

Sustainability Criteria for Educational Establishments

AREA OF EVALUATION	CRITERIA
1. PLANNING	
Values	1 Sustainable development is incorporated in the values of the school. The staff and the students are familiar with the significance of the values in the operation of the organization, and the values are communicated to the interest groups.
Statutory requirements	2 The school is aware of the statutes and regulations related to the different aspects of sustainable development that concern its operation. The staff members are familiar with the practical significance of the statutes and regulations related to their areas of responsibility. 3 The school has up-to-date, statutory reviews, programs and plans related to sustainable development, and the content of these has been discussed with the staff and the students.
Organization and resources	4 The school has a sustainable development workgroup or other team that coordinates and evaluates the sustainable development work of the organization and communicates the targets and progress of the work to the organization. The team consists of representatives of managers, staff and students. 5 Necessary responsibilities and resources have been defined for the sustainable development work. The managers create opportunities and spur on joint sustainable development activities of the staff and the students. 6 The staff has adequate knowledge and skills related to the management of sustainability issues and the contents and methods of education for sustainable development.
Sustainable development program	7 The school has a sustainable development program or other action plan which contains targets and means of implementation to promote the sustainable development themes *) selected by the organization in teaching and school culture. The staff and the students participate in the selection of the themes and planning of the sustainable development program.
Planning of teaching	8 Sustainable development is incorporated in the school curriculum and implementation of teaching. Teamwork is done in the planning and implementation of education for sustainable development between the teachers and between the teachers and non-teaching staff. 9 Up-to-date learning material related to different aspects of sustainable development is used in teaching. 10 Cooperation with the external partners is done in education for sustainable development or the school participates in sustainable development projects.

*) The school selects one or more annual themes from the table below related to which it plans the targets and means of implementation for the sustainable development program. Implementation of the themes can also take place for instance in the framework of the Eco Schools program. When the educational establishment applies for the certificate, the implementation of themes is evaluated based on five themes selected by the organization. At least two of the themes must be selected from among the themes of ecological and economic sustainability, and at least two from among the themes of social and cultural sustainability. One of the themes can be an own theme defined by the organization. Some of the themes listed in the table are related to several aspects of sustainable development.

Ecological and economic sustainability	Social and cultural sustainability
<ul style="list-style-type: none"> Responsible procurements and sustainable consumption (also social and cultural sustainability) Recycling and prevention of waste Energy and water Transports and traffic Management and maintenance of the school premises and surroundings Nutrition and health (also social and cultural sustainability) Own theme (ecological/economic sustainability) 	<ul style="list-style-type: none"> Safety at school and on the way to school Wellbeing of the staff and the students Prevention of bullying and exclusion Organization of students' support services Cultural environment and traditions Cultural diversity and internationality Own theme (social/cultural sustainability)

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2. IMPLEMENTATION	
Sustainability themes	
<i>Implementation of the themes</i>	11 The annual themes and means of implementation of the sustainable development program are realized in teaching and school culture. Students and representatives of the different staff groups participate in the action.
<i>Establishment of ways of action</i>	12 The organization has established effective ways of action related to the selected sustainability themes as permanent part of teaching or school culture.
<i>Networking</i>	13 The school communicates its actions on the selected sustainability themes to its stakeholders and cooperates with local partners in issues related to the themes.
Teaching	
<i>Knowledge of sustainable development</i>	14 Teaching increases students' knowledge on the ecological, social, cultural and economic environment, sustainable development issues and possibilities of influencing.
<i>Thinking skills</i>	15 Teaching develops students' skills to understand the multidimensional nature and causalities of sustainable development issues as well as the function of nature, society and technological systems and the changes happening in them. 16 Teaching develops students' skills to search, evaluate and interpret information related to sustainable development, and gives preparedness to critical evaluation of human activities and one's own lifestyle as well as assessing of different choices and alternative solutions. 17 Teaching supports deepening of students' personal relationship to the environment and meanings of life, and gives skills for creating future visions and building of sustainable lifestyle.
<i>Action skills and experiences</i>	18 The school is used as a learning environment for sustainable development that enables practicing of sustainable ways of action in everyday school life and in connection to teaching. 19 Nature, constructed, social, economic and cultural environments are used as learning environments in which students are provided with varied range of experiences and possibilities for observing and studying the environment. 20 The school provides students with genuine possibilities of participation and influencing in the ways suitable to their age. Teaching contains participative projects in the neighbourhood or in the local community.
<i>Teaching methods and learning path</i>	21 In teaching are used methods that activate and participate students and support community. 22 Education for sustainable development is implemented as a systematic learning path progressing through the classes.
3. FOLLOW-UP, EVALUATION AND DEVELOPMENT	
Evaluation procedure of sustainable development	23 The school follows and evaluates the realization of the targets of the sustainable development program, implementation of education for sustainable development and learning results as well as the state of sustainability issues in the school culture and maintenance activities.
Development of operation and reporting	24 The staff and the students participate in discussing the evaluation data. The data is used to the update of the sustainable development program and improvement of teaching, school culture and maintenance activities. The school communicates the results of its sustainable development work to the stakeholders.

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