



Whole Institution Approaches to Learning for Sustainability

Baseline Audit

There is no one framework or model that suits all education settings around the world; that can be said of all education initiatives. However, there are similarities and some emerging evidence. We want to find out what approaches are being taken, what is working and what is not.

We will be looking at 5 generic areas of whole institutional approaches to education for sustainability. They are:

- **governance/policy/management**
- **Curriculum, teaching and learning**
- **Campus and facilities**
- **Community, partnership, outreach and communication**
- **Research, action research**

To help you further please read the Backgrounder document.

If you are answering on behalf of a network with variable practice - please consider adding 'best' and 'just starting practice' in the comments boxes, or complete the survey again for different types of whole institutional practices - and please add a note explaining who you are filling the survey in for. Alternatively send the survey to two or three good examples in your network.

The questions are quick and simple – it should take about 15 minutes to complete.

Thank you

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Whole Institution Approaches to Learning for Sustainability

Tell us about yourself

1. Your name

2. Your organisation

3. Country you are based in (please list)

4. Email address:

5. Are you:

- an organisation
- an education institution
- a network

Other (please specify)



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Tell us about your programme

6. Name of your whole institution programme (if you have one)

7. Educational level/stage (please tick those that apply to your whole institution approach)

- early years/pre-school
- primary (elementary)
- secondary/high school
- college
- university
- training/vocational institution

Other (please specify)

8. Does your whole institution/school approach have a theme or themes or topics?

- Yes
- No

9. If YES (to Q9) please list your topics or themes

10. Tell us how your programme/framework was designed by ticking as many as appropriate

- Using an existing model or framework
- Driven by government policy
- Stakeholder driven in its design
- Designed by students, staff and management on the institution
- Designed by staff only
- Designed by management only
- Designed by students only
- Designed by external organisations

Other (please specify)

11. Please supply details to your response/s to Q12



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Governance or Institutional/school policy

12. Please tick one box on each row

	Not doing it	Emerging work	Good established work	Not appropriate (N/A)
Vision/mission statement (e.g. purpose of the school with sustainability included)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Values statements for the school include sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability is included in school/institution improvement or development plan/strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A school/institution policy for education for sustainability (ESD) exists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A school/institution policy for sustainability (SD)exists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance criteria for staff include SD or ESD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability decisions at the institution are made including all members and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A budget is allocated centrally for ESD or SD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ESD/SD is assessed by looking at the changes that are happening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This work is communicated within the school/institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This work is communicated within the school/institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A leadership for sustainability training programme is available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

13. Please feel free to give examples of any work that you feel is working particularly well or provide a web link to a case study or website



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Curriculum, teaching and learning

14. Please tick one box on each row

	Not doing it	Emerging work	Good established work	Not appropriate (N/A)
Sustainability is taught within subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability is taught as a cross curriculum topic or approach or inquiry based projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A scoped and sequenced approach to learning for sustainability has been developed across all years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A sustainability curriculum has been developed at the institutional level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A national curriculum exists with sustainability in it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability learning only happens through specific events during the year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching approaches for ESD such as participatory, systems thinking, critical thinking, action learning etc are incorporated in all teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers performance review includes ESD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training for teachers in ESD is available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Not doing it

Emerging work

Good established work

Not appropriate (N/A)

Assessment for learning outcomes and competencies is developed collaboratively with teachers, management and students and is open and transparent

Stories/case studies of student learning/projects are shared widely

Other (please specify)

15. Please feel free to give some examples of any work that you feel is working particularly well, or provide a web link to a case study or website

16. Please list the topics that your institution(s) tend to work on



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Campus (school buildings and land) and facilities

17. Please tick one box on each row

	Not doing it	Emerging work	Good established work	Not appropriate (N/A)
Sustainability guides use of resources in the school e.g. water, grounds, energy use,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A sustainable procurement (buying) policy exists and is used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A sustainable transport and school travel plan exists and is enabled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability principles are applied to the design of new or to refurbishing the buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school/institution grounds support the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are engaged in active research into the sustainability of the school/institution grounds and building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilities staff are trained in sustainability practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability audit tools for the grounds and buildings are used e.g. ISO, carbon footprinting, ecological footprinting, CSR (CR) types of assessment tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional sustainability achievements are reported widely e.g. website, networks, community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

18. Please list the assessment tools you use

19. Please feel free to give some examples of any work that you feel is working particularly well, or provide a web link to a case study or website



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Community, partnerships, outreach and communication

20. Please tick one box on each row

	Not doing it	Emerging work	Good established work	Not appropriate (N/A)
Parents and local community are actively involved in the school sustainability work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are actively involved in the community sustainability work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnerships with sustainable businesses show case vocations and training, including internships or work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local networks of schools/institutions share their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Case studies/stories of action learning and student development are shared outside of the school/institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stakeholder/partner events are run to assess progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

21. Please feel free to give some examples of any work that you feel is working particularly well, or provide a web link to a case study or website.



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Research/action research/action learning

22. Please tick one box on each row

	Not doing it	Emerging work	Good established work	Not appropriate (N/A)
Action learning/research programmes exists for students and the learning is valued and shared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution has a research for sustainability focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All the activities including research are assessed through a sustainability lens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

23. Please feel free to give some examples of any work that you feel is working particularly well, or provide a web link to a case study or website



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Anything else?

24. If there any other aspect of your whole institution/school approach that you would like to mention, please do so here

25. What would you like to learn more about and/or build your skills on?

The results will be shared with all participants, do let us know if you would like your results submitted anonymously

Thank you

UNESCO GAP Partner Network 2 Steering committee