

Annex 4
2023 Hong Kong Awards for Environmental Excellence
Highlights of Best Practices for the Schools Sector



Green Leadership

Environmental Policy

- Review and update the Environmental Policy regularly to keep up with the latest global and local environmental trends and measures, and inform different stakeholders via various media.
- Establish carbon management policy, reduction target(s) and action plans to achieve carbon neutrality.
- Invite students to provide inputs in environmental policy formulation.

School Management Support and Commitment

- Have at least three to five staff members in different ranks and groups in the environmental committee. The group formation should include principal or vice-principal, curriculum development officer, teacher/staff responsible for environmental protection, staff responsible for school catering, procurement and facility management, etc.
- The environment committee should meet regularly (recommend to meet at least three times a year) to guide the school's focus and priorities in environmental protection, as well as to organise and promote internal and interschool environmental activities and development.
- Apply fundings from the government or external organisations, for instance "[Environment and Conservation Fund](#)" (for [Environmental Education and Community Action Projects](#), [On-site Meal Portioning Projects in Schools](#)) and "[Quality Education Fund](#)", to install green facilities and implement environmental education projects.

Education for Sustainable Development / Environmental Education Plan in School Curriculum

- Incorporate environmental topics into formal school curriculum, such as carrying out projects on United Nations Sustainable Development Goals / environmental / sustainability / carbon neutrality-related issues to encourage students investigate into different environmental issues and explore potential solutions.
- Support teachers and non-teaching staff to attend environmental training organised by external organisations regularly on different up-to-date environmental issues such as marine litter, plastic pollution, climate change, biodiversity and sustainable consumption, etc. Schools can adopt sustainable development / carbon neutrality as the theme of staff development day or arrange relevant training on that day.

Programme and Performance

- Devise long-term environmental strategies, set annual specific and measurable environmental targets and review the progress every year to reduce carbon emission, energy consumption, water consumption, food waste and other environmental aspects.
- Keep a regular record of all water and energy consumption (by checking the bills or meters) as well as solid waste production, to provide objective data that could assist the school to monitor effectiveness of conservation actions.
- Conduct waste / energy / carbon audit to identify room for continual improvement; take reference of the [practical guide on carbon audit and management](#) published by the Environment and Ecology Bureau and the Environmental Protection Department.
- Implement schemes and provide incentives to encourage staff and students to cherish resources.
- Conduct surveys to collect teachers, students, parents and the public opinions on environmental issues and environmental programmes organised by the school and respond to the feedback.

Energy Conservation and Carbon Reduction

- Adopt the following energy saving measures where practical, for example:
 - apply solar film on classroom windows to reduce the amount of solar heat entering the classrooms;
 - use energy-efficient lighting such as LED lights;
 - use energy-efficient office equipment such as air-conditioners, refrigerators and printers with higher energy efficiency labels (i.e. Grade 1 energy efficiency label, Energy Star);
 - install motion sensors or timers for automatic lighting control; and/or
 - establish real-time energy management system to identify abnormalities in energy consumption and poor performance in energy efficiency.
- Promote the use of renewable energy at schools, e.g. installing solar energy generation system by joining the [“Solar Harvest – Solar Energy Support Scheme”](#).
- Encourage school members to adopt low-carbon commute by setting up parking places for bicycles on campus.

Water Conservation

- Adopt the following water saving measures where practical, for example:
 - install automatic sensor water taps or flow controllers on water taps;
 - use dual flush devices; and/or
 - reduce water pressure by adjusting the main control valve if necessary.
 - use water-efficient equipment such as water taps, urinal equipment, flow controllers and water closets with higher water efficiency labels (i.e. Grade 1 water efficiency label)

- Reuse greywater or rainwater for watering plants or cleaning.
- Carry out regular drainage piping inspection and repair the defective pipes immediately when leakage is discovered.

Waste Management and Sustainable Catering

- Promote green lunch culture by referring to the [guideline](#) of the Environmental Protection Department and Education Bureau.
- Adopt the following waste reduction measures where practical, for example:
 - provide reusable lunch containers and cutlery for students;
 - request students and teachers to bring their own cutlery and food containers during school parties and school picnic;
 - ban the selling of single-used plastic bottled drinks and provision of plastic straws on campus, or impose a levy on disposable tableware.
 - set up green kitchen to enable on-site meal portioning to reduce food waste;
 - assign students as “Food Wise Ambassadors” to monitor students’ lunch behaviour to minimise food wastage;
 - adopt electronic systems for parents to view school notices to minimise paper use;
 - adopt electronic textbooks to replace printed textbooks;
 - install hand dryers to reduce the use of paper towels;
 - convert old and items to be disposed into usable items, such as discarded cardboard boxes as waste separation bins, damaged drawers as flower pots, old CDs as scarecrows; and/or
 - use student cards to borrow library books to minimise the materials used for producing library cards.
- Install different types of waste separation and recycling bins (e.g. [waste paper, metal cans, plastics](#), glass containers, beverage cartons (tetra pak), etc. and practise [clean recycling](#) on campus.
- Send waste electronics, printer toners and other special waste to appointed recycling points.
- Compost food waste and use it as fertiliser within the school.
- Offer incentives to staff members, students and parents to encourage inputs on environmental initiatives or uptake of environmentally-friendly practices on campus. For example, liaise with canteen and tuck shop to provide discount to encourage students and school staff to bring their own reusable bottles for drinks and containers for snacks, if applicable.
- Adopt low carbon menu for meals at school or banquets/functions, for example more vegetable and less meat; Take reference of the “[Seafood Guide](#)” published by WWF-Hong Kong to avoid selecting unsustainable options if seafood will be provided.

Green Procurement

- Formulate green procurement policy by referring to the [guideline and resources](#) of the Environment and Ecology Bureau.
- Procure environmentally-friendly products such as printing paper, toilet tissues and paper towels with recycled content, refillable stationery, and biodegradable cleansing agent.
- State green procurement specifications in purchasing or tender documents, and give preference to environmentally-friendly products or environmentally-responsible suppliers/contractors in the procurement process.

Greening

- Develop greenery (e.g. *rooftop garden*) and organic farming on campus, and allow students to get involved in taking care of the green areas.
- Label the plants (e.g. *QR codes*) to provide information for education purpose.
- Participate in the "[Greening School Subsidy Scheme](#)" and/or "[Planting Herbs in School Scheme](#)" of the Leisure and Cultural Services Department to obtain subsidy and/or plants for school greening, and make use of relevant resources in learning and teaching.
- Join the "[One Person, One Flower](#)" Scheme of the Leisure and Cultural Services Department to equip students with knowledge and skills of plant growing through hands-on experience.

Indoor Air Quality

- Install air-purifying devices.
- Put indoor plants to aid in air purification.
- Measure and monitor Indoor Air Quality regularly.

Environmental Education (Implementation, Evaluation, Information Dissemination)

- Adopt "Whole-School Approach" to integrate education for sustainable development in school.
- Provide environmental education to students and support student-initiated environmental measures / events / programmes. The school is encouraged to apply for external resources to offer interactive environmental education programmes, training and experience to students.
- Organise environmental activities such as organic farming, eco-tours, study tours, training workshops, seminars, talks and visits for teachers, students and parents to enhance their environmental awareness.
- Arrange environmental education activities outside the campus such as visits to various environmental facilities (e.g. [Education Path at the Electrical and Mechanical Services Department Headquarters](#); [H2OPE Centre](#); [Green @ Community Recycling Stations](#); [Recycling Stores and Recycling Spots](#); *upcycling centres*; *waste treatment facilities like [EcoPark](#), [O·Park](#), [T·Park](#), [WEEE·Park](#), [Y·Park](#); [Green Education and Resource Centre](#), etc.)*

- Arrange adequate outdoor learning activities for students to get in touch with nature (e.g. *Geo Park, Marine Park, Mai Po Nature Reserve, nature parks, country parks and public beaches, etc.*).
- Inquire about the available environmental education activities through the dedicated hotline, email and website of "[GreenLink - Environmental Education Support Programme \(EESP\)](#)" organised by the Environmental Campaign Committee. [Free matching services of diverse environmental education activities](#) (e.g. *thematic talks, field trips, workshops, guided tours and environmental plays, covering topics such as carbon neutrality, biodiversity, nature conservation, food waste management, and waste reduction and recycling*) will be provided.
- Participate in [Community Outreach Activities](#) under EESP (e.g. *environmental education game booths, workshops and thematic talks, covering topics such as biodiversity, low-carbon living, food waste management, and waste reduction and recycling*) to enhance students' environmental awareness and knowledge.
- Develop and design additional teaching and learning materials and activities, such as a set of environmental student handbook and programmes (which are not covered by the formal school curriculum) to enhance environmental knowledge of the students.
- Recruit students as environmental ambassadors (e.g. "[Student Environmental Protection Ambassadors](#)", "[Green Prefects](#)", etc.) to facilitate in environmental programme implementation and help enhance their peers' environmental awareness and build up green habits on campus.
- Encourage students to combine their creativity and environmental mindset. For example, paint artistic walls, decorate notice boards in the classrooms with environmentally-friendly materials, set up display boards and make upcycling crafts.
- Participate in campaigns or competitions organised by external organisations to keep school members updated about the latest environmental issues, and encourage students to think of innovative solutions to resolve environmental problems.
- Utilise [online environmental education resources](#) provided by various professional bodies and green groups to enrich students' knowledge on different environmental topics.
- Set up an environmental corner, launch a dedicated social media page, mobile application or publish a sustainability report to centralise environmental-related news and information to encourage school members' interest in environmental issues.
- A more systematic and holistic evaluation should be conducted to evaluate the environmental awareness, attitude and behaviour of students and teachers, and understand more about the effectiveness of school's environmental education/plan and students and teachers' levels of understanding of environmental concepts. Apart from conducting regular quantitative evaluation through questionnaire, the school can consider conducting qualitative evaluation through interview and/or focus group, or incorporate evaluation in students' learning activity.

Partner Synergy

- Invite parents to assist in organising and implementing environmental protection activities, or share experience and co-organise green activities with other schools and external organisations.
- Promote environmental messages and practices to school members and their family members, the community and general public by organising and participating in international and local conferences, exhibitions, open day, road shows and community events.
- Motivate stakeholders to support and participate in various community activities (*e.g. tree planting, beach clean-up, barbers, carbon reduction programmes and biodiversity conservation programmes, etc.*).
- Organise or support environmental programmes (*e.g. open day, competitions and workshops*) to promote environmental awareness to the public.
- Collaborate with NGOs to set up community recycling points on campus.
- Mobilise lunch service providers and school kiosk to provide green meal options and reduce disposable items (*e.g. no plastic straws and single-use plastic tableware*).
- Require lunch caterer to use “reusable” lunch container instead of “recyclable” lunch container to reduce waste at source.