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This document summarizes results and suggestions for the development of the training program and the Assessment Tool.

1. Introduction

1.1 Objective and scope of the research

We are all aware that we need to change, now quickly, when it concerns sustainability. Our research is aimed at primary school level. We believe that raising awareness among the younger generation will be beneficial for the future. The aim of this research is first to study the current situation in our both country Belgium (french speaking part) and Luxembourg. To do this, we will interview a group of primary school pupils, teachers and parents. Then, our work will be to compare our results with the other partners of the study to then seek to implement new tools that will help in the awareness and management of sustainability in everyday life.

Through the questionnaires and interviews with pupils, teachers and parents our targets are

- to have the representations of the students who, according to our information, should practice and implement the school's sustainability practices.
- to establish the current situation and to reinforce good practices in Belgium and Luxembourg, with regard to sustainability.
- to put aware all shareholders about the current situation practices, needs and the possible actions.

1.2 Methodology

Here are the methods used to collect data.

Desk research: A thorough analysis of the climate section of Liège's University was conducted the service case studies & own research projects. Then, FAPEL, Luxembourg's federation for parents' associations spoke with its members to illicit a better understanding of the eco-system in both countries, Belgium & Luxembourg.

Then we visited several schools in order to assess and to understand y, the schools' Key terms such as sustainability, resources management, green programs, collaboration between schools & municipalities, ...

Teachers, parents & pupils were called upon to collect relevant resources. The research was carried out in May, June & July 2022.

Online survey: ULG & FAPEL used many channels to promote the survey and the project e.g.

- Conversations with FAPEL's network in order to collect data
- Online survey was published widely through most of the social medias (Facebook accounts, Facebook front pages, Instagram, LinkedIn, ... (More than 3.000 persons had been reached).
- ULG & FAPEL emailed all own contacts data base (More than 2.500 emails) asking people to take the survey & to share & promote it.



- Coren, an active associated partner to Greener Green took also part by disseminating the survey to its contacts & schools.
- FAPEL took benefit of all set event to promote the online survey and to invite parents, pupils & professionals to take part in the survey.
- The survey was promoted by providing an incentive to join the Focus Group (a V&B mug for each teacher & Parent + A 50€ voucher for Belle Etoile shopping center for each student)
- ❶ A copy of FAPEL's Power Point presentation
- ❷ The promised incentive (Mug or 50€ voucher)
- ❸ Greener Green Leaflet
- ❶ + ❷ + ❸ were sent by POST to participants at the 10th of August 2022!

Focus Group: Participants were chosen as they expressed an interest in the project. 09 persons participated in the focus group. Five were female and four were male. Participants were a mix of teachers, parents and children. The focus group lasted for one hour and 30 minutes !

Teachers & Parents were given a Villeroy & Boch Mug,



and children a €50 voucher for Belle Etoile shopping Center to thank them for their time.



The Focus Group team went through both Teachers' & Pupils' surveys and gave 90 minutes time to discuss together relevant topics and how to

The group went through the online surveys sent to both teachers/parents and students.

First of all, a quick analysis of the survey responses confirmed the validity of the GREENER GREEN project and the usefulness of its implementation in schools.

Some data are simply shocking and incite us to undertake serious reflection but also a concrete action plan with tangible results in the short term.

- Lack of digital tools
- Absence of environmental education
- Total disregard of pupils' choices
- Total opacity of school's resources management
- ...



The discussion was very interesting and many ideas had been brought up and that will be considered for the development of the Greener Green project.

The youth were not to be outdone and brought excellent recommendations that would be adopted or at least included in the writing of this report in the hope of being able to implement them further in this project.

Among the most outstanding ideas were proposed the following!

- Include students in the management of school resources
- Establish a "stock exchange" for the exchange of good practices between schools
- Designate a person (or committee) in each school to represent the student body in all matters relating to green and sustainability.
- Presenting a resource consumption report so that students can assimilate and understand the issues
- Allow students to track resource consumption
- To offer students the possibility to benefit from the positive effects of a certain percentage of the measures installed and which have succeeded in generating savings for the school.
- Student's own green space
- Student-owned bulletin board in their green space
- Take advantage of the school bulletin board to post student communications about the green project
- Create a course on green topics (just like the one installed on mobbing/ on violence/ on citizenship or KIVA)

It is also interesting to allocate a green activity space to the students that will give them the opportunity to carry out activities of cultivation of fruits, vegetables or aromatic herbs, but also, aesthetic activities such as flowers, plants and exhibitions of works of art from nature.

Objectives

In summary, all the stakeholders have shown a great interest in the green theme and are more than enthusiastic to take part and to be active actors of this concept of green schools.

All what teachers, parents & pupils are asking for are tools in order to translate their ideas into real action.

They are aware of the stakes and the level of knowledge is not lacking. Environmental issues are well understood by the new generation and they are in the starting block to intervene in force and translate their intentions into reality.

What is lacking at the time being, is rather the will of politicians, municipalities and policy makers to provide them with the tools and the means. Stakeholders intend to lead by example a whole series of promising green measures and projects that Greener Green intends to encourage and support by integrating them in its dissemination and evaluation programs.

2. Desk Research Results

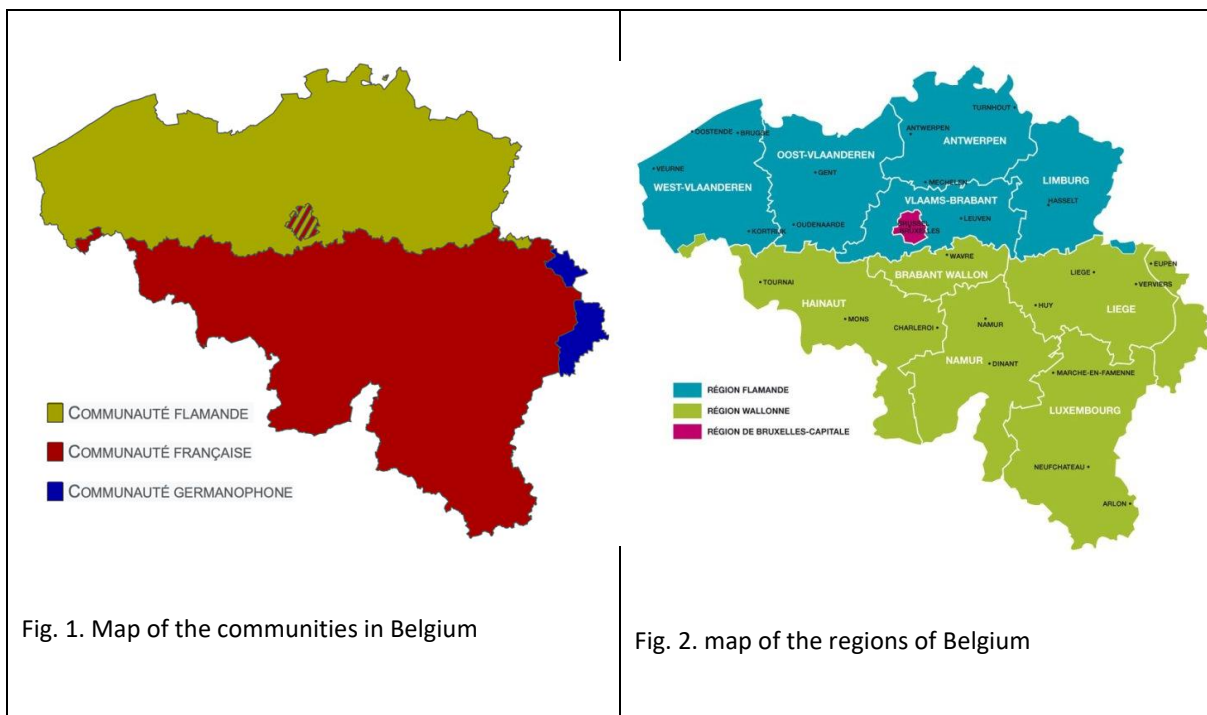


EDUCATION FOR THE ENVIRONMENT AND SUSTAINABLE DEVELOPMENT at school in the Walloon-Brussels Federation

by Christine Partoune - Écotopie-laboratory of ecopedagogy - July 2022

Institutional context

Belgium is a federal state composed of three linguistic communities (Flemish community, French community and German-speaking community - see figure 1) and three regions (Flanders, Wallonia and Brussels-Capital - see figure 2).



Each of these entities has its own competencies, without the federal state being a supervisory body over the federated entities.

If we try to identify which entities are concerned by education on the environment and sustainable development (ErEDD) in compulsory schools in French-speaking Belgium, the answer is threefold: the French Community on the one hand, and two regions on the other: the Walloon Region and the Brussels-Capital Region. We will see why.



1. The French Community and the ErEDD

The governments of each Community - French, Flemish, German-speaking - are, among other competences, responsible for education and culture.

1.1. Education

As far as education is concerned, it is up to the French Community to define the priority missions of the compulsory school, which in 2021-2022 will concern a population of 914411 pupils, spread over 1945 establishments for ordinary basic education, 231 for specialized education and 509 for ordinary secondary education¹.

Nombre d'élèves et d'étudiant-e-s


	NIVEAU	ANNÉE SCOLAIRE	NOMBRE D'ÉLÈVES / ÉTUDIANT-E-S
	Fondamental et secondaire		
	Fondamental ordinaire	2019-2020	499.857
	Secondaire ordinaire	2019-2020	366.636
	CÉFA	2019-2020	9.175
	Spécialisé	2019-2020	38.743

Table 1. Statistics of the school population in the Wallonia-Brussels Federation.

Source: Key figures of the Wallonia-Brussels Federation, 2021.

These missions are described in a legal text: **the Code of Basic and Secondary Education**, which now replaces the "mission decree" (www.gallilex.cfwb.be/document/pdf/47165_000.pdf). This decree, which is still being

1 https://statistiques.cfwb.be/fileadmin/sites/ccfwb/uploads/documents/CC2021_web_def.pdf



finalized, is being drafted as part of the extensive education reform undertaken in 2015, called the Pact for Excellence in Education.

Examination of this text reveals some points of support for or encouragement of ErEDD, but relatively reductive, in the end, as we will see.

The school's priority missions

Among the priority missions of the school, we can read: "**prepare all students to be responsible citizens, capable of contributing to the development of a democratic, supportive, pluralistic society, respectful of the environment** and open to other cultures (D. 03-05-2019 - Title IV, Chapter 1, Article 1.4.1-1, 3°).

The precision "respectful of the environment" is an innovation compared to the mission decree, which is to be welcomed. In spite of this real progress, it is regrettable that the text sticks to a narrow vision of environmental education, i.e. education *for the* environment, without giving explicit importance to the stakes of an education *through the* environment, in the service of the promotion of self-confidence and the development of the person of each student.

As these distinctions may be misunderstood, it should be clarified that **environmental education** is an education centered on the individual or the social group, where the environment is considered not only as a particularly motivating terrain for personal development, but also as an existential living environment and a territory of socialization conducive to the development of eco-citizenship. As for education **for or about the environment**, it is centered on a better consideration of the environment by an individual or a social group in order to preserve or develop its qualities. It implies **education about the environment**, focused on the acquisition of environmental knowledge, as well as **education about values**, being particularly attentive to situations of environmental injustice.

As we will see below, the nonprofit sector seeks to combine these dualities, which can be contradictory.

Education BY the environment Education FOR the environment			
Focused on...			
The development of the whole person	Emancipation social Societal change	Knowledge of the environment	Protection of the environment
Global approach	Critical and citizen approach.	Scientific approach	Action approach



Table 2. The contradictory relationship between education by and for the environment.

Source: PARTOUNE, C. 2011. *Environmental education (EE): what is it?* Institute of Eco-Pedagogy. URL: <http://www.institut-eco-pedagogie.be/spip/?article346>.

For more details on these notions of education by/for the environment, see the book "Repères de base en écopédagogie - recettes et non recettes", available for download: <https://ecotopie.be/publication/reperes-de-base/>

School steering plans

Another point of support for the ErEDD appears in the part of the decree that concerns the management of schools (chapter II). First of all, it should be noted that the term "school" refers to a school entity placed under the responsibility of a head teacher, the school being also called a "school establishment". The school may be divided into several geographical locations (a location is a building or a group of buildings located at the same address).

From now on, each school is required to develop a steering plan consistent with its school project, which will constitute its contract of objectives for a period of six years. Schools may decide to draw up a steering plan for each location. This steering plan is based on a collective diagnosis established by the school's director and educational team.

Among the improvement objectives to be considered, which are proposed in the text of the decree, there is mention of **increasing the indices of well-being at school** (art. 1.5.2-2, 7°). The indicators and reference values for assessing the quality of well-being have yet to be developed; this is undoubtedly an opportunity to integrate a series of parameters linked to the quality of the school environment.

There is also talk of improving the **promotion of citizenship, health, media education, the environment and sustainable development** (art. 1.5.2-3. § 2 6°).

The parameters "well-being" and "health" of the pupil can justify pedagogical projects with a hygienic aim, but also more broadly aim at the child-nature link as a source of personal development.

The reference framework

Another essential mission of the French Community is the **production of reference materials** that guide the writing of disciplinary programs, which are the responsibility of the various **education networks**.

It should be noted here that in Belgium, schools are under the authority of an organizing power that may be official (public) or free (private).

The official organizing authorities are :

- Wallonie-Bruxelles Enseignement (this is the "state" education);
- official subsidized education:
 - the provinces;
 - municipalities;
 - the French Community Commission (COCOF).



The free organizing authorities are associations (asbl or others), denominational or non-denominational, most of which are subsidized, i.e. the teachers are paid by the French Community, at the same rates as in "official" education. Let us specify that the subsidized free catholic education represents roughly, in the Wallonia-Brussels Federation, 65% of the pupils of the compulsory education.

Each organizing authority is free to choose its own teaching methods and timetables and to develop its own programs, as long as they respect the priority missions set out in the Education Code. This information is important, particularly with regard to school outings or the possibility of developing interdisciplinary learning projects.

Let's get back to the repositories. All the reference systems have just been revised, or are still under construction. The general introduction, common to all the reference systems, unfortunately does not include any support for ErEDD.

The initial competence reference framework for kindergarten education² indicates that the knowledge, skills and competencies to be developed must enable children to discover the world and their immediate environment, particularly in the context of scientific awareness and awareness of the humanities (geography, history, social sciences). The proposed perspective is mainly that of an **education about the environment**, where the emphasis is placed on awakening to a research approach, but also **for the environment**, through the acquisition of environmentally friendly gestures (p. 67, 74) and an ability to diagnose traces of respect/non-respect for the environment (p. 74). There is also an interesting point of support in the chapter devoted to cross-curricular aims, which makes the link with point 3 of the article in the Code devoted to the school's missions: "*Discovering the outside world is more than just marvelling at or wondering about the natural environment around us. It is about being curious about the human environment, about what adults do, how and why*" (p. 101).

For the *core curriculum*, which now covers primary and the first three years of secondary school, the **science curriculum** offers solid support for **education about and for the environment**, by proposing to equip students to be able to understand the current global challenges in terms of climate, health, environment, etc., and to position themselves accordingly (p. 18). Themes such as biodiversity, natural resources and energy offer interesting opportunities in this respect. The empowerment of students is clearly stated as a goal. The targeted skills and attitudes are specified in a table, with explicit indicators (see Table 1 below). This table provides a slight basis for **environmental education**, with the idea of developing a sense of belonging to nature.

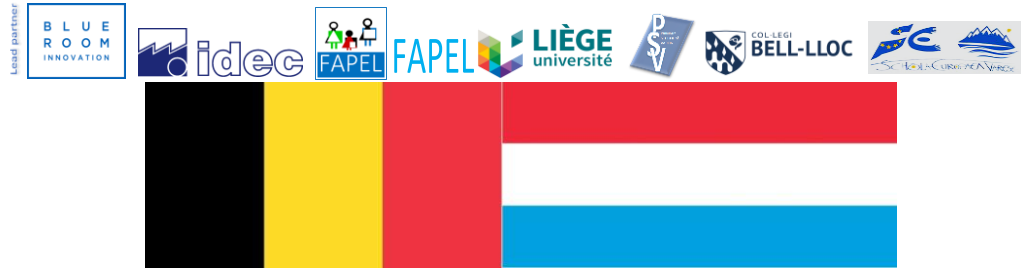
2 [file:///Users/admin/Downloads/Referentiel%20des%20competences%20initiales%20-%20juillet%202020%20\(ressource%2015913\)%20\(2\).pdf](file:///Users/admin/Downloads/Referentiel%20des%20competences%20initiales%20-%20juillet%202020%20(ressource%2015913)%20(2).pdf)



Savoir-faire et attitudes	Attendus
Se soucier de la santé et de la sécurité ainsi que du respect de l'environnement	Reconnaitre l'équilibre des systèmes en interaction dans l'environnement.
	Développer un sentiment d'appartenance à la nature.
	Reconnaitre ses besoins fondamentaux en matière de santé, de sécurité et de milieu de vie et identifier ses possibilités pour y répondre.
	S'intéresser à des enjeux environnementaux.
Analyser et débattre	Exprimer un avis personnel en lien avec les sciences.
	Écouter sans jugement les avis d'autrui.
	Évaluer l'impact d'un choix posé sur les personnes, la société et sur l'environnement.
	Alimenter ses opinions personnelles à l'aide des faits scientifiques et/ou d'une recherche documentaire à partir de sources considérées comme fiables.
	Reconsidérer son avis en se basant sur les faits scientifiques découverts et/ou sur l'avis des autres.
Poser un choix et agir en s'appuyant sur des faits scientifiques	Mettre en évidence des interactions et des liens de cause à effet.
	Envisager un projet en lien avec l'environnement et/ou la santé sur base de faits scientifiques et en tenant compte de ses conséquences.
	Mettre en place des stratégies collectives pour réaliser un projet (choisir, planifier, exécuter, réguler...).
	Identifier des comportements propices à la santé, au respect de la vie animale et à l'environnement dans sa vie quotidienne.
	Contribuer à la construction de choix collectifs en tenant compte des connaissances issues de différents domaines.
	Prendre sa part de responsabilité dans la réalisation d'un projet collectif.

Skills and attitudes	expected
Be concerned about health and safety and respect for the environment	Recognize the balance of interacting systems in the environment
	Develop a sense of belonging to nature
	Recognize basic health, safety and environmental needs and identify opportunities to meet them
	Take an interest in environmental games
Analyze & debate	Express a personal opinion related to science
	Listen to the opinions of others without judgment
	Evaluate the impact of a choice made on individuals, society and the environment
	Support their personal opinions with scientific facts and/or documentary research using resources considered reliable
	Reconsider one's opinion based on the scientific facts discovered and/or on the opinion of others
Make a choice and act based on scientific facts	Identify interactions and cause and effect relationships
	Consider a project related to the environment and/or health based on scientific facts and taking into account its consequences
	To put in place collective strategies to carry out a project (choose, plan, execute, regulate...)
	To identify behaviors that are conducive to health, respect for animals and the environment in their daily lives
	To contribute to the construction of collective choices by taking into account knowledge from different fields
	To take responsibility for the realization of a collective project.

Table 3. Science benchmark for the core curriculum - skills and expectations.



Source : Référentiel de sciences - Pacte pour un enseignement d'excellence, Fédération Wallonie-Bruxelles, June 2022, p. 25³.

The **historical, geographical, economic and social training reference material** for the core curriculum⁴ is the only one that explicitly mentions "sustainable development from the point of view of environmental impacts" as a global issue for our society (p. 20), without the concept itself being the subject of a critical analysis. The perspective is clearly on the side of **education for the environment** and **education through the environment aimed at societal change**: "*How can we reconcile the occupation of territories, the creation of wealth, the equitable distribution of this wealth and respect for nature and future generations? What individual and collective responsibilities?*" (p. 20).

The objectives common to the humanities "*may concern modes of consumption and production, employment and work, housing, land use and social movements*" (p. 51).

The **reference framework for philosophy and citizenship education**⁵, which is a new course in the school curriculum, mentions environmental and health issues as appropriate topics for building argumentation and negotiation skills.

The **reference frame of cultural and artistic education** mentions here and there the cultural heritage as an object of appropriation, but it does not mention the extraordinary possibilities that the environment or nature as such offers.

The ErEDD framework of the Inspection

In order to help school principals and teachers develop ErEDD projects, the Education Administration produced a website for this purpose in 2015. Its maintenance and updating are the responsibility of the Cellule Citoyenneté / ErE DD of the DGEO (Direction générale de l'Enseignement obligatoire) within the Administration générale de l'Enseignement.

<http://www.enseignement.be/index.php?page=26927&navi=4038>

However, it has not moved since it was put online.

There is an ErEDD reference framework written in 2013, proposing a reading of the former inter-network reference framework entitled "socles de compétences"⁶, now obsolete, as well as a series of pedagogical

3 file:///Users/admin/Downloads/referential%20of%20Science%20(resource%2017241).pdf

4 file:///Users/admin/Downloads/referential%20of%20historical,%20geographic,%20economical%20and%20social%20(FHGES)%20(resource%2017244).pdf

5 file:///Users/admin/Downloads/referentiel%20d%E2%80%99Education%20a%20la%20philosophie%20et%20a%20la%20citoyennete%20(EPC)%20(ressource%2017245).pdf

6 L'Éducation relative à l'Environnement et au Développement durable (ErE DD) dans le système éducatif en Fédération Wallonie-Bruxelles. Quelques portes d'entrée dans les référentiels inter-réseaux ", AGE, 2013.



activity sheets produced by the General Inspection Service of the Wallonia-Brussels Federation, of varying quality.

Based on the awareness-raising work of the inspectorate led by Honorary Inspector General Philippe Delfosse, an extensive audit of ErEDD practices in schools was undertaken between September 2013 and May 2014; 155 randomly selected schools were visited. According to the statements of the principals, "85% of the schools practice ErEDD and carry out more than one activity over the year. Nearly half of the initiatives span the school year, combining large-scale projects with recurring activities in the life of the school. (...) The majority of activities involve several disciplines"⁷. The inspectors note, however, that "the systemic approach is not yet sufficiently mastered and developed. They also point to "an unprofessional ESD", with "a reflection in terms of activity and not in terms of learning or skills, "a hesitant mastery of the concept of environment and, above all, a weakness in the evaluation of activities".

This audit deserves to be updated, which is provided for in the 2021-2024 program of the Cooperative Agreement (see below).

The inspection report also points out that "the school regularly solicits external institutional and association assistance: material aid (40%), class activities (38%), teacher training (10% in primary school - 20% in secondary school). The action of associations and calls for projects are mainly identified as triggers for activities".

To meet this demand, more than a hundred organizations offer tools and activities ranging from one-time animation to a real partnership in the realization of a project.

<https://www.symbioses.be/pdf/n-special-02/Symbioses-primaire-2013-2.pdf>

1.2. The Culture

As far as culture is concerned, the French Community finances and guides the projects of a whole series of associative structures likely to ensure a mission addressed to schools in education related to the environment and/or sustainable development: associations pertaining to permanent education (the equivalent of popular education in France), the Maisons de la culture and the Cultural Centers, the Museums and the Libraries.

Among the non-profit associations recognized in permanent education, let us quote in particular the Réseau Idée (reseau-idee.be), Écotopie - laboratoire d'écopédagogie (ecotopie.be), Éducation-Environnement (education-environnement.be), le Cercle des Naturalistes de Belgique (cercles-naturalistes.be).

The **IDée Network** plays a particularly key role in promoting ErEDD, notably through the publication of an exceptionally rich thematic magazine called Symbioses (symbioses.be). Titles of recent issues: North Sea: learning the sea; Biodiversity: all connected; Floods: understanding and acting; Mobilities: (ap)taking other habits. In addition to thought-provoking articles and testimonials, teachers can find a wealth of concrete ideas: turnkey activities to carry out with their students, a list of books and educational resources, associations offering activities on the theme in question, etc.

⁷ Source: presentation of the survey results by P. Delfosse, during the Assises de l'ErE in 2015.

<https://www.assises-ere.be/matinee-multiacteurs/index-pdf/Presentation-Ph.Delfosse-11-02-2015.ppt.pdf>



Calls for projects

Regularly, the administration of education launches calls for projects, some of which have a link with the EREDD, as is the case now, on the theme "healthy, balanced and sustainable food in basic schools".

2. The regions

The regions support a large number of non-profit associations that are available to teachers to carry out ErEDD activities, whether in the classroom or in the school environment, or in particular sites, or even during green or blue class trips.

They finance flagship operations in which schools can participate, or launch calls for projects on different themes. They also publish awareness-raising tools, which are generally offered free of charge.

2.1. The Brussels-Capital Region

It is the region that offers the greatest visibility to promote ErEDD in schools, as can be seen on the website dedicated to it, created by its right-hand man "Brussels Environment": <https://environnement.brussels/school>

The educational offer is very structuring:

- Brussels Environment offers schools the opportunity to engage in better environmental management, and even to acquire the **"Ecoschools" label**⁸, thanks to the very professional support of the non-profit organization COREN⁹, officially mandated for this project;
- Teachers can benefit from support to carry out environmental awareness and actions, thanks to a whole series of associations specialized in environmental education;
- Tools are made available to them thanks to the Réseau IDée, which Brussels Environment supports financially: tools that can be downloaded from the site, but also tools and educational trunks that can be borrowed from the association's Brussels headquarters;
- Principals and teachers are invited to join the **Bubble network**¹⁰, the network of Brussels schools in action for the environment, which offers training, meetings, visits of school projects, big events, etc.

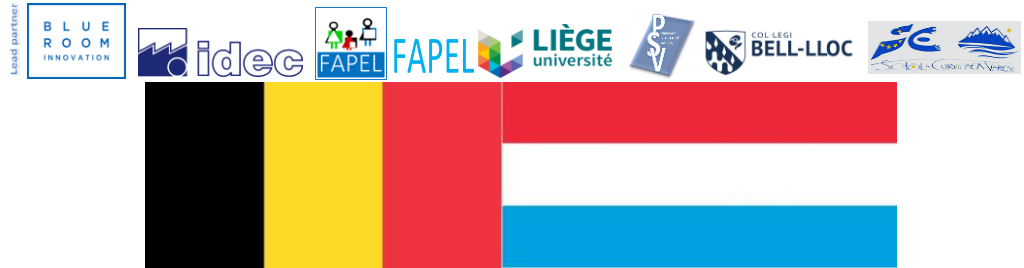
The Region also organizes major awareness campaigns¹¹, which bring together hundreds of schools on a single topic:

8 <https://environnement.brussels/thematiques/ville-durable/leducation-lenvironnement/le-label-eco-schools>

9 www.coren.be

10 bubble.brussels

11 <https://environnement.brussels/thematiques/ville-durable/leducation-lenvironnement/campagnes-de-sensibilisation>



- European Week for Waste Reduction
- GoodPlanet challenges, with the support of GoodPlanet vzw¹²
- The Good Planet Campaign, for kindergarteners and first graders.

It also supports schools in redesigning playgrounds through Operation Re-creation - For a green playground. 62 expressions of interest were received in May 2021, 20 projects were selected (see map fig. 3 below).

In addition, Brussels Environment supports other projects:

- the **Eco-teens project**, which aims to strengthen the participation of young people in Brussels on climate and environmental issues. The term "eco-teens" refers to an autonomous, sustainable and proactive group of students of all ages who voluntarily come together to take action for the environment in their school;
- the **Mov'in the City project**¹³, for young people in 3rd, 4th and 5th secondary school, who will reflect and debate on the challenges of mobility in Brussels, and experiment with intermodality.

12 goodplanet.be

13 www.movinthecity.be



Ecoles de l'Opération Ré-création

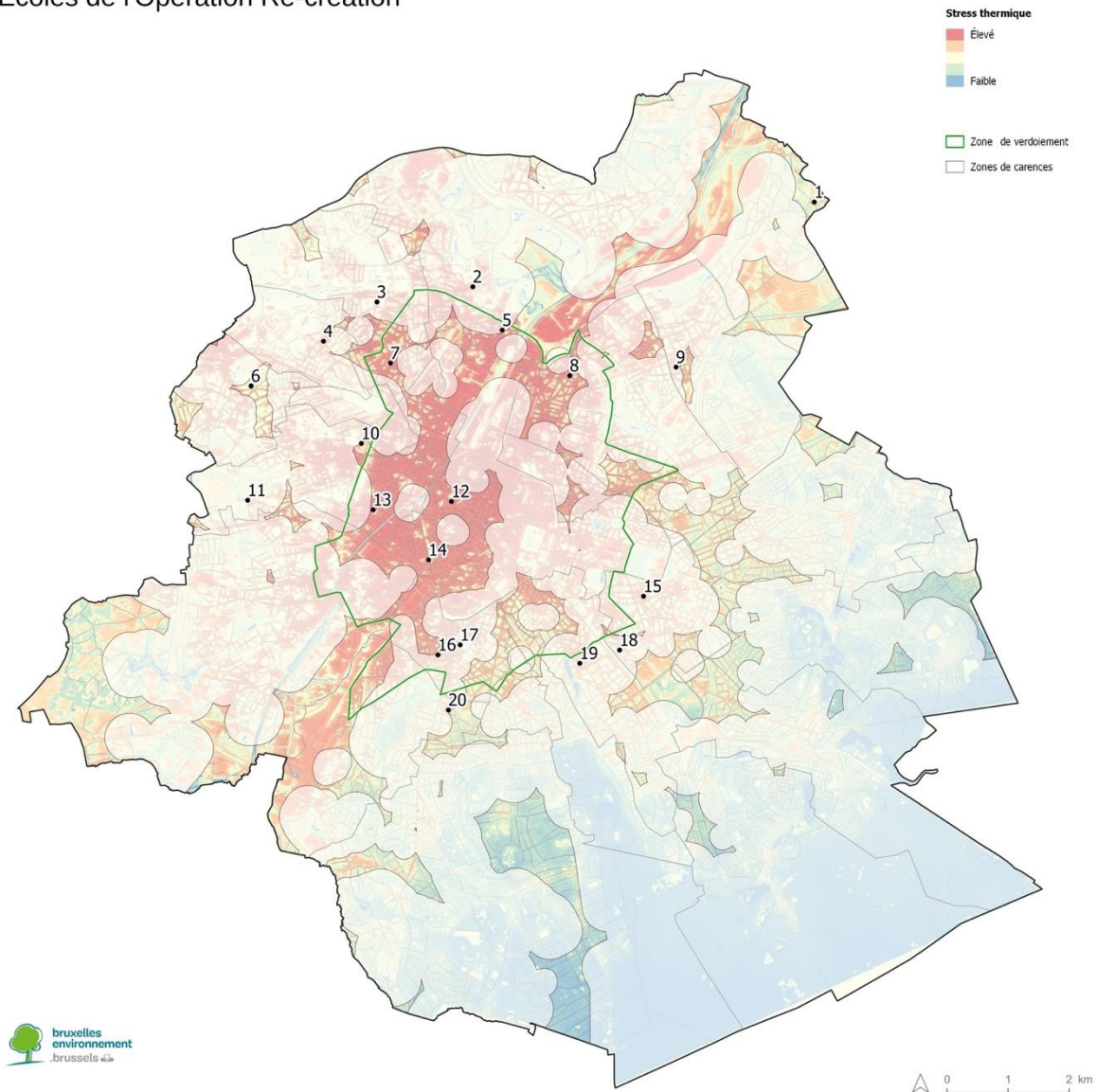


Figure 3. The 20 schools selected for Operation Re-creation.

The Region also works with Brussels schools via Brussels Mobility to promote active and sustainable mobility through the school travel plan (PDS). Installing a secure bicycle parking area, organizing walking routes, offering training in bicycle riding, establishing a consultation with the municipality to make the area around the school safer, participating in mobility week, etc. are some examples of actions that can be carried out thanks to the SDP. Each school registered in the PDS develops its own project and benefits from one and a half years of support from COREN asbl to facilitate the start-up.

Still in connection with mobility, we should also note the "Pedestrian in action" project, proposed by COREN asbl to elementary school. Moving on foot has many advantages: 100% non-polluting, excellent for physical



and moral health, independent of traffic, free, friendly, etc. During this animation (with a fee), the pupils (re)discover their school district on foot. They orient themselves with the help of a map and observe their environment, take pictures of points of interest and pedestrian infrastructures, take challenges on the theme of mobility, etc. Back in the classroom, they gather all the information and collectively create a large pedestrian map of the school district.

Many other associations offer animations, such as the Regional Center for Ecological Initiation (CRIE) Tournesol-Zonnebloem¹⁴, based in Uccle, whose program is copious: the world of plants, the world of animals, life in natural environments, routes through the senses, but also a whole series of activities aimed at raising the awareness of the students and making them responsible (our ecological footprint, zero waste, etc.)

2.2. The Walloon Region

Within the Public Service of Wallonia Agriculture, Natural Resources and Environment, an environmental awareness unit coordinates the policy of **promotion, awareness and education on the environment** in Wallonia. Its missions are turned towards citizens, schools, companies and associations, supporting mainly the actions of the associative sector.

Associations in ErEDD

Among these associations, the Region has been financing since 1995 the activities of the network of 11 Walloon CRIEs (Regional Centers for Environmental Initiation)¹⁵ (see map fig. 4), whose main partner is the school.

14 sunflower-zonnebloem.be/

15 crie.be

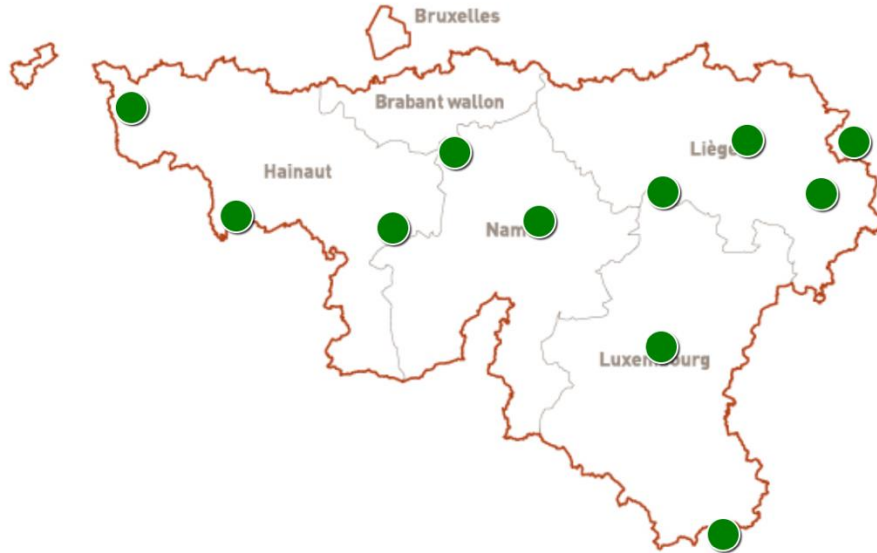


Figure 4: Location of the 11 Walloon CRIEs.

The CRIEs have developed numerous activities for the school public. From the kindergarten activity to the continuing education of the teachers, from the "pond" animation to the "Chasse au gaspi" activity. They also lend educational and scientific material, have libraries...

Dozens of other associations welcome school groups or intervene in schools. What they have in common, unlike what is the order of the day in school, is that they encourage close contact with the environment, and with nature in particular. At a time when young people are becoming increasingly sedentary, with the corollary of disconnection from the living environment, learning to establish a positive, enriching and fulfilling relationship with nature and with living beings other than humans is a key issue. Indeed, the history of environmental education teaches us that for a person to be motivated to respect his or her environment, he or she must first be touched by its beauty, its mysteries, its poetry. **The sensitive approach of the environment** is therefore a primordial step, which the current references seem to simply ignore. On the other hand, they rely on a belief whose foundations have been widely questioned for decades by research in ERE: believing that it is enough to know in order to want to respect. In other words: to consider that the door of knowledge allows to open the door of responsibility. It is to ignore an essential dimension of education: affectivity.

Environmental education associations have generally adopted this vision and have developed a wide range of playful activities to weave multiple links with the environment, with a global and holistic approach to the person that translates into different avenues for raising awareness: cognitive, pragmatic, sensory, sensitive, imaginative, creative, etc. (see the book *Repères en écopédagogie*, op. cit.). What they bring to teachers is the ability to take children into that register which is so essential in the relationship with nature: that of emotions.



This is particularly the focus of the **outdoor school** project, which is gaining momentum in various countries today. In our country, the **Tous dehors** collective¹⁶ was created to encourage teachers to go out in nature as often as possible. It offers pedagogical support and concrete tools to help them.

Some associations also launch calls for projects for elementary school, such as ScienceInfuse - UCLouvain, on the theme Generation Zero Watt¹⁷, where students are invited to become "energy inspectors" of the school.

Awareness campaigns

The Walloon Region organizes or supports awareness campaigns to which schools are invited:

- the BeWapp project¹⁸, which aims to improve public cleanliness by developing actions to reduce the presence of illegal dumping.
- the Walloon Water Days¹⁹, organized every year for two weeks around the date of March 22 (World Water Day) by the River Contracts.
- Mobility Week in Wallonia, during one week in September, coinciding with the European Mobility Week.

Calls for projects

The Walloon Region regularly launches calls for projects related to the EREDD.

Here are some examples:

- the Schools in Sustainable Development Campaign - Wallonia: COREN asbl offers a series of activities and support formulas free of charge to schools located in Wallonia:
 - The call for projects Schools For Tomorrow
 - The Sustainable School Label (secondary schools)
 - The Eco-Schools Wallonia label (basic schools)

16 tousdehors.be

17 generationzerowatt.be/en/home/

18 bewapp.be/schools

19 environment.wallonie.be/JWE/



- The annual day of valorisation Forum of schools in sustainable development
- A series of thematic training days
- since the project Dare to be green - recreate your playground²⁰, which aims to make playgrounds greener, with the support of facilitators from two associations: GoodPlanet and Natagora.

This call for proposals has been very successful (213 applications in 2021). Each year, about 50 projects can be funded.

- in 2022, the call for École du dehors projects²¹. This call proposes to support the practices of the École du dehors in Wallonia in several ways:
 - Either at the level of the accompaniment of the classes
 - Either at the level of teacher training
 - Or by supporting schemes that include support for classes and training for their teachers.

3. The Cooperation Agreement to Promote ErE

Let's start by noting that the IDée Network played a particularly active role in the establishment, in 2003, of a Cooperation Agreement on education for the environment, nature and sustainable development, between the French Community and the Walloon Region, extended in 2011 to the Brussels-Capital Region²².

The objectives of the Cooperation Agreement are to:

1. to boost the information of the actions and campaigns undertaken by the three administrations concerned, by inserting them in their respective action programs;
2. to strengthen the creation of quality educational tools in the field of environmental education, nature and sustainable development;
3. to develop a better integration of education on the environment, nature and sustainable development in the school curriculum in order to offer pupils and students a responsible citizenship education;
4. to offer structured assistance to schools and institutions of higher education that include sustainable development in their school project;
5. to ensure the reciprocal exchange of knowledge and experiences between the actors of education relating to the environment, nature and sustainable development with the aim of improving educational practices;

20 oselevert.be

21 environment.wallonie.be/ere/#aap

22 Text of the agreement:

http://environnement.wallonie.be/legis/accords_de_cooperation/accordenvnatdevdur001.htm



6. to ensure logistical collaboration in the field of environmental education, nature and sustainable development.

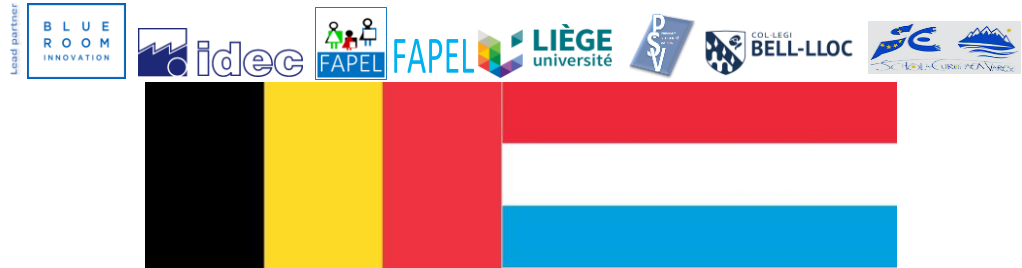
In 2010, the Steering Committee supported the process of the **Assises de l'ErE** (www.assises-ere.be) proposed by the Ministers of the Environment and the Minister of Education. Following an extensive survey in schools (among teachers and principals) and among EfE associations, a series of commitments were made by Cabinets, administrations, educational networks and the Institute of In-service Training, as well as EfE-DD associations. The steering committee is committed to monitoring the implementation of these commitments in addition to the objectives of the agreement.

The 2021-2024 action program includes several work streams:

- Implementing EfE-SD in inter-network repositories, the programs and piloting plans, including a meta-analysis of piloting plans to identify those that reference ErEDD.
- Strengthen the presence of ErEDD in the reference systems and programs (we have seen above what the current situation is).
- Coordinate calls for projects for schools.
- Support the school outside.
- Encourage ErE in pre-service and in-service teacher training.
- Promote good ErEDD practices in schools, notably through the magazine Symbioses.
- Support research on ErEDD in schools.
- *Offer assistance to schools to integrate sustainable development into the management of their establishment (themes: food, greening of playgrounds and school grounds, energy management).*

Stakeholders

Name of an expert / institution dealing with education relating to creative thinking	Contact data (a website address / contact person)	Offering (what can they deliver – trainings? Articles? Applications? Etc.)	Target group(s) – to whom do they focus on?	Other comments / additional information
Pr. Christine PARTOUNE		<i>Écotopie-laboratory of ecopedagogy</i>	Desk research	
CoREN	https://www.coren.be/	awareness raising, education, implementation of sustainable plan	schools	



3. Online surveys (pupils + teachers + parents) results

3a. Pupils

This section is a summary of the results from the pupils questionnaire of a survey carried out as part of the Erasmus+ Greener Green project. The participants (n = 38) of this questionnaire are students that are between 10 years and 14 years old from both Belgium and Luxembourg. The aim of the survey is the identification of digital skills as well as the knowledge of the participants surrounding the environment and the degree of eco-friendliness of their schools. The collected results could ultimately help determine the resources that are needed and the areas where further training for teaching staff is needed.

- Digital Skills

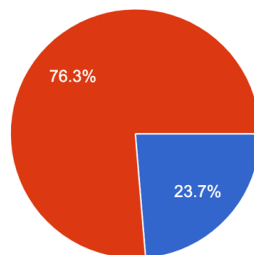


Figure 1: Part of participants using a computer for homework (blue indicates “no” and red indicates “yes”)

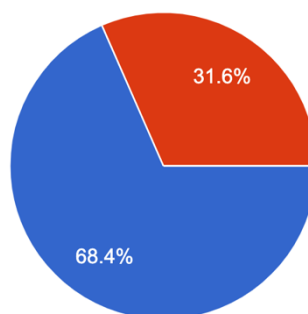
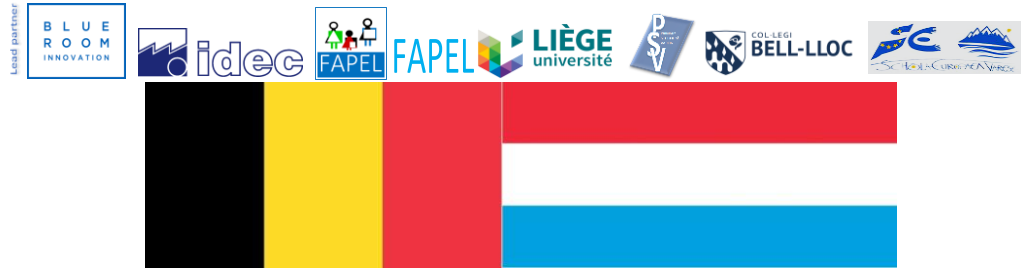


Figure 2: Part of participants using the internet for school-related research

Only around 24% of the participants use a computer to prepare tasks for school and almost 40% use a computer for extracurricular activities and hobbies such as video editing and video games, whereas 68% use



the internet for research related to their courses (fig.1&2). Despite the low share of the participants using the computer for their homework, almost all of them (87%) seem to be accustomed to using one. The fact that most of the participants seem to have no difficulties using a computer may be linked to the fact that most schools (89.5%) offer teaching programs for digital skills. Moreover, the most dominant digital teaching medium used during courses is the computer. Tablets and interactive digital boards are used slightly less often. It is also worth mentioning that on no occasion, smartphones are used as a tool during the lessons (fig. 3). Interestingly, participants appear to be less adept at using spreadsheets. Moreover, both mobile applications and collaborative digital learning platforms are used in schools and participants appear to have no difficulties in using them (fig. 4). Surprisingly, most students believe that there are no areas in which they need further training. Around 26% of the participants need to improve their knowledge surrounding digital tools for educational purposes and only 16% believe that they need further training for using office software.

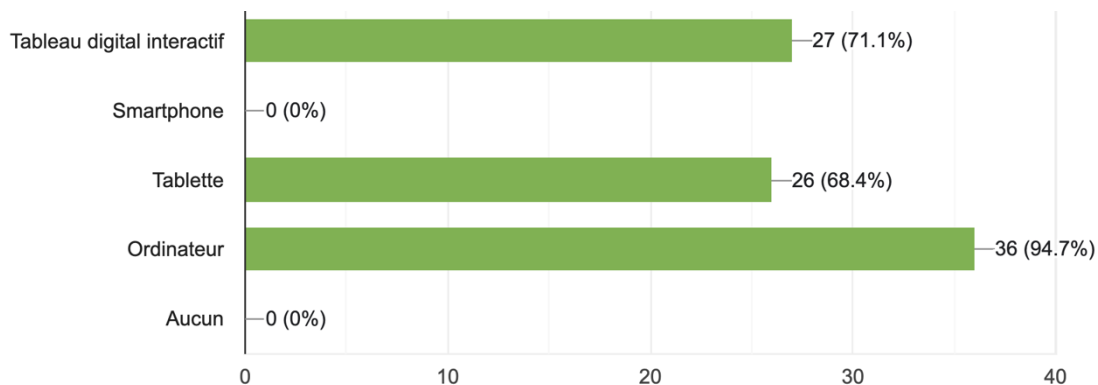


Figure 3: Digital mediums used during courses

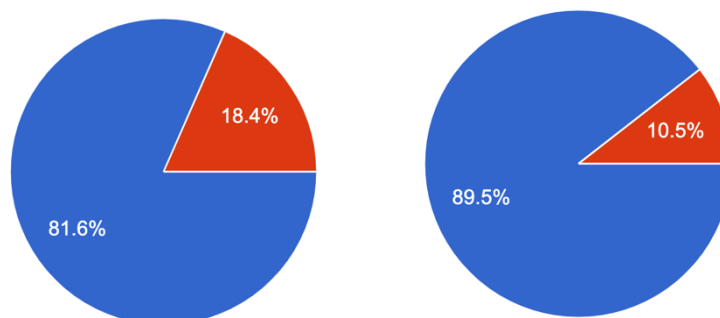


Figure 4: Part of participants using mobile applications and collaborative digital learning platforms in school (left) and their ability to use them (right)

- Green Deal and the environment of education in schools

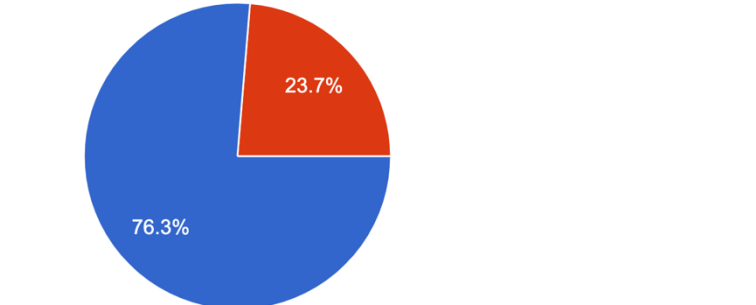
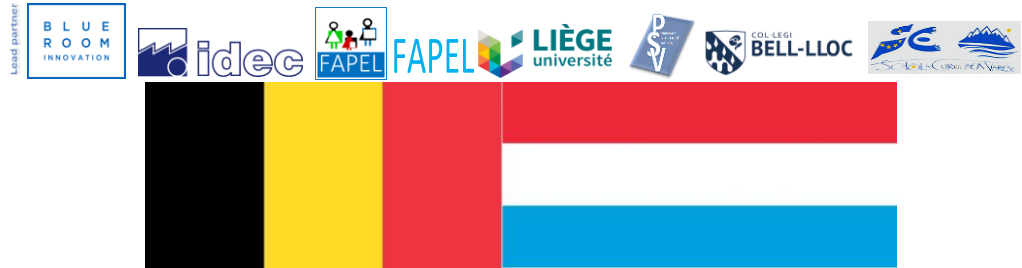


Figure 5: Part of participants interested in learning about protecting the environment with the help of online digital media

Surprisingly, despite almost all the schools having recycling bins, only around 75% of the participating students believe that recycling is carried out accordingly. In some schools, this may be because recycling stations are either difficult to locate or because there are not enough of them.

Furthermore, according to more than half of the participants, recycling bins don't always contain the proper waste.

Most students are interested in learning more about the environment through online digital media (fig. 5). However, almost 30% of the participants are not aware of the problems caused to the environment and to wilderness. This poor rate is reflected by some of the other answers:

An astounding majority of the students (82%) have no idea about the quantity of energy either used or saved by the school and hardly any of them know whether the paper used in their school is recycled or not. Thus, despite most students believing that their school makes enough effort regarding litter (74 %) and energy and water saving (84% and 60%), these answers need to be considered carefully. Students may think that their school acts in a green manner but in reality, they barely know what happens "behind the curtains". Of course, the opposite could also be true, i.e., schools may be even more environment-friendly than perceived by students. It is also worth noting that all schools have trees planted on their campus, many of them being indigenous. Once again, half of the participants are not aware of the origin of those trees.

Less than half of the participants learn through using biodiversity, for instance through school excursions in nature. This is especially disappointing, given the fact that more than 90% of them are interested in learning more about saving the planet in school, which could be taught through such excursions. Students also believe that learning about the tools and methods for protecting the environment might be the most effective way of doing so, which once again could be achieved during field trips. Almost a third of the participants believe that learning more about the climate and the environment in general may be the right approach towards protecting the planet

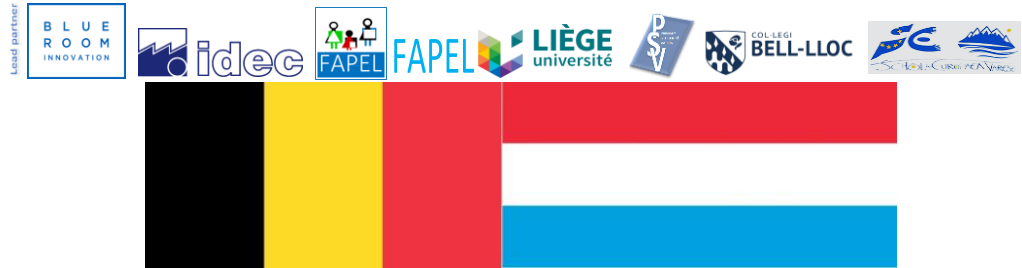


Figure 6: Means through which student involvement regarding environment protection can be improved in schools (“No” indicates a lack of interest in scholar activities related to saving the planet)

Concluding discussion about questionnaire of pupils

Overall, the survey results reveal that students appear to be interested in learning about the environment and about saving the planet. An environmental-friendly approach to living does not appear to be communicated enough in schools, as reflected by some of the answers. Moreover, students are not entirely aware of the degree to which their school operates in a “green” way, however, this is understandable given the age of the participants.

3b. Teachers

This section is a summary of the results from the teachers questionnaire of a survey carried out as part of the Erasmus+ Greener Green project. The participants (n = 16) of this questionnaire are primary school teachers and educators from both Belgium and Luxembourg. The aim of the survey is the identification of digital skills as well as the knowledge of the participants surrounding the environment and the degree of eco-friendliness of the schools. The collected results could ultimately help determine the resources that are needed and the areas where further training for teaching staff is needed.

- Digital Skills

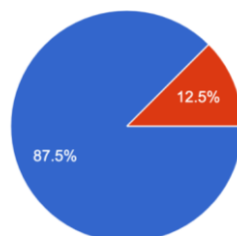


Figure 1: Part of participants using a computer for teaching and preparing their lessons (blue indicates “no” and red indicates “yes”)



The majority (87.5%) of the participating teaching staff uses a computer, either for preparing their lessons or for teaching purposes. Moreover, survey results show that they generally appear to have little difficulties using a computer. Interestingly, 25% of the participants rate their digital skills to be low to very low (score of 2 or 1), a significantly higher part than the 12.5% who don't use a computer for teaching. This means that around 12.5% of the participants use a computer for their lessons, despite giving a poor rating to their digital skills.

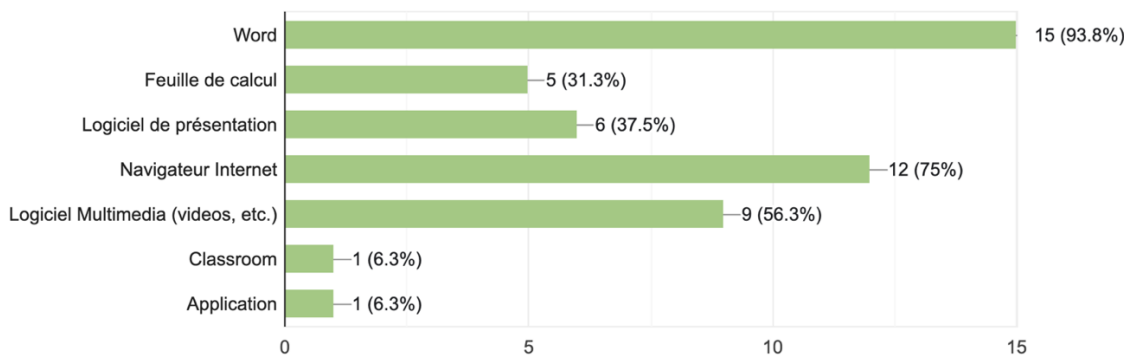


Figure 2: Programs used for teaching or preparing lessons

The most popular software for preparing or giving lessons appears to be Microsoft Word. Internet browsers and multimedia software are also used a lot. Finally, only about a third of the participants indicate that they use spreadsheets (e.g., Excel) or presentation software (e.g., PowerPoint) (fig.2).

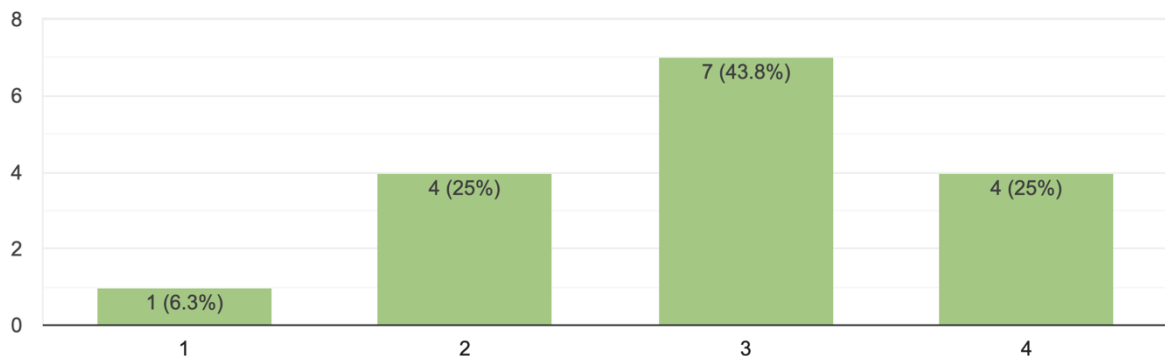


Figure 3: Skill level for office software (e.g., Word, Excel)

More than half of the participants also rate their skills at using Office products (e.g., Word, Excel) relatively high (3 or 4) (fig.3). This is significantly high compared to the 19% of teaching staff who give a good rating to their know-how regarding mobile applications for education. The fact that they are not confident in using mobile applications is reflected by the fact that only half of them use the latter for teaching purposes. Teachers either don't use any digital tools at all, or if so, they use the computer, and in some cases a tablet. Smartphones are almost never used. Moreover, slightly more than half of the teachers and educators (56%) have participated in some kind of course dedicated to digital skills. In almost 70% of the schools that the participants are employed in, no dedicated teaching program for digital skills is present. Moreover, in almost all the schools (94%), a digital platform for communicating with the students' parents exists.

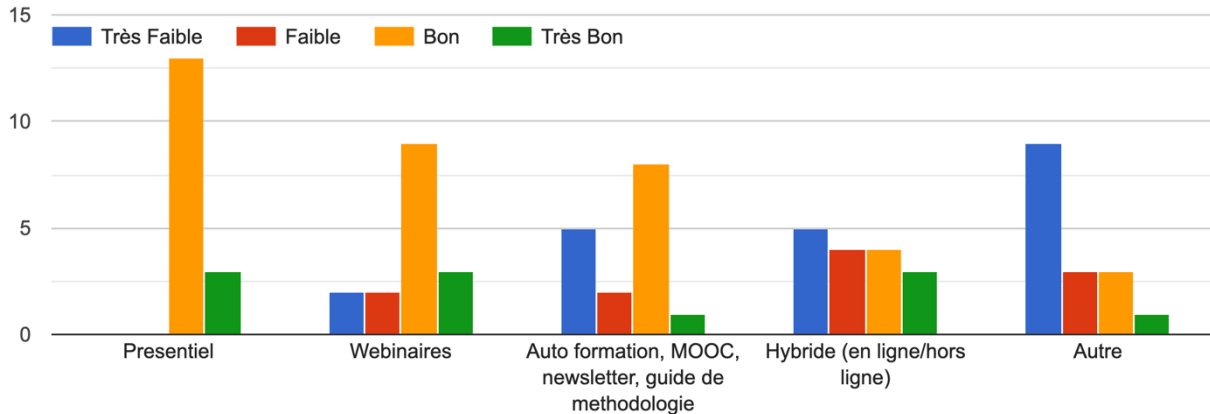
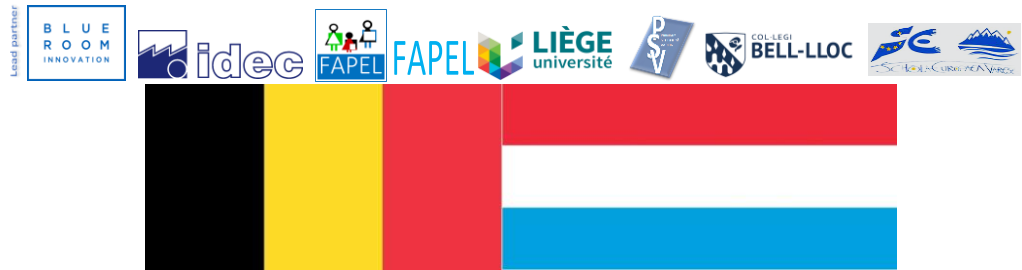


Figure 4: Extent to which participants support different teaching methods (Very weak, weak, good, very good)

Figure 4 reveals that traditional classroom teaching still seems to be the most prevalent form of teaching. Some of the participants indicate that they also support webinars and self-educating for teaching purposes. Hybrid teaching exhibits the most contrasting results. Some teachers don't support hybrid teaching at all, while others appear to use it a lot.

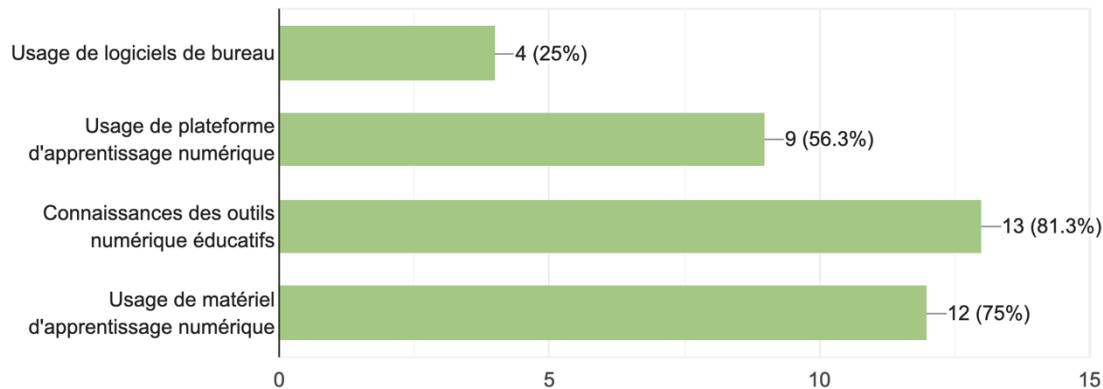


Figure 5: Areas where further training is required

The participants believe that there is a great need for training regarding the use and knowledge of tools and platforms for digital teaching. A negligible number of participants (25%) believe that they need more training for using office software. Finally, most participants seem to be interested in using a digital platform for tracking and evaluating their efforts towards making their school "greener" (fig.5).

- Green Deal and the environment of education in schools

The participants appear to be aware of the term "sustainability", which refers to living in a way that does not harm the planet in the long run, acting with consideration towards the finite nature of resources. Moreover, an astounding majority of the participating teaching staff (87.5%) is involved in ecological activities. More than 90% are familiar with avoiding litter pollution and saving energy. Saving water and respecting nature and green spaces are also employed by most teachers. Some teachers (around 60%) are also involved in saving animals and planting their own vegetables.



Despite emerging environmental issues, such as climate change and conservation, most teachers believe that schools don't engage enough to offer solutions and prepare the future generations. More than a third of the schools don't participate in any green projects. Fortunately, most schools (87.5%) use a sorting system for waste and many schools (81%) employ means of reducing waste (e.g., paper packaging). Moreover, while most schools don't appear to take ecology into consideration when buying material and school equipment, more than half (56%) offer local and seasonal products, as well as eco-friendly products (e.g., Fair Trade, Ecolabel).

In terms of resource consumption, less than half of the schools has implemented a method for saving either energy (44%) or water (25%). Similarly, a system for limiting food waste does not appear to be present in most schools (37.5%), nor have most of them tracked their resource consumption or done an environmental impact study. While 50% of schools take initiatives in favor of biodiversity or the improvement of living conditions, students are hardly able to take part in the decisions-making process regarding actions for environment protection (31%). Only around 19% of the participants believe that students in their school are involved in that decision-making process to a moderate-high degree (fig. 6).

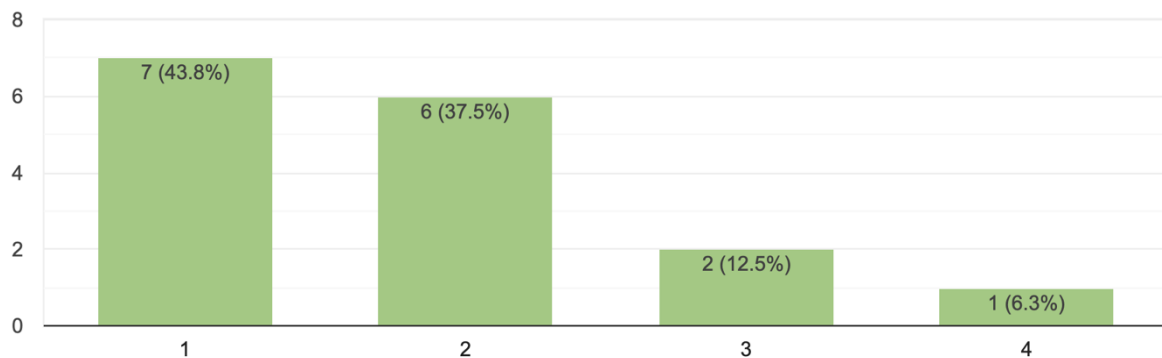


Figure 6: Degree of student involvement in the decisions-making process regarding ecological practices in schools

Some of the schools (56%) actively try to promote a healthy lifestyle among students and the staff. This is reflected by the fact that more than 60% of schools try to introduce active teaching practices in their programs. Interdisciplinary projects also seem to be prominent among most schools (87.5%).

Three quarters of the participants have easy access to further training through their schools. This could help improve both their digital skills and knowledge on how to communicate environment-conscious values. When asked in which areas surrounding the environment the participants require further training, "knowledge of solutions, good practices and green projects" emerged as being the most important. Another area in which many participants require training is essential knowledge regarding environmental issues such as climate change, energy consumption and production and biodiversity but also regarding good mobilization and communication practices. Access to educational resources (e.g., videos, exercises) and active learning methods display contrasting responses, i.e., some participants believe that further training regarding these areas is of little importance while a similarly large charge of participants deem its importance to be very high. Finally, although still valued as importance by some, the participants appear to need less training for project and meeting management.



Part of the questionnaire was dedicated to assessing the potential obstacles to carrying out a “green” project in school. The immense time associated to a project of such a scale appears to be a very important obstacle to be considered. Only a few participants associated little importance to that obstacle. Another important factor to consider are the means of financing the projects, especially its practical applications. Thus, the two most important obstacles for carrying out a project with the aim of rendering a school more environment-friendly are often outside of the control of the teaching staff. Participation of the teachers also appears to be an important obstacle, even more important than getting students to participate, which many estimated to be not important at all. Surprisingly, most of the participants believe that the participation of the parents could also be a hindrance for carrying out such a project. Support by the school itself, for instance in terms of management might be an obstacle in some instances but does not appear to be important in others. As for financing and time limitations, this might depend on the school the participants are employed in. Finally, answers for both collaborative working methodologies and shared knowledge of the issues surrounding the Green Deal exhibit conflicting results. These two areas could either be a source of important obstacles or cause no issues at all.

Finally, the participants were asked whether they had any suggestions for improvements regarding the preparation of both schools and teaching staff for the transition towards an overall increase of environment-friendly practices in school. While most participants were not able to offer any solutions, integrating all the school personnel from the different sectors in order to have more efficient interactions and increase the interdisciplinary nature of the approach is a suggestion that was given twice.



SUSTAINABLE DEVELOPMENT GOALS



Take Action for the Sustainable Development Goals

The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including poverty, inequality, climate change, environmental degradation, peace and justice. Learn more and take action.

Goal 1: No Poverty

GOAL 1: NO POVERTY

Economic growth must be inclusive to provide sustainable jobs and promote equality.

Goal 2: Zero Hunger

GOAL 2: ZERO HUNGER

The food and agriculture sector offers key solutions for development, and is central for hunger and poverty eradication.

Goal 3: Good Health and Well-Being

GOAL 3: GOOD HEALTH AND WELL-BEING

Ensuring healthy lives and promoting the well-being for all at all ages is essential to sustainable development.

Goal 4: Quality Education

GOAL 4: QUALITY EDUCATION

Obtaining a quality education is the foundation to improving people's lives and sustainable development.

Goal 5: Gender Equality

GOAL 5: GENDER EQUALITY

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.

Goal 6: Clean Water and Sanitation

GOAL 6: CLEAN WATER AND SANITATION

Clean, accessible water for all is an essential part of the world we want to live in.

Goal 7: Affordable and Clean Energy

GOAL 7: AFFORDABLE AND CLEAN ENERGY

Energy is central to nearly every major challenge and opportunity.



Goal 8: Decent Work and Economic Growth

GOAL 8: DECENT WORK AND ECONOMIC GROWTH

Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.

Goal 9: Industry, Innovation, and Infrastructure

GOAL 9: INDUSTRY, INNOVATION, AND INFRASTRUCTURE

Investments in infrastructure are crucial to achieving sustainable development.

Goal 10: Reduced Inequalities

GOAL 10: REDUCED INEQUALITIES

To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations.

Goal 11: Sustainable Cities and Communities

GOAL 11: SUSTAINABLE CITIES AND COMMUNITIES

There needs to be a future in which cities provide opportunities for all, with access to basic services, energy, housing, transportation and more.

Goal 12: Responsible Consumption and Production

GOAL 12: RESPONSIBLE CONSUMPTION AND PRODUCTION

Responsible Production and Consumption

Goal 13: Climate Action

GOAL 13: CLIMATE ACTION

Climate change is a global challenge that affects everyone, everywhere.

Goal 14: Life Below Water

GOAL 14: LIFE BELOW WATER

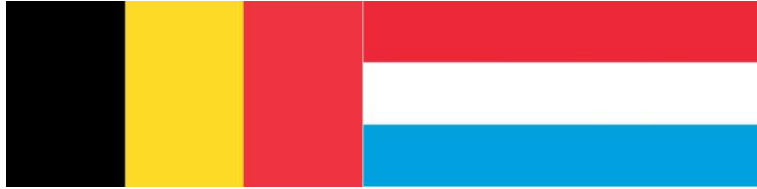
Careful management of this essential global resource is a key feature of a sustainable future.

Goal 15: Life on Land

GOAL 15: LIFE ON LAND

Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

Goal 16: Peace, Justice and Strong Institutions



GOAL 16: PEACE, JUSTICE AND STRONG INSTITUTIONS
 Access to justice for all, and building effective, accountable institutions at all levels.

Goal 17: Partnerships
GOAL 17: PARTNERSHIPS
 Revitalize the global partnership for sustainable development.

SUSTAINABLE DEVELOPMENT GOALS | **11** SUSTAINABLE CITIES AND COMMUNITIES

BIKE, WALK OR USE PUBLIC TRANSPORTATION.
 9 out of 10 urban residents breathe polluted air.

SUSTAINABLE DEVELOPMENT GOALS | **12** RESPONSIBLE CONSUMPTION AND PRODUCTION

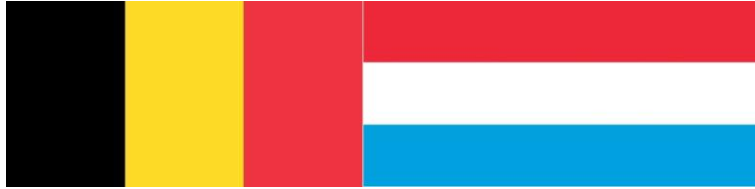
RECYCLE PAPER, PLASTIC, GLASS AND ALUMINIUM.
 By 2050, the equivalent of almost three planets could be required to sustain current lifestyles.

SUSTAINABLE DEVELOPMENT GOALS | **13** CLIMATE ACTION

ACT NOW TO STOP GLOBAL WARMING.
 Global emissions of carbon dioxide (CO2) have increased by almost 50% since 1990.

SUSTAINABLE DEVELOPMENT GOALS | **14** LIFE BELOW WATER

AVOID PLASTIC BAGS TO KEEP THE OCEANS CLEAN.
 Over three billion people depend on marine and coastal biodiversity for their livelihoods.



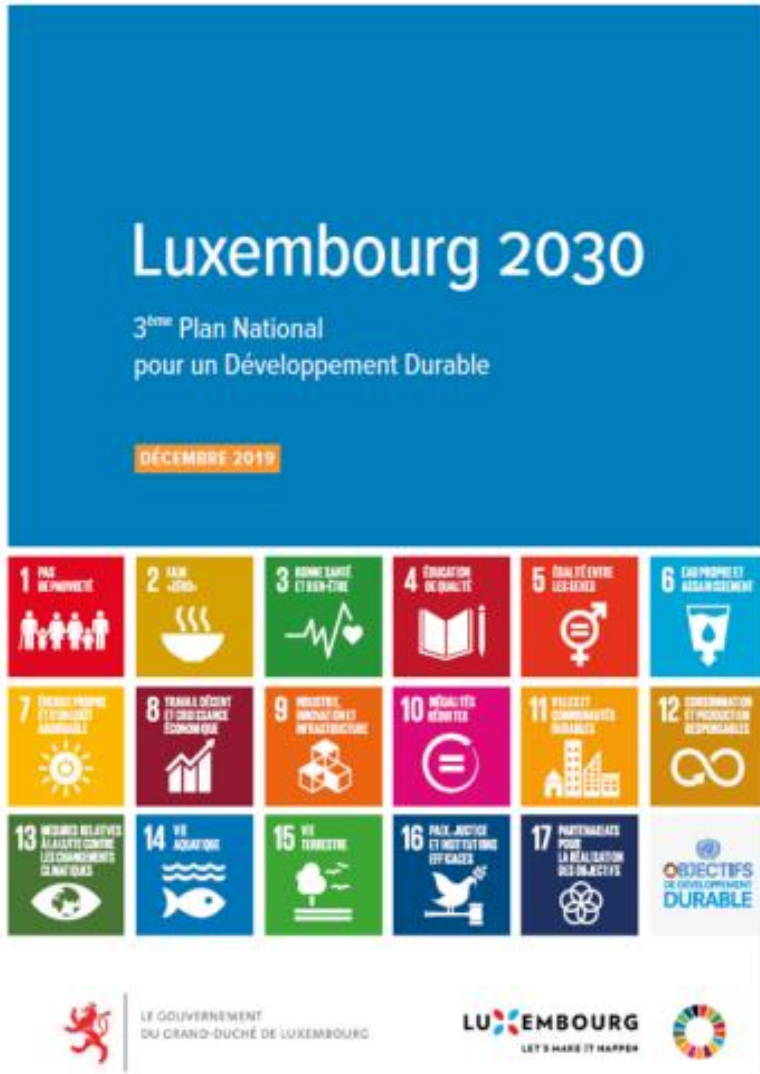
 SUSTAINABLE DEVELOPMENT GOALS

 15 LIFE ON LAND



PLANT A TREE AND HELP PROTECT THE ENVIRONMENT.

Forests are home to more than 80% of all terrestrial species of animals, plants and insects.



GOALS are connected to each-others and effect each-others.

A sustainable solution must respect the connectivity between the 17 objectives!

Greener Green as an Erasmus+ project, dealing with the environmental challenges & the fight against climate changes would keep insight on goals 11 to 15.

Umwelt.lu, Luxembourg's governmental pathway to sustainable development offers a whole range of sustainable topics like nature, water, air & noise, Climate & sustainable resources, waste management, a control body is in charge of the management of toxic waste, as well as various citizen activities such as hunting and fishing.

4. Focus groups results (pupils + teachers + parents)

Briefly present the interviewees, their backgrounds, experiences and expertise

AA	Name	Profession	Organization	Other Information
Lu	Charles KRIM	President FAPEL	FAPEL	Parents' federation

Describe the collected results per question and at the end write a short summary with conclusions.

<p>Question: What kind of solutions do you think are more appropriate for schools in order to get greener?</p>
<p>Topics discussed:</p> <p>EDUCATION is the main target of Greener Green. The project is aiming young generation in addition to a range of sustainable actions that would be backed up by a powerful online assessment tool.</p>



Addressing schools is the shortest way to reach pupils and to instill a green attitude.

Teachers & school director & teaching and technician teams would be a valuable partners contributing to get this project on the right track.

Pupils are very keen on learning more about Green topics and showing availability to join green implementation.

Question: Is your school participating to any sustainable program? Are you already applying any green activities or sustainable measures? Have you heard already about climate changes?

Topics discussed:

Unfortunately, few sustainable programs are underway in schools. Students lack the tools to participate in Green activities.

To make it clear, Greener Green would have to start from scratch and build awareness among young pupils by shortlisting activities and collaboration programs between schools & Greener Green and Schools & Government/ municipalities.

The positive outcome was that pupils are very much aware of climate changes and the limits of earth resources.

That are much concerned about the situation and are eager to take action but lack tools and concrete measure to support their will/action.

Municipalities are currently the mainstay of activities related to the environment and climate change.

The municipalities have established a form of collaboration with the schools. They provide the schools with plots of land where the children can practice cultivation and harvesting activities.

The fruit of their work is intended for them and often they pick the fruit and/or vegetables and offer it to the canteen for lunch.

Cooking classes are organized around this activity in the sense that the harvest is processed (peeling, cutting, cooking, ...) directly by the students.

Good to know (1), in Luxembourg schools are owned by the municipalities and the education ministry takes in charge the payroll of teachers and offers complete education programs.

Good to know (2) In Luxembourg some municipalities open some orchards are open for 2 or 3 days and children can come with their parents and grow their own fruit (e.g. apples) and take it home to strengthen the children's connection to the land.

Good to know (3) some public places are planted by municipalities with fruit trees and during the season the trees are marked with yellow ribbons to invite citizens to help themselves



In this respect, a close collaboration is set between municipalities and education ministry

Question: If yes, what worked well so far? What problems did you encounter?

Topics discussed:

Instead of measuring ongoing actions, and, since they lack so far collaboration action between schools and/or green organizations, the discussion went to suggestions & proposals.

Very valuable proposals came out of the discussions and we hereby shortlist main proposals,

- Include students in the management of school resources
- Establish a "stock exchange" for the exchange of good practices between schools
- Designate a person (or committee) in each school to represent the student body in all matters relating to green and sustainability.
- Presenting a resource consumption report so that students can assimilate and understand the issues
- Allow students to track resource consumption
- To offer students the possibility to benefit from the positive effects of a certain percentage of the measures installed and which have succeeded in generating savings for the school.
- Student's own green space
- Student-owned bulletin board in their green space
- Take advantage of the school bulletin board to post student communications about the green project
- Create a course on green topics (just like the one installed on mobbing/ on violence/ on citizenship or KIVA)

Question: Where do you search for inspiration in organizing green activities?

Topics discussed:

So far main inspiration are being brought to children by the municipalities.

Clearly that opens the way to Green Green program to propose a whole range of activities ensuring an increase of interest and an awakening to the link to be woven between citizens and land.

Question: How can we transform school surface into a greener area? How can Greener Green upskill our digital skills?

Topics discussed:

By the end of 2022, each child in Luxembourg would be equipped with a tablet and they are already experimenting a strong approach to digital means and a serious grasp of digital tools.

Having Greener Green website to propose and share worldwide best tools & methods would be already a big step upskilling green topics and awareness.



Creating onsite green area would lead into pupils measuring real effects and interests.

Enjoying the growing Project would enroll pupils into taking pleasure in following the growth of seedlings and the development of fruits/vegetables provides a sense of satisfaction and an unbreakable link to the earth

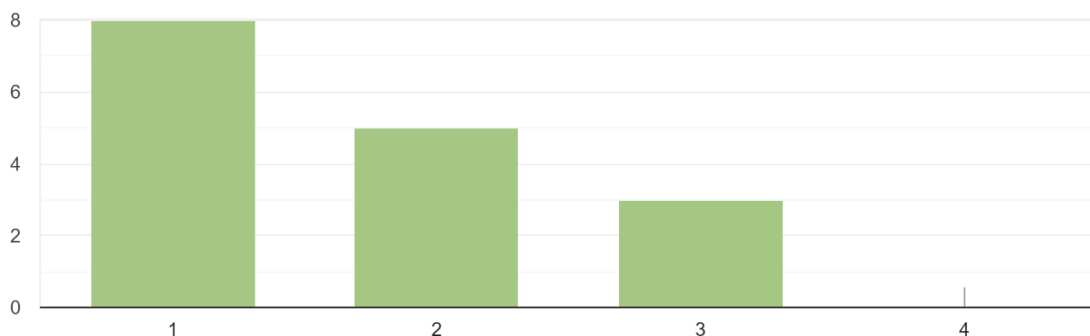
Question: The results of the online survey conducted, showed that most teachers replied that they are very keen to lead onsite Green activities.

The results of the online survey conducted, showed that most pupils replied that most of pupils are seeking tools to implement their vision of a green area and that they are willing to invest time and energy transforming school's asphalt or neutral spaces into greenery and leave a relaxing and comforting aspect to all users and visitors of their school.

The results of the online survey conducted, showed that most parents replied that they are not much aware of ongoing green

7. Indiquez dans quelle mesure vous avez des compétences pour utiliser des applications mobiles éducatives (classcraft, kahoot), créer des situations sur des plateformes numériques (moodle, etc.) ?

16 réponses



No comment !!!

What is your opinion? Why do you think teachers/ pupils/ parents answered this way?

EU stresses very much digital topic nowadays!

It is indeed a major topic to look after if we need to disseminate good practices and to share best methods.

In order to reach maximum efficiency Greener Green needs to build the following 4 subjects:

- 1) Empower digital skills
- 2) Increase climate changes awareness
- 3) Knowledge about earth resources and best sustainable management
- 4) Concrete measures to fight climate changes



<p>Question: We are considering to develop the following thematic units for the training program:</p> <ul style="list-style-type: none"> • Introduction to Environmental & Climate changes <ul style="list-style-type: none"> ○ What is Climate change? ○ How does it affect our daily life? ○ How our consumption mode worthen or improve the situation? ○ Which factors can improve environmental issues? ○ How to stimulate interest for Green topics? <p>Would you suggest any other thematic unit, which would be useful in a training program for the development of a greener schools?</p> <ul style="list-style-type: none"> ○ How to naturally treat the soil for a green crop ○ What are available levels of natural resources and how long can they last following today's way of consumption ○ A green collaboration program that can be set between schools
Topics discussed:
Additional comments drawn from the interview, which may be important and or interesting

5. General conclusions

Through the desk researcher, we can see that many initiatives exist but that they are only the result of individual work, whether it be through teachers, schools or environmental education associations. Apart from a few initiatives that have little impact and are very restrictive with regard to school curricula, there is no general coordination concerning the large-scale implementation of concrete measures and actions to make schools greener. However, the reference framework in Belgium indicates that the knowledge, skills and competencies to be developed must enable children to discover the world and their immediate environment, particularly in the context of scientific awareness and awareness of the humanities (geography, history, social sciences).

The survey results reveal that students appear to be interested in learning about the environment and about saving the planet. An environmental-friendly approach to living does not appear to be communicated enough in schools, as reflected by some of the answers. Moreover, students are not entirely aware of the degree to which their school operates in a “green” way, however, this is understandable given the age of the participants. For teachers, their basic computer skills are quite high and most participants seem to be interested in using a digital platform for tracking and evaluating their efforts towards making their school “greener”. The participants appear to be aware of the term “sustainability” but most teachers believe that schools don’t engage enough to offer solutions and prepare the future generations. An other problem is that students in their school are not so much involved in that decision-making process to a



moderate-high degree but half of the schools actively try to promote a healthy lifestyle among students and the staff.

5.1. Suggestions about the platform of Greener Green

- Need an Increase of environment-friendly practices in school.
- Students are fully aware of the climate problems but do not know what to do in terms of concrete action
- Having Greener Green website to propose and share worldwide best tools & methods
- Creating onsite green area would lead into pupils measuring real effects and interests.

5.2. Suggestions about the topics of Greener Green app

- Requiring further training like “knowledge of solutions, good practices and green projects”
- Requiring knowledge regarding environmental issues such as climate change, energy consumption and production and biodiversity
- Requiring knowledge about good mobilization and communication practices.
- Project and meeting management seems to be not a priority in training program
- Students need to learn more about biodiversity
- Empower digital skills
- Increase climate changes awareness
- Knowledge about earth resources and best sustainable management
- Concrete measures to fight climate changes

5.3. Barriers to the implementation of green practices

- In Belgium, the schools authorities are very widespread
- The immense time associated to a project of such a scale appears to be a very important obstacle to be considered.
- lack of interest of users in the programmes set up (ex : waste management and separation programmes but these are poorly followed by users)