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GREENER GREEN

PR2/A3 Development of the assessment questions and positive reinforcement rewards system

Developed by Blue Room Innovation

April 2022

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1. Introduction

To comprehensively address the development of the Greener Green Assessment Tool, a collective consensus was reached to ground the questions in the framework utilized by Green Schools of Catalunya, as detailed in annex 1. In a collaborative meeting that convened all project partners, Blue Room Innovation played a pivotal role by presenting a diverse set of questions that could potentially be integrated into the aforementioned assessment tool.

The culmination of the presentation marked not the conclusion but rather the commencement of a participatory process where partners, through the creation of a [questionnaire](#), had the opportunity to cast their votes regarding the questions they deemed most pertinent and suitable for inclusion in the Greener Green Assessment Tool. This exercise in democratic and considered selection allowed for distillation, through collective perspectives, of those inquiries that best aligned with the project's objectives and scope.

Simultaneously, partners were encouraged to contribute suggested ideas to further enrich the Greener Green Assessment Tool. These suggestions, subsequently evaluated and analyzed, played an instrumental role in shaping the final set of questions that ultimately became part of the assessment tool. This consultative and collaborative approach not only validated the suitability of the selected questions but also harnessed the wealth of experience and diversity of perspectives from each partner, thereby contributing to the comprehensiveness and efficacy of the Greener Green Assessment Tool. The active involvement of all partners in the selection and voting process underscored the commitment to ensuring the relevance and effectiveness of the tool in alignment with our shared goals and objectives. Following the conclusion of the collaborative meeting, a comprehensive report summarizing the outcomes was disseminated to all project partners. (Annex 2)



In the process of developing the Assessment Tool, an innovative element was introduced: in the event of an error in any part of the assessment, a reinforcement measure would be implemented to encourage a more robust "green attitude." This proactive approach aims not only to identify areas for improvement but also to provide a concrete opportunity for learning and strengthening the commitment to more sustainable practices.

Blue Room Innovation played a crucial role in presenting a proposal for this reinforcement feature during the collaborative meeting. Their proposal provided an initial framework, but the participation of diverse partners was essential to refine and tailor the proposal to the specific needs of the project and the unique perspectives of each partner.

Each partner had the opportunity to contribute and complement the proposal with suggestions (Annex 3) they deemed most suitable and relevant for cultivating a "green attitude." This process of collective contribution not only enriched the proposed reinforcement functionality but also reflected the joint commitment of all partners in creating a tool that not only identifies weaknesses but actively drives continuous improvement towards more sustainable practices.

In summary, the reinforcement proposal designed by Blue Room Innovation became an integral component of the Assessment Tool, thanks to the collaboration and valuable inputs from all partners, ensuring a holistic approach to developing a more robust and committed "green attitude."

ENVIRONMENTAL EDUCATION AT THE SCHOOL: STARTING POSITION

Educational school name:

Course:



CONTEXT: ORGANIZATION AND PARTICIPATION

Communication and internal participation mechanisms	YES	NO
At the firsts meetings of the academic course, families are informed about the projects and environmental criteria that the school has		
Students participate in the decisions made in the school		
There is a student participation space regulated (schedule, functions...)		

- What are the mechanisms of participation that families have to influence the school?
- What kind of communication is established between families and teachers?
- What participation mechanisms are established for students?

Rate the involvement of the Education Community in the Green School project (GS)	0	1	2	3	4	5
School Board involvement						
Faculty Impplication						
Management team involvement						
GS topics are treated in the ordinary and/or special meetings held in the school						
Teachers participate in GS actions that are being developed in the school						
There is a space to see students environmental demands and proposals						

There is space to see the environmental demands and proposals of families						
Families support the environmental standards of the school						
It is attempted to get the new teachers fully involved in the GS project						
Families know the GS project and value it						
The relationship with the AMPA is favorable for environmental collaboration.						
The entire educational community participates in the organization of GS activities and actions						
EV actions are coordinated between teachers in different areas and/or cycles						
Environmental curriculum is programmed jointly between teachers and the management team						

Teacher Team	0	1	2	3	4	5
Teachers are committed to the environmental improvement of the school						
Teaching teams meet regularly to discuss and resolve environmental issues						
Team work is enhanced						
Climate among teachers facilitates the application of environmentally friendly principles						
Teachers consider continued research of new education resources for sustainability						

Alumnat	0	1	2	3	4	5
In the classrooms and in general in the school, there is a climate of acceptance for environmental issues						
There is a written record of the different levels achieved of the environmental objectives						
Students receive information/training on good environmental practices (GEP)						
Students participate in the definition of the GEP						
Students disseminate school work to families and the community						
Students participate in decisions regarding environmental actions						
Are students who carry out sustainable actions at school rewarded in any way?						

Instal·lacions	0	1	2	3	4	5
The use of facilities is optimized even for extracurricular activities Facilities are a reflection of the school 's interest in environmental issues						
We look together to take care of the facilities						
All spaces of the school are learning spaces						
Facilities are a reflection of the school's interest in environmental issues						

Educational management documents

THE SCHOOL EDUCATION PROJECT (SEP)	YES	NO
The JEP specifies education for sustainability as a school objective.		
It has been written by the management team.		
It has been drafted by a commission.		
The document has been discussed within the faculty of teachers.		
The school board also participated with suggestions from the AMPA.		
A copy is available to any member of the educational community.		

THE DRAFT DIRECTION (DD)	YES	NO
The project specifies the strategic lines of sustainability education at the school.		
GS objectives are prioritized.		
The draft direction specifies a plan of actions in reference to education for sustainability		
Provides teams of teachers for projects related to education for sustainability		

GENERAL ANNUAL PROGRAMMING (GAP)	YES	NO
It has been written with the participation of the entire faculty		
Includes a planning of activities related to education for sustainability		
Includes curriculum deployment of education content for sustainability at different levels		
Collects methodological principles of education for sustainability		

The educational community is informed of the content of the GAP		
The annual report contains an assessment of the achievement of the objectives set out in the GAP with regard to education for sustainability		
The educational community is informed of the contents of the annual report		

FuturE	YES	NO
The organization of the school provides hours of dedication for the GS driving team		
In the organization of the school it has been planned the figure of GS coordinator		

- What communication mechanisms are envisaged to transfer the work derived from training as a Green School?



CONTEXT SUMMARY: ORGANIZATION AND PARTICIPATION

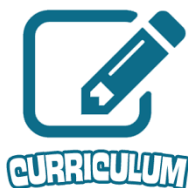
After analyzing this context, which **strengths** do you think that the school has?

- 1.-
- 2.-
- 3.-

After analyzing this context, which **weaknesses** and/or deficiencies do you think that the school has?

- 1.-
- 2.-
- 3.-

Is there any strategy defined for resolving the school's shortcomings in this area?



CONTEXT: CURRICULUM

LEARNING STRATEGIES

	0	1	2	3	4	5
Teachers consider the acquisition of basic skills when designing Education for sustainability projects and activities.						
The curricular learning objectives related to the GS activities that are developed in the school are specified.						
It is based on significant examples for students related to the environment and the social reality of the environment itself.						
Work is done to clarify the values of students with regard to environmental, social and ethical issues.						
It is promoted the reasoning, argumentation, contrasting ideas and values and decision making.						
Challenges, questions and working methods are posed to facilitate understanding of the complexity of environmental issues						
Instructions are given to students on the use of resources and sources of information to solve the tasks to be performed.						
The evaluation criteria and indicators related to the learning curriculum objectives are specified in a way that is understandable to students.						

	YES	NO
Transversal sustainability education projects are developed involving different areas. If yes, provide a name		
The school works on a project basis. If yes, provide a name		
There is an assessment of the skills acquired by students in the participation spaces. If yes, provide a name		
The outside environment is incorporated into the school into the curricular activities. If yes, provide a name		
The school develops Learning projects Environmental Service/Community Service. If yes, provide a name		

- Apart from the classroom, which other learning spaces are in the school?



CONTEXT SUMMARY: CURRICULUM

After analyzing this context, which **strengths** do you think that the school has?

- 1.-
- 2.-
- 3.-

After analyzing this context, which **weaknesses** and/or deficiencies do you think that the school has?

- 1.-
- 2.-
- 3.-

Is there any strategy defined for resolving the school 's shortcomings in this area?



CONTEXT: MANAGEMENT (use of materials and resources and waste management)

Waste and resource management (water, energy...) is taken into account in the competitive assessment of students?. What manner

- Work as habits (selective collection, turn off lights and taps, reuse paper...)
- There is assessment of the acquisition of related competencies
- There is assessment of the acquisition of related knowledge

WASTE MANAGEMENT	YES	NO
Do we know the selective collection system of the municipality and we comply correctly?		
The school has a waste management programme. If so, what fractions are taken into account?		
The different members of the educational community take part in the actions on waste? If so, what is their task/responsibility.		
<ul style="list-style-type: none"> • <i>Number of students:</i> 		
<ul style="list-style-type: none"> • <i>Teaching staff:</i> 		
<ul style="list-style-type: none"> • <i>Families:</i> 		
<ul style="list-style-type: none"> • <i>Non-teaching staff (NTS):</i> 		
<ul style="list-style-type: none"> • <i>Cleaning service:</i> 		
<ul style="list-style-type: none"> • <i>Dining room service:</i> 		
<ul style="list-style-type: none"> • <i>Other:</i> 		
The waste management of the school takes into account the 5 R (Reflect, Reject, Reduce, Reuse and Recycle)		
When something breaks we follow the sequence: repair, reuse and finally pull?		
Is the classroom reflecting on the relationship between recycling, waste reduction and environmental conservation?		
There is some kind of recognition in the school to motivate and/or encourage a good quality selective collection?. If yes what?		

VARIOUS MATERIALS	YES	NO	?
Does the school consider environmental criteria in its purchases?			
Are students and families informed of the environmental criteria for the purchase and use of materials?			
Are subcontracted companies (restoration, cleaning...) required to comply with certain guidelines in the use and purchase of products?			
Products and/or services with eco-label or environmental management certificate (EMAS /ISO14001) are preferably chosen?			
Does the school have a reuse/socialization project for textbooks?			
Is the use of products (correctors, glues, paints...) that do not contain toxic substances promoted?			
Products that generate the least amount of waste are preferably chosen?			
Products that generate the least hazardous waste are preferably chosen?			
Do you shy away from using disposable products?			
Is there any coordination with other joint purchasing schools?			

SCHOOL BUILDING

- In case of rehabilitation -building construction, sustainability aspects have been taken into account? What?

- Value the noise pollution of your school.

0

1

2

3

4

5

- Are measures taken to improve it? What?

CLEANING AND MAINTENANCE	YES	NO
Do you have the facility to control the cleanup service (choosing company, products...)?		
In the event of a positive answer to the previous question, is it ascertained that cleaning products are not aggressive to people or the environment?		
Do students participate in cleaning the school to the best of their ability?		

WATER	SÍ	NO	?
Are actions taken to promote water savings? If yes, what of the following ones:			
• Toilets with some saving device (discharge interruption or double push button)			
• Taps with flow limiters, automatic or with push button.			
• Systems for detecting and correcting leaks in toilets and taps.			
• Dissemination of water saving tips.			
•			
Does the school have a rainwater collection system?			
If you have a garden:			
• What irrigation system do you use?			
• Where does the irrigation water come from?			

ENERGY	SÍ	NO
Is energy saving encouraged at the school? If yes, indicate what measures are taken, or add it if not.		
▪ Do lights go out when they're not used?		
▪ Are there timers to the lights?		
▪ Do the blinds close at night?		
▪ Do you ventilate watching that the doors and windows are not open for too long?		
▪ Can you sectorize the lighting of the classroom and corridors?		
▪ Is there an operating solar or wind power facility at the school?		
▪ The central heating is sectorizada		
▪		

- The school building favors energy savings (closure, orientation, insulation, double glazing or double window, shutters or shutters...)?

- What is the source used for heating: natural gas, diesel, electricity, renewable energy sources (biomass, solar,...)?

TRANSPORT	YES	NO
The school promotes more sustainable transport systems? If yes, which ones?		
Do you work with the municipality to establish safe itineraries (walking, cycling)?		

KITCHEN, SCHOOL DINING ROOM AND/OR BAR	YES	NO
For the purchase of food, take into account local products, proximity, Km 0, organic, fair trade ? If yes specify		
Are the organic waste from the kitchen and in the dining room tures in to compost?		
Is reusable tableware always used at parties in the school?		
The bar and the dining room avoid the consumption of foil, cans and cartons?		
Food waste is worked with students		
Does the school do activities in order to promote the "trash cooking"?		

Indicate if in the classroom with your students you work **creating learning and action situations** related to the following aspects (curriculum approach and not only habits)

	Yes, always	Sometimes	Almost never or only as habits
Reduction of waste generated in the school and at home			
Reflection on the purchase of materials			
Socialization and/or re-use of books and school materials			
Reduction of consumption of paper			
Reuse of materials for crafts, decorations....			
Food waste			
Reduction in water consumption			
Reduction in energy consumption			
Sustainable mobility			
Noise pollution			
Maintenance/cleaning of the school			



CONTEXT SUMMARY: MANAGEMENT

After analyzing this context, which **strengths** do you think that the school has?

- 1.-
- 2.-
- 3.-

After analyzing this context, which **weaknesses** and/or deficiencies do you think that the school has?

- 1.-
- 2.-
- 3.-

Is there any strategy defined for resolving the centre's shortcomings in this area?



CONTEXT: ENVIRONMENT INVOLVEMENT AND IMPROVEMENT

INSIDE AND OUTSIDE SCHOOL

PLAYGROUND

- What spaces and uses have the playground and the outside of the school grounds?
- What kind of pavements are there in the playgrounds (e.g. dirt, cement) and what percentage do they occupy?
- Are measures taken to prevent erosion in the case of sand playgrounds?
- There is any furniture (e.g. benches, play elements, etc.)?
- In what state are usually the playgrounds (clean, dirty, etc.)?
- Is there any dirt control system? If so, how is it organized?
- There are bins? Are there bins for selective collection?
Which?
Who does the checking and emptying?
- Are there drinking fountains? Is the use made by students monitored?
- A pedagogical use is made of courtyards. If so, give an exemple

LANDSCAPED SPACES

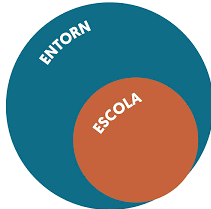
- Is there a landscaped space?
- The approximate area is: _____
- Students participate in the maintenance of this space? What are the tasks they do?
- Who is mainly responsible for the maintenance of this area? What irrigation system is there?
- Are pesticides used in their maintenance? What fertilizer is used?
- Vegetation is mostly: Autochthonous Allochthonous
- Is there any space with water (e.g. tin, raft)?
- A pedagogical use is made of these spaces?. If so, give an exemple

ORCHARD AND/OR FARM

- Is there a school garden?
- Is there a farm?
- Students participate in its maintenance ? If the answer is yes, do it regularly or sporadically ? What courses or cycles ?
- The garden is integrated into the school curriculum ?
- From what areas you work ?
- Yes we have garden, it is of type:
 Conventional Ecological _____
- What are the products produced for?
- It is used organic compost to marinate the garden plants?
- Do families get involved in some of the gardening tasks?

ACTIONS TO IMPROVE THE ENVIRONMENT

- Is the nearest environment used as a learning and action space?
- Has the school done or is doing any performance to improve the surrounding environment? What?
- Have you collaborated with other educational schools in the municipality in some improvement project of the municipality? What?
- The school participates in some adoption project or sponsorship of a nearby space? What?
- The school participates in the educational proposals of its city council? What?
- Do you work with other agents of the territory (institutions, associations, entities, local authorities, etc.)?



CONTEXT SUMMARY : INVOLVEMENT AND IMPROVEMENT THE ENVIRONMENT

After analyzing this context, which **strengths** do you think that the school has?

- 1.-
- 2.-
- 3.-

After analyzing this context, which **weaknesses** and/or deficiencies do you think that the school has?

- 1.-
- 2.-
- 3.-

Is there any strategy defined for resolving the school's shortcomings in this area?

EXPERIENCES OF ENVIRONMENTAL EDUCATION CARRIED OUT OR IN PROCESS (we explain the two more outputs well)

- Experience 1 name:

Start date:

End date:

- Groups involved in the school:
- External institutions of the municipality :
- Description and phases of the experience:

- Overall rating:

- Assessment of the level and/or degree of coherence of this experience with our concept of sustainability.

- Experience 2 name:

Start date:

End date:

- Groups involved in the school :
- External institutions of the municipality :
- Description and phases of the experience:

- Overall rating:

- Assessment of the level and/or degree of coherence of this experience with our concept of sustainability

Do you work on a cross-cutting project at school? What?

Experience (name)	Thematic	Areas of knowledge

If you do not work across any projects, explain why?

Annex 2

1. Greener Green Assessment Tool

1.1 Google Forms :

In the last internal meeting we made a Google Forms in order to see which questions might fit best the Greener Green Assessment Tool. We divided the questions according to the subject they belong to, these are the results:

1.1.1: Waste Area

Please select the most suitable questions for the assessment tool:

- Can students recycle at school? 5 (83.3%)
- What waste can students recycle at school? 4 (66,7%)
- Has a training program been established to explain to students how to recycle at school? 6 (100%)
- Is recycled paper used in the classrooms? 4 (66,7%)
- Have measures been implemented to reduce plastics in classrooms? 5 (83,3%)
- Have measures been implemented to reduce the plastic and packaging that students bring from home? 6 (100%)
- Does the school have strategies to encourage the reuse of school materials among students (books, uniforms, etc...?) 5 (83,3%)
- Does your school promote specific days and events to encourage waste reduction? 4 (66,7%)
- Do leftovers from the dining room receive any special treatment? They are recycled, given... 1 (16,7%)
- Does the school carry out actions to inform students of milestones achieved in the field of waste? In other words, communication after the actions taken and measurement of the impact. 3 (50%)

Other suggested questions for Waste Area

How do you deal with the organic waste?

Does the school do activities in order to promote the "trash cooking"?

1.1.2: Resources Area:

Please select the most suitable questions for the assessment tool:

- Does the school carry out measures to save water? 5 (83,3%)
- Do the school taps have systems installed to save water? 4 (66,7%)
- Is there communication for students and teachers on how to save water at school? 5 (83,3%)
- Does the school carry out measures to save light and electricity? 6 (100%)
- Is there communication for students and teachers on how to save light and electricity? 6 (100%)
- Does the school carry out actions to inform students of milestones achieved in the area of water and energy saving? In other words, communication after the actions taken and measurement of the impact. 5 (83,3%)
- Does the school carry out actions to encourage the saving of office paper/index cards? 4 (66,7%)
- In general, do you consider that the school makes a controlled use of resources on a day-to-day basis? 3 (50%)
- Does the school use its own methods to obtain energy? Example, solar panels. 4 (66,7%)

Other suggested questions for Resources Area:

Are there any incentives for teachers or classrooms which prove savings?

"Using own methods to obtain energy" applies to resources provided by the government or region. Is not a fair question for rural schools or schools with limited resources?

Question 4: add heating saving

1.1.3: Environment Area:

Please select the most suitable questions for the assessment tool:



- Do you consider that the school environment (yards and common spaces) promotes learning in terms of sustainability and care for the environment? 4 (66,7%)
- Does the school have an educational space where there are trees, plants and vegetation in general? 6 (100%)
- Are educational actions carried out using the green spaces of the school environment? Within the school itself or in the neighborhood /streets nearby? 6 (100%)
- Can students carry out recreational activities outdoors? Skating time, physical education...? 4 (66,7%)
- Does the school have an urban garden or space where the students themselves can grow plants or vegetables? 5 (83,3%)
- Is the school part of sustainable initiatives that are carried out in the area where it is located? Neighborhood, urbanization, municipality. 4 (66,7%)
- Are all the actions carried out in the field of caring for the environment close to the school subsequently measured and highlighted? 3 (50%)
- The school promotes safe routes to go to school by walking, by bike, scooter... 5 (83,3%)
- The school has parking for bicycles, scooters... 3 (50%)
- Does the school offer local or KMO food in its canteen, canteen or snacks?. 3 (50%)

Other suggested questions for Environment Area

- Are all the actions carried out in the field of caring for the environment closer to the school subsequently measured and highlighted? Needs to be quantified!
- Schools in Greece (and other countries), don't have canteens or restaurant areas - at least the public ones. Let's use a more inclusive type of question that reflects all schools and all countries.
- Does the school allow teachers to go out and give their lessons in nature (e.g. give biology lessons in a park, give geography lessons while discovering the school town...) in order to link the lessons to the school environment.
- Does the school do regular classes on the environment (yards and common spaces) ?

1.1.4: School Area:

Please select the most suitable questions for the assessment tool:

- Does the school have a transversal sustainability education program for all courses?  5 (83,3%)
- Are evaluations on sustainable behaviours included in student evaluations?  2 (33.3%)
- Are students who carry out sustainable actions at school rewarded in any way?  5 (83,3%)
- Are students part of the decision on environmental and sustainability issues at school?  3 (50%)
- Does the school have a committee/working group that deals with sustainability?  5 (83,3%)
- Does the school have an action plan, a written project, in relation to sustainability?  6 (100%)
- Does the school share on a daily basis the actions that are carried out to be a more sustainable school?  3 (50%)

Other suggested questions for School Area

- Do you organise competitions on the best green project of a class on the school level?
- Does the school promote to the students and their families the sustainable actions that the school do?

Suggested ideas for the Greener Green Assessment Tool

- A digital evaluation tool which will include questionnaires for teachers and school staff regarding their practices, will evaluate them and provide feedback on scoring, suggestions for improvement and action plans according to the score.
- The tool will be evaluating the status quo of the school regarding good practices and practices that need improving, will give suggestions and transfer know-how regarding specific areas such as a Sustainability Audit, an Action Plan and the formation of a “Green committee” for students and another one for pupils.

Annex 3

ORGANIZATION AND PARTICIPATION

MODULE 1 (PROJECT MANAGEMENT)

Communication and internal participation mechanisms	YES	NO
<p>At the beginning of the year our school sets environmental goals and shares them with parents and guardians.</p> <p>TIP FOR WRONG ANSWER: The beginning of the school year is a good starting point to plan and share the vision for a green school with the whole school community in order to engage them early.</p>		
<p>Our students participate in making decisions about green practices.</p> <p>TIP FOR WRONG ANSWER: When participating in decision making children will contribute more actively in the activities.</p>		
<p>Our staff have the necessary training and resources to plan, implement and evaluate simple environmental projects in the school and community.</p> <p>TIP FOR WRONG ANSWER: Even the simplest environmental project requires apart from commitment, organizational and technical knowledge,</p>		

MODULE 5 MY SCHOOL LEADS THE CHANGE

Please rate the involvement of the Educational Community in Green School projects (GS).	YES	NO
<p>Green Schools topics are discussed during regular and/or special meetings held in the school</p> <p>TIP FOR WRONG ANSWER: Meetings offer the opportunity to all to actively participate with their ideas and resources they can bring in.</p>		
<p>Teachers participate in Green Schools actions that are being developed at the school</p> <p>TIP FOR WRONG ANSWER: Teachers, even in the case they don't lead a green activity, will organize children, provide resources or guide children how to find them and facilitate the whole project.</p>		

<p>There is a space (digital or in paper) where students can submit environmental ideas and/or proposals</p> <p>TIP FOR WRONG ANSWER: This is a very good idea, as children see their ideas displayed and other children can also see them and may be inspired to contribute with their own ideas.</p>		
<p>There is a space (digital or in paper) where parents or guardians can submit environmental ideas and/or proposals</p> <p>TIP FOR WRONG ANSWER: Parents or guardians are part of the school community as they spend a lot of time with children and they may also have valuable resources or ideas to contribute. A space for environmental ideas is a very good idea to collect them.</p>		
<p>Families support the environmental standards of the school</p> <p>TIP FOR WRONG ANSWER: The school cannot proceed alone, as building the change of environmental behaviour is a slow procedure that has to include parents. In the opposite case, children will get controversy messages from home.</p>		
<p>At our school we make an effort to get the new teachers fully involved in the green school goals</p> <p>TIP FOR WRONG ANSWER: Being fully involved in the green school goals will allow new teachers to be more easily integrated in the school and to contribute with fresh ideas.</p>		
<p>Families are aware of and value our efforts to create a green school.</p> <p>TIP FOR WRONG ANSWER: The school needs the active participation of parents to engage with students at home and assist them creating a green school.</p>		
<p>The entire school community stakeholders participate in the organisation of environmental projects. This includes representatives from management, teachers, students, parents, caretakers, procurement staff, IT staff, transport staff, canteen staff, infirmary staff, local council representatives and local business representatives.</p> <p>TIP FOR WRONG ANSWER: Creating a green school and every step towards this direction is a holistic approach requiring the contribution of all the school community and in some cases of the local society as well.</p>		
<p>Environmental actions and projects are coordinated and implemented by representatives of the school community stakeholders.</p> <p>TIP FOR WRONG ANSWER: Environmental actions are not expected to have full positive effect if not school stakeholders, including students, do not own their results.</p>		
<p>The yearly environmental curriculum is developed jointly between teachers and the management team of the school.</p> <p>TIP FOR WRONG ANSWER:</p>		

MODULE 5 MY SCHOOL LEADS THE CHANGE

Teachers	YES	NO
<p>Teachers are trained in environmental issues and practices and are committed to supporting the environmental goals of the school.</p> <p>TIP FOR WRONG ANSWER: Teachers are the critical persons in the process of creating a green school and therefore they have to be equipped with knowledge and practices to play that role.</p>		
<p>School stakeholders (including representatives from management, teachers, students, parents, caretakers, procurement staff, IT staff, transport staff, canteen staff, infirmary staff, local council representatives and local business representatives) meet regularly to discuss and improve environmental issues.</p> <p>TIP FOR WRONG ANSWER: The creation of a green school requires a holistic approach and the contribution of everybody. Active contribution of nobody can be spared.</p>		
<p>The collaboration amongst school community stakeholders facilitates the application of green principles and practices across the community.</p> <p>TIP FOR WRONG ANSWER: School community stakeholders are also members of the local community. Therefore, green changes in the school affect the whole community.</p>		
<p>Teachers continually research new educational resources for sustainability and green practices.</p> <p>TIP FOR WRONG ANSWER: A green school needs creativity and generation of project ideas but it is not necessary to invent the wheel: there is a great variety of educational resources for sustainability as our Greener Green project.</p>		

MODULE 5 MY SCHOOL LEADS THE CHANGE

Students Choose from 1 to 5, where 1 means totally disagree and 5 totally agree.	YES	NO
<p>Across the school and community there is a climate of awareness and acceptance of the need for environmental action.</p> <p>TIP FOR WRONG ANSWER:</p>		

Awareness and acceptance of the need for environmental action is the first step towards the green change.		
The school community stakeholders measure and record the impact of the environmental actions. TIP FOR WRONG ANSWER: Measuring impact allows the evaluation of projects hence their improvement in the future, whereas recording of impact of a project allows its broad dissemination.		
Students are trained in environmental issues and practices. TIP FOR WRONG ANSWER: With the climate change menacing humanity providing training on environmental issues constitutes one of the most demanded functions of a school.		
Students demonstrate good environmental practices around the school. TIP FOR WRONG ANSWER: Environmental training is not just another theory. It has to be integrated in everyday life practices of students.		
Students disseminate their learning and good environmental practice to their families and the community. TIP FOR WRONG ANSWER: Green practices have to be spread also to families.		
Students who carry out sustainability actions at school are rewarded in some way. TIP FOR WRONG ANSWER: Carrying out green actions is a good thing. Students have to be rewarded for that even if reward is solely ethical, e.g. presentation of the project in an event or the school website.		

MODULE 5 MY SCHOOL LEADS THE CHANGE

Facilities	YES	NO
Families participate in community activities and events that support helping the environment. TIP FOR WRONG ANSWER: Parents may always provide assistance with their support, their knowledge, their acquaintances with the right persons, material resources, facilities etc.		
All staff and students are mindful of sustainability when using school equipment and facilities. TIP FOR WRONG ANSWER: Using school equipment in a sustainable way is a big part of a green school.		
All spaces of the school are learning spaces, including outside spaces.		

<p>TIP FOR WRONG ANSWER: Outside spaces constitute very important and funnier spaces for learning, as they provide the feeling of freedom.</p>		
<p>Our facilities reflect the school's interest in environmental issues.</p> <p>TIP FOR WRONG ANSWER: A green school has green facilities.</p>		

MODULE 5 MY SCHOOL LEADS TO CHANGE

BRI: School project is like de route the schools want to follow beyond the curriculum. .

SCHOOL PROJECT	YES	NO
<p>The School Project/Action Plan specifies education for sustainability as a whole school objective.</p> <p>TIP FOR WRONG ANSWER: Sustainability requires a holistic plan.</p>		
<p>It has been written collaboratively by representatives of the school community stakeholders including representatives from management, teachers, students, parents, caretakers, procurement staff, IT staff, transport staff, canteen staff, infirmary staff, local council representatives and local business representatives.</p> <p>TIP FOR WRONG ANSWER: Active contribution of all members of school community stakeholders in the school Action Plan makes it richer, including many perspectives and ideas. It also permits stakeholder involvement in the project implementation.</p>		
<p>The School Project/Action Plan goals have been shared and discussed amongst teachers and all school staff.</p> <p>TIP FOR WRONG ANSWER: Teachers and the school staff will be the actual promoters of the Action Plan. Their views have to be discussed beforehand.</p>		
<p>Our School Project/Action Plan Goals are shared with the school community.</p> <p>TIP FOR WRONG ANSWER: The school community has to share the Action Plan goals from the beginning in order its activities to be tuned.</p>		

MODULE 1 (PROJECT MANAGEMENT)

GENERAL ANNUAL PROGRAMMING (GAP)	YES	NO

<p>The School Project/Action Plan sets achievable goals for sustainability education across the school.</p> <p>TIP FOR WRONG ANSWER: If goals set are not achievable, then frustration will be expected.</p>		
<p>Educational authorities are informed of the School Project/Action Plan goals.</p> <p>TIP FOR WRONG ANSWER: It is not just a matter of hierarchical communication. Educational authorities may coordinate Action plans of more schools, provide resources of dissemination channels etc.</p>		
<p>The School Project/Action Plan sets SMART goals which can be measured, recorded, reported and evaluated throughout the school year.</p> <p>TIP FOR WRONG ANSWER: Setting SMART goals helps setting achievable goals.</p>		
<p>The school community are regularly informed of the progress of the School Project/Action Plan</p> <p>TIP FOR WRONG ANSWER: Open and regular communication helps to tune efforts.</p>		

MODULE 7 (EUROPEAN GREEN DIMENSION)

	YES	NO
<p>The School Management assign responsibility roles across all of the School Stakeholders for Green School coordination to facilitate achieving the School Project/Action Plan objectives.</p> <p>TIP FOR WRONG ANSWER: Clear distribution of tasks allows taking over responsibilities, avoiding disputes and better achieving goals.</p>		
<p>The School Management provides dedicated time for the responsible Green Schools coordinators to meet and work on actions.</p> <p>TIP FOR WRONG ANSWER: Time constitutes a resource to be considered and taken into consideration in all green projects and activities.</p>		

CURRICULUM

MODULE 1 (PROJECT MANAGEMENT)

Learning Strategies	Yes	No

<p>The school incorporates the outside environment into school curricular activities.</p> <p>TIP FOR WRONG ANSWER: To enhance the integration of the outside environment into school curricular activities, it is important to consider incorporating experiential learning opportunities. Engaging students in field trips, outdoor exploration, and hands-on activities in natural settings can provide valuable real-world contexts for learning. Additionally, establishing partnerships with local environmental organizations, experts, and community members can enrich curricular activities by bringing in external perspectives and resources. By actively connecting the school curriculum to the outside environment, students can develop a deeper appreciation for nature, a stronger understanding of environmental issues, and a sense of responsibility towards sustainable practices.</p>		
<p>The school develops learning projects and actions in the local community area.</p> <p>TIP FOR WRONG ANSWER: To enhance the development of learning projects and actions in the local community area, it is beneficial to foster community engagement and collaboration. By establishing partnerships with local organizations, businesses, and community members, schools can create opportunities for students to actively participate in community-based projects. Encouraging students to identify local needs, propose solutions, and implement their ideas can empower them to make a positive impact in their community. Furthermore, incorporating service-learning components into the curriculum can provide students with meaningful experiences that deepen their understanding of local issues and foster a sense of civic responsibility.</p>		
<p>The aim of teachers, when designing “green” projects, is to help students acquire basic sustainable development skills.</p> <p>TIP FOR WRONG ANSWER: The integration of the Sustainable Development Goals (SDGs) into education is an important step in promoting sustainability and empowering students to become active global citizens. When teachers design education for sustainability projects and activities, considering the acquisition of basic SDG skills can help students develop a holistic understanding of sustainable development and engage in meaningful action.</p>		
<p>“Green” projects must have learning objectives clearly corresponding to one or more Sustainable development goals.</p> <p>TIP FOR WRONG ANSWER: We recommend that learning objectives of “green” projects are clearly aligned with Sustainable Development Goals (SDGs). This will help ensure that students focus and understand better the SDGs. By clearly outlining the desired learning outcomes, educators can guide students in developing the necessary knowledge and skills to actively contribute to sustainable development.</p>		
<p>Transversal sustainability education projects are developed involving different areas.</p> <p>TIP FOR WRONG ANSWER: To enhance sustainability education, it is crucial to promote interdisciplinary collaboration among various subject areas. By fostering cooperation and integration across disciplines, schools can develop transversal sustainability</p>		

<p>education projects that incorporate different perspectives and knowledge domains. This approach will enable students to explore sustainability issues holistically, considering their connections to science, social sciences, arts, and other relevant subjects. Emphasizing cross-curricular engagement will not only enrich students' understanding of sustainability but also foster a broader and more comprehensive approach to addressing complex environmental and societal challenges.</p>		
<p>When talking about transversal sustainability education projects, we refer to projects that include different areas of knowledge.</p> <p>TIP FOR WRONG ANSWER: We recommend incorporating instructional strategies that actively promote the development of key competences. Teachers can employ techniques such as inquiry-based learning, cooperative group work, and reflective practices to foster critical thinking, reasoning, empathy, responsibility, problem-solving, creativity, negotiation, and collaboration among students. Providing opportunities for hands-on experiences, real-world problem-solving, and open discussions will help students cultivate these essential skills and competences, preparing them for success in an ever-changing world.</p>		
<p>Through “green” projects teachers help their students develop key competencies, including critical thinking, reflection, reasoning, empathy, responsibility, problem solving, creativity, negotiation and collaboration.</p> <p>TIP FOR WRONG ANSWER: It is advisable that students have access to adequate resources to support their learning about environmental issues. This may include providing updated educational materials, organizing field trips to relevant locations, encouraging involvement in hands-on projects, and fostering collaboration with experts in the field. By providing a wide range of resources and opportunities, students are equipped with the necessary tools to understand and effectively address current and future environmental challenges.</p>		
<p>Teachers give students the appropriate resources to help them develop their knowledge and key competences related to the environment.</p> <p>TIP FOR WRONG ANSWER: I would recommend ensuring that students have access to adequate resources to support their learning about environmental issues. This may include providing updated educational materials, organizing field trips to relevant locations, encouraging involvement in hands-on projects, and fostering collaboration with experts in the field. By providing a wide range of resources and opportunities, students are equipped with the necessary tools to understand and effectively address current and future environmental challenges.</p>		
<p>Students are able to self-evaluate the development of their knowledge and key competences through clear indicators or ‘I can’ statements.</p> <p>TIP FOR WRONG ANSWER: It is important for students to carry out a self-assessment using clear indicators for several reasons: Self-awareness: Self-assessment allows students to reflect on their own learning and understand their strengths and areas for improvement. By identifying their achievements and challenges, students can develop a greater awareness of themselves and their academic progress. Responsibility: Self-assessment encourages individual responsibility. By assessing their own development, students take responsibility for their learning and become active participants in their educational process. This promotes</p>		

autonomy and commitment to one's own growth and improvement. Feedback: Clear indicators provide students with a guide to evaluate their performance.		
<p>“Green” projects for students aim at developing their learning based on real examples of what is happening in their social and natural environment.</p> <p>TIP FOR WRONG ANSWER: Student education about sustainability should be focused on learning about significant real-world examples for several reasons: Awareness and Understanding: Learning about real-world examples concerning environmental issues and their social implications helps students develop a deeper understanding of the challenges our planet faces. Engagement and Empathy: Studying specific cases of environmental degradation and its social effects can evoke emotional responses and empathy in students. Critical Thinking and Problem-Solving: Examining significant examples of the social reality of environmental issues encourages critical thinking skills Connection to Personal and Community Life: Learning about the social effects of environmental issues helps students understand the relevance of sustainability to their own lives and the communities they are part of.</p>		

MANAGEMENT

MODULE 2 (SAVING ENERGY AND RESOURCES)

WASTE MANAGEMENT	YES	NO
<p>The school staff and students understand the recycling and refuse guidelines for the local municipality to enable effective recycling.</p> <p>TIP FOR WRONG ANSWER: The local municipality has to provide the equipment and facilities for effective recycling, but education and sensitization on recycling is a major school function.</p>		
<p>Following the local municipality recycling guidelines, the whole school (including canteen, administration and teaching staff) and students work together to manage efficient waste collection and sorting to enable effective recycling.</p> <p>TIP FOR WRONG ANSWER: School projects for recycling have to be tuned with the efforts of the local municipality in order to be more effective.</p>		
<p>The school facilitates the education of families to understand the local municipal waste recycling guidelines and create effective home recycling systems.</p> <p>TIP FOR WRONG ANSWER: Education and sensitization on recycling is a major school function.</p>		
<p>The whole school community understands and follows the 5 Rs: Refuse, Reduce, Reuse, Repurpose and Recycle as part of the school ethos.</p> <p>TIP FOR WRONG ANSWER: Unprecedented use of raw materials and plastics have made things worse. Change of everyday routines and adoption of the 5 Rs is a must.</p>		

<p>Time is given to students to reflect and evaluate classroom waste, linking together waste reduction, recycling and environmental conservation.</p> <p>TIP FOR WRONG ANSWER: A green school has to implement different projects to refuse, reduce, reuse, repurpose and recycle classroom waste. In the case these projects derive from the reflection of students, they will feel that they own the results, which will inspire them to steadily implement these projects.</p>		
<p>Classes are held accountable and rewarded for effective reduction in waste and recycling sorting.</p> <p>TIP FOR WRONG ANSWER: Rewarding, like congratulating in front of all the school classes that have implemented effective waste reduction and recycling sorting, organizing an excursion, promoting the results in the school website or on a table in a place visible place the whole school are some of examples of such a rewarding.</p>		

MODULE 2 (SAVING ENERGY AND RESOURCES)

OTHER MATERIALS, DIFFERENT FROM PLASTIC, CARTON, GLASS OR FORM.	YES	NO
<p>In school procurement, consideration is given to environmental criteria such as reusing and repurposing things already owned, buying second-hand, buying local, not buying single use items and buying items made with environmentally friendly materials without toxins.</p> <p>TIP FOR WRONG ANSWER: School procurement has to be the object of reflection and finding creative solutions using environmental solution.</p>		
<p>Are students and families informed of the environmental criteria for the purchase and use of materials?</p> <p>TIP FOR WRONG ANSWER: Information on environmental criteria has to be spread to the wider school community, in order to actively involve everybody.</p>		
<p>Products and/or services with eco-label or environmental management certificate (EMAS /ISO14001) are preferably chosen?</p> <p>TIP FOR WRONG ANSWER: Eco-labelled products or services are part of ecological purchases of a green school.</p>		
<p>The school facilitates the reuse of text books amongst students.</p> <p>TIP FOR WRONG ANSWER: A green school has to follow sustainable practices, e.g. reuse of books.</p>		
<p>Is the use of products (correctors, glues, paints...) that do not contain toxic substances promoted?</p> <p>TIP FOR WRONG ANSWER: A green school does not only respect sustainable practices. Purchases, including also of services by subcontractors have also to comply with sustainability criteria.</p>		

OTHER MATERIALS, DIFFERENT FROM PLASTIC, CARTON, GLASS OR FORM.	YES	NO
<p>Products that generate the least amount of waste are preferably chosen?</p> <p>TIP FOR WRONG ANSWER: A green school does not only respect sustainable practices. Purchases, have also to comply with sustainability criteria as minimization of waste.</p>		
<p>Products that generate the least hazardous waste are preferably chosen?</p> <p>TIP FOR WRONG ANSWER: A green school does not only respect sustainable practices. Purchases, have also to comply with sustainability criteria and to prevent risks.</p>		
<p>The school avoids buying and using single-use products.</p> <p>TIP FOR WRONG ANSWER: A green school does not only respect sustainable practices. Purchases, have also to comply with sustainability criteria.</p>		
<p>Our school works together with other schools to enable efficient group purchasing.</p> <p>TIP FOR WRONG ANSWER: Group purchasing with other schools is a good practice.</p>		

MODULE 2 (SAVING ENERGY AND RESOURCES)

CLEANING AND MAINTENANCE	YES	NO
<p>The school controls the cleaning systems of the school ensuring environmentally friendly procedures and products are used.</p> <p>TIP FOR WRONG ANSWER: Environmentally friendly procedures and products for school cleaning is also less hazardous for the health of members of the school community</p>		
<p>Students are responsible for cleaning using resources in an environmentally effective way, e.g. using less water and non toxic cleaning products.</p> <p>TIP FOR WRONG ANSWER: The school has to provide students with clean water taps avoiding the waste of water and non-toxic cleaning products to wash their hands.</p>		

MODULE 2 (SAVING ENERGY AND RESOURCES)

WATER Are actions taken to promote water savings? If yes, what of the following ones:	YES	NO
<p>Do the toilets have some water saving device (discharge interruption or double push button)</p> <p>TIP FOR WRONG ANSWER: The school has to provide students with clean water taps avoiding the waste of water</p>		

<p>Do the taps have flow limiters (automatic or with push button)?</p> <p>TIP FOR WRONG ANSWER: The school has to provide students with clean water taps avoiding the waste of water</p>		
<p>Do the toilets and taps have systems for detecting and correcting leaks?</p> <p>TIP FOR WRONG ANSWER: The school has to provide students with toilets and water taps detecting leaks.</p>		
<p>The school measures water levels and disseminates information to the community about ways to reduce water usage.</p> <p>TIP FOR WRONG ANSWER: It is a good practice to follow up water consumption and educate the whole school community about ways to reduce water usage.</p>		
<p>Does the school have a rainwater collection system?</p> <p>TIP FOR WRONG ANSWER: A rain water collection system at school is a good sustainability practice.</p>		

MODULE 2 (SAVING ENERGY AND RESOURCES)

ENERGY Is energy saving encouraged at the school? Mark yes or no in the following questions	YES	NO
<p>Staff and students are trained to switch off lights when leaving a room or they turn off automatically.</p> <p>TIP FOR WRONG ANSWER: Educating school staff and students about switching off lights when leaving school or installing automatic lights turning off at school is a good sustainability practice, as it saves energy.</p>		
<p>Do the blinds close at night?</p> <p>TIP FOR WRONG ANSWER: Closing blinds at night at school is a good sustainability practice, as classrooms do not get so cold at night.</p>		
<p>Light switches are appropriately zoned so that only the minimum number of lights are switched on at once.</p> <p>TIP FOR WRONG ANSWER: Zoned light switches at school is a good sustainability practice as it saves energy.</p>		
<p>Is there an operating solar or wind power facility at the school?</p> <p>TIP FOR WRONG ANSWER: Renewable energy generation at school is a good sustainability practice, but it may need considerable resources to be installed.</p>		
<p>The school's heating system is zoned to enable efficient heating in the places most needed and reduce heating unnecessary spaces.</p> <p>TIP FOR WRONG ANSWER: Zoned heating system at school is a good sustainability practice as it saves energy.</p>		

<p>The school buildings are optimised for efficiency including insulation, double glazing, window shutters, blinds and reduced openings.</p> <p>TIP FOR WRONG ANSWER: Optimized school buildings are a good sustainability practice that has to be taken into consideration when building a school. Even later interventions to the building to improve the building situation may have considerable positive effects.</p>		
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MODULE 2 (SAVING ENERGY AND RESOURCES)

TRANSPORT	YES	NO
<p>The school facilitates efficient transport systems such as reducing cars, efficient bus routes and promoting more environmentally friendly transport systems.</p> <p>TIP FOR WRONG ANSWER: Although efficient transport systems are often out of reach for schools, educating school staff members, students and parents about efficient transport ways is a good practice.</p>		
<p>The school works with the local municipality to enable safe walking and cycling routes to school.</p> <p>TIP FOR WRONG ANSWER: It is very important that the school sits down with the competent authorities to work out safe walking and cycling routes to school.</p>		

MODULE 2 (SAVING ENERGY AND RESOURCES)

KITCHEN, SCHOOL DINING ROOM AND/OR BAR	YES	NO
<p>School food procurement is dedicated to sourcing local produce, grown without toxins and manufactured with environmentally friendly procedures.</p> <p>TIP FOR WRONG ANSWER: Purchases of food, have to comply with sustainability criteria or being produced by students at school.</p>		
<p>School canteen staff are trained to sort food waste suitable for composting.</p> <p>TIP FOR WRONG ANSWER: Educating school canteen staff to sort food waste suitable for composting is a good sustainability practice.</p>		
<p>Is reusable tableware always used at parties in the school?</p> <p>TIP FOR WRONG ANSWER: Using reusable tableware at parties in the school is a good sustainability practice.</p>		
<p>The school canteen avoids using foil, cans, cartons and plastic.</p> <p>TIP FOR WRONG ANSWER:</p>		

Avoiding the use of foil, cans, cartons and plastic by the school canteen is a good sustainability practice.		
Students are trained to reduce food waste by only choosing what they intend to eat and adjusting portion sizes. TIP FOR WRONG ANSWER: Training students to not purchase what they do not need to eat is a good sustainability practice.		

Indicate if in the classroom with your students you work **creating learning and action situations** related to the following aspects (curriculum approach and not only habits)

ENVIRONMENT (In & Outside of School)

MODULE 6 (HEALTHY LIFESTYLE)

	YES	NO
Are measures taken to prevent erosion in the case of sand playgrounds? TIP FOR WRONG ANSWER: Taking measures to prevent erosion of sand playgrounds is a good sustainability practice.		
There is any furniture /elements (e.g. benches, play elements, etc.)? – What does this mean> Are there any re-used or recycled furniture /elements (e.g. benches, play elements, etc) TIP FOR WRONG ANSWER: reutilitzar o comprar segona mà son bones pràctiques fàcil d'aplicar a l'entorn I a l'escola		
Is the playground usually clean? TIP FOR WRONG ANSWER: A usually clean playground, although not directly linked with sustainability, is less hazardous for the health of students.		
The school has recycling bins placed effectively around the school grounds to ensure maximum recycling of waste and reduce litter. TIP FOR WRONG ANSWER: Recycling bins placed around the school grounds is a good sustainability practice.		
Drinking fountains are easily accessible to staff and students to promote water bottle refilling. TIP FOR WRONG ANSWER: Easy access to drinking water of school staff and students thus facilitating bottle refilling is a good sustainability practice.		

MODULE 2 (SAVING ENERGY AND RESOURCES)

LANDSCAPED SPACES

- Who is mainly responsible for the maintenance of landscape spaces? Manual / Automatic

TIP FOR WRONG ANSWER:

To have a person responsible for maintenance at school is a good practice.

- Is there any space with water (e.g. tin, raft)? YES / NO

TIP FOR WRONG ANSWER:

Having a space with drinking water is a good sustainability practice.

- Does the school have a pond to help wildlife and insects? YES / NO

-

TIP FOR WRONG ANSWER:

A pond may help in the education of students on the environment.

- A pedagogical use is made landscape spaces?. YES / NO

TIP FOR WRONG ANSWER:

All spaces at school may be used for learning.

- Are the outside spaces used for learning? YES / NO

TIP FOR WRONG ANSWER:

All spaces at school may be used for learning.

ORCHARD AND/OR FARM – Please rephrase GROW SPACE OR/AND FARM?

- Is there a school garden? YES / NO

TIP FOR WRONG ANSWER:

A school garden is a good green practice.

- Is there a farm? YES / NO

TIP FOR WRONG ANSWER:

A farm is a good green practice.

- Students participate in the school farm maintenance ? YES / NO (the farm or the garden?)

TIP FOR WRONG ANSWER:

Students participating in the maintenance of the school farm is a good practice.

- The garden is integrated into the school curriculum ? YES / NO

TIP FOR WRONG ANSWER:

A school garden is a good green practice.

- Yes we have garden, it is of type:

Conventional

Ecological

- Organic compost is used to fertilise plants YES / NO

TIP FOR WRONG ANSWER:

Organic compost is a good fertilizer for plants.

Do families get involved in some of the gardening tasks? YES / NO

TIP FOR WRONG ANSWER:

Families being involved in the gardening tasks may make the experience richer for everybody and A school garden is a good green practice.

MODULE 3 MY LAND

ACTIONS TO IMPROVE THE ENVIRONMENT

- The school collaborates with the local municipality and uses the local surrounding areas (such as parks and woods) as learning spaces. YES / NO

TIP FOR WRONG ANSWER:

Collaborating with the local municipality and using local surrounding areas as learning spaces is a good green practice.

- The school has worked with the local municipality to improve the local surrounding areas by litter picking, planting and creating areas for wildlife. YES / NO

TIP FOR WRONG ANSWER:

Collaborating with the local municipality to improve the local surrounding is a good green practice.

- Have you collaborated with other schools in the municipality in some improvement project of the municipality? YES / NO

TIP FOR WRONG ANSWER:

Collaboration with other schools to improve the local municipality is a good practice and maximizes results.

- The school participates in some adoption project or sponsorship of a nearby space? YES / NO

TIP FOR WRONG ANSWER:

A project of adoption or sponsorship of a nearby space may prove to be a rich experience promoting students' responsibility.

- The school participates in the educational proposals of its city council? YES / NO

TIP FOR WRONG ANSWER:

Breaking the isolation of school and actively participating in the decision making process concerning its environment is a very good practice.