

CENTRE FOR ENVIRONMENT EDUCATION

Report developed by

ECO-SCHOOLS PROGRAMME INDIA



PRELIMINARY RESEARCH OF ECO-SCHOOLS PROGRAMME

AN INSIGHTS ABOUT THE ECO-SCHOOLS PROGRAMME

IMPLEMENTATION IN SCHOOLS THROUGH SEVEN-STEPS METHODOLOGY

"Engaging the youth of today to protect the planet of tomorrow!"



CEE

Centre for Environment Education

ABOUT ORGANIZATIONS

Foundation for Environmental Education (FEE) established in 1981, FEE is one of the world's largest environmental education organizations, with over 100 member organizations in 81 countries. With 40 years of impactful experience in ESD, FEE's new strategic plan - GAIA 20:30 - prioritizes climate action across all five programmes to address the urgent threats of climate change, biodiversity loss and environmental pollution. FEE runs five educational programmes, Eco-Schools, Learning about Forests and Young Reporters for the Environment, which empower young people to create an environmentally conscious world through a solutions-based approach. Green Key and Blue Flag programmes are globally recognized for promoting sustainable business practices and the protection of natural resources.

Centre for Environment Education (CEE) established in 1984 as a Centre of Excellence of the Ministry of Environment and Forests, Government of India. As a national institution, CEE's mandate is to promote environmental awareness nationwide. CEE develops innovative programmes and educational material and builds capacity in the field of Education for Sustainable Development (ESD). From the very beginning, schools and the school system have been at the centre of a major part of CEE's programmes. It is committed to ensuring that Environmental Education (EE) leads to action for sustainable development. It undertakes field projects that demonstrate and validate the role education can play in sustainable development. The journey of school programmes of the Centre at the national level started in 1985 through the National Environment Awareness Campaign (NEAC) of the MoEFCC, Government of India. The centre develops, coordinates and conducts a number of educational programmes for schools, in both formal and non-formal streams of education.

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BACKGROUND AND RATIONALE OF THE PROGRAMME

Education plays a key role in shaping citizens and their lifestyle. Thus, Environmental Education (EE) has been recognized as playing a key role in developing environmental awareness and understanding, attitudes and skills to solve environmental problems and moving towards sustainable development.

Environmental Education experience shows that people must have the skills and values to support the knowledge and awareness to bring about behavior changes (McKeown and Hopkins, 2005). The New Education Policy 2020 presses on interactive and activity-based teaching methods with the curriculum design fostering experiential learning across subjects. This is to nurture the holistic development of the students, rather than focusing only on cognitive development. Environmental Education has been mentioned as one of the crucial areas that students must be well-versed with to attain the essential skills.

One of these environmental initiatives that supports NEP, 2020 is the International Sustainable School Campus Programme - *Eco-Schools Programme*. It builds on problem-solving abilities with leadership skills and empowers students to contribute to national and international interests, aligned with the Sustainable Development Goals (Greening EU Cooperation, 2018).

Eco-Schools is the largest global sustainable schools programme – it starts in the classroom and expands to the community by engaging the next generation in action-based learning. The programme was originally developed back in 1992 in response to the need to involve young people in environmental projects at the local level as identified at the United Nations Conference on Environment and Development of 1992. In 1994, Eco-Schools were launched by Foundation for Environmental Education (FEE) to promote the students and teachers engagement in environmental and sustainability education. Globally more than 59,000 schools have been associated with the Eco-Schools Programme and over 74 countries have adapted this.

The programme is being implemented through Seven-steps Methodology which was originally introduced 25 years ago in a pilot project of Denmark. The Seven-steps process is a basic framework that guides an Eco-School to plan and implement the learning journey. They are the 'means' to bring about change by active involvement of young people through a rigorous pedagogical process. This methodology is a collection of thoughtfully designed steps to support students in achieving their Eco-Schools goals to the fullest. Students are at the center of the method, which engages a wide range of community members starting from the classroom. This Seven-steps Methodology did not just provide an institutional framework but it also provides an opportunity for curriculum development. The nature of each seven steps and the order in which they are implemented, allows for the incremental change in the sustainability literacy through active learning as the actions of students improve the environmental performance of the whole institution starting first with their behavior.

This Seven-Steps Methodology consists of the following steps:



Through Environmental Education, this programme, a global initiative, promotes sustainable development in school settings. This Eco-Schools Programme in India gives schools, teachers, and students a framework for creating and implementing local environmental action plans leading to positive handprint actions in the themes of water, waste, energy, biodiversity and healthy living. For easy implementation of the programme, all the thematic resources are provided that a school could possibly require in order to educate students about the consequences of their actions towards the environment. So, Eco-Schools are about teaching children how to live sustainably so that they can lead their communities into a more sustainable future.

INTRODUCTION

School Programmes and Approaches of CEE

Environmental Education (EE) for children, both in school and out of school, has been a major thrust area of the programmes of the CEE since the centre's inception. The programme includes curricular as well as co-curricular learning in formal as well as non-formal modes. Emphasis is placed on learning-by-doing and on development of local-specific material by agencies familiar with local environment and development issues and contexts. In recent years, Education for Sustainable Development (ESD) has become an increasingly important dimension of this effort.



Starting in 1984 with a focus on children of primary school age, the scope of these programmes has considerably expanded to pervade the entire school system. Educational approaches at CEE include state governments, bilateral and multilateral international programmes, governmental and NGO agencies outside India, and funding agencies whose agenda includes education in general, and EE in particular, as important focus areas. CEE's approach and experience of school programmes has developed over a period of three decades. CEE implements various programmes like Paryavaran Mitra, Earthian and Young Reporters for the Environment (YRE) focused on “Handprint - Positive Action for Sustainability” by students to address issues of the local environment specially for waste, biodiversity, water, sanitation, energy, healthy living, climate change ranging from individual behavior change to community level interventions. CEE works with a club and whole school approach through project-based learning. One of these programmes and educational approach has been adopted in India through the International Sustainability School Campus Programme – Eco-Schools Programme.

Details of Eco-Schools Programme - Nationally (India)

Over the last 8 years, the programme has widened its reach and scope and is now active in more than 170 schools nationwide. As we approach our next phase, we, at Eco-Schools India, decided to assess how effectively the programme initiative is functioning. For that, teachers and students were asked to complete a survey to help us gauge the effectiveness of Eco-Schools Methodology in the school campus.

With around 1500 responses from schools spread across more than 13 states of India, this report examines the effectiveness of implementation of this programme along with the Seven-steps Methodology. It enables us to evaluate its success in resolving all sustainability issues that are environmentally, socially and economically sustainable. The information gleaned from the survey conducted is used to make suggested recommendations to the programme and will aid in strengthening our Programme.

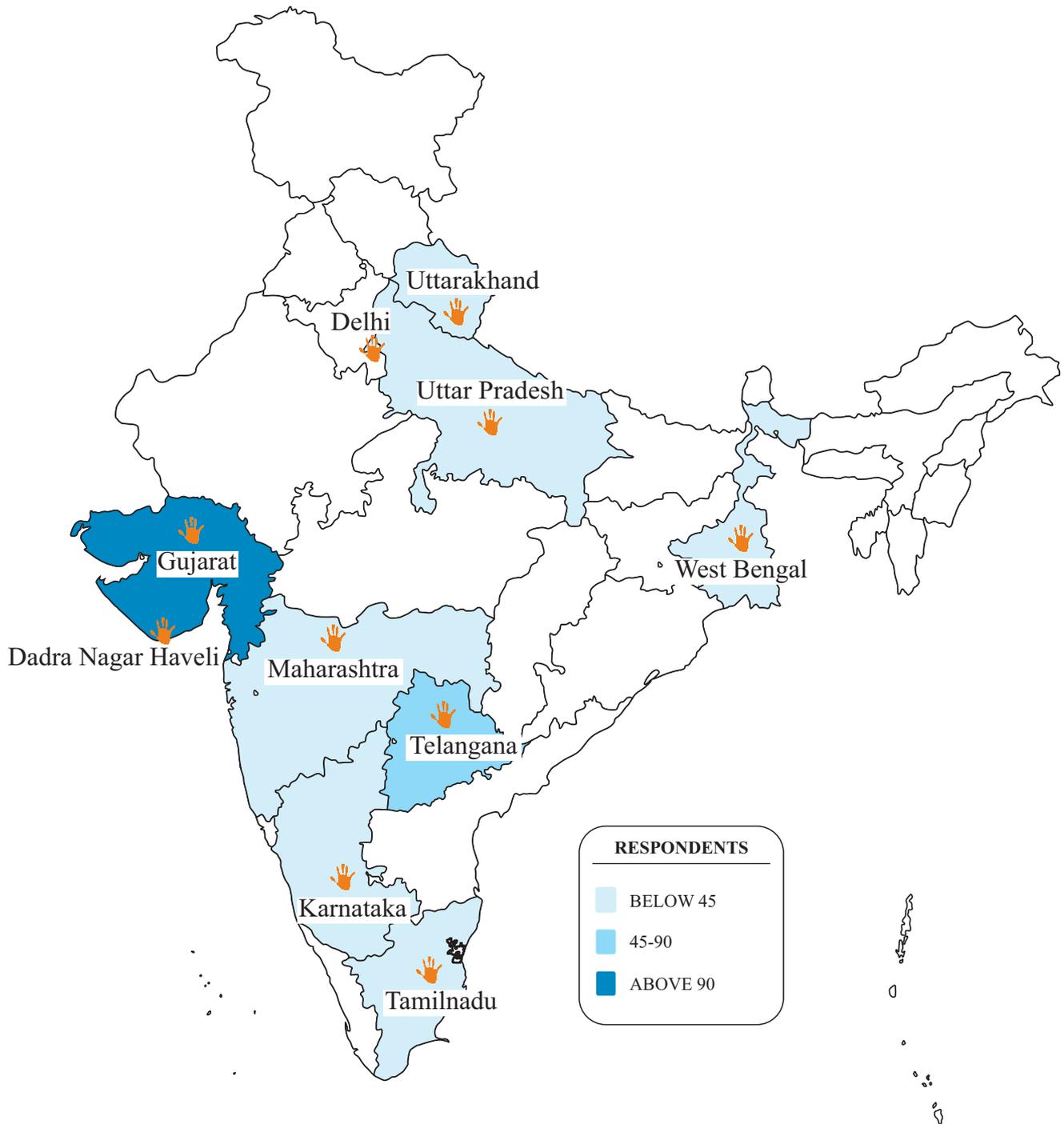
The Eco-schools Programme India envisages that the students in Private and government schools will be able to gain knowledge, develop skills and values which could translate into environmentally responsible behavior, leading to positive Handprint actions.

Objectives

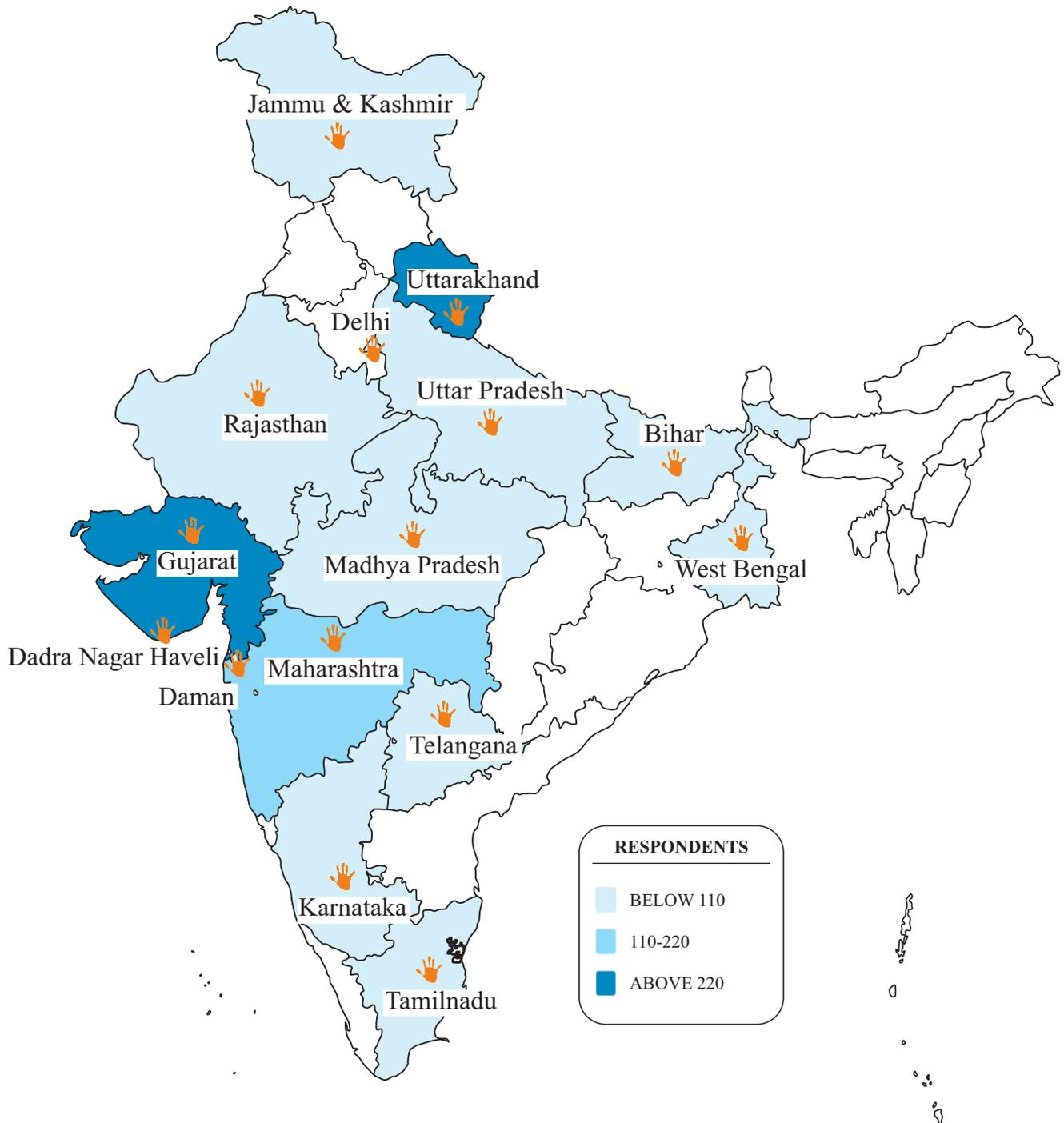
- To gain insights about the Eco-Schools programme implementation in schools through Seven-steps Methodology
- To investigate the Seven-steps Methodology in terms of its efficacy in implementation of the programme
- To examine the students' and teachers' perspective on Seven-steps Methodology

STUDY MAP / AREA

State wise Distribution of Participating School



Map 1. Teachers' Response Map



Map 2. Students' Response Map

METHODOLOGY

This preliminary research on checking the impact of Programme's Methodology in school campus is a type of descriptive research where it focuses on answering the how, what, when and where questions of the research problem (Kothari C.R., 2004). The study was conducted in all the Eco-Schools taking 100% as sample size and data collected from over 1324 students and 286 Teachers from grades 1 to 5. This study was conducted at the end of the academic year completion as no baseline survey has been undertaken before. It is a description of self-reported knowledge, behavior and practices.

Teachers and Students each were given a set of two supplemental surveys through Google Forms tailored to the specific requirements. The study's purpose was to examine the impacts and effectiveness of this programme through a pre-designed methodology to individuals, groups, schools, society, and the environment resulting in positive improvements at all levels. The students' survey focused on their overall impressions and success, whereas the faculty members' survey focused on specifics about the approach and understanding of the pedagogy.



RESULTS AND DISCUSSION

Eco-Schools Programme is being implemented in more than 170 schools across India. This programme primarily aims to educate students in grades 1-5 about sustainability and environmental issues. The programme has been implemented through Seven-Seven-steps Methodology and we use this process to empower young students with the confidence to continue to positively influence themselves and others to make the world a better place.

This study attempts to find out the effectiveness of the Seven-steps methodology in bringing about this change. This result is a reflection of a preliminary survey to check how potential Eco-Schools Programmes are in the Indian Schools. The details of survey questionnaires and graphs representation is given for both teachers and students.

Impact of Eco-Schools Programme: Students' Perspectives

A total of 1324 students from grades 1 to 5 were surveyed to see the impact of the Eco-Schools Programme in India.

The survey revealed that a majority of the respondents were actively involved in the Eco-Schools Programme in their respective schools and thoroughly enjoyed the activities. They displayed responsible attitudes towards most thematic areas and reported to have gained more knowledge on relevant topics, even beyond the ones prescribed. This indicates their willingness to learn and expand their horizons through the exposure at the Programme. For instance, Guidance provided by their teachers, particularly the coordinators of the programme

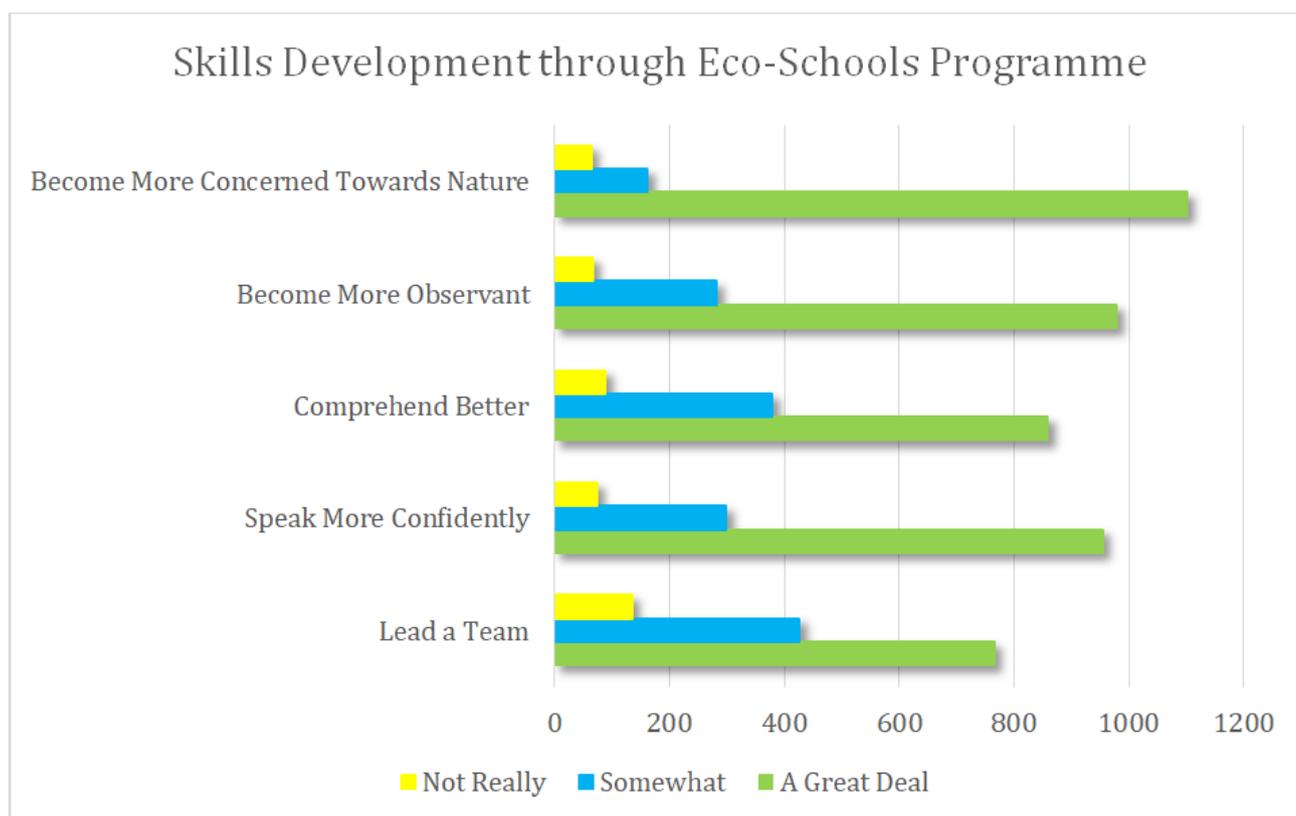


Fig. 1. Skills Development through Eco-Schools Programme

At such a young age, most of them were also familiar with terms such as climate change, global warming, biodiversity, and compost (Fig. 2.). It can be observed that students are most familiar with the terms Climate Change (79%), Global Warming (78%), Compost (70%), and Biodiversity (66%), with sustainability being the least well-known among them (55%). As a consequence of the findings, it is apparent that the environment has become a searing topic among them. This concept may be tricky to grasp especially as the definition has evolved over time, but it is a foundational idea in the whole school approach of the Eco-Schools and thus, must be emphasized. The overall process seemed to not only have contributed to their knowledge but also positively influenced their values, skills and behaviors.

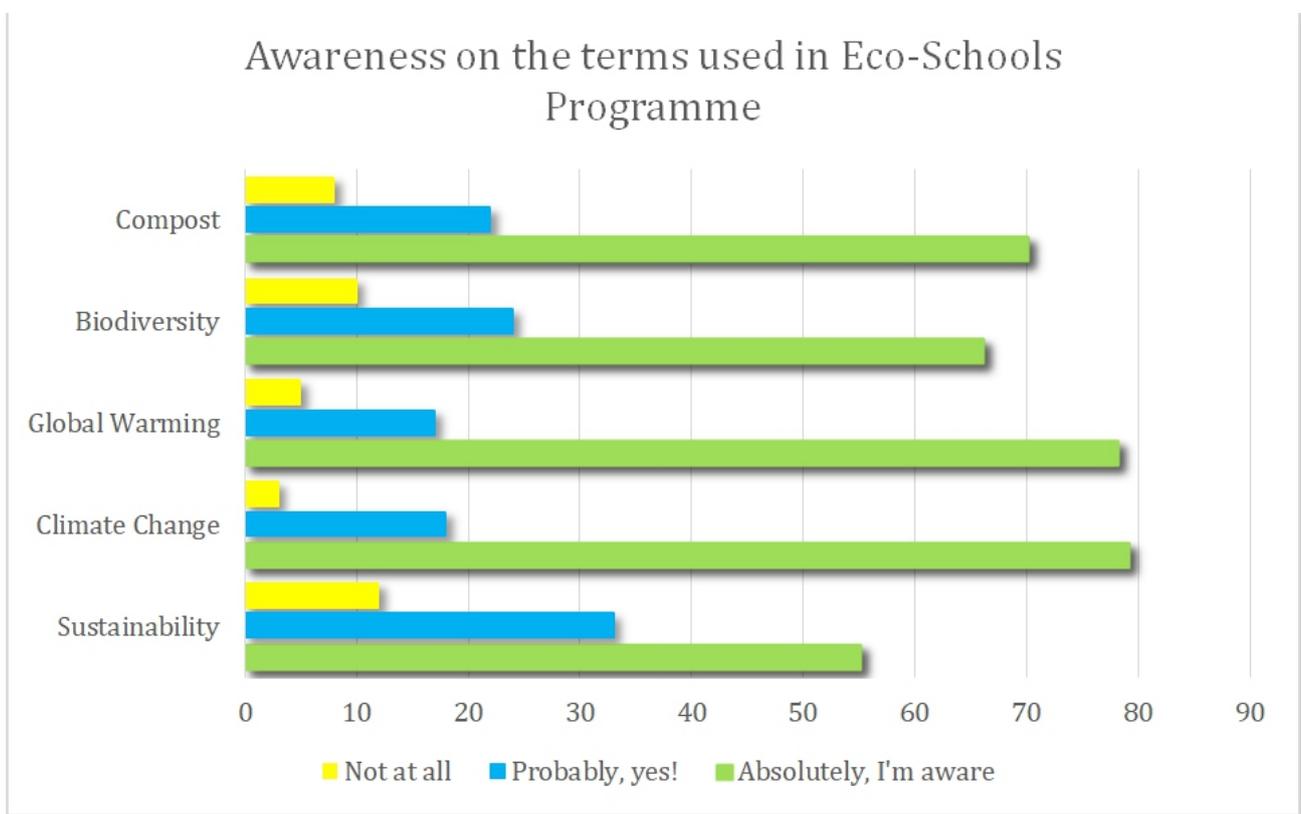


Fig. 2. Awareness on Terms used in Eco-Schools Programme

Students reported to have improved their communication and leadership skills, comprehension, and attention capacity. They felt more confident and environmentally conscious. Some respondents suggested they enjoy co-curricular activities such as conducting talks by experts, games for waste segregation and recycling, 'zero waste to landfill' initiative, Eco-bricks preparation, and nature walks. Opportunities for research and information dissemination on environmental topics were also sought. Upon asking about whether the students enjoy participating in the Eco-Schools Programme, a total of 85% responded positively (Fig. 3).

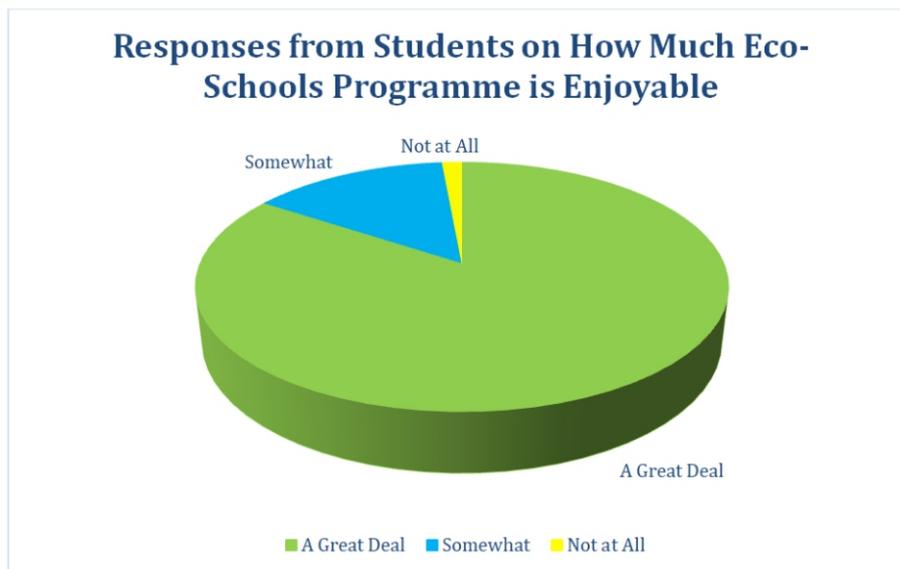


Fig. 3. Responses from Students: How Enjoyable is the Eco-Schools Programme?

This is evident in their continued participation and enthusiasm toward the Program. Students' eagerness motivates other students to become more actively involved in their environmental awareness programme with their community. This reflects their progress on developing various skills such as creative thinking abilities, Problem solving, Observation skill, Self-awareness, etc.

Impact of Eco-Schools Programme: Teachers' Perspectives

A total of 286 teachers were surveyed to understand the effectiveness of the Eco-Schools Programme in their schools. Teachers are at the heart of their school and influence a large number of parents, students, administrators, and community members. They have high capacities and opportunities to empower the children through this programme.

A large percentage of respondents rated their level of involvement in the Eco-Schools Programme as highly enthusiastic and were content with the linkages to the curriculum. Teachers along with the students have been seen following the steps of Eco-Schools Programme where teacher engage students in rigorous learning and activities through arranging meetings to plan the execution of activities and more than 60% teacher respondents stated that they always happen on fortnightly basis and the minutes of meetings were circulated in the school. It was interesting to note the various approaches the teachers had adopted to impart knowledge on the five themes. Among these, nearly 50% of respondents are comfortable working on Waste management followed by 18% on Biodiversity, 12% on water and rest on Healthy Living and Energy. Based on the responses, to check the effectiveness of linking these activities with curriculum and sensitizing students about all themes, a total of 89% agreed on successful accomplishment of curriculum linkages in school (Fig. 4).

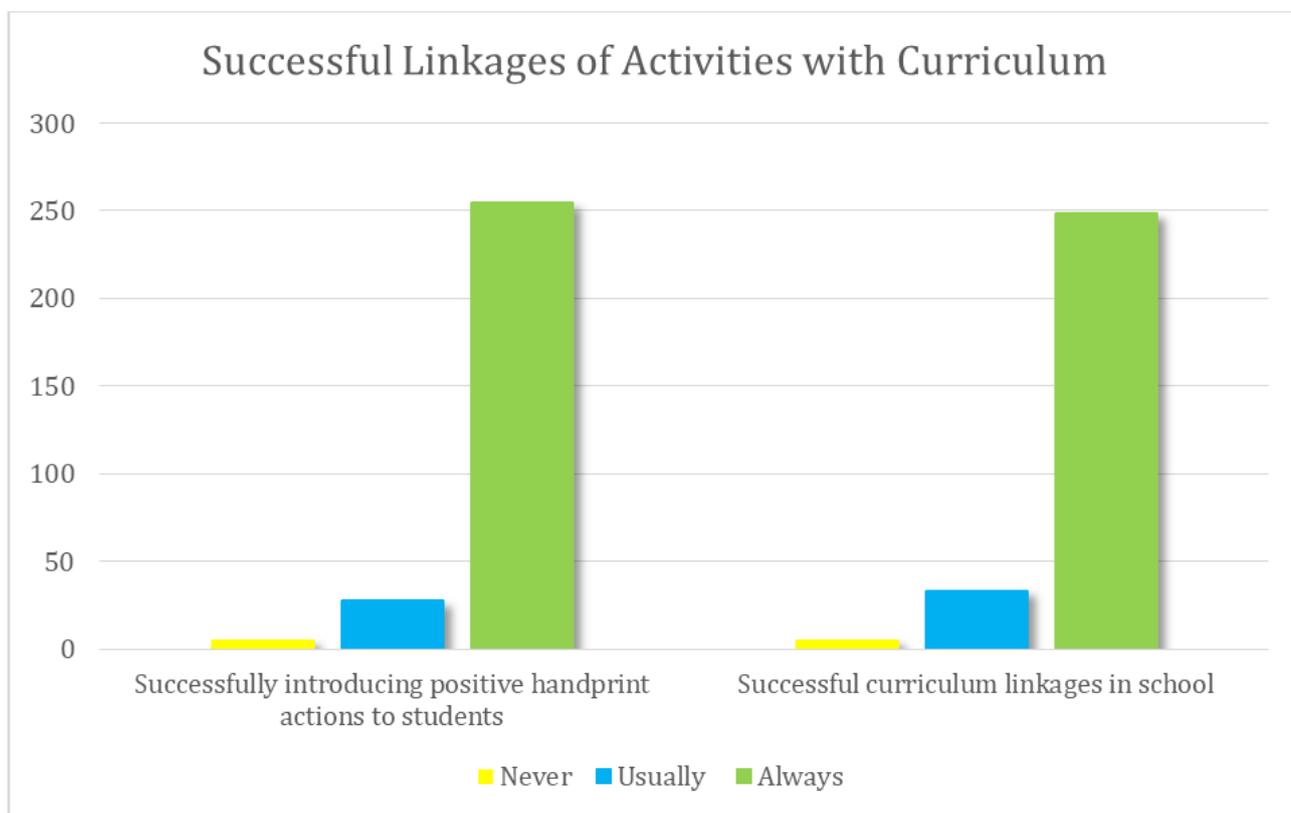


Fig. 4. Successful Linkages of Activities with Curriculum

Activities that are linked to curriculum which includes inquiry-based learning, virtual tours, power-point presentations, sharing personal incidents, storytelling, craftwork, and fieldwork. Along with this, debates, quizzes, group discussions, and competitions had been conducted to elicit participation and interaction among the students. Celebrations of various environmental days should be incorporated in the school's calendar.

Just over 50% teachers were comfortable using the content provided on the Eco-Schools website while 45% expressed their wish to modify it according to their respective curriculum needs. Similarly, a greater percentage were confident in implementation of the Action Plan but around 25% wished for it to be amended. It shows that the majority of the schools are aligned with our programme to meet their objectives, and the action plan gives a checklist for them to follow in order to achieve their action plans. Although reasonable freedom in this regard is allowed, a potential feedback system could be suggested here for suitable modifications.

Upon being asked, on whether schools regularly get their action plans reviewed, more than 80% stated that their action plan is reviewed on a regular basis and 72% schools ensure that it gets approved by Eco-Schools India before execution. This is a vital step to verify that the goals are attainable, measurable and time-bound. As for the Eco-code, almost every school teacher respondent believed it to reflect their respective Action Plans and stated that it was regularly reviewed. While most had the code as a list of statements, others had created an acrostic, poem

or song/rap. It is important to note that many schools have designed their Eco-Code on the lines of “Enable, Empower, Educate,” and few have tried incorporating with Sustainable Development Goals (SDGs).

This is important for keeping the whole school informed and involved in the progress of the programme. Further, the inform and involve step suggests that achieving decided goals of the Action Plan and displaying these achievements of the Programme in social media and/or local print media to involve the local community were undertaken by 50%-60% only. In order to align with the Local Agenda 21 (United Nations Conference, (<https://sustainabledevelopment.un.org/content/documents/Agenda21.pdf>) that is a crucial aspect of the Eco-Schools Programme, constant engagements with people within and outside the school must be promoted. This would also strengthen the Action Plan and learning process as well as taking feedback from parents to help in understanding their perspective towards the programme and activities (Fig. 5). Such celebrations, upon reaching the goals decided, can help in reaching out to the community through feedback, using digital media platforms and announcements. This must also be extended to local authorities and government agencies for improving governance and support for this programme. In addition to this, to mobilize the community, teachers shared that most students indulged in plantation and cleanliness drives, social media campaigning, celebrating environment days and embedding these days as part of the extra curriculum.

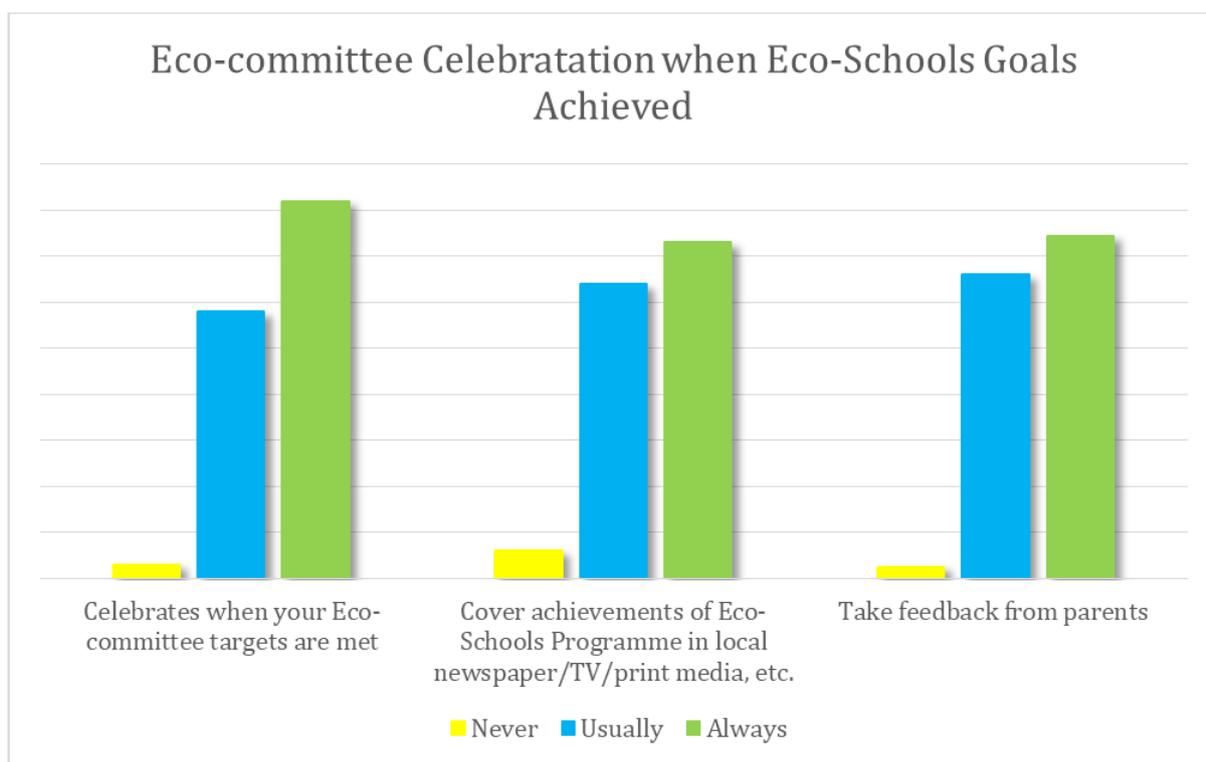


Fig. 5. Eco-committee Celebration when Eco-Schools Goals Achieved

Observations of teachers in and beyond the classroom captured the students to be most interested in working on the waste theme, followed by healthy living.

A lot of activities as part of the curriculum were found to be around these areas. For instance, group discussion on the importance of waste segregation, surveys of water wastage, best out of waste activities (Kabaad se Jugaad), making Eco-Bricks, reusing plastic bottles to water the plants were carried out. Elocution competition on environmental issues, presentation on home waste management, and the Clean-up drives were organized. Students participated in creating miniature food cooking apparatus during nutrition week, drawing the Food Pyramid, and planting a tree to celebrate a birthday. Harvest Sales linking Mathematics calculations, jingles on healthy food, acrostic poem on save water, essay on birds, and so on were ways of integrating environmental education in the curriculum in the schools surveyed.

Under this programme, additional handprint actions such as sparrow campaigning, forming a Sustainable Development Goals club, kitchen gardening, collecting plastic waste and sending it to recycling, Swachhaa Kaksha, Earth Hour celebrations had been undertaken. As a reward and recognition incentive structure, students had been honored with titles such as Energy Auditors and Water Savors based on their work.

Verifying the improvement in interpersonal skills as felt by the students, the teachers who participated in the survey said that they noticed their students become more curious, self-aware, empathetic, and attentive. They displayed better leadership and communication skills as well as self-control. To add to these, the teachers were of the opinion that the Eco-Schools activities had enhanced their cognitive abilities, critical thinking, creativity, socialization, and self-management. They were seen to be more responsible and disciplined.

It is highly encouraging to note through this survey that given the Covid-19 pandemic restrictions and transition to virtual mode of teaching and learning, students were noted to be interactive by majority teacher respondents. Moreover, there was mention of virtual field trips



CONCLUSION

First and foremost, our findings explain that there is a considerable demand among both students and young professionals across the country for this programme. It is evident that the current generation is getting more involved in finding robust, long-lasting solutions to this crisis and is looking for educational and supportive programmes that help them to develop their life skills in the field of Environmental Education and Sustainable Development.

The Eco-Schools Programme employs a learning-by-doing strategy, in which students who are leaders in the school setting lead learning inside and outside of the classroom. The program's bottom-up, place-based, comprehensive approach to sustainability education is ideal for establishing a strong network of support among schools, parents, and the local community. Participants' perceptions of Eco-Schools as sites for mediating the ecological modernization process in both material and discursive aspects were investigated in this study. A variety of questions were posed in order to get insight into the complex process of school growth and transformation. The findings show that there are encouraging signals that the movement is on its way; yet, there is still much work to be done to fully realize the movement's potential.

A preliminary research framework has been established, including an explicit explanation for the study design and approach, as well as a thorough description of the methods used. The primary findings have been published and interpreted in accordance with our theoretical and conceptual framework. The results of the study were then used to address each of our initial research questions.

RECOMMENDATIONS

According to preliminary research, a good grasp of each member's role in the partner schools has emerged, as well as how they might extend their duties and responsibilities to other members.

As a result, it acts as a central (online/offline) platform for members to share their knowledge and experience. Furthermore, participants have been encouraged to share their ideas and opinions so that they can learn from each other's experiences.

Respondents complimented Eco-Schools for its innovative and nuanced approach, which emphasizes the need of a bottom-up, participatory, stakeholder-driven model that allows teachers, students, and communities to determine their own goals and objectives. By putting young people at the center of the activity, the programme tackles complicated challenges like sustainability in the areas of water, waste, energy consumption, healthy lifestyles, and biodiversity in a novel way.

Some of the recommendations are noted below:

- As the initiative has grown across other states, more resources in various vernacular languages are required. It will make things easier to implement in government schools.
- Linking the Eco-committee step to already existing Eco-club activities should be promoted on available themes as it may lead to easy implementation of the Methodology in schools.
- System thinking ideas/ Systematic dynamic should be started upon every activity children are performing for better understanding of the causes and solutions of it.
- Linkages of all the activities to the curriculum should be made mandatory.
- There is a need for curriculum mapping so that Eco-Schools activities can be arranged in such a way that students from various classes can better understand the topics. It can further be collated with the United Nations - Sustainable Development Goals (SDGs).
- Peer learning should be strengthened through project based activities using Seven-steps Methodology.
- As the number of Eco-Schools in India grows at both the urban and rural levels, some of the resources are in need of updating from the local assets and ensuring they comprehend the concepts.
- Teachers' skill development courses are required, particularly ICT skills that include the use of various online tools to make studying more enjoyable for pupils. It could be about giving presentations, searching for information on the Eco-Schools website, or using other resources.

- For a better grasp of the programme, further seminars and skill enhancement training should be provided.
- Awareness on the celebration of environmental days can be promoted in the schools to keep the students informed and make it possible for them to organize events around these days.
- Conceptualization and documentation of reports Guidance should be offered to schools so that they can better comprehend programme reporting.
- For the specially disabled children, Eco-Schools Programme should be introduced for the specially disabled children and accordingly resources and materials should be developed for them.
- Nazy Stacey Leeks, from Universal High School, Thane, Maharashtra, says that they mostly select students from Class 5 as they are more mature, but after they advance to Class 6, it becomes more difficult to elicit their full involvement and concentrate on serving on a committee. This curriculum, in her opinion, should be extended to Class 7 or 9, since students' attention on becoming outstanding leaders develops as they mature.

WAY FORWARD

We intend to implement the programme with better prepared modules and activities for simple understanding based on the comments we have received from teachers and students.

Suggestions for improvements are given below:

- An Eco-Schools and Non-Eco-Schools baseline and end-line survey might be included, even if this preliminary research captures a number of important insights, in addition to being able to link changes in knowledge and behavior to the programme.
- As we prepare for our upcoming years, the report will be an invaluable resource to design an even more rigorous and impactful programme, both in terms of the modules development and evaluation.
- To increase outreach, the medium of instructions and methodology should be expanded to incorporate major local languages.
- The website navigations and resources should be improved and need to make things easily available for teachers.
- To increase the retention of participants, the programme will be made more diverse; incorporating more by hand-on-ground activities, increased use of video-audio tools and more focused efforts (CEE academy, FEE academy courses) for our targeted groups.
- For the eco-committee, it is imperative that the challenge is adapted to the ongoing curriculum and activities to influence as many students as possible.
- To further enhance the understanding and impact of the programme methodology, Eco-committee and Eco-Coordinator should promote an annual virtual/physical meet or report/paper presentation of various innovations and collaborations in different sectors.
- Lastly, the motive of the programme is not just limited to the selected students but needs to introduce it all to inculcate values, behavior and practices that they can carry beyond to the classroom.

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ANNEXURES

Annexure 1: Details of Students and Teachers participated in the Preliminary Survey

S. No.	School Name	Students'	Teachers'
1	ASN Senior Secondary School, East Delhi, Delhi	✓	✓
2	Bal Bharati Public School, Dwarka, Delhi	✓	✓
3	City Montessori Inter College, Rajajipuram, Lucknow, Uttar Pradesh	✓	✓
4	Delhi Public School, Bangalore East, Karnataka	✓	✓
5	Delhi Public School, Jamnagar, Gujarat	✓	✓
6	Delhi Public School, Mahendra hills, Hyderabad, Telangana	✓	✓
7	Delhi Public School, Nacharam, Rangareddy, Telangana	✓	✓
8	Delhi Public School, Nadergul, Hyderabad, Telangana	✓	✓
9	Dhundhoraji Prathmik Shala, Kalavad, Gujarat		✓
10	Douglas Memorial Higher Secondary School, Barrackpore, West Bengal	✓	✓
11	East Point School, Delhi	✓	✓
12	Gajera International School, Katagram, Surat, Gujarat	✓	✓

13	Gajera International School, Utran, Surat, Gujarat	✓	✓
14	GJR International School, Bangalore, Karnataka	✓	
15	Government Lower Primary School, Pura, Haridwar, Uttarakhand	✓	
16	Gyan Disha School, Balotra, Rajasthan	✓	
17	K V No 1 Roorkee, Haridwar, Uttarakhand	✓	✓
18	Kamla Devi School, Bhopal, Madhya Pradesh	✓	
19	Laloi prathmik sala, Jamjodhpur, Gujarat		✓
20	Laxmi International School, Daman, Dadra and Nagar Haveli & Daman and Diu	✓	✓
21	Little Flowers International School, Shahdara, New Delhi	✓	✓
22	Little Flowers Public School, Yamuna Vihar, North East, New Delhi	✓	✓
23	Little Flowers Public Senior Secondary School, Shivaji Park, Shahdara, Delhi	✓	✓
24	Middle School Dassi, Bandipora, Jammu and Kashmir	✓	
25	Mota Pachdevda Prathmik Shala, Kalavad, Gujarat		✓

46	Universal High School, Malad, Mumbai, Maharashtra	✓	
47	UPS School, Gazipur, Uttar Pradesh		✓
48	Vidya Niketan English Medium School, Haridwar, Uttarakhand	✓	✓
49	Virpur Prathmik Shala, Jamjodhpur, Gujarat		✓

Annexure 2: Student's questionnaire for a survey

1. Rate your level of Involvement in the Eco-Schools Programme.
(Very Uninvolved | Somewhat Involved | Enthusiastically Involved)
2. Do you get adequate guidance from the Teacher Coordinator of the Eco-Committee?
(A Great Deal | Somewhat | None)
3. Kindly state your level of agreement
(Disagree, Neutral, Agree)
 - The Eco-committee members can bring a change in the school and its surroundings
 - You enjoy serving as one of the members of the Eco-committee of your school
4. Were you involved in drafting the Eco-Code of your school?
(A Great Deal | Somewhat | None)
5. Do you think that the activities of Eco-Schools Programme has helped you to
(A Great Deal | Somewhat | Not really)
 - Lead a Team
 - Speak more confidently
 - Comprehend better
 - Become more observant
 - Become more concerned towards nature

6. Apart from the skills mentioned in Question 6, do you think you have gained * anything more out of the activities of Eco-Schools India. Write, if any. If not, write “N/A.”
7. Awareness about themes
(Not at all | Absolutely)
- Do you practice yoga for healthy living?
 - Do you store waste water generated by RO water purification for gardening and other purposes?
 - Do you put waste in separate bins? (I.e. Wet waste in green bin and dry waste in blue bin)
 - Should we use 5 star BEE appliances instead of 3 stars?
 - Do you see sparrows often in your surroundings?
8. Have you heard the terms?
(Not at all | Probably, yes! | Absolutely, I'm aware)
- Sustainability
 - Climate Change
 - Global Warming
 - Biodiversity
 - Compost
9. Classify the waste into correct bins.
(Green Bin | Blue Bin | Red Bin | Black Bin)
- Dry Garbage
 - Liquid Household Waste
 - Soft Plastic
 - Bio-medical Waste
 - Metal
10. What is your overall involvement in the Eco-Schools Programme at your campus?
(Excellent | Good | Average | Poor | Very Poor)

11. What activities would you like to include in the Eco-Schools Programme, other than the ones already available?
12. Do you enjoy participating in Eco-Schools Programme?
(A great deal | Somewhat | Not at all)

Annexure 3: Teacher's questionnaire for a survey

1. Rate your level of Involvement in the Eco-Schools programme
(Very uninvolved | Somewhat involved | Enthusiastically Involved)
2. Rate the following
(Never | Usually | Always)
 - The Eco-committee conduct meetings fortnightly
 - The Eco-committee keeps record of the meetings minutes and circulate them with the wider school
 - Students are responsible in the virtual mode
 - The students other than the Eco-committee members involve actively
3. For which theme, you have found the students to be working most passionately:
(Biodiversity | Waste | Water | Energy | Healthy Living)
4. Kindly rate the findings of the various theme found in the environmental review carried by your school
(Poor | Average | Excellent)
 - Biodiversity
 - Waste
 - Water
 - Energy
 - Healthy Living

5. Kindly pick one as applicable to indicate your satisfaction
(Very dissatisfied | Neutral | Extremely satisfied)
 - Find your school successful in curriculum linkage
 - With your role in sensitizing the student about Energy, Biodiversity, Waste management, etc.
6. Please list the tools/approach that as a teacher you used to build understanding among students about the themes (e.g., Biodiversity, Waste, Energy, Healthy Living and Waste Management)?
7. How successful are you in your approach to engage students in Eco-Schools Programme?
(20% | 40% | 60% | 80% | 100%)
8. How confident are you in using Eco-Schools India website content for activities?
(Prefer not to use | Can use with certain changes | Very confident)
9. Do you use any other tools/approach other than the ones mentioned in the Eco-Schools Programme website? If yes, write. If not, write “N/A.” (Consider activities examples given on the website)
10. Are you confident in following the Action Plan?
(Not sure | Need to review and revise | Very confident)
11. Has the Action Plan been drafted meticulously after doing the Environmental Review?
(Not at all | In a way | Absolutely)
12. Does your school wait for the Eco-Schools India's administration to approve the Action Plan? Or you start working on it without approval?
(Don't send | Just send it and don't wait for approval | Wait for approval for sometimes, but the response are delayed | Always wait for administration to respond)
13. Does your school review the Action Plan regularly?
(Not at all | Usually | Always)

14. How often do you:

(Never | Usually | Always)

- Celebrates when eco-committee targets are met
- Cover achievements of Eco-Schools Programme in Local Newspaper, TV, Print Media, etc.
- Take feedback from parents

15. Share any examples of how work and activities done by the students are linked to the curriculum which includes classroom transaction, assignments, creative expression, assessment, etc.

16. How does your school join positive handprint action in your surroundings?

(Never | Usually | Always)

- Plantation Drive
- Cleanliness Drive
- Social Media Campaigning
- Rallies and Marches
- Celebration of important Environmental Days
- Embedding Environmental Awareness in the curriculum

17. Do you use any other handprint actions, other than the ones mentioned above? If none, write N/A.

18. What is the Eco-Code of your school?

- A list of statements
- An acrostic
- Song/Rap
- Poem
- Other

19. Does the Eco-code reflect on the school's action plan / School review Eco-code regularly?

(Not at all / Absolutely)

20. Do you think the Eco-Schools Programme has been able to develop the following skills in the students?

(Not at all | Somewhat | A Great Deal)

- Communication and Interpersonal skills
- Focus and self-control
- Leadership
- Self-awareness and empathy
- Curiosity

21. Apart from the skills mentioned in Question 20, do you think your students have gained any other skills from the activities of Eco-Schools India. Write, if any. If not, write “N/A.”

22. How often do your school use these hashtags in social media posts: #EcoschoolsIndia #FEEGlobal #MarsWrigley #CEEIndia #FEE #LitterLessCampaign?

(Never | Sometimes | Usually | Most of the time | Always)

23. Do share some photos of the hands-on Eco-Schools activities.

24. How many handprint flags does your school have?

25. Does your school have any Green Flag?

26. What is your overall rating of the Eco-Schools programme on your campus?

(Excellent | Good | Average | Poor | Very Poor)

27. Please list the areas where the Eco-Schools Programme needs improvement in your school according to you.

"INCREASE YOUR HANDPRINT
DECREASE YOUR FOOTPRINT"

