

TEMPLATE FOR THE GOOD PRACTICE

What is a good practice?

A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it.

Please follow the instructions included to fill in the template. You can replace the guiding questions for each element with your description.

Mandatory fields are defined by *

Element	Description
Title*	Sustainability and diversity improvement (in cooking and catering)
Name of the VET Provider	Cvo MIRAS
Thematic domain	What is the thematic domain covered by this good practice? More than one domain can be indicated ☐ Innovation ☐ Digital ☒ Green ☒ Inclusion ☐ Entrepreneurial ☐ Career guidance ☐ Lifelong learning ☐ Creating partnerships/skills ecosystems
Introduction*	This Erasmus+ collaboration brings together five educational partners from Belgium, Italy, and Spain with a shared ambition: to promote sustainability and diversity in Cooking and catering training programmes across Europe. The partnership includes cvo MIRAS (BE), Katholiek Onderwijs Vlaanderen (BE), ENAIP Veneto Impresa Sociale (IT), and Valencia Culinary Center S.L. (ES). The project focuses on both vocational secondary education and adult education. By exchanging expertise and developing innovative educational tools, the partners aim to create learning environments where sustainability and inclusion are embedded in both teaching practice and the learning experience. Learners are encouraged to develop professional skills while gaining awareness of cultural diversity, social inclusion, and environmentally responsible practices that are increasingly important in the hospitality and catering sectors.

The partnership seeks to support educational providers in preparing future chefs and hospitality professionals for a diverse and sustainable European labor market. Through international cooperation and the sharing of best practices, the project contributes to the development of high-quality, future-oriented vocational education and training.

The project has **two main objectives**:

- Creating an Inclusive Learning Environment

To foster diversity and inclusion within Chef and Waiter training programmes. Learners gain knowledge about diversity, experience diverse perspectives during lessons, and study within an inclusive learning environment.

- Promoting Sustainability in Adult Education

To integrate sustainability into Chef and Waiter training programmes. Learners acquire knowledge about sustainable practices while studying in an educational environment that actively promotes sustainability in both teaching and learning processes.

Project Outcomes:

The partnership has developed two key outputs:

- Best Practice Handbook

A collection of proven approaches and methodologies that support and promote sustainability and diversity within vocational education and training.

- A Validated Assessment Tool

An instrument designed to measure and evaluate sustainability and diversity within vocational and professional training programmes.

Through these outcomes, the project provides practical resources for educational institutions, helping them strengthen inclusive and sustainable teaching practices and better prepare learners for the evolving hospitality industry.

Stakeholders and Partners

The organizations involved in developing the instrument:

- Katholiek Onderwijs Vlaanderen (BE)
- ENAIP (IT)
- Mediterraneo Culinary school (ES)
- Cvo MIRAS (BE)

The organizations involved in implementing best practices

- ENAIP (IT)
 - Mediterraneo Culinary school (ES)
 - Cvo MIRAS (BE)
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Target groups:

- Students of VET in cooking and catering.
- Teachers of VET in cooking and catering.
- Management of centers offering VET in cooking and catering.

Stakeholders and partners Belgium:

- Expert on sustainability in cooking and catering
- Expert on sustainable fishing in the North Sea
- Responsible for sustainability from the city of Bruges
- Organization of North Sea Chefs

The Belgium team created a vision on sustainability in the department. For such a strategic goal, external partners need to be involved.

The other schools choice to implement operational best practices, where the involvement of external stakeholders had no extra value

During the events of each region, regional stakeholders, educational institutions, governmental institutions, companies or sector representatives.

Impact*

The Erasmus+ KA2 project SDG in Cooking and Catering has generated a significant and lasting impact on both the educational institution and its wider network of stakeholders. By integrating the Sustainable Development Goals (SDGs) into culinary and catering education, the project has contributed to a more sustainable, innovative, and socially responsible approach to gastronomy.

For Belgium:

One of the key achievements of the project was the development of a shared vision on sustainability in cooking and catering. This vision led to curriculum adaptations, including greater attention to local and seasonal purchasing policies, food preservation techniques, the reuse of leftovers, ecological cooking methods, and financially sustainable business models. These changes ensure that future professionals acquire the knowledge and skills needed to implement sustainable practices throughout their careers.

The project also strengthened the institution's reputation and visibility. Recognition by the North Sea Chef network, participation in catering activities for the Museums of Bruges, and the establishment of the SDG Quality School label in Bruges have positioned the school as a leading educational centre where gastronomy and sustainability go hand in hand. Furthermore, the collaboration with stakeholders has resulted in the creation of new networks and partnerships that extend beyond the project's duration.

The impact reaches far beyond the classroom. Former alumni actively contributed by developing a menu for the celebration of 25 years of adult education, proudly associating their professional identity with their former school. At the same time, dissemination events and networking activities attracted the attention of local authorities, including the Mayor and Aldermen

of Bruges, creating opportunities for new collaborations with the city and increasing awareness of sustainable gastronomy within the local community.

The long-term impact of the project lies in its influence on future chefs and hospitality entrepreneurs. Students are encouraged to integrate ecological and socially responsible practices into their professional activities, contributing to a more sustainable regional gastronomy sector. Through its innovative approach, the project has helped establish MIRAS as a centre of excellence where top-level gastronomy is combined with sustainability and the values of the Sustainable Development Goals.

Main outcomes for all partners

- Integration of SDGs into the cooking and catering curriculum.
- Increased focus on local, seasonal, ecological, and economically viable food practices.
- Stronger partnerships with local stakeholders and public authorities.
- Enhanced institutional recognition and visibility at regional level.
- Long-term influence on future chefs and hospitality businesses through sustainable gastronomy practices.

Innovation and Success Factors *

The **development of the Sustainable and Diversity Instrument** represents a significant innovation within the VET sector. While numerous studies and examples of good practice exist regarding sustainability and diversity, there are very few validated measurement tools that allow educational institutions to objectively assess their progress and demonstrate impact. Existing validated instruments were primarily designed for bachelor's and master's degree programmes and were not suited to the specific context of vocational education and training (VET), particularly for low-skilled learners.

The project addressed this gap by adapting an internationally validated higher education instrument (SHE-instrument) through a rigorous five-step validation process, ensuring its relevance and reliability for the VET environment. This resulted in a unique and evidence-based tool that enables institutions to measure their baseline situation, monitor progress over time, and identify areas for improvement in sustainability and diversity across all organisational levels, from policy and management to teaching and learning practices.

A key success factor was that the instrument was not developed as a stand-alone assessment tool. Based on the results obtained, partners were able to identify, collect, and validate best practices that effectively promote sustainability and diversity. These best practices provide concrete guidance for educational organisations on how to move from assessment to action, ensuring that measurement leads to continuous improvement.

Furthermore, the common use of the instrument, manuals, and supporting materials across all partner organisations enabled the creation of a shared framework and common language. This facilitated the transferability and

scalability of successful approaches, allowing best practices to be replicated and implemented in different VET contexts. As a result, the project generated not only an innovative measurement tool but also a practical roadmap for sustainable organisational development and long-term impact across the VET sector.

Constraints*

Although the organisation is the ultimate working terrain for the scan and best practices, one ideally starts at a smaller scale.

Avoid setting a certain number of best practices at the start. Limiting the amount of your best practices can prove to be the feasible option, depending on the size and the context of the organisation.

Foresee enough time to develop a best practice to see an impact during the second scan.

Lessons learned *

LESSONS LEARNED by making the instrument:

TIMING You need at least an entire school year to implement. Provide enough time between the first and second scan. For example: Scan at the beginning and the end of a school year. Repeat the scan each year at the end of each school year. Do not plan the test after a holiday, the students need time to focus on the content of their program.

COMMUNICATION - WHY Explain the importance of focusing on sustainability and diversity at the start of the school year. If they do not hear you mentioning the WHY of what you do on sustainability and diversity, they will not recognise the importance. Focus is important to notice (for example: selective attention test).

INVOLVEMENT Involve students in developing the vision and the best practices. Explain the WHY to the participants, so they recognize it and understand the context. Involve all parties in the out roll of the PDCA-cycle. A group of 5 students to do the scan for each moderator is ideal. Involve all staff members.

THE ROLE OF THE MODERATOR The role of the moderator is very important in neutrally explaining the terminology.

The score of impact depends on cultural aspects. A lot of cultures do not score themselves high, because culturally you are supposed to be humble.

LESSONS LEARNED on implementing the best practices in the different organisations:

Although we are talking about 'the organisation' in the application and reports, we experienced that we only could start the measurement and improvements by working in a part of the organization. Like one program or a department.

It is necessary to take enough time to develop a best practice to be able to see an impact during the second scan

Avoid setting a certain number of goals to be reached before the start of the scan. It is more feasible, to take less goals. The quality of the process, the involvement of staff, students and teachers and the outcome are more important than the number of best practices.

Replicability and/or up-scaling

One of the major strengths of this project is its high potential for scalability and transferability. The Sustainable and Diversity Instrument was designed not only as a project output but as a practical organisational development tool that can be implemented across an entire educational institution. It enables organisations to assess their current position, monitor progress, and embed sustainability and diversity principles at all levels, from strategic policy-making to daily educational practice.

Beyond the instrument itself, the methodology used to develop and implement a shared vision on sustainability is highly transferable. The step-by-step approach, based on stakeholder involvement, self-assessment, reflection, goal setting, and continuous improvement, can be adopted by a wide range of educational organisations regardless of their size or context. This makes the project relevant not only for VET providers but also for other educational sectors seeking to integrate sustainability and diversity into their organisational culture.

In addition, the operational best practices identified through the project provide concrete and inspiring examples of how sustainability and diversity can be translated into everyday actions. These practices offer practical guidance for teachers, managers, and policy makers and can be easily adapted to different institutional contexts. As a result, the project delivers both a validated measurement instrument and a proven implementation methodology, creating a sustainable framework that can support long-term organisational change across multiple educational organisations and sectors.

The combination of a validated assessment tool, a shared vision-building methodology, and a collection of transferable best practices makes this project a powerful model for wider adoption and impact. It demonstrates how educational organisations can move from awareness to action and from isolated initiatives to a coherent, organisation-wide strategy for sustainability and diversity.

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URL of the practice	Materials can be found here

**Related resources that
have been developed**

Two handbooks are developed. One with the instrument and one with the best practices. Both handbooks can be find on this page: <https://www.miras.be/over/projecten-en-internationalisering> by clicking on 'Sustainability and diversity improvement in cooking and catering – project 2022"
