

School Environmental Quality Seal – Clean Air School

The “*School Environmental Quality Seal – Clean Air School*” is established as the official recognition protocol developed by the KA220 project to encourage, measure, and validate the systemic commitment of educational institutions to School Environmental Health (S.E.H.) and the fight against the climate emergency.

1. Purpose and Scope

2. Evaluation Pillars (Quality Criteria)

Pillar I: Institutional Commitment and School Environmental Health (S.E.H.)

Pillar II: Pedagogical Innovation and Curricular Transversality

Pillar III: Sustainable Mobility and Behavioural Change

3. Validation and Recognition Process

4. Essential Resources for Implementation

5. Evaluation Rubrics for Pillars I, II, and III

The following section defines the Seal protocol based on the pillars and high-quality practices developed by the KA220 project.

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1. Purpose and Scope

The Seal aims to recognize schools that demonstrate both strategic and practical alignment with sustainability principles, that have transformed their physical and methodological environments, and that have achieved measurable behavioural changes within their community. The Seal is awarded for a renewable period, subject to ongoing verification of practices.

2. Evaluation Pillars (Quality Criteria)

Obtaining the Seal requires validation of the implementation and results achieved across three essential pillars that reflect the project's core objectives.

Pillar I: Institutional Commitment and School Environmental Health (S.E.H.)

This pillar assesses internal management and school infrastructure.

Criterion	Required Practice	Key Evidence
A. Strategic Alignment	Formal integration of S.E.H. into the School Educational Project.	PEC/School Plan document with clear, measurable sustainability objectives.
B. Teaching Capacity	Active participation in S.E.H. training and innovative methodologies.	Teacher training certificates (Job Shadowing/project events) and evidence of applied knowledge.
C. Quality Management	Use of the S.E.H. protocol to identify risks and protective factors in the school environment.	Completed and analysed Environmental Diagnostic Report (Baseline Assessment).

Pillar II: Pedagogical Innovation and Curricular Transversality

This pillar assesses how climate-related issues are addressed in the classroom.

Criterion	Required Practice	Key Evidence
A. Transdisciplinary Approach	Implementation of Interdisciplinary Didactic Modules integrating S.E.H. topics into non-scientific subjects.	Curricular evidence (lesson plans) and examples of student work.
B. Innovative Models	Implementation of at least one cutting-edge pedagogical model (e.g., FreiDay Model or PBL focused on sustainability).	Documentation of the methodology and evidence of students' digital self-assessment.
C. Scientific Competence	Development of Citizen Scientific Competence through active use of sensors and technology.	Air quality data collected by students and analysis reports.

Pillar III: Sustainable Mobility and Behavioural Change

This pillar evaluates the school's capacity to generate and sustain behavioural change within its community.

Criterion	Required Practice	Key Evidence
A. Habit Promotion	Active and sustained implementation of Sustainable Mobility Programs (e.g., Bike Bus or "Bike to School").	Participation records (students/families) and evidence of collaboration with local authorities.
B. Community Engagement	Active involvement of families and stakeholders in practical activities (e.g., eco-days, mobility gymkhanas).	Photo/video materials, attendance records, and event participation evidence.
C. Impact Measurement	Evaluation of community strengths and weaknesses regarding	Post-intervention evaluation results compared to the Baseline Assessment.

Criterion	Required Practice	Key Evidence
	sustainable consumption and lifestyle habits.	

3. Validation and Recognition Process

The Seal is awarded after a validation process that ensures the quality of practices (according to the project's Quality Framework):

1. **Self-Assessment and Documentation:** The applicant school compiles all evidence (modules, photos, reports, etc.) in a digital format, preferably within the Modular Digital Archive (Nextcloud).
2. **Review and Peer Evaluation:** The documentation is assessed by a committee or project partner using the criteria established in the *Good Practices Guide*.
3. **Certification and Dissemination:** Once compliance with the protocol is validated, the school receives the *School Environmental Quality Seal*. The award is disseminated regionally and across Europe, and the practice is included in the project's open-resource repository for maximum transferability.

4. Essential Resources for Implementation

The implementation of the following activities requires the mandatory use of project-developed resources:

- **Comprehensive Good Practices Guide:** Theoretical reference and examples of successful implementation.
- **Interdisciplinary Didactic Modules:** Ready-to-use classroom units.
- **Baseline Assessment Evaluation Protocol:** Diagnostic tool for establishing starting points and measuring impact.
- **S.E.H. Training Materials:** Resources for teacher capacity building.

5. Evaluation Rubrics for Pillars I, II, and III

PILLAR I: INSTITUTIONAL COMMITMENT AND SCHOOL ENVIRONMENTAL HEALTH (S.E.H.)

Focus: Ensure that S.E.H. is integrated into school management, infrastructure, and training plans.

Criterion	Model Activity for Compliance	Evaluation Rubric (Based on Key Evidence)
A. Strategic Alignment	<i>S.E.H. Inclusion Workshop</i> – A session with the management team and sustainability coordinator to formally include S.E.H. objectives (e.g., “Reduce paper use by 15% next school year”) in the School Educational Project (PEC) or Annual Program (PGA).	3 (Excellent): S.E.H. objectives are SMART (Specific, Measurable, Achievable, Relevant, Time-bound), assigned to a responsible person, and budgeted. 1 (Low): Generic mention of “Sustainability” without measurable goals.
B. Teaching Capacity	<i>“S.E.H. Skill-Up” Workshop</i> – Internal training session using S.E.H. Training Materials to train at least 50% of staff in active methodologies (e.g., CLIL or PBL) applied to environmental topics.	3 (Excellent): Over 50% of staff trained and materials integrated into at least three lesson plans. 1 (Low): Only the coordinator holds a training certificate (Job Shadowing), with no evidence of staff transfer.
C. Quality Management	<i>Participatory Environmental Diagnosis</i> – Application of the Baseline Assessment Protocol with student and family participation. The report identifies key risk factors (e.g., poor air quality, high noise levels, inadequate lighting).	3 (Excellent): Completed and analysed report reviewed by the School Council, identifying five risk and five protective factors. 1 (Low): Protocol initiated but unfinished, or data unanalysed.

PILLAR II: PEDAGOGICAL INNOVATION AND CURRICULAR TRANSVERSALITY

Focus: Evaluate how climate topics are actively integrated into the classroom through innovative methodologies.

Criterion	Model Activity for Compliance	Evaluation Rubric (Based on Key Evidence)
A. Transdisciplinary Approach	<i>Mandatory Implementation of 3 Modules</i> – Use three of the project's Transdisciplinary Didactic Modules. Examples: integrate “Handprint” in Mathematics, “Fair Trade” in Citizenship, and “Active Mobility” in Physical Education.	3 (Excellent): Evidence of three implemented modules, including lesson plans and samples of student work (over 70% of the class). 1 (Low): Only one module implemented, or content limited to Natural Sciences.
B. Innovative Models	<i>Weekly Sustainable FreiDay</i> – Adoption of the FreiDay model (or similar PBL) dedicating one weekly block to a local sustainability project (e.g., “Reducing plastic in the playground”). Students use digital tools for self-assessment.	3 (Excellent): Documentation (photos, project diary) demonstrating consistent application for at least eight weeks, with evidence of student digital self-assessment. 1 (Low): Only a one-off project day conducted.
C. Scientific Competence	<i>School “Air Scientists”</i> – Weekly use of low-cost or classroom sensors by students to measure air quality in classrooms or playgrounds. Results are recorded, analysed, and presented graphically (e.g., air quality vs. traffic intensity).	3 (Excellent): Student-collected data over at least four consecutive weeks, with a brief conclusions report and proposed corrective actions. 1 (Low): Sensor used only once; no data or analysis report produced.

PILLAR III: SUSTAINABLE MOBILITY AND BEHAVIOURAL CHANGE

Focus: Assess the school's ability to generate and sustain behavioural change across the educational community.

Criterion	Model Activity for Compliance	Evaluation Rubric (Based on Key Evidence)
A. Habit Promotion	<i>Quarterly "Bike Bus" Campaign</i> – Implementation of three sustainable mobility campaigns per year (e.g., one "Bike to School Week" and two "Bike Bus/Walking Bus" days), establishing meeting points and safe routes with families and local police.	3 (Excellent): Participation records showing at least 20% of students engaged in three annual campaigns, with external collaboration evidence. 1 (Low): Only one isolated mobility event held.
B. Community Engagement	<i>Family "Eco-Day"</i> – Organization of a community event involving families and stakeholders focused on sustainability (e.g., mobility gymkhana, creative recycling workshops, or a webinar on the Good Practices Guide).	3 (Excellent): Photo/video material and attendance list confirming family participation and at least one local authority (e.g., municipality or parents' association). 1 (Low): Event limited to students only.
C. Impact Measurement	<i>Post-Intervention Comparative Report</i> – Implementation of a post-intervention evaluation of consumption and mobility habits using the same Baseline Assessment format. Results are compared to measure behavioural change in the school community.	3 (Excellent): Comparative report showing a measurable positive change (e.g., 5% increase in sustainable transport use). 1 (Low): Post-intervention report produced but not compared with the baseline.

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