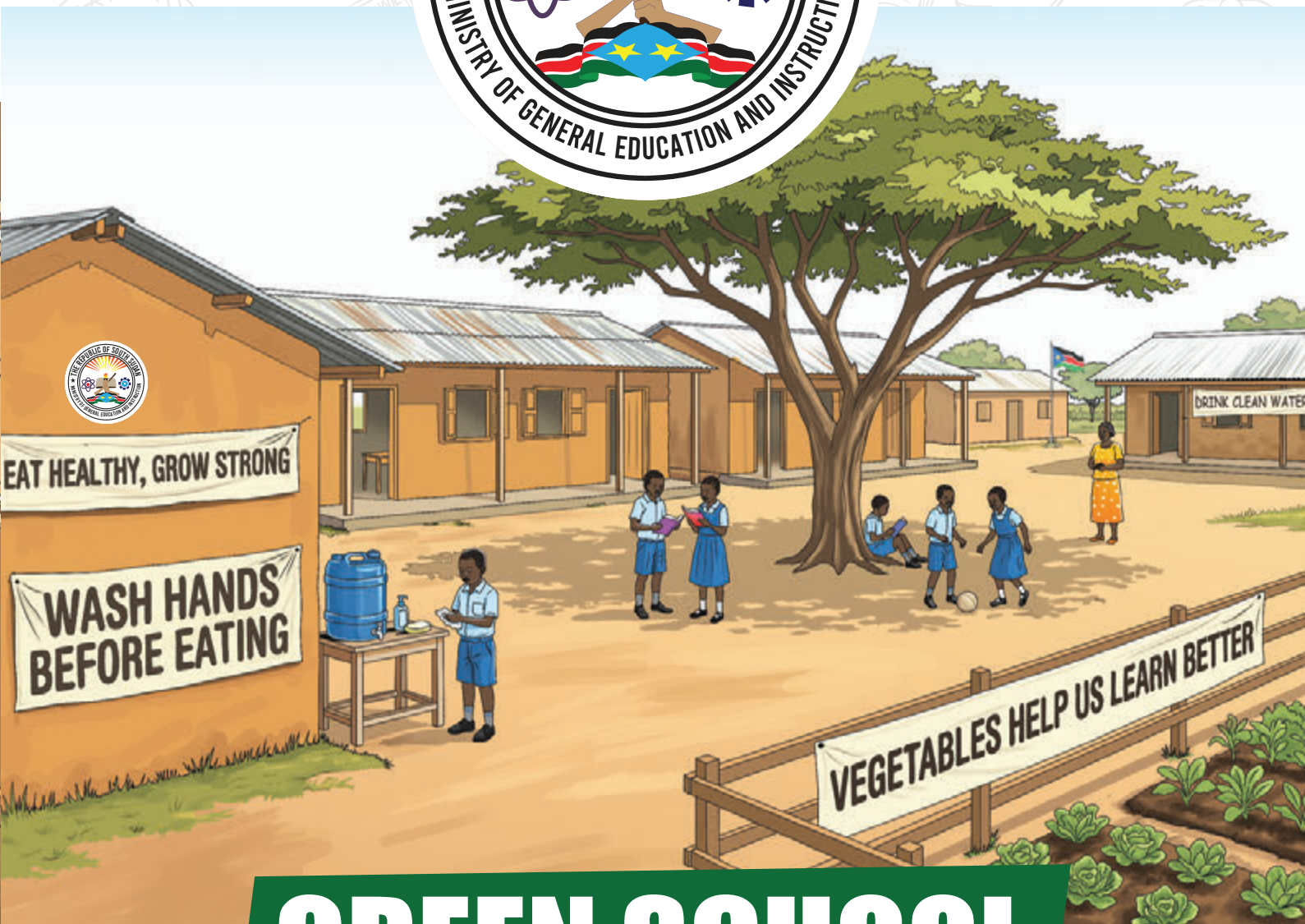
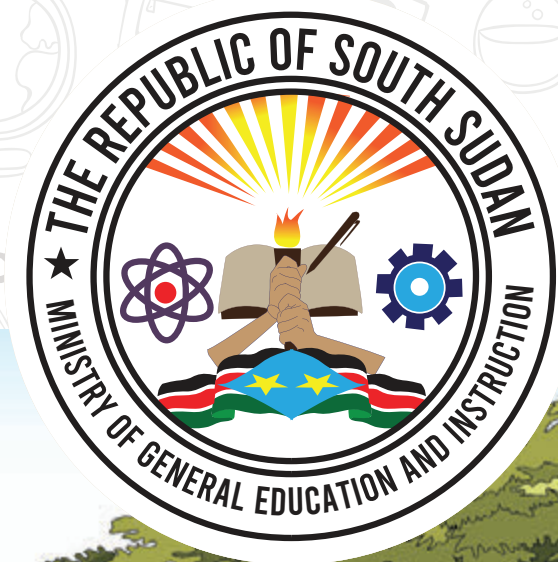




# GREEN SCHOOL

## FRAMEWORK

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## FORWARD

Climate change with its associated detrimental effects on the education of learners is well documented. South Sudan is unfortunately not immune from these impacts. The Ministry of General Education and Instruction is committed to putting in place the necessary Frameworks and standards to aid in the fight against this threat that knows no borders.

It is against this background that the Ministry of General Education and Instruction collaborated strategically with Save the Children (South Sudan and Australia Country Offices), UNESCO, IIEP, NNGOs, institutions of learning, teachers and learners to develop the first of its kind South Sudan National Green School Framework – a tool designed through the lens of the country's unique attributes to not only strengthen the climate resilience of the education sector in South Sudan but also advance global efforts to combat climate change.

When utilized in synchronization with other national and international policy Frameworks, it is my belief that the effective utilization and implementation of the provisions of the Green School Framework will shield learners, teachers, school administrators and the general education public from the adverse impacts of climate change and its associated stressors. It will therefore prevent the education sector loss through enhancing safe learning facilities, enabling school-based disaster risk reduction and management and promoting risk reduction and resilience education in the long term

The fight against climate change is a global fight and should be undertaken through a coordinated and unified stance. This document is testament to the unwavering commitment from the Ministry of General Education and Instruction to strengthen the climate resilience of the education sector through adopting sustainable practices such as; strengthening systems and policies, ensuring that education infrastructure is safer, greener and more resilient to the impacts of climate change, enhancing education stakeholders' capacity to strengthen school safety and educational continuity management.

  
**Hon. Kuyok Abol Kuyok**

Minister of General Education and Instruction

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**Hon. Omot Okony Olok**

5/6/2026

**Undersecretary,** Ministry of General Education and Instruction

Republic of South Sudan.

## 1.0 Introduction

South Sudan, one of the youngest nations in the world, faces significant environmental and climate challenges that impact its education sector. The country is highly vulnerable to climate change, experiencing extreme weather conditions such as prolonged droughts, severe floods, and unpredictable rainfall patterns. These environmental disruptions have profound effects on school infrastructure, student attendance, and overall educational outcomes. Floods frequently damage school buildings, displacing students and teachers, while droughts exacerbate food and water shortages, affecting school feeding programs and student health. Additionally, deforestation, poor waste management, and limited access to clean water and sanitation further hinder the sustainability of education facilities.

Recognizing these challenges, the Green School Framework for South Sudan provides a structured approach to integrating sustainability into school operations, curriculum, and community engagement. This framework aims to transform schools into models of environmental stewardship by promoting eco-friendly practices, improving climate resilience, and fostering a culture of sustainability among students, teachers, and communities. By embedding sustainability into the education system, this framework not only mitigates the adverse effects of climate change on schools but also equips future generations with the knowledge and skills needed to address environmental challenges.

The framework focuses on five key areas: sustainable infrastructure and operations, environmental education, climate resilience and disaster preparedness, sustainable school management, and community engagement. Through these pillars, schools will be empowered to adopt energy-efficient practices, implement waste management solutions, integrate climate education into learning, and build partnerships for long-term sustainability.

By implementing the Green School Framework, South Sudanese schools can become catalysts for positive environmental change, ensuring that education contributes to both national development and global sustainability goals. The initiative also aligns with South Sudan's commitment to international frameworks such as the United Nations Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education) and Goal 13 (Climate Action). With collective action from educators, policymakers, and communities, this framework envisions a future where schools serve as centres for sustainability, resilience, and environmental leadership.

## 1.2 Situation Analysis

**Environmental and Climate Challenges Affecting Education** South Sudan's education sector faces immense challenges due to environmental and climate-related factors. The country is highly susceptible to climate change, characterized by erratic weather conditions, including prolonged droughts, devastating floods, heatwave and unpredictable rainfall patterns. These climatic adversities have far-reaching effects on school infrastructure, student attendance, and overall educational outcomes.

Flooding is a recurring challenge, often submerging school buildings, displacing students and teachers, and rendering learning facilities unusable. Many schools lack proper drainage systems, making them vulnerable to water damage and structural deterioration. Similarly, droughts lead to severe water shortages, impacting hygiene and sanitation facilities, which in turn affects students' health and attendance rates. The scarcity of clean water exacerbates the spread of diseases, particularly in rural and marginalized areas, further hindering learning opportunities.

Deforestation and land degradation are also prominent environmental issues. The extensive cutting of trees for fuel and construction materials contributes to soil erosion, reduced biodiversity, and an overall decline in ecological balance. Without sustainable afforestation efforts, these environmental problems will continue to affect the stability of school grounds, increasing the vulnerability of learning institutions to climate-related disasters.

Waste management is another pressing concern. Most schools in South Sudan lack proper waste disposal and recycling mechanisms, leading to the accumulation of solid waste that poses health risks to students and staff. Inadequate sanitation facilities, including poor waste disposal systems, further exacerbate environmental health hazards in schools.

**Infrastructure and Resource Constraints** The majority of schools in South Sudan operate in substandard conditions, with many relying on makeshift structures that are ill-equipped to withstand harsh weather conditions. Due to economic constraints and limited government funding, there is a lack of investment in sustainable school infrastructure.

Energy access remains a critical challenge. Most schools rely on traditional biomass fuels for cooking and lighting, contributing to deforestation and indoor air pollution. The lack of access to renewable energy sources such as solar power further limits the ability of schools to provide modern learning facilities, including digital education tools.

Additionally, school feeding programs, which are essential for student retention and nutrition, are frequently disrupted due to food shortages caused by erratic weather patterns. Without climate-resilient agricultural initiatives, school feeding programs remain vulnerable to external shocks, further affecting students' well-being and academic performance.

**Policy and Institutional Gaps** Although South Sudan has expressed commitments to environmental sustainability through various policies and international agreements, the implementation of green initiatives in schools remains weak. There is a lack of a comprehensive national policy specifically addressing green schools, leading to fragmented and inconsistent approaches to environmental education and sustainability.

Moreover, inadequate training of teachers and school administrators on climate resilience and environmental education limits the integration of sustainability into the curriculum. Many educators lack the necessary knowledge and resources to effectively teach students about environmental conservation, climate change adaptation, and sustainable practices.

The absence of strong monitoring and evaluation frameworks further hampers progress. Schools often lack standardized mechanisms to assess and report on their environmental impact, making it difficult to track the effectiveness of green initiatives and policies.

**Opportunities for Green School Framework Development** Despite these challenges, South Sudan has significant opportunities to develop and implement a successful Green School Framework. The Green School Framework provides a structured approach to embedding sustainability in education through the following key areas:

- **Sustainable Infrastructure and Operations:** Schools can adopt energy-efficient designs, install solar panels, improve water conservation systems, and establish sustainable waste management practices.
- **Environmental Education:** Integrating environmental studies into the national curriculum will equip students with the knowledge and skills needed for climate resilience and ecological sustainability.
- **Climate Resilience and Disaster Preparedness:** Schools can implement disaster risk reduction measures, such as building flood-resistant structures, promoting afforestation, and training students on emergency preparedness.
- **Sustainable School Management:** Strengthening institutional policies on sustainability and providing capacity-building programs for educators will enhance the adoption of green practices.

- **Community Engagement:** Encouraging partnerships between schools, local communities, non-government agencies and government led institutions can enhance environmental awareness and collective action towards sustainability.

**Alignment with National and Global Goals** The implementation of the Green School Framework aligns with South Sudan’s commitments to the United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 13 (Climate Action). By adopting green school initiatives, the country can enhance educational quality while contributing to global efforts to combat climate change and promote environmental sustainability.

South Sudan’s education sector is at a critical juncture, facing substantial environmental and infrastructural challenges that hinder sustainable learning. However, with the Green School Policy, the country has a unique opportunity to transform schools into centres of environmental stewardship, resilience, and sustainability. By prioritizing sustainable infrastructure, integrating environmental education, and fostering community engagement, South Sudan can build a resilient education system that prepares future generations to tackle environmental challenges effectively. Collective action from policymakers, educators, and communities will be essential in ensuring the successful implementation and long-term sustainability of the Green School Framework.

### 1.3 Goal of the Framework

The goal of the **Green School Framework for South Sudan** is to create a sustainable, climate-resilient, and environmentally friendly education system that enhances learning environments, fosters environmental stewardship, and equips students and communities with the knowledge and skills to address climate challenges. This policy aims to integrate sustainable practices into school infrastructure, operations, curriculum, and community engagement, ensuring that schools contribute to national and global environmental sustainability efforts.

### 1.4 Benefits of the Green School Framework

- i. **Improved Learning Environment:**
  - Provides healthier, safer, and more conducive learning spaces by integrating sustainable infrastructure and eco-friendly school designs.
  - Ensures access to clean water, proper sanitation, and improved air quality, reducing health-related absenteeism.
- ii. **Climate Resilience & Disaster Preparedness:**
  - Strengthens school infrastructure to withstand floods, droughts, and extreme weather conditions.

- Promotes early warning systems and disaster response strategies to minimize disruptions in education.
- iii. **Environmental Stewardship & Awareness:**
  - Encourages students and teachers to adopt sustainable habits such as tree planting, waste management, and renewable energy use.
  - Integrates climate change education into school curricula to build environmental responsibility.
- iv. **Sustainable School Operations & Cost Efficiency:**
  - Reduces long-term operational costs through energy-efficient practices, rainwater harvesting, and solar energy adoption.
  - Promotes self-sustaining school models through agroforestry, school farming, and recycling initiatives.
- v. **Community Engagement & Economic Empowerment:**
  - Strengthens partnerships between schools, local communities, and policymakers for environmental conservation.
  - Supports local economies by encouraging green entrepreneurship and job creation through sustainability initiatives.
- vi. **Alignment with National & Global Development Goals:**
  - Supports South Sudan's commitment to the **UN Sustainable Development Goals (SDGs)**, particularly **Goal 4 (Quality Education)** and **Goal 13 (Climate Action)**.
  - Contributes to national development policies and climate change adaptation strategies.

## 1.5 Purpose of the Green School Framework

The **Green School Framework** aims to:

- a) **Institutionalize Sustainability in Schools**
  - Establish environmental sustainability as a core principle in school policies, planning, and daily operations.
- b) **Promote Sustainable Infrastructure & Resource Efficiency**
  - Encourage the adoption of environmentally friendly school construction, water conservation, and renewable energy solutions.
- c) **Integrate Environmental Education into the Curriculum**
  - Ensure that students receive knowledge on climate change, conservation, and sustainability from an early age.
- d) **Enhance Climate Resilience & Disaster Risk Management**
  - Develop school-based climate adaptation and mitigation strategies to safeguard students and learning continuity.
- e) **Foster Community & Stakeholder Participation**

- Engage parents, communities, and development partners in promoting green initiatives at the local and national levels.
- f) **Monitor & Evaluate Progress Towards Sustainability**
  - Establish accountability mechanisms and regular assessments to measure policy impact and ensure continuous improvement.

## 2. Objectives of the Green School Frameworks

- Promote environmental awareness and sustainability practices among students, teachers, and staff.
- Reduce the ecological footprint of schools through sustainable resource management.
- Incorporate environmental education into the curriculum.
- Strengthen climate resilience and disaster risk reduction in schools.
- Encourage active community participation in environmental sustainability efforts.

## 3. Components of the Framework

**3.1 Sustainable Infrastructure & Operations:** Sustainable infrastructure and operations are fundamental to creating environmentally friendly and climate-resilient schools in South Sudan. By prioritizing energy efficiency, water conservation, waste management, and green spaces, schools can significantly reduce their environmental footprint while fostering a healthier learning environment for students and staff.

- **Energy-Efficient School Buildings:** Schools will be encouraged to construct and renovate buildings using sustainable design principles that maximize energy efficiency. This includes the installation of solar panels to harness renewable energy, reducing reliance on diesel generators and the national power grid. LED lighting and natural ventilation will be prioritized to minimize electricity consumption while ensuring comfortable indoor learning spaces.
- **Water Conservation Measures:** Given South Sudan's vulnerability to droughts and water scarcity, schools must implement sustainable water management practices. Rainwater harvesting systems will be established to collect and store rainwater for use in sanitation and irrigation of school gardens. Additionally, low-flow fixtures such as taps and toilets will be installed to reduce water wastage, ensuring that schools efficiently use their available water resources.
- **Waste Management Systems:** Poor waste disposal contributes to environmental degradation and health risks in many communities. Schools will establish proper waste management systems, including waste separation at the source, recycling, and composting of organic waste. Schools will also implement plastic-free policies,

discouraging the use of single-use plastics and promoting sustainable alternatives such as reusable containers and biodegradable materials.

- **Development of Green Spaces:** To enhance biodiversity and improve air quality, schools will integrate green spaces into their environments. Tree planting initiatives will be conducted within school compounds to provide shade, reduce carbon dioxide levels, and create a conducive learning atmosphere. Additionally, school gardens will be developed as practical learning sites where students engage in sustainable agriculture, growing vegetables and herbs that contribute to school feeding programs. These initiatives not only improve environmental conditions but also foster hands-on learning experiences that connect students with nature. By adopting these sustainable infrastructure and operational strategies, schools in South Sudan can create healthier, more efficient, and climate-resilient learning environments, setting a precedent for environmental responsibility across the education sector.

**3.2 Environmental Education & Curriculum** Environmental education plays a crucial role in shaping students into responsible stewards of the environment. By integrating sustainability principles into the curriculum, schools can ensure that students gain the knowledge, skills, and values needed to address environmental challenges and contribute to a more sustainable future.

- **Integration of Sustainability into Core Subjects:** Schools will incorporate environmental education into existing subjects such as science, geography, and social studies. Topics such as climate change, conservation, waste management, renewable energy, and biodiversity will be systematically included to enhance students' understanding of environmental issues. Teachers will be encouraged to use interactive teaching methods such as case studies, field visits, and project-based learning to make sustainability education engaging and practical.
- **Hands-On Learning Activities:** To complement classroom instruction, schools will implement hands-on learning activities that provide students with real-world applications of sustainability concepts. Eco-clubs will be established to allow students to participate in environmental initiatives, such as tree planting, waste recycling, and water conservation projects. Climate action projects, such as developing school-based climate adaptation plans, will be encouraged to help students apply their knowledge in meaningful ways. Nature-based learning, including outdoor classes and environmental excursions, will help students develop a deeper appreciation for nature and its role in their communities.
- **Environmental Awareness Campaigns:** Schools will organize awareness campaigns to promote environmental responsibility among students, teachers, and the wider community. Events such as Earth Day celebrations, school clean-up drives, and workshops on conservation will be held to encourage active

participation in sustainability initiatives. Schools will also leverage creative mediums such as posters, storytelling, and social media to amplify environmental awareness efforts.

- **Teacher Training on Environmental Education:** To ensure effective knowledge transfer, teachers will receive specialized training on environmental education and sustainability best practices. Training programs will equip educators with innovative teaching methodologies, up-to-date information on environmental issues, and strategies for integrating sustainability into lesson plans. Capacity-building workshops will also be conducted to empower teachers as sustainability advocates within their schools and communities. By embedding environmental education into the curriculum and fostering experiential learning, South Sudanese schools can create a generation of environmentally conscious citizens who actively contribute to sustainable development and climate resilience.

### 3.3 Sustainable School Management & Leadership

Sustainable school management and leadership play a crucial role in ensuring that environmental initiatives are well-structured, effectively implemented, and continuously improved. In line with **South Sudan's General Education Strategic Plan (GESP) 2023–2027**, which emphasizes climate-responsive education and school resilience, schools must integrate sustainability into their governance structures, decision-making processes, and leadership practices. This approach aligns with the **National Environmental Policy (2015)**, which advocates for integrating environmental awareness into school governance while promoting sustainable resource management.

#### **Establishing Green School Committees**

A key step in sustainable school management is the formation of **Green School Committees**, in alignment with the **South Sudan Education Sector Policy** which encourages community participation in school management. These committees will include students, teachers, school administrators, and representatives from local communities, ensuring that sustainability efforts are inclusive, practical, and aligned with local environmental priorities.

The Green School Committees will:

- Identify key environmental issues affecting the school and develop localized action plans that integrate indigenous knowledge with modern sustainability approaches.
- Mobilize students and teachers to participate in sustainability projects such as waste management, energy conservation, and afforestation, as recommended by the South Sudan Climate Change Adaptation Strategy.

- Work in collaboration with local government authorities (e.g., Ministries of Education and Environment), environmental NGOs, and donors to secure resources for sustainability programs.
- Serve as an advocacy group to raise awareness about climate change, water conservation, and sustainable land management.

### **Developing a Sustainability Action Plan**

For green initiatives to be effective and scalable, schools must create a Sustainability Action Plan, which aligns with the Education for Sustainable Development (ESD) objectives outlined by UNESCO and adopted in South Sudan's National Curriculum Framework.

The plan should include:

- **Environmental Goals:** Clear targets related to energy efficiency, waste reduction, water conservation, and biodiversity enhancement, in line with the National Environmental Policy (2015).
- **Implementation Strategies:** Step-by-step actions required to achieve sustainability goals, with defined roles and responsibilities for stakeholders, including school management, local authorities, and parents.
- **Monitoring & Evaluation Framework:** Indicators aligned with the South Sudan National Climate Action Plan, including benchmarks such as reductions in electricity and water consumption, increased tree cover, and improved waste management.
- **Capacity Building:** Training teachers, students, and school staff on climate change adaptation strategies, sustainable farming practices, and disaster preparedness, as outlined in the National Disaster Risk Management Policy (2021).

Schools will review and update their action plans annually, in collaboration with education and environmental stakeholders, to ensure continuous improvement and alignment with evolving environmental challenges.

### **Engaging Students in Leadership Roles**

Empowering students as environmental leaders aligns with the South Sudan Education Act (2012), which encourages student involvement in decision-making. Schools should create platforms where students can take ownership of sustainability projects and develop leadership skills.

Opportunities for student leadership include:

- Eco-Club Presidents and Members: Leading student-driven initiatives such as waste segregation programs, climate action projects, and school garden management to enhance food security (in line with the National Agriculture and Food Security Policy).
- Peer Educators: Training fellow students on climate-smart agricultural techniques, conservation practices, and clean energy solutions.
- Sustainability Ambassadors: Representing schools in local and national environmental forums, advocating for stronger policies on climate education.
- Project Innovators: Developing practical, low-cost sustainability solutions, such as water-saving irrigation systems and recycling initiatives.

By nurturing young environmental leaders, schools in South Sudan will contribute to a generation of climate-conscious citizens who integrate sustainability principles into their daily lives, communities, and future careers.

### **Conducting Regular Environmental Audits & Sustainability Reporting**

To ensure accountability and progress tracking, schools must conduct regular environmental audits in compliance with the South Sudan Environmental Management Act (2015). These audits will evaluate the school's adherence to sustainability goals and identify areas for improvement.

Key aspects of environmental audits include:

- Energy Audit: Assessing electricity consumption, efficiency of lighting and appliances, and potential areas for solar power adoption, in alignment with the Renewable Energy Policy (2019).
- Water Audit: Evaluating water usage patterns, effectiveness of rainwater harvesting, and sources of water wastage.
- Waste Management Audit: Reviewing waste disposal practices, effectiveness of recycling and composting, and opportunities for plastic reduction, in accordance with the Waste Management Policy (2020).
- Biodiversity Audit: Monitoring tree planting efforts, school gardens, and local ecosystem conservation in line with the South Sudan Forestry Policy (2018).

Following audits, schools should produce annual sustainability reports detailing achievements, challenges, and recommendations. These reports will be submitted to education authorities, shared with community members, and used to attract funding for future green initiatives. Integrating sustainability into school governance and leadership, South Sudanese schools can become models of environmental responsibility and climate resilience. The establishment of Green School Committees, Sustainability Action Plans,

Student Leadership Programs, and Environmental Audits will ensure that green initiatives are structured, impactful, and continuously improved.

This approach will contribute to:

- The implementation of the National Climate Change Adaptation Strategy in education.
- Strengthening of climate-resilient education systems, as emphasized in South Sudan's Nationally Determined Contributions (NDCs) under the Paris Agreement.
- Alignment with the General Education Strategic Plan (GESP) 2023–2027, which prioritizes environmental education and climate resilience in schools.

Through strong leadership and collaboration, schools can empower students, teachers, and communities to take an active role in shaping a sustainable and climate-resilient future for South Sudan.

### 3.4 Climate Resilience & Disaster Preparedness

Climate resilience and disaster preparedness are essential components of a sustainable future. As climate change continues to intensify the frequency and severity of natural disasters, it is crucial to equip students with the knowledge and skills necessary to mitigate risks and adapt to changing environmental conditions. This component focuses on education, strategic planning, sustainable practices, and ecological restoration to foster resilience at both individual and community levels.

#### **Education on Climate Change and Adaptation Strategies**

One of the foundational aspects of climate resilience is raising awareness about climate change, its causes, and its potential impacts. Educating students about greenhouse gas emissions, deforestation, industrial pollution, and other contributing factors to global warming helps them understand the root causes of climate change. Additionally, learning about adaptation strategies such as water conservation, energy efficiency, and disaster preparedness empowers students to take proactive measures in their daily lives.

By integrating climate education into school curriculums, students become more conscious of their role in environmental stewardship. Practical activities, such as climate impact assessments and sustainability projects, further reinforce their understanding and encourage active participation in mitigation and adaptation efforts.

## Disaster Risk Reduction and Preparedness Plans

Preparing for disasters is a critical component of climate resilience. Schools must develop and implement comprehensive disaster risk reduction (DRR) plans to ensure the safety of students and staff during emergencies. These plans include:

- **Early Warning Systems:** Establishing mechanisms to monitor weather patterns, detect hazards, and issue timely alerts can significantly reduce disaster-related casualties. Schools can collaborate with meteorological agencies and local authorities to receive real-time updates on potential threats.
- **Emergency Drills:** Regular earthquake, fire, flood, and cyclone drills familiarize students and staff with emergency protocols. Conducting these exercises helps build confidence and ensures swift, organized responses during actual crises.
- **School Evacuation Procedures:** Clearly marked evacuation routes, designated safe zones, and trained response teams play a vital role in minimizing chaos during emergencies. Schools should regularly review and update these procedures based on new risk assessments.

## Sustainable Agricultural Practices and Food Security

Climate change poses significant threats to food security through unpredictable weather patterns, soil degradation, and water scarcity. To counteract these challenges, promoting sustainable agricultural practices among students and communities is essential. These include:

- **Climate-Smart Farming Techniques:** Introducing methods such as agroforestry, crop diversification, and drought-resistant crop varieties helps farmers adapt to changing climatic conditions.
- **Soil Conservation:** Encouraging practices like contour farming, mulching, and reduced tillage minimizes soil erosion, retains moisture, and enhances fertility.
- **Water-Efficient Irrigation:** Drip irrigation and rainwater harvesting systems optimize water usage, reducing dependence on erratic rainfall patterns.

## Nature-Based Solutions for Environmental Resilience

Restoring and preserving natural ecosystems is an effective strategy for enhancing resilience against climate-related disasters. Schools and communities can adopt nature-based solutions, including:

- **Afforestation and Reforestation:** Planting trees helps sequester carbon, stabilize soil, and reduce the impact of extreme weather events such as floods and landslides.

- **Wetland Restoration:** Wetlands act as natural buffers against storm surges and flooding. Protecting and rehabilitating these areas improves biodiversity and water filtration.
- **Sustainable Land Use Planning:** Avoiding deforestation, promoting green spaces, and implementing zoning laws that reduce environmental degradation contribute to long-term resilience.

Encouraging students to participate in tree-planting campaigns, habitat restoration projects, and eco-friendly land management practices installs a sense of environmental responsibility and fosters long-term ecological balance.

By integrating sustainability into school governance and leadership, South Sudanese schools can become models of environmental responsibility and climate resilience. The establishment of Green School Committees, Sustainability Action Plans, Student Leadership Programs, and Environmental Audits will ensure that green initiatives are structured, impactful, and continuously improved.

This approach will contribute to:

- The implementation of the **National Climate Change Adaptation Strategy** in education.
- Strengthening of **climate-resilient education systems**, as emphasized in South Sudan's **Nationally Determined Contributions (NDCs)** under the **Paris Agreement**.
- Alignment with the **General Education Strategic Plan (GESP) 2023–2027**, which prioritizes environmental education and climate resilience in schools.

## Community Engagement

In the Green School Policy, **Community Engagement** is a cornerstone for building resilient, sustainable, and inclusive learning environments. In South Sudan, where communities play a vital role in supporting local development, engaging parents, traditional leaders, religious institutions, and youth groups in education is essential for the long-term success of green school initiatives.

Community Engagement Matters: South Sudan's education system faces multiple challenges limited infrastructure, weak service delivery, poverty, conflict, and climate shocks. Schools are often not just centres of learning but also social hubs. Therefore, strengthening community ownership and participation is key to:

- Enhancing accountability in school management;
- Promoting environmental conservation practices;
- Supporting school infrastructure development using local materials and labour;
- Encouraging behaviour change toward sustainable practices.

## Key Focus Areas of Community Engagement under the Green School Framework

### *1. Promoting School Ownership and Local Leadership*

Communities are encouraged to take active ownership of their local schools through **Parent-Teacher Associations (PTAs)**, **School Management Committees (SMCs)**, and **community education taskforces**. These bodies can mobilize resources, monitor implementation of green practices, and advocate for improvements in learning environments.

### *2. Environmental Awareness and Education*

Community sensitization on environmental issues—such as deforestation, waste management, and climate change—is critical. Awareness campaigns, community dialogues, and school-led environmental clubs involving parents and local leaders foster shared responsibility in protecting school ecosystems and adopting green behaviours.

### *3. Participation in Climate-Smart School Activities*

Communities are mobilized to participate in tree planting, establishment of school gardens, clean-up campaigns, and water conservation projects. In a country prone to floods, drought, and deforestation, these practical actions not only enhance school environments but also build local resilience.

### *4. Use of Indigenous Knowledge and Local Solutions*

South Sudanese communities hold a wealth of indigenous knowledge in land conservation, herbal medicine, water harvesting, and sustainable farming. Integrating this knowledge into the curriculum and green school activities reinforces cultural identity while advancing sustainability goals.

### *5. Strengthening School Safety and Disaster Preparedness*

Communities support the development and implementation of school-based disaster risk reduction (DRR) plans, including early warning systems, evacuation drills, and climate emergency response strategies. This is especially relevant in flood-prone and conflict-affected areas where schools need to function as safe havens.

### *6. Resource Mobilization and Volunteerism*

Given funding constraints, communities are encouraged to contribute labour, local materials, or small funds toward green improvements such as latrines, fencing, or rainwater harvesting systems. In return, schools serve as centres of environmental learning and social cohesion

## 4. Implementation Strategies

Implementing effective **sustainability initiatives** in schools requires a **strategic, coordinated approach** that ensures the integration of environmental principles into school operations, teaching, and community engagement. To guarantee the success of sustainability programs, schools must establish clear systems, assign responsibilities, and implement ongoing monitoring and support. This section outlines the strategies necessary for the **successful implementation** of **green initiatives**, ensuring that environmental goals are achieved in a structured and sustainable manner.

### **Establishing Green School Committees to Oversee and Coordinate Sustainability Efforts**

The Green School Committee plays a pivotal role in ensuring the effective implementation and coordination of sustainability efforts within the school. This committee, composed of diverse stakeholders such as students, teachers, school administrators, community members, and external experts, will drive the sustainability agenda, ensuring that initiatives are properly planned, managed, and executed.

#### **Roles and Responsibilities:**

- **Coordination of Green Initiatives:** The committee will ensure that sustainability projects are aligned with the school's mission and goals. They will also serve as the primary point of contact for external partners and local stakeholders.
- **Development and Monitoring of Action Plans:** The committee will oversee the creation of detailed sustainability action plans and will track progress toward achieving environmental goals.
- **Resource Mobilization:** The committee will seek funding, partnerships, and resources from local, national, and international entities to support sustainability projects.
- **Community Engagement:** As representatives of the school and its broader community, the committee will engage with students, parents, and community members to ensure that the school's sustainability initiatives are fully supported and implemented. By having a dedicated committee, schools can ensure that the sustainability vision is consistently maintained, ensuring that projects are well-coordinated, resources are allocated efficiently, and challenges are addressed promptly.

### **Developing Specific Action Plans Outlining Sustainability Goals, Responsibilities, and Timelines**

A well-defined action plan is crucial for guiding sustainability efforts and providing a clear roadmap for implementation. This plan should outline specific, measurable, and achievable goals, along with the roles and responsibilities of various stakeholders involved. Clear timelines should be established for each goal, creating a structured approach to managing the sustainability projects over time.

### **Key Components of the Action Plan:**

- **Environmental Goals:** The action plan should include quantifiable sustainability targets, such as reducing energy consumption, improving waste management, increasing recycling rates, and promoting water conservation. Goals should also encompass broader initiatives, such as biodiversity conservation and climate change education.
- **Responsibilities:** The plan will assign clear roles and responsibilities to individuals, groups, or committees within the school. This ensures accountability for the successful completion of each sustainability initiative. For example, the Green School Committee might be responsible for overseeing the entire process, while specific tasks—such as monitoring waste or organizing events—might be delegated to student eco-clubs or staff members.
- **Timeline:** Establishing clear timelines helps to ensure that sustainability projects are implemented on schedule. Deadlines should be realistic and allow for flexibility, with periodic reviews to track progress. For example, a timeline might include short-term goals (e.g., improving waste separation within the first three months) and long-term goals (e.g., achieving carbon neutrality within five years). Creating a clear action plan, schools will be able to focus efforts, track progress, and measure success in a structured way, ensuring accountability and the achievement of sustainability goals.

### **Providing Training and Capacity-Building Programs for Teachers and School Administrators on Best Practices in Sustainability**

The successful implementation of sustainability initiatives depends on **properly trained** and **motivated school staff**. Teachers and administrators must be equipped with the knowledge and skills to incorporate sustainability into their teaching and daily school operations.

### **Training Approaches:**

- **Sustainability Curriculum Integration:** Teachers will need professional development on how to integrate sustainability topics into their subject areas, whether it's through science lessons, social studies, or art projects. Providing

training on climate change, environmental conservation, and eco-friendly practices will enable teachers to educate students effectively.

- **Operational Best Practices:** Administrators must be trained on green school management how to implement energy-saving initiatives, reduce school waste, and engage the community in sustainability efforts. This includes resource management, facility upgrades, and environmentally conscious decision-making in school operations.
- **Workshops and Seminars:** Regular workshops and seminars on sustainability issues, such as recycling, sustainable sourcing, and green technologies, will help staff stay updated on best practices. Additionally, external experts from environmental organizations or sustainability consultants can provide specialized knowledge and guidance.
- **Leadership and Advocacy:** Developing leadership skills in both teachers and administrators will ensure that sustainability efforts are sustained over the long term. Training should also include advocacy skills to empower teachers and administrators to champion sustainability within the broader educational community, including advocating for policy changes and securing funding.

Through training and capacity-building, schools will be able to equip their staff with the necessary tools and knowledge to lead by example, driving the successful integration of sustainability in both teaching and school management.

### **Securing Funding Through Partnerships, Grants, and Government Support to Facilitate the Successful Implementation of Green Initiatives**

Sustainability projects often require adequate funding to cover the costs of infrastructure, resources, and training. Schools should adopt a proactive approach to securing funding through partnerships, grants, and government support to facilitate the implementation of green initiatives.

#### **Funding Strategies:**

- **Partnerships with NGOs and Private Sector:** Establishing partnerships with NGOs, corporations, and environmental foundations can provide both financial support and in-kind contributions. These partners may offer funding, expertise, or materials for projects such as solar panel installations, recycling programs, or community education.
- **Government Grants and Policies:** Schools can access government funds allocated for environmental education, climate resilience, or sustainable development projects. Governments may also provide grants to schools for implementing energy-efficient systems or infrastructure improvements. Engagement with

policymakers is essential to ensure alignment with national and local funding opportunities.

- **Crowdfunding and Fundraising:** Schools can explore crowdfunding platforms to raise money for specific sustainability projects. Hosting fundraising events such as eco-markets, charity runs, or community events can also generate financial support from parents, alumni, and local businesses.
- **Corporate Sponsorships:** Some companies offer sponsorships for environmental initiatives as part of their corporate social responsibility (CSR) programs. Schools should actively seek out these partnerships for funding, technical resources, and other contributions.

Securing funding from diverse sources will provide the financial stability needed for schools to carry out their sustainability initiatives and expand their green efforts over time.

### **Monitoring Progress Through Regular Sustainability Audits, Impact Assessments, and Feedback Mechanisms to Ensure Continuous Improvement**

To ensure the **long-term success** of sustainability initiatives, schools must have systems in place for **monitoring progress** and making improvements. Regular sustainability audits, impact assessments, and feedback mechanisms are essential for tracking the effectiveness of projects, identifying areas for improvement, and ensuring accountability.

#### **Monitoring Strategies:**

- **Sustainability Audits:** Schools should conduct **environmental audits** to assess energy consumption, water use, waste management, and other sustainability metrics. These audits will provide data to determine whether the school is meeting its sustainability goals and identify opportunities for improvement.
- **Impact Assessments:** Conducting **impact assessments** of sustainability initiatives will help evaluate their effectiveness and the broader benefits they bring to the school and community. For example, assessing the environmental impact of a new recycling program or energy-saving measures will provide data on reductions in waste or energy consumption.
- **Feedback Mechanisms:** Schools should create **feedback channels** for students, teachers, and parents to share their experiences with sustainability programs. Surveys, meetings, and suggestion boxes can be used to collect input on how to improve initiatives.
- **Periodic Reviews:** Regular reviews of the sustainability action plan will ensure that schools adapt to emerging environmental challenges, changes in national policies, or new technologies. It will also allow schools to adjust timelines and set new goals as needed.

By implementing these monitoring mechanisms, schools can ensure continuous improvement, adapt to changing circumstances, and maintain momentum in their sustainability efforts.

By employing these implementation strategies, schools can ensure that their sustainability initiatives are not only successfully executed but are also sustained over time. Establishing Green School Committees, developing action plans, providing training and capacity-building, securing funding, and continuously monitoring progress will create a strong foundation for sustainability in schools. These strategies will enable schools to reduce their environmental impact, promote climate resilience, and engage the broader community in building a more sustainable future.

## 5. Monitoring & Evaluation: Aligning to South Sudan Policies

Effective **Monitoring & Evaluation (M&E)** is a fundamental aspect of ensuring that sustainability initiatives in schools are successfully implemented and contribute meaningfully to environmental goals. It allows schools, the Ministry of Education, and other stakeholders to track the progress of sustainability efforts, make informed decisions, and continuously improve. To align with **South Sudan's national policies** and **international frameworks** on sustainable development, the monitoring and evaluation processes should be robust, transparent, and responsive to the needs of schools and communities.

The following strategies focus on key aspects of **M&E** while aligning them with **South Sudan's educational and environmental policies**:

### **Develop Key Performance Indicators (KPIs) to Assess the Effectiveness of Sustainability Efforts in Schools**

**Key Performance Indicators (KPIs)** serve as measurable data points used to evaluate the **effectiveness of sustainability initiatives** in schools. These indicators will provide insight into how well the schools are meeting their sustainability goals and whether their efforts align with the educational and environmental policies of South Sudan.

#### **KPIs**

- Sustainable Development Goals (SDGs): South Sudan, as a member of the United Nations, has committed to achieving the SDGs, including those focused on quality education, climate action, and sustainable cities and communities. KPIs should reflect the national commitment to SDGs, with an emphasis on SDG 4 (Quality Education) and SDG 13 (Climate Action).

- **Environmental Education:** South Sudan's national education policies emphasize the integration of environmental education into the school curriculum. KPIs should focus on outcomes such as student knowledge of environmental issues, the implementation of eco-friendly practices in schools, and the overall environmental impact of school activities.
- **Energy Efficiency & Waste Reduction:** Key indicators could include reductions in energy consumption, water usage, and waste generation within schools, reflecting the commitment to environmental sustainability as per South Sudan's National Environmental Policy.

## 6. Roles of Ministries and Institutions in Implementing the Green School Framework in South Sudan

| <b>Institution / Ministry</b>                                | <b>Role in Promoting Green School Framework</b>                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ministry of Environment and Forestry</b>                  | <ul style="list-style-type: none"> <li>- Lead development and enforcement of environmental standards in schools</li> <li>- Promote environmental education, climate awareness, tree planting, and waste management in school systems</li> <li>- Provide technical guidance on eco-friendly infrastructure and conservation practices</li> </ul> |
| <b>Ministry of Land, Housing and Urban Planning</b>          | <ul style="list-style-type: none"> <li>- Support green school infrastructure planning and eco-friendly designs</li> <li>- Ensure proper land allocation for schools, with emphasis on green spaces and risk-sensitive land use</li> <li>- Promote sustainable urban planning integrating schools in climate-smart communities</li> </ul>        |
| <b>Ministry of Agriculture and Food Security</b>             | <ul style="list-style-type: none"> <li>- Promote school gardening and climate-smart agriculture practices in school curricula</li> <li>- Support school feeding programs using locally grown, sustainable food sources</li> <li>- Provide technical support for establishing school farms and food forests</li> </ul>                           |
| <b>Ministry of Livestock and Fisheries</b>                   | <ul style="list-style-type: none"> <li>- Introduce animal husbandry and livestock training in agricultural schools</li> <li>- Promote environmentally responsible animal rearing in school farms</li> <li>- Raise awareness on zoonotic diseases linked to environmental health</li> </ul>                                                      |
| <b>Ministry of General Education and Instruction (MoGEI)</b> | <ul style="list-style-type: none"> <li>- Lead the mainstreaming of the green school policy into the national education curriculum</li> <li>- Coordinate with other ministries for holistic</li> </ul>                                                                                                                                           |

|                                                                                                        |                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                        | <p>policy implementation</p> <ul style="list-style-type: none"> <li>- Train teachers and administrators on environmental sustainability and green pedagogy</li> </ul>                                                                                                                                                                    |
| <b>Ministry of Humanitarian Affairs and Disaster Management</b>                                        | <ul style="list-style-type: none"> <li>- Integrate school-based disaster risk reduction (DRR) and emergency preparedness plans</li> <li>- Support recovery and rehabilitation of schools after climate-related disasters</li> <li>- Ensure schools are safe zones in emergency response plans</li> </ul>                                 |
| <b>Ministry of Defence and Veterans Affairs</b>                                                        | <ul style="list-style-type: none"> <li>- Support peaceful coexistence around school land and forest resources</li> <li>- Participate in environmental protection initiatives involving youth and communities</li> <li>- Provide logistical or security support for climate resilience projects in conflict-prone areas</li> </ul>        |
| <b>Ministry of Gender, Child and Social Welfare</b>                                                    | <ul style="list-style-type: none"> <li>- Advocate for gender-sensitive approaches in green school programming</li> <li>- Promote child-friendly, safe learning environments including WASH, nutrition, and mental well-being</li> <li>- Support inclusive participation of girls and vulnerable children in green initiatives</li> </ul> |
| <b>Ministry of Water Resources and Irrigation</b>                                                      | <ul style="list-style-type: none"> <li>- Provide access to clean water in schools through boreholes, tanks, and irrigation systems</li> <li>- Promote water conservation techniques and climate-resilient WASH infrastructure</li> <li>- Monitor water quality and availability in learning institutions</li> </ul>                      |
| <b>South Sudan Meteorological Department</b>                                                           | <ul style="list-style-type: none"> <li>- Provide weather and climate data to support disaster preparedness and early warning in schools</li> <li>- Educate learners on meteorological science and climate forecasting</li> <li>- Support school-based climate awareness and adaptation education</li> </ul>                              |
| <b>Education Development Partners (UNICEF, UNESCO, INGOs, NNGOs, Civil Society Organizations etc.)</b> | <ul style="list-style-type: none"> <li>- Provide funding, technical assistance, and capacity building for implementation</li> <li>- Support monitoring and evaluation of green school initiatives</li> <li>- Facilitate exchange of good practices and South-South learning on green education</li> </ul>                                |
| <b>National Legislative Assembly</b>                                                                   | <ul style="list-style-type: none"> <li>- Enact legislation to support environmental education and green infrastructure in schools</li> <li>- Allocate budgetary support for implementation of green school policy</li> <li>- Oversee compliance and accountability through</li> </ul>                                                    |

|                                                                                           |                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                           | relevant parliamentary committees                                                                                                                                                                                                                                                 |
| <b>Local Governments and County Education Departments (<i>additional institution</i>)</b> | <ul style="list-style-type: none"> <li>- Facilitate grassroots implementation of the policy and school-based projects</li> <li>- Mobilize local resources and partnerships</li> <li>- Monitor and report on progress and challenges at local level</li> </ul>                     |
| <b>Community-Based Organizations and PTAs (<i>additional institution</i>)</b>             | <ul style="list-style-type: none"> <li>- Raise community awareness and ownership of school greening projects</li> <li>- Support maintenance of green infrastructure and environmental clubs</li> <li>- Mobilize parents and youth for tree planting and school gardens</li> </ul> |

## 7. Monitoring & Evaluation Framework for School Sustainability Initiatives

This framework aligns with South Sudan's national policies and global policies, including the Sustainable Development Goals (SDGs), UNESCO's Education for Sustainable Development (ESD) Framework, and the Paris Agreement on Climate Change.

| <b>M&amp;E Component</b>                                      | <b>Description</b>                                                                             | <b>Alignment with South Sudan Policies</b>                                                               | <b>Alignment with Global Policies</b>                                                                                                                                                       | <b>KPIs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Develop Key Performance Indicators (KPIs)</i>              | Establish measurable indicators to track the success of sustainability initiatives in schools. | South Sudan's National Environmental Policy, Education Sector Plan (ESP), National Green Growth Strategy | SDG 4 (Quality Education), SDG 7 (Affordable & Clean Energy), SDG 6 (Ensure access to safe and clean water and sanitation, SDG 13 (Climate Action), Paris Agreement, UNESCO's ESD Framework | <ul style="list-style-type: none"> <li>- Percentage reduction in school energy consumption.</li> <li>- Percentage of students participating in environmental education programs.</li> <li>- Number of schools implementing waste segregation and recycling practices.</li> <li>- Reduction in water consumption per student or school-wide.</li> <li>- Percentage of school infrastructure utilizing renewable energy sources (e.g., solar panels).</li> </ul> |
| <i>Conduct Annual Environmental Impact Assessments (EIAs)</i> | Evaluate school sustainability efforts and their environmental impact.                         | South Sudan's Environmental Impact Assessments Act, National Education Policy                            | SDG 6 (Clean Water & Sanitation), SDG 12 (Responsible Consumption & Production), UNFCCC Adaptation Policies                                                                                 | <ul style="list-style-type: none"> <li>- Number of schools conducting annual EIAs.</li> <li>- Percentage of schools reducing carbon footprint through green initiatives.</li> <li>- Amount of waste reduced through</li> </ul>                                                                                                                                                                                                                                 |

|                                                                                |                                                                            |                                                                              |                                                                                                 |                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                |                                                                            |                                                                              |                                                                                                 | <p>sustainable waste management.</p> <ul style="list-style-type: none"> <li>- Increase in green spaces and biodiversity projects in schools.</li> </ul>                                                                                                                                                     |
| <i>Encourage Feedback from Students, Teachers, and Community Members</i>       | Engage stakeholders to assess program effectiveness and refine strategies. | South Sudan's Education Sector Plan (ESP) – Inclusive Decision-Making Policy | SDG 16 (Peace, Justice & Strong Institutions), UNESCO's Whole School Approach to Sustainability | <ul style="list-style-type: none"> <li>- Number of surveys conducted among students, teachers, and parents.</li> <li>- Percentage of students and teachers engaged in school sustainability decision-making.</li> <li>- Number of community-led sustainability initiatives supported by schools.</li> </ul> |
| <i>Recognize and Reward Schools Demonstrating Excellence in Sustainability</i> | Establish awards and incentives for schools excelling in sustainability.   | National Education Policy's Goal on Innovation & Incentives in Education     | SDG 17 (Partnerships for the Goals), UNESCO Green School Certification Frameworks               | <ul style="list-style-type: none"> <li>- Number of schools recognized for sustainability initiatives.</li> <li>- Number of schools receiving grants or support for further sustainability projects.</li> <li>- Percentage of schools implementing best practices in green initiatives.</li> </ul>           |

Establishing KPIs that align with South Sudan's environmental and educational policies, schools will be better equipped to track the success of their sustainability efforts and contribute to national and international goals.

### **Conduct Annual Environmental Impact Assessments to Measure Progress and Guide Future Improvements**

Regular Environmental Audit (EAs) are essential to understanding the outcomes of sustainability efforts, identifying successes, and uncovering areas that need improvement. Annual EIAs will assess the environmental performance of schools and determine the overall impact of their sustainability programs on the local environment.

#### **EIAs**

- **Environmental Impact Assessments Act:** South Sudan's national environmental policies, including the Environmental Impact Assessments Act, require that all development projects, including those within schools, consider their environmental consequences. The assessments will help schools comply with this national requirement, ensuring they maintain environmental sustainability in their operations.
- **National Education Policy:** The findings from the annual EIAs should feed into the broader education sector's strategies for environmental integration, helping schools incorporate sustainability into their curriculum and operations, as required by South Sudan's National Education Policy.

#### **EIA Focus Areas:**

- **Energy and Resource Use:** Measuring reductions in energy consumption, water usage, and resource waste.
- **Waste Management:** Assessing the effectiveness of recycling programs, waste reduction initiatives, and composting efforts.
- **Biodiversity and Green Spaces:** Evaluating the impact of the school's green spaces and biodiversity projects on local ecosystems.
- **Climate Resilience:** Assessing the extent to which school infrastructure and activities are resilient to climate change impacts, such as floods, droughts, and extreme weather events.

The annual Environmental Audit should be aligned with the National Environmental Policy, providing quantitative and qualitative data to inform decision-making and guide policy adjustments within the Ministry of Education and other relevant government bodies.

## **Encourage Feedback from Students, Teachers, and Community Members to Refine Strategies and Address Challenges**

Involving the school community in the M&E process is critical to ensuring that sustainability efforts are responsive to local needs and challenges. Feedback from students, teachers, and community members provides valuable perspectives that help refine strategies, enhance engagement, and identify obstacles.

### **Feedback Mechanisms aligns to South Sudan policies.**

- **Inclusive Decision-Making:** South Sudan's education policies emphasize inclusive education and community participation. Feedback mechanisms support this by allowing stakeholders to actively contribute to the decision-making process, ensuring that school sustainability projects reflect the needs and expectations of the local community.
- **Education for Sustainable Development:** South Sudan's national policy on sustainable development encourages schools to engage all stakeholders in environmental education. Encouraging feedback from the community ensures that the sustainability education efforts are effective and relevant to the local context.

### **Feedback Mechanisms:**

- **Surveys and Questionnaires:** Distribute surveys to gather opinions from students, teachers, and community members about their experiences with sustainability programs, challenges they face, and suggestions for improvement.
- **Focus Group Discussions (FGDs):** Organize FGDs with teachers, students, and parents to discuss challenges and brainstorm ideas for refining sustainability strategies.
- **Feedback Boxes or Online Platforms:** Create anonymous feedback mechanisms such as feedback boxes in schools or online platforms to encourage open dialogue on sustainability efforts and gather diverse perspectives.

Regular feedback will ensure that the school's sustainability projects remain **adaptive and effective**, fostering a strong sense of ownership and **shared responsibility** among all stakeholders.

## **Recognize and Reward Schools Demonstrating Excellence in Sustainability to Encourage Widespread Adoption of Best Practices**

Recognizing and rewarding schools that demonstrate outstanding sustainability efforts is a powerful motivator for encouraging widespread adoption of best practices. A

recognition system not only celebrates achievements but also inspires other schools to replicate successful initiatives, leading to broader environmental consciousness within the education sector.

### **Aligning Recognition with South Sudan's Policies:**

- **Incentivizing Sustainability in Education:** South Sudan's education policies encourage capacity building and innovation within schools. Recognizing and rewarding excellent sustainability practices aligns with the government's commitment to fostering leadership and innovation in education.
- **National Environmental and Educational Awards:** Schools excelling in sustainability can be nominated for national awards in both education and environmental management, which will align with national policies and goals, such as the National Education Policy and SDG 4 (Quality Education).

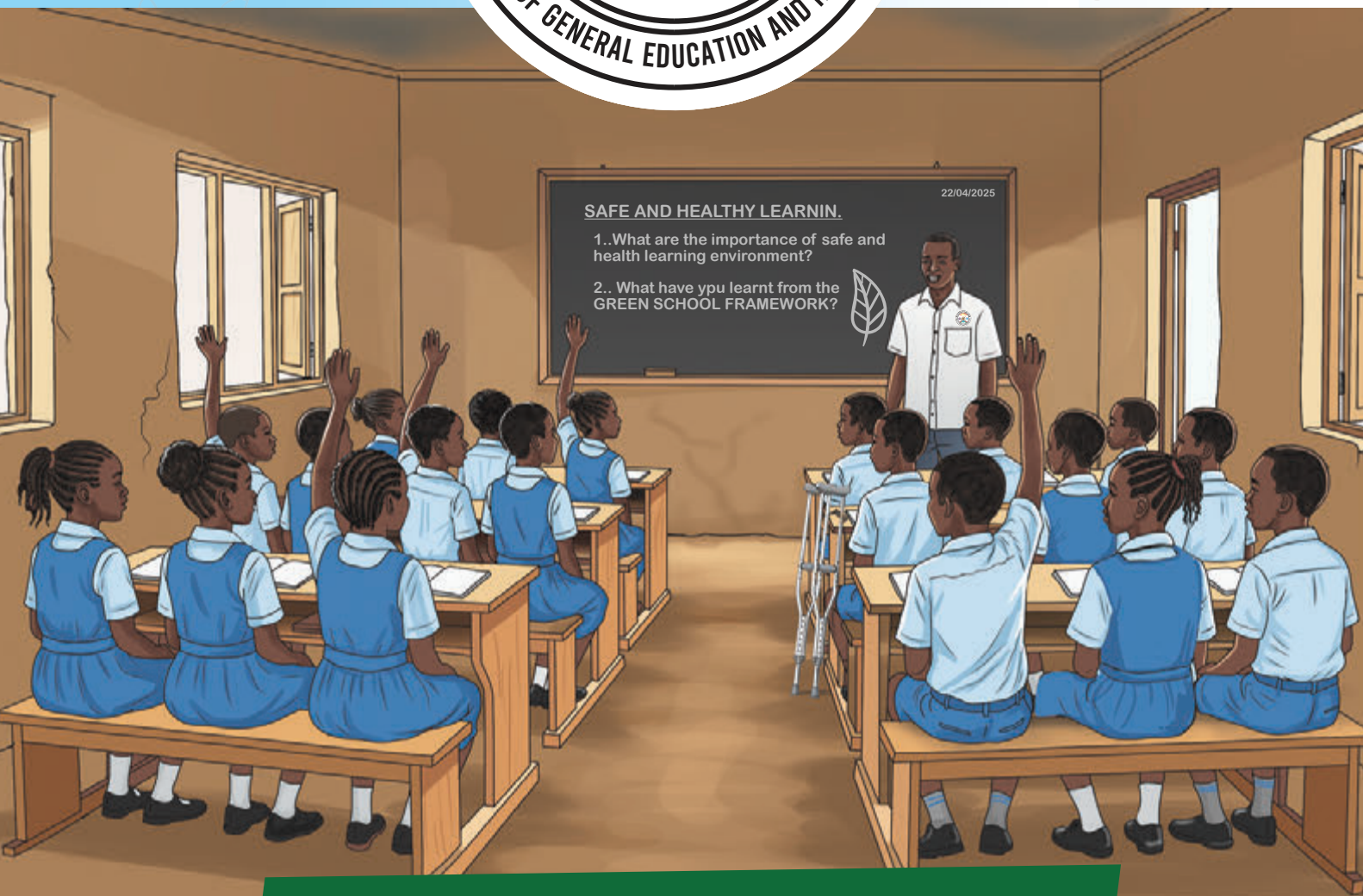
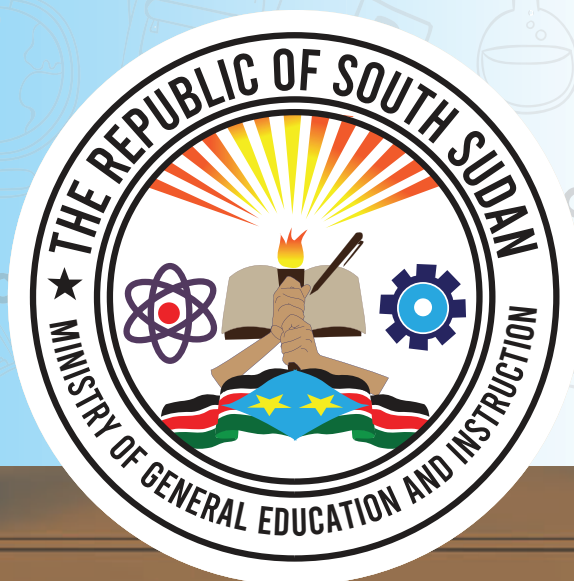
### **Recognition Strategies:**

- **Annual Awards:** Establish an annual recognition program where schools demonstrating excellence in sustainability are awarded **certificates, trophies, or grants** for further sustainability projects.
- **Public Acknowledgement:** Publicly acknowledge schools during national or regional environmental days, such as **World Environment Day** or **National Teachers' Day**, to inspire others to take part in similar initiatives.
- **Partnerships with NGOs and Private Sector:** Schools recognized for their sustainability efforts could receive **partnerships** with **NGOs, private sector organizations, or government agencies** that can support further development of their sustainability programs. Recognition not only celebrates achievements but also sets an **example for other schools**, driving a **culture of sustainability** across the education sector in South Sudan.

7.1 Annex 1. Key Component of Green Schools Framework Implementation Matrix in South Sudan

| Component                                             | Key Activities                                                            | Key Performance Indicators (KPIs)                             | Responsible Entity                                        |
|-------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------|
| <b>Sustainable Infrastructure &amp; Operations</b>    | Construct eco-friendly classrooms using sustainable materials.            | % of schools with eco-friendly infrastructure.                | Ministry of Education, Development Partners               |
|                                                       | Install solar panels and promote renewable energy use.                    | Number of schools using solar energy.                         | Ministry of Energy and Dam, School Management, NGOs,      |
|                                                       | Establish rainwater harvesting and sustainable sanitation systems.        | % of schools with functional water harvesting systems.        | Ministry of Water, School Administrations                 |
|                                                       | Implement school-based waste management and recycling initiatives.        | Number of schools with operational waste management programs. | Local Government, NGOs, PTAs                              |
| <b>Environmental Education &amp; Curriculum</b>       | Integrate climate change and sustainability topics into school curricula. | Number of schools implementing environmental education.       | National Curriculum Development Centre, NGOs,             |
|                                                       | Develop teacher training programs on environmental sustainability.        | Number of teachers trained in environmental education.        | Ministry of Education, Teacher Training Institutes, NGOs, |
|                                                       | Establish environmental clubs to promote hands-on learning.               | % of schools with active environmental clubs.                 | Ministry of Education, Schools, NGOs, PTAs                |
|                                                       | Organize school competitions on sustainability innovations.               | Number of students participating in green initiatives.        | Ministry of Education, Private Sector, NGOs,              |
| <b>Sustainable School Management &amp; Leadership</b> | Develop school policies and Frameworks on green practices.                | % of schools with formal Green School policies.               | Ministry of Education, School Boards, NGOs,               |
|                                                       | Train school leadership on sustainability and resource management.        | Number of school leaders trained.                             | Ministry of Education, Training Institutes, NGOs,         |

|                                                       | Establish monitoring and evaluation systems for sustainability efforts.                            | Number of sustainability assessments conducted annually. | Ministry of Education, Development Partners                              |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------|
|                                                       | Promote partnerships with private sector and development partners for funding.                     | Amount of funding secured for green initiatives.         | Ministry of Education, Private Sector, NGOs,                             |
| <b>Climate Resilience &amp; Disaster Preparedness</b> | Conduct risk assessments for schools vulnerable to climate disasters.                              | % of schools with completed risk assessments.            | Ministry of Education, Ministry of Environment, Disaster Agencies, NGOs, |
|                                                       | Develop and implement school disaster response plans.                                              | % of schools with climate resilience plans.              | Ministry of Education, School Administrators, NGOs,                      |
|                                                       | Establish tree planting and reforestation programs within school compounds.                        | Number of trees planted in schools.                      | Ministry of Forestry, Schools, Local NGOs                                |
|                                                       | Conduct emergency response drills for students and teachers on floods, fires, and extreme weather. | Number of schools conducting emergency drills annually.  | Ministry of Education, Red Cross, Ministry of Health, NGOs, Schools      |
|                                                       | Provide emergency response training for students and teachers.                                     | % of schools with trained disaster response teams.       | Ministry of Education, Red Cross, Ministry of Health, NGOs               |



# GREEN SCHOOL FRAMEWORK