Preface

We started the Green Schools Programme (GSP) with a simple idea.

We know that environmental challenges are growing; we also know that the challenge, however enormous, will need each one of us to get involved. It will need us to change the way we manage natural resources—to alter our consumption patterns so that we can do more with less—and innovate with current technologies so that we can improve the environment around us.

We wanted to develop a programme that would help us learn. Not just the idea but the practise of making change 'work'. We believe that it is always best to learn by doing. It is always best to do by learning.

It is this simple idea we converted into the Green Schools Programme.

CSE's Green Schools Programme (GSP) goes beyond nature education to get children to evaluate and precisely measure their school's environmental footprint through the GSP Audit.

The GSP Audit provides students an opportunity to learn about environment not by memorizing yet another textbook, but by 'doing'. Students, under teachers' supervision, come out of the classrooms to do various things—count, weigh, measure, explore, investigate and analyse—to help them understand the impact of their actions (or lack thereof) on the environment. Participating schools have learnt that what they know is not enough to protect the environment and what they preach is often not easy to practise. But they have also learnt the rationale of what they should do that will make a difference in the world.

This is the idea in practise. We know people all over the world are learning, to their horror, that they have no idea of what it means to be 'sustainable'. That in spite of all they did and thought they did, the disaster of climate change is real, and definitely happening. They are realizing that combating this global challenge means reinventing what is considered to be good environmental management.

For us, this is not a rating programme for ranks, marks or awards. It is a learning programme for building a new generation of people who are prepared to change the future. Our consumers of tomorrow will have even less of a chance to correct all the mistakes they will inherit from us.

We are leaving behind a pretty bad world for them. But we know that they can make a difference if they can distinguish between the different shades of green—believing but not practising and practising but not making a difference.

We hope you will be engaged with us in being the change we believe in.



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