

THE QUEBEC SCHOOLS' PACT

PACTE
DE L'ÉCOLE
QUÉBÉCOISE



It's time to walk the walk

A COMMITMENT TO AN ECO-FRIENDLY SCHOOL

PREAMBLE

Le Pacte de l'école québécoise (The Quebec Schools' Pact) is an initiative launched by students and staff members from various educational institutions, along with environmental advocates, who recognize the urgent need for their educational institution to put into place concrete measures that work effectively to meet today's environmental challenges and promote an eco-responsible school.

Le Pacte de l'école québécoise is addressed to the leaders, administrators and decision-makers of the educational sector working in the public and private sector alike, across all levels of education from elementary to university. This initiative is inspired by the *Pacte pour la transition* ¹, launched in November 2018, which aims to have Quebec citizens reduce their ecological footprint while demanding that governments take political action that meets the challenge of the current crisis. *Le Pacte de l'école québécoise* is also inspired by the *Guide for schools on climate action* ² produced by UNESCO in 2017.

With this Pact, we aim to encourage government officials, administrators of Quebec's educational institutions, as well as entire school communities to take the necessary measures to respond to the climate emergency thus ensuring a viable future for current and future generations.

LE PACTE DE L'ÉCOLE QUÉBÉCOISE

Let us not forget that the Secretary General of the United Nations, Mr. António Guterres, stated on September 10, 2018, in reference to the Paris Climate Agreement signed in 2015, "Today, I'm appealing for leadership from politicians, from business and scientists, and from the public everywhere. [...] There is no more time to waste [...], every day that passes means the world heats up a little more and the cost of our inaction amounts ". ³

Let us not forget that the Canadian Charter of Rights and Freedoms asserts that, "Everyone has the right to life, liberty and security of person," and that climate change is a threat to these rights, especially for the youngest. ⁴

Let us not forget that the Sustainable Development Act of Quebec, adopted by the Quebec national assembly in 2006, aims "to establish a new management framework within the Administration to ensure that powers and responsibilities are exercised in the pursuit of sustainable development." ⁵

Therefore, our educational institution is committed to reducing its ecological footprint in order to respond to the climate emergency by adopting several of the following measures:

1 — SCHOOL GOVERNANCE

To recognize the social and environmental responsibilities of an educational institution:

- 1.1 To build a team of representatives from the various groups in the school community (students, teachers, management and other employees) to define and implement eco-responsible measures within the educational institution;
- 1.2 To include environmental values in the educational mandate of the educational institution at the time of its revision;
- 1.3 To include in the school's rules and code of conduct the expectations for environmental responsibility for students and staff members alike;
- 1.4 To develop and adopt an environmental policy;
- 1.5 To establish concrete goals and procedures to implement and develop ecoresponsible practices in the strategic plan, if such a plan exists;
- 1.6 To inform and sensitize staff members and suppliers about the eco-responsible actions taken by the educational institution to ensure consistency in actions;
- 1.7 To measure results, assess progress and disseminate this information to support continuous improvement and promote better mobilization;
- 1.8 To provide training to staff members on the reality of climate change.

2 — TEACHING AND EDUCATIONAL ACTIVITIES

To promote the teaching of eco-responsibility and eco-citizenship and encourage various educational activities related to it:

- 2.1 To encourage teachers and professors to address environmental issues and the reality of climate change when it is in their curriculum;
- 2.2 To encourage the creation of an eco-responsible and eco-citizenship curriculum which will help students to develop the means and power to act (learning about action through action and from action);
- 2.3 To promote the involvement and engagement of students and staff in eco-citizenship related activities and projects, including collaboration with environmental and educational organizations;
- 2.4 To compensate GHG emissions accumulated due to fuel consumption for student educational trips and staff travels (via a recognized carbon offsetting organization).

3 — INFRASTRUCTURE AND MATERIAL RESOURCES

To integrate and apply the principles and practices of sustainable development in the management of the building, its facilities and the activities that take place there:

- 3.1 To avoid waste and manage residual materials by applying the 4R-V principle (rethink, reduce, reuse, recycle and valorize);
- 3.2 To collaborate with municipal services for the collection of recyclable materials and organic waste produced within the institution;
- 3.3 To develop a responsible purchasing policy to change the educational institution's buying and consuming habits to ensure that suppliers of goods and services (cafeteria, school uniform, grounds maintenance, construction and renovation, caterers, fundraisers, etc.) adopt eco-responsible practices;
- 3.4 To improve the energy efficiency performance of the facility and, if possible, use renewable energy for its heating and electricity system;
- 3.5 To promote the greening of school yards and spaces belonging to the educational institutions (demineralization, tree planting, horticulture, etc.);
- 3.6 To encourage sustainable mobility practices of students and staff (organization of walking school buses, installation of bicycle racks, facilitating access to public transport, carpooling, reduction of parking spaces, etc.);
- 3.7 To adopt an eco-responsible food policy (reusable dishes, composting, local, organic and fair trade purchases, choice of vegetarian menus, etc.);
- 3.8 To provide students and staff with access to natural environments near the institution: parks, woods, community gardens, etc.;
- 3.9 To promote outdoor classrooms.

4 — COMMUNITY PARTNERSHIPS

To associate with all community members to ensure consistency in the interventions and to promote the success of the process:

- 4.1 To inform and collaborate with families, including parent associations and organizations, in the selection and implementation of measures by the institution;
- 4.2 To share the institution's best practices, solutions and challenges that arise within other educational institutions;
- 4.3 To collaborate with political authorities and all local partners in the implementation of the various measures;
- 4.4 To support the *Stratégie québécoise d'éducation en matière d'environnement et d'écocitoyenneté*^{VI} by adhering to the *Coalition Éducation Environnement Écocitoyenneté* and by disseminating its ideas in the educational community.

^I / **Le Pacte**, *Le Pacte pour la transition*, 2018
<https://www.lepacte.ca/>

^{II} / **UNESCO**, *Faire face au changement climatique : Guide sur l'action climat destiné aux établissements scolaires*, 2017, France, 22p.
<http://unesdoc.unesco.org/images/0024/002478/247820f.pdf>

^{III} / **António Guterres**, Secrétaire général des Nations Unies, 10 septembre 2018, COP 21.
cité dans "Climat : le chef de l'ONU appelle à ne plus perdre de temps alors que « le monde change sous nos yeux »". ONU info. Site des Nations Unies.
<https://news.un.org/fr/story/2018/09/1023262>

^{IV} / **Gouvernement du Canada**. Site Web de la législation (justice). LOI CONSTITUTIONNELLE DE 1982 - Charte des droits et libertés.
<https://laws-lois.justice.gc.ca/fr/Const/page-15.html>

^V / **Gouvernement du Québec**. Site Web publications Québec. D-8.1.1 - Loi sur le développement durable
<http://legisquebec.gouv.qc.ca/fr/ShowDoc/cs/D-8.1.1>

^{VI} / **Coalition Éducation Environnement Écocitoyenneté**. *Stratégie québécoise d'éducation en matière d'environnement et d'écocitoyenneté*
<https://www.coalition-education-environnement-ecocitoyennete.org/la-strategie>

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By signing this *Pacte de l'école québécoise*, I urge my educational institution to implement an action plan to reduce its environmental footprint by adopting several of the measures described in the *Pacte*.

FIRST & LAST NAME

OCCUPATION / POSITION

EMAIL ADDRESS

NAME OF THE INSTITUTION

INSTITUTION'S ADDRESS

NUMBER OF EMPLOYEES

NUMBER OF STUDENTS

SIGNATURE

Signed in _____, on this _____ day of the year _____

Please send a copy of this page by email to confirm your commitment. We will post the name of your institution as an official signature on our website.

E-MAIL ADDRESS laplanetesinvitealecole@gmail.com

WEBSITE <https://www.laplanetesinvitealecole.com>