MATIÈRE VERTE

**SUPPORT AND CERTIFICATION PROGRAM**

BY ENVIRONNEMENT JEUNESSE

Activity Report 2023-2024

Name of the school

Fill in the year

Add the name of your school and its logo

TABLE OF CONTENTS

[Tips for writing your report 3](#_Toc75790732)

[Checklist 3](#_Toc75790733)

[1. General information 4](#_Toc75790734)

[2. Introduction 4](#_Toc75790735)

[3. Environmental committee 4](#_Toc75790736)

[4. Initial diagnostic 5](#_Toc75790737)

[5. Introduction to the program training 5](#_Toc75790738)

[6. Awareness-raising activities 5](#_Toc75790739)

[7. Environmental actions 6](#_Toc75790740)

[8. Environmental communication 7](#_Toc75790741)

[9. Training activities 8](#_Toc75790742)

[10. Environmental action plan 8](#_Toc75790743)

[11. Annual evaluation of the environmental action plan 9](#_Toc75790744)

[12. Environmental policy 9](#_Toc75790745)

[13. Environmental report card 9](#_Toc75790746)

[14. Environmental fund 10](#_Toc75790747)

[15. Continuous improvement 10](#_Toc75790748)

[16. Conclusion 11](#_Toc75790749)

TIPS FOR WRITING YOUR REPORT

* Look for the sections you need to fill in according to the certification level you are aiming for.
* Remember that all of the requested information is mandatory unless otherwise indicated.
* The instructions and requirements for each criterion are in **BLUE**. Do not forget to remove them from your final report.
* Simply replace the text in **GREEN** with the requested information.
* You can also delete sections not required for your level.
* Supporting or supplementary documents should be attached in a single compressed folder (.zip) or be appended directly to this document.
* If the file or folder is too large to send via email, consider using a free file transfer platform like WeTransfer.
* The coloured dots to the right of the section titles indicate the level to which the criterion applies. For example, if you are aiming for Level 1, fill in the sections that have a coloured dot with a 1 in the middle.

1

2

3

4

5

Checklist

Before submitting your report, check that you have completed all of the sections that apply to the targeted level. Additionally, these are the supplementary documents or attachments to include:

* A minimum of two meeting minutes (levels 1 to 5)
* Your school's initial diagnostic (level 1)
* Your school's action plan (levels 2 to 5)
* Your school or committee's environmental policy (levels 3 to 5)
* Your school's environmental report card (levels 4 and 5)
* Your school or your environmental committee’s environmental fund (level 5)
* Photos of your environmental actions, activities, etc. (levels 1 to 5)
* Other attachments (levels 1 to 5)

# General information

1

2

3

4

5

## Name of the school: Write your school’s full name

## Type of school: Specify whether your school is public or private

## Grade levels: Specify the grade levels (elementary, secondary, elementary and secondary, etc.)

## Targeted level: Fill in the targeted certification level (1-2-3-4-5)

## Year of writing: Fill in the school year

## Report written by: Include the names of everyone involved in writing the report

## Number of students attending the school: Fill in the number

## Number of employees: Fill in the number

## Name of the environmental committee(s): Write the name of the environmental committee(s)

## Number of students involved in the committee: Fill in the number

## Number of outreach activities carried out: Fill in the number

## Number of actions carried out: Fill in the number

# Introduction

1

2

3

4

5

Give a little context about your year and your environmental approach. You can describe the major environmental achievements of the year or mention its highlights (statistics, major decisions, etc.). Also outline the main sections of your report.

# Environmental committee

1

2

3

4

5

Creating an environmental committee makes it easier to coordinate efforts and implement environmental initiatives. Consider involving students, teachers, the administration, a member of the school board, a person in charge of spiritual life and community engagement, support staff, a parent, a cafeteria worker or someone from food services, etc. No writing is required in this section.

What requirements need to be met to fulfil this criterion?

* Fill out the environmental committee membership chart (the person’s title can be student, parent, facilitator, teacher, etc.)
* Have a committee that is representative of the school community: at least one student must be actively involved in the environmental committee’s activities (including meetings)
* Attach the minutes for a minimum of two meetings
* Indicate how many meetings are held during the year (minimum of two meetings)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Full name | Title | Email (optional for students) | Tel. # (optional for students) | Role or responsibility |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Number of meetings held during the year: Fill in the number

## File names for the attachments: List the document names of the meeting minutes (e.g., MM1-ddmmyy.doc and MM2-ddmmyy.doc)

# Initial diagnostic

1

For the initial diagnostic, refer to the initial diagnostic tool in Excel format available in the members' area. After filling out the tool, write a paragraph (5 to 15 lines) in this activity report to present the highlights of your diagnostic. Indicate your chosen areas of intervention for the year and your implementation strategies.

What requirements need to be met to fulfil this criterion?

* Fill out the three tabs in the initial diagnostic tool (Excel) and attach the file
* Identify your short-term priorities, as well as your medium and long-term goals
* Present the highlights of your diagnostic

## File name: Fill in the diagnostic file’s name (e.g., Diagnostic-yyyy) Highlights of the initial diagnostic: Present the highlights of the initial diagnostic in 5 to 15 sentences

# Introduction to the program training

1

If your school is participating in the program for the first time, the introductory training offered by ENvironnement JEUnesse (or attending a webinar) is mandatory. If your school has been with the program for more than one continuous year, this training is optional. However, it is recommended that you receive the training if you are new to handling the files required for the program, even if your school has participated in the past.

What requirements need to be met to fulfil this criterion?

* Receive the ENvironnement JEUnesse introductory training (at least one person from the school).

Training attended by: Name(s) and title(s) of the person(s) who attended the training

Training date: Fill in the date on which the person(s) received the training

# Awareness-raising activities

1

2

3

4

5

Awareness-raising activities aim to educate your school community about a specific environmental issue and encourage a change in behaviour. These activities raise awareness prior to taking action. Awareness-raising activities should attract attention and generally be fun and participatory (information booths, exhibitions, communication campaigns, screenings, handouts, etc.).

What requirements need to be met to fulfil this criterion?

* Hold at least three environmental education-related awareness activities
* Fill out the awareness-raising activity compilation table
* Organize at least one awareness-raising activity for your entire school community
* Spread the awareness activities throughout the year

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Awareness-raising Activities | | | | | |
| Name of the activity | **Description** | **Type of activity** | **Location and date** | **Participants or people reached** | **Attachments (optional)** |
| Fill in the name of the activity | Describe what the activity involves and how it relates to environmental education | What type of activity is it? (information booth, exhibition, communication campaign, screening, handouts, etc.) | Fill in the location and date | Fill in the number of people attending and the target audience (students, teachers, members of the school administration, etc.) | Indicate the name of the attachment |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# Environmental actions

1

2

3

4

5

As part of the program, you must implement at least one new environmental action. The number of actions to be carried out depends on the level you are aiming for. You must implement the number of environmental actions equivalent to the targeted level (if you are aiming for Level 1, carry out 1 action. If you are aiming for Level 2, carry out 2 actions, etc.). You must present your main achievements for the year.

What requirements need to be met to fulfil this criterion?

* Implement actions relating to one or more environmental themes (waste management, nutrition, community and society, transportation and mobility, etc.)
* Carry out the number of environmental actions equivalent to the targeted level (1 for Level 1, 2 for Level 2, 3 for Level 3, etc.)
* Fill out the environmental action compilation table
* Get the students involved in at least one environmental action

|  |
| --- |
| Action 1 – title: (Levels 1-2-3-4-5): Fill in the title of your action |
| Theme (check the corresponding box):  Waste management  Nutrition  Community and society  Transportation and mobility  Energy management and buildings  Landscaping and biodiversity  Valuing water  Responsible procurement and maintenance  Environmental education  Environmentally responsible event |
| Description: Summarize your action (who, what, where, how) and describe the results |
| Attachment(s) if applicable ☐ Name(s): File name(s) |
| Action 2 – title: (Levels 2-3-4-5) fill in the title of your action |
| Theme (check the corresponding box):  Waste management  Nutrition  Community and society  Transportation and mobility  Energy management and buildings  Landscaping and biodiversity  Valuing water  Responsible procurement and maintenance  Environmental education  Environmentally responsible event |
| Description: Summarize your action (who, what, where, how) and describe the results |
| Attachment(s) if applicable ☐ Name(s): File name(s) |
| Action 3 – title: (Levels 3-4-5) Fill in the title of your action |
| Theme (check the corresponding box):  Waste management  Nutrition  Community and society  Transportation and mobility  Energy management and buildings  Landscaping and biodiversity  Water conservation and efficiency  Responsible procurement and maintenance  Environmental education  Environmentally responsible event |
| Description: Summarize your action (who, what, where, how) and describe the results |
| Attachment(s) if applicable ☐ Name(s): File name(s) |
| Action 4 – title: (Levels 4 and 5) Fill in the title of your action |
| Theme (check the corresponding box):  Waste management  Nutrition  Community and society  Transportation and mobility  Energy management and buildings  Landscaping and biodiversity  Water conservation and efficiency  Responsible procurement and maintenance  Environmental education  Environmentally responsible event |
| Description: Summarize your action (who, what, where, how) and describe the results |
| Attachment(s) if applicable ☐ Name(s): File name(s) |
| Action 5 – title: (Level 5) Fill in the title of your action |
| Theme (check the corresponding box):  Waste management  Nutrition  Community and society  Transportation and mobility  Energy management and buildings  Landscaping and biodiversity  Water conservation and efficiency  Responsible procurement and maintenance  Environmental education  Environmentally responsible event |
| Description: Summarize your action (who, what, where, how) and describe the results |
| Attachment(s) if applicable ☐ Name(s): File name(s) |

# Environmental communication

1

2

3

4

5

The aim of setting up a communication tool is to inform and your community about your environmental activities and to rally your members. Adopt internal and external communication tools adapted to your school and to your needs.

What requirements need to be met to fulfil this criterion?

* For the first year you file, implement at least one means of environmental communication in your school (a Facebook group or page, a bulletin board, environment-themed newsletters, posters, information meetings, etc.)
* To maintain Level 1 certification or higher, use at least one means of environmental communication
* Document your implementation and use of a means of environmental communication (a screenshot, photo, attachment, etc.)

Level 1 (first year of filing):In a few sentences, describe the means of communication (at least one) that you put in place during your first year to inform your community of your environmental approach or actions.

Maintaining Level 1 or higher:For subsequent years, present the means of communication used in a few sentences. This could be maintaining a means of communication, creating a new one, or any other communication measures you have put in place.

Document to attach: Attach at least one document showing that a means of environmental communication has been implemented.

File name: (e.g., documentname\_2021 (newsletter\_2021))

2

3

4

5

# Training activities

The program’s training activities aim to develop participants’ environmental skills, abilities and attitudes. The training goes beyond raising awareness; it not only educates the participants, it gives them the tools to take action. Training activities are held in a more formal learning environment and call on internal or external experts. They encourage active participation (discussions, debates, etc.) to foster critical thinking and learning.

What requirements need to be met to fulfil this criterion?

* Offer environmental committee members at least two training activities; sessions should cover two different environmental topics
* Fill out the training activity compilation table
* To count, the training activity must be attended by at least 10 students or 4 employees

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Training Activities | | | | | | | |
| Name of the activity | **Description** | **Pedagogical objectives** | **Type of activity** | **Location and date** | **Participants or people reached** | **Attachments (optional)** |
| Fill in the name of the activity | Describe what the activity involves and how it relates to environmental education | Describe the skills, abilities and attitudes learned during the activity | What type of activity is it? (information booth, exhibition, communication campaign, screening, handouts, etc.) | Fill in the location and date | Fill in the number of people attending and the target audience (students, teachers, members of the school administration, etc.) | Indicate the file name |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

2

3

4

5

# Environmental action plan

An action plan describes the strategies and methods that will be used to achieve the specified goals. It presents an ordered series of actions for implementing a project or bringing about behaviour changes in your community. An action plan template is available in the program’s member area. Your action plan should cover at least the current year. Objectives should include concrete actions, indicators, resources, deadlines and a tracking method.

What requirements need to be met to fulfil this criterion?

* Use a planning document format, i.e., clearly identify the objectives, actions, indicators, expected results, deadlines and task owners
* Set “SMART” goals, i.e., Specific, Measurable, Achievable, Relevant and Time-based
* Present an action plan covering at least the current year

File name: Fill in the name of the action plan document (e.g., Action\_plan-yyyy)

# Annual evaluation of the environmental action plan

3

4

5

The annual evaluation of the action plan involves assessing, at the end of the year, all of the action plan goals that were reached. The evaluation is conducted directly in the action plan (the last three columns in the action plan template, available in the Program’s member area).

What requirements need to be met to fulfil this criterion?

* Attach the annual evaluation of the environmental action plan
* Evaluate the achievement of all the annual goals, i.e., actual results obtained and explanation of potential variances with corrective actions, if necessary

File name: Fill in the name of the action plan document (e.g., Action\_plan-yyyy)

# Environmental policy

3

4

5

The environmental policy is a commitment made by the school administration or by the environmental committee. It helps create a frame of reference and define your environmental vision. The policy states your school or your environmental committee’s major strategic directions and main areas of intervention. It is a living document that must evolve and adapt to your school's issues over time. As such, it must be re‑evaluated every five years and reviewed as needed.

What requirements need to be met to fulfil this criterion?

* Attach the adopted and dated environmental policy (first application for Level 3) or the updated environmental policy
* Follow your school’s format for policies
* Incorporate environmental education into the policy
* Include a regular review process (we recommend updating the policy every five years)
* Apply the review process stipulated by the environmental policy

Year the policy was adopted: Fill in the year the environmental policy was adopted

Review year: Fill in the year the environmental policy was reviewed (if applicable)

File name: Fill in the name of the environmental policy document (e.g., policy-yyyy)

4

5

# Environmental report card

The environmental report card gives an overview of the school's current environmental position. It takes inventory of all the positive impacts the school's environmental activities have had. Ultimately, it helps you determine which areas of activity generate the greatest positive impact on the environment, and make recommendations for achieving the goals laid out in your action plan and environmental policy.

The environmental report card consists of two documents that you must fill out: a report card in an Excel document and a report card in a Word document. Both are available in the Program's member area. These documents must be attached the first year you file at Level 4. You must update your environmental report card every five years.

What requirements need to be met to fulfil this criterion?

* Submit a document in the environmental report card format
* Write recommendations relevant to your school or committee
* Include relevant quantitative data
* Respect the environmental report card’s validity period and update it every five years
* Update your environmental action plan based on the recommendations in your environmental report card

Year the environmental report card was written: Fill in the year the environmental report card was written

File name (Excel): Fill in the document name of the Excel version of the report card (e.g., ReportCard-yyyy.xls)

File name (Word): Fill in the document name of the Word version of the report card (e.g., ReportCard-yyyy.docx)

5

# Environmental fund

The environmental fund is managed entirely by the school's environmental committee. It is not necessarily a budget item in the school's budget. Money is often raised by committee activities and used to fund the school's environmental initiatives. For example, the fund can be used for projects, activities or workshops, conferences and training. The money can come from a variety of sources (grants, bursaries, fundraising, plant sales, donations, etc.). The total amount allocated to the fund varies from one school to the next.

What requirements need to be met to fulfil this criterion?

* Provide proof of the environmental fund (committee resolution, fund bookkeeping, etc.)
* Indicate the total amount allocated to the fund, as well as its revenues and expenditures
* Specify one or more means of contributing to the fund
* Fund at least one student-led environmental initiative
* Describe how the fund operates and how the money is used (year’s main achievements thanks to the fund)
* Briefly describe the projects funded

How the environmental fund operates: In 5 to 15 sentences, describe how your environmental fund operates, as well as the projects you funded.

Fund’s total in dollars ($): Fill in the total $ amount allocated to the fund

Number of projects funded: Fill in the number of projects funded by the environmental fund

File name: Fill in the name of the environmental fund file (e.g., Fund-yyyy)

# Continuous improvement

5+

**When applying for Level 5 certification for the first time, the school must implement a continuous improvement measure, i.e., an action taken for five years.**

**To renew Level 5 certification in consecutive years, the school must demonstrate it has maintained the continuous improvement measures of the previous years, in addition to meeting the other criteria for Level 5.** All actions proposed as continuous improvement measures must be maintained for at least five years. If the school is unable to keep up a continuous improvement measure, it will need to propose a new replacement measure.

What is a continuous improvement measure?

An environmental measure for continuous improvement quantifies, monitors and improves environmental actions over months and years. Instead of a one-time action, continuous improvement is a process that helps your work evolve and improves your actions and their impacts. This will allow you to implement a measure thee first year and then improve it over time.

Fill out the action tracking table below.

Year: Fill in the year the action was taken. This should be the first year of filing at Level 5 (e.g., 2022–2023)

|  |  |
| --- | --- |
| Action: Title of the action taken or measure implemented during the first year of filing at Level 5 | |
| Description | Describe the action, e.g., building a school garden. |
| Follow-up for the current year | Describe how you maintained the action over the current year (the year covered by this report), e.g., planted the vegetable garden again this year and, thanks to private funding, expanded the growing area. |
| Supporting document(s) | Name(s) of the supporting documents, e.g., Vegetable\_garden\_photo and Application\_for\_funding |

Year: Fill in the year the action was taken. This should be the second year of filing at Level 5 (e.g., 2023-2024)

|  |  |
| --- | --- |
| Action: Title of the action taken or measure implemented during the second year of filing at Level 5 | |
| Description | Describe the action, e.g., Getting rid of disposable dishware |
| Follow-up for the current year | Describe how you maintained the action over the current year (the year covered by this report), e.g. cafeteria staff received zero-waste training to prioritize at-source waste reduction. |
| Supporting document(s): | Name(s) of the supporting documents, e.g., Photo\_dishware |

The advisory committee evaluates the continuous improvement measures, taking the following criteria into consideration:

* Proposing a new measure each year the school applies at Level 5
* Maintaining the continuous improvement measures for five years
* Ensuring the relevance of each action or measure implemented, renewed or improved
* The significant environmental impact of each action or measure
* Identifying and implementing improvements for each action or measure
* Providing relevant supporting documents

# Conclusion

1

2

3

4

5

Summarize the year’s main actions or achievements. Present action strategies to achieve your long-term goals. If applicable, describe your school's specific issues and future challenges.