

PUBLIC SERVICE EXCELLENCE AWARD 2017

Theme: *“Fostering creativity and innovation to better respond to citizens’ needs”*

Organisation: Pailles State Secondary School

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ENTRY FORM

1. PROFILE OF ORGANISATION

Name of organisation : Pailles State Secondary School

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Full name(*Block Letters*) of Contact Person : Mrs DOWLUT KAMINI DEVI

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Name (*Block Letters*) and Signature of Senior Manager who validated the submission : Mr LUXIMON V. Signature.....

Telephone Number of the Senior Manager : 4059647

Title of the Best Practice : Pailles SSS: The Green Family

Start date : Mid 2017

2. AREAS OF BEST PRACTICE

Organisations are requested to submit a well-defined Best Practice that has contributed to make substantial changes/improvements in management practices inspired by a combination of any of the ten pillars below. *(Pillars concerned by the practice must be selected from the list below)*

<input type="checkbox"/>	<p>Growth and Development <i>Public Sector business, programme and service delivery solutions that facilitate the inclusion of social and economic growth, keeping pace with the way society is evolving and are reflective of the diverse Nation we serve.</i></p>
<input type="checkbox"/>	<p>Business Transformation <i>Anticipation and responsiveness to the evolving client needs through modernisation and business transformation including the efficient use of resources and effort in developing a new workplace, culture and ethos.</i></p>
<input checked="" type="checkbox"/>	<p>Innovation and Acceleration <i>Making use of science, research, technology, innovation, institutional knowledge, data analytics, smart practices, shared information and knowledge for ideas generation and concept mapping.</i></p>
<input checked="" type="checkbox"/>	<p>Digital Transformation <i>Making use of technology, E-platforms (such as e-procurement, etc), tools and applications as an accelerator for improved quality service, efficiency, productivity, performance and results.</i></p>
<input type="checkbox"/>	<p>Smart Process <i>Making use of objective-oriented systems to simplify and automate business processes to be forward-thinking, rapid, responsive and efficient.</i></p>
<input type="checkbox"/>	<p>Strong Governance and Institutional arrangements <i>Ensuring that the right oversight and guidance for good governance, compliance, ethics, integrity, transparency, accountability, legal, operational and performance frameworks are in place.</i></p>
<input type="checkbox"/>	<p>Performance <i>Ensuring greater coordination and clarity of objectives, goals, roles and responsibilities and performance outcomes and providing the right tools, resources equipment and physical environment to enhance efficiency, productivity and employee commitment and motivation.</i></p>
<input type="checkbox"/>	<p>Capacity Building and Capability Development <i>Developing capacity, capability and learning to ensure that employees are continuously adopting and developing new skills, capabilities and technical/behavioural competencies while giving high priority to digital skills.</i></p>
<input checked="" type="checkbox"/>	<p>Implementation <i>Planning, design and implementation of projects, programmes and priorities are integrated so that the right people, funding, resources, logistics, infrastructure are in place and there is a shared ownership of outcomes.</i></p>
<input type="checkbox"/>	<p>Customer Satisfaction: The Bottom line <i>Improvement in customer experience and making public services efficient, transparent and equitable based on consultation and feedback from clients. The public and clients are at the heart of policy development, programmes, services and actions.</i></p>

3. EXECUTIVE SUMMARY

3.1 Provide an executive summary of the Best Practice successfully implemented by your organisation.

Pailles SSS embarked on the Eco-Schools Indian Ocean programme in the attempt of greening and cleaning our premises. The Rector, educators and pupils took up the challenge.

Within itself the project encompasses a number of environmental themes to consider, study and implement in view of enhancing the environment in and outside the school premises. Consequently, everyone got involved into:

- i. Identifying environmental issues;
- ii. Developing an action plan;
- iii. Putting into operation;
- iv. Monitoring; and
- v. Evaluating progress.

Hence, within a few weeks, the whole school was literally a bee-hive with everyone getting completely immersed into the task. Pailles SSS had totally metamorphosed into an ECO-SCHOOL and fully ready to be assessed for the Green Flag. The school prides itself in the following major achievements:

Key Tasks Identified	Steps
Reducing, Re-using and Recycling of Waste	<ol style="list-style-type: none"> 1. Collection of plastic bottles in school and locality is carried out regularly and sent to LFL for recycling 2. Used cells collected for Orange/MY.T 3. Composting 4. Digital Classroom/ Lesser use of paper 5. E-newsletter replacing the traditional paper newsletter 6. Operation of a school website to reduce paper communication.
Organic Farming	<ol style="list-style-type: none"> 1. Seeds and plants offered to parents 2. Demonstration on organic farming given to students, parents and people of the locality
Fish pond	<ol style="list-style-type: none"> 1. Re-use of plastic bac and gallons for the setting up of an Aquaponic Plantation System 2. Installation of a Water Filter 3. Breeding of aquatic lives
Gardening	Setting up of: <ol style="list-style-type: none"> 1. An Endemic Garden 2. Medicinal Plants Corner 3. Orchids Corner

Today, with its Green Flag fluttering, Pailles SSS has an eco-conscious culture founded on innovation and implementation – clearly in line with the Government Vision 2030. The Eco-Schools Indian Ocean project is therefore being identified as the Best Practice.

4. MOTIVATION FOR THE ADOPTION OF THE BEST PRACTICE

4.1 What were the problem areas faced by the organisation and how were beneficiaries affected?

One of the steps in the Eco-School project was the Environmental Review whereby the school community reviewed its activities and environmental performance within the three areas of Curriculum, Campus and Community. It also identified areas for improvement. Based on the results, the school decided to prioritise the following problem areas:

Problem Area	Effects on beneficiaries
Types of perishable and non-perishable wastes identified	<ul style="list-style-type: none"> • Litter and waste paper in and around the school as well as organic waste from the school canteen constituted an eye-sore. Caretakers were overwhelmed by the amount of and speed at which wastes accumulated. • Scavengers usually collected them only twice a week. <p>The above proved to be a health hazard to the school population.</p>
Dull Atmosphere	<ul style="list-style-type: none"> • The school did not provide a conducive environment for teaching and learning due to lack of biodiversity. • The Endemic Garden was not properly maintained. The students could not understand its significance within the school premises. They loitered around it and damaged some plants.
Unnecessary Energy Consumption and Wastage	<ul style="list-style-type: none"> • Lights, ACs and fans were on when not needed.
Detrimental Eating Habits	<ul style="list-style-type: none"> • Junk food consumed by students and staff • Inadequate awareness of healthy living and hygiene. • Lack of physical exercises among the school population.

There was evidently urgency for action.

4.2 Describe the plan or strategy adopted to address the problem areas using the ten pillars at Section 2. List down and describe the main elements of the plan or strategy, focusing especially, on their innovating feature(s) and expected or intended effects.

After the Environmental Review and identification of the problem areas, an Action Plan was devised and implemented.

Problem Areas	Strategy/methodology	Outcomes/Results
Wastes	1. Sorting of plastic bottles and then collection by LFL for recycling.	a. Decrease in plastic wastes b. Reusing and Recycling is now a common practice
	2. Bins for Classrooms and Compound	a. Students identify waste and segregate accordingly b. Cleaner school
	3. Posters designed out of used papers by students to inform and educate	a. School population more eco-conscious
	4. Wooden bins donated to BCC School and New Pailles Primary School	a. Community outside school informed and educated b. Pupils of other schools benefitted from effective waste disposal
	5. Provision of special boxes for collection of used batteries in school and local businesses	a. Community in and outside school informed and educated b. Decrease in chemical waste
	6. Composting using organic wastes from canteen	a. Organic wastes efficiently managed b. Parents making their compost at home c. Waste decreased and quality of soil enriched
Dull atmosphere – concrete jungle	1. Organisation of a Cleaning Day	a. Students cleaned classrooms, compound and area beside school. b. Students learned about living in a clean environment
	2. School Embellishment Programme	a. Cleaning and decoration of classrooms b. Benches painted c. Flowers and flower pots around school
	3. Upgrading of Endemic Garden	a. Bois Mozambique planted by Minister Wong b. Students learnt about endemic plants c. Consciousness about preserving endemic plants raised
	4. Introducing Medicinal Plants Corner	a. Preservation of medicinal plants b. Learning about medicinal plants uses

<i>(continue)</i>	5. Growing of Orchids-Plants	<ul style="list-style-type: none"> a. Beautifies environment b. Flowers used for decoration during school events c. Natural decorations d. Cuts down expenses
	6. Potted plants in quadrangle	<ul style="list-style-type: none"> a. Embellishes environment b. Improves quality of air
	7. Murals and paintings	<ul style="list-style-type: none"> a. Embellish school yard b. Sensitise students on healthy living c. Enhance students' creativity in using waste materials
	8. Building of fish pond with recycled materials (aquaponics project)	<ul style="list-style-type: none"> a. Recycled materials were used b. Metal frames from broken items (chairs, tables) were used c. Waste water used before being filtered and reused d. Demonstrates the concept of life under water.
Irresponsible Energy Consumption	1. Awareness campaign at school leading to Energy Efficiency: posters, displays, meetings, emails, and presentations.	<ul style="list-style-type: none"> a. Students learnt to study and calculate electricity bills. b. More responsible use of electricity noted at school. c. A fall in electricity consumption noted over the months. d. Students apply good practice of energy saving at home.
Practices detrimental to health	1. Renovation of toilets	a. Toilets are cleaner and easier to maintain/clean
	2. Talks to students on hygiene	a. Students use toilets more responsibly.
	3. Hand Sanitizer in toilets	a. Students learned about personal hygiene
	4. Favouring healthy food in school	<ul style="list-style-type: none"> a. Oil cakes and sugary pastisseries reduced considerably b. Students and staff came up with healthy food and drinks – many from the school organic garden and medicinal plants c. Considerable decrease in expenses for refreshments during school events

5. METHODOLOGY

5.1 What were the quantitative and/or qualitative targets or key performance indicators that were set for the implementation of the Best Practice?

The Best Practice necessitated to be closely and carefully managed to ensure the success of environment-friendly and sustainable decisions. During the year 2017, several meetings, site visits, examined documents submitted, held one to one dialogue with staff members and students involved in the eco-project were conducted. The standard type of analysis was to generate information on how everyone involved impacted on the efficiency and effectiveness of the project. The Committee also adapted to the SMART criteria and was as follows:

- 1 To monitor and analyze energy data and to develop a better understanding of how energy is used within the school premises and how to reduce energy consumption by at least 5%.
- 2 To create and promote school facilities which harmonises with nature and facilitates environmental education.
- 3 To maximize the positive impact of the school's sustainability actions through communication, collaboration and partnership, for example, requesting schools in the region and companies to collaborate with the school, LFL in particular.
- 4 To decrease the use of paper in the teaching and learning process with the creation of a digital classroom.
- 5 To help staff or students in understanding causes of climate change and empower them to adopt more sustainable lifestyles, for example, teaching them how to do organic farming, collect plastic bottles and make use of existing resources.
- 6 To initiate activities to help the school understand the social, environmental and economic context in which they operate; for example: celebrating the Environment Day, organizing morning assembly to talk about the eco-friendly practices, organising talks by NGOs and other relevant Ministries and instructing teachers to explain to students about the Best Practice.
- 7 To promote sustainable procurement such as acquiring materials that minimise waste, health and social impacts, for example, natural composting could be done at the school itself.

5.2 (i) Describe in details the involvement of employees and, if any, other stakeholders in the identification of the problem areas.

Pailles SSS, together with its stakeholders, form a convivial family where everyone works collaboratively to identify problems and solve them accordingly. The internal stakeholders include those who work within the school system on a daily basis and who largely control what goes on there and they consist of the administrative cadre, educators, students and the ancillary staff. The external stakeholders are those who do not directly form of the school but have a strong interest in school's outcomes and do not directly determine what goes into producing those outcomes for example; the MAA, Mission Verte and the LFL. Firstly, a holistic approach had been used where the members carried out an environmental review which would help the school to identify its current environmental impact and to highlight the good or the bad part. Thus, they investigated the environmental issues within the school premises. They identified several problems as discussed in section 4.1. Since there were many lingering issues, the members countered the problems by first identifying the priority areas. An action plan was therefore designed. Targets were set collaboratively. The PTA members helped in whenever needed. During several PTA meetings, the Rector and the Committee members explained the implementation and

progression of the project. Another issue was to explain the culture of sustainability to all members and stakeholders. Defining what sustainable development meant that the school required input from everyone. One of the creative ways to get input was by conducting brainstorming sessions in classes meetings and among community members. Parents were called whenever there was a talk delivered by MAA and they were questioned about environmental issues. Some educators and students were interviewed by the committee about the existing ecological problems faced by the school. After their identification, they were discussed in various meetings where plausible solutions were proposed.

5.2 (ii) How far were employees and, if any, other stakeholders involved in problem solving and decision-making?

The Committee deemed it important to start working on the eco-school project to change to a greener and sustainable environment. Group members discussed the problems which could crop up during the implementation of the project in meetings, on WhatsApp groups, or through e-mails how to address the community and to raise awareness about the environment-friendly practices to member of the school. Group members spent time researching and discussing the different aspects of the project and how to implement and sustain these eco-friendly practices. Team leaders were selected and together with the students, they actively solved the problem of fund raising at school level, for example, colourful hair bands were prepared by the students and sold for sports day. During the meetings, all group members came up with several important themes which encompassed the eco-school essence. They are as follows: Energy, Recycling, Sorting of Wastes, Cultural Heritage, healthy living amongst others. Other stakeholders also collaborated with us such as the LFL, the MAA, MV and the Ministry of Agro Industry. MAA helped in creating a 'Bac' gardening in the school yard whereby students were sensitized about organic farming. The group members decided to distribute vegetable seeds which were obtained from MAA to students and parents attending workshop held at school on organic farming. The group members asked Mission Verte to conduct sensitization sessions on a regular basis at school with all Grade students on Environmental Issues. The Ministry of Agriculture Industry and Food Security situated at Albion donated decorative plants which were then distributed to the parents during Independence Day and Environment Day. The LFL helped in collecting the used papers and plastic bottles to be recycled. Used dry cells were sent to MY.T. However, the change appeared over a period of time.

5.3 How was team work and team spirit fostered to achieve objectives?

The objectives would not have been achieved without the impressive team spirit displayed by the members of the committee. Firstly, an Eco committee team was set up. Roles and responsibilities were assigned. All members involved clearly understood that to win the Green Flag, they had to work as a team. However, merely assigning people to be a part of a team did not necessarily mean that they would automatically start functioning as a team. Therefore, measures had to be taken to promote team work and team spirit. Although tasks were distributed bearing in mind skills and competencies of members, the latter were not encouraged to work as isolated sub groups. A series of formal and informal meetings were scheduled and a group chat was also created to discuss the Eco-school project. Members were invited to share their ideas and experiences and to discuss their personal differences and to resolve areas of conflicts. It was regularly pressed upon all members that the responsibilities attributed to each of them were significant and that the contribution of each person was of invaluable help. Team members not only met to discuss bottlenecks and challenges but also to celebrate small achievements.

As everyone was taken on board for the Eco-school project, team members regularly updated the other staff members on their activities and the status of the project during staff meetings. Other lines of communication were opened such as meetings with class captains and prefects so that matters pertaining to the Eco-school project were communicated to the whole school. These issues were also taken up in morning assemblies. Thus, working diligently and conscientiously has been one of the driving factors which led to the winning of the Green Flag.

5.4 What were the measures taken to ensure that resources were used optimally?

To create an awareness about cleanliness, healthy living, sorting of wastes and organic gardening required a multidisciplinary approach and in this context, talks were chaired by the eco team members, resource persons from Mission Verte and MAA. The Committee called upon all the class captains and school prefects in a meeting to oversee the entire process of eco-friendliness, its requirements and implementation of these steps for both short and long term solutions for the natural composting. All members of the school were requested to bring in vegetable leftovers from home and hand them to an educator. They were then dumped in their respective bins. The students were present on the sight to monitor the works under the supervision of some educators. Similarly, great emphasis was laid on the 're-use' of waste materials. Used and broken CDs were used for wall decorations and iron bars from broken chairs and tables were salvaged to construct a knowledge tree. A short film on energy saving was designed to further sensitise the population. The short film which was made by the students on their mobile phone accentuated the fact that Pailles SSS was determined to reduce electricity consumption. It was also cost effective. No money was disbursed from the PTA. Simultaneously, students were taught how to use their mobile phones for a good cause. Plants and seeds, donated by MAA, were thereby distributed on the Environment Day. The whole eco-school project costed much less than what had been estimated. An optimal use of resources was actually possible due to the skilful planning and execution.

6. IMPLEMENTATION OF THE BEST PRACTICE

6.1 Explain how the Best Practice was implemented.

A committee chaired by the administrative team and comprising of members from every relevant function were taking charge of the project. The first step was to organize an Awareness Walk to sensitise the inhabitants in the vicinity of the school about the importance of reducing, recycling and re-using of waste and how they could actively participate the action plan set up by the school. To that effect, banners were prepared with striking messages to sensibilise the community. Students carried these banners in large groups on the streets of Pailles. During the Awareness Campaign, eco-school members stopped at regular intervals to talk to the inhabitants and explain to them about the strategies adopted and how it was being proposed to be executed. The design of the Eco Code was also placed at the entrance of the school as a reminder of the pledge taken to preserve the environment. Furthermore, MV conducted regular talks at the school with the attendance of the school population, inhabitants and parents. An explanatory session was led by Mr Eric Mangar from MAA, on the significance of composting and healthy eating. He further gave the necessary guidance and advice through a demonstration and the activity was followed by a distribution of plants and seeds to parents. Lesson plans designed by educators on renewable sources of energy were implemented in classes across all subject areas. The Committee had also proposed that students be taken to La Marie Filter Bed on World Water Day to take

cognizance of the importance of water and to reflect on ways to preserve it. The students visited the Mauritius Glass Gallery Ltd to have a gist of how used and broken glasses could be used alternatively. In this manner, the value of the Best Practice got further enhanced and by extension successfully implemented.

6.2 How were obstacles/bottlenecks resolved?

At first, when newly conceptualized, it seemed a gargantuan task to the school members who could not properly grasp the objectives. To shed light on the idea, regular meetings were held. Moreover, this had to be in turn transmitted to the students who showed reluctance to take part in the project as they had never been exposed to innovative eco-practices. Regular morning assemblies encouraged students to materialize it. Educators campaigned to motivate students and to carry out personal investigations on the project. The inhabitants of Pailles, who were initially unaware of how simple measures could be taken to preserve the environment, could now comply with the rules governing the project. The Awareness Walk contributed in the same vein. The neighbouring households of Pailles SSS are now eco-friendly and invest themselves to cleanliness as well as environmental preservation. The next difficulty was to generate funds for this project which is not planned in the government budget. The school approached LFL to become its main sponsor. Funds were also raised on Food Day Celebrations. Plus using recycled and re-used items saved cost and unnecessary expenses for instance, in the beginning, it was difficult to convince educators and students that preserved foods and most commonly eaten snacks such as “samosas”, “rissoles” or even packaged juice would not be distributed at school. Instead fruits like dates, scones stuffed with guacamole spread or even baked samosas with “pipengaille”, rissoles with chouchou would be used as stuffing. At first, even the guests for school events were hesitant to try the infused green grass. But as the events continued after every trimester and years, the healthy beverage became acceptable among the school community and in Pailles. During student council meetings, members were used as vectors to transmit the idea that the school is adopting an eco-friendly lifestyle.

6.3 State specifically how the health and safety issues and environment-friendly concepts were taken on board while implementing the Best Practice.

To begin with, the school proceeded to limit the use of detergents to clean the school premises. Many unnecessary detergents with potentially harmful *side-effects* were reduced and a relatively good compatibility of the bioactive detergents and other rinsing reagents was taken on board by the Eco-School Committee. The Bac Garden, an integrated symbol of the school’s effort to constantly keep up an eco-friendliness nature, was maintained with the help of a resource person from LFL who comes regularly to deliver training on how to use the tools effectively. A systematic approach was used to determine the timing and sequencing of the tooling activities so that students did not hurt themselves. The tools were used under the supervision of educators to assure the safety of everyone. One of the eco-school’s aims is to reduce electricity consumption and to avoid any electrical mishap. Therefore the school enforced laws to prevent students from charging their mobile phones or any other electronic equipment. Electronic sockets or any other devices of high voltage density were banned and notices to this effect were put up in all classrooms and in every corner of the school to ensure the students’ safety. Moreover, during catering services for school events, fresh vegetables available at school and on the market were used to make “Brochettes” to assure a healthy living purpose. The foods were inserted in

wood tooth picks which are degradable. It was made sure that none the parts of the foods were thrown away carelessly to avoid any pricks to the students. Toothpicks were carefully collected and disposed in compost bin. Furthermore, infused green grass leaves were sweetened with naturally made honey to control the level the sugar in drinks. Peels of foods were disposed in compost bins to avoid foul smell during class hours.

6.4 Explain the monitoring and feedback process during the implementation of the Best Practice.

Currently, Pailles SSS has a simple management tool as in the inception of the project, several educators were allocated responsibilities to act as coordinators in order to monitor its planning. In turn, little responsibilities were then assigned to the rest of educators for simple overseeing works. Additionally, educators and Section Leaders indicated that the eco-project was proceeding as planned. This increased accountability of the staffs for the co-project flow. The Committee could also witness the staff at different operation levels to view progress. For example, for Sports Day and other activities, educators made sure that wastes were being collected and properly segregated before dumped in their respective bins. As an incentive, Officers from the Ministry of Education or even Quality Assurance Inspection Division have congratulated the school team for its innovative eco-friendly strategies. To their surprise, they also found out students' contribution to keep the school compound green. Foreign delegates responsible for the eco-project have also praised the school for successfully implementing the eco-project and fully adhering to its principles. The feedback received has helped to constantly maintain an eco-friendly attitude. Besides this, the school received constructive feedback from other stakeholders and members of the neighbourhood to improve the way things currently being done. Parents, sometimes imparted thoughtful ideas to preserve the school hygiene. In relation to this, the school canteen now follows strict rules to ensure a proper cooking hygiene and cleanliness. The school has taken charge of the monitoring of hygienic conditions of the canteen so that healthy eating habits are inculcated to the students. The organic wastes are now useful for additional composting. This brings additional income to the school when sold out. This gives an idea of how the eco-project should be considered as a project on its own, executed within the time frame and resources.

6.5 Name at least two risk factors that arose in implementing the Best Practice and explain those factors and/or risks briefly.

Since the project was a new one for Pailles SSS, hence there was the risk of failure being given the lack of expertise in this field. Despite the presence of Sciences educators, a hand on knowledge was missing. Subjective thinking, ad hoc decisions and unnecessary remedial solutions regarding frequency of works were initial hurdles, resulting in incomprehensive resolution as regards to risk failures as well as proper reconciliation of events. It was thought as a grey activity, entering a risk zone of slippages. It had potential risk of being unsuccessful as it was also thought to be lengthy process. However, these fears could be mitigated with the help of each and everyone. Secondly, another risk factor, external in nature, was the allocation of funds to different parts of the project. Realistic estimates had to be worked out. The school feared that this project might entail a waste of financial resources and other concurrent resources. Funds collected from Food Day Celebrations and PTA had their own parameters to be utilized. It should be noted that the sponsors could support only parts of the project.

7. EVALUATION OF THE BEST PRACTICE

7.1 Explain how was the evaluation of the impact of the Best Practice conducted?

Classrooms were checked regularly by Grade Teachers to observe if cleanliness and orderliness were being maintained. The condition of the school compound and toilets was closely monitored. Paper notices were placed in different locations around the school as a reminder to whole school population about the need to keep the environment clean. Surprise visits were often conducted by the School Superintendent to ensure that classrooms were properly kept and the lights as well as electric sockets were turned off. To this, a Cleaning Day which was organised put into practice knowledge about the eco-friendly way of living which included cleanliness and hygiene. The classroom floors were swept, mopped and window panes were thoroughly wiped using without chemical detergents. Potted plants were brought at school by students to embellish the classes and the school compound. Some students brought used items from home to be re-used at school in a creative way. For example, plastic bottles were cut and used as pots for planting or as pencil holders in the classroom. During the seminar on 'Organic Farming', many parents made it a must to attend the event and demonstrated a keen interest to carry out gardening and composting at home. Questions about the implementation of composting at home were asked by many parents to the resource person. Knowledge acquired from the seminar was successfully transmitted to our students, who now help in the monitoring of our school's bac garden and the plants they have put in their classrooms. This all enabled them to reap benefits of a clean and serene school atmosphere. They have made some recommendations for improvement in many areas to break the silos mode of environmental preservation within the school premises.

7.2 Describe the impact of the Best Practice on the level of services provided to key customers and on the environment, society.(Not more than 300 words)(Please provide data by comparing targets v/s actual performance, before-and-after indicators, and/or other types of statistics or measurements)

Impact on Customers, environment and society	
1. Cleanliness - a healthy mind in a healthy body.	Cleanliness is next to Godliness. Indeed, the implementation of the Best Practice has produced a cleaner and more hygienic school environment which is conducive to teaching and learning for the students' assimilation. Both teachers and students are motivated to give the best of themselves while learning in a pleasant atmosphere. Teaching is two-way now. The school performance has increased over the years.
2. Educating the community at large	Awareness created among students, parents and teachers about the importance of an ecological way of living through the Best Practice is spread everywhere. Organic farming is now acceptable in many neighbouring places.
3. Self-sufficiency	Vegetables harvested from the bac garden are sufficient to cater for school events. People are being taught to be self-sufficient and avoid pesticides in the growing of vegetables. Many teachers have bought vegetables which is a healthy practice as these vegetables are pesticide-free.
4. Saving Money	Organic Farming is cost effective as money is saved from vegetables grown at school and respective homes. Vegetables harvested from the organic garden are sold at school at a much reduced price. Energy consumption at school and has decreased and hence money is saved in the government pocket.
5. Nature as beautifier	Students bring potted plants and flowers to embellish their classrooms and school. This practice has given rise to a greener and beautiful school compound which is surrounded by the lush mountains and greenery of Guibies.
6. Preservation of Natural resources	Pailles SSS makes optimum use of technology through the school website, digital classroom and E-newsletter to reduce paper use, hence reducing trees felling.
7. Mother Nature	Through proper disposal of wastes, Pailles SSS joins hands in reducing pollution and protecting Mother Nature.

8. REPLICATION TO OTHER ORGANISATION

8.1 How can the Best Practice be replicated to other organizations?

“Setting an example is not the main means of influencing others; it is the only means.” This quote by Albert Einstein applies to Pailles SSS as well whereby the latter is willing to share its project write-up, designs, plans, processes, proceedings and details with other organisations for the sake of channelling the society as a whole towards adopting an eco-friendly way of living. The success story of Pailles SSS towards embracing the “Go Green” culture and winning the Green Flag can be used to motivate other

organisations to tread on a similar path. Sensitisation campaigns tailored according to the Best Practice could be prepared and used to spread awareness and knowledge about Eco-friendly living. In fact, the students have already started to share their eco-friendly culture on social networking websites by posting photos in order to create awareness and to motivate people to adopt an eco-friendly lifestyle. Pailles SSS aspires to be a leader in changing the country's food system to one that is healthy, organic, community-based, environmentally sound and cost-effective. The success garnered from eco-project has not only put Pailles SSS on a national map of cleanliness and eco-friendliness but also a symbol of collaborative unity and effort.

8.2 Based on your organisation's experience, name up to three factors which you consider as indispensable to replicate the Best Practice.

1. Sincerity and Dedication

Sincerity and dedication are primordial to any project. Sincere and dedicated members would go to any length to materialise the work and make it a success such as at Pailles SSS. This situates and encapsulates responsibilities of each and everyone, wherein reporting any kind of discrepancy and working upon it.

2. Creativity

Creativity is important especially when embarking on such a practice. For example, discarded items were put to their best use resulting in the creation of beautiful and sublime gardens, intricate pieces of art on the wall and modern decorations as seen below. Collaborating with the school creatives who have a similar mindset but different skills or experience directly benefitted the task in embellishing everywhere.

3. Hard work

The fact the Green Flag flutters and radiates on the roof top is a symbol of the fervent dedication and commitment of everyone. It is further statured by unflinching hard work put in implementing the Best Practice. Difficulties and obstacles are present in any work but should not act as a deterrent factor to progress and development. Hard-work coupled with a good sense of team work and result oriented approach bring the readiness to any experimentation.

LIST OF ABBREVIATIONS USED

Pailles SSS	Pailles State Secondary School
LFL	Livestock Feed Limited
BCC	Bringing Change in Children
MAA	Mouvement pour L'Autosuffissance Alimentaire
PTA	Parent Teacher's Association
MV	Mission Verte
SMART	Specific, Measurable, Achievable, Realistic and Time-bound

OUR PARTNERS

Organisation / Company	URL
Livestock Feed Limited	www.lfl.mu/
Mouvement pour L'Autosuffissance Alimentaire	http://maa-mauritius.wixsite.com/maa-mauritius
Bringing Change in Children	Url: www.bccfamily.org
Eco-Schools Indian Ocean	https://eco-schools.io/
Reef Conservation Mauritius	https://www.reefconservation.mu/
Foundation for Environmental Education (FEE)	http://www.fee.global
Mission Verte	missionverte.org/

What is the Eco-School programme ?

Eco-Schools is the largest sustainable schools programme in the world and is run by the Foundation for Environmental Education (FEE). Eco-Schools empowers students to be the change our sustainable world needs by engaging them in fun, action-orientated learning. Eco-Schools is operated in the Indian Ocean by the Indian Ocean Commission ISLANDS project funded by the European Union.

Through the new Eco-Schools Indian Ocean programme our nations of the Indian Ocean will be joining 59 other countries and more than 18 million students already implementing Eco-Schools worldwide. Eco-Schools Indian Ocean is a shared programme for countries in the Indian Ocean region.

Number of Words for each question

Questions	Maximum number of Words	Actual number of Words
3.1 Provide an executive summary of the Best Practice successfully implemented by your organisation.	300	291
4.1 What were the problem areas faced by the organisation and how were beneficiaries affected?	300	214
4.2 Describe the plan or strategy adopted to address the problem areas using the ten pillars at Section 2. List down and describe the main elements of the plan or strategy, focusing especially, on their innovating feature(s) and expected or intended effects.	500	497
5.1 What were the quantitative and/or qualitative targets or key performance indicators that were set for the implementation of the Best Practice?	300	298
5.2 (i) Describe in details the involvement of employees and, if any, other stakeholders in the identification of the problem areas.	300	300
5.2 (ii) How far were employees and, if any, other stakeholders involved in problem solving and decision-making?	300	292
5.3 How was team work and team spirit fostered to achieve objectives?	300	284
5.4 What were the measures taken to ensure that resources were used optimally?	300	260
6.1 Explain how the Best Practice was implemented.	300	300
6.2 How were obstacles/bottlenecks resolved?	300	300
6.3 State specifically how the health and safety issues and environment-friendly concepts were taken on board while implementing the Best Practice.	300	297
6.4 Explain the monitoring and feedback process during the implementation of the Best Practice.	300	300
6.5 Name at least two risk factors that arose in implementing the Best Practice and explain those factors and/or risks briefly.	200	183
7.1 Explain how was the evaluation of the impact of the Best Practice conducted?	300	282
7.2 Describe the impact of the Best Practice on the level of services provided to key customers and on the environment, society.	300	297
8.1 How can the Best Practice be replicated to other organizations?	200	199
8.2 Based on your organisation's experience, name up to three factors which you consider as indispensable to replicate the Best Practice.	200	199