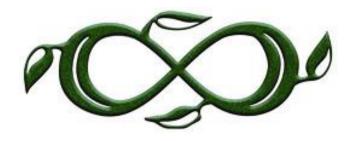
# Sustainable Development Certification and Criteria for schools and educational institutes in Finland



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The OKKA Foundation for teaching, education and personal development

**Finland** 

## Background



#### **Environmental Criteria and Certification 2004**

- Initiative for environmental certification was taken by the Trade Union of Education in Finland (2000)
- EU Life Environment project "ENVEDU" 2001-2004: development of the environmental criteria and the certification system

Sustainability Criteria and Certification 2009: environmental, economic, social and cultural sustainability in teaching, management and school culture

## NATIONAL TARGETS, Strategies of Education for Sustainable Development (Finnish National Commission on SD, Ministry of Education, 2006):

- All schools and educational establishments have sustainable development programs by 2010
- 15% of schools and educational establishments have been certified for their sustainability work by 2014

## Target groups and aims

**Target groups** for environmental and sustainability certification:

Schools and educational establishments in Basic education, General and Vocational Upper Secondary Education, Liberal Adult Education

## Aims of the certification system

- Development of the quality of teaching, learning environment and operation of educational establishments
- Implementation of education for sustainable development in teaching and school culture with a comprehensive approach



- Students' awareness and commitment to sustainable development
- Sustainability-skilled students to working life
- Improved safety, wellbeing and cooperation of the staffs and students
- Cost savings in the operation of schools (waste, water, energy, etc.)
- School's responsible profile (certification)

# Finnish Sustainable Development Certification of Educational establishments

### **Certification management:**

 The OKKA Foundation for teaching, education and personal development



#### OKKA

#### **Cooperation partners:**

- Ministry of Education
- Ministry of the Environment
- National Board of Education
- Trade Union of Education in Finland
- Co-operative Eco-One
- Sykli Environmental School of Finland
- Finnish Association for Environmental Education
- Universities and polytechnics

#### **SUSTAINABILITY CRITERIA**

- 1. Planning
- 2. Implementation
  - Sustainability themes
  - Teaching
- 3. Follow-up, evaluation and development

## TRAINING COURSES

- Construction of SD programs
- Auditor courses

#### **MATERIALS**

- Manual
- Evaluation tools
- www-pages

#### AUDITOR NETWORK

- 100 auditors
- External audits
- Development of certification

#### SCHOOLS AND EDUCATIONAL ESTABLISHMENTS

- Integration of SD in teaching and school culture
- Promotion of wellbeing of students and teachers
- Certificates (8/2014: 70)

## Sustainability Criteria: process model

- Quality approach
- Tool for selfevaluation and development
- All aspects of SD included
- Cover management, teaching and learning environment
- Pedagogical model used for the criteria of teaching
- Provide a possibility for certification

#### **PLANNING**

- Values
- Statutory requirements
- Organization and resources
- Sustainable development program
- Planning of teaching

#### **IMPLEMENTATION**

- Sustainability themes
- Implementation of the themes
- Establishment of ways of action
- Networking

- Teaching
- Knowledge of SD
- Thinking skills
- Action skills and experiences
- Teaching methods and student's learning path

#### FOLLOW-UP, EVALUATION, DEVELOPMENT

- Evaluation procedure of sustainable development
- Development of operation and reporting







# Elements of sustainable development in school culture

(Laininen, Manninen, Tenhunen, 2006)

## Economic sustainability

- Economy, eco-efficiency and lifecycle of products, e.g.,
  - procurements
  - saving materials and energy
  - re-use, sharing, renting and borrowing of products
  - sorting and recycling of waste
- Use of Fare trade products
- Real estate maintenance
- Optimization of transports
   Multi-use premises

## Ecological sustainability

- · Environmentally friendly procurements
- Saving materials, energy and water
- Re-use, recycling and sorting of waste
- Green transport
- Safe use of hazardous substances

#### **School values**

- Respect of life and nature
- Moderation and economy
- Mental and physical health
- Global justice, rights of generations to come
- Equality and mutual respect
- Diversity of values and culture
- Democracy

#### **Cultural sustainability**

- Local cultural traditions and customs
- Conservation of cultural environment
- Cultural diversity as part of everyday school life

## Social sustainability

- Occupational health and safety, ambience of premises
- Wellbeing and equality of staff and students
- Access for disabled people
- Ethical, safe and healthy procurements
- Prevention of exclusion, racism, and mental and physical violence
- Openness, cooperation and possibilities of participation
- Creating contacts to local community



## Sustainability themes in the criteria

## **Ecological and economic** sustainability

- Responsible procurements and sustainable consumption (also social and cultural sustainability)
- Recycling and prevention of waste
- Energy and water
- Transports and traffic
- Nutrition and health (also social and cultural sustainability)
- Management and maintenance of the school premises and surroundings
- Own theme (ecological/economic sustainability)

## Social and cultural sustainability

- Safety of the educational establishment (also ecological sustainability: chemicals)
- 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)





## Pedagogical approach of ESD

(Sustainable Development Criteria for Educational Establishments)

## 1. Knowledge of the environment







Knowledge of ecological, economic, social and cultural environment, SD issues and possibilities of

influencing

## 2. Cognitive skills

- Understanding the wholeness of SD issues and function of nature and the society (systems thinking)
  - Searching, evaluation and interpretation of information related to SD, critical assessment of human actions and one's own lifestyle (critical thinking)
    - Deepening of one's personal relationship to the environment, constructing of sustainable lifestyle (future thinking)

## 3. Action skills and experiences

- Learning of sustainable ways of action as part of teaching and everyday school life
- Experiences in nature, constructed, social, economic and cultural environments
- Genuine possibilities for participation and influencing in school, participative projects in the local community

## Criteria for teaching, background

ESD model used in the criteria (general education)

### **Knowledge of SD**

 ecological, economic, social and cultural environment, SD issues

### **Thinking skills**

holistic, critical and future thinking

### **Action skills and experiences**

- use of different learning environments
- practicing of sustainable ways of action
- practicing of skills of participation and influencing

Criteria for vocational education are based on the structure of national core qualifications (evaluation of vocational skills)

- Mastering of work process, working practices, tools and materials
- Mastering of basic knowledge of the work
- Key skills of lifelong learning (sustainable development)







## Using the criteria themes for continuous improvement (SD programme)



## Example: Energy theme in SD programme

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- 1. Energy review in the educational establishment
  - 2. Identification of needs of improvement
  - 3. SD programme: targets and means of implementation
- 4. Implementation of energy theme in teching and learning environment
- 5. Establishment of good ways of action in the school culture
- 6. Evaluation of the realisation of targets, selection of new themes

- Students conduct the review as part of teaching supported by teachers and technical staff
- Examples: technical improvements, behaviour
   of students and staff, instructions for energy saving, follow-up, etc.

Targets: reduction of electricity consumption by X %

#### **Actions**

- Technical issues: e.g. introduction of motion sensors for lighting control, replacement of old computers by energy saving models
- Behaviour of students and staff: switching off the computers and lights -> instructions & communication, Energy saving week, etc.
- Teachers integrate energy theme in teaching
- Cooperation: consulting of local energy experts
- Instructions for energy saving, training of students and staff, defining of responsibilities related to energy saving issues
- Follow-up system for behaviour of students and staff and measuring of energy consumption
- Procedures for corrective actions

## Fulfilment of the criteria

The criteria describe the performance of an exemplary level. The evaluation of the criteria fulfilment is based on a four-step scale familiar from quality assessment models. The general model below has been adopted to the elaboration of evaluation scales for each individual criterion.

Lacking	Starting	Developed (2 maints)	Established (2 maints)
(0 points)	(1 point)	(2 points)	(3 points)
The educational	The educational	The educational	The educational
establishment has	establishment has	establishment has	establishment has
neither planned nor	planned activities	implemented	established
started activies	described in the	activities described in	permanent ways of
described in the	criterion and started	the criterium at least	actions to secure the
criterium.	implementation.	for a period of one	operation according
		season.	to the criterion.
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The starting level and needs of improvement identified, actions started.

Evidence of continuing activity criterion.

Contunuity of activity is secured by ways of actions according to the described e.g. in the quality system.

## Supporting material (website)

## **EVALUATION SD Criteria TOOLS** Four-step descriptions of performance level for each criteria 1. Planning, evaluation and development **Self-evaluation** 2. Implementation of check-lists themes 3. Implementation of teaching **Examples:** implementation of themes

#### **INSTRUCTIONS**

Construction of SD programme

**Self-evaluation** 

**Applying the certificate** 

**Continuous improvement** 

**Auditors' instructions** 

Theory: ESD model behind the criteria

### **Future development:**

- Web-based self-evaluation system
- Case bank (certified educational establishments)
- · Auditors' forum







## Applying the Sustainable Development Certificate

The educational establishment conducts a self-evaluation.

An authorized auditor checks the report and conducts an on-site external audit.

The auditor gives
the educational
establishment a statement
about the fulfillment of
the criteria.

Things to be improved

The educational establishment does the corrective actions, which are then verified by the auditor.

Criteria fulfilled

The educational establishment can apply for the Certificate from the OKKA-Foundation.







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The OKKA Foundation is a foundation for teaching, education and personal development supporting the educational sector. Its founding organisations are the Trade Union of Education in Finland OAJ and several teachers' associations in vocational training and education sector.