



Engaging the youth of today to protect the planet of tomorrow

The Eco-Schools Seven Steps methodology



Hellenic Society
for the Protection
of Nature

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Gen B Common Ground Camp, February 2023



Eco-Schools is one of the largest global sustainable schools programme –

it starts in the classroom and expands to the community by engaging the next generation in action-based learning.

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Corporate and Institutional Partners



Global presence in 104 countries

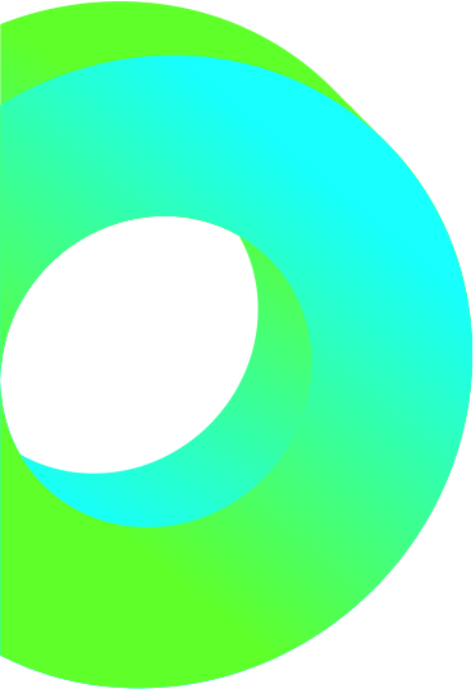


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Themes



Waste



Water



Energy



School Grounds



Marine and Coast



Food



Litter



Biodiversity



Climate Change



Transport



Global Citizenship



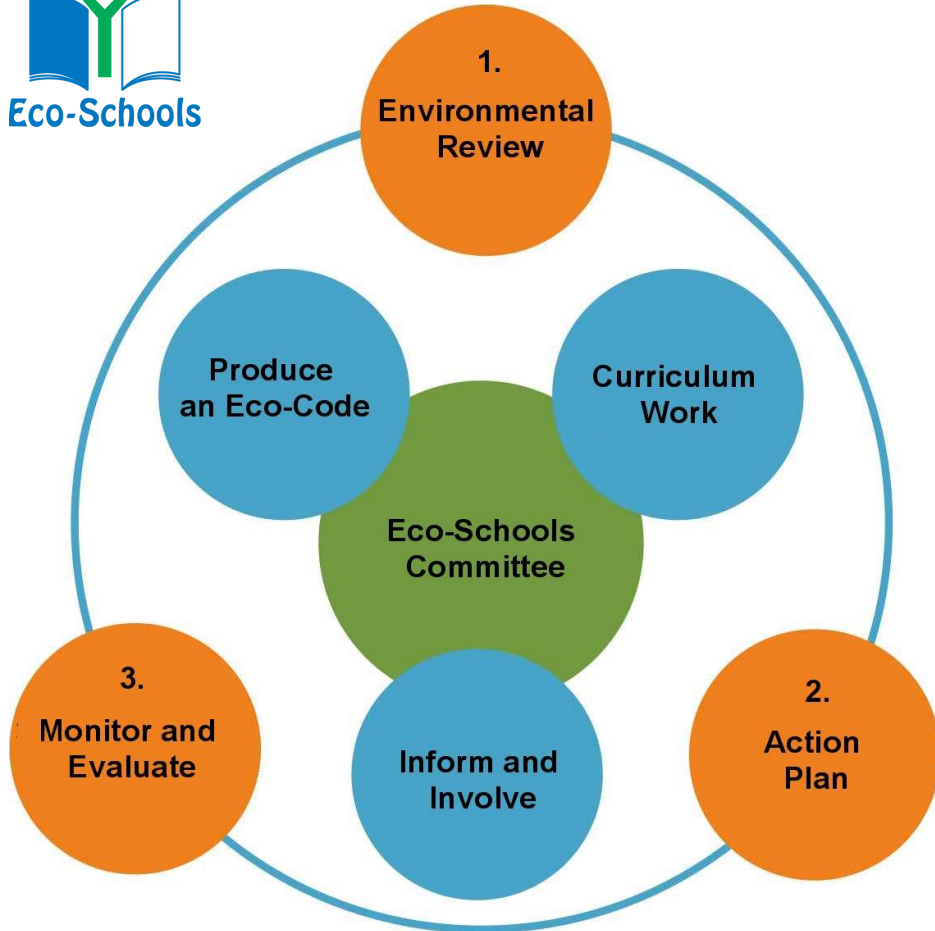
7 steps methodology



Eco-School Committee for Leadership

Representative of the school community. It directs and facilitates the sustainability of the whole institution and develops future sustainability leaders.



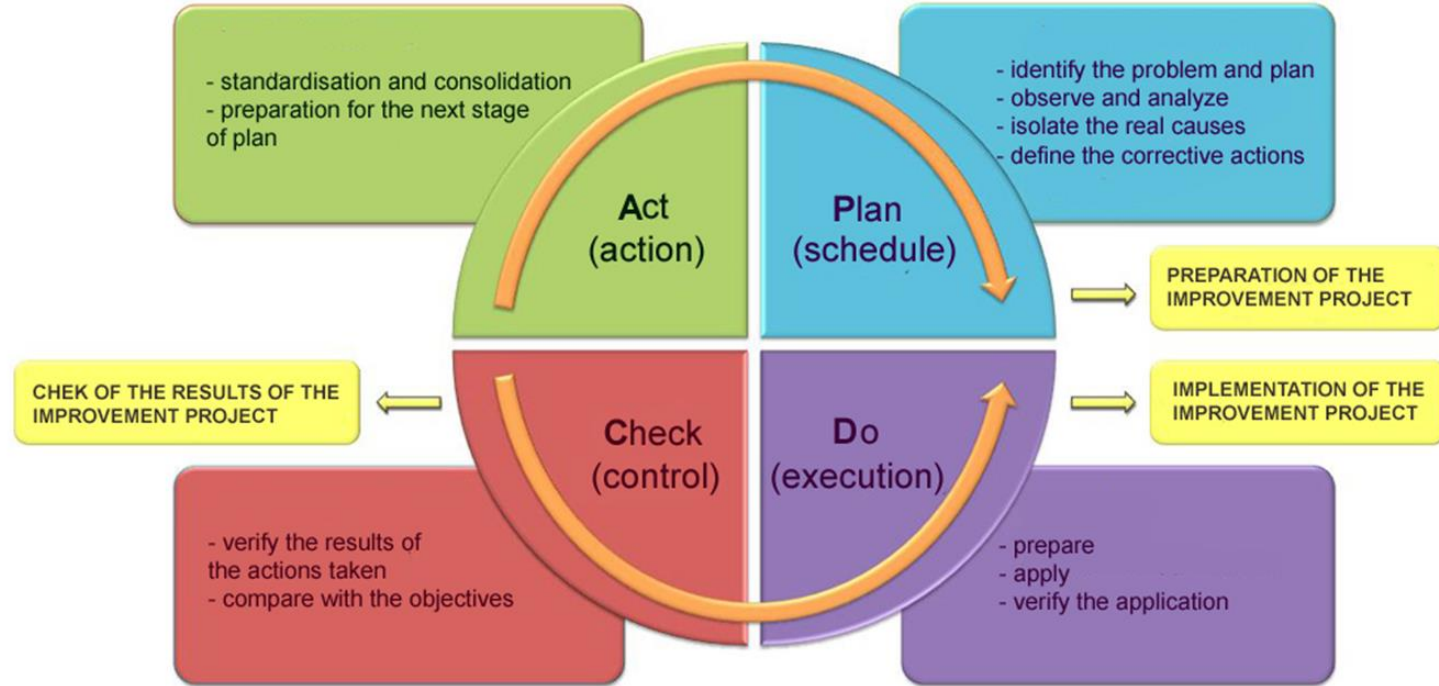


7 steps Eco Schools methodology

GENB

GENB

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The PDCA cycle

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Perspective of Curriculum



- **Whole institution** - Curriculum is the delivery component of an institutions' educational mission, values, and theory of learning. It should follow in-depth discussions regarding "what a student should learn" and "how a student can best learn."
- **Learning for Action** - As applied to education, curriculum is the series of things that students must do and experience by way of developing abilities to do the things well that adults do in life; and to be in all ways the people that they should be as adults.
- **Subject** - Curriculum refers to an interactive system of instruction and learning with specific goals, contents, strategies, measurement, and resources. The desired outcome of curriculum is successful transfer and/or development of knowledge, skills, and attitudes.

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Green Flag Award



WWW.GENB-PROJECT.EU

The Seven Steps Framework	Categories of Environmental Education (EE) Objectives	Features of Education for Sustainable Development (ESD)
While conducting an Environmental Review students identify the local or place-based context of the global environmental problems.	Awareness: to help social groups and individuals acquire an awareness and sensitivity to the total environment and its allied problems.	Locally relevant: addressing local as well as global issues, and using the language(s) which learners most commonly use.
The students develop an Action Plan to engage with environmental issues and realise the challenges they have to face to resolve them by Monitoring and Evaluating their actions. The entire learning process involves Linking to the Curriculum.	Knowledge: to help social groups and individuals gain a variety of experience in, and acquire a basic understanding of, the environment and its associated problems.	Applicability: the learning experiences offered are integrated in day to day personal and professional life. Interdisciplinary and holistic: learning for sustainable development embedded in the whole curriculum, not as a separate subject.
The Eco Code presents the ethos of the school – a synthesis and reflection of the learners’ attitudes and values developed during the programme.	Attitudes: to help social groups and individuals acquire a set of values and feelings of concern for the environment and the motivation for actively participating in environmental improvement and protection.	Values-driven: it is critical that the assumed norms – the shared values and principles underpinning sustainable development – are made explicit so that they can be examined, debated, tested and applied.
By adopting the plan - do/act - reflect cycle learners go through the problem solving process. This builds the skills sets and confidence needed to engage with environmental issues as an individual and also as part of a social group.	Skills: to help social groups and individuals acquire the skills for identifying and solving environmental problems.	Critical thinking and problem solving: leading to confidence in addressing the dilemmas and challenges of sustainable development.
The Formation of an Eco Committee ensures that the process is participatory and child driven. Informing and Involving all stakeholder is a key step to get the larger school community involved in the environmental education journey.	Participation: to provide social groups and individuals with an opportunity to be actively involved at all levels in working toward resolution of environmental problems.	Participatory decision-making: learners participate in decisions on how they are to learn Multi-method: using different pedagogies in which teachers and learners work together to acquire knowledge and play a role in shaping the environment of their educational institutions



Mentioned as a well known –most used practice for EES in EU



**Education for environmental sustainability:
policies and approaches in EU member states**
Final report

[CLICK HERE](#)

Inspiring case story



Handprint for the SDGs: Waste Not! - India



The school has achieved segregated waste collection both at the school and community grounds, as well as composting of all wet waste generated within the school campus. This helped change students' behaviour against littering!

Citric peels were collected separately by students, and these were utilized for making bio-enzyme which the school has been using for cleaning the school toilets.

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ANNOUNCED AS A GLOBAL INNOVATION IN EDUCATION & SUSTAINABILITY





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