

Strategy for Sustainable Schools in Newcastle upon Tyne 2009

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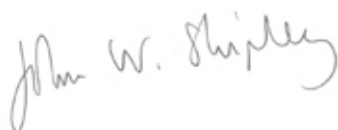
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I am pleased to introduce this strategy for Sustainable Schools. Tackling climate change is about safeguarding the environment for all of us and for our future generations. We must reduce our carbon footprint as we maintain quality neighbourhoods for people to live in.

Schools can play a leading role in achieving this and as I visit the city's schools I see that our children and young people are clear that they want their schools to be as sustainable as possible. Already many of them are making a difference through their actions and participation in our successful Enviro Schools programme.

This strategy builds on this excellent work and sets out our approach to help all schools become sustainable. I hope everyone will find this a useful document and will work together to deliver its objectives.



Councillor John Shipley, Leader of Newcastle City Council.

Introduction

'The goal of sustainable development is to enable all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations.'

(Securing the Future: delivering UK sustainable development strategy, HM Government 2005)

Newcastle's vision for 2021

'Newcastle in 2021 will be a sustainable City with excellent air quality, low waste levels, low carbon emissions and high recycling rates. Our modern, integrated transport system will link the major employment centres and residential areas.'

(Newcastle Partnership's Sustainable Community Strategy and Local Area Agreement 2008/11)

Sustainable schools benefit students, communities and the environment and are vital in securing a sustainable future for everyone.

This strategy has been developed from three key areas of existing work:

- through Newcastle's Enviro Schools programme initiated in 2001 and now involving 118 schools in the City
- through consultation with schools both within and outside Newcastle at the Enviro Schools Climate Change event on 25 June 2009 and
- through a current joint Government Office North East and Government Office Yorkshire and Humberside project to develop local authority best practise in sustainable schools corporate strategies, in which Newcastle is a participant.

Strategic background

The Government would like every school to be a sustainable school by 2020. To achieve this aim, the National Framework for Sustainable Schools has been established to help schools and their partners understand what they need to do to become a sustainable school.

The National Framework comprises three interlocking parts:

1. A commitment to care

Sustainable schools have a caring ethos – care for oneself, for each other (across cultures, distances and generations) and for the environment itself (far and near).

2. An integrated approach

A sustainable school takes an integrated approach to its improvement and sustainable development through three key areas: the curriculum (teaching and learning), the campus (school values and ways of thinking) and the community (engaging local people and partners).

3. The eight doorways

There are eight sustainability themes or ‘doorways’ through which schools can develop good practice.

1. Food and drink
2. Energy and water
3. Travel and traffic
4. Purchasing and waste
5. Building and grounds
6. Inclusion and participation
7. Local well being
8. The Global dimension

Appendix 1: The National Framework for Sustainable Schools

Guidance on planning and self evaluation

Planning a Sustainable School provides the opportunity for a coherent, holistic approach integrating a wide range of initiatives into school improvement planning and sustainable development. (DCSF 2008)

Sustainable School Self-evaluation (S3)

The self evaluation tool provides a structured analysis of what is already being done in school to promote sustainable development, to help schools recognise and appreciate this, to document the benefits and identify next steps. The analysis assesses a schools performance across the six headings of the Ofsted SEF (Part A) and progress in each of the eight doorways (Part B). (DCSF 2008)

A range of **additional strategy documents** are available including guidance for school governors and bursars at www.teachernet/sustainableschools.

Appendix 6: Sustainable Schools – key documents.

Key strategies

<p>Securing the Future: delivering UK sustainable development strategy HM Government</p>	<p>UK 2020 targets:</p> <ul style="list-style-type: none"> • Waste • Energy • Transport • The natural environment
<p>Every Child Matters DCSF</p>	<p>Be healthy Stay safe Enjoy and achieve Make a positive contribution Achieve economic wellbeing</p>
<p>Every Child's Future Matters Sustainable Development Commission</p>	<p>Five guiding principle of sustainable development:</p> <ol style="list-style-type: none"> 1. Living within environmental limits 2. Ensuring a strong, healthy and just society 3. Achieving a sustainable economy 4. Promoting good governance 5. Using sound science responsibly
<p>Sustainable Schools: driving school improvement through sustainable development DCSF</p>	<p>A commitment to care</p> <p>An integrated approach: curriculum, campus and community</p> <p>Eight doorways:</p> <ol style="list-style-type: none"> 1. Food and drink 2. Energy 3. Travel and traffic 4. Purchasing and waste 5. Buildings and grounds 6. Inclusion and participation 7. Local well-being 8. Global dimension
<p>Newcastle Partnership's Sustainable Community Strategy and Local Area Agreement 2008-2011</p>	
<p>Newcastle City Council Climate Change Strategy and Action Plan 2008</p>	
<p>Newcastle Children and Young People's Plan</p>	

Vision

Through the Enviro Schools programme, to enable Newcastle schools to become Sustainable Schools by 2020

Strategic objectives

1. to integrate s3 audit into the Enviro Schools programme and develop an award system
2. to provide advice and guidance to enable schools to use the s3 tool
3. to assist planning and progression to Sustainable School status
4. to provide resources through the Enviro School programme and its partners
Appendix 4: Enviro Schools Partners
5. to facilitate a sustainable schools knowledge network to disseminate best practice and share ideas

Delivering the strategic objectives

The strategic objectives will be delivered through an enhanced Enviro Schools Pathway and integral Programme, tested by schools and evaluated through the GONE Project.

The Enviro Schools Pathway

The Enviro Schools Pathway gives schools the flexibility they need to participate on their own terms and progress at their own pace. Discussions with schools have shown that they want:

- Varying levels of involvement
- To have control over the level of their involvement
- To progress at their own pace
- Curriculum linked activities
- Support to co-ordinate and deliver their participation

Schools' self-determination has resulted in more than 90% of Newcastle schools taking a continuous, active and progressive part in the programme and a waiting list for registration for the few remaining schools.

The Pathway is incremental, starting with discussion with schools, registration and satisfactory inspection over leading to a Litter Award. It progresses through development and regular inspection to an Enviro Schools Gold Award, through Eco School awards to Green Flag status (international awards) and to sustainable school status.

There is overlap between the Gold Award and the Green Flag and the Sustainable School doorways which means that schools are already progressing to the next level while completing their current phase and are alert to the bigger picture (Eco School 9 themes) and the Sustainable Schools Framework.

Appendix 2: Enviro Schools Pathway

The Enviro Schools Programme

The Enviro Schools Programme acknowledges a wide range of initiatives and performance targets. The programme contributes to National Indicators relating to CO2 emissions (185 and 186) and planning and adapting to climate change (188). It relates to the five themes in Every Child Matters and thus to the authority's Children and Young People's Plan and the Ofsted inspection framework. It also relates to Healthy Schools, Learning Outside the Classroom, Extended Schools, Building Schools for the Future and the Primary Capital Programme.

Appendix 3: Enviro Schools Programme – key links and contributions

The GONE Project

to develop local authority best practise in corporate strategies for sustainable schools

The project was initiated in December 2008.

Newcastle's approach to the project was to focus on four workstreams which reflected the key elements in the bid to GONE:

Workstream 1	Delivery approach case studies and activity mapping
Workstream 2	A Corporate Sustainable Schools Strategy for Newcastle
Workstream 3	Using the s3 Tool in a variety of ways with a number of schools
Workstream 4	Communication and web site development

The project is on target and will be concluded early in 2010. Outcomes will be shared at a regional event.

The project will inform the development of sustainable schools in Newcastle.

Appendix 5: GONE Project outline

Strategic objective 1

Integration of the s3 audit into the Enviro Schools programme and development of an award scheme

Action

Using Workstream 1 and 3, enhance the Enviro Schools Pathway to lead into s3 Tool audit and Sustainable School Status.

Evaluation

Identify schools that are at an appropriate stage to incorporate an s3 audit in their Enviro School activities.

Strategic objective 2

Advice and guidance to enable schools to use the s3 tool

Action

From Workstream 1, case studies and activity mapping, identify best practice (to date) and new communities of knowledge and expertise.

Structure the advice and guidance to be delivered as an integral part of the Enviro Schools Programme. Invite challenge from schools participating in the Project and schools that are s3 ready.

Evaluation

Once incorporated into the programme, scrutinise how easily schools are able to adopt the s3 Tool as an integral part of their self assessment processes.

Assess the value schools attach to the s3 Tool.

Strategic objective 3

Planning and progression to Sustainable School status

Action

Report to Enviro Schools on the outcome of the project and involve participating schools, raising awareness.

Promote the s3 Tool using the outcomes of Workstream 4, communication and web site development.

Agree and plan progression with those schools identified as being at an appropriate stage to incorporate an s3 audit in their Enviro School activities.

Evaluation

Success measured according to how many schools use an s3 audit and achieve sustainable school status over an agreed period – initially over one school year 2010-2011 then within the period to 2020 set out in the Sustainable Schools Strategic Framework and Newcastle's Vision for the City in 2021.

Strategic objective 4

Resources

Action

Through the Enviro School Programme and the many partners involved, ensure that resources are channelled towards sustainable development.

Evaluation

Include within the existing reporting processes an evaluation of the contribution of partners to the sustainable development of schools using the eight doorways.

Strategic objective 5

A sustainable schools knowledge network

Action

The outcomes of Workstream 4, communication and web site development, will support this action.

Involve schools, Enviro School partners and those taking part in the GONE and GOYH project to ensure that a regional knowledge network evolves to disseminate best practice, to share ideas and to influence the development of sustainable schools. Benchmark the current situation.

Evaluation

Change (increase from 3, September 2009) in the number of local authorities in the UK with Sustainable School Strategies available on the web.

Evidence of the extent of sustainable development principles adopted by schools at a local, regional, national and international level.

Evidence of how partners and other organisations have incorporated Sustainable School doorways into their delivery programmes, to demonstrate how various initiatives fit together under the overarching Sustainable Schools Strategy.

Sustainable Schools: driving school improvement through sustainable development

The Government would like every school to be a sustainable school by 2020.

The National Framework for Sustainable Schools has been established by the Government to help schools understand what they need to do to achieve this aim.

The National Framework comprises three interlocking parts:

1. a commitment to care;
2. an integrated approach;
3. and a selection of 'doorways' or sustainability themes.

A commitment to care

Sustainable schools have a caring ethos – care for oneself, for each other (across cultures, distances and generations) and for the environment itself (far and near).

Schools are already caring places, but a sustainable school extends this commitment into new areas. It cares about the energy and water it consumes, the waste it reduces, the food it serves, the traffic it attracts, and the difficulties faced by the people living in its community and in other parts of the world.

An integrated approach

A sustainable school takes an integrated approach to its improvement. It explores sustainable development through its teaching provision and learning (curriculum); in its values and ways of thinking (campus); and in its engagement of local people and partners (community).

The eight doorways

The 'doorways' (sustainability themes), of which there are eight, are discrete entry points or places where schools can establish or develop their sustainability practices. Each of the doorways draws its inspiration from a range of Government policies concerning sustainable development and quality of life. There are opportunities and recommendations for schools in relation to each of the doorways.

Food and drink

Opportunity

An unhealthy diet contributes to obesity and poor pupil concentration. Healthy, ethically sourced food can offer nutritional benefits while protecting the environment and supporting local producers and suppliers.

Recommendation (by 2020)

The Government would like all schools to be model suppliers of healthy, sustainable food and drink, showing strong commitments to the environment, social responsibility and animal welfare in their food and drink provision, and maximising their use of local suppliers.

Energy and water

Opportunity

Rising demand for energy and water is storing up problems for future generations. Energy efficiency, renewable energy and water conservation can tackle this problem while saving the school money.

Recommendation (by 2020)

The Government would like all schools to be models of energy efficiency, renewable energy and water conservation, showcasing opportunities such as wind, solar and biomass energy, insulation, rainwater harvesting and grey-water recycling to everyone who uses the school.

Travel and traffic

Opportunity

Rising vehicle use adds to congestion, road accidents and pollution, including carbon emissions. Car-sharing and public transportation help to ease these concerns, while walking and cycling also boost fitness and well-being.

Recommendation (by 2020)

The Government would like all schools to be models of sustainable travel, where vehicles are used only when absolutely necessary and where there are exemplary facilities for healthier, less polluting or less dangerous modes of transport.

Purchasing and waste

Opportunity

Waste, and the throw-away culture that encourages it, can be addressed through sustainable consumption. Schools can reduce costs and support markets for ethical goods and services at the same time.

Recommendation (by 2020)

The Government would like all schools to be models of waste minimisation and sustainable procurement, using goods and services of high environmental and ethical standards from local sources where practicable, and increasing value for money by reducing, reusing, repairing and recycling as much as possible.

Buildings and grounds

Opportunity

The way school buildings are designed, constructed and managed affects their ability to 'teach' pupils about sustainable living. For example, decisions over materials and equipment provide opportunities to highlight sustainable practices, while the inclusion of food-growing, biodiversity conservation and natural play in grounds increases their learning value.

Recommendation (by 2020)

The Government would like all schools – old and new – to manage and, where possible, design their buildings in ways that visibly demonstrate sustainable development to everyone who uses the school. Through their grounds, schools can bring pupils closer to the natural world, capture their imaginations in outdoor play, and help them learn about sustainable living.

Inclusion and participation

Opportunity

Schools can promote community cohesion by providing an inclusive, welcoming atmosphere that values everyone's participation and contributions – irrespective of background, culture, age, religion or ability – and challenges prejudice and injustice in all its forms.

Recommendation (by 2020)

The Government would like all schools to be models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human rights, freedoms, culture and creative expression.

Local well-being

Opportunity

With their central locations, facilities and extensive networks, schools can act as hubs of learning and change in their local communities. Problems on their doorstep offer relevant and engaging opportunities for pupils to learn, and a means of strengthening local relationships.

Recommendation (by 2020)

The Government would like all schools to be models of corporate citizenship within their local areas, enriching their educational mission with activities that improve the environment and quality of life of local people.

Global dimension

Opportunity

Growing interdependence between countries changes the way we view the world and ourselves. Schools can respond by developing a responsible, international outlook among their young people, based on an appreciation of the impact of their personal values and behaviours on global challenges.

Recommendation (by 2020)

The Government would like all schools to be models of global citizenship, enriching their educational mission with activities that enrich the lives of people living in other parts of the world.

The Enviro Schools Pathway

STEP 1

1

- School signs up to the **Enviro Schools Programme**
- Grounds inspection dates agreed with Head Teacher.
- After two satisfactory inspections, schools are awarded the **Enviro Schools Certificate** in recognition of their efforts to keep their school grounds clean and tidy.
- Schools have the opportunity to participate in curriculum linked environmental activity through a network of specialists offering advice and support. Topics covered are: Food and Drink, Energy and Water, Travel and Traffic, Purchasing and Waste, Buildings and Grounds, Inclusion and Participation, Local well-being and global dimension. Head Teacher.



STEP 2

2

Schools that achieve the **Enviro Schools Certificate** through satisfactory inspections and have progressed through environmental activities will be awarded the **Enviro Schools Gold Certificate** in recognition of their efforts to raise awareness of environmental issues. They are also introduced to the DCSF Sustainable Schools Strategy and self evaluation tool – the S3 Tool.



STEP 3

3

Schools which are awarded the **Enviro Schools Gold Certificate** are encouraged to progress onto the Eco Schools Programme, which includes International Environmental Awards up to Green Flag status. These schools will have already met many of the stipulations put forward by the Foundation for Environmental Education in Europe.

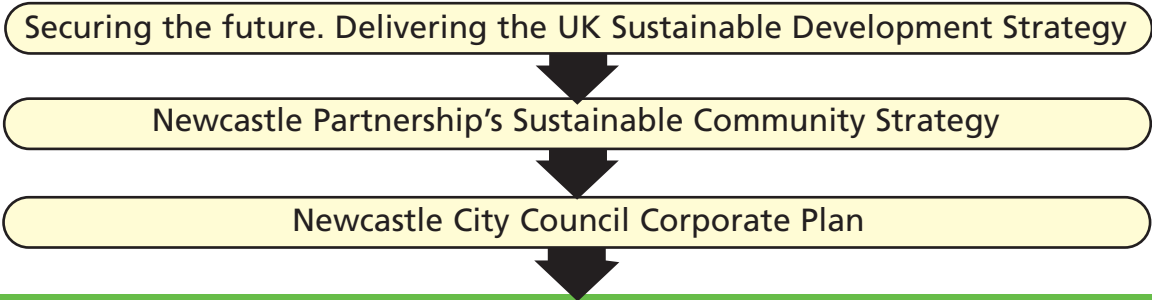


STEP 4

4

Those schools that achieve Green Flag status and have adopted and demonstrated active use of the S3 tool will be awarded Newcastle Sustainable Schools Status.

Enviro Schools Programme - key links and contributions



ENVIRO SCHOOLS PROGRAMME

Sustainable Schools	Every Child Matters	Healthy Schools	Learning outside the classroom	Extended schools & BSF	Eco Schools
Buildings and grounds Food and drink Inclusion and participation Local wellbeing Purchasing and waste Travel and traffic Energy and water Global dimension	Be Healthy Stay Safe Enjoy and achieve Make a positive contribution Achieve economic wellbeing	Healthy eating Physical activity Emotional health and wellbeing Personal social and health education	Heritage Arts and Creativity School Grounds Sacred Space Built Environment Natural Environment Farming and Countryside Adventurous Education	Core and extended services Working in partnership Involvement and consultation Community use of facilities Improved facilities Greener buildings	Water Biodiversity Energy Global Perspectives Healthy Living Litter School Grounds Transport Waste

- Climate change • Bio diversity • recycle, re-use, reduce • composting • vegetable gardens
 - reducing anti social behaviour • environmental crime • vehicle demonstrations • garden design
 - grounds improvements • garden classrooms • wildlife areas • litter picks • managing resources
 - BREAMM • carbon management • community working • active citizenship
 - educational achievement • improving learning environments • cross cutting issues • bug searches
 - environmental surveys • monitoring and evaluation • improving local environments
 - energy management • capacity building • awards • local and business support
 - National Healthy Schools Standards • school travel plans • green travel
 - sustainable procurement • waste minimisation • energy efficiency • water consumption
 - growing schools • citizenship • forest schools • sponsorship • community cohesion
 - cultural and global learning experiences • sustainable lifestyles and communities • self evaluation
 - activities and events • involving students in decision making • learning by experience
 - focused & enjoyable • engaging parents and communities • visits and events • physical activity
 - free from discrimination • attend and enjoy • social development • influencing behaviour
 - eco schools & eco codes • green flags • solar power • green fuel • recycled products
 - partners • commercial sponsors • consultation • communication • wildlife areas

Enviro Schools Partners

Individual Schools
 Association of North East Councils
 Improvement Partnership North East
 Government Office North East
 One North East
 Newcastle Environment Partnership
 ICLEI Local Governments for Sustainability
 Schools North East
 Newcastle University
 North East Environmental
 Partnership (NEEP)
 North East Strategic Partnership for
 Sustainable Schools (NESPSS)
 Keep Britain Tidy
 British Council
 Commission for Architecture and the Built
 Environment (CABE)
 Waste Aware North East
 Newcastle College STEM Outreach
 Solar and Wind Applications Ltd
 Recycle y'bike
 Groundwork Newcastle & South Tyneside
 Trust
 Environmental Academy
 North East Recycling
 Soil Association
 Programme
 Northumberland Wildlife Trust
 Northumbria Police
 Scotswood Natural Community Garden
 Native American Heritage Programs
 Northumbrian Water
 WRAP (Waste & Resource Action
 Programme)
 BTCV (British Trust for Community
 Volunteers)
 Energy Saving Trust Advice Centre
 The Helping Hand Company
 McDonald Ltd
 RSPCA
 SustainPlus Pte Ltd
 Food for Life Partnership
 Warmer Heating
 OptionC
 Collect 4 Schools
 National Probation Service
 Landscape Management Services
 DLF Trifolium (Johnson Seeds)
 Ban Waste
 Tyne & Wear Fire Service
 Exhibition & Brandling Parks
 Community Trust
 Newcastle Healthy City Project
 One World Network North East
 Groundwork (Newcastle & South Tyneside)
 The Prince's Trust
 State 8 Promotions
 Environment Agency
 Themed Bins
 Smart Water
 Schools & Community Garden
 Glasdon U K Ltd
 Newcastle Society for Blind People
 By Design
 Safety Works
 Unison & GMB
 Zen Eaga Solar
 Learning Days
 Federation of City Farms and Community
 Gardens
 Marmax Products Ltd
 Soil Association
 Recycling Options
 Your Homes Newcastle (YHN)
 nPower (Climate Cops)
 Vectrix UK
 Living Streets North East
 Eldon Square Shopping
 Hodgson Toyota Newcastle
 Factory Framing Centre
 Rag Bag Nathan's Wastesavers
 LINPAC Environmental
 British Nuclear Energy Society
 Test House 5
 Little Wasters
 Cartridge World
 elecscoot
 Ouseburn Farm
 Northern Architecture

Newcastle City Council

Environment and Regeneration Directorate

Environmental Services

Waste Management

Energy Centre

Citywide Services

Localised Services

Technical Services

Street Management

Highways and Traffic Signals

Regulatory Services and Public Protection

Safety Food and Health Improvement

Environmental Crime and Pollution

Control

Facility Services

Area Based Facility Services

City Transport

Resources and Performance

Business Management and Strategy

Strategic Housing Planning and Transport

Urban Design and Conservation

Leisure Services

Parks and Countryside Service

Sports Development

Chief Executive's Directorate

Operations and Business Management

Neighbourhood Management

Major Projects Development Team

Assistant Chief Executive's Division

Social Policy

Democratic Services

Communication and Marketing Division

Marketing Team

Children Services Directorate

Performance and Commissioning

Access

Delivering Outcomes

School Improvement Service

Adult Services Directorate

Various links to 'The Newcastle Plan for Children and Young people'.

Note: The above partner list is not exhaustive and is indeed growing on a monthly basis.

GONE Project Outline

Newcastle City Council GONE Project – Outline

1 Background

A bid was submitted to GONE to take part in a regional pilot to develop a Corporate Sustainable Schools Strategy and provide environmental support for schools.

Newcastle City Council already runs a successful Enviro schools programme to deliver excellence in environmental education and support the sustainable development of our schools and communities. It has over 118 registered Enviro Schools and over 80 internal and external partners supporting it.

The GONE project should act as a catalyst to focus capacity and provide impetus to develop the strategic framework in order to deliver Sustainable Schools.

2 Project Definition and Business Case

2.1 Project Objectives

The project objectives are to meet the project requirements of GONE which will also deliver for the council:

- A Corporate Sustainable Schools Strategy
- An improved Enviro schools service to schools
- A “One council” approach to Sustainable Schools Agenda
- An effective Sustainable Schools network
- Shared best practice regionally and nationally supporting our role as “City Region”

The project also supports many strategic objectives directly and indirectly. Key ones being:

- Improving environmental awareness particularly of children and young people in schools (Environmental Sustainability & Transport (EST) Aim 1).
- Changing peoples behaviour to waste (EST Aim 2)
- Improved co-ordination and understanding of strategies and plans (Improvement Plan Aim (IPA) 01)
- Increased awareness and embedding of sustainability (IPA 37)

2.2 Benefits (including how and when they will be measured)

Specific benefits will include.

- Effective Sustainable Schools Strategy
- A more effective Enviro Schools programme
- Improved schools’ satisfaction

Measurement will be largely qualitative based on feedback and attitudinal surveys

2.3 Planned Project Approach

A small project team has been set up to develop the detailed approach initially comprising representatives from Environment & Regeneration and Children Services Directorates using the City Council's project management framework.

The team is tasked with involving the relevant corporate contributors, partnership members and schools to ensure an inclusive "One Council" approach to developing the Corporate Sustainable Schools Strategy.

2.4 Project Scope (noting any Exclusions)

The project scope is tightly defined by the requirements of the project bid and deliverables required by GONE (see project bid for details). However the project also gives the opportunity for NCC to emphasise particular elements of project "activity" within its delivery to maximise the benefits to the City and the project.

2.5 Project Deliverables / Products / Outcomes

The priority is a clear Corporate Strategy for Delivering Sustainable Schools including:

- A more co-ordinated council & partner service(s) to schools
- A local Sustainable Schools Network established
- A minimum of 5% schools using the S3 tool
- Enhanced range of activities available for schools
- Activities showcased and effective practice spread across as many schools as possible.
- Regular news stories produced for North East and Yorkshire & Humberside Regional Sustainable Development websites and the new DCSF Sustainable Schools web site produced
- At least three case studies produced
- Closer regional working on sustainable schools between participating Local Authorities.
- Participation in interim regional seminar March 09 and end project event March 2010

EXTRACT from PID

Sustainable Schools – key documents

- Securing the Future: delivering UK sustainable development strategy
HM Government 2005

<http://www.defra.gov.uk>

- Every Child's Future Matters
Sustainable Development Commission 2007

<http://www.sd-commission.org.uk>

- Schools and sustainability: a climate for change?
Ofsted 2008

<http://www.ofsted.gov.uk>

DCSF publications available from <http://www.teachernet.gov.uk/sustainableschools>

- Planning a sustainable school: driving school improvement through sustainable development 2008
- National framework for sustainable schools - poster
- Sustainable school self evaluation (s3) 2008
- S3+: Sustainable schools self evaluation for local authorities who support sustainable schools 2009
- Strategic, challenging and accountable: A governor's guide to sustainable schools, and accompanying presentation and handouts 2007
- A bursar's guide to sustainable school operation 2007
- Delivering sustainable communities through sustainable schools 2009
- Top Tips

for school food and catering
for sustainable purchasing in schools
to develop the global dimension in schools
for sustainable schools travel
to reduce waste in schools
to reduce energy and water use in schools