CLIMATE-FRIENDLY MANAGEMENT IN EUROPEAN SCHOOLS

Guidelines for teachers

Introducing the topic of climate change in European schools by implementing a climate-friendly management system

Education and Culture DG
Lifelong Learning Programme

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Foreword

"Climate change education is about helping learners understand and address the impacts of global warming today, while at the same time encouraging the change in attitudes and behaviour needed to put our world on a more sustainable path in the future". (UNESCO and Climate Exchange Education, Mr. Koïchiro Matsuura, Director-General, 2009). In his opening speech in an international seminar on climate change Mr. Matsuura emphasised the role of a stable climate in building a sustainable world. He called for a radical change in the ways we think and act, in particularly as regards education and teacher training. He reminded the participants that climate change education is an integral part of education for sustainable development (ESD), and encouraged all UNESCO Member States to integrate the values of the ESD and reorient their education system in this direction.

Climate change represents one of the greatest environmental, social and economic threats facing the planet. Needless to mention that it has been on the world policy's agenda for decades and that numerous countries have developed their strategies and approaches to raise awareness for the issue and to initiate actions for mitigating and adapting to the effects.

Today's teenagers are likely to experience the effects of climate change much more than we do today – and they will be forced to address the issue and need to learn to live sustainably in order to counteract climate change and subsequent environmental problems. Schools can play a central role in providing young people with information and knowledge to help them understand climate change as early as possible. This will help them deal not only with the immediate challenges, but also with the longer term ones. Schools can assist their students with making more conscious consumer choices in terms of developing new attitudes towards what is appropriate and what is not. Moreover, schools have a key role in supporting young people to make career choices, for some businesses will grow considerably while others will decline.

In this connection one of the increasingly important businesses is related to the expanding sector of renewable energies for generating electricity, and providing transport without creating greenhouse gases. In coming decades, the development of this sector will be vital for stabilising our climate and it will be developed and brought to market by today's school children. It can be expected that new jobs and skills will be required and an entire new global market will be established, which will have broad implications for many aspects of our lives.

For all of these reasons, the study of climate change at schools is relevant to a great many of the subjects today's children undertake. By increasing their understanding of the issue they will see the relevance of such disciplines anew.

So this is exactly where CLIMES (Climate-friendly Management in European Schools) comes in. The 2-year European project CLIMES (2011-2012) developed a systematic approach to introduce the topic of climate change in European schools by implementing a climate-friendly management system based on the Deming circle (plan-do-check-act).

Besides a general increase of awareness related to aspects of climate change the intentions of implementing and maintaining a climate management system in schools are:

- Students learn and act in a real context with real data and real consequences. They are involved in practical development processes with corresponding effects on learning motivation and learning efficiency.
- Students acquire competences in acting climate-friendly and in applying professional management systems and instruments.
- The institution school is organised in a way that it acts climate friendly and adapts to climate change not only ad hoc but permanently. Its “climate footprint” will be reduced and measures to adapt to climate change will be taken.

In the following chapters the steps towards introducing a climate-friendly management system in schools will be explained and concrete tips on how to put them into practice will be given.

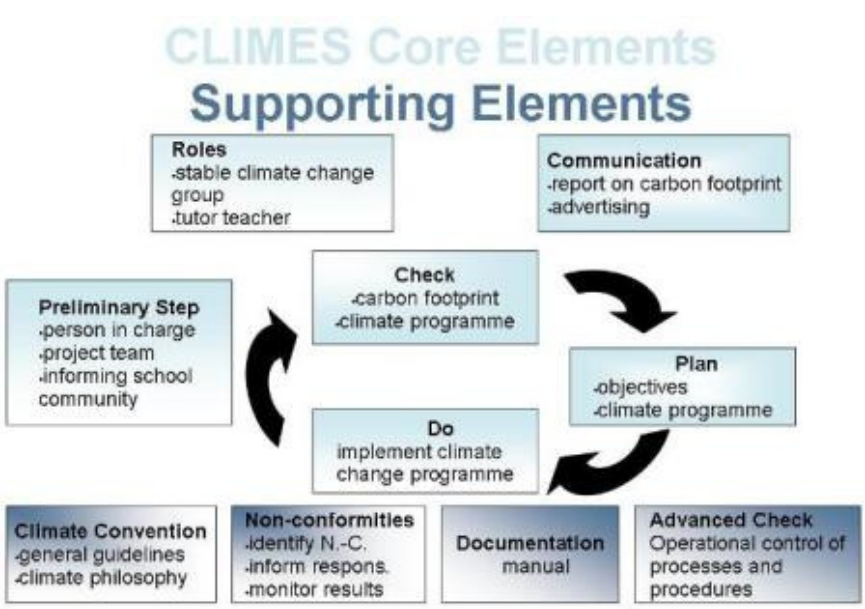
Core Elements of the CLIMES Management Approach

The core elements of the CLIMES management approach are components of the Deming circle (plan-do-check-act) added by a definition of basic responsibilities and a basic level of internal and external communication.

In the “check” phase, schools identify those operations that influence climate change significantly. These are:

- energy use
- traffic induced by school
- school meals
- water use
- waste disposal

Schools have to calculate regularly their carbon footprint (= total carbon dioxide emissions within a period) on the basis of the collected data by using a well defined carbon footprint calculator.



Based on the results of the “check” phase, activities have to be planned to reduce the carbon footprint (mitigation measures) or to adapt to the climate change (adaption measures). This means to define the climate relevant objectives and targets for the school to be reached within a specified period and to specify a climate change programme with activities, responsibilities as well as necessary resources.

In the “do” phase these activities are implemented accordingly. The responsible climate group has to check regularly on their effectiveness and efficiency and, if need be, redefine them.

In addition, each school has to assure that sufficient manpower with defined roles and responsibilities is available for implementing and maintaining the CLIMES management system. An elementary communication related to climate change issues serves to inform the

school manager, the complete school community as well as the interested public about the actual climate influence of the school and to promote climate friendly behaviour.

1. Preliminary Steps

Intention / Purpose

This is the first and definitely most important step of the process to set up a climate management system in your school.

The implementation of the climate management system will have impact on all organisational levels of the school – the management system will address all processes and procedures, responsibilities and organisational structures that affect the climate. The CLIMES schools have experienced that there are persons who are ready to support you, whereas others act in a neutral way or even oppose your efforts. Hopefully the last mentioned group will be a minority. Nevertheless the help and support of at least one or preferably several teachers is needed.

Please be aware that, at least in the check phase, in which all climate relevant data of your school are collected, some disturbances for other classes, teachers, school principle, caretakers, secretaries, cleaning services etc. may occur. The intention of the preliminary phase is to prepare the floor for the development of the climate management system and to tolerate such disturbances. Additionally, the activities mentioned below aim to create a positive and open atmosphere for the climate management.

Main Players

Teachers

1. School Administration's Responsibilities in the Climate Management

Please make your school administration discuss the significance of the climate management in the whole school system as well as the responsibilities and roles of the school administrators. The discussion process should result in a statement of the willingness to implement a climate management system at least.

Additionally the definition of the responsibilities of the school administration concerning the climate management system would be advantageous. Please document the statement and responsibilities (e.g. in form of minutes, job specification or in another way).

Please inform the whole school community about the willingness and the responsibilities of the school administration (e.g. with a newsletter).

Which of the following responsibilities will be taken by your school administration?

- supporting the implementation of the climate management system
- taking care for the maintenance of the climate management system
- internal and external reporting (communication)
- providing necessary financial means planning and realising of climate relevant measures and activities
- other

2. Appointment of a manager for the climate management system

Please clarify which person(s) should be responsible for the implementation and the maintenance of the climate management system in your school. Make sure that this person will be nominated by the school administration officially (e.g. appointment in written form and documented in personnel records).

Please define and document the responsibilities, tasks and competences of your climate manager in accordance with the school administration.

3. Informing the school community

Please inform the whole school community (teachers, students, parents) about the project and its objectives. If possible the school administration should be involved actively.

4. Setup of a student climate group

Please plan and setup a student group that shall be engaged actively in implementing the climate management system in your school.

5. Coordinating group

Perhaps some of your teacher colleagues and/or other persons are interested to assist you. If not already existing please try to motivate some of your teacher colleagues to create a co-ordination group (or steering committee) for the project of implementing a climate management system in your school.


European CLIMES group

The group may comprise parents and students as well; caretakers, secretaries and cleaning services may be involved too. The efficiency of the climate management steering committee would increase if the school principle or another representative of the school administration was member of the group too.

2. First Climate Check

Intention/ Purpose

The first climate check allows a first overview about the impact of daily school operations on our climate. It presents a first systematic analysis of the actual status of induced emissions, strengths and weaknesses of buildings, equipments, behaviours, procedures etc.

Doing the first climate check should comprise the activities mentioned below.

1. Prearrangements for the first climate check

Before starting the first climate check together with your students the below mentioned pre-arrangements seem advantageous. So it seems to be helpful to avoid (or at least to reduce) e.g. negative feelings resulting from disturbances of normal school procedures caused by activities related to the first check (questioning, investigating of different rooms etc.).

Furthermore interview partners might be astonished by the kind of questions. Questions should be asked in a precise or clear way. Additionally students might be frustrated if not all pieces of information they would like to collect are available directly. Therefore the following prearrangements may be helpful:

- Please inform your teacher colleagues and the principal about the start of the climate check and that it might eventually lead to some disturbances.
- It is important to convince the secretaries and caretakers to collaborate because they are important knowledge resource persons. If possible, it might be helpful if the school principle makes them to reserve some extra time for the first climate check. In addition they should be informed about their tasks in relation to the climate check in detail.
- The necessary equipment should be provided like digital thermometers, energy costs measuring instruments, digital cameras etc.
- If other teacher colleagues assist you please inform them about their tasks in detail and hand out the relevant information.
- Make sure that the relevant documents are available (e.g. bills of electricity supplier, water supplier, waste disposal, plan of school site etc.).
- Please collect the general data of your school using the general checklist for your school.

Introduction

As opener to the subject of climate change you may start your activities in watching the video "Home" from Yann Arthus-Bertrand. Alternatively you can watch the film „An Inconvenient Truth“ (published by Al Gore). After discussing the films in your students group please do a check of your individual impact on the environment using a carbon footprint calculator published in the internet like e.g. footprint.wwf.org.uk/.

Afterwards you can start to check the climate impact of your school. This can be performed in using the data sheets of the carbon footprint calculator (dott07) or using specific checklists (a variety of checklists are available on the Moodle CLIMES e-learning platform). The checklists include clear working instructions and make you go into detail of the relevant theme. The checklists help you calculate the carbon dioxide emissions of your school (on a year basis) and lead you to more ideas and aspects for improvement measures. The carbon footprint calculator takes over the calculation for you and gives you the CO2-emissions on a school day basis.

Depending on the number of students in your group you may create several smaller work groups (4-5 students) to work together on one theme. Please clarify with your teacher(s) the meaning of questions in the checklists (as well as themes in the calculator), the targets of the

questions, the purpose of the asked the information etc. You should know exactly what they want to know from their interview partners.

In addition the measurement equipments and the measurement procedures should be understood properly. If instruments are not properly used, possibly the whole work has to be repeated.

Evaluation of school's significant climate aspects

The climate checks show the influence of your school's activities on the climate. For different climate aspects the carbon footprint calculator presents the emissions of CO_2-equivalents respectively and sums it up to a total number, the carbon footprint. In using the checklists you get the emissions of CO_2-equivalents for each climate aspect too and you have to sum it up on your own.

Up to now you got a systematic overview of the climate aspects of their school. Presumably you want to go beyond and take activities for improving the current situation. If you used the checklists for doing the first check of all the climate aspects of your school, you probably created a variety of suggestion about what can be done to improve the actual situation. Presumably you wish to implement your suggestions now.

You might favour so many activities that your capacities may be exceeded. Or you are heading for activities that seem the most obvious ones but you ignore the most important climate aspects. Therefore a decision should be taken on which aspects are more important and which are less important. An easy way for handling this decision-making process is given with question 2 of the above mentioned checklist.

Reporting

If not already done the results of the first climate check should be presented to the school administration as well as to the whole school community. Several ideas for this presentation are given in the last part of each checklist.

3. Planning

Intention/ Purpose

The first climate check gave an overview in which ways and amounts the daily activities of your school contribute to the climate change (calculated as CO_2-emission equivalents). Weaknesses and the most important climate aspects for taking action have been pointed out.

Probably you (and hopefully your school administration as well) wish to improve the current situation now. If you do not want to take improvement measures randomly, the improvement process should be based on a systematic planning. Furthermore, the school administration should be convinced to implement the results of this planning process (otherwise the whole work would have been done for nothing). A possible way to reach this is to integrate the school administration in the planning process by organising a two-day planning workshop, where students, teachers and school administration work together.

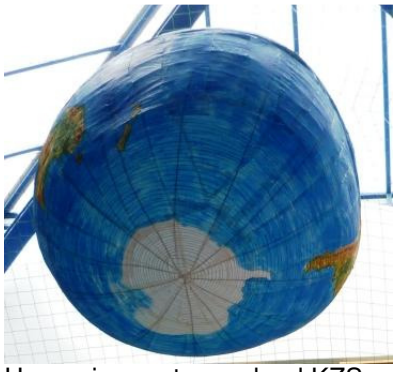
Please prepare this workshop in carrying out the following activities:

Main Players

Students and partially teachers as well as school administration

1. Suggestions for Climate Policy (Climate Convention)

The climate policy expresses the willingness of your school to act in a climate friendly way, to mitigate climate change, to save energy etc. It presents a guideline for your school's general behaviour and strategies related to climate aspects. So it forms the long-term framework for its activities and planning.


Hungarian partner school KZS

Meanwhile objectives like energy saving, climate protection and so on are generally accepted all over Europe (and so in schools too). Therefore the definition of a climate policy seems not to be absolutely obligatory at the beginning of the implementation process of a climate management system. But a climate policy will be necessary the more the management system advances to keep it on track in the long-run. Furthermore, in the case of performing a climate planning workshop this management element would fit perfectly.

The following steps may assist you to create a suggestion for the climate policy of your school:

- First identify existing commitments, declarations etc. related to climate and environmental protection in existing programmes, conventions and other official papers of your school. Perhaps here you find already binding statements with reference to climate change.
- Please classify the climate aspects of your school according to their relevance for action and their capacity to be influenced (steering potential) - If not already done at the end of the phase “first climate check”.
- Please discuss which policy (intention, behaviour) your school should follow with respect to each significant climate aspect should follow. Your discussion may result in a draft of the climate policy (an example is given in climate policy example; additional advices may be found in the environmental statements of EMAS-certified schools (see e.g. http://ec.europa.eu/environment/emas/es_library/library_en.htm under NACE-Code 80…, predominantly published by German speaking schools).

2. Suggestions for Climate Objectives and Targets

If you want your school to go for improvements, concrete objectives and targets should be defined. They should be based on the significant climate aspects that were evaluated at the end of the first climate check. At first you should focus on those climate aspects where you can probably reach the most with the available means. You should not try to work on all aspects simultaneously. You can work on less important areas in future.

Task:

Please discuss in your students group and write down suggestions of climate objectives and targets that your school should reach. Here it is important that you define the targets in a SMART way::

- **S**: specific (clear and unambiguous)
- **M**: measurable (concrete criteria for measuring progress)
- **A**: attainable (realistic, accepted, attractive)
- **R**: relevant (willing and able to work towards)
- **T**: timely (time frame, target date)

3. Suggestions for a Climate Action Plan

To achieve the targets you need concrete measures and activities. So measures and activities have to be planned respectively for each defined target. For this purpose you can come back to your ideas developed in the first climate check. Please focus first on those measures that can be done by your school independently (i.e. without other institutions or decision-makers).

If you need additional resources (financial or other) or decisions from other (higher hierarchical) institutions please plan activities to get their cooperation. Keep in mind that it is about the climate programme of your school with activities to be implemented by your school and not by other institutions even if it would be highly preferable and necessary. After all you should define the responsibilities and time frame (or target date) for each activity.

4. Informing about School's Climate Policy and Action Plan

Everybody shall be informed about your intentions and activities concerning climate mitigation and adaptation. So please start an information campaign related to your school's climate policy and its action plan for the next school year. For this the following activities may help you:

- First of all ask (and if necessary insist) your school administration to accept (or possibly revise) the climate policy created in the planning workshop, to sign it and to integrate it in the official school programme, school convention or other official school documents.
- Then create a list of stakeholders (e.g. students, teachers, parents, caretakers, secretaries, cleaning services, public etc.) who should be informed about the school's climate policy and climate action plan.
- Discuss and decide the appropriate media for each group of stakeholders. Add the respective media to the list of stakeholders.
- Create publications for each group of stakeholders and publish them.

5. Definition of Processes and Responsibilities

Congratulations! You succeeded in creating and putting into force the first climate policy and climate action plan of your school.

But what will be if you leave the climate students group or school? Who will continue your work, which activities have to done, who will be responsible?

To facilitate the work of subsequent future climate student generations, please describe the procedure how you managed to create and to put into force the climate policy and the first climate action plan of your school.

4. Implementation of Action Plan

Intention / Purpose

On your way to a climate friendly school you need to implement the officially approved climate action plan of your school. To do so, you need to appoint a responsible person for each of your scheduled actions. It can be your group of students that will be responsible to perform some, most or even all scheduled actions. So the pieces of advice that you find below may help you to proceed in a successful way.

Main Players

Students (and other responsible persons as scheduled in the official action plan)

1. Division of work and detailed planning

Especially in the case that some of your actions are of greater dimension and of longer duration, it is advisable to break down the work into smaller packages and make a detailed planning. To do this, please consider the following aspects:

Please divide your action into several smaller steps and activities that can be done by different persons or small groups. Especially in the case of actions of longer duration, please define intermediate steps on the way to complete the whole action (so called milestones).


Tree planting action in Kassel

In addition, please discuss aspects that might cause problems (so called stumbling blocks) and search for possible solutions (e.g. do you need additional resources? Do you need agreements of other persons or institutions?)

Then – put the actions in practice!

2. Monitoring and evaluation of progress

Sometimes it is difficult to stay on track - especially if the implementation process of the action lasts for a longer time period (several months). Therefore, it may be valuable to monitor and evaluate the progress regularly (e.g. once a month). So if your actions are of longer duration, please discuss in your student group the following aspects monthly:

- Have you been able to do the scheduled work (activities of the detailed planning)?
- Did you reach the scheduled milestones?
- Which obstacles arouse and how did you solve the problems?
- Which problems still exist and need a solution?

5. Regular Check and Auditing

Intentions/ Purposes

Traditionally in schools you are working in a classroom environment according to a given curriculum. Typically, this curriculum does not include the operation of a climate management in your school. Partially you apply project work to carry out specific tasks within a defined time horizon like in our context: doing a first climate check of your school, creating a climate action plan or implementing specific measures of the action plan. You should keep in mind that the climate management of your school is not meant to be a temporary project. It is supposed to be a continuous process aiming at continuous improvements (even if these improvements may be small). Thus, this process not only involves you but shall also involve future generations of students. The critical challenge is to keep the climate management running.

For this purpose, a regular re-check of the carbon footprint should be institutionalised, i.e. checking the carbon footprint should become part of the school system and should be carried out periodically (e.g. once a year) to monitor the effects of the action plan on your school's climate behaviour. When doing so, you can also control if all envisaged measures of your action plan have been done in the way they were planned and if climate-relevant organisational structures work in the defined way. These are the themes of the current course.

Main Players

Students and partially teachers to support students' controlling

Re-checking the carbon footprint

Please check again the carbon footprint of your school after you have implemented the measures of your climate action plan. This allows you assessing the impact of your measures on the carbon footprint. You may use the carbon footprint calculator again or the checklists of the first climate check (possibly reduced to core elements). When you compare the carbon footprint of different years, please consider that the weather conditions may considerably deviate from one year to another - a strong winter in one year needs more heating energy than in another year. As a consequence the effects of your energy saving measures may be distorted.


Producing posters on waste separation

To reduce this distorting effect the consumption of heating energy (as well as energy for climatisation) should be adjusted to the specific weather conditions of each year (or another period like months or days). Here the concept of degree-days can be used. Please find out the degree-days of your region for the year that you are looking at (you get those figures from weather services, energy agencies etc. or you do the calculation for your specific school buildings with the calculator from http://www.degreedays.net/).
To get more background information about the concept of the degree-days please read http://www.degreedays.net/introduction. Afterwards divide the energy consumption for heating as well as for climatisation (kWh) of your school for each year (or other period) by the degree-days for the respective year (or period).
Additionally the use of degree-days allows you to compare the results for your school to other schools (naturally only if all schools use the concept of degree-days). For this purpose you are invited to take part in the following enquiry.

Controlling the implementation of the climate action plan

Checking periodically the carbon footprint of your school is as important as regularly controlling the progress of implementing the activities stated in your school's climate action plan. In the course "Implementation of Action Plan" we suggested to evaluate monthly the progress of the implementation of the climate action plan in your climate students group and to record the results in a report.

Auditing the climate management system

In addition to regularly checking the climate impact (i.e. climate footprint) it can be very valuable to monitor and evaluate the climate management behaviour of your school: Are all responsible persons doing their climate relevant tasks in the defined way?

To answer this question, please check the climate management system of your school (audit). For this purpose you should prepare a catalogue of audit questions.

Definition of Processes and Responsibilities

To make things easier for future generations of climate students, please describe the procedure of how you managed to re-check the carbon footprint, to check the implementation of your school's climate action plan and to audit the climate management system. Examples of how to structure your descriptions are presented in the procedures for re-check and controlling.

6. Organising Information and Communication Structures

Intention/ Purpose

At the end of the first climate check you were asked to present your results to the school administration as well as to the whole school community. That is a first step to start a communication process considering the school's role related to the climate change. In organising and structuring this process the communication on climate aspects can be enlarged and maintained in future so that

- preferably all members of the school community (students, teachers, parents, school administration, caretakers, cleaning-services etc.) are integrated in the communication process and the climate management system
- information related to the climate activities of the school are presented as broad as possible to interested persons within and outside the school
- the identification of students and teachers with their school may be strengthened
- suggestions related to climate aspects can be collected systematically
- awareness about climate aspects of the school and motivation to engage in climate activities may be raised.

Please organise the communication process of your school related to climate aspects in considering the below mentioned activities and elements.

Main Players

- Students to develop ideas based on their experience
- Teachers and school administration to implement communication structures

Regular information of the school community

Energy saving campaign in German school

The intention is that the whole school community (i.e. students, teachers, employees, parents) should be informed regularly about the climate activities within their school. For this purpose please try to develop information and communication structures related to climate themes in your school that will still exist long after you have finished school. The following aspects may help you:

- Please discuss in your students group which kind of information shall be delivered regularly to the school community? (e. g. current level of carbon footprint, currentl climate activities (climate action plan), persons and responsibilities, climate friendly behaviours and products etc.). Please write down the results of your discussion in a list of relevant information.
- Now reflect which media shall be used for which kind of information (e.g. school website, notice board, exhibition rooms, posters for specific events etc.) and record your results in a second column (of your list of relevant information).
- Please continue your discussion in relation to who shall be responsible for preparing and delivering which information? [e.g. your climate student group, specific climate website group, editorial staff of the school magazine, language courses, teachers, …]
- Up to now only the frequency of delivering the scheduled information is missing. Please discuss this aspect too and add a column in your table respectively.
- Please compare your results with the exemplary form internal climate communication (that you find hereafter) to get possibly additional ideas.

- Present your results to your supporting teacher and the school administration. Convince them to put in force officially the “internal climate communication structures of your school”.

Exemplary Internal Climate Communication

Kind of Information	Media	Responsible Person	Frequency	finished (date, signature)
information paper related to the climate management (creating, revising and handing out)	notice board leaflet	climate team Ms XY	At least 1 x per year	
climate report on school website (creating, revising)	homepage, school newspaper	Climate website team Mr Z	at least 2 x per year	
information paper on energy (creating, revising and handing out)	bulletin in class rooms	climate team Ms XY	at least 1 x per year	
information paper for parents (creating, revising)	leaflet	Mr K	at least 2 x per year	
Informing all parents at parents-teachers conferences		all class teachers	at least 1 x per year	
Information paper on climate friendly school and working materials (creating, revising and handing out)	bulletin in class rooms	climate PR-team Ms S	at least 1 x per year	
information paper on climate relevant literature and lecturing material (creating, revising and handing out)	bulletin in library leaflet for teachers	Mr U	at least 1 x per year	
information paper on walking and cycling routes (creating, revising and handing out)	homepage, school newspaper	traffic team Mr V	at least 1 x per year	
time-tables of public transport (revising, posting)	homepage, school newspaper	traffic team Herr V	at least 1 x per year	
recommendations (by principal) for choosing transportation means (creating, revising and handing out)	homepage, school newspaper	Mr S	at least 1 x per year	
climate exhibitions at school events (preparing, presenting)	different media, e.g. pin boards, power-point-presentations,	design team Mr M	at least 1 x per year	

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Kind of Information	Media	Responsible Person	Frequency	finished (date, signature)
	exhibition rooms etc.			
purchase of supplementary literature and lecturing material		Ms L	permanently	

Excursus:

The Austrian initiative „environmental label for schools and pedagogic institutions“ (UZSB: Umweltzeichen für Schulen und Bildungseinrichtungen; www.umweltzeichen.at) requires not less than the following school internal information structures:

- informing students, teachers, employees and parents about the environmental label activities at least once a year verbal and written [M07]
- additional information via website or other media (e.g. notice board etc.) [M07]
- regular (at least once or twice a year) information about environmental projects and best-practice examples [M08]
- Regular environmental reporting in media published by students (e.g. newspaper, homepage, youtube etc.) [M09]
- Targeted information to influence user behaviour (e.g. energy saving behaviour) [M13]
- Environmental information at school events (conferences, open days etc.) [M12]

Regular information of the public

Besides a well informed (internal) school community related to the climate activities of your school the public should be considered too. Informing external interest groups usually aims on a positive image in the public. Possibly this will increase the identification of all school members with your school. Additionally a higher sensibility towards climate aspects may be induced too. So please try to develop “external” climate information and communication structures in relation to the public in the same way as you did it for the “internal” climate communication in considering the following aspects:

Communication of deficits and suggestions for improvement

How often did you (or other school members) notice technical or organisational deficits, defects or malfunctions harming the climate or the environment in general (e.g. defect seals of windows and doors, lights, computers and other energy consuming equipments are permanently put on, no adequate infrastructure for bicycles, … and so on and so on) and you could not address the right person or find the right way for reporting this? Or did you (or other stu-

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dents) create good ideas that could not be suggested to persons capable to implement these ideas. So wouldn't it be a good idea to develop a communication system for ideas and complaints ensuring that all suggestions will be handled by the right person? Please try to elaborate such a structure with the following activities:

- Please discuss in your student group suitable media to make your schoolmates (as well as teachers and other staff) to reveal their ideas and complaints related to climate aspects (e.g. letter box for complaints, forum on school website, virtual form on school website etc.)
- Now please reflect how you could organise to get each incoming idea or complaint be handled and forwarded to the adequate responsible person. Please write down your results.
- If you appoint one person or your climate students group that should be responsible for receiving and forwarding the suggestions and complaints you should create a form for documentation.
- Please discuss with your supporting teacher and the school administration how other responsible persons like e.g. caretakers could be integrated in the procedure. Convince them to put the process in force.

7. Roles and Responsibilities

Intention/ Purpose

For an effective climate management of a school a variety of tasks and activities have to be performed. Ideally a lot of different persons are involved in those processes. To ensure that

- the tasks will be done regularly;
- double-working will be avoided and
- interfaces between different persons and positions will be clarified.

A clear definition of responsibilities and allocation of tasks is indicated. For doing this you may follow the activities mentioned below.

Hint: The Austrian initiative „environmental label for schools and pedagogic institutions“ (UZSB: Umweltzeichen für Schulen und Bildungseinrichtungen) requires at least two positions in the context of a management system [M02]:

- climate (or environmental) coordinator
- climate (or environmental) team.

- Students

Creating a job description of your climate students group


Students in Austrian school

Some day you will leave the climate students group (latest when you will finish school). So it would be supremely advantageous for your successor to get clear instructions about what has to be done. So please give future members of the climate student group explicit advices about their tasks. For this purpose you may consider the following aspects:

- Discuss in your climate students group the relevant tasks of this group.
- Prepare a list of all relevant tasks of the climate students group. If possible please create clusters of specific thematic areas.
- Ask your school administration for a (anonymised) form for a job description used in your school.
- Create a job description for your climate students group.
- Discuss your job description with the school principal and ask for approval.

Suggestions for a job description of a climate manager

Besides the climate students group a responsible teacher (or a group of teachers) is necessary to maintain the climate management system in the long run. Up to to now you have got some experiences in implementing a climate management in your school. So what do you think the tasks of the responsible teacher(s) should be? Let us call them climate managers. Please consider the following aspects:

- Discuss in your climate students group possible tasks of a climate manager for your school.
- Prepare a list of proposed tasks for the climate manager. If possible please create clusters of specific thematic areas.
- Ask the teacher(s) backing you in the implementation process of the climate management system for comments and supplements.

- Create a job description for the climate manager. An example is presented here.
- Discuss your job description with the school principal and ask for approval.

Excursus: Additional climate relevant positions / roles

In addition to the tasks to be done by the climate students group and the climate manager(s) probably further tasks exist that should be performed by other persons. So please think about tasks and create suggestions for job descriptions considering positions like e.g.

- climate agents in classes
- energy manager
- climate transport manager
- climate nutrition manager
- caretaker
- etc.

8. Handling of Non-Conformities

Intention / Purpose

Deficits and defects in daily school operations are influencing the climate impact of nearly each school. Mostly they come up in two different types:

- technical: e.g. leaky windows and doors, high exhaust emission values of the heating plant, dropping water-taps etc.
- organisational: e.g. permanent stand-by of equipment, bad matching of public traffic and school lessons etc.

Naturally it is important that these deficits and defects are discovered by someone. In addition it is not less important that they are not only detected but solved too. To make sure that both aspects are tackled in daily school operation defined procedures and responsibilities may be helpful. Possibly the climate students group already started this process (see course "communication") and yet asked for support. For assisting them the information in the file below may be considered.

Main Players

Climate manager teacher(s) or climate steering group

Aspects of organising how to handle deficits

Here we have provided an exemplary list of aspects and ways on how to handle deficits.

First you should work out who could discover relevant deficits and how the deficits could be discovered. Some examples are:

- caretaker on his circuits
- all students (in breaks as well as during lessons)
- all teachers (in breaks as well as during lessons)
- cleaning services during cleaning works
- students during gathering climate data
- climate auditors during data collection
- parents and other visitors of the school
- authorities and other interested groups
- etc.

Afterwards please work out who has to be informed on which deficits, e.g.:

- Information about technical deficits has to be delivered to the caretaker.
- Information about organisational deficits has to come to the climate manager(s) and the climate students group.

Work out which means you can make available to ensure this flow of information, e.g.:

- Use of a letter box for ideas and suggestions
- Consultation hours of the climate manager(s) in pauses etc.
- List of deficits and defects to be filled in at the climate manager's office

Assure that no discovered deficit will be neglected, e.g. in using a form where each deficit will be filled in. Then you should define how the discovered deficits will be handled, e.g.:

- Simple technical deficits are handled by the caretaker directly.
- Major technical deficits have to be discussed in the climate steering committee, corrective measures created and transferred to the school principle.
- Simple organisational deficits are solved by the climate manager in cooperation with the affected persons.

- More complex organisational deficits have to be discussed in the climate steering committee, corrective measures created and transferred to the school principal.
- Within the school budget the school principal decides upon relevant measures and in cases of going beyond the budget the school authority will be asked.

Come to a binding agreement with all affected persons about the defined regulations. Illustrate all defined and agreed activities of your school to handle deficits and defects as well as all responsibilities in a corresponding procedure.

You find exemplary forms for all steps on our Moodle platform. To get an account, please mail us: award@climes.eu.

Your CLIMES Team

European CLIMES exhibition in Stockholm

Education and Culture DG
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