engagement activities in VTDT:

Activity	Why it is important/engaging/innovative
“Tīri.Labi.Apritē” hackathon and participation in international hackathon	Students developed local solutions in a structured challenge format—boosting innovation through real-world problem-solving.
Visit to SIA “Getliņi EKO”	This facility is one of the most advanced landfill sites in the Baltics, integrating waste management with energy recovery and greenhouse farming—a powerful example of circular economy in action.

Voluntary tree planting activity	Hands-on, meaningful contribution to the environment; enhances student agency and emotional connection to sustainability.
Erasmus+ Days with essay contest	Combines communication skills with environmental awareness and green literacy—unites creativity and sustainability.

4. Proven methods and tools to engage students and in VET schools

Based on the green activities implemented within the project and the successfully reached results, partners can recommend the following approaches on how to efficiently engage students to improve green skills, encourage sustainable mindsets, and responsible behaviors among VET students:

1. Embed sustainability within both general and vocational subjects

- **VOCO:** Integrated sustainability through panel discussions and practical training (e.g., eco-construction materials), and connected sustainability topics to vocational areas like catering, tailoring, and IT.
- **VESK:** Sustainability was embedded in geography, biology, and HoReCa subjects; included personal ecological footprint calculations and professional relevance.
- **VTDT:** Used Erasmus+ Days and essay contests to promote sustainability-themed reflection.

2. Competitions and hackathons linking sustainability topics with creative thinking and entrepreneurship

- **All schools** organized national hackathons on circular economy themes and participated in the international hackathon with an environmental and climate focus
- **VOCO:** participated at „Build-a-Thon“ competition as well as quizzes during study visits.
- **VESK:** Active in a national environmental exam and a Circula game webinar.
- **VTDT:** took part in the Circula game.

3. Project-based learning integrates skills and knowledge with the teamwork and tangible results

- **VOCO:** Students initiated real-life sustainability projects such as creating waste-separation info systems and reducing single-use packaging.
- **VESK:** Students created anime and notes on sustainable behaviors, integrating creativity and sustainability.

4. Hands-on activities are practical and engaging

- **VOCO:** Community clean-ups, tree planting, charity initiatives, field trips
- **VTDT:** Strong example in tree-planting and field visits.

5. Experiential workshops for green skills development

- **VOCO:** Strong focus with workshops on textile repair, natural cleaning, circular textiles, and construction with eco-materials.

- **VESK:** Held workshops on circular business models and sustainability in the HoReCa sector.

6. Field visits linking green skills with labour market and jobs

- **VOCO:** Multiple visits to nature power plants, the cider mill, and sustainable restaurants.
- **VESK:** Visits to “Miesto Laboratorija” for sustainability education.
- **VTDT:** Field visit to Getliņi EKO – an advanced landfill sites in the Baltics.

7. Encouraging student leadership and agency and supporting their green initiatives

- **VOCO:** Student-led initiatives for waste separation, charity projects, and reusable packaging policy
- **VESK:** Students calculated personal ecological footprint

5. Recommendations for future educational strategies for VET schools across the Baltic region.

Efficient engagement strategies include a mix of **interactive, student-centered educational approaches** that go beyond traditional classroom methods.

According to the three schools best practices, following recommendations have been made:

1. Ensure diversity of engagement formats

Students have diverse learning styles—some learn best by doing, others through discussion, and some through visual or digital formats. Offering a mix of activities not only increases inclusivity but also makes learning more engaging and memorable.

Actions:

- Combine traditional teaching (lessons, lectures) with interactive methods like hackathons, field trips, volunteering, and game-based learning.
- Use both short-term engagements (hackathons, quizzes, thematic days and events, study trips) and long-term projects (developing a green business idea, school-wide sustainability campaigns).

2. Embed sustainability across the curriculum

Sustainability should not be treated as a separate topic, but rather as a cross-cutting theme across all disciplines. This approach shows students that sustainability is relevant in every profession, from catering to construction to design.

Actions:

- Integrate sustainability topics in vocational studies as well as science, geography, engineering, hospitality, economics, or language classes.
- Use real-world challenges (e.g., waste management, climate change, sustainable tourism, materials circulation) as case studies or problem-solving exercises.

3. Integrate green skills into vocational practice

Green transition is reshaping every sector—from agriculture to construction to hospitality. Embedding green practices into hands-on training ensures that students acquire relevant competencies for sustainable employment.

Actions:

- Design training modules that cover eco-friendly techniques, such as energy efficiency, using of natural materials, or circular product design.
- Offer practical workshops or even training modules (energy-saving installations, sustainable cooking practices, redesign).
- Link green tasks to national qualifications frameworks where possible.

4. Strengthen collaboration with green Industry

Industry collaboration ensures that VET students are connected to real job roles and green skills demanded in the labor market. It helps students understand career paths in sustainability and apply the skills of their learning.

Actions:

- Encourage student's internships in companies with strong sustainability approach
Organize company visits **or** guest lectures by experts and business professionals.
- Partner with companies to co-develop student projects, mentor teams during green hackathons, or provide feedback on business ideas.
- Introduce green career talks featuring professionals from eco-conscious companies.

5. Prioritize student-led initiatives

Giving students ownership and leadership opportunities in sustainability efforts fosters motivation, creativity, and long-term commitment. It also develops soft skills such as teamwork, communication, and project management.

Actions:

- Support student ideas for new projects, campaigns, or school-wide changes (reducing plastic use or promoting cycling).
- Allow students to participate in decision-making processes related to environmental issues in school.
- Establish student councils, clubs or eco-committees that lead campus sustainability initiatives.

6. Conclusions

The practices from the three VET schools: Tartu Vocational College VOCO (Estonia), Business and Hospitality Training Center VESK (Lithuania), and Vidzeme Technology and Design Vocational School (Latvia), demonstrate that meaningful student engagement in green leadership is both possible and impactful when approached with creativity, collaboration, and commitment.

Each school showcased a variety of effective strategies: from immersive project work and student-led sustainability initiatives, to international hackathons, industry visits, and experiential workshops. These activities not only increased students' environmental awareness, but also helped them connect sustainability to their future professions.

The analysis of these practices underscores several key recommendations for engaging students in green transition. Schools that offer a diverse mix of engagement methods, from curriculum integration to practical fieldwork, foster deeper understanding and commitment. Equally important is the emphasis on student agency, hands-on experience, and industry collaboration, all of which prepare students for the evolving demands of the green labor market.

To truly lead the green transition, VET institutions must be seen not only as training providers but as knowledge centers and innovation hubs that inspire and guide sustainable transformation across their communities. By combining the recommended strategies—such as embedding sustainability in curricula, leveraging digital tools, promoting peer-led activities, and maintaining a strong dialogue with green industries—VET schools can empower students to become active agents of change.

The Green Leadership project demonstrates that with the right tools and mindset, vocational education can play a transformative role in the green transition. Vocational education is preparing students for green jobs as well as cultivating a generation ready to lead them.

Annex 1. Engagement report of Tartu Vocational College (VOCO)

Green Leadership: Student Engagement Plan / Report			
VET School, country: Tartu Vocational College, Estonia			
<i>Types of student engagement:</i>	<i>Activity(-ies)</i>	<i>Date or time-frame (in the plan – approximate timing)</i>	<i>Number of students involved</i>
Visits to companies or stakeholders	Catering students visit to Valgjärve Cider mill to explore the business model that implements 0-waste production principles by growing apples, making beverages from the apple juice and using the solid parts to produce fibre-rich juice purees. In addition, the restaurant Kodas pays attention to sustainable cooking.	04.06.2024	36
Combined visits	Engineering students study visit to Keila Hydro Energy site to learn about hydro energy power plant principles and sustainable energy sources. The visit was combined with a visit to the reconstructed Rummu minor site to learn how to reduce the	16.05.2024	45

	environmental impact caused by intensive mining. Students also participated in a quiz to answer multiple questions concerning environment and sustainability. Students also visited Estonian Seaplane Harbour to get to know old vessels and pay attention to old technologies and excessive consumption of energy.		
	IT students study visit to Saesaare hydro energy mill to explore power production and sustainable energy sources. The visit was combined with a nature trail hike in Kiidjärve with nature education programme to learn nature environment and it's protection needs.	21.05.2024	39
	IT students visit to Laari forest education trail to explore sustainable forestry principles and balancing forest management with the environmental protection aims.	21.05.2024	40
Interviewing companies, experts or stakeholders	During 2023 teachers involved student groups (ITA22, BT22, ITA21) to explore Estonian companies, organisations and initiatives that are excellent in implementing green practices and that could be presented as the best practices from Estonia. Students collected information from the internet but also by visiting companies and interviewing their staff members. Over 40 different green businesses or business practices were presented all together in the slide show. Next step was to discuss the sustainability criterias, green practices that have real impacts and "greenwashing" elements that are used for marketing. Best examples were selected based on the discussions and presented for the compendium. The compendium is used to introduce the balanced business practices in Estonia.	March-June 2023	63
Taking part in competitions, quizzes, contests at school or outside	Participation at Solaride Renewable Energy Hackathon „Build a Thon“ Build-a-Thon competition is dedicated to solutions related to green energy. The teams received problem statements presented by companies and needed to create and build prototypes/hardware solutions in the field of green energy. From VOCO there were 6 participants and team VOCO was	18-20.10. 2024	6

	awarded a special prize for the best business model.		
Thematic projects or thematic days	Sustainability week VOCOTEX was dedicated to the sustainable clothing, repair and redesign options and need to reduce textile waste. During the week special workshops, panel discussions and a fashion show to share creative solutions of redesign was carried out. Also a second-hand fair was organised.	8.-12.04.2024	
workshop	„Textiles repair and decoration with applications“	08.04.2024	10
workshop	Repairing clothes using Boho style	08.04.2024	6
workshop	Clean-up with natural ways	09.04.2024	4
workshop	Applications workshop	09.04.2024	5
workshop	Circular economy in textiles	09.04.2024	15
Debates, discussions	Panel discussions „How can we reduce textile use to avoid environmental pollution“ and „Changing mindset- second hand clothes are IN“. The discussions were held by sustainability experts Diana Tuulik, Key Külaots, and fashion designer Annika Kiidron.	09.04.2024	87
Redesign fashion show	Tailoring student's (groups KRR23, NRT 24) fashion show was dedicated to the creative ways of redesign and reuse clothes. The show promoted a creative approach to giving old clothes a new look. In addition to VOCO students, it included 8 students from France, Vire that were in VOCO for their mobility week.	11.04.2024	80
Voluntary work (individual or group initiatives)	Student's group VL21 carried out a charity project to collect clothes for the young people of the Tartu foster home. Both certain clothing items as well as money was raised for that. In addition to charity, students were promoted a second chance of clothes.	april 2024	18

National (local, school-level) hackathons	VOCO's Green hackathon was held November 4th. to find solutions for real life problems. Tartu Association of Local Governments presented the hackathon participants with the issue of small home-appliance circulation, Coats Estonia sought new ways to recycle zipper waste from production, and Estonian Agricultural Museum looked for sustainable solutions for using seasonal veggies. Teams developed their green ideas to sustainable solutions and pitched them at the end of the day. Three best teams were awarded, also 2 special prizes were given. https://en.voco.ee/projects/voco-green-hackathon-teams-presented-sustainable-solutions-to-real-life-problems/	04.11.2024	110
International hackathon(s)	International Hackathon „VET Students as Agents of Change“ in Riga, Latvia was dedicated to increase students awareness about the climate crisis as well as green skills in the future. In mixed groups students developed their solutions to the real-life problems but it was also a way to foster understanding of importance of climate change as well as need for sustainable solutions in the Baltics https://en.voco.ee/projects/hackathon-united-baltic-vet-students-for-green-change/	3.-4.04.2025	17
Practical initiatives, proposals for green practices	Students initiative: Developing an infosystem and graphic to support collecting waste separately in VOCO. The students searched for the information about separate collections of waste, designed relevant posters to explain visually what kind of waste goes to what trash-bin. The aim was to make it easy to understand how to separate waste in school.	March-April 2024	2
	Student's initiative: move towards a smaller footprint and reduce using disposable boxes and cups in school canteens and cafeterias. The initiative promoted buying food into its own food boxes and coffee mugs and thus reducing waste. The initiative was accepted by the school management and introduced as a policy in the school.	January 2024	4

Green skills development	Practical training day for construction/interior plastering students in Competence Center for Ecological Building. “Natural clay and lime finishing materials” workshop introduced the students local natural materials used in construction and interior design, their benefits both from nature, people's health and pollution point of view. There were also practical and hands-on workshops to test and use the natural clay and limestone plasters and paints. https://eestimaehitus.ee/en/	30.05.2024 31.05.2024	20 20
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Annex 2. Engagement report of Business and Hospitality Training Center VESK

<i>Green Leadership: Student Engagement Plan / Report</i>			
<i>VET School, country: Business and Hospitality Training Center VESK, Lithuania</i>			
<i>Types of student engagement:</i>	<i>Activity(-ies)</i>	<i>Date or time-frame (in the plan – approximate timing)</i>	<i>Number of students involved</i>
Face-to-face or virtual visits to companies or stakeholders	Sustainability lessons with “Miesto Laboratorija”, a sustainable and eco-friendly educational community center, exploring sustainability topics and gathering ideas on how to apply sustainable practices in their profession.	September 29 2024	22
Taking part in competitions, quizzes, contests at school or outside	National Environmental Exam. This was a great opportunity to reinforce knowledge and learn more about climate change, circular economy, waste sorting, energy, biodiversity, and sustainable development, sparking discussions on ways to contribute to a greener future.	October 24 2024	18
Thematic projects or thematic days at school or outside	Students explored ecological footprints in an integrated geography and biology lesson, learning about their significance, calculation methods, and the impact of overconsumption on future	May 15 2024	22

	environments worldwide. They were especially engaged in calculating their own and their family's ecological footprint and creating anime on sustainable consumption.		
	During geography lessons, students calculated and assessed their personal ecological footprint based on their diet, lifestyle, transport, clothing, housing, and consumption habits. They also created individual reminder notes with tips on how to change their behavior to help reduce their environmental impact in Lithuania and globally.	March 17–20 2025	107
	Sustainability training activities focused on developing essential skills for the hospitality, restaurant and catering (HoReCa) sector. By participating in integrated subject lessons, students explored topics related to environmental responsibility and sustainable practices relevant to their future careers.	October 2024	20
Debates, discussions, workshops	VESK students actively engaged in the online lecture and hands-on workshops on sustainable and circular business models, diving into real-world questions like how businesses can be both profitable and environmentally responsible. They explored innovative practices from the Nordic and Baltic regions, gaining insights into how companies create value for both society and the planet. Students showed strong interest in the role of marketing and communication in promoting sustainable change and eagerly participated in discussions. During the practical workshops, they tested social and circular business model concepts, shared ideas, and explored creative solutions for real-life application. Their enthusiasm and curiosity reflected a genuine commitment to building a more sustainable future.	4th March 2025 18th March 2025	25
National (local, school-level) hackathons	At the “Circular Economy Solutions” hackathon, students worked together to solve real-world environmental challenges by proposing innovative ways to reuse seasonal food waste and coffee grounds. Students developed practical,	16 January 2025	30

	creative ideas with a focus on reducing waste in the food sector.		
International hackathon(s)	To deepen students' awareness of climate-related challenges and opportunities in the green job sector, VESK students participated in the international "GreenLeadership Hackathon". Working in mixed teams with peers from Latvia and Estonia, the students tackled two key challenges: designing smart, youth-friendly solutions to prepare for climate change in the Baltic region, and rethinking career choices to attract young people to essential, yet often overlooked, green economy roles.	24 April 2025	15
Games	Green Leadership project's Circula Game-webinar. During the event, students explored circular economy methods and their applications in an innovative format.	10 April 2024	17

Annex 3. Engagement report of Vidzeme Technology and Design Vocational School (VTDT)

Green Leadership: Student Engagement Plan / Report			
VET School, country: Vidzeme Technology and Design Vocational School, Latvia			
<i>Types of student engagement:</i>	<i>Activity(-ies)</i>	<i>Date or time-frame (in the plan – approximate timing)</i>	<i>Number of students involved</i>
Face-to-face or virtual visits to companies or stakeholders	VTDT Study Visit to SIA "Getliņi EKO	September 14, 2024	14 students from VTDT
Taking part in competitions, quizzes, contests	Student and teacher participation in project partner Sykli organized webinar and online game "Circula"	April 9, 2024	5 students

at school or outside			
Thematic projects or thematic days	Erasmus+ Days 2023 and 2024 – involving students in numerous activities (for example – essay writing contest about Green skills) and presenting project aims to the students	9 -14 October, 2023 14 – 19 October, 2024	~50 students
Voluntary work (individual or group initiatives)	Visit to "Vijciema Čiekurkaltes" and tree planting in Latvijas Valsts Meži	May 9, 2024	60 students
National (local, school-level) hackathons	VTDT Green Leadership Hackathon "Tīri.Labi.Apritē." ("Clean.Good.Circular")	December 4, 2024	100 student participants + 15 volunteer students
International hackathon(s)	International Hackathon: VET Students as Agents of Change	2-4 April, 2025	14 students from Cēsis municipality.