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What does it mean for a school to be a Nature-Based Solution (NBS) Living Lab

An NBS Living Lab school is both inward and outward-looking and open in order to create a healthy habitat that invites and supports NBS and sustainability. It has adopted the concept of **open schooling** and it's an agent of community well-being by creating new partnerships with other local actors and addressing local issues relevant to them.

In an NBS Living Lab school, **students explore issues, relevant not only to themselves but also to others, and community partners can offer insights, but also benefit from students' interest, research, and creativity.** The students are more rooted in their habitat and gain a sense of place and connectedness. For example, students, parents, and staff, with the support of a local NGO and the local authorities, can grow their food in a community garden or the school garden, and use that food in the school canteen or provide it to those in need.

The teaching and learning are interdisciplinary and transformative. The learning methods and approaches are collaborative, experiential, inquiry and problem-based, practically oriented, and relevant to local contexts. Much of the learning does not take place inside the classroom, but also in other spaces inside and outside the school building, as well as in the local community, in the marketplace, at the library, the museums, and through playing, reading, and sports activities. Visiting a restored wetland or participating in its restoration. The boundaries between formal, informal, and non-formal learning are indistinct.

Basic pillars of education, such as design, content, and assessment for each topic, are reflected throughout the curriculum, considering the competences that are being developed. The development of the knowledge, skills, and attitudes of learners of all ages to live and act sustainably is supported by the **GreenComp**: the European sustainability competence framework, which has been designed to support education and training programmes for lifelong learning. For example, by participating in the design and implementation of a pocket park, students develop competences such as promoting nature, supporting fairness, thinking critically, and acting for change. Bringing real-life projects to the classroom also supports the development of 21st-century skills.

An NBS Living Lab school acts as a learning building for sustainability. For example, it controls energy and water usage, waste management, the kind of food and nutrition offered, or the labeling of food options in the canteen menu so that students are aware of the environmental impact of their choices. It operates an organic school garden that, apart from acting as an open educational environment for all students, produces a significant amount of vegetation consumed in the school canteen. Or it reconstructs the schoolyard in a green space, and therefore a "cool island" during heatwaves, with the participation of students and external stakeholders in the co-design of the schoolyard, in the selection of the plants according to their characteristics, and in the planting process. Thus, apart from acting as an educational environment for all students, it reduces runoff, helps filter pollutants, and enhances biodiversity by providing food and shelter for butterflies, songbirds, and other wildlife. By interrogating, rethinking, and redesigning institutional practices, the hidden curriculum of unsustainability that is often present can be exposed and addressed.

In an NBS Living Lab school, all educators, whatever their discipline or sector of education, are considered sustainability educators who need to support their learners in preparing for the green transition. For this reason, they have the expertise and continuous training opportunities to feel sufficiently equipped. Professional development is also relevant to all staff groups working at schools, e.g., those who clean the building, run the school canteen, maintain the buildings and the school grounds, etc.

Becoming an NBS Living Lab cannot be seen as an isolated 'project', as it demands a root and branch rethink, not just in pedagogies or the curriculum, but in every aspect of the school structure: its vision, culture, and the use of space, place, and time. Similarly to the Open Schooling concept, a school must act as an open, curious, creative, welcoming, and democratic environment that is supposed to support the development of innovative educational activities (Sotiriou et al, 2021). To this end, the vision of the NBS Living Labs is to create seamless and continuous learning pathways at all education levels, nurturing in parallel the understanding and implementation of NBS. By incorporating NBS principles and practices into the curriculum, students develop the key competences towards pro-environmental behaviour and action for addressing complex sustainability challenges. Therefore, schools have the potential to transform into incubators of social innovation where NBS acts as an enabler of the **Whole School Approach**.



The Action Plan of a School as NBS Living Lab

To **transform a school into an NBS Living Lab,** an Action Plan must be developed by describing the strategies and activities the school community needs to design and follow to integrate NBS and sustainability in its settings regarding each pillar of the Whole School Approach. Thus, a reflection and working process is needed on:



Whole School Approach

- The learning methods and pedagogies to be followed.
- The links to the curriculum for greening it and reaching a competence-based curriculum.
- The possible interventions inside and outside the school building, and how these could be linked to the educational process.
- Which and how different societal actors will be involved and mobilized.
- The strategy to be followed for the professional development of the staff.

The Action Plan of my School as NBS Living Lab

Presentation of my school

Name: Kindergarten of Rizario	
Level of Education	Pre-primary / Kindergarten
Short Description	*Kindergarten of Rizario is a public kindergarten offering early childhood education for children aged 4 to 6 years and operates as a full-day school, staffed by well-trained personnel who provide all students—regardless of gender, race or nationality—with equal opportunities for quality education.* *The school embraces a holistic, play-based approach inspired by modern pedagogies such as project-based learning and experiential education. Special focus is placed on sustainability, inclusion, creativity, and innovation, helping children develop social, emotional, cognitive, and environmental awareness through engaging, hands-on activities.* *Our aim is to support their holistic development and smooth social integration, so they are well prepared to face the challenges of tomorrow's society, in which they will live. It is a school open to parents, whose active participation is visible in every aspect of school life.* *Kindergarten of Rizario is a school that offers quality in the educational process and is constantly evolving, integrating all kinds of innovation into its program, and has developed local, national, European and global partnerships.*
Area	☐ Urban ☒ Rural ☐ Coastal
Number of students ***Number of classes*** ***Number of staff (teaching and administrative)***	22 2 3
Age of students	*4-6*
Environmental/Sustainability Education background	Kindergarten of Rizario is one of the 3 first NBS Expertise School of Europe, certified sustainable school, ECO School, ambassador for the 17SDGs since 2018 and Blue School. Last year we participated in the following projects : Climate action project Climate champions Schools (TAG) Greening education partnership (Unesco) Plastic clever schools Climate change and space (ESA)

Name: Kindergarten of Rizario	
	Mission X (ESA) Climate detective kids (ESSERO) Helmepa Junior Action Aid Bravo Schools Global Action Days 2025
STEM Education background	*Kindergarten of Rizario places special emphasis on the integration of STEM (Science, Technology, Engineering, and Mathematics) through age-appropriate, hands-on experiences.* *STEM is embedded across the curriculum using storytelling, outdoor exploration, construction play, digital tools, and real-world problem solving. Children are encouraged to observe, ask questions, experiment, and collaborate — developing critical thinking, creativity, and a sense of wonder about the world around them. The school regularly participates in national and European STEM competitions and projects, showcasing innovation and early scientific thinking in the kindergarten setting. Themes such as sustainability, climate action, and digital literacy are also woven into everyday activities, preparing young learners to become responsible citizens of the future.*

Summary

Describe the main idea of your intervention and how you came up with it (needs/problems/challenges). Briefly present the envisaged activities, the timeline, and the results you expect.

Main Idea and Rationale:
The main idea of our intervention is to integrate STEM education and sustainability into early childhood learning through playful, through playful, inclusive, and project-based learning. We noticed that young children are naturally curious and eager to explore the world around them, yet often lack opportunities to engage with real-world problems such as climate change, biodiversity, and innovation in a developmentally appropriate way. We also observed a need to provide more structured opportunities for them to develop early scientific thinking, environmental awareness, and collaboration skills — all while ensuring every child feels included and empowered.

We recognized the need to:

- Support 21st-century skills from an early age (creativity, development of initiative, problem solving).
- Provide more structured opportunities for them to develop early scientific thinking, environmental awareness, and collaboration skills — all while ensuring every child feels included and empowered

- Strengthen inclusion and equal access to quality education.
- Actively involve parents and the local community in school life.

Activities and Timeline:

Our intervention includes a series of hands-on STEM activities connected to real-world challenges, such as:

- Building simple structures using recycled materials (engineering),
- Exploring nature-based solutions in our school garden (science),
- Using digital tools to document our observations (technology),
- Solving small everyday problems together as a team (math & critical thinking).
- Hosting eco-days where families are invited to participate in green activities such as planting, recycling workshops, and exhibitions of student work.

These activities are implemented over the course of the whole school term, integrated into the daily and weekly program.

Expected Results:

We expect children to:

- Develop early STEM thinking through exploration and inquiry,
- Become more aware of sustainability and their role as responsible citizens,
- Improve their social skills, confidence, and creativity,
- Strengthen their connection with their peers, educators, parents, and the environment.
- Strengthen digital skills through meaningful use of technology.
- Engage families and the community in their learning journey, building a strong network of support and shared values.

This intervention aims to create a joyful, inclusive, and future-ready learning environment for all children.

We believe this approach will foster a culture of innovation, collaboration, and continuous reflection within our school community.

Objectives

Describe the **learning objectives** of your action plan and which of the **twelve NBS societal challenge areas** the solution you will propose will address (**environmental and social objectives**).

The learning objectives, emphasising and clarifying what a learner is expected to know, be able to do, and understand at the end of a learning process, now underpin most European education and training systems (Cedefop, 2016; 2021). They act as a guide for instruction and assessment, ensuring that learning activities and assessments are aligned with the intended objectives.

Learning objectives are statements that are described in the three components of a competence (Knowledge, Skill, and Attitude) and are supposed to be specific to the teaching activity. To facilitate reasoning, Table 1 in the Annex reports verbs that can refer to the three different components of a competence (Knowledge, Skill, Attitude).

Learning Objectives	

Environmental and Social Objectives	☒ Air quality ☒ Biodiversity enhancement ☒ Climate resilience ☒ Green space management ☒ Health and well-being ☒ Knowledge building for sustainable urban transformation ☒ Land regeneration ☒ Natural and climate hazards ☐ New economic opportunities and green jobs ☒ Participatory planning and governance ☒ Social justice and social cohesion ☒ Water management

Learning Methods and Curriculum

What learning method(s) will you apply to integrate NBS in your teaching?

To integrate Nature-Based Solutions (NBS) in our teaching, we apply **experiential and inquiry-based learning** methods that encourage children to explore, observe, and interact directly with nature and natural processes. This hands-on approach helps students develop a deep connection with the environment and understand the importance of sustainability.

Specifically, we use:

- **Project-based learning**, where children engage in real-world challenges like building worm stations, creating mud kitchens, or planting gardens, allowing them to see how natural systems work and how human actions can support or harm them.
- **Play-based learning**, incorporating natural materials and outdoor activities to foster creativity, problem-solving, and teamwork in a child-centered environment.
- **Collaborative learning**, involving peers, educators, and parents to build a community focused on environmental stewardship and shared responsibility.
- **Storytelling and reflection**, helping children express their experiences and develop attitudes of care and respect for nature.

These methods ensure children not only learn about NBS concepts but also develop the skills and attitudes to become active, environmentally conscious citizens.

Do the learning methods serve your learning objectives, and how?

Yes, the learning methods directly support our learning objectives by engaging children in hands-on, meaningful activities that build their knowledge, skills, and attitudes about nature and sustainability. Experiential and play-based learning encourage curiosity and exploration, helping children understand natural processes (knowledge). Project-based and collaborative activities develop problem solving, teamwork, and practical skills (skills). Storytelling and reflection foster positive attitudes toward caring for the environment and working together (attitudes). This alignment ensures children achieve the intended learning outcomes in an age-appropriate and enjoyable way**.**

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Will you offer experiential, hands-on learning opportunities that connect students to nature?

Yes, absolutely. Our program focuses on providing many hands-on activities where children can explore and interact with nature directly. For example, they build worm stations, play in the mud kitchen, plant and care for a garden, and observe insects and plants outdoors. These experiences help children feel connected to nature and understand its importance in a fun and meaningful way.

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Will the NBS activities support diverse learning styles? If yes, explain how.

Yes, the NBS activities, support different learning styles by offering a variety of ways for children to engage and learn. The NBS activities promote inclusion because they are designed to involve all children regardless of their abilities or needs. Through group activities, play, and experiments, every child can learn in their own way and feel part of the team. Using natural materials and different learning approaches, helps ensure that all students are included.

For example, hands-on activities like building and gardening help kinesthetic learners who learn by doing. Observing and discussing nature supports visual and auditory learners. Storytelling and group work encourage social learners. This mix ensures that every child can participate, explore, and learn in a way that suits them best.

How will you integrate NBS into your school's curriculum? Give details regarding the disciplines involved, the content (development of educational materials to support teaching), and the schedule/hours.

We will integrate Nature-Based Solutions (NBS) into our kindergarten curriculum through an interdisciplinary approach that combines science, art, mathematics, language, and social studies. For example:

- Science: Children will explore natural processes like composting, plant growth, and weather by hands-on activities such as building worm stations and observing the school garden.
- Art: Using natural and recycled materials, children will create crafts related to nature and sustainability, fostering creativity and environmental awareness.
- Mathematics: We will include counting, measuring, and sorting activities connected to gardening and nature play.
- Language: Storytelling, discussions, and digital documentation (e.g., photos and videos) will support language development and communication skills.
- Social Studies: Group projects and family involvement will encourage teamwork, responsibility, and understanding of community and environment.

To support teaching, we will develop simple educational materials such as activity guides, observation sheets, and digital story templates tailored to young children's needs.

The NBS activities will be integrated throughout the school term, with about 6-8 hours per week dedicated to hands-on and reflective activities, spread over the daily and weekly schedule.

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How will Inquiry-Based Science Education (IBSE) be addressed in your (NBS) curriculum?

Inquiry-Based Science Education (IBSE) will be a key part of our NBS curriculum. We will encourage children to ask questions, observe, and explore nature through hands-on activities like building worm stations, experimenting with soil and water, and observing plants and insects. Children will make predictions, test ideas, and discuss their findings, fostering curiosity and critical thinking. This approach helps them learn science naturally by doing and discovering, which suits their developmental stage and makes learning engaging and meaningful.

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Will the (NBS) curriculum promote interdisciplinary connections? If yes, how will different lessons be linked around sustainability and NBS?

Yes, the NBS curriculum promotes interdisciplinary learning by connecting various subjects through the theme of sustainability and Nature-Based Solutions. For example:

- Science lessons on plants and soil are linked with art activities where children create nature-inspired crafts.
- Math skills like counting and measuring are practiced during gardening and composting projects.
- Language skills are developed through storytelling and discussions about nature and caring for the environment.
- Social skills grow as children work together on group projects and involve their families in eco-friendly activities.
- Digital skills are introduced by using tablets or cameras to document observations, create simple digital stories, and share their learning with families and the school community.

This integrated approach helps children understand sustainability across subjects while developing a broad set of skills, including digital literacy.

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Will you connect the formal curriculum with informal and non-formal learning opportunities, and how?

***Reflection Aspect**: Consider how informal and non-formal learning activities (like fieldwork, outdoor lab experiences, visit to a museum or activities, for example, at home complement the formal curriculum. How will students be engaged beyond the classroom?*

Yes, we will connect the formal curriculum with informal and non-formal learning to enrich children's learning experience. Beyond the classroom, children will participate in outdoor activities such as exploring the school garden, nature walks, and hands-on experiments like soil and water testing, tree planting, cleaning the parks and our river banks and participate in local events of our city. We plan to organize visits to local parks or nature centers where children can observe ecosystems firsthand.

At home, families will be encouraged to engage children in simple nature-related activities, such as planting seeds or observing insects, to continue learning informally. These experiences complement classroom lessons by making learning more meaningful and helping children apply what they have learned in real-life settings. This connection supports deeper understanding and lasting positive attitudes toward nature and sustainability.

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Will the (NBS) curriculum promote the GreenComp Framework and how?

(Green Comp Framework: Embodying sustainability values, such as supporting fairness and promoting nature, acting for sustainability - individual, collective, political - envisioning sustainable futures, being adaptable, exploratory, systems and critical thinking, problem framing)

Yes, the NBS curriculum actively promotes the Green Comp Framework by developing several key competences in young learners:

- **Embodying sustainability values:** Children learn to respect and care for nature through hands-on activities and group work that emphasize fairness and environmental stewardship.
- **Acting for sustainability:** Through projects like gardening and waste reduction, children practice individual and collective actions that support a sustainable future.
- **Envisioning sustainable futures:** Storytelling and creative arts help children imagine positive futures where people and nature live in harmony.
- **Being adaptable, exploratory:** Inquiry-based activities encourage curiosity, experimentation, and adapting ideas as children learn about natural processes.
- **Systems and critical thinking:** Children explore how different parts of nature connect, such as soil, plants, and insects, developing early systems thinking.
- **Problem framing:** Through guided projects, children identify simple environmental challenges and think about possible solutions together.
- **Collective action:** To act for change in collaboration with others
- **Individual initiative:** To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet
- **Futures literacy:** To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future
- **Adaptability:** To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.

By integrating these competences, the curriculum helps children build the foundation for lifelong sustainability awareness and action.

Will the (NBS) curriculum promote soft and digital skills, and how?

Yes, the NBS curriculum promotes both soft and digital skills. Soft skills like teamwork, communication, and problem solving are developed through group projects, discussions, and collaborative activities around nature-based solutions. Digital skills are introduced by using ICT tools to document observations, create simple digital stories, design educational games, monitor the growth of our adopted trees, and share learning outcomes with families and the school community.

This combination helps children grow socially and become comfortable with basic digital tools.

Can the (NBS) curriculum create a continuous learning pathway between different classes, disciplines, and activities of the school (e.g. after-school programs)? If yes, explain how.

Yes, the NBS curriculum can create a continuous learning pathway across different classes, disciplines, and school activities. It connects subjects like science, language, math, and art through common sustainability themes. For example, students may learn about plant growth in science, write nature stories in language class, measure plant height in math, and create leaf prints in art.

In addition, after-school programs can extend this learning through gardening clubs, eco-projects, or nature walks, reinforcing concepts explored during regular class time. This approach helps students make meaningful connections across learning areas and supports long-term engagement with nature-based solutions.

Will you incorporate in the curriculum the monitoring or/and the assessment of students' development of sustainability competences, and if yes, how?

Yes, we will incorporate both monitoring and assessment of students' development of sustainability competences. Since our learners are young children (ages 4 to 6), the assessment will be mainly observational and formative. Teachers will use checklists, photo documentation, learning journals, and portfolios to record students' progress in areas such as care for nature, collaboration, curiosity, and responsible behavior.

Children will also participate in reflective activities—such as drawing what they observed in nature or discussing their feelings about caring for plants, which help assess their understanding and attitudes.

These methods allow us to track growth in knowledge, skills, and values related to sustainability in a developmentally appropriate and engaging way.

Building management & operations

Will you use the school's infrastructure and daily operations as a field of learning for NBS and sustainability, and how?

Yes, we will actively use our school's infrastructure and daily routines as opportunities to teach about Nature-Based Solutions and sustainability. For example:

→ The school garden and our huge schoolyard with more than 120 trees will serve as living classrooms where children observe nature, take care of plants, and learn about ecosystems.
→ We will involve students in waste sorting, recycling, and composting, helping them understand how everyday choices affect the environment.
→ Water-saving and energy-saving habits (like rainwater harvesting, turning off lights or taps) will be practiced and discussed regularly.
→ Informational signs and charts placed around the school will reinforce green behaviors in a child-friendly way.
→ Examples:
At Water Taps: "Save Every Drop – Turn Me Off!"
Near the Garden Area: "Look but Don't Step"
In the Hallways or Classrooms:
"Green Heroes at Work!" (featuring photos of children doing eco-friendly actions)

By connecting learning to real-life actions in the school environment, students develop a deeper understanding and stronger habits of sustainability.

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Will you integrate specific Nature-Based Solutions (NBS) into the school's infrastructure and daily operations, and which? (e.g., green roofs/walls, rainwater harvesting, schoolyard interventions, school garden, outdoor classrooms).

Yes, we will integrate specific Nature-Based Solutions (NBS) into both the infrastructure and daily life of the school. These include:

→ **School Garden**: A central element of daily learning and care, where children plant, water, and observe the life cycle of plants, promoting responsibility and environmental awareness.
→ **Adopted Trees:** Each class takes care of a tree, observing changes through the seasons and documenting their growth using photos and drawings.
→ **Composting Corner:** A small composting system where children learn how organic waste turns into soil, linking daily food routines with natural cycles.

→ **Rainwater Collection Barrels:** Used to water the garden, helping children understand water conservation and the value of natural resources.
→ **Outdoor Classroom Area:** Lessons take place outside whenever possible, using natural materials (stones, leaves, wood) and connecting learning with real environments.
→ **Green Walls or Plant Boxes:** Vertical spaces in the school are used to grow herbs or flowers, turning walls into learning spaces.

These NBS not only support learning and sustainability but also create a greener, healthier, and more inspiring environment for young learners.

School & Community Connections

Will you establish partnerships with societal actors, such as parents, local authorities, environmental organizations, businesses, NGOs, or universities, to support the planned activities? If yes, with whom?

Yes, we strongly believe in building partnerships with societal actors to support and enrich our planned NBS activities. These include:

→ Parents and Families: They actively participate in school gardening days, contribute natural materials, and help maintain our green spaces during weekends or holidays.
→ Local Authorities and the Municipality: They support us by providing plants, trees, compost bins, and maintenance tools and give us the opportunity to connect with local sustainability projects.
→ Environmental Organizations and NGOs: These partners offer workshops for children and teachers, provide learning materials, and help organize eco-events and awareness campaigns.(CENTER of Environmental education ,Junior Helmepa, Bravo schools ,etc.)
→ Local Businesses: Gardening centers, greening houses, farms, and eco-friendly shops donate seeds, tools, and materials, and sometimes host visits for our students.
→ Cooperation with Schools Advisor and the Direktorate of Primary Education of Trikala
→ Universities and Teacher Training Institutes: We cooperate for professional development, training in STEM and sustainability, and occasionally welcome and host teachers of different countries of Europe (in the frame of Erasmus KA1 action) to teach them NBS and STEM methodology and implementation of learning through hands on activities.
→ We have also developed a school network through which we offer annual training to educators from all over Greece. These training sessions cover a variety of topics, including Nature-Based Solutions (NBS), STEM methodology, outdoor education, and playful learning approaches.

These partnerships build strong community bonds and make our NBS efforts more meaningful, practical, and sustainable.

Will you pursue and facilitate knowledge sharing and collaboration with other local, national, or international schools working on NBS projects and activities? If yes, give details.

Yes, we actively pursue and facilitate knowledge sharing and collaboration at the local, national, and international levels. We believe that exchanging ideas and good practices multiplies the impact of Nature-Based Solutions (NBS) in education and builds a strong community of environmentally conscious learners and educators.

→ Locally, we collaborate with nearby kindergartens and primary schools to co-organize green events, garden days, and community clean-ups. We also invite each other to share eco-friendly practices and co-develop activities that connect nature with early childhood learning.
→ Nationally, we lead a school network that offers training to educators across Greece on topics such as NBS, STEM, outdoor learning, and playful education. Through webinars, workshops, and digital platforms, we foster professional dialogue and the exchange of successful educational practices.
→ Internationally, we participate in European projects, such as eTwinning and Erasmus+, which provide opportunities for our school to collaborate with schools in other countries. Through these partnerships, we co-create projects, share student work, and explore sustainable solutions together. Our children gain awareness of global environmental challenges and develop a sense of belonging to a wider community.

By promoting collaboration at all levels, we strengthen the culture of sustainability and empower both teachers and students to become true environmental stewards.

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Could your planned activities address local environmental challenges and impact the local community? If yes, how?

→ Yes, our planned Nature-Based Solutions (NBS) activities are designed to respond directly to local environmental challenges and positively impact the community. In our area, we face issues such as limited green spaces, increased waste, and a need for greater environmental awareness among residents.
→ Through our school garden, tree adoption program, composting, and rainwater harvesting, we promote sustainable habits that reduce waste and enhance green coverage. These initiatives actively involve students, families, and neighbors, encouraging them to adopt similar eco-friendly practices at home.
→ For example, we recently organized a community clean-up day in collaboration with the local municipality, where students, parents, and local volunteers worked together to clean and green a nearby park. This event not only improved the local environment but also raised community awareness and strengthened local bonds.
→ We host eco-workshops and exhibitions open to the public, where our students share their learning and inspire others to take action for the environment.
→ Additionally, we participated in the Pan Hellenic action "Let's do it Greece " cleaning the park of our village in cooperation with the parents

By connecting education with local challenges, we help foster a greener, more responsible community culture that extends beyond our school walls.

What will your school do to share the results of its activities and knowledge gained?

- Our school is committed to actively sharing the results of our Nature-Based Solutions (NBS) activities and the knowledge gained with the wider community. We will:
- Organize regular presentations and exhibitions where students showcase their projects, such as gardening progress, digital stories, and environmental experiments, to parents, local authorities, and community members.
- Organize of training to other teachers of local or wider educational community in cooperation with School Advisors.
- Updates via the school blog, local MME and Social media highlighting ongoing activities, learning outcomes, and success stories, reaching families and stakeholders beyond the school.
- Publish reports and learning materials that can be shared with other schools, educators, and environmental organizations to inspire similar initiatives.
- Participate in local and national conferences and networks, presenting our experiences and collaborating with other schools to exchange best practices.
- Engage students in creating educational videos to document their learning journey, which are shared with the school community and online platforms.

Through these efforts, we aim to maximize the impact of our work, foster community engagement, and encourage the adoption of sustainable practices beyond our school.

Continued Professional Development

How will you enhance peer-to-peer learning and collaboration between colleagues for the planned activities?

We will foster peer-to-peer learning and collaboration among colleagues by creating a supportive and collaborative professional environment. This will include:

Regular team meetings and workshops where teachers share experiences, challenges, and best practices related to NBS activities and sustainability education.

Peer mentoring and coaching, pairing more experienced teachers with colleagues new to NBS or STEM methodologies to provide guidance and support.

Collaborative planning sessions to co-design interdisciplinary lessons and activities that integrate Nature-Based Solutions across different subjects.

Online platforms and communication tools (such as shared drives, messaging apps, or dedicated forums) to facilitate continuous exchange of resources, ideas, and feedback.

Encouraging joint participation in training, webinars, and conferences, including platforms like eTwinning or local education networks, to build collective expertise and motivation.

By enhancing collaboration through these tools and practices, we aim to build a strong, skilled team that continuously learns from each other and improves the quality of education we offer to our students.

Are you planning to participate in training/professional development activities related to NBS and sustainability, and if yes, what are they?

Yes, we are committed to continuous professional development to enhance our knowledge and skills in Nature-Based Solutions (NBS) and sustainability education. Planned activities include:

- Participating in national and European training programs focused on NBS, environmental education, and STEM methodologies, such as those offered by eTwinning and Erasmus+ projects
- Attending workshops and webinars on outdoor learning, sustainable school management, and integrating digital tools to support green education.
- Collaborating with local environmental organizations and universities to receive expert-led training and guidance tailored to our community's needs.
- Encouraging staff to engage in peer learning and exchange visits with other schools involved in sustainability projects to share experiences and innovative practices.

Through these professional development activities, we aim to continuously improve our teaching approaches and better support our students in becoming responsible, environmentally conscious citizens.

How will you address challenges related to time and resources for training?

We recognize that time and resource constraints can be significant challenges for effective training. To address these, we will:

- Prioritize professional development by scheduling dedicated time within the school calendar for training activities, ensuring they do not conflict with core teaching responsibilities.
- Utilize flexible and blended learning formats, such as online webinars, self-paced courses, and recorded sessions, to accommodate different schedules and reduce the need for travel.
- Leverage existing collaborations and partnerships with local organizations and universities to provide accessible, cost-effective training opportunities close to our school.
- Encourage team-based learning and knowledge sharing, so that insights gained by one teacher can be quickly disseminated to others, maximizing the impact of training.
- Seek external funding or grants aimed at supporting teacher training in sustainability and NBS projects.

By implementing these strategies, we aim to overcome challenges and ensure continuous professional growth despite limited time and resources.

Do you plan to collaborate with external experts to support capacity building, and if yes, with whom?

Yes, we plan to collaborate with a variety of external experts to strengthen our capacity building efforts. These include:

→ Environmental organizations and NGOs that specialize in sustainability education and Nature-Based Solutions, offering workshops and hands-on activities.

→ Local universities and research centers, providing expert knowledge, training sessions, and opportunities for joint projects.

→ Municipal authorities and community groups, to align our school initiatives with broader local environmental goals and access additional resources.

→ STEM professionals and educators who can support the integration of innovative methodologies and digital tools in our teaching.

→ By collaborating with these experts, we aim to enhance the quality and impact of our educational programs, ensuring our students receive the most relevant and up-to-date knowledge.

Are you planning to apply for Erasmus+ Key Action 1 (KA1) to support your professional development? If not, why?

Teachers at our school have actively participated in Erasmus+ programs and have benefited multiple times from related actions, including KA1 and KA2. We are proud to be the first kindergarten in Greece involved in the European Comenius project since 1998 and our participation in such initiatives continues to this day.

→ Yes, we plan to apply for Erasmus+ Key Action 1 (KA1) funding to support our professional development activities. This program offers valuable opportunities for our educators to participate in international training, exchange best practices with peers across Europe, and enhance their skills in sustainability education and Nature-Based Solutions. We believe that KA1 will significantly contribute to our school's capacity building and help us implement innovative teaching methodologies effectively.

→ If we choose not to apply at any point, it would be due to timing or administrative constraints; however, we remain committed to pursuing all available opportunities to advance our professional growth.

Resources

"Nature-based solutions (NBS) are solutions that are inspired and supported by nature, which are cost-effective, simultaneously provide environmental, social, and economic benefits, and help build resilience. Such solutions bring more and more diverse, nature and natural features and processes into cities, landscapes, and seascapes, through locally adapted, resource-efficient, and systemic interventions. Nature-based solutions must therefore benefit biodiversity and support the delivery of a range of ecosystem services."

Source: https://research-and-innovation.ec.europa.eu/research-area/environment/nature-based-solutions_en

List of recent EU publications on nature-based solutions
Repositories: NetworkNature, Oppla, and Urban Nature Atlas
EU's strategy for protecting the climate: European Green Deal
EU's Biodiversity Strategy 2030
List of available resources, including guidance, reports, tools, and services developed around education about NBS: https://nbseduworld.eu/resources
Schools as Living Labs Resources: https://www.schoolsaslivinglabs.eu/resources/
Schools as Living Labs Community Platform: https://www.schoolofthefuture.eu/en/sall
NBS EduWORLD Webinar: How to write a successful Erasmus+ KA1 funding application
Erasmus+ Opportunities:
https://erasmus-plus.ec.europa.eu/resources-and-tools/how-to-apply/where-to-apply

Annex

Proposed verbs for writing Learning Objectives/Outcomes		
Knowledge	**Skills**	**Attitudes**
Explain	Demonstrate	Advocate
Describe	Operate	Participate
Compare	Perform	Reflect
Analyze	Create	Engage
Summarize	Assemble	Support
Identify	Execute	Promote
Evaluate	Design	Commit
Understand	Test	Accept
Outline	Construct	Appreciate
Define	Model	Value
Present	Build	Respect

COOL SCHOOLS

If you have a garden and a library ,
you have all that you need! (Cicero)





https://blogs.sch.gr/niprizartri/

Kindergarten of Rizario,Greece

Three planting







nbseduworld.eu