1. INTRODUCTION

1.1 Background

The Hong Kong Awards for Environmental Excellence (the HKAEE) is led by the Environmental Campaign Committee (ECC) alongside the Environmental Protection Department and in conjunction with nine organisations, namely, in alphabetical order, the Advisory Council on the Environment, the Business Environment Council, the Chinese General Chamber of Commerce, the Chinese Manufacturers’ Association of Hong Kong, the Federation of Hong Kong Industries, the Hong Kong Chinese Importers’ & Exporters’ Association, the Hong Kong Council of Social Service, the Hong Kong General Chamber of Commerce and the Hong Kong Productivity Council. The HKAEE aims to encourage businesses and organisations to implement environmental managements; measure organisations’ performance and their commitment to environmental management within the industry; and recognise organisations with excellent performance on environmental management.

As an environmental award that aims for excellence, the HKAEE takes the pyramidal shape as the form of its logo to show the commitment of different sectors of society for reaching excellence in environmental performance. At the apex of the logo is a tender leaf that symbolises the growth of environmental awareness in the community. The white ribbon that wraps around the pyramid forms the letter "Q" to represent both quality and qualified environmental performance of the awarded organisations.
1.2 Overview of 2018 HKAEE

The HKAEE has been recognised by the community as one of the most prestigious and reputable award schemes in Hong Kong. Information of this award scheme is summarised in the table below and full details can be found in the individual Guidebooks.

Table 1: Awards category under 2018 Hong Kong Awards for Environmental Excellence

<table>
<thead>
<tr>
<th>2018 Hong Kong Awards for Environmental Excellence</th>
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<tbody>
<tr>
<td><strong>11 Sectors (non-SMEs)</strong></td>
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<tr>
<td>Construction Industry</td>
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<td>Hotels and Recreational Clubs</td>
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<td>Manufacturing and Industrial Services®</td>
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<td>Media and Communication</td>
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<td>Property Management (Commercial &amp; Industrial/Residential)</td>
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<td>Public and Community Services</td>
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<td>Restaurants</td>
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<td>Schools® (Primary/Secondary)</td>
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<td>Servicing and Trading</td>
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<td>Shops and Retailers</td>
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<td>Transport and Logistics</td>
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<td>**4 Sectors (SMEs) **</td>
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<tr>
<td>Construction, Manufacturing and Industrial Services®</td>
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<tr>
<td>Servicing Industry</td>
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<td>Shops and Retailers</td>
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<td>Trading</td>
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The Organisers reserve the final right to make the final decision in the event of dispute over the eligibility of an applicant.

^ The nominated construction project should have at least one-third of the project work completed (according to the contract period) at the time of assessment.

@ Hong Kong based manufacturing companies with their factories in the Pearl River Delta will also be eligible to join the HKAEE under the Manufacturing and Industrial Services Sector (for non-SMEs), or Construction, Manufacturing and Industrial Services Sector (for SMEs).

# Restricted to Champions, first runners-up and second runners-up of the Primary School and Secondary School Categories under the past Hong Kong Green School Award organised by the Environmental Campaign Committee as well as all Green Schools.

* Under the HKAEE, an SME is an organisation that (i) meets the definition of Small and Medium Enterprises (SMEs) adopted by the Hong Kong SAR Government; (ii) has substantive business operation in Hong Kong; and (iii) its parent company (if applicable) and itself should not be a listed company.

An SME under the definition of HKSAR Government is a manufacturing business which employs fewer than 100 persons in Hong Kong; or a non-manufacturing business which employs fewer than 50 persons in Hong Kong. The “number of persons employed” includes individual proprietors, partners and shareholders actively engaged in the work of the organisation; and salaried employees of the organisation, including full-time or part-time salaried personnel directly paid by the organisation, both permanent and temporary, at the time of submitting applications.
## 2018 Hong Kong Awards for Environmental Excellence

### Awards Category

<table>
<thead>
<tr>
<th>Award</th>
<th>Number</th>
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<tbody>
<tr>
<td>Gold</td>
<td>1</td>
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<tr>
<td>Silver</td>
<td>1</td>
</tr>
<tr>
<td>Bronze</td>
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</tbody>
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or a combination as deemed appropriate by the Final Adjudicating Panel(s).

A maximum of 10 Certificates of Merit.

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**2018 Hong Kong Awards for Environmental Excellence**

**Awards Category**

The awards to be granted in each of the sector:
1.3 Eligibility for the HKAEE

All businesses / organisations and their functional units operating primarily within Hong Kong with their core business fulfilling the definition of respective sector are eligible to apply for the HKAEE. Functional units within an organisation can enter the same or separate sectors but each functional unit is limited to enter into one sector only. A functional unit of an organisation will not be allowed to enter into the same sector if the organisation as a whole has already filed an application for such sector or vice versa. If an organisation has multiple functional units intending to join the same sector, each functional unit should demonstrate that it has its own environmental initiatives within its operation before being considered admissible to the HKAEE.

To encourage wider participation, the Gold Award winner of each sector / sub-sector of the previous year will not be eligible for entering the HKAEE in the subsequent year.

The Organisers reserve the right to determine the eligibility of any applicant.

1.4 Eligibility for the Schools Sector for non-SMEs

Participation of this sector is restricted to Champions, First runners-up and Second runners-up of the Primary School & Secondary School Categories under the past Hong Kong Green School Award organised by the ECC, as well as all Green Schools. This sector is further divided into two sub-sectors, namely primary schools and secondary schools.

The Organisers reserve the right to determine whether an applicant is eligible for this Sector.

1.5 Purpose of this Guidebook for Schools Sector

The purpose of this Guidebook is to explain the application procedures and assessment criteria for the Schools Sector under the HKAEE. In addition, self-assessment checklist (Appendix 1) and sector best practices (Appendix 2) are provided to assist school in improving their environmental performance.
2. ASSESSMENT PROCESS

The assessment process for Schools Sector is as follows:

Winners will be selected from a rigorous assessment process that comprises three stages:

- **Stage 1: Initial Assessment**
  - Document review of all entries
  
- **Stage 2: Detailed Assessment**
  - Field assessment of shortlisted entries
  
- **Stage 3: Final Assessment**
  - Adjudicating panels to select winners out of finalists

Stage 1 - Initial Assessment

Upon receipt of the application form, a questionnaire will be sent to the applicants for collecting detailed information on their green policies and practices as well as environmental achievements. All information submitted by the applicant will be reviewed according to the assessment criteria laid down by the award Organisers. The Organisers may request additional documents for the purpose of information verification. The Organisers will then select applicants for detailed assessment in Stage 2.

All eligible applicants that have completed Stage 1 assessment and yet do not receive any award will receive a Participation Certificate after the completion of all assessment processes.

Stage 2 - Detailed Assessment

Schools invited for detailed assessment will be visited by a team of assessors. Each visit will include a tour of applicant’s facilities as defined under the scope of applicant and interviews with key representatives of the schools including top management, teaching and general staff. During the site visit, applicants are encouraged to introduce their environmental performance to the assessors to provide them with an in-depth understanding of their environmental initiatives and their status of implementation.

Applicants reaching Stage 2 assessment will receive a complimentary report on their environmental performance. The report will outline the school’s strengths and areas where improvements in environmental management could be made. The reports will be submitted to the Adjudicating Panels for final adjudication.

Stage 3 - Final Assessment

Adjudicating Panels will review the environmental performance of applicants. During the final assessment phase, the Adjudicating Panels may invite candidates to further present their achievements in a meeting. Each Adjudicating Panel will comprise representatives from various trade associations, government departments, professional bodies and the like.
3. ASSESSMENT CRITERIA

The assessment criteria for Schools Sector are based on the well-established “Eco-School Model”. This model is designed to exemplify the strong relationship between the internal operation of a school and the surrounding environment. The key factors, including Green Leadership, Programme and Performance and Partner Synergy, are generally considered to be vital in the overall integration of environmental measures within a school.

**Eco-School Model**

<table>
<thead>
<tr>
<th>School Benefits</th>
<th>Environmental and Community Benefits</th>
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<tbody>
<tr>
<td>• Compliance with environmental requirements</td>
<td>• Increased environmental awareness</td>
</tr>
<tr>
<td>• Cost savings</td>
<td>• Protection of finite resources</td>
</tr>
<tr>
<td>• Improved school image and community recognition</td>
<td>• Reduced pollution impacts</td>
</tr>
<tr>
<td></td>
<td>• Improved global environment</td>
</tr>
<tr>
<td></td>
<td>• Gained international recognition of Hong Kong’s environmental efforts</td>
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The “Eco-School Model” describes the three key aspects that a green school should possess. It lists out the criteria for becoming a successful “eco-school” and illustrates the benefits after meeting the criteria. To demonstrate your school’s commitment to environmental management and engagement with stakeholders, please consider fulfilling the “eco-school” model criteria according to the three key aspects.

On-going improvement is required to maintain high operational standards. They explain to schools the types of environmental measures that can be adopted, and how these measures can be put into practice. The following section lists out the details of each key aspect.
3.1 Green Leadership

The commitment from senior management to environmental protection will steer the successfulness of conservation measures taken within any school. This component of the Model suggests that management is to provide leadership in initiating the environmental measures to be taken.

The efforts of school management should involve formally defining the goals and policy of the school’s commitment to environmental management, allocating resources to fulfill the requirements of the school’s policy, communicating policy goals and involving all levels of staff in the programme. Furthermore, it is important that the school management establishes channels to educate its staff members on how to practise environmentally friendly measures.

3.1.1 Leadership

In order to develop a green culture within a school, the management is required to both demonstrate commitment and use incentives to encourage school members to practise green measures.

- Be a role model – Practise what you preach by following the same measures you expect your school members to follow. This will demonstrate your commitment to your school’s environmental programme and will be portrayed you as a good role model;
- Get involved in environmental programmes and activities;
- Communicate with your school members in a two-way manner; and
- Establish incentives to encourage environmental conservation within your school. This can include presenting awards to those school members who are highly committed to undertaking environmental measures.

3.1.2 Policy and Commitment

School management should create an environmental policy that proclaims the commitment of the school to protecting the environment. A school’s environmental policy is a statement of intent that is designed to outline how it will reduce environmental impacts and improve performance.

All activities associated with the school’s operation have potential environmental effects or impacts. They may arise from energy use, waste generation and purchasing products. The role of the environmental policy is not to list individual initiatives or project to deal with each impact, but to create a framework, around which such initiatives can be developed, which will lead to improving overall environmental performance.

An environmental policy must not be viewed in isolation, but should be seen as an integral part of the school’s policies. In general terms, it should:

- Demonstrate commitment to adopting good environmental practice;
- Be school-wide: apply to all parts of the school and therefore is not restricted to particular aspects of the school’s operations or focused on individual departments; and
- Be strategic: state the aims and objectives of the policy and summarise corresponding activities and procedures that shall be undertaken to achieve the aims.

The environmental policy can be a simple and concise statement that is made known to all school members and their family members and be made available to the general public. In general school management and those school members who are responsible for or interested in environmental management can jointly draw up a draft policy. All school members should be allowed to comment on the policy before it is finalised. The environmental policy should contain commitments...
to environmental conservation that can be turned into actions. Once the environmental policy is established, it should also be properly displayed to all staff members, students, parents, and, if possible, the public.


3.1.3 Organisation and Resources

Appropriate resource allocation of both human and financial aspects is required for the successful implementation of environmental initiatives within a school. The first step in implementing your environmental initiatives is to secure the support of your staff members. You may inform school members about the programme before implementation, which will help them understand the benefits and rationale behind. Due to the diverse nature of most environmental management measures, all members of your school will conceivably be required to help run the programme. You are likely to see better results if all school members join in the effort than if only a few individuals participate in the programme. In the long term, getting school members involved in making decisions can also help ensure the programme runs smoothly.

You can appoint a “Green Manager” (GM) within your school. This individual shall be responsible for encouraging school members to support environmental measures and for co-ordinating programme implementation. Your selected GM should be committed to fulfilling programme requirements and to protecting the environment. The GM’s responsibilities will vary according to the programme that you have designed. However, the GM should assume a number of fundamental duties that are listed below.

- Encourage school members to participate in the programme. This can be achieved by arranging information sessions and signing of an environmental policy statement;
- Collect school members’ ideas and answer their questions or concerns regarding the programme;
- Ensure that realistic objectives and targets are set;
- Ensure effective implementation of the environmental programme;
- Oversee internal checks;
- Encourage school members to give suggestions and feedback;
- Communicate the results of the environmental programme with the community; and
- Encourage school members to apply external funds for the implementation of the environmental programme and improvement works.

In general, support from every school members is essential in running the programme. Therefore, to help boost school members’ participation, the GM can identify enthusiastic school members from different levels within the school to help in programme implementation. The number of individuals chosen to help guide programme implementation will depend upon the size of the school.

If your GM has enlisted a number of school members to help run your programme, these members could form an “Environmental Task Force”. The role of the Task Force would be to decide upon ways to co-ordinate implementation efforts. The Task Force could meet on a regular basis (e.g. monthly) and discuss the progress of the programme.
3.1.4 Environmental Communication
A school should develop channels that enable effective and timely communication of environmental message and other useful information. Two-way communication is encouraged and can assume different forms including the following:

- Vertical and horizontal communication - among all members within the school; and
- Communication between the school and its partners and the local / overseas community.

3.1.5 Environmental Training
Environmental training can enhance the competence of school members and lead to overall improvement in environmental performance.

Aims of Environmental Training include:

- Ensure all school members are acquainted with the school’s environmental policy and environmental initiatives;
- Harness a commitment to the implementation of a school’s environmental policy;
- Secure co-operation in the functioning of the environmental initiatives;
- Raise school members’ awareness of the environmental impacts associated with their particular activities;
- Improve environmental performance and encourage a responsible attitude to environmental protection;
- Encourage development of practices that can reduce environmental impacts; and
- Improve communications on environmental issues within the school.

3.1.6 Environmental Education and Training
Education is a key to environmental success. Our youngsters should be given appropriate environmental education to practise environmental protection on their everyday lives to preserve and save the Earth. Your school should form a coordinating team in environmental education. The widely represented environmental education coordinating team should consist of the management, teachers, other staff and students to devise environmental training plan for students, teachers, non-teaching staff and possibly parents.

A dedicated committee is formed to compile and implement an action plan to fully integrate environmental education across school curriculum, make sure environmental education materials are used effectively, and organise environmental education activities in related clubs and societies.

3.1.7 Managing for Continual Improvement
To encourage school members to strive for continual improvement, you can use a number of mechanisms to encourage environmental initiatives. A regular review of the school’s environmental programme and the operational practices can usually serve the purpose. Regular checks can help a school:

- To get an understanding of the overall effectiveness of the school’s environmental activities or initiatives;
- To identify appropriate corrective or preventive actions necessary to eliminate the causes of identified problems; and
- To identify further environmental initiatives that can be implemented for achieving continual improvement.

In addition, your school should benchmark your environmental performance with industrial / regional / global standards (e.g. obtain BEAM Plus and LEED certifications or benchmark your interior fit-out, renovation and refurbishment works with reference to the requirements of BEAM Plus Interiors) to manage for continual improvement.
3.2 Programme and Performance

3.2.1 Regulatory Compliance
Organisations should ensure that they are aware of all relevant environmental legislation by establishing suitable procedures for identifying such requirements and ensuring that key staffs have the necessary knowledge to access this information. Each organisation should have its own list of relevant environmental requirements which it must comply with. The list varies depending on your particular operations.

3.2.2 Environmental Programme Implementation
Once the management has formalised its commitment to environmental conservation measures, an environmental programme that defines the objectives, targets and schedule of various environmental initiatives can be formulated. Your environmental programme should be designed to meet your school’s specific needs. Such a programme can streamline school’s operations, cut costs, improve environmental performance and improve your image in the eyes of your school members, partners and the public.

The following outlines the approach you can take to establish your own environmental programme.

- **Understand Your Needs** - Carry out an environmental review to determine the status of your school in relation to protection of the environment (the Self Assessment Checklist for School in Appendix I can be a starting point). The review is helpful in identifying your school’s strengths and weaknesses and prioritising the actions you need to take;
- **Define Your Objectives** - Once you have identified the key areas that need improvement within your school, you can begin to determine which priority areas that you intend to make improvement;
- **Define Your Targets** - According to the objectives, define specific, practicable and measurable targets for implementation;
- **Formulate Your Action Plan** - Formulate in detail the measures that will be taken to achieve the targets and the schedule for implementation. At the same time determine the staff who will be responsible for undertaking different measures;
- **Monitor Your Programme** - Keep track of the progress of the programme defined; and
- **Review the Results** - Review monitoring data to identify whether improvements or additional resources are required.

Now you understand how to develop an environmental programme within your establishment, you can begin to determine the measures that suit yours.

3.2.3 Energy Conservation and Carbon Reduction
Electricity is the main form of energy used within most schools in Hong Kong. Hong Kong’s electricity is primarily generated through the combustion of coal and gas. Both coal and gas are natural resources that will eventually run out.

Furthermore, coal burning can result in the release of undesirable air pollutant. Actions to reduce electricity use will result in the preservation of natural resources. Many measures can be taken to reduce the use of energy in your establishment, most of which involve simple yet effective practices that require minimal time and effort from everyone. The following are suggestions on approach on how to start:
Review energy bills to understand the amount of energy used on an annual and monthly basis;
Determine the main sources of energy usage or energy loss (e.g. energy loss could include the effect of an open window in an air-conditioned building);
Establish a total energy reduction target for your entire establishment as well as for individual energy using components (e.g. set a 10% target for reducing overall energy consumed, and a 30% for the amount of energy consumed by your air conditioning system, to be achieved by the end of next year); and
Determine and implement procedures to reduce the amount of energy consumed by major types of equipment within your establishment.

Ways to reduce electricity consumption can include, but not limited, to the following:

**Lighting and Equipment**
- Ensure that lights in the classrooms, offices and all other areas within your school are turned off after use. This can be achieved by posting signs near the room exits;
- Consider replacing incandescent light bulbs with fluorescent lights/lamps or LED lights/lamps, especially during replacement of damaged light bulbs. These types of lights use only a fraction of the energy of regular incandescent bulbs to produce the same illumination level and last much longer;
- Consider turning off a portion of classroom and office lights during lunch breaks, overtime work and after school hours;
- Install timers on lights and motion sensors so that lights are turned off when not in use.
- Check the lighting levels to determine if there is more than enough light then adjust levels accordingly;
- Encourage the use of natural lighting where possible;
- Consider using electronic ballasts to replace conventional electromagnetic ballasts during replacement of damaged ballasts;
- Check with suppliers to determine the energy efficiency of the products and chose products (with energy labels) that will save the most energy possible during the purchase of new appliances; and
- Encourage school members to use the stairs instead of lifts whenever possible.

**Ventilation, Temperature Control and Renewable Energy**
- Ensure that air conditioning units in classrooms, offices, meeting rooms and other school areas are turned off after use;
- Establish a maintenance programme to ensure that air conditioning/ventilation equipment is checked on a regular basis, to ensure that it is operating efficiently. Regularly clean dust filters of air conditioning/ventilation systems. Fix problems when they are detected and if possible replace items with new and more energy efficient options. Remove items that restrict flow of air through cooling units;
- Restrict access to the control of air conditioning units to discourage abuse of the units;
- Check indoor temperatures regularly to determine if controls are correctly set;
- Use blinds or curtains to deflect the heat of the sun (to reduce air conditioning loading) during summer time and open them to allow in heat from the sun during colder months;
- Keep all windows and outside doors closed when air conditioning units are running if appropriate;
- Apply solar film on classroom windows to reduce the amount of solar heat entering the classrooms; and
- Install renewable energy facilities such as wind-turbines and photovoltaic panels.
3.2.4 Water Conservation and Wastewater Control

Many members of the community enjoy swimming in Hong Kong beaches, particularly in the summer months when people escape to the beaches to cool down. Hong Kong coastal waters also support a wide array of marine life and species that are sea food delicacies to the population. However, at present most of the wastewater produced daily is still discharged into the harbour. Some simple measures can be taken to protect the coastal waters, for example, cutting down on the amount of water consumed on a daily basis. Reducing the amount of wastewater produced in your school will benefit the environment and people in Hong Kong, and also result in cost savings.

The following are suggestions on approach on how to start:

- Review water bills to define the amount of water used on an annual and monthly basis;
- Determine the main sources of water usage or water loss;
- Establish a total water reduction target for your entire establishment (e.g. set a 10% target for reducing overall water consumed); and
- Establish and implement procedures to reduce the amount of water consumed for each major water source within your establishment.

Ways to conserve water and minimise water pollution inside your school include:

- Install flow restrictors, aerators, toilet dams and automatic shut off systems and other water flow devices to faucets and water fountains within the school. This will ensure that water use is reduced at all times;
- Encourage school members to always completely turn off all faucets and report any possible leaks. Post reminder signs to remind school members to turn off faucets;
- Establish a monitoring and repair programme to ensure that pipes are in good working order and that leaks and other problems are repaired as soon as they are detected;
- Consider the use of environmentally friendly cleaning products (e.g. use vinegar to wash windows instead of astringent window cleaners, use biodegradable liquid soap in toilet and in the pantry for dish washing); and
- Use rainwater where possible and appropriate for washing, watering and toilet-flushing.

3.2.5 Waste Management

Landfills are quickly becoming full. However, since land in Hong Kong is a precious and scarce resource, there is little space for new landfills. A portion of the waste that is thrown out every day can be reduced through reuse or recycling (for use as another product). In a school environment, large amounts of waste materials are produced, including packaging materials, waste paper, cardboard boxes, and food waste from lunches. The following outlines measures that can be taken to reduce the amount of waste that ends up in landfills.

Reduce

- Adopt green lunches for students (e.g. by central portioning to avoid food waste as far as practicable);
- Use recycled / recyclable / reusable containers for lunch boxes;
- Encourage school members to bring own tablewares, water bottles, handkerchief;
- Handle and store materials carefully to reduce breakage and spills;
- Chose solar powered or rechargeable appliances to avoid battery disposal;
Post signs around the school to encourage school members to bring in their own lunches in reusable containers, this will help to avoid the excessive wastage that arises from fast food packaging;

- Use refillable containers for cleaning products; and

- Develop a “no paper towel policy” by keeping cloth rags on hand to wipe up spills.

**Reuse**

- Reuse the boxes that you receive from your suppliers for storing products;
- Offer your unused boxes back to your suppliers for reuse;
- Use shredded waste paper for packaging;
- Establish a collection bin for used packaging materials that can be reused; and
- Reuse envelopes by attaching new labels on them.

**Recycle / Upcycle**

- Upcycling waste products into other useful products.
- Ask suppliers about the possibility of returning used products and if possible return used corrugated cardboard, paper boxes and shrink-wrap to them;
- Establish waste paper recycling boxes in your school near to sources of high paper use, such as photocopiers, printers and fax machines. Two types of boxes can be used. One box can hold paper that has been used on one side, therefore the other side can be reused. The other box can be for paper used on both sides. Contact a waste paper recycling company to collect paper that has been used on both sides;
- Liaise with cleaning staff and encourage them to help in the waste paper separation programme;
- Use whenever possible recycled paper, refillable pens, recycled toner cartridges, rechargeable batteries and other materials that can be reused or recycled;
- Consider the possibility of recycling for other types of waste material produced;
- Participate in the development of a community-recycling programme; and
- Recycle food waste by composting.

### 3.2.6 Housekeeping

The general appearance of your school is a key factor to your school image. It is therefore important to create a pleasant atmosphere in your school by ensuring that your facilities are well maintained. Your school members and the community will appreciate a clean environment. You can enhance the ambience of your school by ensuring that your school is well lit and clean.

- Train relevant staff in good housekeeping practices. Set aside a designated area within the school to store inventory and potentially harmful substances;
- Ensure proper procedures are followed during the handling and storing of these potentially harmful substances. This can be re-enforced by posting signs to inform staff of good practices for handling and storing materials;
- Design a catalogue system to keep track of inventory. If possible, use a computerised store inventory system to save on manpower, increase efficiency and account for dangerous goods that may potentially cause harm to school members and the environment;
- Monitor inventory storage procedures on a regular basis, to ensure that safety standards are being achieved;
- Keep merchandise handling instructions in an accessible area;
- Use the “First-In-First-Out” principle to avoid expiry of materials before their consumption; and
- Keep the campus clean and tidy to ensure litter-free, stagnant water-free and odour-free by routine cleaning.
3.2.7 Noise Control
In order to create an effective learning environment and a pleasant environment for the school’s neighbourhood, it is important to minimise the school’s noise level. You can enhance the ambience of your school and your neighborhood by establishing measure(s) to avoid or abate the noise emitted from the school or noise from outside sources affecting the school. You should regularly check your audio systems to ensure their volume and orientation are in suitable level and direction that will not cause nuisance to the students as well as the neighborhood.

3.2.8 Indoor Air Quality
The air inside buildings can contain numerous airborne pollutants. Pollutants including gases, dust, mites, bacteria, fungal spores and viruses are commonly detected in enclosed indoor environments. Other nuisances that contribute to indoor air pollution within schools can include chemicals from new furniture, carpet fibres, renovation work, smoke, dust from unclean furniture and equipment as well as pollutants produced by machinery. In some instances, poor air circulation can result in a build-up of carbon dioxide levels causing discomfort. Other air pollutants including smoke, dust, ozone and air-borne bacteria can cause a wide array of human health problems when inhaled. There are a number of measures that can be taken to curb indoor air pollution within your school.

- Check with your facilities management if there is sufficient fresh air within the building;
- Ensure the fresh air supply is not located near outdoor air pollution sources (e.g. chimney exhaust from adjacent building);
- Ensure that air outlets, ducts, filters and cooling coils within air-conditioning systems are cleaned and, if necessary, replaced on a regular basis;
- Equip laboratories with ventilation systems. Filter polluted air before emitting to the public areas;
- Clean carpet and fabric furniture on a regular basis;
- Situate photocopiers in properly ventilated areas as these machines generate ozone during operation; and
- Monitor the air quality and report any air pollution nuisance from outside sources to EPD.

3.2.9 Transportation
In Hong Kong air pollution can be largely attributed to motor vehicle use, power station emissions and transboundary sources. Road vehicles in Hong Kong are usually powered by fossil fuel. The combustion of fuel in car engines results in the release of air pollution particles. Inhaling these particles is proven to cause respiratory diseases such as asthma and bronchitis.

Furthermore, air pollutants and greenhouse gases also contribute to acid rain and global warming. As more and more motor vehicles are driven on Hong Kong streets, the vehicular emission worsens the air quality of the local community. However, we can help reduce air pollution and greenhouse effect by switching to alternative forms of travel.

Ways to improve Transport Efficiency within your school
- Encourage staff and school members to use public transport or to walk to school whenever possible;
- Encourage staff to car pool if parking facilities are available at your school; and
- Arrange a parking area for bicycles within school area to encourage school members to commute by bicycle.
Ways to improve Transport Efficiency if you operate a vehicle fleet

- Establish a vehicle maintenance programme to ensure that vehicles are well maintained;
- Encourage the manager of your vehicle fleet to purchase non-diesel powered vehicles. Vehicles that are powered on gasoline are readily available and are cleaner than diesel powered options. Furthermore, vehicles powered on natural gas or propane produce even fewer emissions. Hybrid or electric vehicles are also environmentally friendly alternatives; and
- Encourage the manager of your vehicle fleet to determine the most efficient transport routes and design a schedule according to these routes to be followed by all school drivers;

3.2.10 Greening the Campus

Green plants play an important role in maintaining the oxygen level in air, and containing nutrients in soil. It is strongly advised to green your campus by growing plants, which may include vertical greening and green roof. Grown species are to be carefully chosen to suit your campus environment and Hong Kong weather. Furthermore, make sure the plants in campus are labeled for educational purpose, and if possible, practising organic farming.

3.2.11 Green Procurement

You can contribute to environmental protection by purchasing products and services that cause less impact on the environment. For example, products that biodegrade, can be fashioned into new items or may even be reused several times before they are disposed of will reduce stress on landfills.

General rules for environmentally responsible product purchasing

- Encourage the purchase of products that meet as many of the following criteria as possible:
  - Purchase products that are reusable or contain reusable parts such as refillable pens and rechargeable batteries;
  - Buy products that can be recycled, such as uncoated paper bags that can be easily recycled;
  - Buy products that reduce the use of resources. For example, energy efficient light fixtures should be purchased over less energy efficient options;
  - Choose products that are designed to last longer than conventional items and are easy to repair instead of replace;
  - Choose to purchase products that contain fewer toxic pollutants such as low pollution water-based paint. By using these types of products, it will also help to reduce safety hazards in school;
  - Purchase products / food bearing environmentally friendly logos, eco-labels or certificates;
  - Give preference to manufactured products in the purchasing decision process;
  - Provide green meals and make appropriate arrangement with suppliers and snack kiosk, and
  - Make reference to the green specifications published by the Environmental Protection Department or other green procurement guidelines when practising green procurement.
Purchasing procedures

- Define a policy guiding the purchase of environmentally friendly products. This policy should be made known to the whole school and the suppliers;
- Encourage those school members who are responsible for purchasing goods to conduct simple research into heavily used items within your school (paper products, stationary) that could be substituted by other more environmentally friendly options;
- Encourage communication between the maintenance and purchasing staff members to examine the possibility of repairing items instead of purchasing new ones. In many instances, furniture can be refurbished for a fraction of the cost of purchasing new items;
- Encourage school members to suggest products that are known to be more environmentally friendly than what they are currently using;
- Encourage ethical purchasing, the practice of avoiding products that would bring adverse effect to the environment and society. For example, do not buy products that have been manufactured out of rainforest wood since the destruction of these forests causing many environmental problems including global warming, deforestation, biodiversity loss and more;
- Buy goods in bulk quantities; and
- Avoid purchasing disposable items as far as possible.

3.3 Partner Synergy

3.3.1 Communication and Motivation

Once you have committed to environmental conservation measures within your school, you should share your efforts with others. Your suppliers, school members and their family members, and the community deserve to learn about the positive actions that you are now taking. Knowledge of your environmental programme is valuable to others since seeing your accomplishments can motivate them to establish their own programme.

In some instances, your partners may not be aware of the benefits of establishing such a programme. In other instances, they may be interested in starting up their own programme yet they need some initial guidance as to how to begin. It is therefore important that your policy is made available to interested parties. You can also refer to Appendix 2 to learn best practices in your sector.

Influence your Suppliers / Contractors

A sound environmental programme will demand that you purchase and use environmentally friendly products whenever possible. Therefore, it is important that your suppliers and other relevant partners are made aware of your programme requirements and are capable of meeting your needs. There are a number of activities that you can undertake to clearly communicate your requirements to your suppliers.

- Inform suppliers of your environmental policy and provide them with your mission statement;
- Adopt green specifications in tendering or briefing for suppliers to encourage suppliers who are environmentally friendly, supply sustainable green products or products with eco-labels;
- Work with your long-standing suppliers to help capture the type of products that you seek at a competitive price. The best approach you can take is to ask your suppliers to identify environmentally friendly products that can be
substituted for those you currently use (at a comparable price). This will also help to boost the suppliers’ business since they will now be capable of supplying other purchasers with environmentally sound products;

- Encourage suppliers to provide you with documentation that guarantees the ‘environmentally friendly’ authenticity of the products that you are purchasing;
- Encourage vendors to review the packaging method of their goods to avoid over-packaging of goods;
- Encourage suppliers to use recyclable / biodegradable packaging materials; and
- Invite your suppliers / contractors to participate in any community support programme (s) or environmental partnership programme(s) with the public / private sector / NGOs.

Influence your School Members and their Family Members

To ensure the success of environmental policy and implementation, it is crucial to have all your school members and their family members well understood and exercised environmental protection. Environmental newsletters and implementation reports should be circulated and distributed to school members regularly.

Environmental information and reference materials including CD-ROMs, books and videos are constantly updated and purchased respectively; and are made available in all dissemination facilities / infrastructure. School members and parents should be encouraged to retrieve the latest environmental information from those channels as school intranet / internet website. School environmental activities are well supported by the entire school, parents-teachers associations and alumni.

Influence to the Community

Everyone in Hong Kong experiences the effects of pollution. Many people would like to help improve environmental quality, however, not everyone knows how to get involved. As a ‘green’ school, you deal with environmental management issues on a daily basis. You are in a strong position to help guide community ‘greening’ efforts.

By helping your community, in return you can gain satisfaction through knowing that your efforts can improve the environment and give you good standing within the community. Furthermore, taking simple initiatives including efforts to report the lessons that you have learnt in setting up your programme and other useful information can help in raising community awareness. There are a number of ways that you can get involved.

- Get involved and support local initiatives. Community involvement can range from organising ‘clean up the beach’ campaigns to funding projects that will aid in the establishment of conservation areas;
- Involve in or organise environmental activities in partnership with other local / overseas schools / NGOs / government bodies;
- Report your environmental achievements in newsletters, magazines and other publications;
- Organise school visits to demonstrate your environmental efforts to the public;
- Apply for awards or labels to gain formalised recognition for your efforts;
- Enter into an environmental competition as a whole; and
- Motivate your school members to participate in environmental awards individually.
4. WEIGHTINGS OF ASSESSMENT CRITERIA

As mentioned in Section 3 above, the assessment of eligible entries under the School sector comprises three criteria, namely, Green Leadership, Programme and Performance and Partner Synergy. Specific to this sector, the weighting of each of the assessment criteria is as follows:

<table>
<thead>
<tr>
<th>Green Leadership</th>
<th>Programme and Performance</th>
<th>Partner Synergy</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>35%</td>
<td>35%</td>
</tr>
</tbody>
</table>

In order to recognise applicants’ efforts to promote in the HKAEE and Hong Kong Green Organisation Certification (HKGOC) as well as their participation and efforts in the HKGOC and other recognised certification or award schemes, a maximum of 10 bonus points will be given to the applicants during Stage 2 assessment of the HKAEE, as follows:

**Bonus Points Awarded for Efforts in Promoting HKAEE and HKGOC (maximum 2 bonus points)**

- Applicants who have promoted HKAEE / HKGOC through their business network and / or promotional channels / platforms (e.g. display the awarded logos and stickers in premises, website and electronic screens, etc.; imprint the awarded logo in name cards, letterhead; and publish featured articles through media) will earn a maximum 1 bonus point.
- Applicants who have successfully referred their business partners (e.g. suppliers) to join the HKAEE will earn 1 bonus point.

Applicants who have promoted HKAEE / HKGOC and successfully referred their business partners may also be awarded with the title of “Outstanding HKAEE Promotional Partner” if they have fulfilled certain criteria, please refer to Section 2.6 of 2018 HKAEE Programme Booklet for details.

**Bonus Points Awarded for Efforts in Hong Kong Green Organisation Certification (HKGOC) (maximum 5 bonus points)**

- Applicants who have joined Wastewi$e / Energywi$e / IAQwi$e / Productwi$e Certificates will earn 0.5 bonus point per Certificate.
- Applicants who possess valid Wastewi$e / Energywi$e / IAQwi$e / Productwi$e Certificates will earn an extra 0.5 bonus point per Certificate.
- Applicants who have joined the Carbon Reduction Certificate will earn 1 bonus point.
- Applicants who possess a valid Carbon Reduction Certificate will earn an extra 1 bonus point.
- Applicants who possess a valid recognition of Hong Kong Green Organisation will earn an extra 1 bonus point.
Bonus Points Awarded for Efforts in Other Schemes (maximum 3 bonus points)

- Applicants who possess a valid certificate from environmental schemes such as ISO 14001, ISO 20121, ISO 50001, IECQ HSPM QC 080000, Hong Kong - Guangdong Cleaner Production Partners (Manufacturing) Recognition Scheme, Hong Kong Green Mark Certification Scheme, WWF-Hong Kong’s Low-carbon Office Operation Programme (LOOP) and Low Carbon Manufacturing Programme (LCMP), Quality Restaurant Environmental Management Scheme, CLP’s GreenPlus Recognition Award 2017, WGO’s Green Office Awards Labelling Scheme (GOALS), FHKL’s BOCHK Corporate Environmental Leadership Awards or other schemes recognised by the Organisers will earn 1 bonus point. The Organisers reserve the right to grant bonus points to any applicants.

*Note:
1. HKGOC consists of five Certificates, namely “Wastewise Certificate”, “Energywise Certificate”, “Productwise Certificate”, “IAQwise Certificate” and “Carbon Reduction Certificate”. Participants can further obtain the recognition of “Hong Kong Green Organisation” by demonstrating the environmental practices in multiple aspects. Please refer to the HKGOC programme booklet for details.
2. ISO 14001 is an environmental management system standard published by the International Organization for Standardization.
3. ISO 50001 is an energy management system standard published by the International Organization for Standardization.
4. ISO 20121 is an event sustainability management system standard published by the International Organization for Standardization.
5. IECQ HSPM QC 080000 is a standard on hazardous substances process management published by the IEC Quality Assessment System for Electronic Components.
6. Hong Kong - Guangdong Cleaner Production Partners (Manufacturing) Recognition Scheme is jointly organised by Hong Kong SAR Environment Bureau and the Economic & Information Technology Commission of Guangdong Province.
7. Hong Kong Green Mark Certification Scheme is a system certification scheme operated by the Hong Kong Q-Mark Council, Federation of the Hong Kong Industries.
8. Low-carbon Office Operation Programme and the Low Carbon Manufacturing Programme are schemes operated by WWF-Hong Kong. The bonus point will only be granted to applicants in applicable Sectors.
9. Quality Restaurant Environmental Management Scheme is a voluntary environmental accreditation scheme for the food and beverage trade jointly operated by the Hong Kong Federation of Restaurants & Related Trades and Hong Kong Productivity Council.
10. GreenPlus Recognition Award 2017 is organised by CLP Power Hong Kong Limited which aims to recognise organisations who have implemented energy conservation measures and achieved outstanding energy saving results.
11. Green Office Awards Labelling Scheme (GOALS) is a recognition scheme for offices organised by the World Green Organisation (WGO).
12. BOCHK Corporate Environmental Leadership Awards is organised by the Federation of Hong Kong Industries, which aims to promote environmental practices among the manufacturing and services enterprises in Hong Kong and the Pan Pearl River Delta (PRD) region.
5. APPLICATION FORM (SCHOOLS SECTOR)

SECTION 1 - Organisation Profile

(Please note that the Name of Organisation indicated below refers to “the entity of application”, which will be used in the award and publicity and cannot be changed without justifiable reasons.)

☐ Primary School  
☐ Secondary School

Name of School:
i in English: 

in Chinese: 

Telephone: Facsimile: 

Address: 

Website: 

Name of Functional Unit, if applicable:
i in English: 

in Chinese: 

Address: 

SECTION 2 - Contact Details and Declaration

Please provide the following information about the contact person of your school.

Name of Contact Person: 

Designation: 

Telephone: Facsimile: 

E-mail: 

Address:  
(if different from Section 1)

Please read the consent statement below before signing and submitting this application form.

Signature:  
(with Organisation Chop) Date: 

Name of Signatory Designation: 

Application Deadline: 19 June 2018
The HKAEE Technical Consultant (Hong Kong Productivity Council, HKPC) has adopted a Personal Data (Privacy) Policy. You may contact HKPC’s Personal Data Controlling Officer for further details. You have the right to request access to, and amend your personal data in relation to your application. If you wish to exercise these rights, please send email to: edm@hkpc.org.

CONSENT STATEMENT

I hereby declare that the information given above is accurate to the best of my knowledge, and agree that all decisions made by the Organisers (i.e. Environmental Protection Department and Environmental Campaign Committee and its Secretariat) and adjudicating panel(s) are final and binding in all aspects relating to the HKAEE.

I agree that personal data (including name, phone number, fax number, correspondence address and email address) provided by me will be used for the purpose of the administration, evaluation and management of my application. I understand if I cannot provide the relevant personal data, the assessment of my application by the Organisers and the Technical Consultant may be affected.

HKAEE Technical Consultant (Hong Kong Productivity Council, HKPC) intends to use the personal data (including your name, phone number, fax number, correspondence address and email address) that you have provided to promote the latest development, consultancy services, events and training courses of HKPC. Should you find such use of your personal data not acceptable, please indicate your objection by ticking the box below.

□ I object to the proposed use of my personal data in any marketing activities arranged by HKAEE Technical Consultant (HKPC).

The Environmental Protection Department (EPD) and/or the Environmental Campaign Committee (ECC) and its Secretariat also intend to use the personal data (including your name, phone number, fax number, correspondence address and email address) that you have provided to promote the latest development, policies, activities and schemes of the EPD and/or the ECC. Should you find such use of your personal data not acceptable, please indicate your objection by ticking the box below.

□ I object to the proposed use of my personal data in any marketing activities arranged by the EPD and/or the ECC and its Secretariat.
Visit for Early Applicants
Organisations that submit their application on or before 1 June 2018 may have an opportunity to visit the past HKAEE winners. Please select one:

- The Government of the Hong Kong Special Administrative Region - Water Supplies Department – Tuen Mun Water Treatment Works
  (3 August 2018)

- The Kowloon Motor Bus Company (1933) Limited – Kowloon Bay Depot
  (10 August 2018)

- Cathay Pacific Catering Services (H.K.) Ltd.
  (22 August 2018)

- Hongkong International Terminals Limited
  Discovery Bay Services Management Limited
  - Discovery Bay (Residential)
  (8 August 2018)

- Discovery Bay Services Management Limited
  - Discovery Bay (Residential)
  (17 August 2018)

- I will not attend the visit

Note: A maximum of 150 seats are available for the visits. Only one representative is allowed to join the visit for each application. The Organisers have the right to determine the final participants if the quota is exceeded. The content, location, date and time of the visits are subject to changes under special circumstances.

Is your Company interested to be an “Outstanding HKAEE Promotional Partner”? *(The HKAEE Technical Consultant will further contact you on the details separately upon receiving this application)*

- Yes
- No

How do you know about the Hong Kong Awards for Environmental Excellence? *(can select more than one)*

- Mass media (e.g. TV and newspaper)
- Social Media (e.g. Facebook, Youtube, LinkedIn and Instagram)
- Roving exhibitions
- Through the Technical Consultant
- Referral from another company/organisation
  (Please specify the name of the company/organisation:___________________________)
- Outdoor advertisement or posters
- Official website or eDMs
- Experience Sharing Seminars held by the Organiser
- Through participation in Hong Kong Green Innovations Awards (HKGIA) or Hong Kong Green Organisation Certification (HKGOC)
- Through commerce chambers/trade associations
  (Please specify name of chamber/association:___________________________)
- Others (Please specify:___________________________)
Please complete the Application Form and send it to the HKAEE Technical Consultant (Hong Kong Productivity Council) by the below channels –

Fax : 3187 4516
Email : awards@hkaee.gov.hk
Mailing Address : HKAEE Technical Consultant, Hong Kong Productivity Council,
HKPC Building, 78 Tat Chee Avenue, Kowloon Tong, Kowloon, Hong Kong
Online Application : www.hkaee.gov.hk

_Important Note:_
Please immediately call the HKAEE Hotline (Tel: 2788 5903) if no acknowledgement of application is received within 7 working days from the date of application.
6. ACKNOWLEDGEMENTS

The Organisers wish to thank the Environment and Conservation Fund for sponsoring the HKAEE.

Sponsor

Environment and Conservation Fund

Organisers

Environmental Campaign Committee

Advisory Council on the Environment

The Chinese General Chamber of Commerce

Federation of Hong Kong Industries

The Hong Kong Council of Social Service

Hong Kong Productivity Council

Environmental Protection Department

Business Environment Council

The Chinese Manufacturers’ Association of Hong Kong

The Hong Kong Chinese Importers’ and Exporters’ Association

Hong Kong General Chamber of Commerce
7. ENQUIRY

Tel: 2788 5903  
Fax: 3187 4516  
E-mail: awards@hkaee.gov.hk  
Website: www.hkaee.gov.hk

8. DISCLAIMER

The information contained in this guidebook has been produced for guidance only. While every precaution has been taken to ensure its accuracy, no responsibility for any claims, losses or expenses as a result of any material in this publication can be accepted by the Organisers or any organisations involved in this guidebook.
Appendix 1 – Self Assessment Checklist for the Schools Sector

**GREEN LEADERSHIP**

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Demonstrate commitment from management.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>➢ Involve management in the environmental programme and activities.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>➢ Communicate with school members in a two-way manner.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>➢ Establish incentives by management to encourage the school members to practise green measures.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policy and Commitment</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Establish an environmental or sustainability policy.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>➢ Contain commitment to environmental conservation in environmental or sustainability policy.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>➢ Apply the environmental or sustainability policy within school.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>➢ Direct the stated aims and objectives of environmental policy towards school's activities, extra curriculum and formal curriculum.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation and Resources</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Appoint a “Green Manager” to coordinate the environmental programme.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>➢ Establish Student and / or Staff members Environmental Task Force to steer and facilitate the implementation of environmental programme.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>➢ Allocate sufficient resources for environmental programme implementation.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>➢ Apply external fund to implement environmental programme.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>➢ Encourage school members and their family members to involve in environmental programme.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>➢ Establish and operate a sound environmental management system.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Communication</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Publicise the environmental or sustainability policy, initiatives and accomplishments.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>➢ Encourage school members and their family members to give suggestions or feedback to the environmental programme.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>➢ Collect ideas from school members and their family members.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
### Environmental Education and Training

- Form a coordinating team in environmental education.
- Establish a team to devise environmental training plan for students, teachers, non-teaching staff and possibly parents and alumni.
- Form a dedicated committee to compile and implement an action plan to fully integrate environmental education across school curriculum.
- Form a designated group to evaluate the effectiveness of environmental education programme in formal curriculum / non-curriculum activities.
- Provide and use environmental education materials effectively.
- Organise environmental education activities for students, school members and / or their families in related clubs and societies.
- Teachers attend workshops or training on environmental issues regularly.
- Undertake evaluation and take improvement action to improve teachers’ and students’ awareness.

### Managing for Continual Improvement

- Schedule regular checks of the school’s environmental programme.
- Document the findings of the checks properly and implement corrective actions arising from the checks.
- Monitor whether appropriate corrective actions are taken to address the lapses or inadequacies.
- Benchmark environmental performance with industrial / regional / global standards (e.g. obtain BEAM Plus and LEED certifications or benchmark your interior fit-out, renovation and refurbishment works with reference to the requirements of BEAM Plus Interiors).

### PROGRAMME AND PERFORMANCE

#### Environmental Programme Implementation

- Carry out an environmental review to determine areas requiring improvement.
- Define environmental objectives.
- Define environmental targets.
- Formulate measures to achieve the targets.
- Appoint staff to be responsible for undertaking different measures.
- Calculate the school’s carbon footprint and establish a reduction plan.
<table>
<thead>
<tr>
<th>Energy Conservation and Carbon Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
</tr>
<tr>
<td>✚ Review energy consumption regularly.</td>
</tr>
<tr>
<td>✚ Conduct energy and / or carbon audit to find out the main sources of energy usage and carbon emissions, and identify improvement areas.</td>
</tr>
<tr>
<td>✚ Establish an energy reduction or carbon reduction target.</td>
</tr>
<tr>
<td>✚ Adopt a building energy management system to monitor energy consumption.</td>
</tr>
<tr>
<td><strong>Lighting and equipment</strong></td>
</tr>
<tr>
<td>✚ Post signs near the electrical and electronic appliances to remind school members to turn off the equipment when not in use.</td>
</tr>
<tr>
<td>✚ Turn off light in meeting rooms / classrooms / offices when not in use.</td>
</tr>
<tr>
<td>✚ Turn off a portion of light during overtime work and after normal school hours.</td>
</tr>
<tr>
<td>✚ Apply lighting zone control to enable switching on / off lighting independently in different parts of the school.</td>
</tr>
<tr>
<td>✚ Encourage school members to use the stairs whenever possible.</td>
</tr>
<tr>
<td>✚ Use energy-saving lightings such as LEDs and T5 fluorescent tubes instead of incandescent light bulbs.</td>
</tr>
<tr>
<td>✚ Install timers or occupancy sensors so that lights are turned off when not in use.</td>
</tr>
<tr>
<td>✚ Install timers for office equipment to ensure that they are turned off when not in use.</td>
</tr>
<tr>
<td>✚ Adjust the lighting levels appropriately.</td>
</tr>
<tr>
<td>✚ Encourage the use of natural lighting.</td>
</tr>
<tr>
<td>✚ Use electronic ballasts to replace conventional electromagnetic ballasts where possible.</td>
</tr>
<tr>
<td>✚ Select products that are more energy efficient during the purchase of new appliances.</td>
</tr>
<tr>
<td><strong>Ventilation, temperature control and renewable energy</strong></td>
</tr>
<tr>
<td>✚ Encourage school members to turn off air-conditioning systems after school hours.</td>
</tr>
<tr>
<td>✚ Install timers or computer controls to turn off air-conditioning system.</td>
</tr>
<tr>
<td>✚ Ensure air-conditioning units in meeting rooms are turned off after use.</td>
</tr>
<tr>
<td>✚ Use fans to enhance cooling effect and reduce the use of air conditioners.</td>
</tr>
<tr>
<td>✚ Affix solar film on windows.</td>
</tr>
<tr>
<td>✚ Establish a maintenance programme on air-conditioning / ventilation systems.</td>
</tr>
<tr>
<td>✚ Limit access to the control of air-conditioning units to discourage abuse of them.</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>-----</td>
</tr>
</tbody>
</table>

- Check room temperatures regularly to determine if controls are properly set.
- Use blinds or curtains to deflect the heat of the sun in summer and draw them to allow in heat from the sun during colder months.
- Keep windows and doors closed when air-conditioning units are running.
- Install renewable energy facilities such as wind-turbines and photovoltaic panels.

### Water Conservation and Waste-Water Control

- Review water consumption regularly.
- Find out the main sources of water usage.
- Define a water reduction target.
- Set up and implement procedures to reduce water consumption.
- Install flow restrictors and automatic shut off systems to reduce water use.
- Encourage all school members to turn off faucets completely and report any leakage.
- Establish a monitoring and repair programme to ensure that pipes are in good working condition.
- Use environmentally friendly cleaning products.
- Avoid the use of pesticides and chemical fertiliser on vegetation.
- Use rainwater where possible and appropriate for washing, watering and toilet-flushing.

### Waste Management

- Conduct waste audit / checking to identify the types and quantities of waste generated.
- Establish waste reduction plan for better waste management.
- Use double-sided photocopying.
- Encourage the use of E-mail for both internal and external communication.
- Keep reusable cloth rags on hand to wipe up spills.
- Choose solar powered appliances to avoid battery disposal.
- Adopt green lunches for students (e.g. by central portioning for avoid food waste as far as practicable).
- Recycle food waste by composting.
- Encourage staff to use re-useable containers, dishes, cups and coffee filters in the pantry.
- Encourage students, teachers and staff to make effort in reducing environmental impacts when preparing or purchasing food (e.g. using recycled / recyclable / reusable containers, bringing own tablewares, water bottles, and handkerchief).
<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide option of less rice, provide portion size option for meal and provide on-site meal portioning instead of pre-packed meal box to reduce food waste.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Use refillable containers for cleaning products.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Use shredded waste paper for packaging.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Reuse envelopes by attaching new labels to them.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Reuse the boxes you receive from yours suppliers for storing materials.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Offer your unused boxes back to the supplier for reuse.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Establish collection bins for used packaging, cord binding, envelopes and other materials that can be reused.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Encourage cleaning staff to separate waste paper for recycling.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Return used products, corrugated cardboard, paper boxes and shrink-wrap to suppliers if possible.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Use recycled paper, refillable pens, recycled toner cartridges, rechargeable batteries and other recyclable materials.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Recycle or upcycle used materials as far as possible.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Participate in community recycling programme.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Keep recycling records for identification of waste recycling targets.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Set up a return or refill programme for items that can be reused or refilled.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Treat and dispose of chemical waste properly.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Educate staff and cleaning staff for proper and clean recycling.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Reduce and reuse festive / promotional decorations.</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Avoid the use of bottled water and unnecessary decorations / souvenirs at official events.</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

**Noise Control**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish measure(s) to avoid or abate the noise emitted from the school or noise from outside sources affecting the school.</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

**Housekeeping**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Keep the campus clean and tidy to ensure litter-free, stagnant water-free and odour-free by routine cleaning.</td>
<td>❑</td>
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<tr>
<td>Use the ‘First-In-First-Out’ principle to avoid expiry of material before their consumption</td>
<td>❑</td>
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<tr>
<td>Post signs to inform responsible school members of good practices for handling and storing materials.</td>
<td>❑</td>
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<tr>
<td>Keep an inventory of substances that may potentially cause harm to people and the environment.</td>
<td>❑</td>
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<tr>
<td>Designate an area to store potentially harmful substances if relevant.</td>
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<tr>
<td>Exercise safety procedures during handling and storing of these potentially harmful substances.</td>
<td>❑</td>
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<tr>
<td>Indoor Air Quality</td>
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<tr>
<td>Monitor that there is sufficient fresh air within the building.</td>
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<tr>
<td>Ensure that the air supplying the school is not located near outdoor air pollution sources.</td>
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<tr>
<td>Clean the air outlets, ducts, filters and cooling coils in air-conditioning system regularly.</td>
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<tr>
<td>Clean carpet and upholsteries regularly.</td>
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<tr>
<td>Equip laboratories with ventilation systems. Filter polluted air before emitting to the public areas.</td>
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<tr>
<td>Place photocopier and laser printers in properly ventilated areas.</td>
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<tr>
<td>Monitor the air quality and report any air pollution nuisance from outside sources to EPD.</td>
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<tr>
<th>Transportation</th>
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<tr>
<td>Encourage all school members to use public transport or walk to school whenever possible.</td>
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<tr>
<td>Encourage staff members to use car pool if parking facilities are available.</td>
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<tr>
<td>Establish a vehicle maintenance programme.</td>
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<tr>
<td>Encourage the purchase of non-diesel powered vehicles.</td>
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<tr>
<td>Encourage all school drivers to use the most efficient transport routes.</td>
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<tr>
<td>Arrange a parking area for bicycles within school area to encourage school members to commute by bicycle.</td>
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<th>Greening the Campus</th>
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<tr>
<td>Green your campus by growing plants, which may include vertical greening and green roof.</td>
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<tr>
<td>Choose grown species carefully to suit your campus environment and Hong Kong weather.</td>
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<tr>
<td>Label plants in campus for education purpose.</td>
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<tr>
<td>Practise organic farming.</td>
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<tr>
<th>Green Procurement</th>
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<tr>
<td>Purchase products that are reusable, recyclable, contain reusable arts, use minimal resources, are designed to last for longer time periods and contain fewer toxic pollutants (e.g. recycled paper, recycled toner cartridges).</td>
</tr>
<tr>
<td>Establish a guiding policy that favours staff purchases of environmentally friendly products and make the policy known to suppliers.</td>
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<tr>
<td>Encourage school members to conduct simple research into heavily used items that could be substituted by other more environmentally friendly options.</td>
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</table>
- Encourage school members to examine the possibility of repairing items instead of purchasing new ones.
- Encourage school members to suggest products that are known to be more environmentally friendly.
- Encourage ethical purchasing (the practice of avoiding products that would bring adverse effect to the ecosystem).
- Buy goods in bulk quantities.
- Avoid purchasing disposable items.
- Support the purchase of products that bear environmentally friendly logos or eco-labels.
- Provide green meals and make appropriate arrangement with suppliers and snack kiosk.
- Make reference to the green specifications published by the Environmental Protection Department or other green procurement guidelines when practising green procurement.

**PARTNER SYNERGY**

**Communications and Motivation**

*Influence your Suppliers/Contractors*
- Inform suppliers of your environmental or sustainability policy and provide them with mission statement.
- Adopt green specification in tendering and select suppliers of sustainable products or products with eco-labels.
- Work with suppliers to identify environmentally friendly products that can be substituted for those currently used.
- Encourage suppliers to provide documentation that guarantees the “environmentally friendly” authenticity of the products.
- Encourage vendors to review the packaging method of their goods, to avoid over-packaging of goods.
- Give preference to environmentally friendly products or environmentally responsible suppliers/contractors.
- Invite suppliers/contractors to participate in community support programme(s) or environmental partnership programme with the public/private sector/NGOs.

*Influence your school members and their family members*
- Post the environmental or sustainability policy in a prominent place within school and school internal website.
- Circulate and distribute environmental newsletters and implementation reports to school members regularly.
- Practise environmental protection by all school members and their family members.
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<tr>
<td>Update and purchase environmental information and reference materials, including CD-ROMs, books and videos are constantly; and they are made available in all dissemination facilities / infrastructure.</td>
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<tr>
<td>Encourage all school members and parents to retrieve the latest environmental information from the dissemination points such as school intranet / internet website.</td>
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<tr>
<td>Provide students, teachers and non-teaching staff with opportunities to organise or participate in internal and external environmental activities.</td>
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<tr>
<td>Solicit support from school members, parents-teachers association and alumni for the school's environmental activities.</td>
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<tr>
<td><strong>Influence to the community</strong></td>
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<tr>
<td>Share the lessons learnt in setting up the environmental programme with the community in Hong Kong and / or Overseas.</td>
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<tr>
<td>Get involved in and support local environmental initiatives.</td>
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<td>Organise school visits to demonstrate your environmental efforts to the public.</td>
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<tr>
<td>Apply for relevant awards or labels to gain formal recognition for your efforts.</td>
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<td>Report your environmental achievements in newsletters, magazines and other publications.</td>
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<td>Enter environmental competitions as a whole.</td>
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<tr>
<td>Encourage school members to enter environmental competitions.</td>
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<tr>
<td>Organise environmental activities in partnership with other schools / NGOs.</td>
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Appendix 2 – Highlights of Best Practices for the Schools Sector

- Provide environmental education to students and support student-initiated environmental measures and student-organised environmental events and programmes.

- Establish school environmental task force group for promoting internal and interschool environmental activities and development.

- Actively apply for external resources to offer interactive environmental education talks and seminars to students.

- Promote environmental messages and practices to the families of students, the community and general public by organising and participating in international and local conferences, exhibitions, open day, road shows and community events. For example, organise events demonstrating renewable energy to the public.

- Set up annual energy saving, water saving and waste reduction objectives and targets to reduce consumption and wastage.

- Conduct surveys to collect teachers, students, parents and the public about their views on environmental issues and environmental programmes organised by the school.

- Organise activities such as organic farming, eco-tours, study missions, training workshops, seminars, talks and visits for teachers, students, and their families to promote environmental awareness.

- Incorporate environmental topics into formal school curriculum, such as carrying out projects on environmental / sustainability-related issues to encourage students investigate into different environmental problems and explore potential solutions.

- Develop and design additional teaching and learning materials, such as a set of environmental student handbook, and programmes (which are not covered by the formal school curriculum) to enhance students environmental knowledge.

- Compost food waste and use it as fertiliser within the school, and/or practice central portioning in order to reduce the amount of food waste.

- Assign students as “Food Waste Ambassadors” to monitor students' lunch behavior to minimise food wastage.

- Hold waste recycling programmes and competitions, and collect wastes such as food waste, unwanted CD ROMs, printer cartridges, fluorescent tubes, mooncake boxes, clothes, books, glass, metals, batteries, aluminium cans, waste paper and plastic bottles for recycling.
Adopt the following energy saving measures where practical:

- Apply window film on classroom windows to reduce the amount of solar heat entering the classrooms;
- Replace T8 fluorescent tubes with more energy-efficient lighting such as T5 fluorescent tubes and LED lights;
- Use energy-efficient office equipment such as air-conditioners, refrigerators and printers with energy labels;
- Install motion sensors or timers for automatic lighting control;
- Establish real-time energy management system to identify abnormalities in energy consumption and poor performance in energy efficiency; and / or
- Install renewable energy facilities such as wind-turbines, photovoltaic panels.

Adopt the following waste reduction measures where practical:

- Convert old and un-used items into usable items, such as damaged drawers as flower pots, old CDs as scarecrow;
- Subsidise students to purchase reusable plastic bottles;
- Implement a face recognition system in library to minimise the materials used for producing library cards;
- Encourage students and teachers to bring their own cutlery and utensils during school parties and school picnic;
- Adopt electronic textbooks to replace printed textbooks;
- Adopt electronic systems for parents to view school notices to minimise paper use;
- Adopt reusable cutleries and lunchboxes in school canteens; and / or
- Provide students handkerchiefs to reduce tissue paper consumption.

Conduct energy audit or carbon audit to identify room for continual improvement.

Participate in campaigns or competitions organised by external organisations to keep school members updated about the latest environmental issues, and also encourage students to think of innovative solutions to resolve environmental problems.

Procure environmentally friendly products such as printing paper, toilet tissues and paper towels with recycled content, refillable whiteboard pens, biodegradable plastic bags and biodegradable cleansing agent.