

# Sustainability Criteria for Educational Establishments

AREA OF EVALUATION	CRITERIA
<b>1. PLANNING</b>	
Values	1 Sustainable development is incorporated in the values of the educational establishment. 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 educational establishment 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 educational establishment 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 educational establishment 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 educational establishment 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 teaching, on-the-job learning and vocational skills demonstrations. 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 The sustainability aspects of the vocational learning environments of the educational establishment have been identified and they have been taken into account in the planning of working practices and instructions. The best sustainable working practices and technological solutions of the vocational field are used in the learning environments. 10 Up-to-date learning material related to different aspects of sustainable development is used in teaching. 11 Cooperation with the external partners is done in education for sustainable development or the educational establishment participates in sustainable development projects.

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

AREA OF EVALUATION	CRITERIA
<b>2. IMPLEMENTATION</b>	
<b>Sustainability themes</b>	
<i>Implementation of the themes</i>	12 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>	13 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>	14 The educational establishment communicates its actions on the selected sustainability themes to its stakeholders and cooperates with local partners in issues related to the themes.
<b>Teaching</b>	
<i>Mastering of work process, working practices, tools and materials</i>	15 Teaching gives students preparedness to understand the function and sustainability aspects of the systems and processes in their own occupational fields, and develops skills for planning their own work as a whole based on the principles of sustainable development. 16 Teaching gives students preparedness to evaluate and select working practices, tools and materials used in their own occupational fields from the perspective of sustainable development.
<i>Mastering of basic knowledge of the work</i>	17 Teaching increases students' knowledge on corporate responsibility and the statutes, regulations, conventions, technological solutions, working practices and management systems related to sustainable development in their own occupational fields. 18 Teaching helps students to understand the effects of environmental and societal changes and technological development in their own occupational fields.
<i>Key skills of lifelong learning</i>	19 Teaching increases students' knowledge on the significance of sustainable development for the future of mankind and the possibilities of influencing in their own lives and as members of working communities. Teaching supports development of students' professional ethics and personal values. 20 Students are provided with experiences of diversity of culture and the environment as well as opportunities for practicing safe, healthy and environmentally responsible ways of action and social and cultural skills in educational establishment's own and external learning environments. 21 The educational establishment provides students with genuine experiences of participation and influencing as well as possibilities to participate in the planning of sustainable practices of working life or sustainable development projects in the neighbourhood or in the local community.
<i>Teaching methods and learning path</i>	22 In teaching are used methods that activate and participate students and support community. 23 Education for sustainable development is implemented as a systematic learning path progressing through the different studies of qualification.
<b>3. FOLLOW-UP, EVALUATION AND DEVELOPMENT</b>	
<b>Evaluation procedure of sustainable development</b>	24 The educational establishment follows and evaluates the realization of the targets of the sustainable development program, implementation of education for sustainable development and results of skills demonstrations as well as the state of sustainability issues in the school culture and maintenance activities.
<b>Development of operation and reporting</b>	25 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 educational establishment communicates the results of its sustainable development work to the stakeholders.

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