

## Green Kindergarten – Criteria

1. The kindergarten operates on the basis of environmental and health education priorities; reflected demonstrable and visible in its pedagogical mission, pedagogical program and spirit. The kindergarten's pedagogical program pays special attention to environmentally conscious education, builds on it its activities promoting development, includes commitment to the pedagogy of sustainability, and puts the knowledge, protection and preservation of local values in the foreground.
2. In the documents of kindergarten education, the characteristics of educational work based on the principles of education for sustainability, the principles and areas of education for environmental and health awareness are emphasized. Education for the protection of local natural values is emphasized.
3. In formulating local kindergarten education goals and tasks, special importance are given to nature conservation and environmental protection, activities related to getting to know local conditions (e.g. protection of trees, tree care, tree planting, bird protection, activities to get to know and protect the built and natural environment, etc.).
4. "Hungaricums"<sup>1</sup> are integrated into kindergarten activities – taking into account local characteristics. Folk arts and handicraft training organized from handicraft activities to folk dance, folk song, Hungarian plant and animal species to medicinal plants, from the characteristics of Hungarian cuisine to Hungarian folk costumes or even knowledge of architecture.
5. Methods of kindergarten teachers help to create a learning environment. It provides the right venue for activity-oriented learning organization and experience, as well as the community- and personality-forming opportunities. Emphasis is given to play, game-integrated learning, sensitive methods, field experience, activity, discovery, experiential pedagogy, project pedagogy and the application of cooperative learning elements. The kindergarten has a specially developed forest kindergarten program.
6. In the course of kindergarten education developmental activities are implemented (e.g. development of skills, use of various tools, modern methods of knowledge acquisition and application, etc.) are implemented according to needs and demands. The upbringing and development of children is based on the principle of differentiated treatment according to their individual abilities and development, taking into account the education of children requiring special attention (SNI, BTM, children with talent promises). Shaping consumer, nutritional, food hygiene, waste management habits, education and training in food preparation skills play a key role.
7. There is a wide range of communication between the kindergarten and its partners (parents, residents, people living in the vicinity of the kindergarten, the surrounding kindergartens, other institutions of care, education, public education, civil organizations, associations, individuals, etc.). Educational processes place great emphasis on strengthening local regional identity. This ensures social impact and indirectly sustainability, i.e. a partnership for environmental and nature protection.
8. Harmonisation of local needs, opportunities and needs appears as an important task in planning and implementation the institution's relations.

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<sup>1</sup> Outstanding, unique, special quality values, characteristic of Hungarians - regulated by legislation

9. The maintenance and enrichment of age-appropriate traditions is realized in the life of the kindergarten with the involvement of parents/family, as well as in the special scenes of the settlement. When celebrating folk customs and significant days – world days, international and domestic action days – local environmental conditions prevail. Kindergarten teachers are constantly enriching literature related to environmental education, publications and books shaping the environment- and health-friendly approach of adults and children. They shape the environmentally conscious attitude and consumption habits of children's immediate and wider environment (family, settlement).
10. With its lifestyle and work, the adult community of the kindergarten provides a positive example for environmentally conscious behaviour, ecological awareness-raising, the establishment of healthy lifestyle.
11. Professionals involved in the educational process and employees assisting pedagogical work (speech therapist, special education teacher, developmental teacher, pedagogical assistant, social worker, psychologist, nanny, kindergarten secretary, maintenance worker, etc.) respect the local educational principles of the given kindergarten, which are also related to rural and settlement development, health education and environmental education.
12. The exemplary behaviour of the head of the institution and the kindergarten teachers and their committed conviction in approach ensure the operation according to the Green Kindergarten Criteria and the implementation of educational work. The operation of a working community in kindergartens, as well as the formulation and implementation of mentoring tasks dealing with Green Kindergarten activities are indispensable requirements. Depending on dedication and commitment, the kindergarten can take part in the tasks of the Pillar Kindergartens.
13. In the external and internal training of kindergarten teachers, updating and supplementing topics related to Green Kindergarten programs, continuous development, innovation and knowledge sharing are decisive aspects (performing pillar kindergarten, mentoring, forest kindergarten tasks, etc.).
14. In kindergarten, teachers, together with children, parents and relatives of children, put used papers in a separate container so that children can use them again and in many ways during their activities.
15. The objectives of safe food supply and the conscious consumer and purchasing program play a role in the operation of the kindergarten; the institution prefers the local farmers' markets and local producers to the extent possible when purchasing raw materials.
16. The furnishing of the premises of the kindergarten building helps to establish an environmentally friendly approach and a healthy lifestyle. The furnishings of the nursery show signs of simplicity, economy and practicality, and the use of natural materials reflecting local characteristics prevails. Tools, toys used by children are provided according to these principles.
17. Each group room has its own unique atmosphere and image, with lots of plants and "treasures" given by nature in the nature corner. Children continuously perform plant care and animal care tasks in accordance with sanitary regulations and to the extent permitted.

18. The garden of the kindergarten is free from plants that cause allergies, as well as possible poisoning and injury. In the garden there are vegetable, flower garden, medicinal and herb garden parts, composting bin, rock garden, pond, etc., taking into account local possibilities and circumstances. Small gardening tools are provided for children. Garden toys are made of environmentally friendly material and give the right space and time for healthy movement of children and free play. There are shading facilities in the courtyard and a drinking fountain or drinking facilities.
19. Selective waste collection is provided in kindergartens (e.g. paper, plastic, etc.), except for hazardous waste (e.g. batteries, oil bottles, etc.). The principle of "waste is not garbage" is also implemented for reuse (gift-making, toy-making, etc.).
20. The management of the kindergarten pays special attention to the use of environmentally friendly materials (environmentally friendly cleaning products) and conscious savings. The savings system has been established in the kindergarten in the field of electricity, water use and heating. They should strive to exploit and build renewable energy opportunities for heating, lighting, hot water, etc. There are energy-saving light bulbs in the corridors, halls, the lighting meets sanitary standards. The heating system is environmentally friendly. Automatic toilet flushers, hot and cold mixed tap water, herbs are used to perfume the air, etc.