

Guidelines and Tips for Selecting Environmental Education Initiative

General Requirement	
Theme and learning objectives	The initiative must be relevant to sustainability and/or carbon neutrality
Period of implementation	- Environmental education initiative conducted between September 2025 and January 2027 (i.e. 2025/26 school year and first term of 2026/27 school year) - The activities mentioned in the initiative must be held within the implementation period (i.e. 1 September 2025 to 31 January 2027). Any activities conducted outside the implementation period will not be counted in this year's assessment
Suggested scope	i. A single outstanding environmental education activity, OR ii. A series of interrelated environmental education activities focused on the same theme Avoid listing all environmental education activities implemented throughout the entire school year
Mode of teaching / activity	Both online, offline and blended modes would be considered
Example	Examples include but not limited to: - Lesson plan - Cross-curricular/ Cross-disciplinary learning activity - Life-wide learning activity - Whole-school campaign/initiative - Activity organised by parent-teacher association
Important note	- Each applicant school can only submit ONE environmental education initiative to compete for the “2026 Best Green Education Initiative Award” in its sub-sector. Schools participating in more than one school sub-sectors are required to submit different environmental education initiatives for each school sub-sector - Schools who participated in the “Best Green Education Initiative Award” in the past years (i.e. 2021 to 2025) shall not submit an initiative that is entirely the same as their previous entries when participating in the “2026 Best Green Education Initiative Award”. If certain activities overlap with past submissions, the Organiser will evaluate the extent of duplication and determine the school's eligibility for participation and award on a case-by-case basis
Other Key Considerations	
Assessment Criteria	Guiding Questions
(1) Content	- Are the theme and learning objectives of the initiative relevant to the concepts and issues of sustainability and/or carbon neutrality? - How does the initiative cater for different learning levels, interests and needs of participants? - What subjects/key learning areas are involved in the initiative? How does the initiative link to the school-based curriculum and activities (e.g. STEAM, Artificial Intelligence (AI), Values Education, National Security Education, Chinese Culture, Life-wide Learning, Other Learning Experiences, etc.)?

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(2) Stakeholders involvement and collaboration	Planning and implementation stages: • Which school members are involved in the planning and implementation of the initiative? • Does the initiative involve collaboration among different stakeholders within the school (e.g. different subject panels, activity clubs, parent-teacher association)? • Does the initiative involve partnership with other school-related stakeholders (e.g. alumni) and/or other schools and/or external organisations? • What roles do different stakeholders play in the planning and implementation stages? Target audience: • What stakeholder(s) are the key target audience of the initiative (e.g. school members, parents and/or community members, etc.)?
(3) Design and creativity	• What learning and teaching strategies or mode of delivery (e.g. style, interaction) are adopted in the activity? • What kinds of teaching materials are used in the initiative? • How do the activity and related teaching materials engage participants' attention towards environmental protection and foster their interest/motivation in learning? • Does the activity connect to the participants' real-life experiences? • Does the activity offer opportunity for participants to practise or apply what they have learnt?
(4) Outcome and impact	• What are the outcomes and effectiveness of the activity? What is the feedback from participants on the activity? • Have participants experienced changes in knowledge, attitudes and behaviours after participating in the activity? • What methods are adopted to assess the effectiveness of the activity and/or the overall learning outcomes of the participants (e.g. surveys, participants' reflections)? • Has the initiative been promoted externally and have its outcomes been shared with external parties? Through what channels have the initiative and its outcomes been promoted and shared? • Can the initiative be further sustained and enhanced (e.g. conducting related extension activities, expanding its audience coverage)?

Schools may refer to the "[Outstanding Environmental Education Initiatives Sharing](#)" of Past Award-winning Schools to learn from the good exemplars of environmental education practices in the Schools Sector.