

# School-Community Collaboration – Building an Eco-Friendly Community Together

As an integral part of the community, it is highly meaningful for schools to incorporate community engagement into environmental education. Not only does it enrich students' learning experiences and cultivate their civic awareness and sense of social responsibility, but it also makes use of schools' resources to meet urgent community needs, spreading vitality and warmth.

What roles can schools play in their communities? How can they utilise their educational activities to build a large-scale environmental education network that connects schools, families, and the wider community? Let's take a look at how three schools awarded the Outstanding Award in the “2024 Best Green Education Initiative Award” collaborated with various community stakeholders and shared resources, maximising the influence of environmental education in the society and creating a greener future!

## Education Initiative 1: “Cherish, Recycle, Donate” Campaign

[Initiated School: NTW & JWA Sheung Shui Nursery School]



### Theme

- Recycling and donation of second-hand goods
- Cherishing resources and waste reduction
- Community resource sharing



### Learning Objectives

- Understand the importance of waste reduction at source and raise environmental awareness among parents and children
- Acquire skills for distinguishing the value of items
- Practise cherishing resources, reducing waste and donating unused items to those in need, cultivating positive values of resource sharing and cherishing



### Targets

- All students and parents
- Community organisations



### Content

#### Knowledge Construction



Learnt about waste-related issues through environmental picture books

#### Skills Consolidation



Learnt about proper recycling methods through extended activities

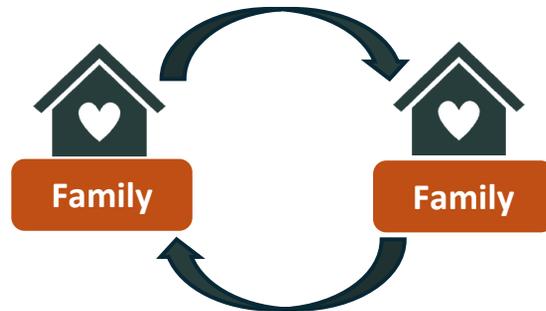
## Content (con'd)

### On-Campus Practice



Organised a resource-sharing activity to encourage parents and children to take actions

Brought unused items to school for exchange



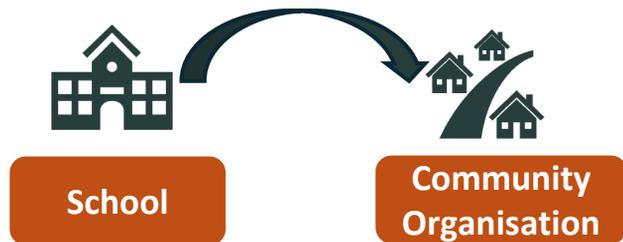
Participants collected useful items based on needs

### Extending Beyond Campus



Shared the remaining items from the activity with the community, supporting families in need with free additional resources

Set up a Book-Crossing Cabinet collaboratively for sharing of donated books



### Highlights

- The programme was launched at a time when Hong Kong society was actively discussing the Municipal Solid Waste Charging Scheme. The school aimed to support parents in handling unwanted household items, responding to the practical needs of both families and the wider community, while also encouraging children and their families to reflect on and engage with waste-reduction issues
- Children and parents were encouraged—but not required—to donate or take items according to their needs. This relaxed, voluntary approach promoted reflection on the value of items, needs and ownership, and nurtured a spirit of sharing
- The activity was designed to be inclusive, enabling underprivileged families to comfortably take the items they need without stigma, fostering a caring and respectful community culture
- Most donated items were successfully “re-homed,” and the remaining items were redistributed to other community organisations, extending their life cycle and supporting sustainability and resource sharing

# Education Initiative 2: The Odyssey of Green Onions

[Initiated School: St. Joseph's Anglo-Chinese School]



## Theme

- Organic farming
- Low-carbon & organic diet
- Resource sharing and upcycling



## Learning Objectives



- Enhance students' knowledge and interest in organic farming
- Promote low-carbon and organic diet, and help students develop a spirit of sharing and caring for people in need in the community
- Allow students to apply upcycling concepts and express creativity through art creation, promoting environmental protection to the public



## Targets

- All students and parents  
(Form 1 students and teachers were the main participants and activity implementers)
- General public



## Content

Adopted "Learning By Doing" approach, students engaged in hands-on experiences and took a leading role in promoting sustainable development

### Student Participation



#### Spring Onion Gardening Workshop

Planted spring onion seedlings to learn about organic farming knowledge and skills, as well as plant-growing process



#### Sustainable Eco-art Creation Workshop

Students integrated environmental values into their artwork by collaboratively upcycling waste materials (e.g. wilted green onions, eggshells) and engaging in reflective discussions about their artworks to showcase their understanding of environmental issues



## Content (con'd)

### Sharing Learning Outcomes with External Parties to Expand Community Influence



#### Scallion Pancake Making and Charity Sale

Used campus-grown spring onions to make pancakes and sold them for fundraising



#### On- and Off-campus Art Exhibitions

Displayed eco-artworks at various occasions (e.g. Parents' Day, Kwun Tong District National Security Carnival) to share learning outcomes and expand education influence



**Teachers**

Activity implementer



**Family**

Supported student-led activities



**Community Organisation**

Received charitable funds raised by the school and supported people in need



**General Public**

Participated in exhibitions, learnt and exchanged ideas on environmental issues

**Constant Review**

Evaluated learning effectiveness through continuous collection and analysis of feedback from various parties



## Highlights

- Using “spring onions” as the theme, the programme creativity linked multiple activities, demonstrating strong pedagogical awareness and greatly enhancing students’ participation and engagement. Hands-on participation also deepened their understanding of environmental issues and turned abstract sustainability concepts into concrete actions
- The activities design were diverse, including gardening, cooking and artistic creation, catering to students’ different abilities and interests, and enabling them to participate and contribute according to their strengths
- Group work effectively helped new Form 1 students build friendships, teamwork, and a sense of belonging to the school community
- The programme highlighted strong community engagement, giving students opportunities to share their learning outcomes with the public, promote sustainable lifestyles and even transformed them into meaningful contributions, thereby extending environmental education from school to the wider community

## Education Initiative 3: Farmunity

[Initiated School: St. Margaret's Co-educational English Secondary and Primary School (Secondary Section)]



### Theme

- Sustainability
- Hydroponics
- Business and entrepreneurship
- Community Services



### Learning Objectives

- Equip students with knowledge and skills in STEAM (Science, Technology, Engineering, Arts and Mathematics), environment and sustainability, and social entrepreneurship, to prepare them for future career success
- Empower students to contribute to society through community services while improving access to fresh, nutritious vegetables for low-income families



### Targets

- Form 2 students
- External party (e.g. small restaurants and community centres)



### Contents

Collaboration with external party - Farmacy HK Limited

Phase	Theme
1	10-hour Environmental, Social and Governance (ESG) education programme (Hydroponic farming management and social entrepreneurship)
2	Cross-curricular learning (Application of knowledge and skills learnt during community services and real business pitching to local restaurants)
3	Sharing learning experiences and reflection

Progressive Learning Stages

Foundation Building



Hands-on Practice



Result Presentation

## Content (con'd)

### Highlights of Experiential Learning:



#### Local Restaurant Participation

Students promoted hydroponically grown vegetables and green eating concepts



#### Parents and Teachers Participation

Parents and teachers purchased hydroponic Bok Choy and Kale cultivated by students to support sustainable development in action



#### Community and Schools Participation

Students promoted sustainability concept to the elderly and primary school students through booth games, and donated the produce to nearby underprivileged families

#### Continuous improvement

Evaluate the effectiveness of the activities through various methods (e.g. student reflections, questionnaires)



### Highlights

- The initiative combined sustainable agriculture, entrepreneurship, business and community service, enabling students to apply their knowledge in real-life contexts
- The initiative was integrated across multiple subjects, covering areas such as language, STEAM, and business, providing a cross-curricular learning experience for students
- Different practical activities were designed, including real business pitching, vegetable sales and community services, which helped enhance students' problem-solving, teamwork, and communication skills
- The school actively collaborated with external organisations. In addition to providing professional guidance on hydroponics, it also connected with different stakeholders to create various authentic learning settings and experiences. This enriched the learning content while strengthening connections with the community

### Summary

As a central educational hub within the community, schools not only provide essential learning resources but also play a key role in driving community development. An effective sustainable development education programme incorporates diverse activities that help students understand concepts related to environmental conservation and sustainability. By collaborating with community partners, the programme offers authentic, experiential learning opportunities that inspire students to transform classroom knowledge into concrete actions, with the goal of building a more sustainable community.

Beyond the stakeholders and groups mentioned above, many other community partners are also worth exploring! To support the long-term development of environmental education, schools can begin by looking within their own communities—making use of their unique strengths, seeking collaboration opportunities with local organisations, and bringing learning beyond the classroom and into everyday life. This not only nurtures future talent but also broadens the school's positive impact on the community.