

Secondary 1-6

GREEN PREFECT

Programme Handbook



School Name :

Class :

Name :

School Year :

主辦機構
Organisers



中華人民共和國香港特別行政區政府
環境及生態局
Environment and Ecology Bureau
The Government of the Hong Kong Special Administrative Region
of the People's Republic of China



中華人民共和國香港特別行政區政府
教育局
Education Bureau
The Government of the Hong Kong Special Administrative Region
of the People's Republic of China



ENVIRONMENTAL
CAMPAIGN COMMITTEE
環境運動委員會

資助
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ABOUT THIS HANDBOOK

This handbook provides **best practices in environmental aspects**, **useful environmental checklists** and **suggestions for environmental promotion activities** to help you carry out your **checking duties** and **promote environmental messages** in schools. You can also share your 'smart ideas' for protecting the environment and green living.



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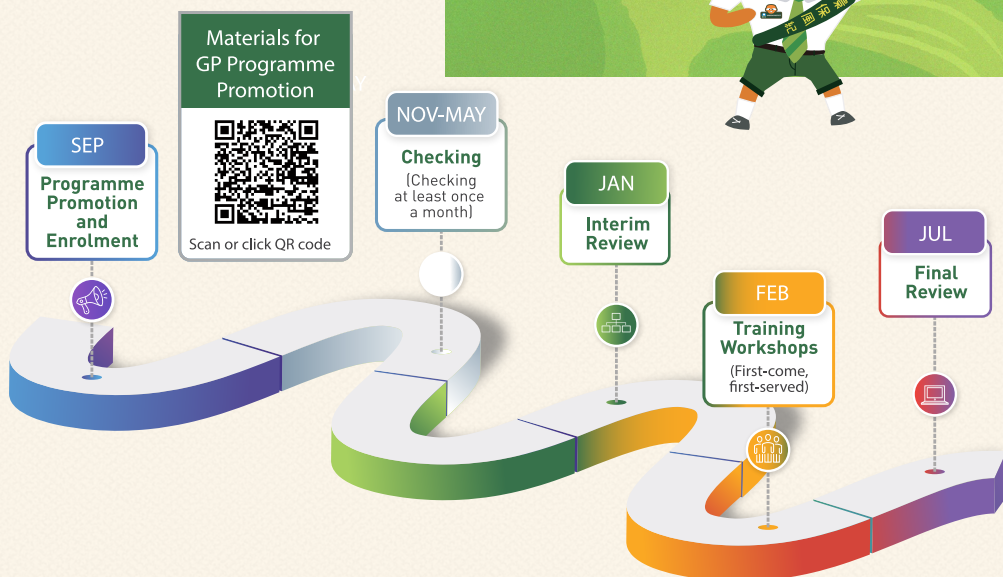
Chapter 1

INTRODUCTION

Objectives

- To enhance the environmental performance of participating schools
- To develop a group of energetic and resourceful Green Prefects (GPs) with a deeper understanding of environmental issues and act as models for their peers
- To enhance students' environmental awareness and build up green habits on campus

Programme Timeline



Environmental Problems in Hong Kong

Climate Change and Extreme Weather Events

Climate change is a global threat, bringing **extreme weather events**, such as floods, droughts, storms, heat waves, wildfires and insect outbreaks etc., which **affect our daily lives, damage ecosystems and biodiversity**.

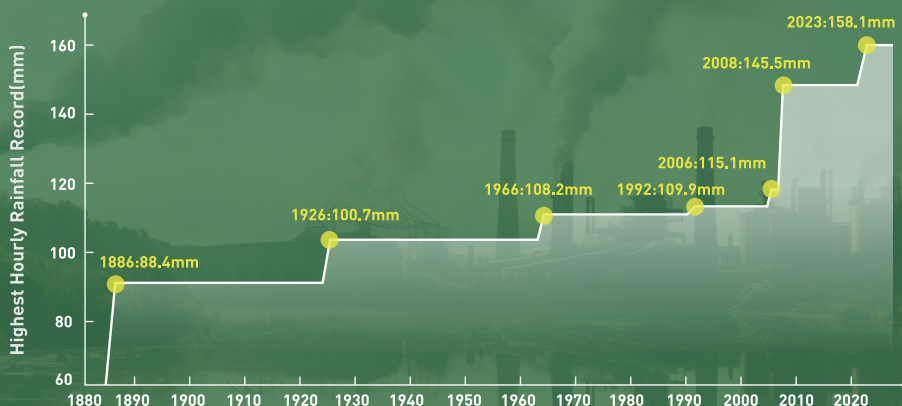
The main driver of climate change is the **excessive emission of greenhouse gases resulting from human activities**. These greenhouse gases, particularly carbon dioxide, trap more heat in the Earth's atmosphere and enhance the greenhouse effect, resulting in climate change.

Examples of Major Greenhouse Gases (GHGs):

- Carbon dioxide (CO₂)
- Methane (CH₄)
- Nitrous oxide (N₂O)
- Fluorinated Gases



In recent decades, extreme weather events has become **more frequent** in Hong Kong, **breaking the hourly rainfall records multiple times**, whereas in the past, such records were typically broken once every few decades.



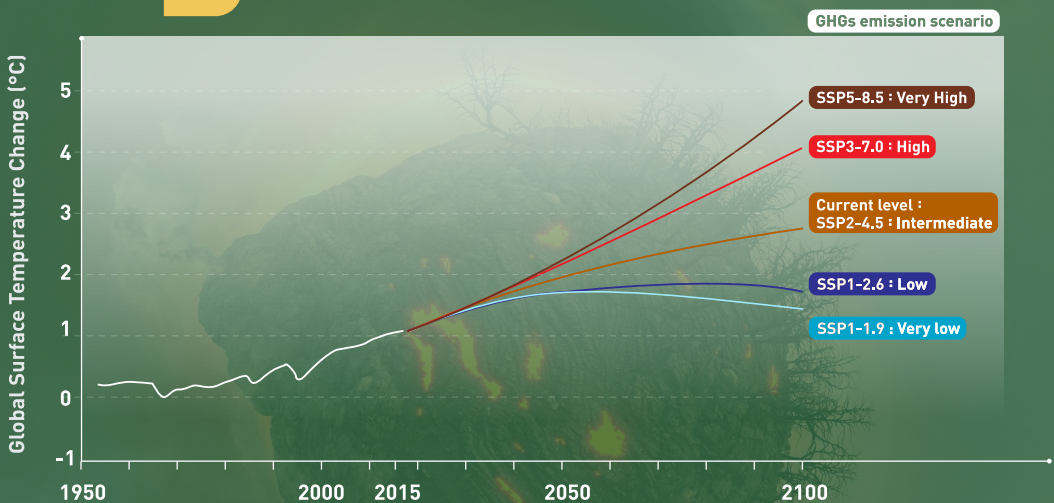
Highest Hourly Rainfall Record at the Hong Kong Observatory Headquarters (1885-2023)

Source: HKO website

According to IPCC AR6 report, the global surface temperature was projected to continue increasing unless **carbon neutrality** (net zero emission) could be achieved by **around and after 2050** to keep global surface temperature increase **within 2°C** (under the SSP1-1.9 and SSP1-2.6 scenarios). The current emissions level (SSP2-4.5) is insufficient to avoid the risks of climate change. High and very high levels of warming (SSP3-7.0 and SSP5-8.5 respectively) would lead to severe and widespread climate impacts that would be very difficult for humans to adapt to. Therefore, **transformative actions are needed** to create a sustainable future.



*5 Shared Socioeconomic Pathways(SSP1-SSP5) were proposed to forecast different possible greenhouse gases situations due to different social development models.



Source and Photo extracted from IPCC Sixth Assessment Report (AR6)

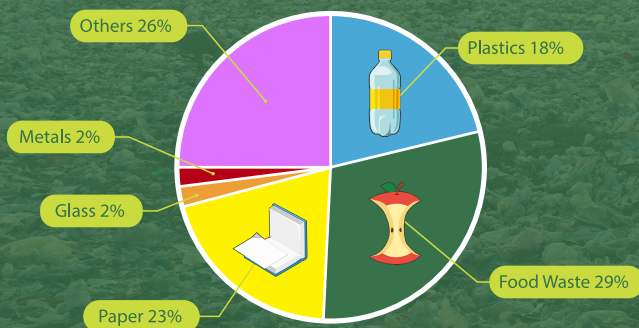
Waste Problem

Waste is a particularly significant issue, as waste management accounts for **approximately 8%** of Hong Kong's total greenhouse gas emissions. Besides, the current main solution to waste treatment in Hong Kong is landfilling. The large amount of waste generated in Hong Kong is rapidly depleting the limited landfill capacity.

In Hong Kong, over 70% of the waste generated is Municipal Solid Waste (MSW). **Food waste, waste paper and waste plastics** are the three categories that contribute significantly.



Composition of MSW disposed of at landfills in percentages in 2024



Total disposed quantity: **3.85 million tonnes**

Note: Others include yard waste, textiles, wood, household hazardous wastes, bulky items and miscellaneous waste materials.

Source: Monitoring of Solid Waste in Hong Kong 2024



High Ecological Footprint

The Ecological Footprint is a tool used to measure **the land and sea areas required from nature to support human needs and activities**. It covers the resources we consume, such as paper, seafood, livestock, and crops, as well as the forest areas needed to absorb carbon emissions.

If the current lifestyle of Hong Kong were adopted globally, we would need 4.4 Earths to sustain it. This is **about 2.6 times higher** than the current global average (1.7 Earths)! This unsustainable level of lifestyle makes it clear that we must change our behaviours, adopt more eco-friendly and sustainable lifestyles so that we can continue to live within our finite planet.



Source:WWF-Hong Kong

Therefore, it is necessary for us to adopt more sustainable practices across the key areas outlined in the Handbook to help mitigate climate change and conserve the environment.



How do environmental problems affect our daily lives?

Sea Level ↑

The meltwater from glacier flowing into the ocean leads to a rise in sea levels, causing people who are living in coastal areas to lose their homes.

Projection of sea level rise in Hong Kong



Scan or click the QR code



Landfill Burden ↑

Disposing of waste in landfills depletes limited landfill space, causes odour nuisances, and generates leachate and greenhouse gases.



Damage to Infrastructure ↑

More frequent extreme rainfall will increase the risks of floods and landslides which can damage building foundations, utility cables and roads.

Food Security ↓

Frequent extreme weather events will reduce global food production and drive up the cost of fresh and raw foods, increasing the risk of food shortages and higher prices.

Health Risks ↑

The increase in the number of very hot days causes more heat-related, allergy related and vector-borne diseases.

Global climate change affects all regions and Hong Kong cannot exempt itself from the impacts. Situations include:

- Rising mean sea level at Victoria Harbour;
- Higher temperatures and more extreme weather phenomena, such as drought, extreme rainfall, thunderstorms, more intense tropical cyclones and storm surges;
- Increased risk of wildfires;
- Rising sea water temperatures lead to more serious coral bleaching; etc.

As a part of the Earth, Hong Kong must take timely actions to address the issue of carbon emissions at source and mitigate temperature rise to protect ourselves and the next generations.

Extended Learning:

Climate change in Hong Kong



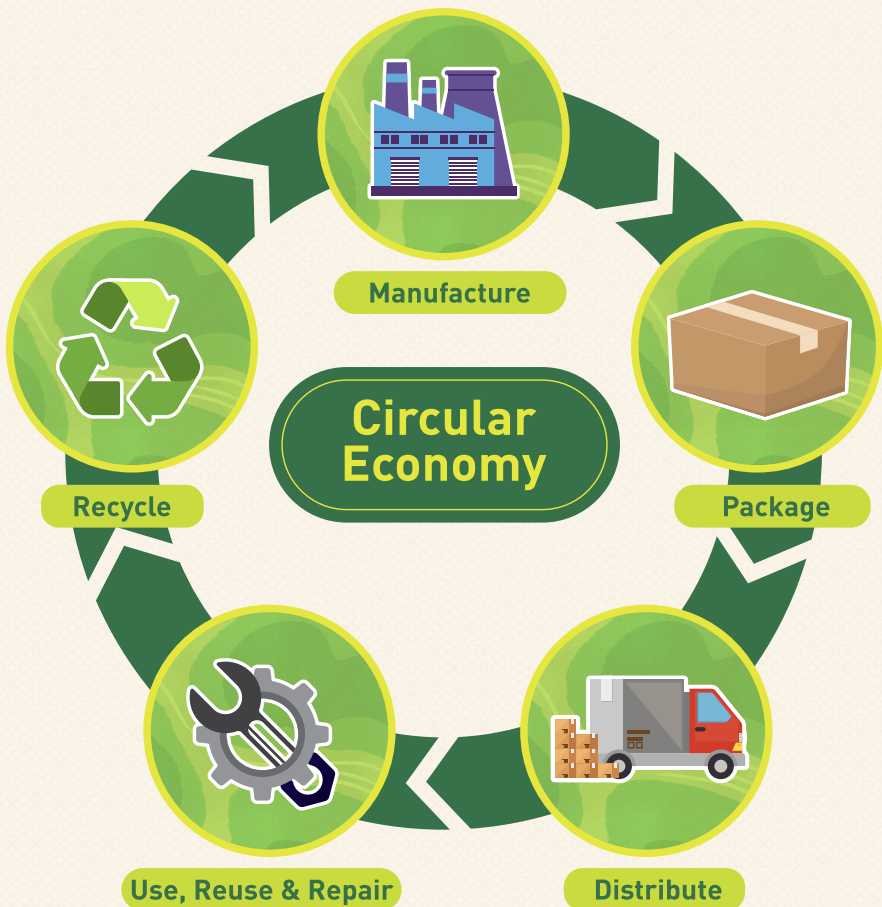
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Establishing Circular Economy

What is circular economy?

Circular economy is an economic system which aims at **minimising waste and maximising resource efficiency**. It adopts a closed-loop approach, with a continuous cycle of **making, using, reusing, and recycling products**. This approach brings positive impacts to the environment, customers and companies.



How can Hong Kong achieve its waste reduction target?

Guess it?

O-PARK1 and O-PARK2 can treat (a) _____ and (b) _____ tonnes of food waste per day respectively.

Hints: Find answers in the Waste Blueprint for Hong Kong 2035!

Waste Blueprint for
Hong Kong 2035



Scan or click
the QR code

Consuming less resources, minimising waste generation and promoting resource circulation, which incorporates the principles of circular economy, is an integral part of waste management policy in Hong Kong. To achieve the vision of “**Waste Reduction • Resources Circulation • Zero Landfill**” in Hong Kong, six major areas of action are outlined:



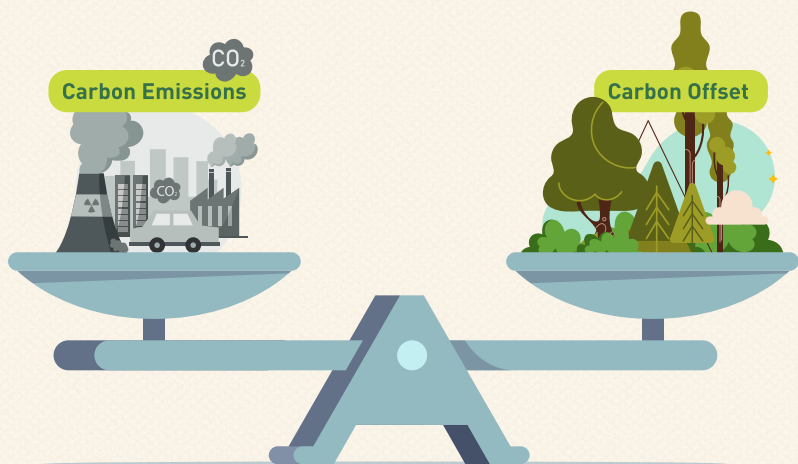
Source and Photo extracted from "Waste Blueprint for Hong Kong 2035"

Striving towards Carbon Neutrality

What is carbon and carbon neutrality?

“Carbon” refers to **carbon dioxide**, which is one of the significant greenhouse gases leading to climate change.

“Carbon neutrality” aims to achieve “zero-carbon emissions” by **offsetting** the carbon emission through carbon absorption.



How can Hong Kong achieve its carbon neutrality goal?

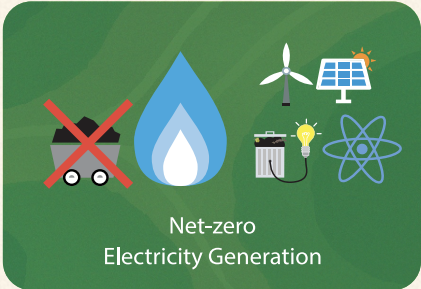
Medium-to-long-term
decarbonisation targets



Total carbon
emissions
Compared with
2005 level



In 2021, four major decarbonisation strategies were outlined by the Hong Kong Government to help Hong Kong achieve carbon neutrality before 2050.



Net-zero
Electricity Generation

This graphic illustrates the transition to net-zero electricity generation. It features a coal power plant with a large red 'X' over it, indicating its phase-out. Next to it is a large blue flame icon. To the right, there are icons for a wind turbine, a solar panel, a battery, a lightbulb, and an atomic symbol, representing various clean energy sources.



Energy Saving and
Green Buildings

This graphic shows two modern high-rise buildings with green roofs and solar panels. There are also some green trees in front of the buildings, symbolizing energy efficiency and green architecture.



Green Transport

This graphic depicts various sustainable modes of transport. It includes a person walking, a person on a bicycle, a green electric car with a lightning bolt on its side, and a high-speed train. A network of colorful lines connects these modes, suggesting an integrated green transport system.



Waste Reduction

This graphic shows a row of five recycling bins in different colors (purple, blue, brown, yellow, green). In front of the bins is a green recycling symbol with a recycling arrow. This represents the importance of proper waste management and recycling.

Source: "Hong Kong's Climate Action Plan 2050"

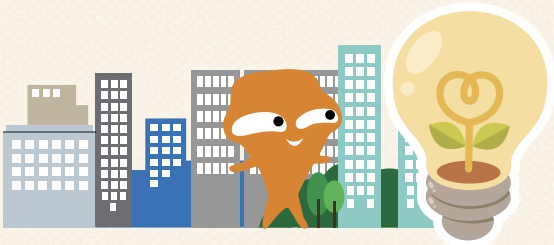
Fighting Climate Change Together

Acting on climate change is everyone's responsibility. We should work together to achieve the goal of carbon neutrality by **practising low-carbon living**. As a GP, you play an important role in school by leading your peers to build up green habits on campus through checking their environmental behaviours and being a role model for your schoolmates.

Extended Learning:
Hong Kong's Climate
Action Plan 2050



Scan or click
the QR code



Low Carbon Living Calculator

In our daily lives, huge amounts of carbon dioxide are emitted into the atmosphere due to resources and energy consumption. To mitigate climate change, it is important for us to understand our **carbon footprint**, which is a measure of the impact we have in terms of the greenhouse gases we produce from home, transportation, and daily life. Then we can reflect on and improve our lifestyle patterns accordingly.

“Low Carbon Living Calculator” helps you **assess your carbon emissions** in respect of **clothing, food, living and travel** in the past year. You are encouraged to complete the calculation with your family members too.

Low Carbon Living Calculator



Scan or click the QR code

Tips for practising low-carbon living:

Clothing



- Choose clothes that do not require ironing.
- Donate unwanted clothes to those in need or charity organisations.



Food



- Leave enough space between refrigerators and adjacent walls or cabinets. Trapped heat increases energy consumption.

Living



- Donate unwanted gifts to the needy through relevant organisations.

Let's count and build carbon-reducing habits



Scan or click the QR code

Travel



- Opt for low-carbon local tours, such as visiting the country parks and the Hong Kong UNESCO Global Geopark.

Are you ready to begin your low-carbon journey?

As a GP, you have a unique opportunity to lead and inspire your peers to adopt green and low-carbon practices in their daily lives. The first step towards a greener future is to carefully examine your personal habits, identify and improve the areas where you can reduce your carbon footprint.

Take a moment to **reflect on your green behaviours in the past month** and complete the self-reflection checklist below.

Editable e-version checklist
(Scan or click the QR code)



Word



PDF



Achieved: " **Y** "

Not yet achieved: " **N** "

Partly achieved: " **/** "

Not applicable: " **NA** "

		Reflection Date	/11	/12	/01	/02	/03	/04	/05
Clothing	01.	Wait until there is a full laundry load before using the washing machine.							
	02.	Hang dry washed clothes under sunlight.							
	03.	Hand wash clothes instead of using washing machines.							
	04.	Think twice before buying new clothes.							
	05.	Choose clothes that do not require ironing.							
	06.	Donate unwanted clothes to those in need or charity organisations.							
Food	07.	Buy food with no or minimal packaging.							
	08.	Avoid using one-off disposable containers and utensils.							
	09.	Allow hot/warm food to cool down to room temperature before putting it in the refrigerator.							
	10.	Eat more fruits, vegetables, plant-based or low-carbon organic food.							
	11.	Leave no food waste.							



Achieved: "Y"

Not yet achieved: "N"

Partly achieved: "/"

Not applicable: "NA"

Item		Reflection Date	/11	/12	/01	/02	/03	/04	/05
Living	12. Bring your own shopping bags.								
	13. Avoid purchasing unnecessary items and choose more durable products.								
	14. Adopt simple packaging and avoid gift wrapping.								
	15. Turn off lights and electrical appliances when they are not in use.								
	16. Avoid leaving electrical appliances on standby mode.								
	17. Wear light, open windows and use fans instead of air conditioners.								
	18. Set the temperature of air conditioners at 24 - 26 °C when they are turned on.								
	19. Keep windows and doors closed when the air conditioner is turned on and use curtains or blinds to block sunlight.								
	20. Set the water temperature of the water heater at the lowest acceptable level, especially in summer.								
	21. Switch the water heater off after use.								
	22. Take shorter showers.								
	23. Turn off the tap while brushing teeth or applying soap.								
	24. Reduce waste.								
	25. Donate unwanted gifts to the needy through relevant organisations.								
	26. Practise clean recycling.								



Achieved: " **Y** "

Not yet achieved: " **N** "

Partly achieved: " **/** "

Not applicable: " **NA** "

Item \ Reflection Date		/11	/12	/01	/02	/03	/04	/05
Travel	27. Use stairways instead of lift.							
	28. Walk or use public transportation.							



*Small changes
can have a significant
cumulative effect*

EXCELLENT!



80% or above

>22 "Achieved" items

GOOD



50% - 80%

14-22 "Achieved" items

**NEED
IMPROVEMENT**



Less than 50%

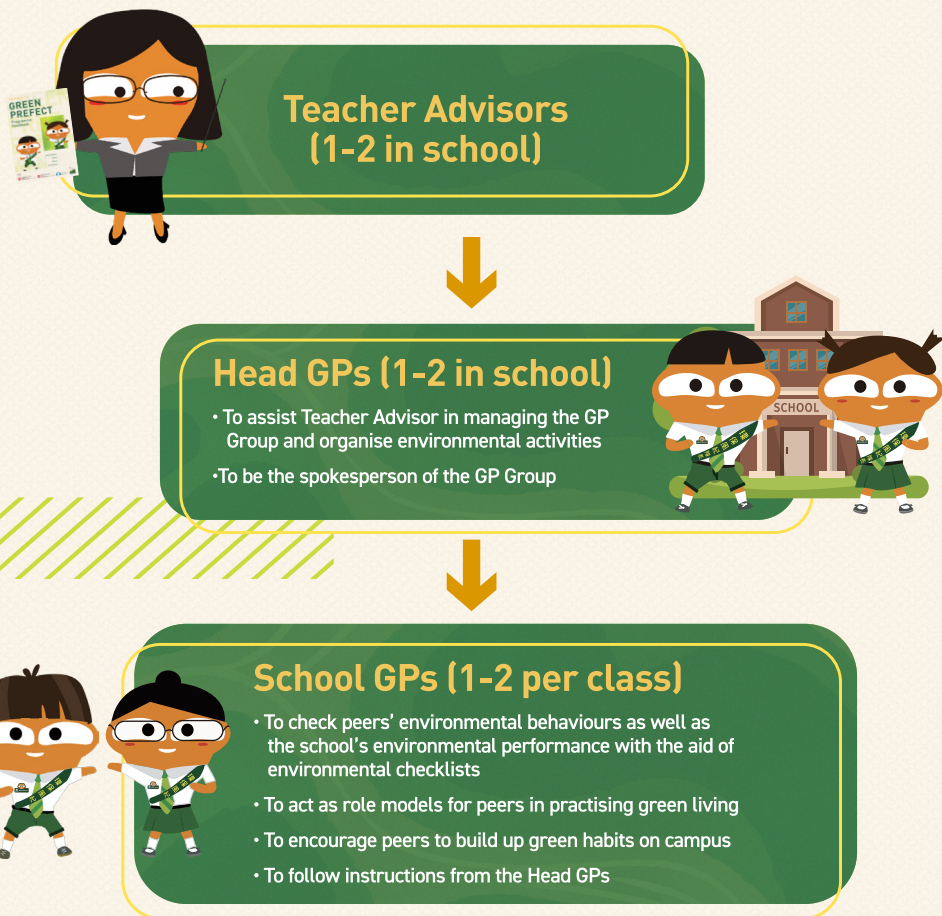
<14 "Achieved" items

Chapter 2

ROLES & RESPONSIBILITIES

What are the roles & responsibilities of GPs?

Recommended Structure of the GP Group*



*Schools can adjust the structure of the GP Group basing on actual circumstances.

How to become a GP?

Examples of Appointment Methods*:

- Students sign up voluntarily, then the Teacher Advisor then selects and appoints students who are passionate about environmental protection.
- Each class teacher nominates no more than two School GPs for his/her class or assigns existing monitors/prefects to undertake the duties.
- Teacher Advisor assigns student members of the Environmental Protection Club to undertake the duties.
- Each school may assign no more than two Head GPs who are usually from senior levels and directly responsible to the Teacher Advisor.
- GPs of senior levels pair up with those of junior levels to assist the latter in performing their duties.



Recommended Commendation Methods*:

- All GPs will receive a “Certificate of Appreciation” from the school, while GPs with excellent performance will be awarded an “Outstanding Award” as recognition.

*Schools can adjust the ways of appointment and commendation methods of the GP Group based on their school-based circumstances.



Welcome to
join the
GP Group

Chapter 3

Greening Your School

What are the important environmental aspects?

Energy Conservation



Did you know that **over 60%** of greenhouse gases emitted in Hong Kong come from electricity generation? In fact, the main energy source in Hong Kong is **fossil fuels** (coal and natural gas), which **release large amounts of carbon dioxide** when being burnt, leading to climate change. To help mitigate climate change, we should conserve energy by using **air conditioners and lights** more efficiently on campus, as they generally account for the majority of energy consumption in the education sector.

Useful Learning Materials



Scan or click the QR code



Water Conservation



Water is the source of life and an essential natural resource that we can use for drinking, bathing and household cleaning. Most water resources on Earth are saltwater that cannot be used directly. Fresh water, which is available for usage, accounts for **less than 1%** of the total water supply. On average, people in Hong Kong consume **about 150 litres** of domestic fresh water per day, which is **around 40 litres more** than the global average. The high water consumption calls for the need to be mindful of our daily water usage. Therefore, it is crucial for us to establish good water conservation habits to minimise the chance of water crisis.

Useful Learning Materials



Scan or click the QR code



Waste Avoidance & Reduction

Cities generate several types of solid waste every day, including waste from households, commercial and industrial activities. On average, people in Hong Kong generate **1.40 kg of municipal solid waste per day**, which is **higher than that of the neighbouring regions** like Singapore (0.88 kg) and Tokyo (0.85 kg). To solve the waste problem in Hong Kong, we should actively follow the principle of **"Dump Less, Save More, Recycle Right"**, as it helps combat climate change and makes the best use of our limited land resources.

Source: Monitoring of Solid Waste in Hong Kong 2024; The National Environment Agency, Singapore and Ministry of the Environment, Japan

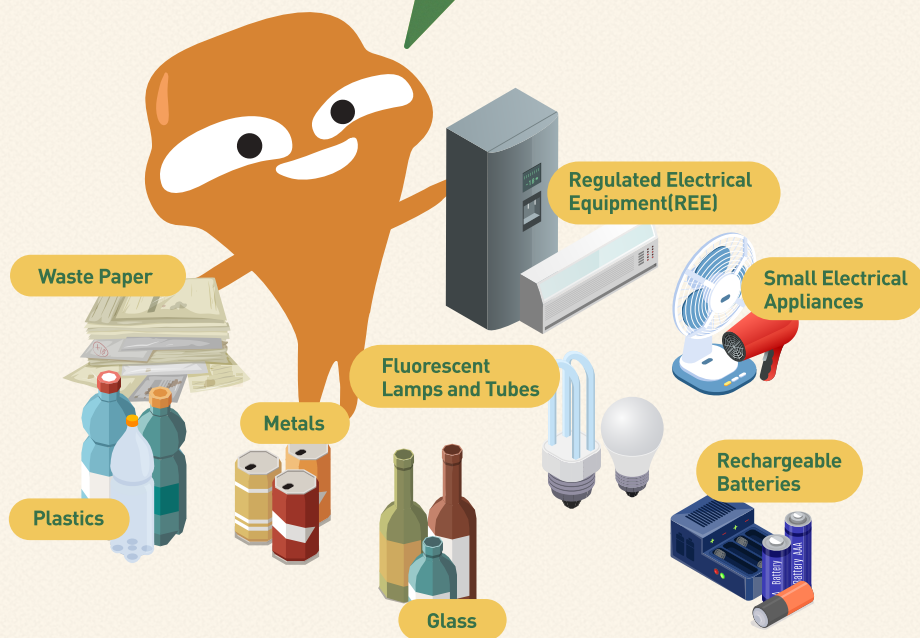
Useful Learning Materials



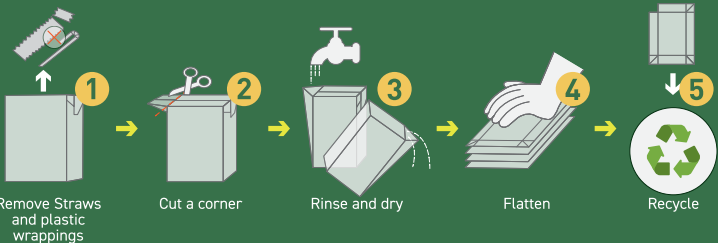
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We should avoid and minimise waste at source, reuse and cherish resources, and perform clean recycling.

8 Types of Recyclables:



Clean Recycling

Paper	Please tear off plastic tape, remove non-paper materials and keep dry. 
Plastic bottles	Please rinse before recycling. 
Metal	Please remove labels and rinse before recycling. 
Beverage cartons	 Remove Straws and plastic wrappings Cut a corner Rinse and dry Flatten Recycle

Guess it !



Which of the following cannot be recycled currently?

- ☐ Styrofoam
- ☐ Thermal paper
- ☐ Bubble wrap
- ☐ Silicon rubber
- ☐ Digital cameras
- ☐ Photographs

Hints: find answers from:



Home Recycling
One Stop Shop
Scan or click the
QR code

Answers: Thermal paper, Photographs and Silicon rubber

Greening, Nature Conservation & Biodiversity



Despite being a densely populated city and known as a "concrete jungle", Hong Kong possesses natural coastlines and mountains. **Over 40%** of its land is designated as **country parks**, which serve as important habitats for wildlife. Apart from the countryside, a variety of plants, insects and birds **can also be found within the urban areas**. As members of the nature, we have the responsibility to protect the natural environment and wildlife. You can actively learn about the flora and fauna on your campus and support campus greening to **enhance biodiversity** in your school and its surroundings.

Useful Learning Materials



Scan or click the QR code

Clean Indoor Air



The quality of indoor air is **crucial to our health and learning** as we spend most of our time indoors. Clean indoor air not only helps **prevent the spread of diseases** but also helps us **focus on learning, enhancing our learning efficiency and performance**. Therefore, it is necessary for us to maintain good indoor air quality and effectively control pollutants in the air.

Useful Learning Materials



Scan or click the QR code



Chapter 4

Best Practices & Environmental Checklists

How to check?

Frequency		At least once a month (November – May, a total of 7 months)
Role	Teacher Advisor	• Discuss with GP Group to formulate best practices for each environmental aspect
	GP Group	• Plan the checking schedule and keep it confidential for surprise checks • Use the environmental checklists to check students' environmental behaviours and the school's environmental performance regularly

- * The Teacher Advisor can adjust the checking methods and frequency according to the actual circumstances. For example, the Teacher Advisor or Head GPs may arrange School GPs to check each class/floor regularly, or check and promote a designated environmental aspect for focused checking each month.

How to use the environmental checklists?

- The environmental checklists provided in this chapter are for reference only. Teacher Advisor can revise the environmental checklists according to the school setting by adding, modifying or deleting non-applicable items.
- The “Environmental Checklists”, “Environmental Promotion Activities Record” and “Programme Evaluation Record” (editable) in Microsoft Word and PDF formats have been uploaded to the Schools Go Green website for school use.



Schools Go Green
website



Scan or click
the QR code

Example

- Input the year and date of checking
- Fill in the status for each checklist item



Achieved: "Y"

Not yet achieved: "N"

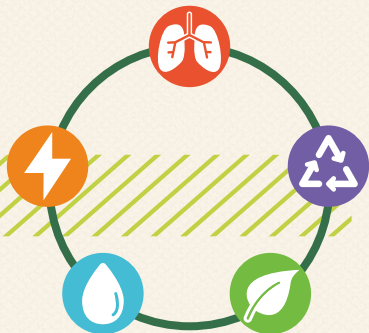
Partly achieved: "/"

Not applicable: "NA"

Checking		1	2	3	4	5	6	7
Date		04/11	02/12	12/01	16/02	02/03	12/04	05/05
Energy Conservation	E1. Make use of the natural daylight as far as practicable and only switch on the essential lights on sunny days.	/	/	N	Y	Y	Y	Y
	E2. Turn off lights, computers and other electrical equipment (e.g. classroom TV, projectors, air purifiers, fans, air conditioners, etc.) when not in use.	/	Y	Y	N	Y	Y	Y

What are the best practices for each environmental aspect and how to monitor?

Best practices and recommended monitoring methods for five important environmental aspects are listed below to assist the GP Group in performing the checking duties.





Energy Conservation



Best Practice	Checking Method (Example)
E1. Make use of the natural daylight as far as practicable and only switch on the essential lights on sunny days.  Tips: • Divide the classroom lighting system into regular use and supplementary lights, and place labels on the switches to indicate the lighting arrangement for sunny and cloudy days.	• When there is sufficient daylight, check if natural daylight is being utilised and only essential lights have been turned on.
E2. Turn off lights, computers and other electrical equipment (e.g. classroom TV, projectors, air purifiers, fans, air conditioners, etc.) when not in use.	• When the classroom/special room is unoccupied, check if the electrical equipment have been turned off.
E3. Adopt natural ventilation (i.e. open windows and doors) and use fans to improve air flow when the outdoor temperature is below 25°C and the outdoor air quality is good.  Tips: • Install a thermometer in the school's covered playground for easy checking of outdoor temperature. • Place the thermometer away from direct sunlight and rain.	• Check the Hong Kong Observatory (HKO)'s forecast for maximum temperature and the Environmental Protection Department (EPD)'s Air Quality Health Index (AQHI) in the morning basing on the school's location.  HKO's Weather Forecast  EPD's AQHI • If the maximum temperature of the forecast or school's outdoor thermometer is below 25°C and the AQHI is low, observe whether natural ventilation is adopted and/or fans are used.

Best Practice	Checking Method (Example)
E4. Maintain the temperature of air conditioners in your classroom within the temperature range set under the school policy.  Tips: • Install a thermometer in the classroom for easy checking of indoor temperature. • Set and maintain the average indoor temperature between 24°C and 26°C. • If additional cooling is needed, for example, after Physical Education classes, use fans to enhance air circulation instead of lowering the air conditioning temperature.	• Read the temperature displayed on the classroom thermometer and check if the temperature of the air conditioners in the classroom is maintained within the range set by the school policy.





Water Conservation



Best Practice	Checking Method (Example)
W1. Turn off drinking fountain after use.  Tips: • If the school has installed smart water dispensers, this item can be omitted. When soaping hands and after using the tap, • turn off the water tap; or W2. • move hands away from the tap sensor (only applicable to schools with infrared automatic sensing water taps installed). W3. Check the water taps, water fountains and/or toilets regularly and report any leakages immediately, if any. W4. Do not overwater the plants (applicable to schools that have potted plants in the classrooms or along the corridors).	• Observe classmates' behaviour for 10 minutes during recess/lunch break. • Check the condition of water taps, water dispensers and other equipment regularly. • Monitor classmates' plant watering habits and check for excessive water accumulation at the bottom of potted plants.





Waste Avoidance & Reduction



	Best Practice	Checking Method (Example)
Food Waste	R1. No significant amount of leftover is generated.  Tips: • Leftovers refer to discarded edible food, including food wasted due to picky eating. • Schools are recommended to implement on-site meal portioning to allow flexible control over the amount of food served to students.	• During lunch break, randomly check 5 classmates' lunchboxes. If 4 of them have no leftovers, the target is considered achieved.
	R2. Separate food waste from lunchboxes, cutlery and/or containers to facilitate food waste recycling, if any.  Tips: • Food waste refers to uneaten or inedible materials that are discarded, including bones and peels. • Schools are recommended to set up food waste collection bins and install composters to convert food waste into compost for campus gardening.	• Observe classmates' behaviour in food waste separation and recycling for 10 minutes during lunch break.
Paper	R3. Use handkerchiefs/towels instead of paper towels.	• Observe classmates' behaviour for 10 minutes during recess/lunch break. • Randomly select 5 classmates to check if they have the habit of bringing their own handkerchief/towel.
	R4. Put one-side-used paper into the appropriate collection box.  Tips: • Schools are recommended to set up collection boxes for one-side-used paper and double-side-used waste paper separately to facilitate students' reuse of one-side-used paper.	• Check the one-side-used paper collection box and observe classmates' behaviour for 10 minutes during recess/lunch break.
	R5. Use both sides of the paper and put double-side-used waste paper into the recycling bin.	• Check the double-side-used waste paper recycling bin and observe classmates' behaviour for 10 minutes during recess/lunch break.



	Best Practice	Checking Method (Example)
Plastics	R6. Bring your own water bottle.	• Observe classmates' behaviour for 10 minutes during recess/lunch break. • Conduct surprise checks to count and record the number of students who have brought their own reusable water bottles to school in each class on a given day.
	R7. Stop buying bottled water and/or drinks.	• Observe classmates' behaviour for 10 minutes during recess/lunch break. • Randomly select 5 students to check if they have bought bottled water and/or drinks
	R8. Drink without plastic straw or use reusable straws when necessary.	• Observe classmates' behaviour for 10 minutes during recess/lunch break. • Randomly select 5 classmates to check if they have used plastic straws.
	R9. Use reusable meal boxes, cups, bowls and cutlery (such as spoons, forks, etc.) at school.	• Observe classmates' behaviour for 10 minutes during lunch break. • Conduct surprise checks to count and record the number of students who have brought reusable utensils to school in each class on a given day.
Reuse & Recycle	R10. Reuse folders.	• Observe classmates' behaviour for 10 minutes during recess/lunch break.
	R11. Use recyclables to make decorative items at school events (such as parties, sports days, picnics, outings, fun fairs, open days, etc.).	• Observe decorative items of classmates/classrooms at school events.
	R12. Collect printer cartridges for recycling.	• Check the printer cartridges recycling bin(s) during recess/lunch break.
	R13. Practise clean recycling.  Tips: • Recyclables (metal cans, plastics and beverage cartons) should be clean and free from impurities before being placed in the appropriate recycling bins. • Remove staples and tapes on waste paper before being placed in appropriate recycling bins.	• Observe classmates' behaviour for 10 minutes during recess/lunch break. • Check whether the recyclable items are placed in the appropriate recycling bins and are clean and free from impurities.

Clean Recycling Guideline



Scan or click the QR code



Greening, Nature Conservation & Biodiversity

Best Practice	Checking Method (Example)
G1. Grow and look after plants in the classroom/along the corridor/green area/organic farm, if any.	• Develop a routine duty record for caring for the campus plants. Check their growth and health regularly.
G2. Use organic fertilisers (such as compost) as appropriate.	• Develop a routine record to check if organic fertilisers have been used for plants on campus.
G3. Record the diversity of flora and fauna (the number of species) on campus regularly.  Tips: • Conduct ecological citizen science surveys using iNaturalist, which helps identify the species found on the campus.	• Develop a duty record and a biodiversity record sheet for conducting ecological surveys on campus.
G4. Practise "Leave No Trace" during school outings (e.g. school picnics, visits to country parks/geoparks, etc.).  Tips: • "Leave No Trace" is a set of principles aimed at reducing the negative impacts of humans on the natural environment. The seven principles include "Take Your Litter Home", leave what you find, respect wildlife, etc.	• Observe classmates' behaviour (e.g. use reusable water bottle and lunchbox, "Take Your Litter Home") before leaving the countryside.

iNaturalist



Scan or click the QR code





Clean Indoor Air



Best Practice	Checking Method (Example)
A1. Keep the rubbish bin in the classroom clean and covered with a lid properly after use.	Observe the rubbish bin in your classroom during recess/lunch break and check if it is clean without strong smells and properly covered.
A2. Keep the food waste collection bins and/or composters on campus clean and ensure the lids are tightly closed after use, if any.  Tips: Place the food waste collection bins and composting machines in well-ventilated areas on campus or install ventilation systems to enhance air circulation and prevent the spread of odour from food waste.	Check the food waste collection bins and/or composters during lunch break to ensure they are clean and properly covered.
A3. Keep the seats and classroom clean and free of dust.	Check if classmates' seats and the classroom are tidy and clean during recess, lunch break or after school.
A4. Clean up food or drink spills immediately to prevent mould or bacterial growth, if any.	
A5. Do not use stationery containing high level of volatile organic compounds (VOCs), such as marker pens or correction fluids, in the classroom.	Check the stationery in the classroom during recess, lunch break or before/after school.
A6. Timely activate the air purifier in the classroom, if any.	Check if the air purifier in the classroom is turned on before the morning class starts. When the classroom is unoccupied, check if the air purifier is turned off to conserve energy.

Environmental Checklist



Achieved: "Y"

Not yet achieved: "N"

Partly achieved: "/"

Not applicable: "NA"

Editable e-version checklist
(Scan or click the QR code)



Word



PDF

Checking		1	2	3	4	5	6	7
Date								
Energy Conservation	E1. Make use of the natural daylight as far as practicable and only switch on the essential lights on sunny days.							
	E2. Turn off lights, computers and other electrical equipment (e.g. classroom TV, projectors, air purifiers, fans, air conditioners, etc.) when not in use.							
	E3. Adopt natural ventilation (i.e. open windows and doors) and use fans to improve air flow when the outdoor temperature is below 25°C and the outdoor air quality is good.							
	E4. Maintain the temperature of air conditioners in your classroom within the temperature range set under the school policy.							
	E5. Other practice:							
Date								
Water Conservation	W1. Turn off drinking fountain after use.							
	W2. When soaping hands and after using the tap, • turn off the water tap; or • move hands away from the tap sensor (only applicable to schools with infrared automatic sensing water taps installed).							
	W3. Check the water taps, water fountains and/or toilets regularly and report any leakage immediately, if any.							
	W4. Do not overwater the plants (applicable to schools that have potted plants in the classrooms or along the corridors).							
	W5. Other practice:							

		Checking	1	2	3	4	5	6	7
		Date							
Waste Avoidance & Reduction	Food Waste	R1. No significant amount of leftover is generated.							
		R2. Separate the food waste from lunchboxes, cutlery and/or containers to facilitate food waste recycling, if any.							
	Paper	R3. Use handkerchiefs/towels instead of paper towels.							
		R4. Put one-side-used paper into the appropriate collection box.							
		R5. Use both sides of the paper and put double-side-used waste paper into the recycling bin.							
	Plastics	R6. Bring your own water bottle.							
		R7. Stop buying bottled water and/or drinks.							
		R8. Drink without plastic straw or use reusable straws when necessary.							
		R9. Use reusable meal boxes, cups, bowls and cutlery (such as spoons, forks, etc.) at school.							
	Reuse & Recycle	R10. Reuse folders.							
		R11. Use recyclables to make decorative items at school events (such as parties, sports days, picnics, outings, fun fairs, open days, etc.).							
		R12. Collect printer cartridges for recycling.							
		R13. Practise clean recycling.							
		R14. Other practice:							



		Checking	1	2	3	4	5	6	7
		Date							
Greening, Nature Conservation & Biodiversity	G1. Grow and look after plants in the classroom/along the corridor/green area/organic farm, if any.								
	G2. Use organic fertilisers (such as compost) as appropriate.								
	G3. Record the diversity of flora and fauna (the number of species) on campus regularly.								
	G4. Practise "Leave No Trace" during school outings (e.g. school picnics, visits to country parks/geoparks, etc.).								
	G5. Other practice:								
		Date							
Clean Indoor Air	A1. Keep the rubbish bin in the classroom clean and covered with a lid properly after use.								
	A2. Keep the food waste collection bins and/or composters on campus clean and ensure the lids are tightly closed after use, if any.								
	A3. Keep the seats and classroom clean and free of dust.								
	A4. Clean up food or drink spills immediately to prevent mould or bacterial growth, if any.								
	A5. Do not use stationery containing high level of volatile organic compounds (VOCs), such as marker pens or correction fluids, in the classroom.								
	A6. Timely activate the air purifier in the classroom, if any.								
	A7. Other practice:								

Chapter 5

Environmental Promotion Activities

How to engage your peers, school members, parents and/or community?

The GP Group is encouraged to organise **at least two** different types of environmental promotion activities during this school year to encourage students, school members, parents and/or community to adopt environmental behaviours. For example:

For the School

Activities

- Sharing via morning announcements, assemblies, classroom presentations, etc.
- Drama
- Sharing on-campus TV or radio
- Environmental talk/sharing
- Inter-class competitions/quiz contests
- Green idea competitions
- Themed Environmental Day/Week
- Decorating bulletin boards/campus with eco-friendly materials
- Co-organising environmental activities with alumni associations/parent-teacher associations

Publicity

- Posters/bulletin boards
- Slogans
- Green tip labels
- Environmental promotional videos
- Environmental information booths
- Newsletters of the school/
alumni associations/
parent-teacher associations
- Social media platforms   
- School website

For the Community

Activities

- Green community events
- Inter-school competitions

Publicity

- Open day exhibitions
- Social media platforms   
- School website
- School's newsletters

To increase the participation rate of the students in the activity organised by GPs, the school can introduce **incentives or competitive elements**, such as providing rewards or organising inter-class competitions.

Schools can also inquire about the available environmental education activities for the GP Group and/or students of different grades through the Environmental Campaign Committee's programme – "**GreenLink - Environmental Education Support Programme (GreenLink - EESP)**". The Contractor of GreenLink – EESP will provide options for environmental education activities matching the needs of your school and assist you with the applications for the activities.



Details of GreenLink - EESP

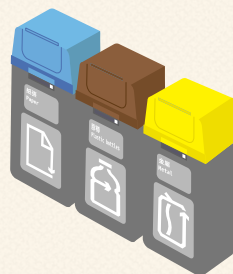


Scan or click
the QR code

How to plan and organise environmental promotion activities?

Review the school's resources

- GP Group can examine the school's environmental hardware and software resources, and then evaluate the strengths and weaknesses in the environmental aspects.
- **Environmental hardware** includes LED energy-efficient lights, real-time energy monitoring systems, flow controllers for water taps, rainwater collection barrels, recycling bins, food waste composters, water dispensers, green spaces, organic farming areas, air purification devices, environmental corner (publication on environment-related information), etc.
- **Software resources** include Environmental Club, Geography Club, Biology Club, campus TV/radio, school social media platforms, websites, morning assembly announcements, eco-tours or eco-friendly elements in annual picnics and school events, etc.



Develop an activity proposal

- Based on the review and findings collected, the GP Group can develop an activity proposal.

Framework example of an activity proposal:



Target Environmental Aspect	• All or one of them?
Activity Name	• Use your creativity to name the activity and attract your peers to join!
Date, Time and Venue	• Post-exam activity? • During recess or lunch break? Before or after school hours? • Duration of the activities? • Indoor or outdoor? • Off-campus visit?
Aim	• What specific environmental messages would you like to convey?
Target Audience (Participants)	• Inter-class or whole-school activity? • Is student participation compulsory or voluntary? • Expected number of participants? • School staff included? • Parents involved?
Format	• Recall the past events organised by the school, which types of activities are more popular among students? • One-time or regular activities? • Incentives/a competitive element included?
Resources and Budget Needed	• How to develop a duty roster to assign tasks and responsibilities among the GP Group? • How to utilise resources from different parties effectively? • Evaluation and appraisal system needed for further improvement?



Example of Promotion Activity for All Environmental Aspects



Activity Name	Green Campus Exploration
Date, Time and Venue	Date: 3 - 5 November Time: 12:30-13:00 (Lunchtime) Venue: Environmental facilities on campus
Aim	• To raise students' awareness towards the concept of a green campus and familiarise them with the environmental facilities on campus • Learn the proper use of the environmental facilities
Participants	All students and school staff
Content	• The activity will take place during lunchtime for three consecutive days for students to participate in it voluntarily • Students will use a treasure map to discover various environmental facilities within the school, such as the environmental corner, recycling bins, food waste composting machines, water dispensers, flow controllers for water taps, thermometers, green spaces, etc. • School GPs will station at each environmental facility to introduce the environmental concepts behind, such as waste reduction at source and clean recycling, and demonstrate the proper way to use the facility • After listening to the School GPs' introduction, students will complete a quiz game basing on the map
Responsibilities	• The GP Group to prepare the introduction materials and the treasure map worksheet • The GP Group to promote the activity (such as during morning assemblies and through campus radio) • The Head GPs to create a duty roster and arrange School GPs to provide on-site assistance





Example of Promotion Activity for Energy Conservation

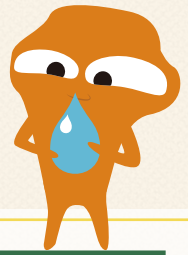


	Part A	Part B
Activity Name	Be the Energy Inventor	"Be the Energy Inventor" Exhibition
Date, Time and Venue	Date: 7 – 11 December	Date: 15 - 18 December Time: Recess, lunchtime and/ or after school Venue: Covered Playground
Aim	• To raise students' interest towards STEAM and energy • To allow students to apply knowledge on energy efficiency, renewable energy and resource reutilisation	• To allow participants to appreciate the creative work pieces of the "inventors" (students participated in Part A) • To enhance participants' knowledge on renewable energy and resource reutilisation
Participants	All students	All students and school staff
Content	• Intra-school competition • Open recruitment • Design and create an environmentally friendly device which could generate electricity by using waste materials	• Showcase inventions of the "inventors" along with descriptive text • Introduce renewable energy to the participants
Responsibilities	• The Teacher Advisor to form an assessment panel • The GP Group to promote the competition and prepare environmental prizes	• The "inventors" (students participated in Part A) to demonstrate the use of their inventions and share about their experience • The GP Group to design display boards to introduce different types of renewable energy to the participants • The GP Group to encourage the participants to be committed to energy conservation





Example of Promotion Activity for Water Conservation



Part A		Part B
Activity Name	"Save water, Save us" Exhibition	Inter-class Water Conservation Quiz Competition
Date, Time and Venue	Date: 18 - 22 January Venue: School Library	Date: 27 - 29 January Venue: School Hall
Aim	To enhance the knowledge of water conservation	
Participants	All students and school staff	
Content	• Place display boards with text and photos on water resources and water conservation	• Each class sends three participants to join the inter-class competition • The competition will be divided into Form 1 to Form 3 Groups and Form 4 to Form 6 Groups • The winning class from each group will receive environmental prizes
Responsibilities	• The GP Group to design display boards to showcase information about water conservation • The GP Group and the Teacher Advisor to create worksheets to reinforce students' knowledge • The Teacher Advisor to contact the School Library staff	• The GP Group to promote the activity • The GP Group to set quiz questions, set up the venue and prepare the environmental prizes • The Teacher Advisor to approve the quiz questions and answers





Example of Promotion Activity for Waste Avoidance & Reduction



	Part A	Part B
Activity Name	Visit to EPD's EcoPark and WEEE·PARK	Sharing at school after the visit
Date, Time and Venue	Date: 5 March Time: 15:00 - 16:00 Venue: EcoPark & WEEE·PARK (Tuen Mun)	Date: 9 March Time: 08:30 - 09:00 Venue: School Hall
Aim	• To enhance the knowledge of waste recycling technologies • To understand the operation of waste recycling industry in Hong Kong	
Participants	20 students and teachers (including GP Group members & other schoolmates)	All students and teachers
Content	• Open recruitment • Visit EPD's EcoPark and WEEE·PARK	• Share the visit experience through presentations and videos • Introduce waste recycling facilities and promote messages of source reduction and clean recycling
Responsibilities	• The Teacher Advisor to contact EcoPark & WEEE·PARK and arrange the visit (EcoPark: 2496 7633, WEEE · PARK: 2290 9500) • The GP Group to promote the activity	• Sharing by GPs and/or students who participated in Part A

Part C

Activity Name	GREEN@School – Clean Recycling Campaign
Date, Time and Venue	Date: 9 March – 9 April (Every Tuesday and Friday) Time: 10:00 – 10:20 (Recess) Venue: Covered Playground
Aim	• To teach and encourage all students and school staff to practise waste separation and clean recycling (including plastic bottles, metal cans, beverage cartons (tetra pak), etc.)
Participants	All students and school staff
Content	• Special recycling points will be set up on campus during the campaign • Students and teachers will bring emptied and cleaned recyclables to the collection points • Each recyclable item will earn points, and students and school staff can accumulate points to redeem eco-friendly gifts or rewards such as organic crops from the school • All collected recyclables will be taken to the nearby "GREEN@COMMUNITY" or handled by the school's waste recycling contractor every week • Display boards will be set up to showcase the GREEN@COMMUNITY recycling service and information about the GREEN\$ Electronic Participation Incentive Scheme
Responsibilities	• The GP Group to design posters and display boards providing instructions for waste separation and clean recycling, as well as information about the "GREEN@COMMUNITY" • The Head GPs to create a duty roster and arrange School GPs to provide on-site assistance at the recycling points • The GP Group to record and track the quantities of different recyclables collected and the performance of different grades • The GP Group to promote the activity and share the results of the campaign during morning assemblies and through campus radio



Example of Promotion Activity for Greening, Nature Conservation & Biodiversity



	Part A	Part B
Activity Name	Campus Bioblitz Week	Our Campus Little Creatures
Date, Time and Venue	Date: 20 - 23 April Time: After school Venue: Greening space on campus	Date: 28 April Time: 08:30 - 09:00 Venue: School Hall
Aim	• To enhance students' and teachers' knowledge of urban ecology and biodiversity • To appreciate the biodiversity on campus	
Participants	20 students and teachers per day (including GP Group members & other schoolmates)	All students and teachers
Content	• Observe wildlife on campus with binoculars and cameras, and record on the record sheets • Upload photos to iNaturalist for species identification	• Share the survey results in the form of presentations, photos and videos • Upload relevant presentations, photos and videos to the school website to share the survey results with the community after the activity
Responsibilities	• The Teacher Advisor to borrow binoculars and cameras from the laboratory staff • The GP Group to prepare the record sheets • The GP Group to collect and analyse the survey results • The GP Group to promote the activity	• The GPs and/or students participated in Part A to share about their experiences and create videos • Students to encourage their parents to visit the school website to view the survey results





Example of Promotion Activity for Clean Indoor Air



	Part A	Part B
Activity Name	Participate in "Understanding Indoor Air Quality (IAQ)" activities organised by EPD	
	Presentation	Interactive IAQ models and exhibition
Date, Time and Venue	Date: 4 May Time: 13:30 - 14:00 Venue: School Hall	Date: 5 - 12 May Venue: School Library
Aim	- To enhance students' and teachers' knowledge on IAQ - To understand the importance of good IAQ to our health	
Participants	All teachers & students	
Responsibilities	- The Teacher Advisor to contact EPD (EPD: 2788 6177) - The GP Group to promote the activity - The GP Group and the Teacher Advisor to create worksheets to reinforce students' knowledge	

Presentation



Interactive IAQ models and exhibition



Photos extracted from Environmental Protection Department website

Environmental Promotion Activity Record Form

Editable e-version checklist
(Scan or click the QR code)



Word



PDF

Activity Name: _____

Environmental aspect:



Date, time and venue	
Aim	
Participants	
Content	
Responsibilities	

Environmental Promotion Activity Record Form

Editable e-version checklist
(Scan or click the QR code)



Word



PDF

Activity Name: _____

Environmental aspect:



Date, time and venue	
Aim	
Participants	
Content	
Responsibilities	

Environmental Promotion Activity Record Form

Editable e-version checklist
(Scan or click the QR code)



Word



PDF

Activity Name: _____

Environmental aspect:



Date, time and venue	
Aim	
Participants	
Content	
Responsibilities	

Environmental Promotion Activity Record Form

Editable e-version checklist
(Scan or click the QR code)



Word



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Activity Name: _____

Environmental aspect:



Date, time and venue	
Aim	
Participants	
Content	
Responsibilities	

Environmental Promotion Activity Record Form

Editable e-version checklist
(Scan or click the QR code)



Word



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Activity Name: _____

Environmental aspect:



Date, time and venue	
Aim	
Participants	
Content	
Responsibilities	

Environmental Promotion Activity Record Form

Editable e-version checklist
(Scan or click the QR code)



Word



PDF

Activity Name: _____

Environmental aspect:



Date, time and venue	
Aim	
Participants	
Content	
Responsibilities	

Chapter 6

Programme Evaluation

Why is it necessary to conduct programme evaluation?



- Through data analysis, the school can assess its performance in each environmental aspect and understand whether students have developed environmental behaviours and the effectiveness of different measures.
- Through Group evaluation, the school can identify environmental aspects that need to be improved and brainstorm solutions to improve students' environmental behaviours.
- To enhance the effectiveness of the programme, it is recommended that schools conduct evaluations **during the mid-term (around January) and at the end (around June)** of programme implementation.

How to conduct programme evaluation?

Step 1 : Data Analysis

- School GPs are responsible for collecting the completed environmental checklists and submitting the recorded data to the Head GPs.
- Head GPs conduct half-yearly evaluations on each checklist item and verify the evaluation results with the Teacher Advisor.
The suggested evaluation method and corresponding level of achievement are illustrated as follows:

Achievement rate of the item and corresponding level
(over the period of 7 months)



Example:



Checking		1	2	3	4	5	6	7
Date		04/11	02/12	12/01	16/02	02/03	12/04	05/05
Energy Conservation	E1. Make use of the natural daylight as far as practicable and only switch on the essential lights on sunny days.	N	N	N	Y	Y	Y	Y

Achievement rate of the item:

$$= \frac{4 \text{ times of "Achieved"}}{7 \text{ times of checking}} \times 100\% = 57\%$$



Step 2 : Group Evaluation

- After completing the data analysis, the GP Group can hold a meeting to review the performance of the school in each environmental aspect basing on the achievement level of each checklist item.
- The Group identifies environmental aspects that need to be improved, discusses how to improve students' environmental behaviours and brainstorms improvement solutions.

Step 3 : Result Announcement

- The GP Group can report the programme results to all students and commend classes with excellent environmental performance.
- The GP Group can also share their experiences and insights gained from participating in the programme through morning broadcasts, assemblies or classroom presentations, etc.
- The Teacher Advisor can share the results of the annual GP programme with the school management and teachers.
- Based on the programme results, the school can incorporate improvement recommendations into the Annual School Plan and the 3-year School Development Plan, or set up an environmental working group to practise green campus.

Step 4 : Setting New Goals

- The GP Group can use the year-end environmental performance as a basis for developing goals and plans for the next school year.

Which environmental aspect does your school perform the best?

Please put a "✓" for the environmental aspect that your school has performed the best (choose one only).

☐

Energy Conservation

☐

Water Conservation

☐

Greening,
Nature Conservation
& Biodiversity

☐

Waste Avoidance
& Reduction

☐

Clean Indoor Air

Editable e-version checklist
(Scan or click the QR code)



Word



PDF

What have you done?

Measures and/or activities that have helped your school achieve the best environmental aspect:

Which environmental aspect does your school need to improve?

Please put a “✓” next to the environmental aspect that needs the most improvement.

☐

Energy Conservation

☐

Water Conservation

Editable e-version checklist
(Scan or click the QR code)



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☐

Greening,
Nature Conservation
& Biodiversity

☐

Waste Avoidance
& Reduction

☐

Clean Indoor Air

How to improve the selected aspect?

Suggestions:

(Example: Set up a green corner at school, enhance school-based promotion, launch incentive schemes to encourage schoolmates to reduce waste, etc.)

What are the targets and plans for the next school year?

Targets:

Editable e-version checklist
(Scan or click the QR code)



Word



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Plans:

What have you learnt from this programme?

Editable e-version record
(Scan or click the QR code)



Word



PDF

In this programme, I have learnt.....

I felt.....

The most memorable part is

Chapter 7

More Information

Energy Conservation



Relevant websites

Energyland by Electrical and Mechanical Services Department
<https://www.emsd.gov.hk/energyland/en/home/index.html>

Hong Kong Energy Efficiency Net by Electrical and Mechanical Services Department
<https://ee.emsd.gov.hk/english/index.html>

Hong Kong Renewable Energy Net by Electrical and Mechanical Services Department
<https://re.emsd.gov.hk/english/index.html>

Carbon Neutral@HK by Environment and Ecology Bureau
<https://cnsd.gov.hk/en/>

Visits

Education Path at the Electrical and Mechanical Services Department
https://www.emsd.gov.hk/en/about_us/public_education/guided_tour_on_education_path/index.html

kNOw Carbon House
<https://www.knowcarbonhouse.hk/en/>

CIC–Zero Carbon Park
<http://zcp.cic.hk/eng/home>

Jockey Club Museum of Climate Change
<https://www.mocc.cuhk.edu.hk/en-gb/>

CLP Power Low Carbon Energy Education Centre
<https://www.cityu.edu.hk/lowcarbon/index.aspx>



Water Conservation

Relevant websites

Water Conservation by Water Supplies Department
<https://www.waterconservation.gov.hk/en/home/index.html>

Visit

H2OPE Centre
<https://www.h2opecentre.gov.hk/en/home/index.html>

Clean Indoor Air



Relevant websites

Indoor Air Quality Information Centre by Environmental Protection Department

<https://www.iaq.gov.hk/en/index.html>



Waste Avoidance & Reduction

Relevant websites

Hong Kong Waste Reduction Website by Environmental Protection Department

<https://www.wastereduction.gov.hk/en-hk>

Food Wise Hong Kong Campaign by Environmental Protection Department

<https://www.wastereduction.gov.hk/en-hk/waste-reduction-programme/food-wise-hong-kong-campaign>

Guideline on How to Promote Green Lunch in Schools by Environmental Protection Department

https://www.wastereduction.gov.hk/sites/default/files/green_lunch/school_green_lunch_guideline_eng.pdf

Visits

GREEN@COMMUNITY

<https://www.wastereduction.gov.hk/en-hk/waste-reduction-programme/green-at-community>

EcoPark

<https://www.ecopark.com.hk/en>

O · PARK1 [Organic Resources Recovery Centre]

<https://www.opark.gov.hk/en/>

T · Park

<https://www.tpark.hk/en/>

WEEE · PARK [Waste Electrical and Electronic Equipment (WEEE) Treatment and Recycling Facility]

<https://weee.gov.hk/en/tour/>

Y · PARK

<https://www.ypark.hk/en/>



Greening, Nature Conservation & Biodiversity

Relevant websites

Greening Knowledge by Leisure and Cultural Services Department

<https://www.lcsd.gov.hk/en/green/education/greeningknowledge.html>

Hong Kong Biodiversity Information Hub by Agriculture, Fisheries and Conservation Department

<https://bih.gov.hk/en/home/index.html>

Hong Kong Plant Database – Hong Kong Herbarium by Agriculture, Fisheries and Conservation Department

<https://www.herbarium.gov.hk/en/hk-plant-database/index.html>

iNaturalist

<https://www.inaturalist.org/>

Visits

Green Education and Resource Centre

<https://www.lcsd.gov.hk/en/green/gerc/index.html>

Enjoy Hiking

<https://www.hiking.gov.hk/>

Lai Chi Wo

<https://www.geopark.gov.hk/en/discover/attractions/lai-chi-wo>

Country Parks and Special Areas in Hong Kong by Agriculture, Fisheries and Conservation Department

https://www.afcd.gov.hk/english/country/cou_lea/the_facts.html

Volcano Discovery Centre

<https://www.volcanodiscoverycentre.hk/en>

Hong Kong Geopark

<https://www.geopark.gov.hk/en>

The Hong Kong Biodiversity Museum

<https://www.hkbiodiversitymuseum.org/>

Green Schools



Relevant websites

Schools Go Green by Environmental Campaign Committee

<https://school.ecc.org.hk/en/index.html>

GreenLink - Environmental Education Support Programme by Environmental Campaign Committee

<https://www.greenlinkeesp.com.hk/en/>

Green Schools 2.0 by Environment and Ecology Bureau

<https://www.eeb.gov.hk/en/green-schools-2.html>

Guide to Low Carbon Schools by Environment and Ecology Bureau

https://cnsd.gov.hk/wp-content/uploads/2024/01/EPD_CA_Guidebook_Schools_Eng.pdf

Hong Kong Green School Guide by Hong Kong Green Building Council

<https://www.hkgbc.org.hk/eng/engagement/guidebooks/green-school-guide/index.jsp>

Facebook & Instagram



Enquiries



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