



## Workshop on Education for Sustainable Development

OECD with the support from Austrian Government

Answers to the Questions

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**FEE - Foundation for Environmental Education**

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- **FEE: Network of NGOs**
- One member organisation per country
- **Aim: Environmental education for sustainable development**
- **1981: 4 countries – 2008 FEE: 54 countries**
- **46 Delegations - ECO-SCHOOLS International Programme**
- 2001: FEEE → FEE
- **5 Programmes:**



- More information: [www.fee-international.org](http://www.fee-international.org)

- Bahamas
- Belgium
- Bulgaria
- Brazil
- Chile
- China
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Dominican Republic
- Estonia
- England
- Finland
- France
- Germany
- Greece
- Iceland
- Ireland
- Italy
- Japan
- Jordan
- Kazakhstan
- Kenya

## 46 delegations worldwide

- Latvia
- Lithuania
- FYR Macedonia
- Malta
- Morocco
- Netherlands
- Northern Ireland
- Norway
- Poland
- Portugal
- Puerto Rico
- Romania
- Russia
- Slovenia
- Slovakia
- South Africa
- Spain
- Sweden
- Scotland
- Tunisia
- Turkey
- Wales





# Eco-Schools: numbers 2007/08 (aprox.)

**ECO-SCHOOLS** International Coordination

[www.eco-schools.org](http://www.eco-schools.org)

## 2006/ 2007

Students	5.530.310
Teachers	423.617
Schools	21.729
Local Authorities	4.248



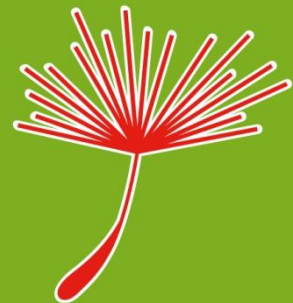


# Eco-Schools: Environment & Innovation Project

**ECO-SCHOOLS** International Coordination

[www.eco-schools.org](http://www.eco-schools.org)

- Launch European competition for innovative project ideas by schools & their communities, with national and European-level prizes & school project implementation grants;
- Promote working *synergies between schools and local authorities*;
- Realise real, *pragmatic impacts* to mobility challenges and
- Carbon emissions by schools and communities;
- Since 2005
- 2nd Cycle 2007/2009 - Theme: Climate Change: Let's Save Energy!
- Toyota Motor Europe with Eco-Schools Coordination.



- **STEP 1: Establishment of the Eco-School Committee**
  - **STEP 2: Environmental Review**
  - **STEP 3: Action Plan**
  - **STEP 4: Monitoring and Evaluation**
  - **STEP 5: Curriculum Work**
  - **STEP 6: Informing and Involving**
  - **STEP 7: Eco - Code**
- 
- And the **Green Flag** !





# International Eco-Schools Programme

**ECO-SCHOOLS** International Coordination

[www.eco-schools.org](http://www.eco-schools.org)

**1. How can countries and localities share best practices in building and managing environmentally and socially sustainable schools?**





# Eco-Schools Programme – Question 1

- **Some Suggestions:**
- **A – Sharing Information**
- Countries should better share examples of good ‘new-build’ in terms of sustainability;
- **A national authority or organization could be responsible for distributing best practices in building and managing environmentally and socially sustainable schools;**
- A National authority or organization **could develop related materials, or collect cases and information and send them to the schools through schools networks such as Eco-Schools. These materials could be produced in a joint partnership with the schools networks;**
- We encourage the organization of an **international conference** to share such good/best practices where we would have the possibility to share experiences and discuss variations between different sites/countries **with schools networks participation;**
- We encourage the production of manual/guidelines that authorities from each country could try to adopt;
- We encourage the production of a **manual and a leaflet** with information about the issue, that could be **used to train people (teachers)** as well as the organization in each country of workshops related to this issue that would help authorities to take decisions.
- OECD could work closely with national education authorities to realize its importance and enforce these requirements into national or local legislation. Could help and monitoring national or local organizations who responsible for it to work effectively and efficiently.



# Eco-Schools Programme – Question 1

- **Some Suggestions:**
- **B – Recognizing Best Practices in Schools in building and managing environmentally and socially sustainable schools**
- **International, National or local awards for sustainable schools** can be a useful method for setting good models for sustainable schools;
- **Organizing an international competition** on this thematic with schools networks;
- Organising an **international schools conference where the best practices in schools** could be displayed for teachers
- The children are the key persons in the Eco-Schools. Children don't have a say when new schools are built. We may not be able to change this situation – but children / students are aware of this, they could make links with local authorities on this issue.
- **Established buildings are buildings for developing children's ability to act on environmental issues. Teachers need to be trained about this issues in order to be able to act.**
- **Funding a project that would research** into the area of sustainable building practices or showcase an example of best practice from within the Network at an upcoming event/conference;
- **Schools should join national and international schools programmes** that are recognized by their good practices in these fields.
- **Recognizing Schools networks** that have a relevant work in this field.



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**2. How can sustainable school practices be better linked to teaching sustainable development concepts and competencies?**





# Eco-Schools Programme – Question 2

- **National Curricula:**
- National or local curricula standards **should include requirements linked to school practices on teaching sustainable development** concepts and competencies.
- **National Curriculum.** Eco-Schools try to link sustainability issues to the curriculum as well as offering project - based activities through the **7 steps methodology**.
  
- **Teachers Training:**
- Universities or teacher **training organizations** should strengthen teacher's abilities to linked school practices to teaching sustainable development concepts and competencies.
- **To train teachers** with the right knowledge as they are the key element of sharing information and education in the school / eco-school. The teachers will then use the school for developing their action competence/empowerment regarding environmental issues.
  
- **Sharing good practice more widely:**
- Schools networks may help schools and teachers to share best models and experiences;
- Schools networks may help to improve the contact between school system and local community;
- Schools networks may improve the coordination of environmental education and sustainable use of resources.
  
- The Eco-Schools International Programme is a good concept for sharing information with schools, teachers, local authorities, students and students families from countries around the world.



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## 3. How can the OECD assist in promoting sustainable schools?





# Eco-Schools Programme – Question 3

- **OECD could provide international funding to support recognised schools networks, to share and encourage good practices;**
- **OECD could work together with schools recognized networks in EE projects, education initiatives, organization of events, preparing materials that could help sharing information and recognizing good practices on the field, or teachers training support;**
- **OECD could support international research on the field linked with recognized schools networks.**



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