

Background

- The [Greening Education Partnership](#) (GEP) was launched at the UN Transforming Education Summit in September 2022 as a global initiative to deliver strong, coordinated, and comprehensive action to support countries to accelerate education responses to prepare every learner to acquire the knowledge, skills, values, and attitudes to tackle climate change and to promote sustainable development. As an open and inclusive community of practice which, to date, includes over 1300 organizations and 87 Member States, the GEP aims to ‘get every learner climate-ready’ through 4 pillars of action: *Greening Schools; Greening Curriculum; Greening Teacher Training, and Education System’s Capacities and Greening Communities*.

Green school quality standard

- The Green school quality standard is the common basis of the pillar 1 of the GEP in reaching goal of transforming **at least 50% of schools in each country into green schools by 2030**.
- The **Green school quality standard** is designed to help harmonize the criteria of school accreditation schemes, ranging from school certification and labels, awards, school-based initiatives to projects demonstrating a commitment, through the lens of a Whole Institution Approach to Education for Sustainable Development (ESD), which integrate sustainability principles and climate action into **four core dimensions**: School governance, Facilities and operation, Teaching and learning, Community engagement.

How to align with the standard

- **The target audience** for this Standard are the organizers of the accreditation systems, who are essential facilitators of sustainable practices in educational environments. Accreditation scheme organizers range from international associations, governments to non-profit/civil society organizations, networks of learning institution that provide official recognition and/or certification to schools based on their actions on ESD, in particular climate change education. These scheme organizers promote ESD and climate-readiness in schools, provide support to achieve those goals, and, in some measure, certify a school by benchmarking and tracking progress.
- To achieve the **minimum threshold for alignment** with the Standard, accreditation schemes need to integrate at least **one-third of the suggested activities for each of the four key dimensions of a Green School, with one essential action** identified within each dimension. Progressive advancement is encouraged over time to implement larger proportions of the suggested activities to be integrated in due course as an on-going commitment to the school’s sustainable practices.
- To express your accreditation scheme’s alignment with this Standard and be included in the global monitoring of progress to reach the 50% target by 2030, please fill in the form below and submit to the Secretariat of the GEP hosted in the Section of Education for Sustainable Development, UNESCO (gep@unesco.org).
- The confirmed submission will be posted online on GEP green school pillar webpage and be included under each country in the global monitoring of progress. The submission of your form will be considered as agreement to publish the information online on the GEP webpage, unless expressed otherwise. For question, please contact the Secretariat.

General information

Name of the accreditation scheme	
Phone number of the accreditation scheme	
Email of the accreditation scheme	
List of countries where the accreditation scheme is present	
Webpage of the accreditation scheme (if available)	
Name of the contact person	<i>*Please note this personal information will not be shown when the form is published online</i>
Position of the contact person	<i>*Please note this personal information will not be shown when the form is published online</i>
Email of the contact person	<i>*Please note this personal information will not be shown when the form is published online</i>

Introduction of your accreditation scheme

Please briefly introduce your accreditation scheme, including the criteria and evaluation of schools. (500 words max.)

How does your accreditation scheme align with the Green school quality standard?

The criteria of your accreditation scheme should cover at **least 1/3 of the activities** suggested in the Standard, including the **essential action of each of the four areas**.

3.1. School governance (*Please see pp.19-25 of the standard for more details)

Activities proposed in the Standard.		Does your criteria include this activity? Yes/No
1/3 of the activities = at least 8, including the essential action, out of the 26		
CULTIVATING SUSTAINABLE PRACTICES		
Essential Action	Entrust the Green Committee to develop a Green School vision and policy.	<i>Mandatory</i>
1	Promote a low resource consumption culture.	
2	Use locally sourced and affordable materials.	
3	Invite resource persons from external organizations.	
4	Introduce workshops that teach practical skills.	
5	Implement an energy conservation policy.	
6	Establish a commitment to professional learning about ESD practice.	
7	Provide professional development opportunities.	
8	Organize cross-curricular projects.	
ENSURING DAILY SUSTAINABLE PRACTICES		
9	Establish a Green Committee.	
10	Appointing a staff member to serve as the school's coordinator.	
11	Create sustainable learning environments within the school.	
RESILIENCE AND CLIMATE PROOF GOVERNANCE		
12	Begin school events with acknowledgment of the land.	
13	Consult the most up-to-date data and information about climate risks.	
14	Set up an emergency response team.	
15	Prepare for potential disasters.	
16	Adopt a disaster-risk reduction management plan.	
ESTABLISHING A GREEN COMMUNITY		
17	Provide platforms and support for learner-led initiatives and campaigns.	
18	Engage with the wider community.	
19	Develop effective communication networks.	
20	Conduct surveys and interviews.	

21	Organize workshops and meetings for stakeholders.	
22	Host community-based events.	
23	Facilitate intergenerational dialogues.	

24	Develop an advocacy plan.	
25	Collaborate with other schools locally and globally.	
26	Partner with local indigenous organizations or CSOs.	

3.2. Facilities and operation (*Please see pp.26-39 of the standard for more details)

Activities proposed in the Standard.		Does your criteria include this activity? Yes/No
1/3 of the activities = at least 26, including the essential action, out of the 78		
CLIMATE EDUCATION, AWARENESS AND TRAINING		
Essential Action	Set up a Monitoring Team.	<i>Mandatory</i>
1	Train cleaning staff on water-efficient techniques.	
2	Use outdoor spaces.	
3	Involve learners in the design and maintenance of the school's green infrastructure.	
4	Participate in community-based and/or national waste reduction campaigns.	
5	Install informative and interpretive signage.	
6	Organize innovation challenges and competitive activities.	
7	Promote active commuting.	

8	Coordinate educational initiatives and behaviour change and advocacy campaigns.	
9	Promote a waste management policy.	
10	Organize sustainable mobility campaigns	
11	Encourage sustainable transportation practices.	
12	Provide training on waste management practices.	
13	Organize a swap fair.	
14	Organize seminars about upcycling.	
15	Organize repair workshops/stations.	
16	Dedicate soil patches for growing crops.	
17	Establish small, low-maintenance school gardens.	
18	Organize community-driven native tree-planting initiatives.	
DEVELOPING A CLIMATE-FRIENDLY INFRASTRUCTURE		
19	Conduct energy audits.	

20	Conduct water audits.	
21	Conduct regular waste audits.	
22	Promote energy-saving habits.	
23	Implement waste reduction measures at source.	
24	Ensure waste bins are properly labelled.	
25	Develop simple and affordable rainwater harvesting systems.	
26	Implement carpooling and ridesharing programmes.	
27	Conduct regular maintenance.	
28	Conduct regular inspections.	
29	Set up simple and low-cost composting systems.	
30	Implement low-cost sanitation stations.	
31	Conduct fire safety inspections and implement prevention measures.	
32	Aim for green building certification.	
33	Organize a walking bus.	
34	Explore opportunities for telecommuting and remote learning.	
35	Replace traditional light bulbs.	
36	Enhance the insulation.	
37	Install programmable or smart thermostats.	

38	Replace inefficient water outlets with water-saving fixtures.	
39	Install a composting system.	
40	Implement an e-waste management programme.	
41	Establish collection points for items that are no longer needed.	
42	Install secure bike racks or shelters.	
43	Plant native or drought-tolerant trees strategically around the school grounds.	
44	Create rain gardens.	
45	Incorporate traditional building methods.	
46	Conduct an environmental audit.	
47	Improve pedestrian infrastructure around the school.	
48	Optimize school bus routes and schedules.	
49	Retrofit the school building with earthquake-resistant technologies.	
50	Replace old and inefficient appliances.	
51	Enhance the insulation.	
52	Set up green roofs and/or vertical gardens.	
53	Optimize the school's irrigation system.	
54	Install a greywater recycling system.	

55	Install electric vehicle charging stations in the school's parking area.	
ENSURING CLIMATE RESILIENCE AND DISASTER PREPAREDNESS		
56	Implement low-cost solar solutions.	
57	Set up simple and affordable rainwater collection barrels.	
58	Address natural and climate change-induced hazards.	
59	Set up water and sanitation facilities that are accessible and women-and girl-friendly, in consultation with women and girls.	
60	Install a rainwater harvesting system.	
61	Promote native plant landscaping.	
62	Create green spaces that are climate-resilient.	
63	Establish seed-saving programmes.	
64	Optimize natural lighting.	
65	Replace traditional impermeable surfaces with permeable pavement materials.	

66	Invest in a climate-resilient infrastructure.	
67	Install renewable energy systems.	
68	Ensure a flood-resistant infrastructure.	
PROMOTING SCHOOL SAFETY AND EDUCATIONAL CONTINUITY MANAGEMENT		
69	Conduct risk mapping exercises.	
70	Conduct regular inspections.	
PROMOTING GREEN PROCUREMENT AND ETHICAL PURCHASING.		
71	Adopt a green purchasing policy.	
72	Encourage students to research.	
73	Establish a student-led committee.	
74	Establish green procurement practices.	
75	Establish a sustainable procurement policy of food.	
76	Establish a financial policy.	
77	Create a student-run store.	
78	Promote the transition to low-emission or electric vehicles.	

3.3. Teaching and learning (*Please see pp.40-48 of the standard for more details)

Activities proposed in the Standard.		Does your criteria include this activity? Yes/No
1/3 of the activities = at least 13, including the essential action, out of the 39		
INTEGRATING ESD WITH AN EMPHASIS ON CLIMATE CHANGE IN TEACHING AND LEARNING		
Essential Action	Develop lesson plans.	<i>Mandatory</i>
1	Ensure that teaching and learning addresses issues related to climate change and other sustainability issues.	
2	Organize regular storytelling sessions.	
3	Encourage learners to observe and document seasonal changes.	
4	Incorporate climate-resilient education including for crises and disruptions contexts.	
5	Support learners to develop research projects and investigations.	
6	Assign local and global case studies that present real-world challenges.	
7	Introduce learners to literature, poetry or art.	
8	Integrate traditional art and crafts.	

9	Include indigenous perspectives, teachings and practices.	
10	Integrate local traditional knowledge into the curriculum.	
11	Organize regular evaluation sessions.	
12	Integrate ESD into the curriculum.	
FOSTERING MEANINGFUL CONNECTIONS BEYOND THE SCHOOL		
13	Organize debates or discussions.	
14	Conduct values reflection exercises.	
15	Facilitate discussions or debates on ethics, moral responsibilities and historic carbon emissions.	
16	Invite guest speakers.	
17	Foster a culture of continuous learning.	
18	Organize screenings of films or documentaries.	
19	Engage parents.	
20	Organize environmental conferences or symposia.	
21	Organize nature walks or field trips.	
22	Engage learners in community-based projects.	
HANDS-ON PROJECTS AND INITIATIVES		
23	Organize eco-art projects.	

24	Conduct a general audit of the school.	
25	Implement a waste management programme.	
26	Organize water conservation challenges.	
27	Raise awareness about sustainable food choices.	
28	Motivate learners to personally commit or pledge to embrace sustainable practices.	
29	Set up learner-led eco-clubs or green teams.	
30	Set up a composting project.	
31	Develop upcycling or repurposing projects.	
32	Engage learners in a green building design project.	

33	Establish a school garden.	
34	Organize events led by elders.	
LEADERSHIP AND CAPACITY-BUILDING		
35	Organize leadership workshops or training sessions.	
36	Set up a learner climate champion programme.	
37	Set up curriculum mapping meetings.	
38	Encourage learners to organize and lead behaviour change campaigns or advocacy projects.	
39	Engage learners in hands-on environmental activities.	

3.4. Community engagement (*Please see pp.49-56 of the standard for more details)

Activities proposed in the Standard. 1/3 of the activities = at least 13, including the essential action, out of the 39		Does your criteria include this activity? Yes/No
BUILDING CLIMATE RESILIENCE IN THE COMMUNITY		
Essential Action	Organize awareness campaigns for the school and the surrounding community.	<i>Mandatory</i>
1	Create informational materials.	

2	Forge partnerships with CSOs.	
3	Organize bicycle donation programmes.	
4	Organize a series of guest speaker sessions.	
5	Organize workshops and training sessions.	
6	Adopt an early warning system.	
7	Conduct disaster simulation exercises and drills.	

8	Initiate sustainability projects.	
9	Establish partnerships between the school and CSOs and/or government agencies.	
10	Collaborate with local authorities and CSOs.	
11	Organize capacity-building workshops.	
12	Establish community gardens.	
13	Establish small-scale school farms.	
14	Foster cultural exchanges between different indigenous communities.	
SCHOOL'S CONTRIBUTION TO COMMUNITY RESILIENCE TO CLIMATE CHANGE		
15	Organize a community clean-up campaign.	
16	Establish gardens with native plants.	
17	Create outdoor classrooms.	
18	Collaborate with elders (particularly parents and grandparents) to create community maps.	
19	Encourage learners to design and administer surveys or needs assessments.	
20	Encourage learners to develop and deliver presentations or workshops.	
21	Develop community outreach programmes.	

22	Conduct participatory research projects.	
23	Engage learners (and possibly their parents) in citizen science projects.	
24	Encourage learners to participate in volunteer programmes.	
25	Set up alumni involvement programmes.	
26	Encourage learners to advocate for climate change and other aspects of sustainability.	
27	Engage learners in problem-solving projects.	
LOCAL COMMUNITY SUPPORT FOR EDUCATION RESPONSES TO CLIMATE CHANGE		
28	Foster collaboration with local community leaders or organizations.	
29	Organize cost-effective training sessions on climate change issues.	
30	Promote the development of repair skills.	
31	Offer programmes that focus on preserving and revitalizing indigenous languages.	
32	Organize consultation and/or mentoring sessions.	
33	Organize field trips to community spaces and resources.	
34	Develop partnerships with local governments.	
35	Develop partnerships with local businesses,	

	organizations and agencies.	
GENERAL COMMUNITY-BASED CLIMATE AWARENESS		
36	Disseminate information using alternative methods.	
37	Facilitate collaboration between nearby schools.	
38	Integrate sustainability into rural schools.	

39	Facilitate the use of community resources.	
40	Set up platforms that facilitate resource sharing within the community.	
41	Establish a community garden.	
42	Organize competitions or challenges.	
43	Plan and host annual or regular community engagement events.	

[Optional] Please add any additional activities of your accreditation scheme:

School governance:

Facilities and operations:

Teaching and learning:

Community engagement:

In which country is your accreditation scheme present and how many schools are covered?

Country	Number of schools		Name of schools	Comments
XXX	Pre-primary Education			
	Primary Education			
	Secondary Education			
	Tertiary Education and other			
XXX	Pre-primary Education			
	Primary Education			
	Secondary Education			
	Tertiary Education and other			
XXX	Pre-primary Education			
	Primary Education			
	Secondary Education			
	Tertiary Education and other			
XXX	Pre-primary Education			
	Primary Education			
	Secondary Education			
	Tertiary Education and other			
XXX	Pre-primary Education			
	Primary Education			
	Secondary Education			
	Tertiary Education and other			
<i>*Add more lines as needed</i>				

Annex.

1. Please attach the criteria of school evaluation of your organization/country

Submitted by Member States and organizations to express alignment with the Green school quality standard based on a template provided by UNESCO on behalf of the Greening Education Partnership