2023

Good practices booklet on sustainable approaches at school

SCHOOL
SUSTAINABILITY

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01- INTRODUCTION

The "Good practices booklet on sustainable approaches at school" is one of the results of the project funded by Erasmus Plus programme "Sustainability managers@school".

The partners working in the project come from different European countries (Euphoria/Italy, Europe for you/Czech Republic, Formethic/France, Logopsycom/Belgium and SmartNest/Latvia) and everyone brings a different perspective on the sustainability world.

The overall project's objective is to create a model for schools to follow in order to implement a Sustainability strategy at school, embracing the so-called "whole school approach".

We have created a tool-kit to establish a sustainability strategy at school with a set of tools which will serve to create a community with the involvement of students and teachers in the entire school, track the changes and transfer to students key knowledge regarding sustainability and climate change, and how their behaviours impact the entire system.

Within this framework, the benchmark analysis is an overview of good practices in Sustainability at school level in the different European partner countries involved in the project, and other peripheral countries too. This will be the first step to reach a further analysis based on the principle of materiality to determine for whom, why, how and when social and environmental issues are relevant and important for the sustainability of a school and its stakeholders.

You can find all the resources of the project on the website HOME | SchoolSustainability (school-sustainability.eu) or scan here

02 - METHODOLOGY

First, we have identified the 18 priority issues on sustainability for schools and their stakeholders. You can find more information in the Materiality Report: link
Starting from these issues, we used a research method for the collection of the good practices. The research involved exploratory, descriptive, and explanatory study.

Potential sources for this research can be:

- from the field via interviews with school staff (teachers, administrative staff, technical staff, pupils)
- publications from institutions (ministry of education, regional or local authorities...)
- educational resources for schools (publishing houses, educational materials from associations and NGOs...)
- Research good practices in our country.

CRITERIA

The good practices have been chosen following these guidelines and criteria:

- Practice identified must be 100% relevant for the issue selected
- Approach that has been really practiced in high school
- Innovation: the practice is innovative, not deployed in all schools
- Relevance to the target group: To what extent is the practice relevant for the whole target group of high school (sustainability manager, administrative staff, technical staff, pupils and teachers)
- Accessibility for trainers: To what extent can the practice be applied directly without prior preparations, including materials, equipment or training. / Easy to implement in the school (budget, investment time, internal skills, no legal or administrative constraints...)
- Field of reference of the practice in the education sectors: Has this practice been applied in more than one high school.➤Efficiency: for the identified good practice, measurement indicators can be associated to measure the positive impacts on sustainable development
- Internal or external evaluation results: the good practice has been evaluated in terms of satisfaction and has achieved good results for all target groups

03 – GOOD PRACTICES

Over the next pages you will find a total number of 26 good practices for 18 key priority issues.
They come mostly from Belgium, Czech Republic, France, Italy and Latvia, with some exceptions.
Each good practice is composed of a short description and the country of origin, problems to be solved, action ideas, key takeaways, benefits for target groups and links for the sources and additional information.

SCHOOL SUSTAINABILITY

We hope these good practices will inspire you!

ISSUE N°1: Developing a Corporate Social Responsibility & Sustainable Development policy and integrating the policy into school activities.

J-M Oxfam

The Young Oxfam Shops (YOS) are teams of students and adults active in their secondary school for a fairer world.

Their aim is to make people think, to change their habits and to create the desire to commit themselves collectively. Young people and adults inform themselves, train themselves and seek to better understand the world today.

All this is done in teams. A Young Oxfam Shop is a place to learn about democracy, debate and collective project management.

The young people create a shop offering fair trade products within their school and also carry out awareness-raising activities.

Problems to be solved with this GP

The Young Oxfam Shop reinforces the school as a place to learn about citizenship by inviting students to question themselves, to position themselves and to defend the values of responsible consumption and sustainable development.

Actions ideas

The Athénée Royal de Nivelles started this project in 2000 by looking for sponsors for the school newspaper of the time, "Utopia". The students went to the Oxfam shop in Nivelles to see if the shop was willing to advertise in the newspaper. The volunteers from the shop explained to the students the philosophy of fair trade, the issues and inequalities in North-South relations. Although they left without sponsors, the students nevertheless became aware of the issue and decided to write an article on Fair Trade.

While doing their research and interviews, they discovered the existence of the Young Shops of the World. Following the publication of the article, a small group of students decided to create a YS at the Athénée de Nivelles. It was founded in 2001 and organised its first breakfast in November of the same year. At the beginning, sales were concentrated on parents' meetings and open days and the emphasis was on awareness-raising activities. The shop was later able to set up a cabin in the courtyard, which greatly improved the visibility of the actions. Since its creation, many breakfasts, sales of fair trade products and awareness raising actions have been organised. Themes : North-South relations, of course, but also climate change, child labour, the agricultural crisis, trade, the underside of brands. It is now run by students from the 4th secondary level onwards with two teachers in charge. The students participate in training courses and are fully involved in the decisions and management of the shop (stock, timetables, advertising, etc.).

Key takeaway

Participation in this project allows students to become aware of North-South inequalities and especially of the need to consume differently. The project consists of both managing the shop, which develops many essential skills for their future career, and participating in training days and exchanges with other young participants. This allows the students to expand their knowledge of sustainable development and fair trade consumption and helps them develop awareness-raising projects in their respective schools.

Benefits for target groups

Supervised by teachers and Oxfam facilitators, the young people are invited to learn about themes related to North-South relations and to learn to exercise various skills: working in a team, managing a shop, organising an awareness-raising activity, speaking out, etc.

The Young Oxfam shop reinforces the school as a place to learn about citizenship by inviting students to question themselves, to position themselves and to defend the values of responsible consumption and sustainable development.

Links to resources

https://jeunes.oxfammagasinsdumonde.be/jm-oxfam-cest-quoi/
https://jeunes.oxfammagasinsdumonde.be/content/uploads/sites/7/2021/03/rejoignez-les-jeunes-magasins-oxfam.pdf

Sustainable Label for Schools

The "E3D" label is developed by the French Ministry of Education. It recognizes and encourages schools that are committed to a global approach to sustainable development.
The aim is to implement a cross-cutting approach throughout the school:
-establishing continuity between teaching, educational projects and actions,
-school life,
-management and maintenance of the school structure (water and energy consumption, waste collection, the fight against food waste, etc.), while opening up to the outside world, in particular to the local area and its stakeholders, through partnerships.

Problems to be solved with this GP

Make the school a place of global learning for sustainable development, including health education, citizenship education, artistic and cultural education, and media education.
Continuous improvement process to involve stakeholders and contribute to a fairer, and more sustainable society.

Actions ideas

Following the E3D label requirements:
1- ensure ownership of sustainability by the school community:
- take into account the three pillars of sustainable development and the 17 UN-SDGs
- involve a significant number of students
- ensure consistency with the approaches taken at school

2- Manage the process:
- include the process in the school project
- involve the educational community
- ensure internal coordination (a referent to coordinate, a steering committee to diagnose issues at school level, plan actions, monitor implementation, and an evaluation of the results)
- train staff to develop sustainability skills
- communicate and promote actions internally and externally

3- Open up to the territory through partnership:
- dialogue with partners
- set up actions with actors likely to support the school in its sustainability strategy
- ensure that the school's approach is consistent with the local authority's sustainable development policy

Keep in mind that to plan a gradual deployment over time for an easier, accepted, effective, operational and educational implementation.

Key takeaway

- Develop a SD culture for the whole school
- Involve students and their families in the sustainable transition and give them knowledge
- Provide cross-functional knowledge to all parties involved
- Develop a partnership logic and openness to the outside world
- Multidisciplinary approach
- Development of a SD referents network and creation of a transformative dynamic

Benefits for target groups

For Sustainability manager: have a structured framework, with the support of governance bodies and the participation of all stakeholders.
For admin/technical staff: active participation in a meaningful project, skills development, a healthy and sustainable working environment.
For teachers: coherence with the educational project for sustainable development and the management of the school, interdisciplinary projects, skills development, a healthy and sustainable working environment.
For pupils: a healthy and sustainable learning environment, skills development for a more inclusive and sustainable society.

Links to resources

Transition écologique | Ministère de l'Education Nationale et de la Jeunesse
La démarche et le Label E3D, c'est quoi ? Pourquoi s'engager ? - EDD (ac-versailles.fr)

"Bilancio Sociale": a Social Report for the Social Accountability of Italian Schools

The "Bilancio Sociale" (Social Report) is a document that Italian schools can adopt on a voluntary basis. It is an act of responsibility towards the community through which the educational institutions inform the stakeholders and the various territorial realities of the activities carried out and the results obtained.

Even if it is not mandatory for all Italian schools, it is an important step for the educational sector to start embracing CSR principles.

Problems to be solved with this GP

The Social Report, using appropriate indicators, measures the school's performance in terms of efficiency, defined as the best use of available resources; effectiveness, i.e. the level of achievement of objectives; equity, which considers the school as a builder of the common good for the younger generations.

Moreover, through the Social Report, the school staff acquires the awareness that the school institution is part of an extended community to which it is called to provide an indispensable service. Accountability to the community is an important step in building an ongoing dialogue with other actors in the community, based on reciprocity and transparency.

Actions ideas

Schools all over Europe could embrace this practice: preparing an annual report to self-evaluate their activities and share it with stakeholders.

Self-evaluation and accountability are aimed at improving the school, sharing all information on the work done, the resources employed, the results obtained, etc. This transparency and openness to confrontation with stakeholders and the territory, and consequently to possible external criticism, leads schools to raise the level of the service offered.

School institutions must be able to intercept the needs and requirements of the territory and be able to provide effective responses.

The school must be fully accountable for the social role it plays as an institution and responsible for the proper and appropriate management of resources, including those outside the school system. Responsibility also relates to the ability to carry out all activities aimed at achieving the established results.

Regarding, specifically, performance monitoring, the educational institution must monitor and evaluate the effectiveness of its actions with respect to its goals and stakeholders' expectations through effectiveness and efficiency indicators. This also includes the diffusion and sharing of results with stakeholders to plan future activities. In the context of monitoring, it is important to reflect on the use of resources, the activities carried out and the comparison between the results obtained and the planned objectives.

The school organization has to revise, if necessary, its strategies, goals and objectives related to stakeholder engagement, and related operational plans, on the basis of any changes that have occurred and what has been learnt during the stakeholder engagement and indicator setting process.

Key takeaway

The Social Report represents the synthesis between an internal assessment of the school on the work done, and a report for all stakeholders.
This evaluation must be intended as a useful tool to improve the school and to give meaning to its work, which must be reflected in the outcomes achieved and the impacts achieved.

Benefits for target groups

The social reporting process is an effective opportunity for school staff to reflect on their work, on their own values and those of the institution in which they are embedded, but also on their goals and the ultimate meaning of the school's mission. Moreover, the precise and punctual identification of the stakeholders makes it possible to activate moments of dialogue, confrontation, participation, and collaboration with them, to the benefit of the system and the actors involved.

Links to resources

https://www.culthera.it/2018/08/15/il-bilancio-sociale-cose/
https://www.culthera.it/2018/08/07/il-bilancio-sociale-introduzione/
https://www.orizzontescuola.it/valutazione-delle-scuole-rendicontazione-e-bilancio-sociale-cosa-sono-e-un-esempio-da-scaricare/

Participatory budgeting in schools

Participatory budgeting is a way to make decisions together with students and other school actors by proposing ideas and voting on how public funds should be spent. Participatory budgeting initiatives lead to greater transparency in schools. Those students who are asked to decide on how to spend their school's budget, will know how to get involved in school's activities better, and show the results of the initiative, by Transparency International Lithuania, which has been implemented in two Vilnius district schools.

Problems to be solved with this GP

Students have the chance to better understand their school budgets and know how to engage in their school's activities. Such an evolution would not only help shape the values of the students involved and foster a culture for open decision making, but also become a part of participatory school education.

Actions ideas

For two months in 2019, students from Eitminiskės gymnasium and Kalveliai "Aušra" gymnasium discussed the needs of their school communities. They learnt how to make financial decisions and decided how best to spend €1000 and €1,500 of their school budgets respectively.

At the beginning of the initiative, students exchanged more than 100 ideas, suggesting to have drones, music instruments, bean bags, coffee machines and more. Afterwards, they developed their proposals, specifying how much their idea would serve their school community, how much it would cost, and what its main purpose would be.

After two months, students presented their ideas to the whole school community. The school community – students, teachers and representatives of school administrators – voted on the ideas and selected the best proposals. Students from the first school decided to have a Gazebo – an outdoor study space, while students from the second school voted for sports equipment (this idea has already been implemented).

Key takeaway

After the participatory budgeting initiative, nearly 8 times more students said they understood very well how their school's budget works (before the initiative: 1,5%; after: 11,3%). The number of students who knew nothing about the school's finances decreased more than 2 times. In addition, 3 times more students said that they know how they can engage in decision-making at their school. The number of students who know how the European Union (EU) contributes to their school's budget also increased. 4 out of 5 students liked the participatory budgeting initiative. 7 out of 10 students would like to decide how their school's budget is spent every year.

Benefits for target groups

The participatory budgeting is an easy and effective way to give the youth the taste of what transparency is all about and encourage their creativity.

Links to resources

https://www.transparency.lt/en/participatory-budgeting-in-schools/
https://etico.iiep.unesco.org/en/participatory-budgeting-initiatives-lead-greater-transparency-example-two-lithuanian-schools

ISSUE N°5: Managing in a responsible way the IT system and digital tools (personal data protection, open educational resources...)

IT Protocol and Document Flow Management Handbook

Italian schools are obliged to formally prepare a Handbook for the management of IT protocol, documents, and archives. The Handbook is an internal organizational act and organizes the activities of creation, registration, classification, collation, and preservation relating to the management of the school's IT protocol and document flows. It organizes not only the entire process of managing digital and non-computerized documents but also sets out in detail the division of tasks (and related responsibilities) of the school staff in charge.

Problems to be solved with this GP

The Handbook describes the digital document management system and provides instructions for the proper functioning of the service for maintaining the IT protocol, document flow management, and the ordinary archive.

It guarantees a more transparent administration, free access to data, more responsible management of IT and non-IT documents and information, and greater security for the protection of personal data and privacy.

Actions ideas

Schools can take inspiration from this practice and create their own Handbook.

The IT Protocol and Document Flow Management Handbook organizes the activities related to:

- the creation, acquisition, registration, classification, allocation, and collation of computer documents;

- document archiving and preservation, including the management of historical archives and document discarding procedures;
- the management of the school's document and archive flows;
- the management of non-computerized/digital documents;
- the generalized civic access (Freedom of Information Act);
- the preparation and implementation of IT security measures, in compliance with the Privacy Law;
- the identification of the Head of Document Management, his/her deputy, the Head of Corruption Prevention and Transparency, and the Data Protection Officer.

The Handbook is updated periodically, also in relation to organizational and management circumstances affecting the administration. Its publication on the institutional website ensures that it is also accessible to external parties who deal with the school institution.

Key takeaway

The appointment of the "Person in charge of the prevention of corruption and transparency", ensures the transparency of all the data, information, and documents, reporting cases of non-compliance or partial compliance with obligations regarding publication obligations, and guaranteeing that all data and documents are freely accessible by anyone.

The "Data Protection Officer" provides greater supervision of compliance with EU Regulation 679/2016 and monitors the responsible management of all personal information and ensures privacy and data protection observance, also by informing and raising awareness among school staff on these issues.

Benefits for target groups

The Handbook not only provides for and guarantees the application of stronger IT security measures in compliance with the Privacy and Data Protection Regulations, but also makes it easier to access data and documents, directly from the school's official website. Moreover, by providing information and awareness-raising activities on transparent administration, IT security and privacy, and personal data protection, it makes all school staff more informed and attentive toward these issues.

Links to resources

Gestione del protocollo informatico, dei documenti e dell'archivio: esempio di Manuale - Orizzonte Scuola Notizie

GoodSchoolDigiTool

With the GoodSchoolDigitool platform, schools collect data on their consumption: waste, energy, water, mobility and/or food. The figures are presented in a simple, fun and pupil-friendly way: how many cows (weight) of residual waste are collected annually at the school? The teacher and pupils can together collect the data, analyze it and then implement sustainable actions adapted to the school.

This is an innovative monitoring platform. The data is stored and analyzed over time. The platform also allows you to compare your school's data with that of other schools.

Problems to be solved with this GP

Schools collect information on their consumption (energy, waste, food, water, mobility) and can see their impact on the environment and where it is important to make efforts. Based on the data collected, the GoodSchoolDigiTool offers schools sustainable and tailor-made solutions (structural measures, information for pupils, waste projects, etc.).

Actions ideas

In 2022, pupils from seven schools in Vilvoord took part in a joint climate project, with the final aim of presenting their climate actions. The pupils had the opportunity to explain their ideas for a climate-neutral city and school to the alderman for Finance, Education and Animal Welfare Jo de Ro and the alderman for Sustainability, Tourism, Housing Policy and Digitalisation Tine Paredis. The participating schools were also awarded the Klimaatket-school 2021-2022 label.

To achieve this, the 7 schools used the GoodSchoolDigiTool platform to become aware of the consumption of their respective schools and the areas that needed to be worked on. This enabled them to implement actions in their own schools before presenting a wider plan for their city.

Key takeaway

Participation in this project has made not only the pupils but also all the school staff and management aware of their ecological impact and on what they should work as a priority to reduce their pollution impact. Depending on the school, different workshops were set up: mobility challenge, waste reduction, energy reduction, etc.

Benefits for target groups

Education for sustainable development is essential in schools. It is important to prepare our children and young people to become active and aware citizens. Helping them to understand the impact of their consumption is therefore important. And doing so in a concrete way helps to make the elements studied real. Schools are a key partner in this. It is important to introduce students to the causes and consequences of global warming and how they can develop a sustainable future in different ways.

Links to resources

https://www.goodschooldigitool.be/
https://www.goodplanet.be/fr/notre-offre/?public-cible=enseignement-secondaire

GP 7

Change the way we eat

One of any schools impacts is the food they buy to feed the students. Many schools still follow the original, traditional way when they purchase food and make meals based on the price of the groceries or deals with their suppliers. This mindset needs to change as it is very important for students to learn at a young age that what they eat matters. Understanding why is it good to buy locally-grown food, or why is the consumption of beef the worst food we can buy from an environmental point of view. Awareness of those basic food principles will motivate the students to make eco - oriented decisions as to their diet.

Problems to be solved with this GP

Establish eco-friendly canteens at schools and educate children about the importance of healthy food habits, and benefits / disadvantages of locally / globally produced foods.

Actions ideas

There are several ways how to change the operations of the school canteen. Some small and big changes can be made. All of them matter.
1.Engagement and culture of the eating habits
- map the current situation at the canteen,
- involve parents and students to improve the school canteen,
- educate teachers in the healthy eating habits and impact of foods on the environment,
- motivate parents to give their children healthy snacks,
- minimize school biological waste.
2.Quality of the food and place of its origin
- set target of used foods which come fresh from regional or neighbouring regions (at least 50%),

- set target of used bio-products, bio-foods (at least 5%),
- offer choices: meat-free, dairy-free diet, vegan…
 - use free range eggs,
3.Education about the food and eating habits
- the school can grow its own fruit and vegetables if they have their own gardens, the students actively help with it,
- set up a cooking class, use only local and seasonal products,
- organise a trip to a local farm with the students to make the locally grown foods more tangible to them,
- discuss with students about the importance of the food choices in connection with general human well being and the planet,
4. Monitor the amount of wasted food at the school
Secondary school in Mnisek pod Brdy decided to act regarding the large amount of wasted foods:
- weigh the food waste in the canteen in selected weeks of the year and in cooperation with students, see the vast amount of food which ends up being thrown away.
- review the meal menus with students to see what would they like to eat.
- introduce options to choose from 2 lunch meals.
Before those measures were implemented, the school used to waste 30% of food (i.e. lunch meals) every day. Nowadays, after the successful implementation of the action plans, it is reduced to 13-17% of food waste from the total groceries purchased.

Key takeaway

Map the current state of the operations of the school canteen. Having this exact knowledge is going to bring awareness of the school about where they stand and make them think where they would like to be.
It should not be only a change in the actual meal menus (and the used ingredients) but also about educating children about importance of healthy eating habits and its impact on their general well being and impact of their food related decisions on the planet.

Benefits for target groups

For sustainability manager: understanding the first hand knowledge about their school canteens operations and students preferences, so he/she is able to prepare adequate actions plans and proposals for the school management on how to introduce healthy eating habits to the students and behave accordingly at the school canteen.

For teachers: Learning about the importance of healthy eating habits themselves and its impact on the human body and the environment. Full understanding of the teachers is crucial for passing the knowledge on to the students.

For students: gaining real practical information about what we eat matters to our bodies and to our planet. Motivation to eat in a healthy manner should become second nature to them.

Links to resources

https://www.skutecnezdravaskola.cz/metodicke-materialy-1

https://www.skutecnezdravaskola.cz/user_uploads/Proc_se_zapojit/Kriteria/Kriteria_Skutecne%20zdrava%20skola_1.9.2022.pdf

https://ekoskola.cz/_files/userfiles/Materialy/Ekoskola-Stravovani-2022-A3-Nahled.pdf

https://www.ekonews.cz/deti-casto-ani-neochutnaji-vice-nez-ctvrtina-jidel-pripravenych-ve-skolnich-jidelnach-se-vyhodi/

ISSUE N°7: Implementing actions to reduce environmental impacts in all activities (waste management, recycling, reducing energy and resources consumption, green mobility...)

GP 8

The Great Recycling Relay Race

"The Great Recycling Relay Race" is an initiative that could be implemented in schools to increase recycling awareness among first- through 12th-graders. Such initiative was first developed as a project and tested in some high schools in Latvia. The initiative encourages students to understand the waste segregation and recycling of used reusable materials, as well as learning and practicing environmentally friendly behaviors on a daily basis, through sport activities and working in a team. Finally, an evaluation could be conducted to determine how well students are informed about sustainability issues and what could be improved.

Problems to be solved with this GP

Making schools more sustainable would be much easier if schools implemented such practices, which would be a fun and interesting way for students to learn about sustainability topics. Students would gain valuable knowledge in an entertaining and interactive atmosphere that they could apply not only in school but also at home and elsewhere. Students would not only acquire knowledge about sustainability by implementing this practice, but they would also improve their collaboration and teamwork, making their school a better place.

Actions ideas

This practice could be made into an annual event that would take place in the school's sports hall or the schoolyard. Students in grades 1 through 12 could participate and be awarded with an extra mark or a pass in another class to encourage them to attend. The students that would participate would be divided into 4 teams and take part in 5 tasks.

The first task would be to test how well students are informed about the waste segregation and recycling. Different waste containers would be placed in the event hall and students would be given various types of waste such as plastic, glass, paper, metal, and household waste. These teams would have to decide which colour container is meant for which waste. It would be like a relay race as they have to do it on time. The fastest team would get the most points.

The second task – Students would have to arrange the cards to represent the life cycle of a product, beginning with its purchase and ending with a recycled product that ends up back on the store shelf.

The third task – A speed task where the team has to flatten as fast as possible 20 plastic bottles and they must be placed in a correct container.

The fourth task – A test in which teams must answer questions about sustainability, climate change etc.

The fifth task – Students must find the correct answers to the crossword puzzle.The answers would be available to students on the spot in specially created infographics about sustainability or other topics.

After the event, an evaluation could be conducted to determine how well students are informed about sustainability issues and what needs to be improved.

Key takeaway

Such practice is closely related to sustainability as it emphasizes the importance of climate action, responsible consumption and production, high-quality education, and collaboration. Students are actively involved in the process as change players.

Benefits for target groups

This practice benefits not only the students, who will learn new and valuable information about sustainability and improve their collaboration with other students, but also teachers and Sustainability Manager, who will need to work on the tasks and materials. The creation of the materials would benefit both teachers and the Sustainability Manager by enhancing their knowledge and skills about sustainability.

Links to resources

https://www.tip.edu.lv/media/files/Mes_skirojam_2016.pdf

ISSUE N°7: Implementing actions to reduce environmental impacts in all activities (waste management, recycling, reducing energy and resources consumption, green mobility...)

GP 9

Eco operations of the schools

Eco operations of the school is a manual prepared by Ekoškola, i.e. an environmental programme for schools funded by EU, for teachers.
It focuses on impacts of the schools on the environment and proposes several action plans how to deal with individual issues in - energy, water, waste, school environment, traffic and biodiversity fields, and how to minimise the impact of the schools.

Problems to be solved with this GP

Turn the daily routine of a schools operations into an eco-friendly and sustainable mode with lesser impact on the actual environment.

Actions ideas

Action ideas how to reduce the school impact in the energy consumption. Describe the current situation of the energy consumption of the school and look for options how to reduce the energy spending without major investments.

1. Heating represents a major part of the energy consumption of any school. Teach the students how to effectively change the air in the classrooms without losing much of the heat, lower temperature in the classrooms (measure the temperature and monitor its development), measure humidity in the school premises, check the state of the seal in the windows, etc.

2. Heating up of water is another major energy consumption point. Check the temperature of the tap water when it comes out of the tap, optimal temperature is 45C. Teach the children not to waste hot water and come up with ideas when only cold water could be used.

3. Energy consumption of appliances can be measured by wattmetre. Measure your actual consumption, and work out which appliances are the biggest energy consumers.

Replace the worst appliances. Introduce this process to the kids alongside showing them energy rating bills when buying new gadgets. Check whether there is any green/renewable energy supplier in your area and inquire about their tariff, compare it with the school existing one.

4. Every school has a large amount of various light bulbs. Check the energy consumption of the light bulbs you have installed in your school. Prepare a plan for a replacement of the non-eco ones based on your financial options. Introduce rules on how / when / where to turn lights on and off and under which conditions to avoid pointless consumption, e.g. switch off lights in all of the hallways when classes are being taught, appoint responsible teachers / students for this action. Introduce light sensors where lights don't have to be turned on all the time, i.e entrance halls or bathrooms.

Key takeaway

Map the state of the energy consumption of the school. Having this exact knowledge is going to bring awareness to the school about the actual wasteful use of energy. This will push the school to do some remedial actions to lower the consumption, either by educating students and staff members how to save energy where they can or by investing in green energy.

Benefits for target groups

For the sustainability manager: getting real data about the energy consumption of the school so he/she is able to prepare adequate actions plans and proposals for the school management how to lower the energy consumption across the whole school.

For teachers: Being aware about the energy consumption of the school and the possibilities of how to lower it. Full understanding of the teachers is crucial for passing the knowledge on to the students.

For students: gaining real practical information which they can easily associate with their their daily routine / behaviour. They will get to understand that e.g. turning a light off in a room which is not used by anybody matters. Any little change in their habits can be a difference.

Links to resources

https://ekoskola.cz/_files/userfiles/final_nahledy/final_verze_publikaci/Ekoprovoz_ve_skolach_2019_zkracena.pdf

https://ekoskola.cz/cz/program-ekoskola

Efficient energy consumption in educational institutions

It is a program in which participants reduce energy consumption while maintaining comfort in school premises by changing habits and implementing small measures. During the program, the municipality and educational institutions (participants) work together to reduce energy consumption. The base year is determined at the start of the program, against which the participants' energy savings for electricity and heat are calculated.

The savings are calculated using data from the previous two years for each building. To allow for comparison, heat energy consumption data is normalized to the same climatic conditions (outside air temperature fluctuations and the number of heating days, which will be set the same for all buildings, are taken into account regardless of the actual circumstances). The difference between the base year and the achieved result is used to calculate energy savings.

This practice has already been implemented and tested in 21 schools in Latvia to monitor energy and heat consumption over time. It is a school competition program intended to motivate schools to monitor their resources, and the winning school receives a prize – the CO_2, room air temperature, and air relative humidity meter. All participants, whose municipalities have confirmed their participation in the program, claim part of the energy costs saved.

Problems to be solved with this GP

Educational institutions gain motivated knowledge about the correct and efficient use of electricity and thermal energy in their daily work. In addition, knowledge about the proper indoor climate is gained; children and teachers stay in properly ventilated rooms at a temperature appropriate for the learning process.

The municipality gains an understanding and knowledge of how to ensure rational energy consumption, primarily by changing energy consumption habits and implementing regular energy-saving measures while maintaining comfort levels.

Actions ideas

For instance, when the program was implemented at Koceni Elementary School in Latvia, students of various grades started to keep track of how much energy was being used in the school building, such as whether the radiators were in the third position, how the lighting was being used, etc. It was determined that keeping an eye on resource usage had been essential for success. A sign stating that Koceni Elementary School saves 100.8t of CO_2 annually is located right at the entrance, as the school, during the program, also improved its insulation. Taking this school as an example, it can be seen that insulation is possible both in historic buildings and in modern buildings. The school is able to reduce wasteful energy consumption even more thanks to its own attitude and supervision, in addition to the improvements made to the building. The school has saved 1,723 EUR when comparing 2019 to 2018, and the city council returned this amount to the school as a reward for their good practices.

Thanks to the program, another school changed how the learning process is organized and incorporated more environmentally friendly practices. There are no longer any instances where only a few lessons are taking place on the third floor, but the lights are left on throughout the whole day because of how the lessons are now conducted. Students and the educational process are therefore concentrated, for instance, on the first two floors.

Students at several schools formed energy patrols and more actively monitored common room lighting, created informative posters about the use of electricity and water, and ensured proper room ventilation. Warm Sweater Day and Earth Hour were organized, and the headmaster (it could be Sustainability Manager as well) visited the boiler house/heating unit.

Key takeaway

Schools would be able to promote thoughtful and rational energy consumption, motivate educational institutions to monitor their energy consumption, engage children and young people in reducing energy consumption in their educational institution, and reduce unnecessary energy costs in schools by implementing such practices.

Benefits for target groups

By putting such an initiative into practice, students can learn more, try out real-world tasks to reduce resource consumption, and take that knowledge home. On the other hand, teaching staff, the headmaster, Sustainability Manager and the city council can improve their skills on monitoring consumption data and spread awareness among other stakeholders.

Links to resources

http://jauna.vidzeme.lv/upload/Nolikums_Efektvs_enerijas_patri_skols.pdf
https://smiltenesnovads.lv/blog/class/nosledzas-skolu-sacensiba-programma-efektivs-energijas-paterins-izglitibas-iestades/

Issue n°9: promoting an inclusive school by raising awareness about different, disabled, atypical audiences and staff

GP 11

Keyboard to help dyslexic children

Ryann Dubois, a 16-year-old high school student in Saint-Brieuc, Brittany, designed a colorful keyboard specially adapted for children with DYS disorders.

The young founder of the company called R2dtooldys was inspired by a device used by an occupational therapist to learn typing. He then developed a plate similar to a keyboard, called KEYDYS, which is divided into 8 colored areas, and which is simply stuck on each key. This distribution will help the brain to link each letter to a specific color to help locate it faster.

Problems to be solved with this GP

During the first lessons in elementary school, some children show DYS disorders, which are dysfunctions related to writing, calculation or attention that can cause learning difficulties. This keyboard will help them overcome these obstacles.

Actions ideas

- Buy colourful keyboards specially adapted for children with DYS disorders to place them in the school's computer rooms
 - And buy colourful keyboards specially adapted for children with DYS disorders to provide the keyboards for students who need them

Key takeaway

- Help DYS to follow the classical curriculum
- Create an environment which promotes inclusivity
- Reduce inequality

Benefits for target groups

It will help pupils to be able to follow their lessons like any other student and will facilitate their note taking.

Links to resources

https://creapills.com/clavier-keydys-troubles-dyslexie-20220706?
fbclid=IwAR07XQZC9DMMpbQ03pSIyuitUs5bXWWuQAUwymWAoNcqcboTJG
R9qV_szZI#r

Issue n°9: promoting an inclusive school by raising awareness about different, disabled, atypical audiences and staff

GP 12

Ecole pour tous / School for everyone

CAP48 is an organisation that raises funds for people with disabilities. It carries out projects to enhance school accessibility for pupils facing certain physical, social or intellectual barriers, which responds to their needs and aims at a better "living together" at school.

The school must adapt its infrastructure to accommodate every pupil. The right to reasonable accommodation (material and human) is enshrined in the Belgian Constitution and in an anti-discrimination law.

Problems to be solved with this GP

Thanks to these development projects, the schools concerned are inclusive and accessible to all. Carrying out these projects is also an opportunity to raise awareness of the different disabilities and the difficulties they cause.

Actions ideas

Two young girls with reduced mobility attend the Technical Institute of the French Community Félicien Rops, a technical and vocational school in Namur. The school therefore submitted an application in order to benefit from the necessary accommodations. Activities were carried out within the school in order to make the other pupils aware of the various difficulties encountered by their peers. All sections are accessible to people with reduced mobility. There is a lift and all the small steps in the courtyard have been removed. The girls also have a key to an adapted toilet. The school is careful to adjust to the needs of the students of all who enrol. In this school, there is a form of solidarity that has spontaneously developed.

Key takeaway

These projects push schools to think about their accessibility for all pupils and make them think about their adaptability. In addition, these projects then enable other pupils to have access to mainstream education. Since 2008, 28 schools have been made accessible or are in the process of being made accessible, 4 social promotion courses have been made accessible or are in the process of being made accessible as a result of the ongoing process and 13 inclusive classes have been created within mainstream education.

Benefits for target groups

Difference and the acceptance of it is a source of mutual enrichment and brings new skills for both pupils and teachers. Inclusive education helps break down stereotypes to improve acceptance of others. In this way, it opens pupils up to difference, as it allows them to meet it in a spirit of tolerance, respect and benevolence.
That allows the development of values such as solidarity, mutual aid and fraternity. This openness to difference is for everyone a source of equity, of respect for all in the uniqueness of each person and allows a positive view of disability to be built.

Links to resources

https://www.cap48.be/projets-specifiques-finances/inclusion-scolaire/#quoi
https://www.cap48.be/demande-financement-association/appel-a-projet-handicap/

Aux encres citoyens! / To the inks, citizens!

The competition calls for a work of expression (written and oral), on an annual theme of reflection, in an educational approach to citizenship. The competition is aimed at pupils in 5th and 6th secondary schools in the French-speaking part of the Wallonia-Brussels Federation, as well as extracurricular activities. It was set up jointly by the Maison des Sciences de l'Homme of the University of Liège and the ASBL MNEMA in 2013 in order to stimulate young people's involvement in society. The theme for 2022 was: "It is good wherever one can breathe the air of freedom" (E. Leclercq).

Problems to be solved with this GP

This competition allows students to learn to express themselves and to argue on a subject related to citizenship. Coaching is organised for the winners to prepare them to present their work orally before a jury. The benefits are significant because it creates many debates in class and helps students learn to defend their ideas calmly while respecting those of other students.

Actions ideas

Each year, the Institut Sainte Marie d'Arlon offers to its pupils of 5th and 6th secondary school, the chance to participate in the competition. This allows the participating classes first of all to conduct research on the subject and thus learn to verify their sources. This then leads to numerous debates in class with all the learning that this entails: expressing one's own ideas, respecting those of others, trying to convince with constructed arguments while accepting those of others.

The pupils then move on to the writing stage. The papers are all sent to the jury, which selects the best productions. When one or more of the school's students are selected, the other students support and encourage them for the next round by participating in the various coaching sessions or by acting as a jury. The experience is rich in learning every year and it is always a great human adventure for all the students of the school.

Key takeaway

This teaches students to understand, to recieve information and, above all, to express their opinion in a calm and structured way on a subject concerning citizenship.

Benefits for target groups

This is essential because discussions on these subjects are often based on ideas heard at home or on feelings rather than on reasoning and listening to others. This competition teaches each student that their opinion is important, but that they need to be informed in order to better understand the subject they are talking about, and that everyone's opinion is important, even if it is not in agreement with their own.

Links to resources

https://www.auxencrescitoyens.uliege.be/cms/c_14231406/fr/auxencrescitoyens
https://www.auxencrescitoyens.uliege.be/cms/c_14301237/fr/auxencrescitoyens-reglement
https://www.wbe.be/idees-de-projets/details-idees-projets/news/concours-aux-encres-citoyens/

Psychosocial skills of pupils, teachers, and all other staff of the school

To train students, teachers, educational teams in emotional and psycho-social skills, the French government has decided to create a reference system for the deployment of these skills among children and young people and has also financed training for teachers in several academies. The objective of his training is to help students learn to express themselves better, cooperate, regulate their anger, make decisions, think critically or creatively, know how to communicate effectively, be skilled in interpersonal relationships, be aware of them, having empathy for others, managing their stress or their emotions... These training courses are also intended to develop the professional practices of educational and pedagogical teams.

Problems to be solved with this GP

- Understand and develop the psychosocial skills of education stakeholders (like the cooperation, communication, conflict management, empathy and many others)
- Promote a school environment conducive to health and well-being
- To adopt appropriate and positive behaviour when interacting with others, one's own culture and one's environment.

Actions ideas

First of all, it is a question of becoming aware of what psychosocial competences are and identify what the science state of the art is on the subject. This reflection and analysis can be carried out by the school's pedagogical referents or more broadly by a group of schools or at an institutional level.

Then, a reference framework must be created as a knowledge base to be deployed later. There are already repositories that can be adjusted according to the needs of the school.

Afterwards, the acquisition of these competences must be encouraged in schools, with the different publics. Psychosocial skills are essential for teachers, administrative and technical staff as well as for students!

In order to reach students and start developing these skills in schools, we must first create training for teachers. Then they can integrate these skills into their lessons.

It may also be interesting to organize workshops to understand, experiment and develop these psychosocial skills in a practical way.

We can also create a teacher training network, like "Canope" in France, and provide different resources related to psychosocial competences, such as recorded conferences to reinforce students' empathy, guides, videos, a selection of books, self-training etc.

Key takeaway

It contributes to the health of stakeholders and the school and their well-being.

It strengthens social ties and creates better collaboration, a more serene living together.

It allows to take better solutions, with respect for everyone.

Benefits for target groups

Improved soft skills for all higher education stakeholders. Learn to express themselves better, cooperate, regulate their anger, make decisions, think critically or creatively, know how to communicate effectively, be skilled in interpersonal relationships, be aware of them, having empathy for others, managing their stress or their emotions. It creates a good environment to work and study.

Links to resources

Les compétences psychosociales : un référentiel pour un déploiement auprès des enfants et des jeunes. Synthèse de l'état des connaissances scientifiques et théoriques réalisé en 2021 (santepubliquefrance.fr)

Formation sur les compétences psychosociales - Réseau Canopé (reseau-canope.fr)

Le cartable des compétences psychosociales || IREPS Pays de la Loire (cartablecps.org)

GP 15

Intervention of an association for the promotion of girls in tech

The association Femme@numérique ("woman@digital") promotes the place of women in the digital sector.

They act with young girls in schools to demystify the digital world. Through collaborative workshops, educational kits, role models and opportunities to meet, they give girls the desire to discover and orient themselves towards digital professions.

They give the spotlight to women in tech and thus highlights the plurality and wealth of careers, job, experiences and motivation. This association wants to prove for female students that girls can succeed in a job in the digital world, just as well as boys.

Problems to be solved with this GP

The digital sector is growing rapidly and has a worldwide talent gap. However, there are very few women among the candidates and carrier. Showing girls and young women that they can find their place in these professions would make it possible to diversify the profession and overcome the lack of profiles.

Actions ideas

- Bring together associations present in different parts of the country to create a collective
- Bring women from these associations who work with passion in the digital world and involve them as role models, to build on relationships with young girls in order to show that digital technology is not just reserved for men.

- produce, like the association, videos of students in digital technology, to show their careers
- Create, like the association, videos "Cassons les codes" (Let's break the codes) to show that a digital carrier is accessible to all (in France, the episodes were: 1. Let's break the codes, digital is for girls! ; 2. Let's break the codes, digital is ecological! ; 3. Let's break the codes, digital is inclusive!)
- Give conferences in high schools on these themes
- Share and publicize existing initiatives in many companies and organizations to promote the integration of women in digital professions

Key takeaway

- Restore a homogeneous representation of women and men in the digital world
- Reduce inequalities between girls and boys on the digital sector
- Create role models for girls
- Gain talent in the digital sector

Benefits for target groups

- Give information to the staff and teachers to guide female students who want a carrier in digital technology
- Reduce sexism
- Make visible new professions for girl students
- Arrange debates to students to allow them to defend themselves against inequalities

Links to resources

https://femmes-numerique.fr/

Issue n°11: support active guidance to help pupils find their way and challenge stereotypes that hinder access to certain professions

GP 16

Girls Leading in Science

This competition was created to generate interest for young people, and in particular girls, in considering scientific or technical careers.

This annual contest (2022), conceived by Solvay company and now managed by BeWiSe in collaboration with local stakeholders took place at Solvay Research Centre in Brussels.

Teams of secondary schools students led by girls competed to solve a scientific challenge. The top prize covered the cost of the first year of tuition fee at a high education institution. In truly Belgian inclusive fashion, communication was in Dutch and French which links the two language communities.

Problems to be solved with this GP

Studies in the sciences often seem to be reserved for an elite, at least that is what students often think. And this impression is even stronger among girls, who are also convinced that these are studies for boys. This competition is a way of getting students interested and giving them a chance to finance the start of their studies. In addition, the fact that a girl is the team leader helps the girls gain confidence and feel capable of tackling such studies.

Actions ideas

The Athénée Royal de Saint-Ghislain has been offering its students to take part in this competition for two years. Interested students then work with their teachers on the project to be presented.

They then collaborate with the students in Expressive Arts to film and edit the presentation video. When the students are selected, they are then coached by the different science teachers to be ready for the competition and then return from the training days presenting the information they received during the lectures to their classmates.

Key takeaway

This helps girls gain confidence and to realise that they are just as legitimate to undertake scientific studies.

Benefits for target groups

The aim of the competition is to encourage young people to undertake higher education in a scientific or technological field. Science and technology is everybody's business. It also allows students to collaborate in teams and develop their scientific skills. This is now an essential sector, but one that is often thought to be reserved for the elite. This competition helps show that this field is accessible to everyone, boys and girls alike. It therefore deconstructs stereotypes about scientific careers.

Links to resources

https://www.solvay.com/en/event/girls-leading-science-girls
https://www.wbe.be/idees-de-projets/details-idees-projets/news/participez-au-concours-girls-leading-in-science/

Diamo una lezione al bullismo/ Let's teach bullying a lesson

"DIAMO UNA LEZIONE AL BULLISMO" is a project by ALA Milano Onlus to prevent and combat bullying and cyberbullying, addressed to first and secondary schools. Together with two high schools in Milan, it created an educational kit for teachers aimed at contrasting and preventing bullying and cyberbullying through workshops in classrooms, teacher training, events for families, and psycho-pedagogical counselling service for listening and orientation.

Problems to be solved with this GP

"DIAMO UNA LEZIONE AL BULLISMO" reinforces the school as a safe and vigilant place for this type of violence, making teachers and students more aware and able to contrast and prevent bullying and cyberbullying.
It provides indications to recognize incidents of bullying, cyberbullying, prevarication and non-respect; provides tools for effective (non-aggressive) communication. Online it also raises awareness of the use of social networks; increases the level of collaboration and cooperation in class. Schools become places to develop e-skills, use the web critically with more appropriate use of social media, as well as to develop an awareness of digital citizenship.

Actions ideas

The educational kit proposes didactic-educational activities to be carried out in the classroom.

Each chapter presents a small theoretical introduction useful for acquiring the basic information needed to be able to effectively manage the different activities proposed. There is also an Annexes section for those who wish to deepen certain aspects.

For each activity, the guide highlights the specific theme addressed, the objectives, duration and number of people involved, the instructions for its realization and suggestions and tips on carrying out the activity in the best possible way.

It includes lots of different activities: brainstorming, practical and creative activities, discussions, role-playing activities, questionnaires, etc.

Key takeaway

This project makes schools more aware of their role in preventing and contrasting bullying and cyberbullying, ensuring a more serene and safe learning environment.

Through this theoretical and practical guide, teachers are provided with fundamental knowledge and tools to intervene in these situations, enabling them to directly help students and families deal with the resulting problems and consequences of these specific cases of violence either physical or online.

Benefits for target groups

Teachers receive practical support (knowledge and tools) to promote, as part of their daily classroom activities, actions to prevent and combat bullying and cyberbullying and intervene directly in case these phenomena occur.

Students acquire more IT skills and a greater awareness of a critical and informed use of the web and social networks. Starting from the students' concrete experiences and their point of view on a phenomenon that many experiences daily, the activities help them reflect on these phenomena, making pupils more aware of how to prevent and counteract them.

Links to resources

ALA-Milano-Diamo-una-lezione-al-bullismo.pdf (ipseinaudilodi.edu.it)

https://www.alamilano.org/project/diamo-una-lezione-al-bullismo/

https://www.istitutocalvino.edu.it/home/area-benessere-e-rischio-in-adolescenza-prevenzione-del-bullismo-e-cyberbullismo/

Well-being aspect at schools, focus on pupils

ČOSIV is a Czech association which brings together various NGOs, schools, parents, school's stakeholders etc. The aim of this association is to help with inclusion of children with various disabilities (of physical, psychological, behavioural, etc. origin) at schools and make sure that the educational system contributes as much as possible towards their education. ČOSIV publishes lots of articles with methodology, manuals, best approaches etc. focused on various aspects of children inclusion at school. We found here a good practise on how to increase, support and promote importance of the general well-being at schools.

Problems to be solved with this GP

Understanding of the term well-being at schools by all involved parties (i.e. teachers, students, parents,...), and being aware of the importance of it and work towards its development.

Actions ideas

Systematic care of our well-being leads to significant improvement of social and emotional abilities, and also to better learning results. It contributes towards lowering the number of people with difficult behaviour, bullying and to lowering the number of students suffering from depression, anxiety and other psychological issues.
The following activities could be done at schools to support well-being and develop social and emotional abilities. Taking part in these activities should always be voluntarily.

- Activity how to introduce well-being:

Ask the students to split themselves into smaller groups and ask them to write down one word they associate with the term "well-being". Encourage the students to discuss the words and put them in context with the term "well-being".

-Activity how to handle stress:

Explain what is stress, what does it do to our bodies, why it's bad and why is it sometimes good.

Ask the pupils to take a big breath in and when exhaling, tell them to breath out all the burdens they have on their minds. Ask them to go for a 5 minute walk during which they will think of what makes them calm and happy, trying to come up with their own coping strategies. Then share the individual strategies.

- Activity to train mindfulness called Train:

Explain the meaning of mindfulness and be aware of all the parts of your body. Ask the children to sit down in a comfortable position and breath calmly. Tell them to imagine a train with a special ability to spread good mood and energy wherever it goes. Everywhere the train goes, the sun starts to shine, flowers start to bloom and the warmth spreads. Now imagine the trains is slowly setting off on a journey on your body. It starts at the big toe on your right foot, slowly moves towards your ankle, etc. the train leaves comforting warmth on your body.

Activity for regular exercise - Relaxation exercise Owl

During the lessons, the pupils can be also physically active. The owl exercise is about stretching the neck. Ask the students to place their right arm on their left shoulder and slowly move the head to the left when breathing in and try to look over the left shoulder. When breathing out move the head back to the middle. Do the same on the other side of your body. Repeat at least 4 times on each side.

Activity for belonging feeling - Morning hello

Feeling of being part of a collective in the class gives the pupils assurance of safe environment and being accepted by the teacher. Activity morning hello is quite famous. Search on Youtube for inspiration. Place a pictogram of morning hellos on the wall by the door leading to the classroom. Each pupil will choose how to say hi to the teacher before walking into the class based on the pictogram, such as high five, hug, fist bump, hand shake etc.)

Activity for working with errors - Learning from mistakes

It is not suitable to stress pupils with their grades. It is good to always offer a chance to fix the bad mark to the students. Write on a white board quote: "I did not fail 10 000 times. I just found 10 thousands ways which do not work. T. A. Edison". Ask them how they understand this quote and try to explain and discuss its meaning. Ask them to remember and share their own failures and how they have learnt from it.

Key takeaway

General well-being is important for creating of healthy environment we live in.

Benefits for target groups

For students: They will learn how to look after themselves on the inside of the human body, they will learn the importance of it. It will make them feel better, become more confident and generally happier in life. They will become calm, emotionally stable and responsible citizens.

For sustainable manager and teachers: Having content, emotionally stable and feeling safe students at schools is important for any teacher / sustainable manager, as those children are genuinely motivated and interested in the world around them.

Links to resources

https://www.podporainkluze.cz/o-nas/
https://www.podporainkluze.cz/wp-content/uploads/2021/04/Aktivity-pro-podporu-wellbeingu-ve-skolach-2.pdf
https://www.youngminds.org.uk/
www.ucimesevenku.cz

The entire class participates in sports

The initiative is to create a new idea about the prerequisites for children's health for every pupil in Latvia, their parents and school staff. The initiative is not a project for preparing Olympians, but rather to strengthen children's health, well-being, improve their posture and create motivation to do sports.

Over 5,200 students from 230 classes and 67 municipalities from various educational institutions have participated in the initiative over the course of 4 years.

Problems to be solved with this GP

Since the activity's slogan is "The Entire Class Participates In Sports," it places a high priority on students' health and wellbeing while also ensuring that no pupil is left behind.

Actions ideas

The practice implementation calls for increasing the number of weekly sport classes. The practice envisages offering three additional elective sports lessons per week to students in various grades.

Furthermore, the practice entails the development of methodical materials for these lessons so that everyone is on the same page regarding how to carry out these activities, and providing physical activities appropriate for the age group.

The three elective sports lessons per week would include: general physical fitness; learning soccer skills (or any other sport) and swimming or sports in the fresh air.

Key takeaway

Sports play an important role in achieving a healthier and more economically stable society by providing opportunities for income generation, building infrastructure (environment) to promote a healthy lifestyle, and eradicating poverty through fundraising for the world's poorest communities.

Benefits for target groups

Improving students', teachers', and parents' health, well-being, and overall cooperation. This practice contributes to sustainability skills by emphasizing the importance of creating a healthy, safe, and well-being-oriented work and learning environment for students and teaching staff. The Sustainability Manager would be able to raise healthy lifestyle awareness throughout the school.

Links to resources

https://sportovisaklase.olimpiade.lv/lv/sakums

ISSUE N°14: Encouraging feedback from pupils, teachers and staff about school life, pedagogical matters, etc. and practising appreciative assessment

Coffee with the school management

Some schools in Latvia have begun to introduce feedback-encouraging practices in their schools, which have been entitled "Coffee with the School Management." Students in grades 5 through 12 are invited to an informal discussion with school management representatives to discuss and provide feedback on topics such as improving the school environment, digital solutions for faster exchange of information about current events in school life, and the addition of extracurricular activities.

One of the most significant topics to discuss is the interaction between students and teachers in order to find solutions and ideas for strengthening mutual cooperation, as well as student involvement in improving the learning process and increasing responsibility.

Discussions are concluded with an evaluation. Such meetings and conversations are valuable both for the students, who are happy to express themselves and to be listened to, and for the school management, for which the opinion of the students is essential in planning and managing the school's development and daily life.

Such events are held at least once a year, but they could be held more frequently depending on the demands and other variables. Schools have practiced hosting them not only in person but also online.

Problems to be solved with this GP

It is considerably simpler to encourage students to speak up and voice their thoughts on many topics by holding such informal events. Students open up more to teachers and administration, who can utilize their feedback to enhance daily operations at the school.

Actions ideas

This might be viewed as one of the low-cost or no-cost practice that schools could undertake to enhance staff collaboration with students and teachers. There are two ways to put this concept into action. One is to host an in-person event. In one school in Latvia, a similar event is hosted in the assembly hall, which is equipped with numerous desks.

The school management and teachers are sitting alone, and students can approach and join whichever teacher or management representative they wish. The idea is that teachers and management representatives from various departments shall attend the event so that students can choose which topic they want to discuss.

The alternative is to host such a meeting online. Everyone asks and responds to questions while using their cameras and microphones, fostering a discussion.

Key takeaway

Such a practice is closely related to sustainability since it prioritizes students' well-being, lessens discrimination and inequalities, enhances educational quality, and makes school a stronger, better place for students as they will develop stronger school loyalty.

Benefits for target groups

This approach will benefit the entire organization – students, teachers, administration, and Sustainability Managers – by strengthening collaboration between all interested parties and thereby improving the daily operations of the school.

Such practice adds to sustainability skills by emphasizing inclusiveness and involvement in order to produce better outcomes for all parties involved, leaving no one behind.

Links to resources

https://ms-
my.facebook.com/ogres1v.lv/photos/a.372877299435022/48328259101067
83/?type=3

https://www.adazuvidusskola.lv/jaunumi-service/1754-tiksanas-diskusija-
kafija-ar-skolas-vadibu

TWLetteratura (TWLiterature)

The TWLiterature method proposes the reading, "tweeting" and online discussion of works of literature, arts and culture. Since 2012, TWLiterature has been used in more than 250 schools in Italy and through classroom workshops and online projects, at least 14,000 primary and secondary school students have read and interpreted literary texts with their teachers. This method is one of the digital civic education tools approved by the Ministry of Education and it has been recognized by the European Commission as one of 15 good practices for the promotion of reading in the digital environment.

Problems to be solved with this GP

It is always a challenge for teachers to keep students constantly involved and interested in the lesson. Also, sometimes students lose motivation in learning because the material or the way it is presented is not very engaging and interactive. The TWLiterature method allows teachers to present educational content in a different and more attractive way, using a tool known to young people and inserting it into the learning context to capture students' attention and use it for creative and didactic purposes.

Actions ideas

The TWLiterature methodology complements more traditional didactic approaches and has the educational objectives of educating students in the practice of reading and stimulating their love for books, works of art and culture; teaching the rules of synthetic writing; experimenting with collaborative intellectual processes; and educating in the responsible use of new technologies and online social networks.

TWLiterature can be used in schools to promote the reading of literary works and get students to practice creative rewriting, using the dynamics of Twitter (brevity and sharing) to engage them more and increase their interest and participation around cultural content.

The teacher chooses the content, establishes a reading calendar with the class and the students have to "rewrite" what they read in the form of tweets. Each student proposes his or her interpretation in the form of a tweet: the rewrite can be a paraphrase, a variation, a comment, a free interpretation, as well as being associated with media different from the original (video, songs, drawings). The use of different stylistic registers allows students to experiment with endless combinations of deconstruction and reconstruction of the original text.

This method works with books, but also with other types of "texts" and artworks: paintings, films, sculptures, business stories, etc.

Key takeaway

The TWLiterature method guarantees active teaching, thus giving students the skills they need for life-long learning outside of the classroom. It develops their critical thinking as well as their analysis, synthesis and evaluation skills.

Benefits for target groups

The TWLiterature method helps teachers to engage and capture students' attention, making them more involved and stimulating their active participation.

Students are more motivated and interested in lessons and more involved in digital debates, through hashtags or reaction to tweets for immediate feedback. Moreover, this didactic method helps them learn to debate, develop critical thinking, improve their creativity and writing and expression skills, and enhance their digital communication skills by learning how to use social networks well for responsible communication.

Links to resources

https://www.twletteratura.org/
https://www.twletteratura.org/2015/09/manuale-di-twletteratura/
https://youtu.be/bPuWw0OAx70
https://www.orizzontescuola.it/la-twitter-letteratura-la-didattica-che-
non-conoscevi/

How to teach pupils critical thinking

Critical thinking and ability to read are essential abilities. Learners of all ages need to understand how the world works and be aware of the consequences of their actions. They need to learn to filter the information, evaluate it and understand it. Only this way will students, future adults, be able to detect fake news or propaganda. Teaching them critical thinking and general world perception and awareness can help them do so. Pupils must be encouraged to question and challenge facts and to analyse information even at the risk of undermining their teachers' knowledge.

Problems to be solved with this GP

Pupils are not able to use critical thinking, analyse the received information by themselves and as a result they are not able to think of consequences of their own actions, such as their impact on the environment, or to detect fake news.

Actions ideas

Here are a few strategies how to teach the children critical thinking:
- Ability to understand what is being read
Ability to understand and perceive what we are just reading about is one of the very first steps how to learn critical thinking. It will encourage the students to be passionate about reading. It is important to keep improving this ability and help the general development of the children.
- Ask questions
Allow children to ask and answer questions about what they have just read. This is one of the best ways to focus their attention on what they are reading and improve their critical thinking skills.

- Metacognitive skills

Metacognitive skills are important because they help individuals understand their learning processes and how they learn effectively.

Here are a few strategies how to teach the children critical thinking:

- Ability to understand what is being read

Ability to understand and perceive what we are just reading about is one the very first steps how to learn critical thinking. It will encourage the students to be passionate about reading. It is important to keep improving this ability and help in the general development of the children.

- Ask questions

Allow children to ask and answer questions about what they have just read. This is one of the best ways to focus their attention on what they are reading and improve their critical thinking skills.

- Metacognitive skills

Metacognitive skills are important because they help individuals understand their learning processes and how they learn effectively. Metacognitive skills include a range of learning and study strategies like gathering and organizing materials, methods to overcome potential learning barriers, etc.

- Connections

Ability to create connections is an important factor in critical thinking. Questions from the teachers help pupils practise their ability to connect information from various paragraphs and guess how the story can end up which is important for ability of critical thinking in respect of analysis of potential result.

- Conclusion

The teachers should always try to summarise the information from the stories or chapters. By doing so, it helps the children to define what is important in the story and what is not. It helps them to trace the thoughts that matter in the story.

- Riddles

Read riddles with students and find the solution with them. This will teach students how to analyse the information.

- Read stories together

Select a few articles in newspapers and read them together in class. Let the students find advice or information in the texts read. Let them analyse those texts and discuss them. Afterwards, check the facts together to show them whether their analysis was correct and whether they sufficiently applied their critical thinking.

Key takeaway

Students with the ability of critical thinking can gather, analyse and make conclusions out of any information. They are able to predict the consequences of any actions, including their own behaviour which turns them into responsible citizens in any respect, i.e. including their environmental impact.

Benefits for target groups

For sustainable manager and teachers: Having students with developed ability of critical thinking is important as those students are genuinely motivated and interested in the world around them. They adapt their behaviour to the knowledge they have.

For students: They will learn how to gather, analyse and summarise any information and make reasonable actions based on this knowledge. It will help them to prevent being victims of fake-news or propaganda.

Links to resources

https://ucitazit.com/kriticke-mysleni-na-zakladni-skole/

ISSUE N°16: encouraging sd&sr skills development among pupils, teachers, and staff by integrating sd&sr into programmes and courses, and by empowering school representatives, delegates, and eco-delegates

GP 23

High School in Transition online platform

An online platform called "Lycée en Transition" (High School in Transition) was created to establish a support network between all secondary schools in France. It is a large-scale cooperation of young people to make high schools places of experimentation of the ecological transition.
It contains advice, examples of actions to be implemented and even motivation.

Problems to be solved with this GP

Thanks to this platform, high school students can challenge each other and give help for implementing good practices in their establishment.
This network makes it possible to unite high school students motivated to act with collective intelligence, to share experiences and inspiring actions and to provide keys to launch the transition in their high school.

Actions ideas

Firstly, you can create or contribute to create a national platform where all voluntary high schools could participate.
You can structure the platform with three functionalities:`
There is a part "", "place of mutual aid" and a part " actions kit"
- the " ecoactions wikipedia " (a collaborative platform to discover projects from all over the world, exchange with students involved in projects presented and share your completed or ongoing actions.)
- the "place of mutual aid" (Make your school an ecological transition lab, join active convesations of motivated teachers/students,

participate or organize thematic forums between schools, be part of "ecoschools network", get visibility)
- the "actions kit" (have keys to get started, find a guide and tips for green transition, answers to frequently asked questions and useful links to facilitate good practices)
It will then be necessary to bring the site to life with challenges, events, the highlighting of good practices, aid, proposals.
Finally, it will be necessary to make known the project, to convince a lot of high school to participate and find volunteer administrators to run the website

Key takeaway

- Create a network
- Create future environmental ambassadors
- Create an environnement which promotes collective intelligence
- Create a bibliography of good practices
- Inspire other schools and help them to get involved in sustainability

Benefits for target groups

This practice allows high school students to be directly involved in the transition, to take part in it. This allows them to acquire knowledge and skills such as communication, thanks to links with other establishments, or project management and teamwork, by implementing the actions they have decided to create.
All education stakeholders can participate in the project even if it is more created to students.

Links to resources

https://lycees-en-transition.com/en/accueil-english/

GP 24

Rete Nazionale Scuole Green and Declaration of Environmental Emergency (Liceo Socrate)

To combat climate emergencies and the increasingly alarming consequences of climate change, the Socrate High School in Rome has declared a status of climate and ecological emergency, establishing the adoption of a series of behaviours and actions to defend the ecosystem and make students more aware and responsible regarding these issues. The school is part of the "Rete Nazionale Scuole Green" ("National Green Schools Network"), which includes more than 800 schools in connection with each other that share projects, events, good practices, and experiments regarding sustainability and environmental protection.

Problems to be solved with this GP

The commitment of Green Schools is to put the 2030 Agenda and its 17 Sustainable Development Goals at the centre of the educational project, promoting accurate information and culture on climate change, sustainability and environmental protection, educating awareness and responsible citizens and implementing green activities and actions.

Actions ideas

The Socrate High School, and all schools in the National Green Schools Network, commit to:
- reduce, even eliminate, the consumption of plastic bottles, replacing them with water bottles and water dispensers;

- promote and respect separate waste collection within all the Institute's areas;
- promote the recycling and reuse of everyday materials;
- promote scientific divulgation by organizing meetings between the school community and experts in the fields of ecology and climatology;
- increase the use of biodegradable cleaning products;
- involve students in the care of the school's green spaces;
- promote meetings with the local Civil Protection to inform the school community about preventive behaviours in response to extreme weather events;
- support democratic pressure activity by students, encouraging them to participate in the Global Strike Fridays for Future, not counting their day of absence at school if they take part in these moments of reflection and participation. Moreover, throughout the entire week preceding the strike, teachers organize moments of information, reflection, and debates with students on the topic of climate change and its implications.

04. Key takeaway

This project stems from the need to respond to the demands of young people involved in Fridays for Future actions and the need for an education system more attentive to sustainability and environmental protection issues. The concrete and direct commitment of schools emphasize how the environmental challenge is something that concerns everyone, which can no longer be postponed, and everyone must contribute through small positive behaviours.

Starting from the Declaration of Environmental Emergency, the Socrate High School and the other schools involved in the Green Schools Network have embarked on a structured path to achieve a positive impact on the environment, both through the concrete adoption of greener behaviours and actions, and by increasing the knowledge, awareness and democratic participation of students with in-depth lessons, seminars, etc. The aim is to promote the correct information and the formation of aware and responsible citizens, contributing to the maturation of an informed and committed ecological citizenship.

Benefits for target groups

With this initiative, schools become the place to prepare young people to become citizens and eco-citizens and to educate them to respect the environment and fight climate change. By developing students' knowledge of regulations, commitments, rules, morals, and ethics, the school contributes to the development and the maturation of an active and aware ecological citizenship, making students attentive citizens and concretely committed to the defence and protection of the environment.

Links to resources

https://www.retescuolegreen.it/
https://www.liceosocrate.edu.it/attachments/article/168/dichiarazione%20DS%20emergenza%20ambientale.pdf
https://www.liceosocrate.edu.it/2022/09/16/circ-13-sciopero-globale-per-il-clima-fridays-for-future-14-settembre-2022/
https://www.liceosocrate.edu.it/nuovosito/wp-content/uploads/2022/09/2022_9_16_13_manifestazione_Fridays_for_future_settembre_2022.pdf

Workshop "inventing our low carbon lives"

Inventons nos vies bas carbone (meaning let's invent our low carbon lives) is an association that aims to help raise awareness of socio-environmental issues.

It proposes a workshop to allow participants to discover their individual and collective climate impact through intuitive and visual cards, showing the orders of magnitude of everyday realities.

This workshop also aims to understand the effectiveness of the proposed actions. It ends with a time of exchanges to imagine effective and sustainable solutions by inventing this vision of a possible and desirable near future. It lasts 2 hours and is didactic.

Problems to be solved with this GP

- Understanding and raising awareness of climate and socio/environmental issues
- Discover our individual and collective impact on climate
- Become familiar with the essential orders of magnitude
- Highlight successful experiments and give voice to people who live happily with low carbon footprints
- Brainstorming relevant and feasible solutions to planetary boundaries
- See the effectiveness of the actions that we can all take

Actions ideas

You can use the association resources by purchasing a kit or by asking facilitators to come and lead a workshop.
The original workshop can be done anywhere, in 2 to 3 hours! It shows us that we can live better by responding to the climate emergency.

It helps us to understand in order to act effectively and leads us to change our perspective on what really matters.

-Phase 1: Discovering our individual and collective impact.
It will then be necessary to bring the site to life with challenges, events, the highlighting of good practices and proposals.
Finally, it will be necessary to make known the project, to convince a lot of high schools to participate and find volunteer administrators to run the website.
Intuitive and visual maps allow us to understand the issues related to our carbon footprint in a short time, and to discover the orders of magnitude related to the realities of everyday life (food, transport, housing...). By representing the figures of the average carbon footprint in France with colour maps to scale, this workshop allows a simple, impactful and collective reading of the data. The visual comparison of the current situation (10tCO2e/person) with the target (<2tCO2e/person by 2050) leads to a strong awareness: only large-scale coordinated action in all areas of society will make it possible to respect our commitments.

-Phase 2: Understanding the effectiveness of our actions.
Keeping the visual side of the scale maps to represent emissions, we explore the impacts of our various behaviours (eating X kg of meat per year, cooking vegetarian? Drive X km by car, fly? Travelling by bike? Buy clothes or a smartphone? etc.). These "solution" cards are used to debate with participants. These elements help us to discuss the tension between "what is necessary" and "what is acceptable". Everyone can share the obstacles to action that they face.

-Phase 3: Imagining effective and desirable solutions.
Participants formulate their vision of a possible and desirable near future. They realize that the challenge is possible, provided they start now. The facilitators' experience of beautiful low-carbon lives allows us to discuss real life paths. Examples show us that what makes us truly happy does not harm the climate; we can live better by responding to the climate emergency. This strong time of group dialogue brings out solutions and positive imaginations to take action and reduce our emissions.

Other options : you can even use the cards and create your own rules (following the three steps of the workshop). The workshop can be easily adapted to various contexts. Sessions of 1 to 2 hours are possible, and a short 20-minute sequence can be used to share the main points of view.

Key takeaway

Thanks to the workshop, the various stakeholders can be made aware. They will have good practices for their individual and collective uses which encourage sustainable consumption.
There are exchanges of good practices that the facilitators carry out on a daily basis but also between the members and concrete solutions that they can put in place.

Benefits for target groups

- More awareness for all the stakeholders of the school
- knowledge of new individual and collective best practices
- Thinking and talk around sustainability
- Discover of orders of magnitude linked to everyday realities
- Being aware that individual actions are accessible and that they count

Links to resources

https://www.nosviesbascarbone.org/
https://youtu.be/4mRXUCEaE1w
https://youtu.be/AdQ9M46L1u8
Methodological guide and facilitation process available on the association's website.
Downloadable and printable maps on the website. The kit (cards…) can also be bought in French and in English on the website. Youth Kit also available for young people (school, family)

Issue n°18: encouraging responsible consumption and practices (eco-responsible food, sustainable mobility...)

Recycling and responsible consumption

Recyklohraní (Recycle-playing) is a program for schools which aims at supporting environmental education at preschools, primary schools and high schools. The aim of this project is to deepen the knowledge of the pupils in the area of waste prevention, sorting out of the waste and recycling. The children will get practical experience with collection of used bateries and small electro-gadgets.

The school education programme Recyklohraní aims to teach and educate pupils and students about sustainable consumption, waste prevention and the transition to a circular economy. The project combines activities for implementation in classrooms and outdoors in the contact with nature in a balanced way. It provides schools with all-year-round play, attractive challenges and topical excursions. For teachers, it provides methodological support, space for sharing knowledge and experience and a wide range of teaching materials, including digitally produced materials.

This program prepares a yearly plan with various events, i.e. competitions in environmental issues such as recycling competitions, and the signed up schools compete amongst each other to be the best school. Also activities without competitions are done in order to make the amount of human consumption more tangible for the students.

This could be taken as an inspiration even when there is no external party to organise this kind of yearly / monthly competition. The schools can ask the other local schools whether they would like to join in, and cooperate with each other on a small regional platform.

⚠️ Problems to be solved with this GP

Spreading the awareness on the recycling and waste prevention matters in a fun, competitive way with other schools. The children also gain a practical experience in the action of actual recycling.

🏃 Actions ideas

Prepare educational activities in a form of structured spreadsheets based on real human consumption, provide the children with the real figures and let them do the maths of the human eco foot print on our planet.

Measure your water footprint

Explain to the children what is a water foot-print. Highlight the fact that there is also non-direct water consumption. It is all the water that was used up to make our food, to produce our clothes, mobile phones, etc. Prepare a worksheet for the students with actual facts how much water is spent per some most commonly bought items, e.g. production of 1 kg of beef, to grow 1 kg of potatoes, to produce 1 T-Shirt etc. Count with the students also their direct water impact, e.g. how much water they drink, how much water they use in a shower / bath, for cooking, cleaning, doing laundry etc. Sum up all the numbers and the received results put in context, such as "your monthly water foot-print is like filling up a medium sized swimming pool". This way the students will get tangible information about the amount of water which is being daily pointlessly used. Motivate the children to speak to their friends and families about this topic to spread the awareness of how we waste our precious water.

Impact of mobile phones on our environment

Ask the children to bring to school any old / not used mobile phones they can find at home, or in their family or with friends. The school collects all those unused gadgets in a special big storage box. As a second part of this activity, the kids will be provided with a spreadsheet how material, resources and energy need to be produced and spent on production of one mobile phone.

Compute the number of the collected mobile phones and summarise the total amount of materials and energy spent on their production. Explain to the children the importance of recycling of those products, keep them circulating in our economy as long as they work. Highlight the importance of the maintenance of the gadgets which can significantly prolong their life serving so we do not have to buy new mobile phones every year and burden our planet with those unnecessary spending. And of course, at the end of this activity, ensure that the collected gadgets were properly recycled.

Contact schools in your neighbourhood or friendly schools in your region and ask them whether they want to cooperate in yearly challenges in a form of competitions. The main subject of the competitions can be recycling. The following objects can be collected, e.g.:
- used batteries and accumulators,
- small electric gadgets,
- toners for printers,
- mobile phones.

The schools asks the children to collect all the above (or one kind / group at a time) items and bring them to school to be stored here. The collection will take a certain period of time, e.g. one half term. At the end of the defined time frame, the total of the recycled material is computed and compared amongst the schools. The winner wins a special prize agreed at the beginning of the competition by all of the involved schools. And again, at the end of the competition, all of the collected items will be properly recycled. Explain to the students that most of this waste can be prevented by e.g. use of reusable charging batteries, no need for buying new mobile phones every year etc.

🔑 Key takeaway

The students will actually see the amount of waste which is produced for our daily consumption. They will be able to put this in a bigger scale and see that the speed of human consumption is not sustainable. They will learn how to prevent the waste and how to recycle the waste.

Benefits for target groups

For sustainable managers and teachers: students will see the direct impact of their consumption and will be more motivated to cooperate with the sustainable manager towards improving their habits in regards to the environment and generally being more eager to make the change.
For students: the children will see the direct impact of their consumption and will become motivated to take care of our environment and search ways how to behave sustainably.

Links to resources

https://www.recyklohrani.cz/cs/

04 - CONCLUSIONS

We hope these stories will motivate you to start your journey for a sustainability strategy for your school.
You will find more resources to launch a sustainable approach with your school in the website HOME | SchoolSustainability (school-sustainability.eu)

SCHOOL SUSTAINABILITY

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