

Assessment Form:

Establishment details:

Name of school:	_____	No of learners currently enlisted:	_____
	_____	Telephone:	_____
Physical address:	_____	Fax:	_____
Postal address:	_____	email:	_____

<u>Contact person:</u>	_____		
Name:	_____	Telephone:	_____
Position:	_____	Fax:	_____
Cell-phone:	_____	email:	_____

	CRITERIA SUBSECTION	TOTAL SCORE POSSIBLE	TOTAL SCORE APPLICABLE	OWN SCORE	ASSESSORS SCORE	AWARDED SCORE
1.	Management	8	8			
2.	Conservation	10	10			
3.	Energy	10	10			
4.	Water	14	14			
5.	Waste & pollution	15	15			
6.	Social responsibility	4	4			
7.	Legal Compliance	5	5			
	SUBTOTAL	66	66			
	PERCENTAGE	100%	100%			
	<i>To calculate the percentage: divide total own score by total APPLICABLE score (i.e. exclude items not applicable to your establishment specifically and exclude bonus points), multiply the answer by 100.</i>					
11.	Bonus points	10%	10%			
	TOTAL FINAL SCORE	110%	110%			
	TOTAL FINAL SCORE					

Number of Flowers applied for: (Circle applicable category):

40% or more = One Flower	55% or more = Two Flowers	70% or more = Three Flowers	80% or more = Four Flowers	90% or more = Five Flowers
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Date: _____

Name of Assessor: _____

Signature: _____

Date of MC approval: _____

Signature of MC Chair: _____

CRITERIA DESCRIPTION		TOTAL SCORE	OWN SCORE	ASSESSOR SCORE	ASSESSORS NOTES	FINAL SCORE
1.	Management:	8				
<i>Goal: To promote management processes for long-term improvements in sustainability performance.</i>						
1.1	Do you have a documented environmental & sustainability management policy or philosophy specific to your operation, that addresses the pertinent management and development issues that require implementation, in a format containing the following?					
	<ul style="list-style-type: none"> Your goals (objectives) and strategies to achieve your mission / vision? 	1				
1.2	Does your policy include sections on dealing with:					
	<ul style="list-style-type: none"> Environmental conservation? Energy conservation? Water conservation? Waste & pollution control? Social Responsibility Procurement? 	1 1 1 1 1 1				
1.5	Have you developed a system for capturing feedback from parents and learners and do you actively invite them to use it?	1				

2 Conservation

10				
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Goal: To promote sustainable management and development of the area and the wise and ethical use of its natural resources, including landscapes, ecosystems and indigenous biodiversity, so that these may be passed on to future generations in a productive, diverse, aesthetically attractive and healthy condition.

2.1	Do you have evidence of any of the following actions?					
	<ul style="list-style-type: none"> Developing a documented environmental & sustainability management policy, inclusive of waste management? 	1				
	<ul style="list-style-type: none"> Engage in projects to increase the levels of biodiversity around the school and raises the pupils' awareness of biodiversity and nature for example to remove invasive alien plants and animals? 	1				
	<ul style="list-style-type: none"> Wildlife monitoring and management? (This can be something like examining the flora and flora present in the school environment – for example bird counts, tree identification etc.) 	1				
	<ul style="list-style-type: none"> Include modules in your curriculum about habitat conservation or the impact of our lifestyles on Climate Change, and how our current efforts can influence the future in a positive way. 	1				
	<ul style="list-style-type: none"> Involvement with local conservation projects through participation and/or fundraising. 	1				
	<ul style="list-style-type: none"> Water – do you ensure its appropriate extraction, use and conservation, access for all species to drinking water, prevention of fauna drowning in tanks, etc.? 	1				
<i>You can attach more examples of your own monitoring and management activities and score them here:</i>						
	•					
	•					
2.2	Do you have enough clearly visible and interesting information and signs on display for both learners, visitors and staff that aim to	1				

	CRITERIA DESCRIPTION	TOTAL SCORE	OWN SCORE	ASSESSOR SCORE	ASSESSORS NOTES	FINAL SCORE
	effectively increase awareness about conservation and the wise use of natural resources in Namibia generally, and also focus on the environmental and sustainability issues specific to your area and activities?					
2.3	Can you confirm that there are NO wild animals at all (e.g. birds, reptiles, scorpions, fish, etc.) in cages, tanks or other enclosures?	1				
2.4	Are domestic animals on the property cared for properly?	1				
2.5	Do you get specifically involved in resolving human-wildlife conflict, such as:					
	<ul style="list-style-type: none"> in particular not using poison (for at least the last 12 months), not killing birds, snakes, scorpions, etc., educating staff and learners about such conflict? 	1				

3. **Energy**

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Goal: To reduce the local & global environmental impact of activities in Namibia by promoting the reduction of energy use as well as changes to more environmentally friendly & renewable energy sources.

A	Option A:	(10)				
	<i>If you get full points for option A, there is no need to fill in option B. (The points for option A replace the points obtained in option B).</i>					
	<i>Examples of renewable energy are: wind pumps, solar pumps, solar water heaters, solar power (PV) panels, wind generators, etc. It excludes wood and gas.</i>					
	<i>Calculate your per capita consumption by dividing average total daily consumption (including staff and learners) through average number of school days. This should include consumption by all (learners, staff, etc.)</i>					
	Do you actively implement your policy on energy conservation as per point 1.2? And do you use less than 10 kWh per person per day?					

B	Option B:	(9)				
	<i>If you cannot score full points in Option A, you must complete option B.</i>					
3.1	Do you actively implement your policy on energy conservation as per point 1.2?	1				
3.2	Can you demonstrate the use of <u>some</u> renewable energy sources?	1				
3.3	Do you consistently measure and record, on at least a monthly basis, your renewable and non-renewable energy consumption in kW/h per capita?	1				
3.4	Do you have enough, clearly visible and interesting information & signs on display for both learners and staff that effectively increase awareness about energy conservation, the reasons for it, & how they can contribute?	1				
3.5	Can you show a significant decrease in your non-renewable electricity consumption per capita over at least the previous year or more? This includes grid electricity.	1				
	<i>"Significant" indicates at least a 10% reduction over the past one to five years. Should you be ultra-efficient in conserving energy, you would probably get full points for Option A.</i>					
	<i>Examples of how this can be achieved are by: installing electric geysers on time switches, switching to renewable energy supplies and others as in points below. Link to GPH on website</i>					
3.6	Can you show a significant decrease in your fossil fuel (diesel, petrol, coal) consumption	1				

	CRITERIA DESCRIPTION	TOTAL SCORE	OWN SCORE	ASSESSOR SCORE	ASSESSORS NOTES	FINAL SCORE
	per capita over at least the previous year or more? This includes transport and diesel generators.					
	<i>“Significant” indicates at least a 10% reduction over the past one to five years.</i>					
3.7	Do more than 90% of your lights (in all areas, staff quarters as well) have energy efficient bulbs <u>and</u> have you taken all possible steps to install daylight switches, movement sensors or information stickers to reduce the time that lights are on?	1				
3.8	Can you show that more than 80% of your appliances, including air-conditioning, are energy efficient?	1				
3.9	Do you use mainly natural ventilation (first prize!), evaporative cooling or electric fans to cool spaces rather than conventional air-conditioning?	1				

4	Water	14				
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Goal: To promote the wise use of water resources & the acceptable recycling or re-use of water.

A	Option A: <i>If you get full points for option A, there is no need to fill in option B. (The points for option A replace the points obtained in option B).</i>					
	Do you actively implement your policy on water conservation as per point 1.2? And Have you used less than 50 litres of water per person per day over the last year?	(14)				
	<i>This should include consumption by all (learners, staff, etc.)</i>					

B.	Option B: <i>(If you cannot get full points in Option A, you must complete option B.)</i>	(13)				
4.1	Do you actively implement your policy on water conservation as per point 1.2?	1				
4.2	Can you demonstrate that some of the water, used in your operation, is being re-used or recycled?	1				
4.3	Do you consistently measure and record, on at least a monthly basis, your water consumption in litre per person?	1				
	<i>This should include consumption by all (learners, staff, etc.)</i>					
4.4	Do you have enough interesting and clear information and signs or stickers on display for both learners and staff that aim to effectively increase awareness about water conservation, the reasons for it, and how they can contribute?	1				
4.5	Can you indicate where your water comes from, whether it gets replenished or not, what the impact of current extraction is and what the limitations are on long term usage?	1				
4.6	Can you show a significant decrease in your water consumption per person over at least the previous year or more?	1				
	<i>This should include all (learners, staff, etc.)</i>					
	<i>“Significant” indicates at least a 10% reduction over the past one to five years. Should you be ultra-efficient in conserving water, you would probably get full points for Option A.</i>					
	<i>Examples of how this can be achieved are in the points in this section.</i>					

	CRITERIA DESCRIPTION	TOTAL SCORE	OWN SCORE	ASSESSOR SCORE	ASSESSORS NOTES	FINAL SCORE
4.7	Have you used less than 60 litres of water per person per day over the last year?	1				
4.8	Have you installed water saving devices in most of the toilets, such as a dual-flush mechanism, or even a brick in the cisterns?	1				
4.9	Have you installed low flow aerators, demand taps or infrared sensors on hand taps to reduce the amount of water used?	1				
4.10	Do you have a dry or entirely natural garden that does not need watering?	1				
4.11	If you do not have a dry or entirely natural garden, do you only water the garden at night?	1				
4.12	If you do not have a dry or entirely natural garden, do you use grey water (from laundry, showers, and hand basins) for irrigation?	1				
4.13	If your water is potable, do you promote the local tap water instead of bottled water?	1				

5 Waste and Pollution

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Goal: To reduce pollution, energy wastage & waste of resources by encouraging better waste control.

	General waste issues:					
5.1	Do you actively implement your policy on waste, pollution & sewerage as per point 1.2?	1				
5.2	Do you have a system to measure and record, weekly or at least monthly, the amounts of different types of waste you generate, and how much of this is being recycled?	1				
	<i>This should include waste generation by all.</i>					
5.3	Do you have enough, clearly visible, interesting information & signage for both learners and staff that aim to effectively increase awareness about waste problems and how they can assist to reduce it?	1				
5.4	Are there modules in your curriculum which examine the impact of waste on the environment, or practical educational (e.g., arrange educational visits to the local landfill site) and explores actions to minimise the amount of waste that we produce and dispose of.	1				
	Solid waste handling:					
5.5	Do you actively document and reduce the amount of waste generated by disposable goods and single serve items?	1				
	<i>For example: buying supplies in bulk, avoiding added packaging, avoiding non-recyclable packaging etc.)</i>					
5.6	Consider pollution as a result of local transport/usage of fossil fuels and suggest ways to raise awareness of transport issues and practical solutions to reduce pollution due to transport. Make environmental connections between pollution, health and safety.	1				
5.7	Is all your waste separated into recyclable & non-recyclable?	1				
5.8	Do you send all your recyclable waste to a recycling centre?	1				
5.9	Is the remainder of your waste (non-recyclable) removed to an official dump-site,	1				

	CRITERIA DESCRIPTION	TOTAL SCORE	OWN SCORE	ASSESSOR SCORE	ASSESSORS NOTES	FINAL SCORE
	and a clear distinction made between toxic and non-toxic waste so that toxic waste cannot be released into the environment (soil, water or air)?					
5.10	Do you compost or recycle your garden refuse or do you not generate garden refuse?	1				
	Pollution control:					
5.11	Are most of your parking and loading areas paved to prevent oil or fuel leaks entering the soil, or is adequate other provision made to manage contaminants?	1				
5.12	Can you confirm that you do NOT use any poisons or pesticides on or around your premises and surrounding land?	1				
5.13	Do you use only environmentally friendly soaps and cleaning chemicals?	1				
5.14	Are there modules in your curriculum which consider pollution as a result of local transport/usage of fossil fuels and suggest ways to raise awareness of transport issues and practical solutions to reduce pollution due to transport, and make environmental connections between pollution, health and safety.	1				
5.15	Do you ensure that your premises do not create light pollution at night by switching off non-essential lights and ensuring that all lights shine down (not up)?	1				

9 Social Responsibility

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Goal: To encourage efforts by establishments to adequately address their social responsibility towards local communities.

9.1	Do you actively implement your social responsibility and community support policy as per point 1.2?	1				
9.2	Do you display interesting information for staff and learners that aim to effectively increase awareness about the local community context and culture?	1				
9.3	Is the school involved in outreach projects, benefiting local communities and disadvantaged individuals?	1				
9.4	Are there modules in the curriculum that explore choices and actions that protect the environment, promote human rights, and improve the wellbeing of society?	1				

10 Legal Compliance

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10.A	Is the school legally registered? Please note: if the school can show proof of being officially registered with the Ministry of Education in Namibia, full marks (5/5) are being allocated.	5				
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	CRITERIA DESCRIPTION	TOTAL SCORE	OWN SCORE	ASSESSOR SCORE	ASSESSORS NOTES	FINAL SCORE
10.1	Are you in compliance with all legal requirements for access to information and transparency?	1				
10.2	Are you in compliance with all legal requirements for tax, employers and social security?	1				
10.3	Are all vehicles owned by the business and used for transport of learners registered, licensed and roadworthy?	1				
10.4	Are you legally entitled to occupy these premises? Provide proof of your legal entitlement to occupy the land, premises and water.	1				

11 Bonus points

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Any particular activities, projects or ventures that are not reflected in above criteria, yet make a serious contribution to sustainability issues, can be listed here. 1 point per item only, total maximum score of 10.

11.1	If there is no recycling at your local dump site where you take your solid waste, are you actively pursuing the establishment of a recycling system there, or are you in a recycling network with adjacent establishments?	1				
11.2	Do you make provision for learners with disabilities and special needs?	1				