



Green-Schools Seminar:

# Water

Programmes  
of the  
Education  
Unit of An  
Taisce



# What is Green-Schools?



Green-Schools is an international environmental management programme for schools



Award scheme



Long-term programme



Holistic programme

Green-Schools is a structured but FLEXIBLE programme!

# Green-Schools for Everyone

## **Our inclusivity statement:**

Green-Schools' mission is to protect planet Earth - our shared home to which we all belong -and we want everyone involved!

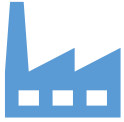
We warmly welcome students and staff of all backgrounds, cultures, races and ethnicities, religions and belief systems, abilities, sexual orientations and gender identities. Equity, diversity and social justice are fundamental to our values – so whoever you are, we can't wait to have YOU involved!



# Partnership



Schools



Industry



Local  
Authorities



An Taisce



Sponsors





# GREEN-SCHOOLS

## SAVINGS

### 2021/2022



**642 schools awarded**

#### LITTER&WASTE

53 first green flags awarded  
77% of schools reduced their landfill waste  
57% carried out a community clean up



#### WATER

88% of schools had excellent awareness about water  
77% have a water butt and/or a rainwater harvesting system and 56% carried out a cleanup of a beach/river/canal



#### TRAVEL

86% of schools recorded an increase in sustainable travel  
20,725 students participated in 855 WOW days



#### BIODIVERSITY

77% of the students understand how to help biodiversity.  
3608 trees planted and 304 new bug hotels



#### GLOBAL CITIZENSHIP

30,000 students increased knowledge on global citizenship to good and even excellent  
528 Irish students participated in the Global Classroom project

#### MARINE ENVIRONMENT

95% of schools investigated marine litter prevention  
59% of schools investigated Global Goal 14: Life Below Water



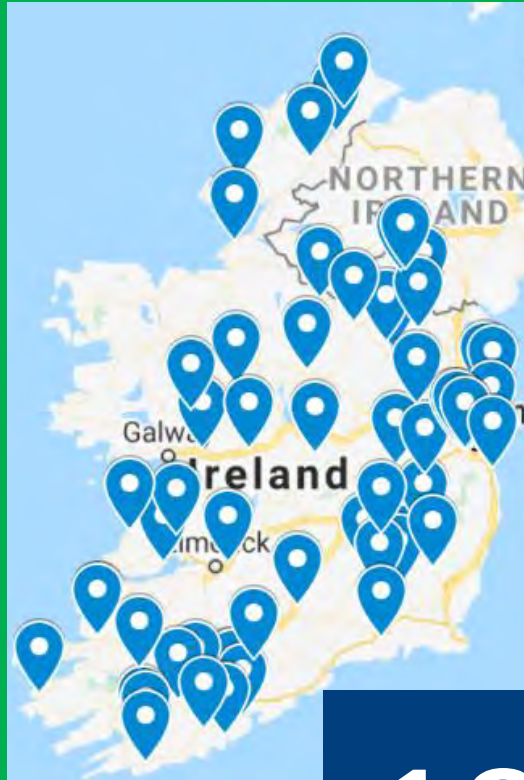
#### FOOD AND BIODIVERSITY

100% of schools grew crops on their school grounds  
52% of schools did Cooking Skills Workshops  
More than 95% of schools took part in two or more cooking activities



[www.greenschoolsireland.org](http://www.greenschoolsireland.org)

# Water Theme 2022



74

Schools awarded the  
Green Flag for water

161

Water ambassadors  
from schools  
nationwide



1.7K

Poster competitions entries

133

Virtual water  
workshops



# Water Theme Video Outline

## In English and Irish



**Green-Schools**

# What's Available as Part of the Water Theme?

## **The Water Ambassador Programme –**

### **In Person (Nov 2022-April 2023):**

- For secondary schools (**Reg. deadline 21<sup>st</sup> October**)
- Regional training days, support sessions and network meetings
- Outdoor clean-ups/water quality testing
- Water packs for each ambassador and GS coordinator/supporting teacher
- Prizes
- 2 Short Reports (students/teachers)



## Water Workshops:

All suitable for senior primary and secondary

**1) Fully pre-recorded to use in your own time**

(Yr 1 posted and on request)

**2) 4 Regional water workshops (New Year):**

- Multi-school
- Talks
- Activities
- Networking
- Resources

## Walk for Water:

- **3 official walk for waters**

- **Support and resources** (walk for water bags (limited number) and info. Packs) to carry out your own mini walk for waters at home or in school (fit in with a mile a day)



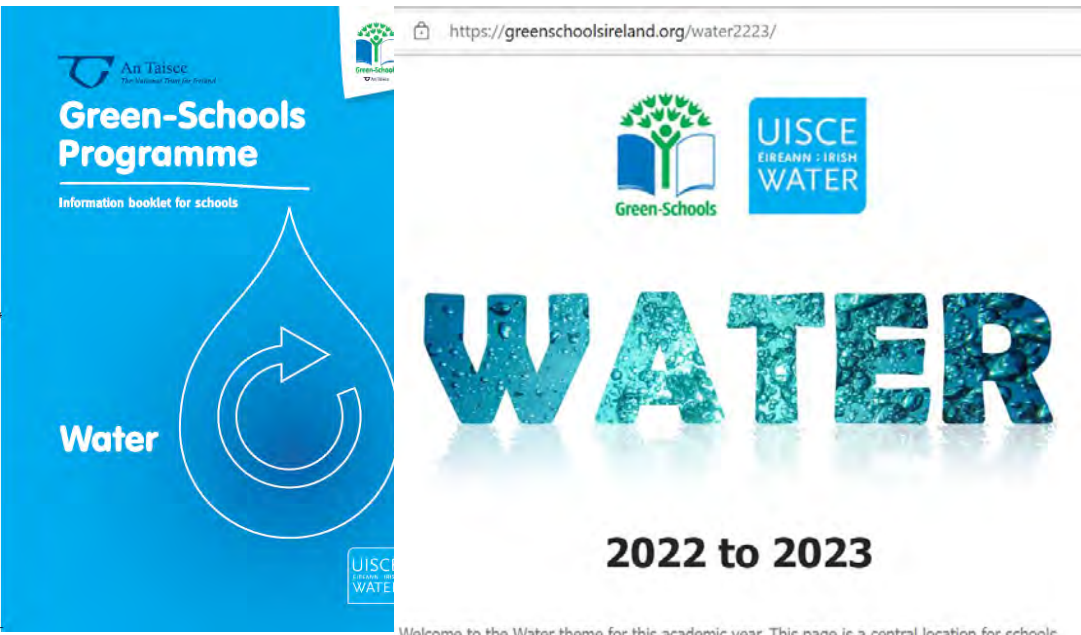


## Competitions:

- 1) Save Water Photo Comp
  - 2) Poster/Video (Secondary Only)Comp
- WW Day theme: "Accelerating Change" - a focus on SDG 6 <https://www.worldwaterday.org/>
- Green-Schools Water School of the Year Award**

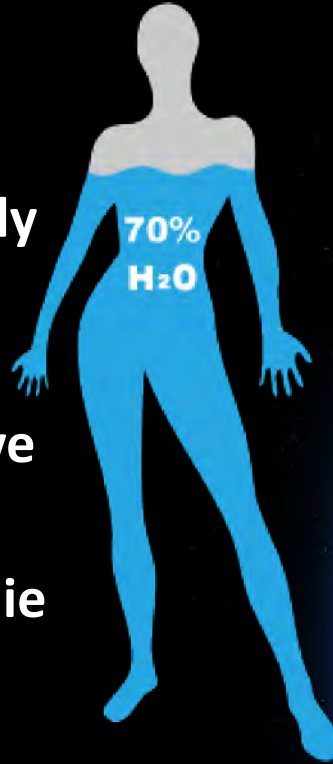
# Resources to Help You With Your Work

- Interactive PDF
- Videos
- Stay Home/Online Resources (Translations of these in Irish)
- Handbook and Water Guidance Document
- The Green-Schools Resources Section of Website
- Water Web Page <https://greenschoolsireland.org/water2223/>
- **[water@greenschoolsireland.org](mailto:water@greenschoolsireland.org)**



# Why care about water?

- A very important resource?
- Essential to all forms of life
- Water shortages and contaminated supply is not just confined to Third World Countries
- ~884 million people worldwide don't have access to clean water
- Almost 300,000 children under age five die of diarrhoea, linked to dirty water and poor sanitation annually
- It is projected that by 2025 almost 50% of the world population will struggle to meet their basic needs. (UNESCO-IHE Institute for Water Education, Delft, Holland )
- Water costs money to treat



# Water and the Global Goals



## **TARGET 6.1** SAFE AND AFFORDABLE DRINKING WATER

By 2030, achieve universal and equitable access to safe and affordable drinking water for all.



## **TARGET 6.2** END OPEN DEFECTION AND PROVIDE ACCESS TO SANITATION AND HYGIENE

By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.



## **TARGET 6.3** IMPROVE WATER QUALITY, WASTEWATER TREATMENT AND SAFE REUSE

By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally.



## **TARGET 6.4** INCREASE WATER-USE EFFICIENCY AND ENSURE FRESHWATER SUPPLIES

By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity.

# Global Goal 6 – Targets Continued:

## TARGET 6.5



### IMPLEMENT INTEGRATED WATER RESOURCES MANAGEMENT

By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate.

## TARGET 6.A



### EXPAND WATER AND SANITATION SUPPORT TO DEVELOPING COUNTRIES

By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies.

## TARGET 6.6



### PROTECT AND RESTORE WATER-RELATED ECOSYSTEMS

By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes.

## TARGET 6.B



### SUPPORT LOCAL ENGAGEMENT IN WATER AND SANITATION MANAGEMENT

Support and strengthen the participation of local communities in improving water and sanitation management.

# WASH

- **WASH is the collective term for Water, Sanitation and Hygiene (UNICEF)**
- While each a separate field of work, each is dependent on the presence of the other. **For example**, without toilets, water sources become contaminated; without clean water, basic hygiene practices are not possible.
- **Resources:** <https://www.unicef.org/wash/schools/> and <https://www.unicef.org/wash/>
- **Link with:** 1) Global Hand Washing Day 15<sup>th</sup> of October  
2) World Toilet Day 19<sup>th</sup> of November

Read the latest reports



Climate change and WASH



Explore WASH resources



Check out annual WASH events





# A blue planet...

71% of the Earth's surface is water-covered.

Can you guess the break-down of saltwater and freshwater?

Salt water

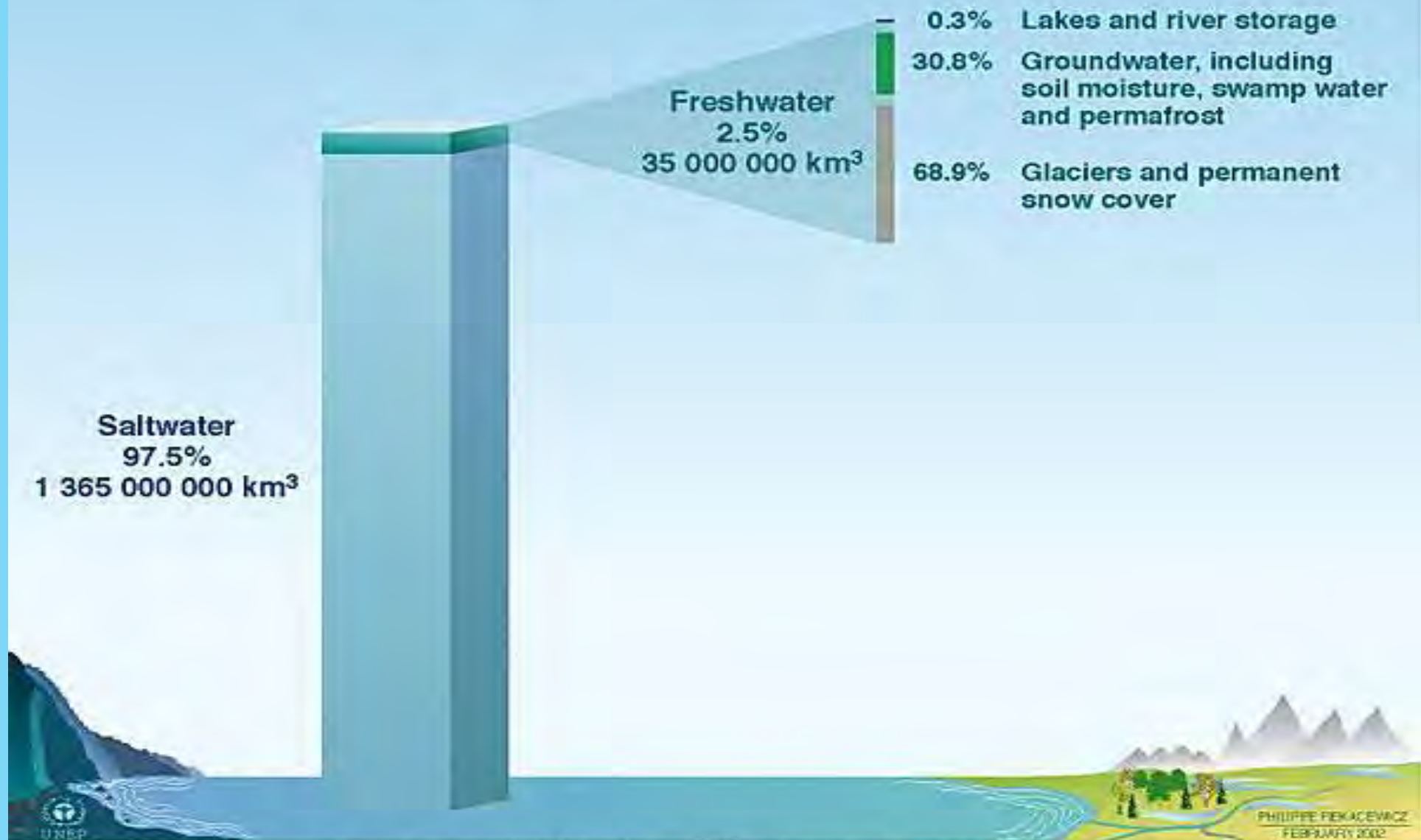
97.5%

Fresh water

2.5%

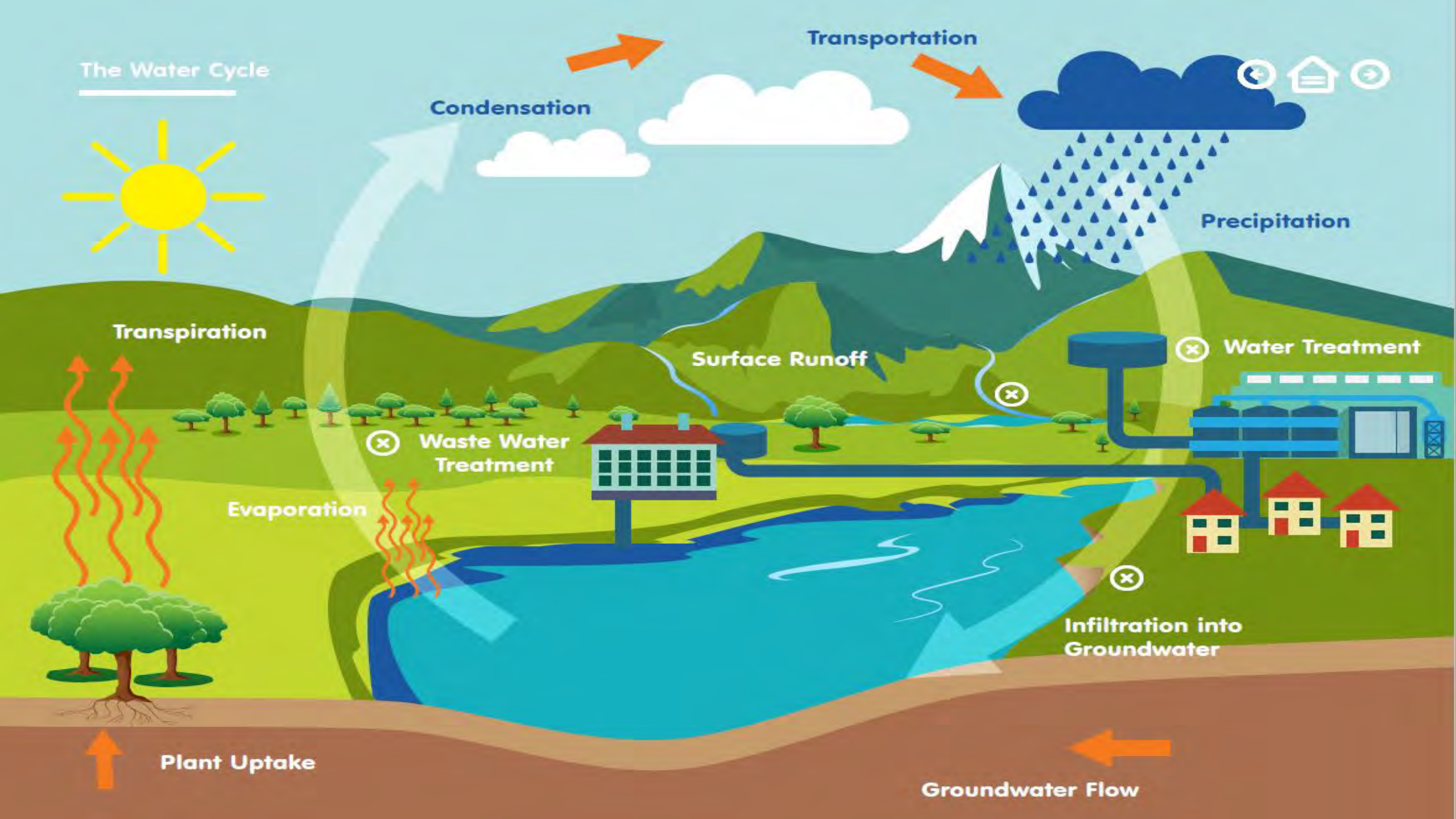
# A World of Salt

## Total Global Saltwater and Freshwater Estimates

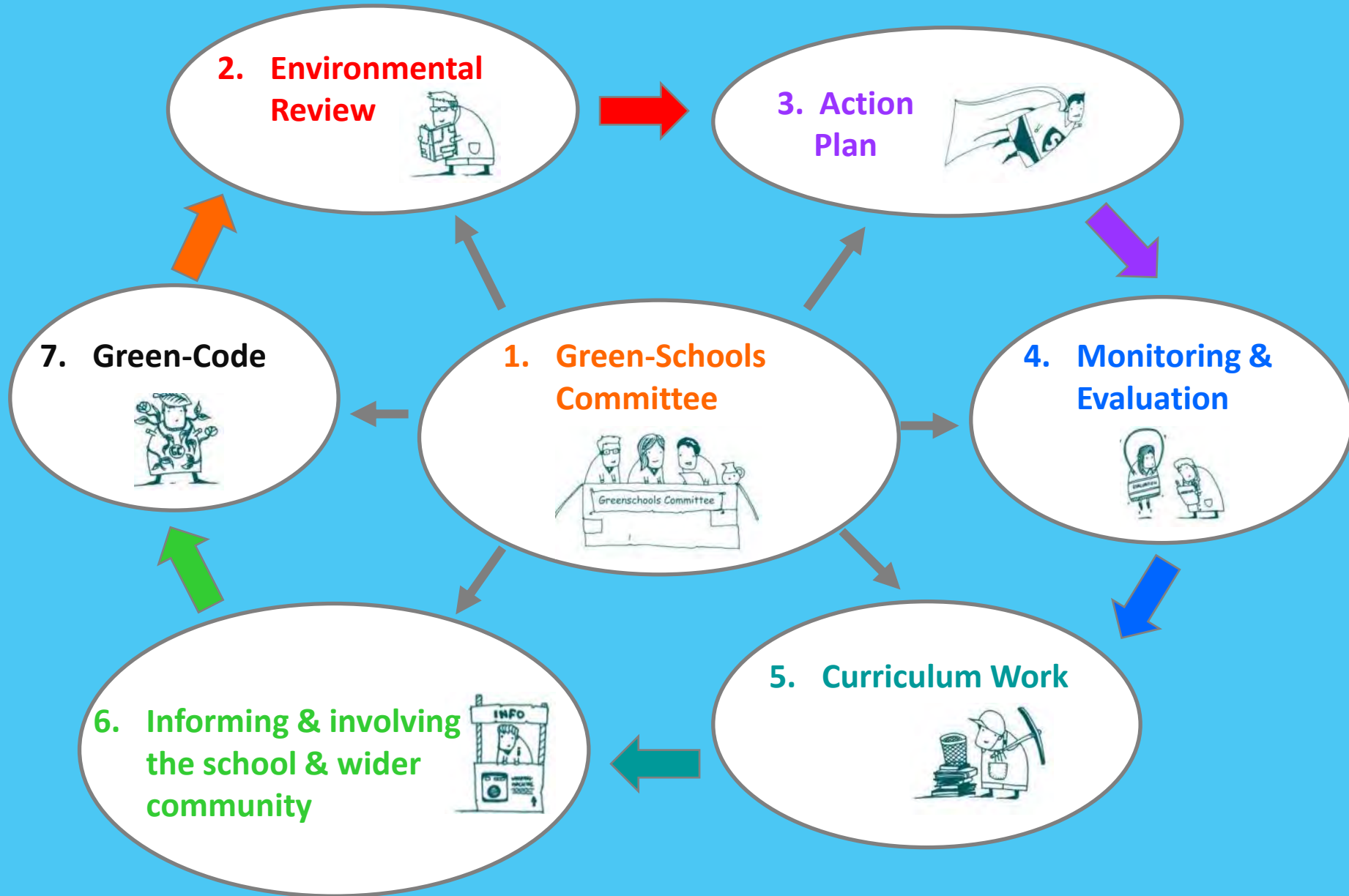


Source: Igor A. Shiklomanov, State Hydrological Institute (SHI, St. Petersburg) and United Nations Educational, Scientific and Cultural Organisation (UNESCO, Paris), 1999.

# The Water Cycle



# Seven Steps



# Step 1: Green-Schools Committee

- Do you have your Green-Schools Committee set up?
- Designate sub-committees e.g. Water Wardens or Leaky Detectives to check taps are not left running.
- Maintain previous themes by designating committee members to monitoring these themes e.g. Litter Wardens or Bright Sparks. (check new guidance documents for past themes)
- Meet regularly, via online formats or mini class meet ups, to discuss progress and update Action Plan, keep minutes of committee meetings.
- Keep **one document** where all meetings and actions are amalgamated. You could even use the water application as a working document.





## Step 2: Environmental Review

Investigate the current water consumption in the school by carrying out three **Essential Actions**:



### 1. Water Usage

Review: read water meter/check bills/do manual estimates  
(2 main reviews)



### 2. Water Audit (Mini Audits and Combine)

Examine: Number of taps, toilets, radiators, kettles...



### 3. Leak Tests (small and big)

Drips/leaks survey, checking taps, toilets (account for 60% of water used in a school), radiators, pipes underground etc.

**The Environmental Review provides you with baseline information about water use and water awareness in school; this information is crucial to track your progress from Year 1 to Year 2.**

# Essential Action 1: Working out your water usage





# Where is your water meter?

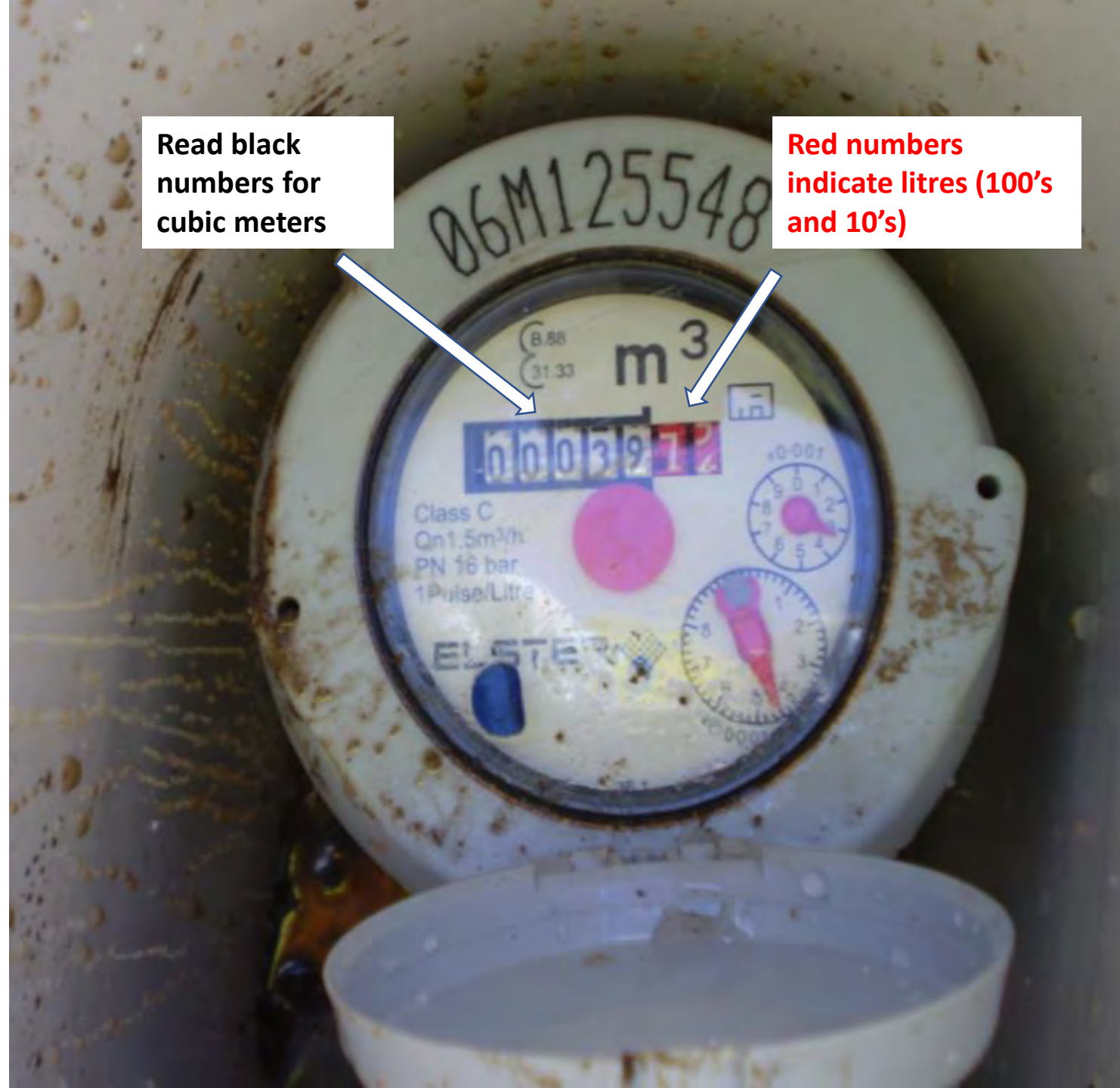
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- Situated outside the boundary wall of your school under a cover marked 'WATER'.
- Check the ID number on the meter and compare it to the number on your bill
- If you are having trouble finding the meter, contact Irish Water

# How to read your water meter

- Locate the meter – usually on a footpath under a black plastic “water” cover
- Irish water meters use cubic meters ( $1\text{m}^3 = 1000\text{l}$ )
- Record the water usage on a daily/weekly basis and plot on a graph

**NB:** A change in usage on the meter when there is no water usage in the school or excessive amounts being used (e.g. weekends or holidays) indicates there may be a **leak**



# Test yourself now...

**BLACK** DIGITS are m<sup>3</sup>

**RED** DIGITS are litres

Sometimes water metres include a third red digit, this is the “ones” and sometimes this is a dial. There may also be a dial for millilitres.

|                   |   |   |   |   |   |   |   |
|-------------------|---|---|---|---|---|---|---|
| Afternoon reading | 0 | 0 | 1 | 3 | 9 | 8 | 8 |
| Morning reading   | 0 | 0 | 1 | 2 | 7 | 2 | 5 |
| Water used:       |   |   |   |   |   |   |   |

The answer is...

12 metres cubed and 630 litres OR **12,630** litres

# How to calculate usage from a water meter?

- To calculate daily water usage subtract the morning reading from the evening reading and multiply by 1000 to get litres.
- The result is the amount of water used in the course of the day.
- You can do weekly readings by taking a reading on a Monday morning and a Friday evening.

# Work out Per Person Per Day water use

Scenario:

St Brigid's NS has 90 students and 4 staff members. The Green-Schools Committee want to work out the average water use per person per day in their school. To do this they have taken a meter reading on Monday morning of **0021595** and again on Friday evening of **0022324**. Can you work out their usage per person per day?

Friday:           0022324  
*subtract*        -  
Monday:         0021595  
=                   729 => **7,290 litres used in the week.**

$7,290 / 5 \text{ days} = 1,458 \text{ litres used per day on average.}$

$1,458 / 94 \text{ people} = \mathbf{15.5 \text{ litres average use per person per day (pppd).}$

Can't access your meter? You can still measure usage using your water bills, or failing that through manual estimation e.g. tick sheets for toilet flushes, calculating how long is spent washing hands etc.

## Essential Action 2: Water Audit

- Locate and record the exact number of taps, toilets, radiators, showers, dishwashers etc. in the school. Each committee member to audit their own spaces.
- Work out the amount of water used in each e.g. 1 toilet flush (dual push: half 3 litres/full 6 litres), 1 run of dishwasher etc. to get a greater picture of where your water is used and how much.

A full review of water consumption throughout the school was carried out. Both day and boarding school areas were examined. The total number of 'water-consuming' devices were counted in each area.

The following outlines the survey carried out of the **main school**:

| Facilities              | Total     |
|-------------------------|-----------|
| Boys Toilets            | 19        |
| Girls Toilets           | 18        |
| Taps                    | 41        |
| Washing machines        | 7         |
| Kettles                 | 6         |
| Showers (tog -out area) | 7         |
| Dishwasher              | 1         |
| <b>Total</b>            | <b>99</b> |

The **boarding school** area was also examined:

| Facilities       | Girl's Dorm | Boy's Dorm | Kitchen | Total     |
|------------------|-------------|------------|---------|-----------|
| Sinks            | 13          | 14         | 5       | 32        |
| Taps             |             |            | 3       | 3         |
| Toilets          | 11          | 13         |         | 24        |
| Showers          | 8           | 9          | 17      |           |
| Baths            | 1           | 1          |         | 2         |
| Washing Machines |             |            | 2       | 2         |
| Dryers           |             |            | 2       | 2         |
| <b>Total</b>     |             |            |         | <b>82</b> |

## Essential Action 3: Leak tests



- Check for **large leaks** by calculating water use when the school is empty e.g. over a weekend. If a large amount of water is still being used you may have leaking pipes.
- Check for **small leaks** during your water audit, check taps close properly, radiators aren't leaking and toilets aren't continually flushing.
- You can check toilets for leaks by putting food colouring dye in the cistern, unless you flush the toilet the dye should not end up in the bowl.

half-full tub is about 18 gallons, a full tub about 36 gallons.

3. Toilet flushes. How many times a day does your family flush the toilet? (The average is four flushes per person.)

4. Toothbrushing. Most family members brush their teeth twice a day for about two minutes each time. Leaving the faucet on while brushing wastes a lot of water. How often does your family brush?

5. Dishwashing. How many times a day do you wash dishes? About how long does the water run each time?



# Recommended Actions

- Behavioural Survey (at home) i.e. general water usage, showers, tooth brush/detergent surveys etc.
- Investigate the Lifecycle of Water in the school
- Use of detergent and cleaners – can you make eco-friendly ones?
- Local water amenities (rivers, streams, lakes, beaches) (what are they? Investigate and test pollution levels)
- Rainwater collection and usage – set up a water butt or harvesting system!
- Dual push survey/awareness campaign

## Some additions to handbook:

- Learn about Global Goal 6: Clean Water and Sanitation and how we can support the Global Goals.
- Carry out research into WASH – Water, Sanitation and Hygiene issues worldwide.
- Do a project on aquatic wildlife and how we can help protect freshwater habitats.
- Reduce single-use plastics in your school.
- Carry out/take part in a Walk for Water to raise awareness of water accessibility worldwide.

|                                                                                                                                                                           |                         |                            |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------|------------|
| Establish the Green-Schools Committee                                                                                                                                     | Mrs. Murphy             | By the middle of September | Achieved   |
| Establish sub-committees to maintain monitoring of Litter and Waste and Energy                                                                                            | Mrs. Murphy             | By the middle of September | Achieved   |
| Read water meter daily and formulate weekly and monthly graphs on Water Consumption.                                                                                      | Green-Schools Committee | Ongoing                    |            |
| Organise a "Turn it off" campaign, with posters in both Irish and English in every classroom to remind students and teachers to turn off taps.                            | All Classes             | September 2010             | Achieved   |
| Hold a water quiz to find out levels of awareness                                                                                                                         | All Classes             | September 2010             | Achieved   |
| Form a "Water Squad" (with volunteers from each class – not committee members) to ensure "turn it off" campaign is being fully implemented – Classes to be checked daily. | All Classes             | Ongoing                    | Continuous |

## Step 3: Action Plan

The Action Plan is your working document where you will set down how you will:

- 1) reduce water waste
- 2) raise awareness of water conservation.

The key elements to the Action Plan are:

**Action** – what exactly you will do.

**Person responsible** – assign tasks.

**Timeframe** – when you plan to achieve your goal by.

**Progress** – keep track of set-backs and achievements.

# Ideas for Actions...



## Start with no cost/low cost options:

“Turn it off” campaign – raise awareness about running taps

Water saving devices in cisterns (see Resources on Green-Schools Website)

Reduce water pressure in taps

Adopt a local beach/river/lake (Clean Coasts)

Run a Water Poster competition (or enter Green-Schools’!)

Collect rainwater for gardens etc.

Switch to environmentally-friendly cleaning products



## Higher costs:

Install water-saving taps, dual-flush toilets, sensor urinals

Rainwater harvesting – use grey water for flushing, art, school garden



|    | A          | B     | C                   | D     | E | F             | G            | H       |
|----|------------|-------|---------------------|-------|---|---------------|--------------|---------|
| 1  | Date       | Time  | Water Meter Reading | Usage |   | Weekend Usage | Weekly Usage | Cost    |
| 2  | 20/01/2012 |       | 8457734             |       |   |               |              |         |
| 3  | 23/01/2012 | 09:45 | 8465056             | 7322  |   | 7322          |              |         |
| 4  | 24/01/2012 | 08:20 | 8473561             | 8505  |   |               |              |         |
| 5  | 24/01/2012 | 15:35 | 8480451             | 6890  |   |               |              |         |
| 6  | 25/01/2012 | 08:20 | 8482461             | 2010  |   |               |              |         |
| 7  | 25/01/2012 | 13:00 | 8485451             | 2990  |   |               |              |         |
| 8  | 26/01/2012 | 09:45 | 8487816             | 2365  |   |               |              |         |
| 9  | 26/01/2012 | 15:00 | 8493431             | 5615  |   |               |              |         |
| 10 | 27/01/2012 | 08:20 | 8496594             | 3163  |   |               |              |         |
| 11 | 27/01/2012 | 15:40 | 8502571             | 5977  |   |               | 77915        | €86.95  |
| 12 | 30/01/2012 | 09:20 | 8506970             | 4399  |   | 4399          |              |         |
| 13 | 30/01/2012 | 16:30 | 8515375             | 8405  |   |               |              |         |
| 14 | 31/01/2012 | 08:20 | 8517100             | 1725  |   |               |              |         |
| 15 | 31/01/2012 | 16:00 | 8524505             | 7405  |   |               |              |         |
| 16 | 02/02/2012 | 10:00 | 8535416             | 10911 |   |               |              |         |
| 17 | 02/02/2012 | 14:30 | 8540717             | 5301  |   |               |              |         |
| 18 | 03/02/2012 | 08:20 | 8545496             | 4779  |   |               |              |         |
| 19 | 03/02/2012 | 15:45 | 8552700             | 7204  |   |               | 45760        | €106.72 |

## Step 4: Monitoring & Evaluation

Keep track of your progress through ongoing monitoring and evaluation across Year 1 and Year 2:

- Assign roles to Committee members e.g. Water Wardens to check bills or read meter, Leak Detectives to keep an eye out for leaks.
- Repeat Water Audit if changes made.
- Follow-up Survey to see if behaviours have changed after awareness raising e.g. how many turn off the tap when brushing their teeth?
- Design and display water saving pledges around the school (e.g. windows, doors) and on website etc.
- Check and Revise Action Plan, are you achieving your targets?
- Update the Green-Schools Notice-Board (virtual)
- Keep records for your Green-Schools application (photos, art work etc. NB this year)



## Example monitoring chart



## Water Watch



The water squad will check at each break that the taps are not left on or dripping

[illegible]

# Water Usage – Virtual Water

Virtual Water is the volume of freshwater used to **produce a product** from start to finish: it refers to the sum of the water use in the various steps of the production chain.

The water footprint measures the amount of water used to produce each of the goods and services we use. It can be calculated for an individual person, a process, a product's entire value chain or for a business, a river basin or a nation

Why is this useful?

- Virtual Water indicates the pressure we exert on our freshwater resources
- This information helps drive strategic action toward sustainable, efficient and equitable water use

[www.waterfootprint.org](http://www.waterfootprint.org)



## What is the virtual water content of these products? Guess!

1 small cup (125ml)  
of coffee =

**130**

litres of water

1 kg of beef =

**15,500**

litres of water

1 kg of rice =

**2,500**

litres of water



Check out [www.waterfootprint.org](http://www.waterfootprint.org) and <http://virtualwater.eu/> and <https://www.commonobjective.co/article/the-issues-water> and <https://www.theconsciouschallenge.org/ecologicalfootprintbibleoverview/water-clothing> (good videos) to take action and learn more!

# Virtual Water Video



## GREEN-SCHOOLS STAY HOME - WATER



The water footprint is a measure of the amount of water used directly e.g. for drinking, washing, cooking etc. or indirectly to produce what you eat, wear and use in your everyday life.

Why is this useful?

- Virtual Water indicates the pressure we exert on our freshwater resources.
- This information helps drive strategic action toward sustainable, efficient and equitable water use.

**FACT!**  
DID YOU KNOW THAT ONE CELL  
PHONE TAKES 240 GALLONS/  
909 LITRES TO MAKE!

**THAT'S A LOT OF WATER!**

Guess the virtual water content of everyday products in your home.

Hunt for some of the products below in your house (you do not need to find them all):

- Jeans, paper (1 A4 sheet), sugar, rice, milk, potato, beef, tea (one cup of tea), beer, apple, banana, coffee, t-shirt, pasta, pizza (margarita), pork, chocolate, egg, bread (1 slice) and butter. (Note: think about the size of the product you are investigating in kilograms (kg) a bag of sugar)
- Get a pen/pencil (rubber, if you want to use the sheet again) and paper.

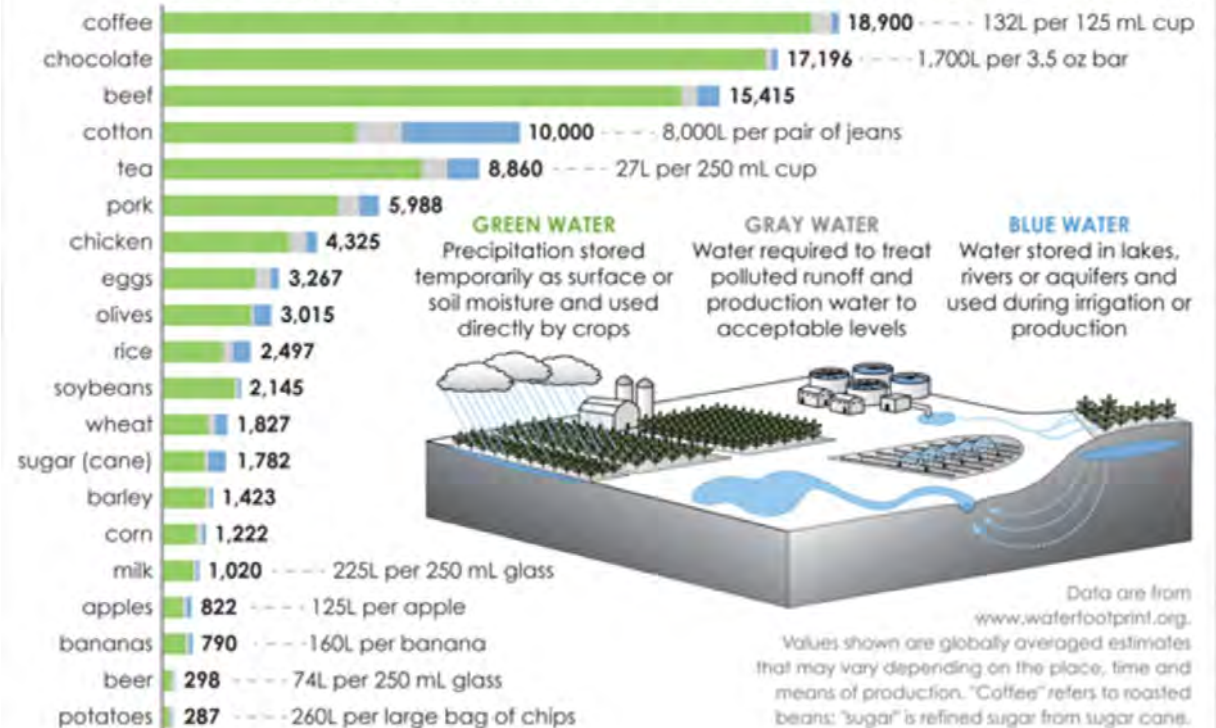


- Draw a table with 3 columns (product, virtual water in litres/kg, point) and rows for the number of products you are looking at.
- Think about how much virtual/hidden/secret water is in each product.
- When you're ready:
  - ① put them in order, starting with the products you think have the most water involved in making them, down to the products with the least water involved and
  - ② guess the total number of litres you think are involved.
- For answers you can check the below and/or go to [waterfootprint.org](http://waterfootprint.org) for more information!

| <b>Product</b>                             | <b>Virtual Water Content</b> | <b>Point</b>                                                                |
|--------------------------------------------|------------------------------|-----------------------------------------------------------------------------|
| (Highest Virtual Water [VW] Content First) | (Goes in LITERS per kg)      | (Order for Product to Connect Order and W within 100% of actual VW content) |
|                                            |                              |                                                                             |
|                                            |                              |                                                                             |
|                                            |                              |                                                                             |
|                                            |                              |                                                                             |
| <b>Total Points:</b>                       |                              |                                                                             |

### How much water does it take to produce these common goods?

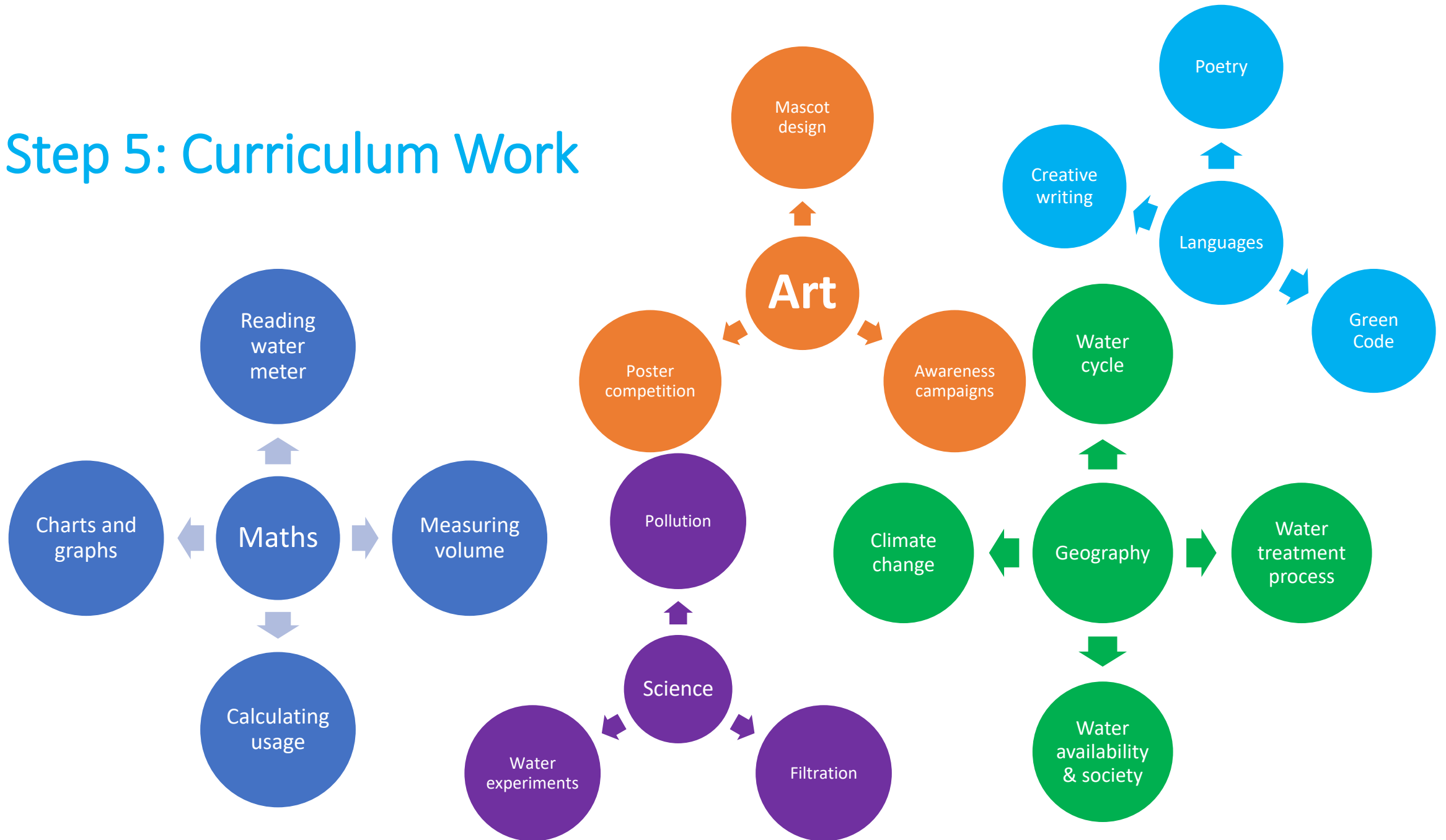
Liters of water per kilogram of product and some examples of how that translates to a single serving



Data are from  
[www.waferfootprint.org](http://www.waferfootprint.org).

Values shown are globally averaged estimates that may vary depending on the place, time and means of production. "Coffee" refers to roasted beans; "sugar" is refined sugar from sugar cane.

## Step 5: Curriculum Work



# Step 6: Informing and Involving

Inform the whole school and involve the wider community through awareness-raising campaigns and an Action Day!

## UN World Water Day 22<sup>nd</sup> March

- Blue Days
- Walk for Water (mini, walk a mile, steps)
- Clean Up a Water Course Day or Beach Clean Up (involve coast care group)
- Water Foot Print Day (guess the content of products)
- Low Water Lunch
- Visit a treatment plant, hydro power station, reservoir, lakes or river (virtual or in person if possible)
- Invite a guest speaker – environmental experts, engineers, local businesses ...(virtual e.g. heritage in schools)
- Debates
- Fundraising Day
- **Poster competitions e.g. “Accelerating Change”**
- Themed fancy dress or mascot design





# Experiments

- Balloon test (Climate Change)
- Taste test (Pollution)
- Tornado in a bottle (Pollution and Climate Change)
- Carnations (Pollution)
- Wet wipes V toilet paper (Think Before You Flush)
- Skittles experiment

Various experiments could be carried out in different classes

# Documentaries & Video Clips

- [www.water.ie](http://www.water.ie)
- [www.waterbear.com](http://www.waterbear.com)
- [You Tube Clips](#)
- [National Geographic Clips and Documentaries](#)
- [Water First Film \(Reaching MDGs\)](#)
- Water for the Ages: [waterfortheages.org/water-films/](http://waterfortheages.org/water-films/)
- TED (Technology, Education and Design) Talks: <http://www.ted.com/search?q=water+conservation>
- One Water: <http://www.onewater.org/movie>
- River Blue: [RiverBlue - Home \(riverbluethemovie.eco\)](http://riverbluethemovie.eco)
- Brave Blue World: [Brave Blue World](#)
- <http://ec.europa.eu/environment/generationawake/>
- [Green-Schools Water Clips](#)



# Step 7: Green Code

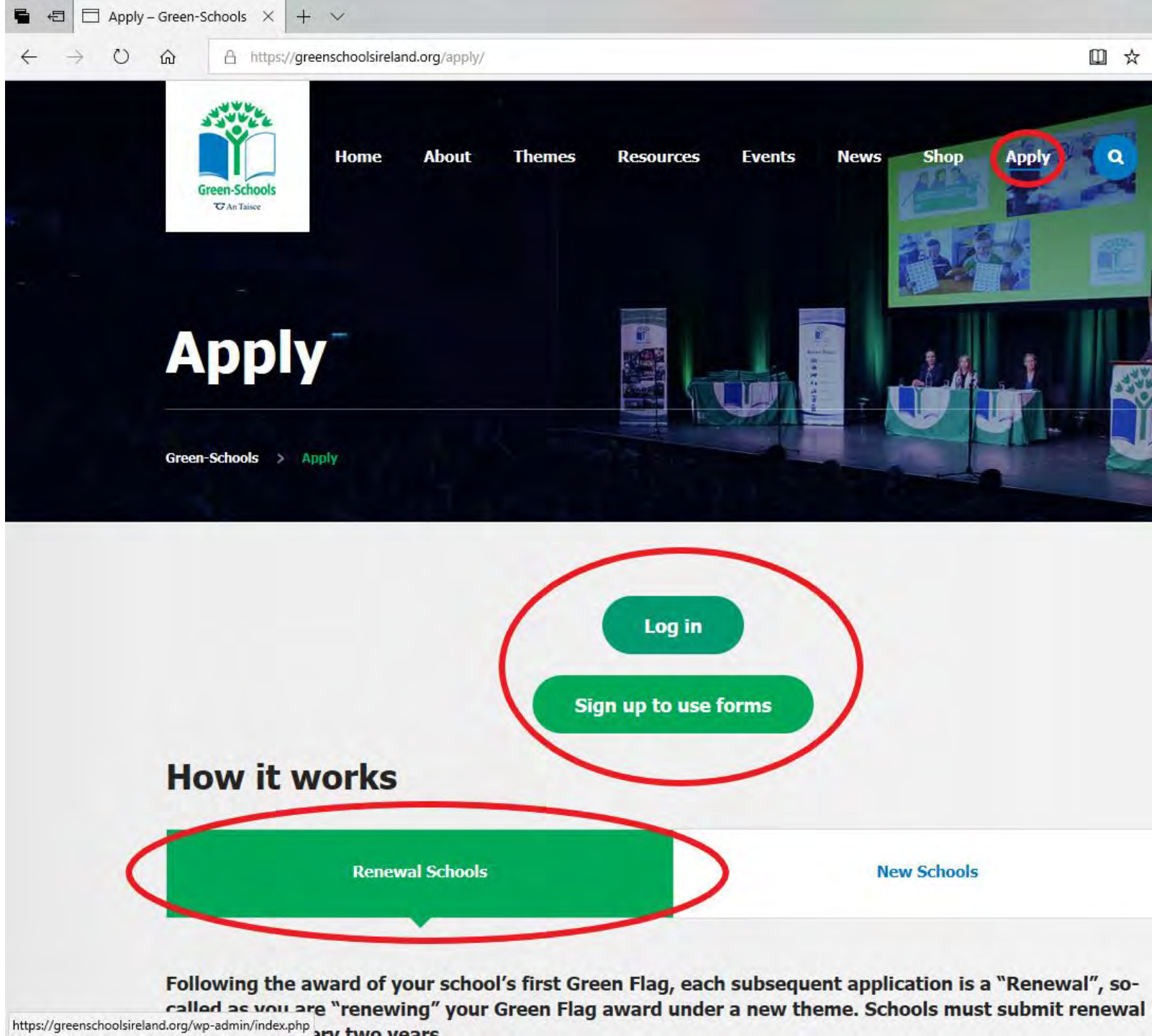
While I'm brushing my teeth,  
I turn off the tap.  
When I've mud on my feet,  
I shower, not bath.  
Water is special,  
it falls from the sky.  
It does lots of jobs,  
like keeping plants alive.  
That's why with water,  
I should always spare.  
To show Mother Nature,  
just how much I care

Water is precious, we drink it every day  
Please don't waste it in any single way

Wait until night to water your lawn  
Always use a pail when you wash your car  
Turn off the faucet when you brush  
Every leak wastes water - fix it  
Rain barrels save water

# Application Process

- Fill out the Online Application Form
- Organise a Renewal Visit in Year 2 with your Local Authority Environment Awareness Officer (*may be virtual, we will review your photos and look at samples of your work*)
- **Deadline Friday 24<sup>th</sup> of March** (*can defer if needed*)
- Award Ceremonies are held in May (*Possibly virtual*)
- Raise your Green Flag!



# Child Protection and Garda Vetting



- **An Taisce's Child Protection Policies and Procedures are regularly reviewed and have recently been updated.**
- A summary and link to these policies will be sent to all schools later in October
- Our Safeguarding Statement will be available shortly on our website
- Garda Vetting:
  - all An Taisce staff regularly working with children are vetted on a biennial basis
  - vetting to be renewed for all staff in November
  - schools may request a Joint Agreement to obtain vetting results
  - if any school wishes they can choose to vet our staff member themselves
  - For all queries or requests related to vetting please contact:  
[vetting@eeu.antaisce.org](mailto:vetting@eeu.antaisce.org)

# Green-Schools Online

- Find us on social media  
@GreenSchoolsIre and on our website  
[www.greenschoolsireland.org](http://www.greenschoolsireland.org)
- Join the Green-Schools Coordinators facebook group for help and advice from Green-Schools staff and other Green-Schools Coordinators
- **NB: We will contact you using mailchimp**



# Thank-you...Any questions?!

For General Water queries contact Ruth Gaj-McKeever or Caoimhe O'Brien Moran at [water@greenschoolsireland.org](mailto:water@greenschoolsireland.org) or call:

(01) 4002226

**Work Mobile:** 087-1469480 (Ruth)

**Work Mobile:** 087-1193246 (Caoimhe)

