Sustainable development criteria and certification system for educational establishments in Finland



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The OKKA Foundation for teaching, education and personal development

Finland

The OKKA Foundation

 Is a foundation for training, teaching and personal development supporting the educational sector.



- Is founded by the Trade Union of Education in Finland OAJ and associations of teachers in vocational education.
- Is responsible for the Environmental Certification of Educational Establishments Finland.

Background







Environmental Criteria and Certification 2004

- Initiative: Trade Union of Education in Finland (2000)
- EU Life Environment project "ENVEDU" 2001-2004
- Target groups: Schools and educational establishments in Basic education, General and Vocational Upper Secondary Education

Sustainable development criteria and Certification 2009-2010

NATIONAL TARGETS, Strategies of Education for Sustainable Development (Finnish National Commission on SD, Ministry of Education, 2006):

- All schools and educational establishments have sustainable development programs by 2010
- 15% of schools and educational establishments have been certified for their sustainability work by 2014

Finnish Environmental Certification of Educational establishments (2004 ->)

ENVIRONMENTAL CRITERIA

- 1. Environmental management
- 2. Teaching and learning
- 3. Maintenance activities

Update to SD criteria 2009

Certification management:

 The OKKA Foundation for teaching, education and personal development



OKKA

Cooperation partners:

- Ministry of Education
- Ministry of the Environment
- National Board of Education
- Trade Union of Education in Finland
- Co-operative Eco-One
- Sykli Environmental School of Finland
- Finnish Association for Environmental Education
- Universities and polytechnics

TRAINING COURSES

- Construction of SD programs
- 2002-2009: about 750 teachers

MATERIALS

- Manual
- Evaluation tools
- www-pages

AUDITOR NETWORK

- 80 auditors
- External audits
- Development of certification

SCHOOLS AND EDUCATIONAL ESTABLISHMENTS

- Integration of SD in teaching and school culture
- Promotion of wellbeing of students and teachers
- Certificates (2004 12/2009: 28)

Sustainable development criteria & certification, planning 2007-2010

2007 - 2008

 Development and testing of the criteria

2/2009

Approval and introduction of the criteria

2008 - 2009

 Development and testing of evaluation tools

10/2009 - 3/2010

 Development of the certification website

10/2009 - 3/2010

Start of the SD certification

Planning team

• OKKA, Sykli, Eco-One







Support

- Auditor network, teachers and educational establishments
- Pedagogical experts
- Educational authorities
- Several development projects

Finance

- The OKKA Foundation
- Ministry of Education
- National Board of Education
- Ministry of the Environment
- The Finnish Work Environment Fund
- Ålandsbanken

SD Criteria 2009: process model

- Quality approach
- Tool for selfevaluation and development
- All aspects of SD included
- Cover management, teaching and learning environment
- Pedagogical model used for the criteria of teaching
- Provide a possibility for certification

PLANNING

- Values
- Statutory requirements
- Organization and resources
- Sustainable development program
- Planning of teaching

IMPLEMENTATION

- Sustainability themes
- Implementation of the themes
- Establishment of ways of action
- Networking

- Teaching
- Knowledge of SD
- Thinking skills
- Action skills and experiences
- Teaching methods and student's learning path

FOLLOW-UP, EVALUATION, DEVELOPMENT

- Evaluation procedure of sustainable development
- Development of operation and reporting







Criteria for teaching, background

ESD model used in the criteria (general education)

Knowledge of SD

 ecological, economic, social and cultural environment, SD issues

Thinking skills

· holistic, critical and future thinking

Action skills and experiences

- use of different learning environments
- practicing of sustainable ways of action
- practicing of skills of participation and influencing

Criteria for vocational education are based on the structure of national core qualifications (evaluation of vocational skills)

- Mastering of work process, working practices, tools and materials
- Mastering of basic knowledge of the work
- Key skills of lifelong learning (sustainable development)







Sustainability themes in the criteria

Ecological and economic Social and cultural sustainability sustainability Responsible procurements and Safety of the educational sustainable consumption (also social establishment (also ecological sustainability: chemicals) and cultural sustainability) Recycling and prevention of waste Wellbeing of the staff and the students Energy and water Prevention of bullying and exclusion Organization of students' support Transports and traffic services Nutrition and health (also social and cultural sustainability) Cultural environment and traditions Management and maintenance of the Cultural diversity and internationality school premises and surroundings Own theme (social/cultural Own theme (ecological/economic sustainability) sustainability)

- -> Planning of SD programme
- -> Educational establishment can select 5 themes for evaluation when applying the certificate







Example: Energy theme in SD programme







- 1. Energy review in the educational establishment
 - 2. Identification of needs of improvement
 - 3. SD programme: targets and means of implementation
- 4. Implementation of energy theme in teching and learning environment
- 5. Establishment of good ways of action in the school culture
- 6. Evaluation of the realisation of targets, selection of new themes

- Students conduct the review as part of teaching supported by teachers and technical staff
- Examples: technical improvements, behaviour
 of students and staff, instructions for energy saving, follow-up, etc.

Targets: reduction of electricity consumption by X % **Actions**

- *Technical issues:* e.g. introduction of motion sensors for lighting control, replacement of old computers by energy saving models
- Behaviour of students and staff: switching off the computers and lights -> instructions & communication, Energy saving week, etc.
- Teachers integrate energy theme in teaching
- Cooperation: consulting of local energy experts
- Instructions for energy saving, training of students and staff, defining of responsibilities related to energy saving issues
- Follow-up system for behaviour of students and staff and measuring of energy consumption
- Procedures for corrective actions

Supporting material (website)

EVALUATION TOOLS

SD Criteria

Four-step descriptions of performance level for each criteria

Self-evaluation check-lists

- 1. Planning, evaluation and development
- 2. Implementation of themes
- 3. Implementation of teaching

Examples: implementation of

themes

Future development:

- Web-based self-evaluation system
- Case bank (certified educational establishments)
- Auditors' forum

INSTRUCTIONS

Construction of SD programme

Self-evaluation

Applying the certificate

Continuous improvement

Auditors' instructions

Theory: ESD model behind the criteria







Applying the Sustainable Development

Certificate

The educational establishment conducts a self-evaluation.

An authorized auditor checks the report and conducts an on-site external audit.

The auditor gives
the educational
establishment a statement
about the fulfillment of
the criteria.

Things to be improved

The educational establishment takes the corrective actions, which are then verified by the auditor.

Criteria fulfilled

The educational establishment can apply for the Certificate from the OKKA-Foundation.







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