

# Green school

# quality standard

Greening every learning environment



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# SHORT SUMMARY



*"Since wars begin in the minds of men and women it is in the minds of men and women that the defences of peace must be constructed"*

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# 1. Introduction

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## school accreditation schemes

Accreditation schemes encompass school certification and labels conferred by governments or organizations, awards recognizing schools for exemplary practices in ESD and climate change, as well as school-based initiatives and projects demonstrating a commitment.

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# 1.1. The Green School

Green schools are schools that integrate environmental education into their curriculum and school culture. They aim to create a sustainable and eco-friendly learning environment. This involves not only teaching about the environment but also practicing sustainable behaviors within the school community. Green schools often have gardens, recycling programs, and energy-saving measures. The goal is to instill a sense of responsibility and care for the planet in students, preparing them for a sustainable future.

## a) The principles of a Green School

The principles of a Green School are based on sustainability and holistic education. These principles guide the school's operations, curriculum, and community engagement. Key principles include environmental awareness, resource conservation, and community involvement. A Green School should be a model of sustainability, demonstrating how to live in harmony with the environment.

### ...ensures a holistic education

A Green School ensures a holistic education by integrating environmental education with academic and social learning. This approach recognizes that students learn best when they are engaged in meaningful, real-world experiences. Environmental education is not just a subject to be studied; it is a way of life. By connecting classroom learning to the natural world, Green Schools help students develop a deeper understanding of the environment and their role in it. This holistic approach fosters critical thinking, problem-solving, and a sense of global citizenship.

Green Schools also focus on creating a supportive and inclusive learning environment. They encourage students to take ownership of their school and community. Through projects and activities, students learn to work together, communicate effectively, and take responsibility for their actions. This emphasis on community and sustainability helps students develop the skills and values needed to thrive in a complex and interconnected world. The Green School model is a powerful tool for creating a better future for all.

### ... prioritizes sustainability practices to tackle climate change

... prioritizes sustainability practices to tackle climate change

### ... promotes a sense of responsibility

... promotes a sense of responsibility

.....

# 1.2. The Green school quality standard

## The Green school quality standard

The Green school quality standard is a set of criteria that schools can use to assess their environmental performance. It covers a range of areas including energy efficiency, water conservation, waste management, and outdoor learning. The standard is designed to be flexible and adaptable to different school contexts and resources. It provides a framework for schools to develop and implement their own environmental action plans. The standard is based on best practice and is regularly updated to reflect changes in environmental policy and technology. It is a key tool for schools to demonstrate their commitment to sustainability and to improve their environmental performance. The standard is also used by external organizations to assess schools and to provide feedback and support. It is a valuable resource for schools and for the wider community.

**Goal:** *the goal of transforming at least 50% of schools, colleges and universities into Green Schools by 2030*



Accreditation scheme organizers	Governments	Schools
<ul style="list-style-type: none"><li>▶ Review your programme's criteria.</li><li>▶ Meet the minimum threshold of alignment.</li><li>▶ Support schools to become climate-ready and contribute to achieving the global target of 50% of schools becoming green climate-ready schools by 2030.</li></ul>	<ul style="list-style-type: none"><li>▶ Refer to the list of accreditation schemes aligned with the Standard.</li><li>▶ Collaborate with aligned accreditation schemes or develop a government-led scheme aligned with the Standard.</li><li>▶ Support the national transition of schools to become green climate-ready schools and contribute to achieving the global target of 50% of schools becoming green climate-ready schools by 2030.</li></ul>	<ul style="list-style-type: none"><li>▶ Refer to the list of accreditation schemes aligned with the Standard.</li><li>▶ Consider joining an accreditation scheme aligned with the Standard.</li><li>▶ Follow a WIA in your journey to becoming a green climate-ready school.</li></ul>



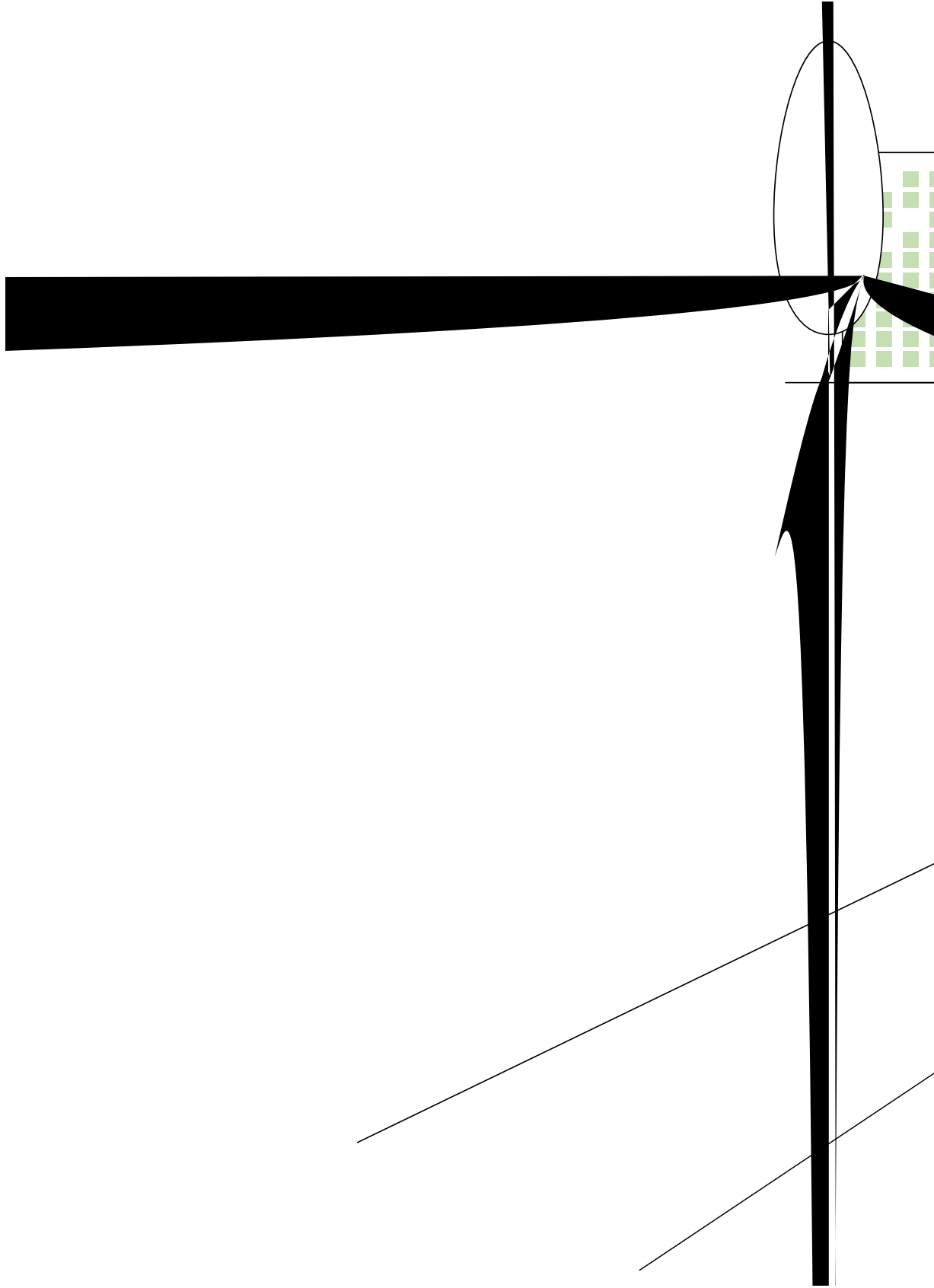
## 2. Four core dimensions of the Green school quality standard

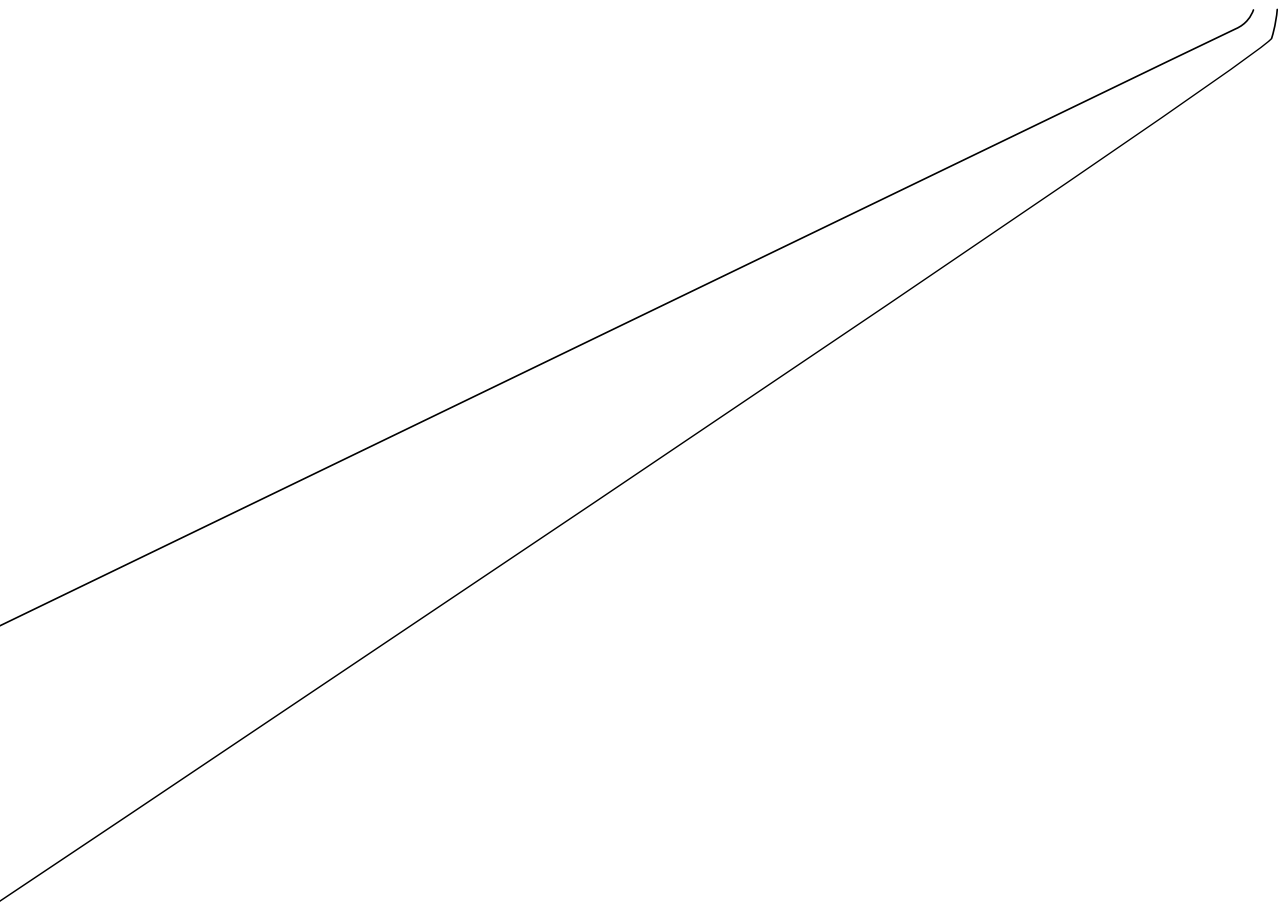
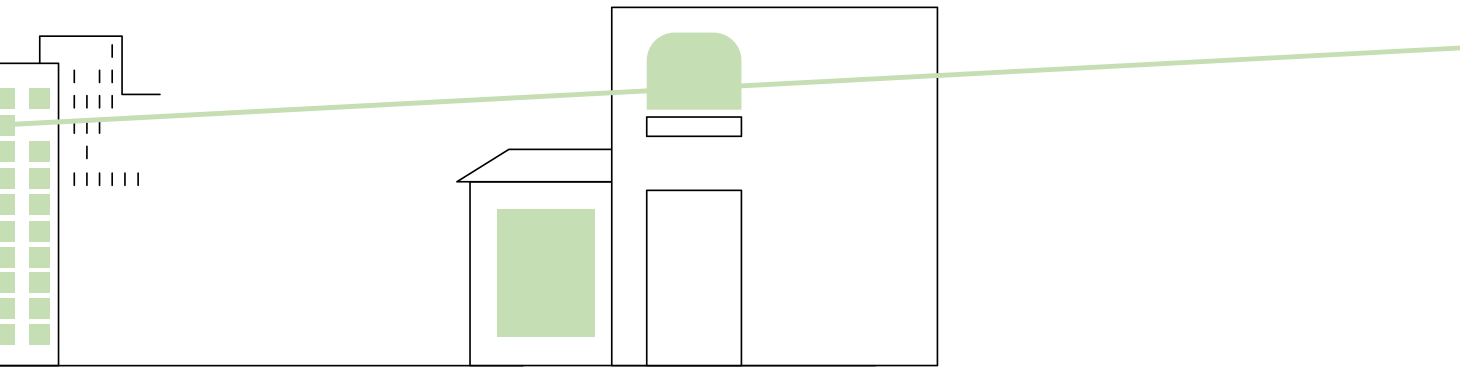
1. Environmental awareness and action  
2. Environmental management  
3. Environmental education  
4. Environmental governance

## Community engagement:

Community engagement is a process of working with and through various groups of people who are affected by, or have an interest in, a particular issue or project. It involves a range of activities and approaches, from consultation and information sharing to partnership and co-production. The goal is to ensure that the voices of all stakeholders are heard and that decisions are made in a transparent and accountable way.

Community engagement is a key component of many public sector projects and programmes. It helps to build trust and rapport between organisations and the communities they serve. It also helps to identify and address the needs and concerns of communities, and to develop solutions that are more effective and sustainable. There are many different ways to engage with communities, and the approach should be tailored to the specific context and objectives of the project. Some common methods include public consultations, focus groups, surveys, and community meetings. More advanced methods include participatory budgeting, community-led initiatives, and co-production. The key to successful community engagement is to be open, honest, and respectful, and to listen to what the community has to say.





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Action related to ...					
Action	Level of resources needed	Policy development	Stakeholder engagement	Integrating into the curriculum	Advocacy & partnerships
<p><b>Prepare for potential disasters</b> by creating and maintaining emergency supply kits and implementing evacuation plans that are known to all members of the school community. Connect with the local disaster risk management structures.</p>	Moderate	☒			
<p><b>Adopt a disaster-risk reduction management plan</b> that is already available. The plan should cover prevention and mitigation, preparedness, response recovery and rehabilitation components and identify vulnerable communities and their unique needs. If such plans do not exist in your community/country, develop such a plan based on international norms.</p>	Moderate to High	☒	☒		
<b>ESTABLISHING A GRE</b>					

Action related to ...					
Action	Level of resources needed	Policy development	Stakeholder engagement	Integrating into the curriculum	Advocacy & partnerships
<b>Develop effective communication networks</b> that regularly inform, update and consult stakeholders, through social media and online platforms, about the school's achievements and challenges related to its initiatives about climate change and other aspects of sustainability.	Low to Moderate		☑		☑
<b>Conduct surveys and interviews</b> to gather feedback from stakeholders about the priorities, concerns and suggestions regarding climate change and other aspects of sustainability thus ensuring their perspectives are considered in decision-making processes and share the results with the informants for continued improvement.	Low to Moderate		☑		
<b>Organise workshops and meetings for stakeholders</b> where they can discuss, suggest ideas, share experiences, and actively contribute to the school's agenda about climate change and other aspects of sustainability.	Moderate		☑		
<b>Host community-based events</b> , such as fairs, festivals, presentations, seminars, workshops, courses, to raise public awareness about the importance of addressing climate change and showcase the school's green initiatives. These events can encourage community engagement and possibly build a network of support for emergencies.	Moderate		☑		☑
<b>Facilitate intergenerational dialogues</b> by inviting community elders to participate in school activities, workshops, or climate action-focused events providing opportunities for youth to learn from their wisdom and experience while also fostering intergenerational collaboration in decision-making forums.	Moderate		☑	☑	☑






Action related to ...								
Action	Level of resources needed	Energy efficiency	Water conservation	Waste management	Sustainable transportation	Green infrastructure	General infrastructure	Health and well-being
<b>Use outdoor spaces</b> as classrooms to foster a connection with nature.	Low						☒	
<b>Involve learners in the design and maintenance of the school's green infrastructure</b> promoting their understanding of sustainable practices and their role in addressing climate change.	Low						☒	
<b>Participate in community-based and/or national waste reduction campaigns</b> to encourage creative ways of dealing with waste and highlighting its link to climate change mitigation.	Low			☒				
<b>Install informative and interpretive signage</b> throughout the school grounds to educate learners, staff and visitors about the importance of energy and water conservation, as well as the benefits and features of the school's green infrastructure. Additionally, integrate behaviourally informed nudges to encourage sustainable actions, and foster a culture of an environmental sense of responsibility and proactive engagement in mitigating climate change.	Low					☒	☒	
<b>Organise innovation challenges and competitive activities</b> such as waste reduction challenges for learners and staff. Extend this concept to additional areas of climate change mitigation and introduce competitions and prizes to encourage eco-friendly behaviour among students.	Low			☒				





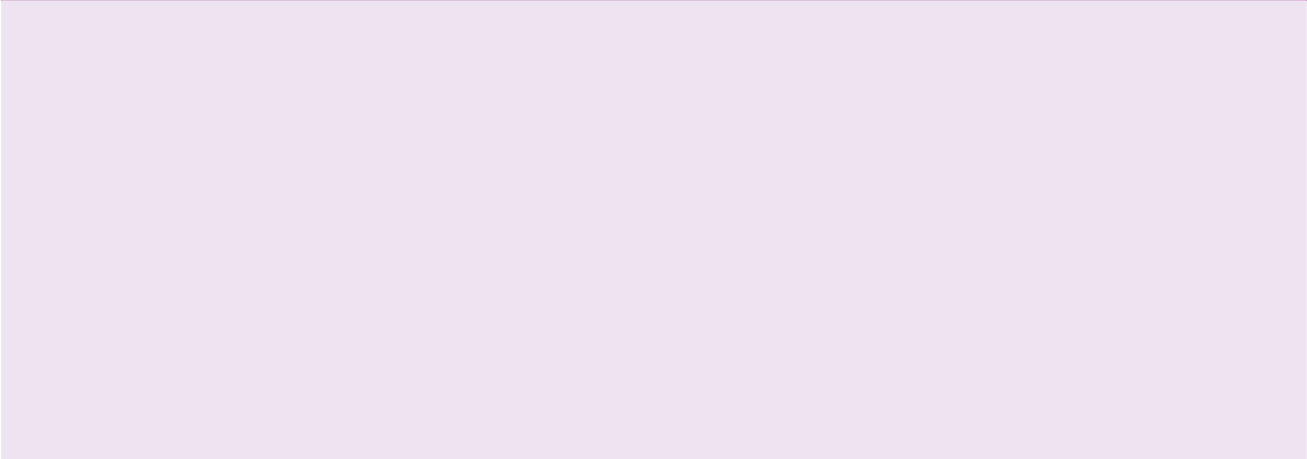
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Action related to ...								
Action	Level of resources needed	Energy efficiency	Water conservation	Waste management	Sustainable transportation	Green infrastructure	General infrastructure	Health and well-being
<p><b>Establish small, low-maintenance school gardens</b> focusing on drought-resistant crops that can serve as a sustainable food source for the school and also provide hands-on agricultural education for learners.</p>	Moderate		☑			☑		
<p><b>Organise community-driven native tree-planting initiatives</b> to combat soil erosion, provide shade, and contribute to local biodiversity by including pollinator-friendly species.</p>	High		☑			☑	☑	
								
<p><b>Conduct energy audits</b> (including taking readings from the electricity meter and reviewing utility bills) to learn how energy is being used in school, understanding the carbon footprint, the type of appliances available and practices that can either be encouraged or discouraged particularly because of their impact on climate change. Also investigate sustainable energy options that could be used in the school.</p>	Low	☑						
<p><b>Conduct water audits</b> (including taking readings from the water meter and reviewing utility bills) to learn how water is being used in school, identify areas of high usage, and highlight the need to conserve water resources in the context of climate change.</p>	Low		☑					
<p><b>Conduct regular waste audits</b> to assess the composition weight and volume of waste generated (including food waste) in the school, and probable sources framing it within a discussion about the impact of improper waste management on the environment, including the contribution to greenhouse gas emissions.</p>	Low			☑				



Action related to ...							
Action	Level of resources needed	Energy efficiency	Water conservation	Waste management	Sustainable transportation	Green infrastructure	General infrastructure Health and well-being
<b>Conduct regular maintenance</b> of the heating, ventilation and air conditioning systems to ensure their efficient operation, thereby enhancing climate change mitigation efforts.	Low	☺					☺
<b>Conduct regular inspections</b> to detect and fix leaks in plumbing systems, water taps, pipes and toilets.	Low		☺				☺
<b>Set up simple and low-cost composting systems</b> using locally available materials to manage organic waste, enrich the soil, and reduce the need for expensive fertilizers.	Low			☺		☺	
<b>Implement low-cost sanitation stations</b> such as simple handwashing stations with soap, to improve hygiene and reduce the spread of waterborne diseases.	Low		☺				☺
<b>Conduct fire safety inspections and implement prevention measures</b> (e.g. ensuring adequate fire exits, alarms and extinguishers) in strategic locations throughout the school premises. This should be followed by regular drills to educate staff and students on proper evacuation procedures.	Low						☺ ☺
<b>Aim for green building certification</b> for new and/or existing buildings to promote sustainable practices, responsible use of resources, health and safety, and resilience to withstand and recover from climate-related disasters.	Low to Moderate	☺	☺	☺	☺	☺	☺
<b>Organise a walking bus</b> to promote sustainable commuting and reduce greenhouse gas emissions. The walking bus follows a traditional school bus route, but instead of a vehicle, learners form a walking line accompanied by adult volunteers.	Low to Moderate				☺		

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Action related to ...								
Action	Level of resources needed	Energy efficiency	Water conservation	Waste management	Sustainable transportation	Green infrastructure	General infrastructure	Health and well-being
<b>Improve pedestrian infrastructure around the school</b> by including crosswalks, sidewalks, traffic calming measures and designated drop-off zones to make streets safer, encourage walking and reduce carbon emissions.	Moderate to High				☑		☑	☑
<b>Optimize school bus routes and schedules</b> to reduce fuel consumption, minimize emissions and improve operational efficiency.	Moderate to High	☑			☑			
<b>Retire the school building with earthquake-resistant technologies</b> and structural reinforcements, (e.g. strengthening foundations, reinforcing walls and columns and installing seismic dampers or braces) to enhance seismic resilience by minimizing structural damage and ensuring occupant safety.	Moderate to High						☑	☑
<b>Replace old and inefficient appliances</b> like refrigerators, dishwashers and washing machines with energy-saving models that reduce the production of greenhouse gasses.	High	☑						
<b>Enhance the insulation</b> of roofs, walls, windows and doors to minimize heat transfer, improve energy efficiency and reduce carbon emissions.	High	☑					☑	
<b>Set up green roofs and/or vertical gardens</b> to improve insulation, reduce energy consumption, enhance air quality, utilize rainwater, reduce stormwater runoff and enhance biodiversity.	High	☑	☑			☑		
<b>Optimize the school's irrigation system</b> by using drip irrigation and rain sensors to ensure water-efficient landscaping and address the impacts of climate change on water availability.	High		☑			☑	☑	



Action related to ...								
Action	Level of resources needed	Energy efficiency	Water conservation	Waste management	Sustainable transportation	Green infrastructure	General infrastructure	Health and well-being
<b>Install a grey water recycling system</b> to reuse greywater from sinks and showers for non-potable purposes, like toilet flushing and landscape irrigation, and promote sustainable water management.	High		☑			☑	☑	
<b>Install electric vehicle charging stations in the school's parking area</b> to encourage the use of electric vehicles among staff and parents.	High	☑			☑		☑	
<b>Water conservation</b>								
<b>Implement low-cost solar solutions</b> such as solar lamps or solar-powered chargers to provide lighting and basic electricity needs in classrooms or for learners' study time.	Low	☑					☑	
<b>Set up simple and affordable rainwater collection barrels</b> or containers to collect and store water for drinking and sanitation purposes, especially in regions with irregular access to clean water.	Low		☑				☑	
<b>Address natural and climate change-induced hazards</b> by identifying vulnerable areas and developing plans for landslides, flooding, earthquakes, tropical storms or extreme heat.	Low to Moderate						☑	☑
<b>Set up water and sanitation facilities that are accessible and women-and girl-friendly, in consultation with women and girls.</b> These can include water points, handpumps and water containers.	Low to Moderate						☑	
<b>Install a rainwater harvesting system</b> for non-potable uses, like flushing toilets and irrigation, improving the school's drought resilience, reducing its dependency on municipal water, and conserving water resources.	Moderate		☑				☑	



Action related to ...								
Action	Level of resources needed	Energy efficiency	Water conservation	Waste management	Sustainable transportation	Green infrastructure	General infrastructure	Health and well-being
<b>Install renewable energy systems</b> (e.g. solar panels) to generate clean electricity as part of the school's climate mitigation measures and provide a reliable energy source during electrical blackouts.	High	☹					☹	
<b>Ensure a flood-resistant infrastructure</b> by investing in construction and engineering projects to elevate facilities and buildings above the flood level or installing flood barriers to protect the school.	High						☹	
<b>Disaster Preparedness</b>								
<b>Conduct risk mapping exercises</b> to identify vulnerable areas within the school and develop plans to address specific hazards, such as landslides, flooding, earthquakes, tropical storms or extreme heat.	Low to Moderate						☹	
<b>Conduct regular inspections</b> to ensure the structural integrity and resilience of the school building against natural disasters, such as landslides, tropical storms and earthquakes. These inspections will be followed by essential upgrades (including retrofitting) to address any structural weakness and potential hazard.	High						☹	
<b>Green Procurement</b>								
<b>Adopt a green purchasing policy</b> that prioritizes items that are produced from sustainable and ethical sources, are fair trade, non-toxic, energy-efficient and climate friendly.	Low			☹				☹
<b>Encourage students to research</b> about environmentally friendly and ethically sourced products.	Low			☹		☹	☹	☹



## 2.3. Environmental awareness

Environmental awareness is the understanding of the natural world and the impact of human activities on the environment. It involves recognizing the need to protect the environment and taking action to reduce the school's carbon footprint. This includes understanding the importance of recycling, energy conservation, and sustainable resource use.

Environmental awareness is a key component of the Green School Quality Standard. It is essential for schools to have a clear understanding of the environmental issues they face and to take action to address them. This includes understanding the importance of recycling, energy conservation, and sustainable resource use. Environmental awareness is also a key component of the Green School Quality Standard. It is essential for schools to have a clear understanding of the environmental issues they face and to take action to address them.

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Action related to ...						
Action	Level of resources needed	Foster climate education	Cultivate climate action	Empower learners	Shape environmental values and ethics	Promote collaboration
<p><b>Support learners to develop research projects and investigations</b> on specific climate-related themes and other aspects of sustainability. Besides developing research skills, learners experience independent learning and critical thinking.</p>	Low	☑	☑	☑		
<p><b>Assign local and global case studies that present real-world challenges</b>, such as climate change, and invite learners to explore these cases, consider ethical implications, and propose sustainable solutions.</p>	Low	☑			☑	
<p><b>Introduce learners to literature, poetry or art</b> that deal with climate issues and other aspects of sustainability, incorporating social-emotional learning elements to encourage greater self-awareness, agency and belonging as well as empathy through modelling and nurturance. Encourage them to read, analyse and reflect on these works while also addressing climate anxiety and fostering emotional resilience.</p>	Low				☑	
<p><b>Integrate traditional arts and crafts into lessons on climate issues and other aspects</b></p>						








Action related to ...						
Action	Level of resources needed	Foster climate education	Cultivate climate action	Empower learners	Shape environmental values and ethics	Promote collaboration
<b>Organise environmental conferences or symposia</b> where learners can present their research, projects, ideas and achievements related to sustainability including climate change adaptation and mitigation strategies.	Moderate to High	☑	☑	☑		
<b>Organise nature walks or field trips</b> to local parks, nature reserves and environmental centres as well as infrastructure facilities such as waste recycling plants, power stations and sewage treatment plants, providing hands-on experiences and fostering awareness related to climate change and sustainable practices. This could be enhanced by the setting up of an exhibition with photos taken during the walk and shared on social media so that parents and family can engage.	Moderate to High	☑	☑		☑	
<b>Engage learners in community-based projects</b> through which they can collaborate with local organizations to address specific issues that are directly relevant to the community, encouraging active participation in climate change mitigation at the local level.	Moderate to High		☑	☑		☑
<b>Waste management</b>						
<b>Organise eco-art projects</b> that, besides raising awareness of the importance of waste reduction, encourage learners to create artwork using recycled materials or natural resources.	Low	☑	☑			
<b>Conduct a general audit of the school</b> during which learners can collect data about the use of resources, analyse them, identify unsustainable practices and suggest sustainable and climate-friendly actions that can be adopted.	Low	☑	☑	☑		



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## 2.4. Environmental awareness

Environmental awareness is the knowledge, understanding and attitudes that lead to the adoption of environmentally sound practices. It is the foundation for environmental action and is essential for the development of a sustainable society. Environmental awareness is not just about knowing the facts, but also about understanding the causes and consequences of environmental problems and the role of individuals and communities in addressing them. It is a process that involves learning, reflection and action. Environmental awareness is essential for the development of a sustainable society because it is the foundation for environmental action. It is the knowledge, understanding and attitudes that lead to the adoption of environmentally sound practices. Environmental awareness is not just about knowing the facts, but also about understanding the causes and consequences of environmental problems and the role of individuals and communities in addressing them. It is a process that involves learning, reflection and action. Environmental awareness is essential for the development of a sustainable society because it is the foundation for environmental action.

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Action related to ...						
Action	Level of resources needed	Shared responsibility	Local Expertise & resources	Real-life experiences	Learning opportunities	Long-term impact
<b>Establish partnerships between the school and CSOs and/or government agencies</b> to jointly organize campaigns, advocate for policy changes and collectively organize action plans to address climate change and other aspects of sustainability relevant to the community.	Moderate to High	☑	☑	☑		☑
<b>Collaborate with local authorities and CSOs</b> to conduct vulnerability assessments and support climate-proofing initiatives by accessing expertise, resources and funding opportunities for disaster risk reduction.	Moderate to High	☑	☑	☑		☑
<b>Organize capacity-building workshops</b> for learners, teachers and community members to enhance their knowledge and skills in disaster risk reduction and climate adaptation.	Moderate to High	☑			☑	☑
<b>Establish community gardens</b> around the school, involving learners and community members in the cultivation of nutritious, locally adapted crops to address both food security and educational needs.	High	☑	☑	☑	☑	☑
<b>Establish small-scale school farms</b> by collaborating with local farmers or community members that provide hands-on agricultural education and supplement school meals.	High	☑	☑	☑	☑	☑
<b>Foster cultural exchanges between different indigenous communities</b> , allowing for the sharing of knowledge and practices related to environmental sustainability.	High	☑	☑	☑	☑	☑
<b>Community Clean-up Campaign</b>						
<b>Organize a community clean-up campaign</b> where learners and staff team up to clean up a local area, raising awareness about the underlying causes of waste pollution and its environmental impacts on climate change.	Low	☑				



Action related to ...						
Action	Level of resources needed	Shared responsibility	Local Expertise & resources	Real-life experiences	Learning opportunities	Long-term impact
<p><b>Establish gardens with native plants</b> that are significant to the local community, providing hands-on learning experiences and connecting learners with traditional knowledge. Foster community cohesion and intergenerational learning by encouraging parents to get involved in the creation and upkeep of these gardens.</p>	Low					



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Action related to ...						
Action	Level of resources needed	Shared responsibility	Local Expertise & resources	Real-life experiences	Learning opportunities	Long-term impact
<b>Engage learners in problem-solving projects</b> related to community climate change and sustainability issues. Community members can support learners in identifying local issues and proposing relevant solutions.	Moderate to High		☑	☑		
<b>Community Engagement</b>						
<b>Foster collaboration with local community leaders or organizations</b> to bring sustainability and climate action to the community.	Low	☑	☑		☑	
<b>Organize cost-effective training sessions on climate change issues</b> , potentially collaborating with local CSOs or governmental organizations.	Low	☑	☑		☑	
<b>Promote the development of repair skills</b> within the community through local workshops, making use of local expertise.	Low		☑		☑	
<b>Offer programmes that focus on preserving and revitalizing indigenous languages</b> , ensuring that traditional knowledge is passed down through linguistic channels.	Low	☑	☑		☑	☑
<b>Organize consultation and/or mentoring sessions</b> with local professionals or NGO members to support learners working on climate change and other sustainability projects, providing guidance and expertise to foster meaningful community engagement.	Moderate		☑			
<b>Organize field trips to community spaces and resources</b> (e.g. nature reserves, sustainable farms and industries and infrastructure facilities) where learners can appreciate nature and explore issues related to climate change and sustainable development. Following these trips, learners can set up awareness exhibitions using mixed media and share them on social media so that parents and family can engage.	Moderate		☑		☑	



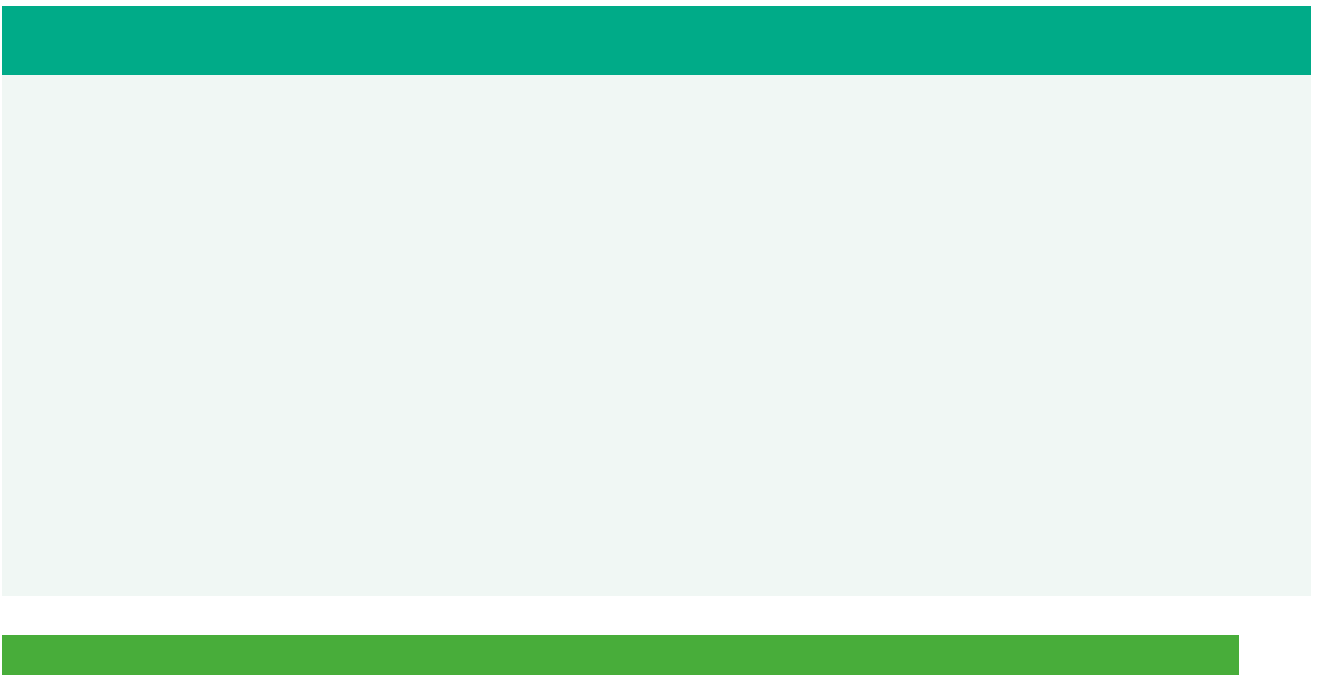




# 3. Strategic pathways for implementing the Green school quality standard

There are a number of ways in which schools can implement the Green school quality standard. The following are some of the key pathways that schools can take to achieve the standard. *just*

## 3.1.





### How can an accreditation scheme be considered aligned with the Standard?

Accreditation schemes can be considered aligned with the Standard if they meet the following criteria:

- They are based on the Standard's principles and objectives.
- They cover the same scope as the Standard.
- They use the same terminology and definitions as the Standard.
- They have a transparent and fair process.
- They provide ongoing support and guidance to schools.
- They have a strong track record of success.

### How is the alignment of accreditation schemes with the Standard put into practice?

The alignment of accreditation schemes with the Standard is put into practice through the following steps:

1. Review the Standard's principles and objectives.
2. Review the accreditation scheme's scope and coverage.
3. Review the accreditation scheme's terminology and definitions.
4. Review the accreditation scheme's process and procedures.
5. Review the accreditation scheme's support and guidance.
6. Review the accreditation scheme's track record and success.



### What if there are no accreditation schemes aligned with the Standard in my country?

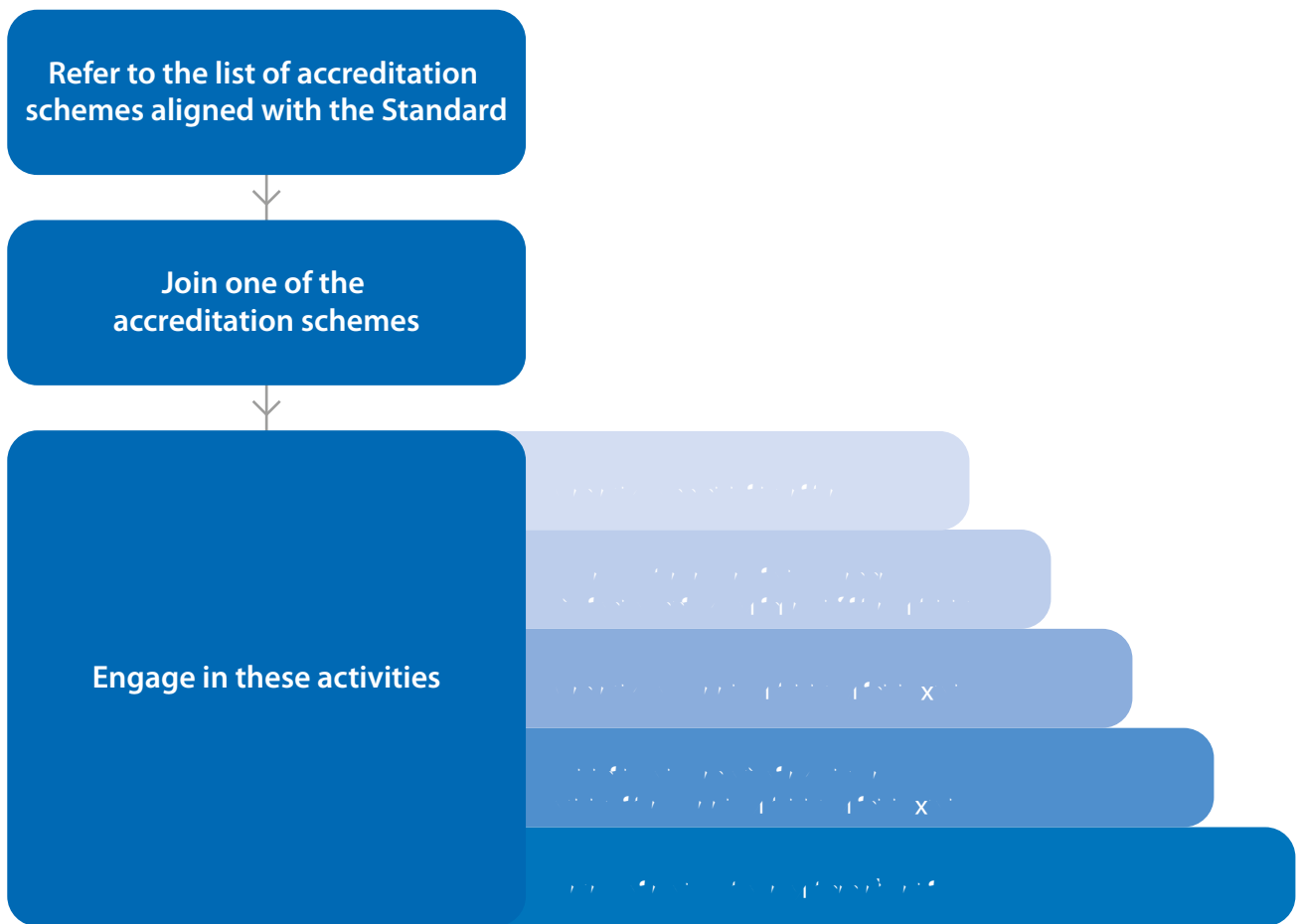
There are a number of ways in which schools can demonstrate their commitment to the Standard in the absence of accreditation schemes. Schools can use the Standard as a framework for self-assessment and improvement. They can also use the Standard as a tool for external evaluation, such as through peer review or external audits. Schools can also use the Standard as a basis for developing their own accreditation schemes, which can be aligned with the Standard. This can be done through a number of ways, such as through the development of a school improvement plan, a quality assurance system, or a self-assessment framework. Schools can also use the Standard as a basis for developing their own accreditation schemes, which can be aligned with the Standard. This can be done through a number of ways, such as through the development of a school improvement plan, a quality assurance system, or a self-assessment framework.

### How can the governments support schools in their efforts to become green climate-ready schools?

There are a number of ways in which governments can support schools in their efforts to become green climate-ready schools. Governments can provide financial support, such as through grants or subsidies, to help schools cover the costs of implementing green climate-ready practices. Governments can also provide technical support, such as through training and resources, to help schools develop the skills and knowledge needed to implement green climate-ready practices. Governments can also provide policy support, such as through the development of policies and regulations that encourage and support green climate-ready practices in schools.

- Governments can provide financial support, such as through grants or subsidies, to help schools cover the costs of implementing green climate-ready practices.
- Governments can provide technical support, such as through training and resources, to help schools develop the skills and knowledge needed to implement green climate-ready practices.
- Governments can provide policy support, such as through the development of policies and regulations that encourage and support green climate-ready practices in schools.

### 3.3. D Implementing the Standard



#### Key steps for schools to use the Standard

- Review the Standard and identify the key areas for improvement.
- Develop a plan of action to address the key areas for improvement.
- Implement the plan of action and monitor progress.
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- Implement the plan of action and monitor progress.

## How can my school engage with the Green school quality standard?

1. **Engage with the Standard** – This is the first step in the process. It involves understanding the Standard and how it applies to your school. This can be done by reading the Standard, attending training, and consulting with other schools. **D**

2. **Assess your current position** – This involves identifying the strengths and weaknesses of your school's current practice. This can be done through a self-audit or an external audit. **F**

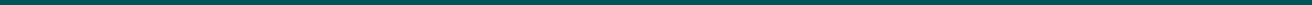
## Why doesn't the Standard offer more specific guidelines for implementing each action?

The Standard is designed to be a framework for schools to develop their own policies and procedures. It provides a set of principles and actions that schools can use to guide their practice. The Standard is not intended to be a prescriptive document, but rather a guide to help schools improve their practice. **L**

The Standard is designed to be a framework for schools to develop their own policies and procedures. It provides a set of principles and actions that schools can use to guide their practice. The Standard is not intended to be a prescriptive document, but rather a guide to help schools improve their practice. **L**



# 4. Conclusion









**Accreditation schemes:**

Accreditation schemes are systems of external quality assurance that certify the reliability of an organization's management system, such as an environmental management system (EMS) or a quality management system (QMS).

**Audit:**

An audit is a systematic and independent examination of an organization's activities, processes, and products to determine whether they conform to established standards and requirements.

**Climate proofing:**

Climate proofing refers to the process of identifying and addressing the risks and opportunities associated with climate change, ensuring that an organization's operations and assets are resilient to future climate conditions.

**Climate resilience:**

Climate resilience is the ability of a system, organization, or community to withstand, absorb, and recover from the adverse effects of climate change, while maintaining its essential functions and structures.

**Education for Sustainable Development:**

Education for Sustainable Development (ESD) is a process of learning that equips individuals with the knowledge, skills, and values needed to address the complex challenges of sustainability, including environmental, social, and economic issues.

**Ethical purchasing:**

Ethical purchasing, also known as responsible procurement, involves selecting and buying goods and services from suppliers that adhere to ethical and sustainable practices, such as fair labor conditions and environmental protection.

**Governance:**

Governance refers to the system of rules, processes, and structures that guide and control an organization's operations, ensuring transparency, accountability, and effective decision-making.

**Greening education:**

Greening education involves integrating environmental and sustainability topics into the curriculum, promoting eco-friendly practices in schools, and raising awareness among students and staff about environmental issues.

**Green procurement:**

Green procurement is the process of purchasing goods and services that meet specific environmental and sustainability criteria, such as low carbon footprint, recycled content, and ethical sourcing.

**Green School:**

A Green School is an educational institution that has implemented a comprehensive sustainability program, including energy efficiency measures, waste reduction, water conservation, and environmental education for students and staff.

**Greenwashing:**

Greenwashing is the practice of making false or misleading claims about the environmental friendliness of a product or service, often used by companies to distract from their negative environmental impact.





*Environment and school initiatives: Lessons from the ENSI Network – past, present and future.*

*The whole-school sustainability framework: Guiding principles for integrating sustainability into all aspects of a school organization.*

*Global lessons on greening school grounds and outdoor learning.*

*Collaboration, partnership and whole school approaches: Key questions and challenges.*

*Green schools globally: Stories of impact on education for sustainable development.*

*Comprehensive school safety framework 2022-2030 for child rights and resilience in the education sector.*

*Whole-school approaches to sustainability: An international review of sustainable school programs. Report prepared by the Australian Research Institute in Education for Sustainability*

*Whole school approaches to sustainability: Exemplary practices from around the world.*

*Environmental Education Research*

*Creating sustainable environments in our schools.*

*Input paper: A whole school approach to learning for environmental sustainability.*

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- UNESCO (2017). *Input paper: A whole school approach to learning for environmental sustainability*. [https://unesco.org/education/education-for-sustainable-development/education-for-sustainable-development/learning-for-environmental-sustainability/learning-for-environmental-sustainability-input-paper](#)
- D. [https://unesco.org/education/education-for-sustainable-development/education-for-sustainable-development/learning-for-environmental-sustainability/learning-for-environmental-sustainability-input-paper](#) UNESCO roadmap for implementing the Global Action Programme on Education for Sustainable Development. [https://unesco.org/education/education-for-sustainable-development/education-for-sustainable-development/learning-for-environmental-sustainability/learning-for-environmental-sustainability-input-paper](#)
- D. [https://unesco.org/education/education-for-sustainable-development/education-for-sustainable-development/learning-for-environmental-sustainability/learning-for-environmental-sustainability-input-paper](#) Getting climate-ready: A guide for schools on climate action. [https://unesco.org/education/education-for-sustainable-development/education-for-sustainable-development/learning-for-environmental-sustainability/learning-for-environmental-sustainability-input-paper](#)
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Procedure	Performance indicators
<p><b>2. The audit involves the systematic assessment of the school's current practices, policies and infrastructure related to the sustainability areas identified in the Green School Project Roadmap. The audit will help to identify areas for improvement and serve as a foundation for developing a strategic and comprehensive Green School Action Plan.</b></p>	
<ul style="list-style-type: none"> <li>▶ Based on the sustainability areas being investigated, decide on the type of data that will be gathered during the audit and the sources from where they will be gathered.</li> <li>▶ Select a team of individuals who will be gathering the data. Make sure that learners are actively involved in the process.</li> <li>▶ Set a timeline for the audit process.</li> <li>▶ Collect the relevant data based on the sustainability areas being investigated. The data collected can be from primary sources (e.g. interviews with learners and staff, water meters) or secondary sources (e.g. existing policies and reports). Make sure to collect both qualitative and quantitative data.</li> <li>▶ Analyse and evaluate the gathered data to identify areas where the school's sustainability performance is strong and areas that need improvement.</li> <li>▶ Within the Team discuss recommended actions that will help improve the school's sustainability performance.</li> <li>▶ Prepare a report that summarizes the audit's findings and proposed recommendations.</li> <li>▶ Share the audit report and recommendations with relevant stakeholders and seek their feedback on it.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The audit clearly identified the data and the sources from where they will be gathered, relevant to the sustainability areas chosen.</li> <li>▶ The audit was conducted by members of the Team.</li> <li>▶ Learners (including those from historically marginalized or underrepresented populations) were actively involved in the audit process.</li> <li>▶ The audit process had a set timeline.</li> <li>▶ Accurate qualitative and quantitative data were collected from primary and secondary sources.</li> <li>▶ The gathered data were analysed and evaluated against regulations, policies and/or recognized sustainability standards, relevant to the sustainability areas chosen.</li> <li>▶ Clear indicators were used to identify specific areas where the school's sustainability performance is strong and areas that need improvement.</li> <li>▶ T1 (om whet r)116porSdentator, rele</li> <li>▶</li> </ul>

## Procedure

## Performance indicators

Regularly track and evaluate the progress along the Green School Action Plan to ensure that the process is on track, adapts to changing circumstances, and identifies emerging areas of focus.

- ▶ Conduct periodic evaluations to track progress towards targets and use data to identify areas that require improvement.
- ▶ Ensure that the evaluation data collected accurately reflect the school's sustainability efforts and progress by avoiding greenwashing.
- ▶ Consider involving external or independent parties to verify evaluation data to ensure that the assessment process is credible and objective.

- ▶ The Green School Action Plan lists SMART (Specific, Measurable, Achievable, Relevant and Time-bound) targets providing a framework to effectively guide the monitoring and evaluation process.
- ▶ Persons (including learners) conducting the monitoring are trained to perform their role.
- ▶ Reliable methods for data collection were used to collect accurate and relevant data and information.
- ▶ The Green School Action Plan shows signs that plans were modified based on the feedback obtained from the evaluation.
- ▶ Monitoring and evaluation sessions are held periodically to track progress at predetermined intervals within the timeline of the Action Plan.
- ▶ External or independent parties were involved in the monitoring and evaluation process.

Besides fostering a supportive environment and reinforcing positive behaviours, celebrating achievements recognizes and validates the progress made and motivates individuals to continue with their efforts.

- ▶ Recognize and reward the efforts of individuals, classes and teams that contribute significantly to the school's sustainability goals.
- ▶ Highlight good practices, share accomplishments and showcase the positive impact of sustainable practices with the school community.
- ▶ Celebrating achievements provides an opportunity to foster collaboration and shared responsibility for sustainability.
- ▶ Celebrating achievements demonstrates that sustainability is not just an isolated project but an integral part of the school's identity and ethos.
- ▶ Sharing and celebrating good practices can serve as a source of inspiration for other schools, educational institutions and the wider community as it demonstrates that living sustainably is possible.

- ▶ Multiple platforms (e.g. newsletters, websites, social media and school assemblies) and mediums (e.g. newspaper articles, photographs, video clips and presentations) were used to share achievements with the various stakeholders.
- ▶ The events celebrated the positive outcomes of the process towards improving environmental conditions, enhancing learner learning, promoting a greater sense of community and cultivating a positive reputation for the school.
- ▶ Certificates, awards, or public recognition were used to honour individuals, groups and organizations that contributed to the success of the Green School Action Plan
- ▶ The good practices and achievements were shared with external stakeholders (e.g. local authorities, CSOs, government agencies, businesses) to develop partnerships and foster joint events and campaigns.
- ▶ The celebration and sharing of achievements were an opportunity to inspire and guide other schools or organizations interested in pursuing similar initiatives.
- ▶ The celebration and sharing of achievements served as a valuable opportunity for the school community to engage in reflection and foster a culture of continuous improvement.



# Greening Education

Greening Education Partnership

Building upon the demands expressed by young people to transform education to tackle climate change, this publication offers concrete steps for schools to transition into climate-ready green institutions.

Green school quality standard provides a comprehensive guide to support learning environments in integrating sustainability principles and climate action into the four core dimensions of whole-institution approach to Education for Sustainable Development: **School governance, Facilities and operation, Teaching and learning, and Community engagement**. The standard invites accreditation schemes that work with schools to align their criteria with at least one third of the actions proposed. Through the Greening Education Partnership and its Working Group on Green Schools, the Standard serves as the common language for all stakeholders to collaborate to jointly reach the global target of greening at least 50% of schools in all countries by 2030.

To catalyse this transformative journey and ensure that every learner is equipped to take action to address the climate crisis, commit to your action for the Greening Education Partnership.