Report on schools' overall performance for the 2024 Hong Kong Awards for Environmental Excellence (Schools Sector)

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Introduction

As the technical consultant for the 2024 Hong Kong Awards for Environmental Excellence (Schools Sector), WWF-Hong Kong assessors conducted a total of 45 assessments across 16 pre-schools, 14 primary schools and 15 secondary schools. The assessments were conducted in two modes: "On-site Inspection" and "Follow-up Verification". Between June and July 2025, the assessors conducted On-site Inspections at several shortlisted schools and carried out Follow-up Verifications with other shortlisted schools.

Each On-site Inspection, conducted within the school campus, lasted approximately one hour. Follow-up Verifications were conducted through email and phone communications, during which assessors liaised with school representative(s) to review and verify the self-assessment questionnaires and supporting documents submitted by the schools. The assessments were conducted based on the criteria listed in the **"2024 HKAEE (Schools Sector) Self-assessment Questionnaire (Pre-school Sub-sector)"** and the **"2024 HKAEE (Schools Sector) Self-assessment Questionnaire (Primary and Secondary School Sub-sectors)"**.

This report aims to share with the Hong Kong's Education Sector an overview of the performance of the assessed schools in the 2024 HKAEE (Schools Sector). In addition, some feature examples containing best practices and recommendations are included, with a dual purpose to encourage continuous improvement among current participating schools, and invite non-participating schools to make reference of these cases and suggestions to embark their greening journey.

1. Pre-school Sub-sector

A/ OVERALL OBSERVATION

A total of 16 pre-schools were assessed by WWF-Hong Kong assessors through On-site Inspections and Follow-up Verifications between 19 June and 18 July 2025. General observations are summarised below.

i. Green Leadership

All assessed schools received support from their school management teams regarding the school's environmental/sustainability direction. Around 80% of schools allocated financial resources to support environmental/sustainability management and related education activities. More than half of the schools had established a team responsible for environmental management and education. These teams had clear divisions of responsibilities and well-defined structure charts. Additionally, all participating schools had formulated an environmental policy or adopted the environmental guidelines provided by their sponsoring bodies. Most schools communicated these policies and guidelines to stakeholders through various channels (e.g. school curricular, newsletter, website, and school mobile applications etc.). All schools reviewed these policies at least once a year, with revisions made by school members when necessary.

More than half of the participating schools signed sustainability/environment-related charters (e.g. Energy Saving Charter, Food Wise Charter) issued by the government and/or non-governmental/non-profit organisations to demonstrate their environmental commitment.

Around two-thirds of the assessed schools incorporated "Education for Sustainable Development" (ESD) and/or "Environmental Education" (EE) into their annual and/or multi-year school development plans, and/or designated these areas as major concerns. The performance in this area is comparatively stronger than that of the primary and secondary school sub-sectors. In terms of daily teaching, all assessed schools integrated ESD and/or EE into the school curriculum. Meanwhile, most assessed schools arranged environmental-themed training for teaching or non-teaching staff. Such training included briefings, workshops and visits organised by sponsoring bodies, government, external organisations, tertiary institutions and the HKAEE (Schools Sector), aiming to enhance staff members' professional knowledge and skills related to environmental issues.

ii. Programme and Performance

Resource Usage and Management

All assessed schools formulated guidelines on energy conservation and carbon reduction, water conservation and waste reduction. Most of them also implemented corresponding resource-saving and waste-management measures, such as replacing paper notices with electronic ones and encouraging children to use handkerchiefs instead of tissues. Resource-saving devices and waste management facilities, including electrical appliances with Grade 1

energy label, sensor faucet and various types of recycling bins, were also installed. Compared with previous years, more participating schools installed renewable energy facilities or devices to promote the application of renewable energy. Moreover, the majority of the assessed schools established guidelines for green procurement and/or sustainable consumption of biological resources, and adopted environmentally-friendly products, such as paper certified by the Forest Stewardship Council (FSC).

Environmental performance was reviewed regularly in nearly all assessed schools, including comparison of electricity and water consumption. However, only half of the assessed pre-schools conducted carbon audit, and no schools conducted energy audit.

Concerning the implementation of schemes or provision of incentives to encourage staff and students to adopt green habits, most assessed schools actively engaged school members in waste reduction and treasuring food. However, only about 60% of the assessed schools implemented schemes or incentives focused on energy and water conservation.

In terms of sustainable catering, all assessed schools implemented measures to encourage the use of reusable utensils and containers, such as requiring students and staff to bring their own water bottles and providing reusable utensils. Among the schools that provided lunch and snacks, nearly all of them offered sustainable food options and had measures in place to reduce both the generation and disposal of food waste. Examples included preparing and portioning food according to the individual needs of the students, installing food waste composters to convert food scraps into organic fertilisers for campus greening, or collecting food waste for processing at community food-waste treatment facilities.

Campus Environment

All participating pre-schools demonstrated strong performance in campus greening. They established ample green spaces and cultivated suitable plants species, while also providing opportunities for students to take care of the greens areas and participate in organic farming activities. Assessed schools with more available space often established gardens or planting beds, as well as installed hydroponic or aquaponic systems. For assessed schools with limited space, potted plants were placed in classrooms, corridors and restrooms. Some schools actively participated in the “Greening School Subsidy Scheme” for campus greening.

The majority of participating schools implemented measures to maintain or improve indoor air quality, such as installing air purification devices.

Environmental Education

All assessed schools integrated sustainability and environment-related topics or activities into their teaching plans, such as using picture books to introduce environmental themes and creating artwork with recyclable materials. External organisations were also invited to conduct environmental education activities on campus, such as leading interactive games, performing dramas, and delivering talks. Besides, all assessed schools organised outdoor learning activities for kindergartners, such as visiting the school garden to learn how to care for plants, and visiting local organic farms or country parks to explore nature. Around 60% of

the assessed schools trained up student ambassadors to help promote and support environmental initiatives on campus.

Most assessed schools regularly disseminated environmental information to school members through diverse channels, including environmental corners on campus, school websites, social networking platforms, or mobile apps.

Monitoring and Evaluation on Environmental Management and Education

Similar to the situation in the primary and secondary school sub-sector, the majority of the assessed schools conducted regular monitoring and evaluation of their environmental management and education. In terms of evaluating environmental education activities and environmental literacy, about half of the schools carried out assessments—such as unit-based evaluations—to understand changes in students' environmental literacy. Around 60% of the schools conducted overall environmental literacy assessments for students; however, only about 30% of the schools assessed the overall environmental literacy of their teaching staff.

Although most schools demonstrated commendable performance in evaluating environmental management and education, there is room for improvement in recording evaluation results and taking follow-up actions. More than half of the schools complied annual environmental or sustainability reports to document their overall performance for the academic year. However, only 30% of the schools maintained a more comprehensive records of evaluation results across different areas of environmental management and education. Half of the schools kept partial records, while the remaining 20% did not keep any records. In terms of follow-up actions, only some schools developed action plans or set measurable targets based on evaluation results, in order to support continuous improvement in environmental performance and to track progress effectively.

iii. Partner Synergy

Nearly all assessed schools organised at least one environmental activity for students and their families, such as parent-child environmental workshops, poster design activities, and beach clean-up activities. A majority of the assessed schools also implemented schemes or incentive programmes to encourage families to practise green living at home. Around 80% of the assessed schools' Parent-Teacher Associations (PTA) or parent groups supported the planning of environmental activities or assisted in implementing environmental projects at school, including recycling and donation days and low-carbon lifestyle experience days.

More than half of the participating schools co-organised environmental activities with other schools; however, only a small number shared their environment-related experiences with others. Generally speaking, collaboration between schools and community members or external organisations still requires further strengthening, as most schools had not organised community environmental activities, either on or off campus, for public engagement.

Regarding service and product suppliers, more than half of the assessed schools set environmental requirements for their suppliers or contractors (e.g. requesting school bus

drivers to switch off their engines while parked, requiring lunch caterers to offer sustainable meal options, and ensuring food waste is collected for recycling).

B/ FEATURE EXAMPLES

1. Designed an environment-themed Learning Week, assigning each grade level a specific topic—such as nature exploration, waste reduction, or renewable energy experiences—and actively incorporating picture books into teaching.

2. Made use of the school garden to allow students to observe and care for butterflies, helping them to understand the butterfly life cycle and develop curiosity about nature.

3. Organised visits to local organic farms, enabling students to explore nature through their five senses, and learn about local agriculture and the process of organic farming.

4. Students took turns to serve as "Towel Ambassadors," "Water-saving Ambassadors," "Energy-saving Ambassadors," and "Green Ambassadors." These roles encouraged students to practise environmental habits and to serve as role models in promoting eco-friendly behaviour among their peers.

5. Implemented "Green Monday" every week, providing students with low-carbon vegetarian meals and incorporating vegetables harvested from the school's rooftop garden.

6. Used peer evaluation among teachers to understand the environmental literacy levels of the teaching staff.

7. Teachers and parents conducted two environmental literacy assessments of students per school year, reviewing students' knowledge, attitudes, and behaviours to gain a comprehensive understanding of their performance both at school and at home—for example, their habits in conserving water and cherishing food.

8. Implemented the "15-Day Low-Carbon Habit Mini-Challenge," in which students completed daily environmental tasks and pledges of varying difficulty to cultivate sustainable green living habits.

9. Actively supported the "Net Zero The Hero" programme organised by the Jockey Club Museum of Climate Change of the Chinese University of Hong Kong, encouraging students and parents to take part in environmental challenges and extended green-living practices to their families.

10. The principal shared the school's environmental education practices and achievements at inter-school meetings, and participated in the school sponsoring body's working group related to green school.

11. Collaborated with primary schools in the same district on joint planting activities, and co-organised book donation programmes with social welfare organisations.

C/ RECOMMENDATIONS FOR PRE-SCHOOLS

1. Invite more stakeholders to join the school's environmental working team, such as the school social workers and parents, to bring in diverse perspectives and support well-rounded team development.

2. In addition to daily classroom activities, consider formally incorporating ESD and/or EE into the school's annual or multi-year development plan, or designating them as key school concerns to ensure a clear direction for sustainability.

3. Introduce incentive schemes related to energy and water conservation to encourage students and other school members to practise green living on campus.

4. Install renewable energy devices, such as solar panels. If space is limited, small-scale renewable demonstration tools—such as solar lamps or solar-powered mosquito traps, can be adopted for educational purposes.

5. Conduct an energy audit to examine energy usage across various systems, identify opportunities to reduce consumption, and enhance cost-efficiency and operational performance.

6. Carry out a carbon audit to help the school assess and manage its greenhouse gas emissions, forming the basis for long-term carbon reduction strategies.

7. Arrange students to take turns serving as environmental ambassadors, assisting in environmental programmes and encouraging classmates to adopt green habits—such as switching off lights when leaving the classroom, bringing handkerchiefs, and avoiding food waste. The school may also further develop ambassadors into student leaders who promote environmental awareness to the public.

8. Use a variety of assessment methods, such as teacher observations, work analysis, and unit assessments, to understand students' environmental literacy before and after activities. This helps evaluate the effectiveness of environmental education, maintain proper records, and devise follow-up actions.

9. Conduct regular (at least once a year) assessments of the environmental literacy of both students and teachers, covering knowledge, attitudes, and behaviours.

10. Compile an annual environmental or sustainability report to consolidate the environmental projects and education activities conducted across the entire school year. This serves as an important tool for tracking environmental management and education progress, identifying areas for improvement, and formulating long-term strategies.

11. Based on evaluation findings, invite different stakeholders to jointly develop follow-up plans and take action to improve environmental performance continuously.

12. Share experiences with other schools, external organisations, and/or community centres, and co-organise inter-school or community-based environmental activities.

13. Consider organising activities that encourage community participation in environmental protection, such as open days featuring environmental booths, eco-workshops, or guided tours of campus environmental facilities, enabling community members to engage and promoting green living.

2. Primary School and Secondary School Sub-sectors

A/ OVERALL OBSERVATION

A total of 14 primary schools and 15 secondary schools were assessed by WWF-Hong Kong assessors through On-site Inspection and Follow-up Verifications between 18 June and 18 July 2025. General observations are summarised below.

i. Green Leadership

All assessed schools received support from the school management team in setting their environmental/sustainability direction. The planning, implementation and review of the schools' environmental initiatives were led by the school management. In addition, all assessed schools allocated financial resources to support environmental and sustainability management and related activities—showing stronger performance in this area compared with the pre-school sub-sector. Nearly all assessed schools formulated environmental policies or guidelines to ensure that stakeholders could follow pro-environmental principles in their daily practices. The majority of schools disseminated these policies or guidelines through multiple channels and conducted review at least once annually, with participation from various members of the school community during the review and follow-up process. Furthermore, nearly all assessed schools established environmental teams dedicated to environmental management and education. However, only around 35% of the schools engaged a more diverse range of stakeholders (e.g. parents, on-site social workers and student representatives) in these teams.

Similar to the situation in the pre-school sub-sector, nearly half of the primary and secondary schools signed sustainability/environment-related charters (e.g. Energy Saving Charter, Food Wise Charter) issued by the government and/or non-governmental / non-profit organisations to demonstrate their environmental commitment.

Nearly 60% of the assessed schools integrated ESD and/or EE into their annual school plans and/or multi-year school development plan, and/or designated them as one of the major concerns or targets. In terms of curriculum planning, nearly all schools incorporated ESD/EE into their curriculum frameworks. In addition to teacher-led planning, students were also involved in the process. Regarding staff training, over 90% of the assessed schools arranged at least one training session on sustainability- or environment-related topics for teaching and non-teaching staff. Compared with around 70% in previous years, this reflects a notable increase in schools' emphasis on strengthening staff awareness and understanding of sustainability and environmental issues.

ii. Programme and Performance

Resource Usage and Management

Similar to the situation in the pre-school sub-sector, all assessed schools formulated guidelines on energy conservation and carbon reduction, and most of them also formulated waste reduction guideline. Energy-saving devices and waste management facilities were

widely adopted to support the implementation of related measures. As primary and secondary schools generally have more campus space than pre-schools, nearly 90% of them installed renewable energy facilities, such as solar panels. To promote sustainable lifestyles, some assessed schools organised school-based competitions, activity days and award schemes to encourage students and staff to practise resource conservation habits. It is worth noting that, in terms of water conservation, the overall performance of the primary and secondary school sub-sector was weaker than that of the pre-school sub-sector. Although most assessed schools formulated water-saving guidelines, the proportion of schools that installed water-saving and/or wastewater control facilities, as well as reused greywater or rainwater was lower than that of the pre-school sub-sector. Fewer than half of the primary and secondary schools introduced initiatives or reward programmes to encourage water conservation.

Most assessed schools reviewed campus resource usage through monitoring and comparisons of their electricity and water consumption; however, none of the assessed schools conducted a carbon audit or energy audit.

The majority of the assessed schools offered sustainable menus featuring more vegetables and vegetarian options. Measures were also implemented to encourage the use of reusable utensils and containers. Nearly 70% of the assessed schools adopted strategies to reduce the generation and disposal of food waste, such as requiring lunch suppliers to provide suitable meal portions based on the needs of different grades and distributing meals on-site to minimise food waste. Many schools also encouraged students and staff to use food waste composters and established partnerships with lunch suppliers to collect food waste for recycling. However, less than 40% of the assessed schools introduced schemes or incentives to encourage students and staff to develop the habits of cherishing food.

Most assessed schools established guidelines on green procurement and/or sustainable consumption of biological resources. Around 70% of the schools adopted environmentally-friendly products, including Forest Stewardship Council (FSC) or Programme for the Endorsement of Forest Certification (PEFC) certified paper, refillable detergents, etc.

Campus Environment

Schools in the primary and secondary school sub-sectors made great efforts in campus greening, featuring green spaces such as organic farms, Chinese herbal garden, and butterfly gardens, etc. Assessed schools also enhanced biodiversity by planting local species in these green areas and involved students in plant care during lessons and extra-curricular activities.

Most assessed schools devised measures in maintaining or improving indoor air quality, such as installing windows that favour cross ventilation or mechanical ventilation systems to enhance natural airflow and circulation, as well as setting up air purifiers.

Environmental Education

The majority of the assessed schools actively implemented ESD or EE through a variety of channels and formats. Of all, nearly all schools incorporated ESD or EE elements into their

core and elective subjects, as well as Life-wide Learning activities. Examples included cross-curricular project-based learning, Environmental Week, and ecological field studies, aiming to strengthen students' environmental literacy from different perspectives by weaving environmental themes into daily learning and teaching.

Most assessed schools arranged outdoor environmental education activities for students, such as study camps and coastal clean-up activities, etc., providing opportunities for them to connect with nature. In response to the increasing emphasis on STEAM education, many assessed schools integrated environmental education into STEAM-related learning, fostering students' inquiry skills and creativity. Meanwhile, around 90% of the schools launched various levels of environmental ambassador programmes, providing learning opportunities for student leaders to acquire environmental knowledge, and enhance their ability to promote sustainability initiatives.

In terms of information dissemination, most assessed schools regularly shared environmental information with school members. In addition to traditional channels such as school websites and circulars, some schools also made effective use of online platforms and digital media—including cloud-sharing platforms, social media, and mobile applications—to disseminate up-to-date environmental information.

Monitoring and Evaluation on Environmental Management and Education

Most participating schools conducted monitoring and evaluation of their environmental management and education; however, the scope of these efforts was generally limited. In particular, nearly 70% of the assessed schools did not evaluate the environmental education activities they organised. As for assessing the overall environmental literacy among students and teachers, only about one-third of schools conducted assessments for students, and only around 15% did so for teachers. The performance of the primary and secondary school sub-sectors in this area lagged behind that of the pre-school sub-sector, indicating a need for improvement.

Around 70% of the participating schools recorded outcomes across different areas of environmental management and education, with about 25% maintaining relatively comprehensive records, while approximately 30% kept no records at all. Fewer than half of the assessed schools complied annual environmental or sustainability reports to summarise their overall environmental performance for the academic year. In terms of follow-up actions, about 60% of schools involved various stakeholders in jointly developing plans and implementing actions to continuously improve environmental performance and outcomes.

iii. Partner Synergy

Almost all assessed schools organised at least one environment-related activity for parents, such as upcycling workshops or family nature outings, extending environmental awareness to parents and families. Approximately 80% of the Parent-Teacher Associations (PTA) or Parent Associations of the assessed schools supported the implementation of environmental activities or school-based environmental projects, such as second-hand school uniform recycling programmes or parent-child ecological photography competitions. In addition,

more than half of these schools introduced programmes or incentives, such as environmental tasks during Easter holiday, to encourage students and their families to practise green lifestyle at home, with active participation from these stakeholders.

Regarding school networks, only a few assessed schools collaborated with other schools to co-organise environmental activities. However, a larger proportion invited representatives from partner schools to share their experiences in environmental management and education, or organised environmental activities for them, thereby promoting knowledge exchange on environmental protection and sustainable development within the education sector. In terms of community engagement, around 60% of the assessed schools hosted open days or green workshops on campus for public participation. Similar to previous years, most schools did not organise any off-campus green activities or collaborate with external parties to launch community-based initiatives.

In terms of service or product suppliers, about half of the assessed schools set environmental requirements for their suppliers or contractors and specified green procurement criteria in their purchasing or tender documents.

B/ FEATURE EXAMPLES

1. The school established an Environmental Education Team led by the Principal and Vice Principal. Members included panel heads, teachers, teaching assistants, janitors, and the gardening assistant. All members participated in planning, management, implementation and evaluation across different areas.

2. Through the “Green Campus Ideas” platform, the school collected opinions from parents and students on ways to enhance environmental practices on campus.

3. A “Six-year Nurture Plan” was implemented, ensuring that all students could engage with environmental topics at each year level. Using a progressive and spiral learning approach, the plan gradually deepened students’ environmental knowledge and practical skills.

4. Environmental education elements were integrated into the school-based interdisciplinary curriculum. Students explored issues such as upcycling, green energy, and marine conservation, helping them to develop awareness of environmental issues and improve their environmental literacy.

5. Students were trained as Butterfly Ambassadors. Through a school-based butterfly curriculum and field investigations, their ecological and conservation knowledge were strengthened. Ambassadors also took duty shifts in the school’s butterfly garden to explain and promote conservation messages to schoolmates.

6. Student-led learning projects were implemented, in which students worked in groups to design initiatives related to the United Nations Sustainable Development Goals and even launched online crowdfunding campaigns. Through various environmental projects, students visited kindergartens and local shops to promote conservation messages, and

showcased their work to the wider community during the Life-wide Learning Exhibition Day.

7. In collaboration with the “Coral Academy” of the Chinese University of Hong Kong, the school implemented the “Coral Nursery Programme”, arranging a series of coral conservation activities for students. Coral culturing was also conducted on campus, encouraging students to engage in marine conservation actions.

8. An “Bio-Eco Corner” was established to care for abandoned reptiles, insects, and fish. Through animal-care activities, students developed a sense of compassion and responsibility towards nature. Senior students served as mentors and guided junior students in caring for the animals, promoting biodiversity education and environmental stewardship.

9. A leaderboard-based reward scheme was implemented, with monthly assessments of each class’s recycling and planting performance. A winning class was selected for each grade every month. In addition, the school introduced a reward scheme to encourage students to adopt environmentally-friendly habits in their daily lives — students who regularly brought reusable items, such as cutlery or table mats, received eco-friendly gifts as recognition.

10. Students’ environmental literacy was assessed through various methods, including environmental ambassador inspection reports, green committee meetings, activity-based feedback and reflection forms, and the annual environmental survey. These tools enabled the school to evaluate the effectiveness of its environmental policies and education initiatives.

11. The “Holiday Reptile Foster Programme” was implemented, allowing students and parents to learn proper reptile-caring knowledge through short-term home-fostering experiences, while promoting responsible pet ownership and the concept of “adopt rather than buy”.

12. Life-wide Learning Activities were co-organised with partner schools, featuring student pairing and interactive environmental booths to strengthen cross-school exchange and promote environmental awareness.

13. Workshops were co-organised with the Elder Academy on creating ecospheres and Mexican mint balm, promoting intergenerational learning and fostering appreciation of nature.

14. Environmental requirements were specified in tender and procurement documents for products and services, such as requiring lunch suppliers to provide reusable cutlery and trays, recycle food waste and submit relevant data. School buses and nanny vans were also required to switch off their engines upon entering the campus to reduce carbon emissions.

15. Worked with the school tuck shop to promote various green measures, including phasing out foam containers, organising “No Plastic Bottle Days” twice a year, designing vegetarian meal options, providing fruit with lunchboxes, to support a sustainable food culture on campus.

C/ RECOMMENDATIONS FOR PRIMARY AND SECONDARY SCHOOLS

1. Further expand the school’s environmental working team by inviting more stakeholders, such as students and parents, to participate. This helps bring in diverse perspectives and experiences, supporting more comprehensive and inclusive team development.

2. Develop a long-term environmental education plan (three years or more) to ensure consistency and continuity in both environmental activities and teaching practices.

3. Conduct an energy audit to thoroughly examine the school’s energy usage, identify opportunities to reduce consumption, lower operational costs, and improve efficiency. The findings can serve as a foundation for developing future energy-saving strategies.

4. Carry out a carbon audit to assess and manage the school’s greenhouse gas emissions, providing the basis for long-term carbon-reduction planning.

5. Introduce additional water resource management measures, such as reusing greywater or rainwater for gardening or toilet flushing, to enhance the efficient use of available resources.

6. Launch more programmes or incentives to encourage stakeholders to save water and cherish food. By integrating green habits into daily routines, the school can help cultivate sustainable values and behaviours.

7. Organise more outdoor learning experiences that allow students to connect directly with nature, rather than visiting only indoor venues. Recommended sites include geoparks, Mai Po Nature Reserve, urban parks, country parks, and public beaches. These outings should highlight the importance of environmental protection and nature conservation.

8. Provide opportunities for students to take on diverse roles in campus environmental initiatives, such as monitoring classroom resource usage, promoting environmental messages, or organising green activities. This fosters responsibility, leadership skills, and environmental commitment, while strengthening students’ engagement in sustainability education.

9. Apply for government or external funding, such as the “Environment and Conservation Fund”, the “Greening School Subsidy Scheme”, or the “Quality Education Fund”, to support infrastructure upgrades, campus greening, and environmental education projects.

10. Assess students’ environmental literacy before and after environmental education activities, via diverse tools, such as pre- and post-activity questionnaires, interviews, and

personal reflections. By combining quantitative and qualitative approaches, the school can gain a comprehensive understanding of student learning outcomes and help refine future programmes.

11. Conduct regular environmental literacy assessments (at least once a year) for both students and teachers to ensure continuous improvement in teaching strategies.

12. Review the school's environmental performance every three to six months, maintain proper records, and share results with stakeholders to ensure transparency. The school may also consider publishing an annual environmental or sustainability report to summarise its performance and identify areas for enhancement.

13. Invite stakeholders to follow up on evaluation findings related to environmental management and education, support ongoing improvement of the school's environmental performance.

14. Share experiences with partner schools or nearby schools and co-organise joint environmental activities, such as cross-school upcycling design competitions, inter-school green carnival, to promote exchange and collaboration across the education sector and expand the reach of environmental education.

15. Host activities that encourage community participation in environmental protection, such as co-organising used-book donation campaigns with welfare service organisations or partnering with nearby housing estates or community centres to hold recycling fairs. These initiatives help build a district-level sustainability network.