



# ECO-SCHOOLS HANDBOOK

ENGAGING THE YOUTH OF TODAY TO  
PROTECT THE CLIMATE OF TOMORROW



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# Foreword

## BY INTERNATIONAL ECO-SCHOOLS DIRECTOR

Eco-Schools International presents the Eco-Schools Handbook for National Operators. It has been designed primarily to help member organisations who wish to initiate the Eco-Schools programme. However, we believe that all National Operators will benefit from it. We are confident that it is a useful tool for everybody involved in the Eco-Schools programme and that new and experienced National Operators will be inspired.

The Eco-Schools programme has been running in some countries for almost 25 years. In other countries, it has just begun. This Handbook gathers in one place information that will be beneficial to all about all aspects of running the programme from first steps to organising the Green Flag awards ceremony.

Undertaking the Eco-Schools programme is a long-term journey and it can take time for schools to implement the different elements of the framework and engage their staff, students, and community with it. We think it is a journey well worth taking. Eco-Schools International, and FEE, along with a whole host of materials, information and resources, is there to support you and your schools along the way. Once an educational institution is registered on the Eco-Schools programme, National Operators are welcome to give them this Handbook.

Any questions, comments or suggestions for improvement of the Handbook are always more than welcome.



## This Eco-Schools Handbook will guide you through

### ● THE BACKGROUND OF ECO-SCHOOLS

1. What is Eco-Schools?
2. Origin and Strategic Plan
3. The Eco-Schools Methodology
4. The Global Network of Eco-Schools

### ● YOUR ROLE AND TASKS AS NATIONAL OPERATOR

5. General responsibilities as National Operator
6. Communications
7. How to Start Eco-Schools in a New Country



*Click on this Annex icon to read more. These icons link you to the relevant annexes of the topic your text is related to.*



*The Eco-School's project management platform, [Podio](#), has a rich library of resources. Where you see this icon, it means that there is a linked article where you can read more details. Please note that you will have to log in to Podio to access these resources.*

# Contents

## THE BACKGROUND OF ECO-SCHOOLS

### 1. What is Eco-schools?

■	5
■	6
■	7
■	8

---

### 2. Origin and Strategic Plan

■	10
■	11
■	12

---

### 3. The Eco-Schools Methodology

■	18
■	20
■	30
■	32
■	35

---

### 4. The Global Network of Eco-Schools

■	39
■	40
■	41
■	45

---

# YOUR ROLE AND TASKS AS NATIONAL OPERATOR

<b>5. Expectations and Responsibilities of a National Operator</b>	
■	50

---

<b>6. Communications</b>	
■	53
■	54
■	58
■	60

---

<b>7. How to Start Eco-Schools in a New FEE Country</b>	
■	63
■	67

---

68

69

# THE BACKGROUND OF ECO-SCHOOLS



# 1

# WHAT IS ECO-SCHOOLS?

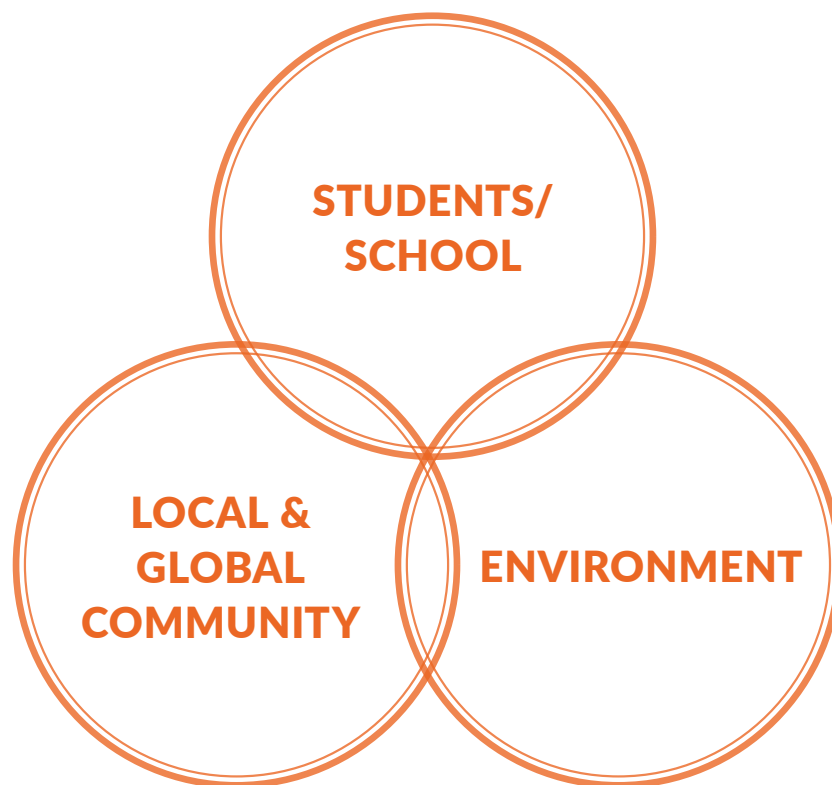




# Introducing Eco-Schools

Eco-Schools is a fundamental initiative which encourages young people to engage in their environment by allowing them the opportunity to actively protect it. It starts in the classroom, it expands to the school and eventually fosters change in the community at large. Through this programme, young people experience a sense of achievement at being able to have a say in the environmental management policies of their schools, ultimately steering them towards certification and the prestige which comes with being awarded a Green Flag. The Eco-Schools programme is an ideal way for schools to embark on a meaningful path towards improving the environment in both the school and the local community while at the same time having a life-long positive impact on the lives of young people, their families, school staff, and local authorities.

The focus throughout is on the process and on education, however, many countries also combine it with other programmes, as it provides an integrated system for environmental management of schools based on an ISO 14001/EMAS approach. Hence the programme's great advantage is its flexibility.



## A PROGRAMME THAT

- Engages students about the environment
- Develops responsibility and care in staff and students
- Invigorates teachers in the teaching of environmental topics and methodologies
- Transforms the school to be a sustainable school
- Lowers cost and saves resources
- Affects communities around your school
- Combines learning with hands-on experiences

## IMPROVES SCHOOL ENVIRONMENT

The programme helps improve the environmental footprint of a school, a change which inevitably leads to a more sustainable, less costly, and more responsible school environment.

## MOTIVATES

Eco-Schools challenges students to engage in tackling environmental problems at a level where they can see tangible results, spurring them on to realise that they really can make a difference.

## INCLUDES EVERYONE

The programme is run according to an all-inclusive, participatory approach involving students, teachers, and the local community at large.



# Characteristics of Eco-Schools



## IMPROVES ATTITUDES

Eco-Schools instils in students a sense of responsibility and cultivates a sustainable mindset which they can apply on a daily basis. It equips those involved with the drive to really make a difference, and to spread such proactive behaviour amongst family and friends, ultimately passing it on to future generations.



## INVOLVES COMMUNITIES

Eco-Schools involves the local community from the very beginning. It is an intentional goal that lessons the students pick up are transferred back into the community to develop sustainable, environmentally responsible behaviour patterns.



## CONNECTS GLOBALLY

Eco-Schools facilitates contact between participating institutions not just at the national level, but also internationally. Not only do these links provide an opportunity for schools to share environmental information, they can also be used as a means for cultural exchanges and improving language skills.

# Benefits of the Eco-Schools programme

## STUDENTS



It inspires and empowers young people to take action towards an economically, socially, and environmentally just world by:

- creating leaders of change in their communities
- empowering future decision-makers
- widening their learning beyond the classroom
- helping them develop responsible attitudes and commitment
- increasing their levels of confidence and motivation
- increasing their participation in environmental actions
- improving their skills and knowledge in all subject areas, including teamwork
- improving their mental and physical wellbeing.

## COMMUNITIES



Eco-Schools is an inclusive programme, involving the local community right from the beginning. In time, the environment in the neighbourhood, town or city will be improved and the community show more sustainable, environmentally responsible behaviour patterns.

## THE SCHOOL: ITS STAFF AND FAMILIES



Eco-Schools is an international initiative designed to encourage whole-school action on sustainable development issues. The programme is designed to help make every school sustainable and to bring about behaviour change in students, staff and their families. Evidence shows that the Eco-Schools programme delivers:

- an improved school environmental impact
- involvement with the local community, other schools and organisations
- financial savings
- the embedding of sustainable development principles into the curriculum
- the capacity to nurture and support intrinsic values (care, empathy, creativity, compassion)
- improved wellbeing of children and staff
- a sense of pride in the school among staff and students.
- a positive model for the neighbourhood and town/city.

## GLOBAL INFLUENCE



There is a strong international network of institutions involved with the Eco-Schools programme within the country and around the world. We share ESD information and this can be a means for cultural exchanges and improving language skills and together shaping environmental stewardship globally.

**The Eco-Schools programme engages everyone!**

# Eco-Schools Aim

Ensure young people have power to be the change for sustainability that our world needs by engaging them in fun, action-orientated and socially responsible learning.

## ECO-SCHOOLS GOALS AND OBJECTIVES

Foster student participation – students lead the committee based on democratic principles.



Encourage and develop critical thinking in students – a better way of doing things.

Encourage situational, real life, and outdoor learning – make connections and help reflection.



Support students to take Action – when they see the tangible results of their actions, it empowers.

Enhance STEM skills through engaging and challenging content/ actions.



Include everybody – inclusive schools, families, community, local authorities.

Motivate students to help take responsibility for their future – realise they can make a difference.



Develop the young leaders of the future – instil a sense of responsibility so they can help others.

**THEMES**

Align the Themes and activities of the programme to the SDGs and to the GAP with which FEE is a leading partner.



# FEE's Vision, Mission and Environmental Education Principles



The Eco-Schools International programme was developed by the **Foundation for Environmental Education (FEE)** as a response to the need to involve young people in environmental projects identified at the 1992 United Nations Conference on Environment and Development. The **Local Agenda 21** methodology, discussed at the conference, is the basis for the Seven Steps. The programme's official start was in 1994, launched in Denmark, Germany, Greece and United Kingdom. The Eco-Schools International programme staff, along with the rest of the FEE Head Office team, is based in Copenhagen, Denmark since 2010.

## FEE'S ENVIRONMENTAL EDUCATION PRINCIPLES

We, the member organisations of the Foundation for Environmental Education, have agreed upon these Principles to guide our work towards excellence in Environmental Education (EE)/Education for Sustainable Development (ESD). We express our commitment to follow and champion these Principles in our programmes.



Ensure that participants are engaged in the learning/teaching process



Empower participants to take informed decisions and actions on real life sustainability issues



Encourage participants to work together actively and involve their communities in collaborative solutions



Support participants to examine their assumptions, knowledge, and experiences, in order to develop critical thinking, and to be open to change



Encourage participants to be aware of cultural practices as an integral part of sustainability issues



Encourage participants to share inspirational stories of their achievements, failures, and values, to learn from them, and to support each other



Continuously explore, test, and share innovative approaches, methodologies and techniques



Ensure that continuous improvements through monitoring and evaluation are central to our programmes

# A Brief History of Eco-Schools

## HISTORICAL MILESTONES OF ECO-SCHOOLS

### First Decade 1994 - 2004

1992

FEE developed the Eco-Schools programme after the United Nations (UN) Conference on Environment and Development.

1994

FEE launched the Eco-Schools programme in Denmark, Germany, Greece and the United Kingdom with the support of the European Commission.

2003

Eco-Schools was identified by UNEP as a model initiative for Education for Sustainable Development.

### Second Decade 2004 - 2014

2008/2009

Toyota Motor Europe via its Toyota Fund for Europe supports the Environment and Innovation Project Second Cycle, with the theme: Climate Change: Let's Save Energy!, which was implemented in six countries: Italy, Portugal, Turkey, Finland, Norway and Denmark.

2010

Eco-Schools and its sister programme Young Reporters for the Environment received the second largest sponsorship ever from the Wrigley Company Foundation for a three-year Litter Less Campaign. FEE also formalised its connection with UNESCO through the "NGO in official relations with UNESCO" partnership.

2012

Eco-Schools launched a new website, Facebook page and its World Days of Action.

### Third Decade 2014 -

2014

Eco-Schools is now on Twitter, LinkedIn, and other social media platforms.

2015

International Schools in countries without a National Operator can now join Eco-Schools under the coordination of the FEE Head Office.

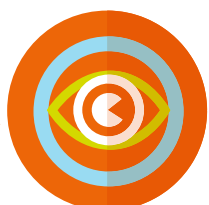
2016

Eco-Schools enters a corporate partnership with Alcoa Foundation on Water, Waste and Energy.

# Strategic Plan for Eco-Schools (2016-2020)

A

THE FEE STRATEGY IS TO REFLECT AND HELP FULFIL THE FEE MISSION, VISION AND VALUES



## Our Vision

*A sustainable world in which education for sustainable development (or environmental education) creates positive change for all.*



## Our Mission

*To engage and empower people through environmental education in collaboration with our members and partners worldwide.*



## Our Values

- **Action:** We engage in positive educational activities
- **Cooperation:** We involve our stakeholders in the activities
- **Excellence:** We strive for quality in the activities
- **Transparency:** We are responsible and accountable
- **Democracy:** We use democratic decision-making processes



## Eco-Schools will follow FEE's overall objectives for 2016-2020

*Additionally, Eco-Schools has the following objectives:*

### **B** MEMBERSHIP

FEE/Eco-Schools will continue to grow through accepting organisations from new countries into membership and encourage existing FEE members to join the programme.

Eco-Schools International will continue to participate in meetings and conferences and establish collaboration/partnership in order to help develop the Eco-Schools network.

Eco-Schools International will continue to provide contact and support for the National Operators.

Eco-Schools International will continue to facilitate networking, exchange of ideas and share good practices among National Operators.

### **C** PROGRAMMES - QUALITY AND DEVELOPMENT OF THE ECO-SCHOOLS PROGRAMME

Eco-Schools programme activities are aligned to work with the September 2015 UN approved Sustainable Development Goals set for 2015-2030, as well as other similar international agreements such as Global Action Programme (GAP).

Eco-Schools International encourages aligning the Themes now used in the programme to the SDGs.

Eco-Schools International continues to improve guidance of the quality framework of the Seven Steps so that there is a universally understood framework.

Eco-Schools International continues to develop good evaluation methods to measure the effectiveness of the programme.

Support and promote National Operators in developing and strengthening teacher training programmes that underpin the Eco-Schools Seven Step methodology and the programme philosophy.

Strengthen, promote and support the concept of student-led (transformative) education.

Ensure outdoor learning and connection to nature is an integral part of the programme.

Ensure corporate sponsors add value to the programme and whole network through development of innovative tools and practices.

Ensure development of partnerships/MOUs add value to the whole network.

Develop, support, fundraise for the EcoCampus section of the programme.

Develop Handbook and guidelines for the EcoCampus section of the programme.

Fundraise to afford EcoCampus meetings similar to NOM.

Encourage expansion of the programme specifically by focusing on teacher trainer colleges, and schools of design where appropriate.

Develop and support the International Schools section of the programme.

Investigate how to allow schools to connect through a simple (non-expensive) method.

Eco-Schools International and National Operators will continue to encourage the organisation of regional National Operator meetings.

Eco-Schools International and National Operators will continue to encourage the organisation and setting up of Working Parties for various issues – to be agreed at the NOM.

Together with FEE will investigate ways of attaining a better deal with our flag producers, Semaphore, for all countries.

## D

## INTERNATIONAL POSITIONING

Eco-Schools International will continue to develop and maintain ties with international organisations like European Council of International Schools (ECIS) and Environmental Association of Universities and Colleges (EAUC) to develop and expand the International Schools section of the programme and to develop and expand the EcoCampus section of the programme respectively.

Eco-Schools International will actively work to make links with non-FEE organisations that run Green School Networks.

Eco-Schools International will attend international conferences when doing so is strategically advantageous.

## E

### BRANDING

Eco-Schools International will continue to ensure that all national and international materials adhere to the FEE Branding Guidelines.

Eco-Schools International and National Operators will continue to work on increasing the visibility of the programme, e.g. in connection with active participation at conferences and events.

Eco-Schools International and National Operators will continue to work on increasing the visibility of the programme at Green Flag awarded schools and institutions through the requirements of using standardised material and correct logos.

## F

### COMMUNICATIONS

Eco-Schools International will continue to maintain and update the Eco-Schools website and social media sites.

Eco-Schools International will continue to create and circulate Eco-Schools newsletters.

Eco-Schools International and National Operators will prepare activities in connection with Eco-Schools 25th anniversary in 2019.

## G

### FINANCIAL

Cross programme cooperation and synergies will be developed to increase efficiency and the likelihood of sponsorship.

Eco-Schools International will continue to work towards attracting new sponsorship for the Eco-Schools programme, by continually strengthening the programme and collecting qualitative and quantitative data from the participating countries and compiling reports which can be distributed to potential sponsors.

Eco-Schools International will develop a sponsorship package for the programme.

Eco-Schools International will seek to maintain the agreements with the current corporate partners and continue to develop agreements with new corporate partners with the aim of raising a minimum of €20,000 annually.

# H

## ADMINISTRATION/HEAD OFFICE

Eco-Schools International will ensure the employment of personnel (including volunteers, interns and students) to ensure sufficient human resources at the international level.

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Eco-Schools International will continue to work towards expanding the Eco-Schools human resource base from one full time to two full time.



# Advantages of Eco-Schools for Schools and Students



## ADVANTAGES FOR SCHOOLS

Research has shown that schools that embrace education for sustainable development are also schools that succeed and do well. The Eco-Schools programme provides a simple framework to help make sustainability an integral part of school life. The programme is designed to help make every school sustainable and to bring about behaviour change in young people and those connected to them so that good habits learned in schools are followed through into homes and communities. Evidence shows that the Eco-Schools programme delivers

- an improved school environmental impact
- involvement with the local community, other schools and organisations
- financial savings
- international connections
- the embedding of sustainable development principles into the curriculum
- the capacity to nurture and support intrinsic values (care, empathy, creativity, compassion)
- improved wellbeing of children and staff
- a sense of pride in the school among staff and students.

Any school can join the Eco-Schools programme, whether they are a nursery, primary school, secondary school, further education college, university, or a school with special status or special needs.

Once registered, a school follows a simple Seven-Step framework, which systematically weaves sustainability principles within its management policy, helping it to address a variety of issues related to sustainable living. The Seven-Step framework sees students as the driving force behind Eco-Schools – they form and lead an Eco Committee and help to carry out an Environmental Review to assess the environmental performance of the school. In conjunction with the rest of the school and the wider community, it is the students that decide the environmental issues they want to address and how they are going to do it in an Action Plan.

Measuring and monitoring progress by using the Action Plan is an integral part of the Eco-Schools programme, providing schools with all the evidence they need to showcase their environmental success. In fact, Eco-Schools can fit into virtually all aspects of the curriculum and help to make learning, both inside and outside the classroom, fun and engaging.

Schools work towards gaining the International Green Flag award, which symbolises excellence in the field of environmental activity. The performance indicators (criteria) that Eco-Schools requires for its International Green Flag award are rigorous, but not overwhelming. They are worked through by each school based on goals that the school sets for itself. In other words, any school can become more sustainable. Eco-Schools greatly assists in this process by creating a framework for change.



## ADVANTAGES FOR STUDENTS

Eco-Schools is an international initiative designed to encourage whole-school action on sustainable development issues. It is an environmental management tool, a learning resource, and a recognised award scheme. It inspires and empowers young people to take action towards an economically, socially, and environmentally just world by

- creating leaders of change in their communities
- empowering future decision-makers
- widening their learning beyond the classroom
- helping them develop responsible attitudes and commitment
- increasing their levels of confidence and motivation
- increasing their participation in environmental actions
- improving their skills and knowledge in all subject areas, including teamwork
- improving their mental and physical wellbeing.

Eco-Schools provides a framework for learning and action which affords a wealth of opportunities for linking sustainable development education with the everyday curricular work undertaken by schools - as well as enabling and encouraging closer links between schools and the communities around them.

# The Eco-Schools Seven Steps and Performance Indicators

The Eco-Schools Seven Steps are a series of carefully engineered measures which a school must follow in order to maximise the success of their Eco-Schools ambitions.

This framework systematically weaves sustainability principles within its management policy, helping it to address a variety of issues related to sustainable living.

For each of the 7 steps, the National Operator and team are to choose at least 5 performance indicators that make most sense in your country. **The performance indicators in bold are strongly recommended.** The more performance indicators you have, the stronger your programme will be. An option is to add more after a period of time (e.g. 5 years).

**The Seven-Step framework sees students as the driving force behind Eco-Schools.**

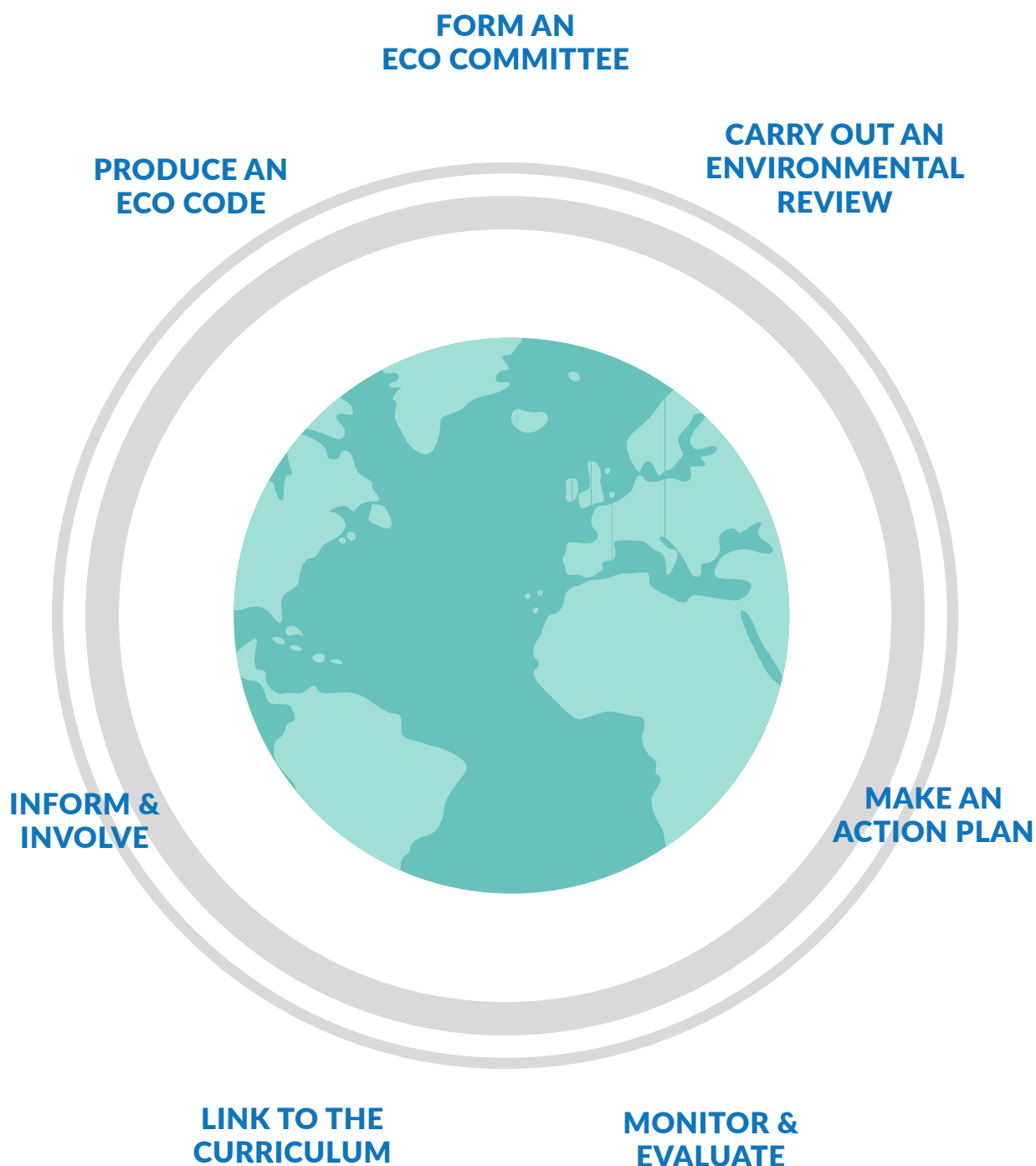
**They should be guided to**



In this way, they will acquire key knowledge about the environment and develop effective skills for action.



## THE ECO-SCHOOLS SEVEN STEPS



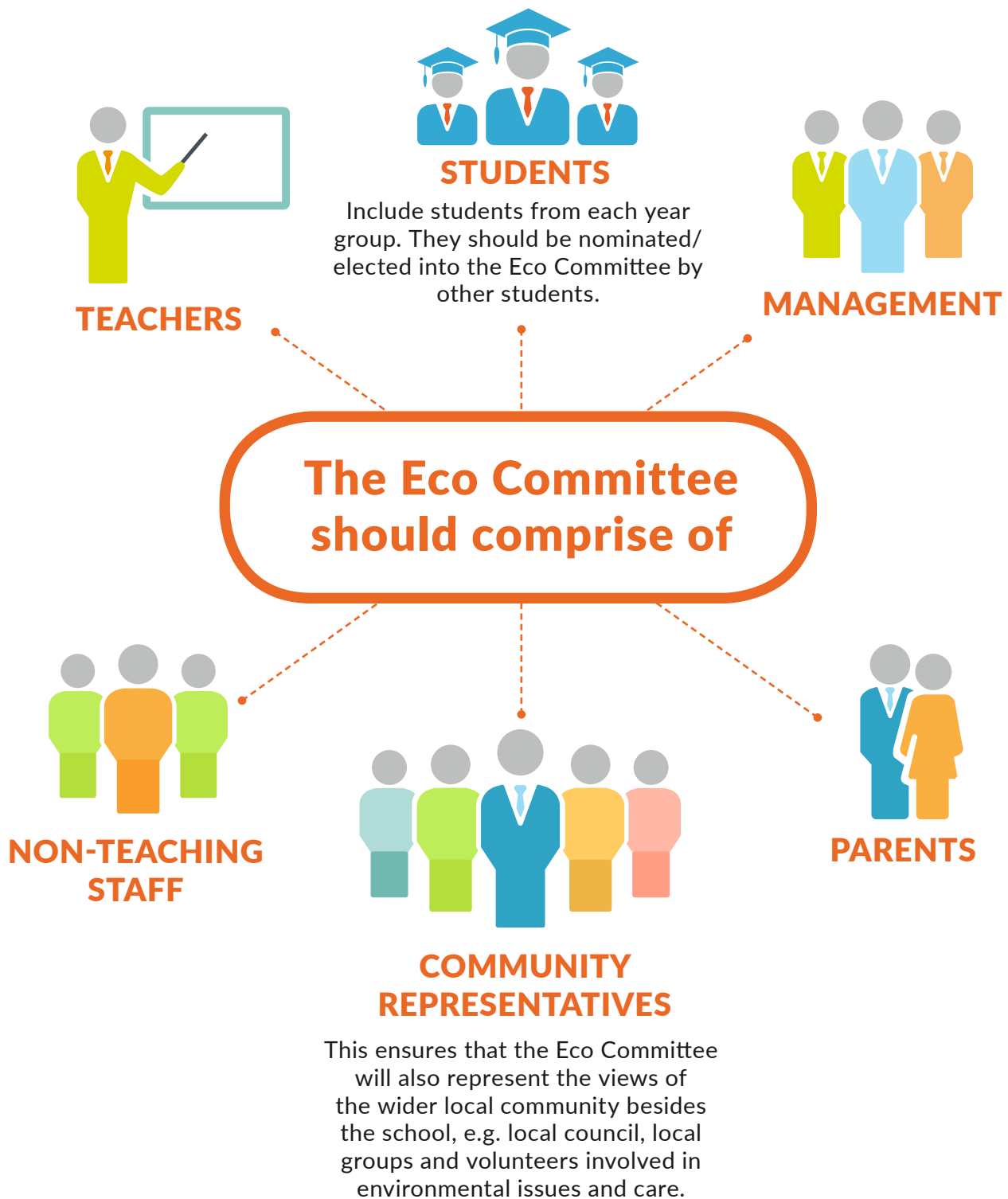
*\* Please note that the Seven Steps can be carried out in any order.*



## Step ONE FORM AN ECO COMMITTEE

The Eco-Schools Committee is the driving force of the Eco-Schools programme

- It directs and addresses all phases of the programme.
- It ensures that all of the Seven Steps are carried out.



## Performance Indicators

### GENERAL

- The school selects adults from the school and community to join as an Eco Committee member or for a short term project/task.
- To ensure continuity, 25% of the members are committed to the Eco Committee for two years.
- The Eco Committee meets at least six to eight times a year.
- The minutes of meetings are displayed on the Eco-Schools notice board and school website (if the school has one).
- The reports of the Eco Committee are presented at school council/board/parents meetings.
- The list of Eco Committee members is included in the application for the Green Flag Award.

### STUDENT INVOLVEMENT

- **Students make up more than 50% of the Eco Committee members.**
- Student members of the Eco Committee are nominated or elected by other students.
- Student members of the Eco Committee chair meetings (with adult guidance, if needed).
- Student members of the Eco Committee are responsible for reporting to all other students and for bringing their ideas back to the Eco Committee meetings.
- Student members of the Eco Committee publish meeting minutes (with adult guidance, if needed).

**The performance indicators in bold are strongly recommended.**

*Find out more about this on*



## Step TWO

# CARRY OUT AN ENVIRONMENTAL REVIEW

- An Environmental Review document is an environmental checklist which includes all aspects of the school's impact on the environment in relation to the Main Themes under investigation (e.g. Litter, Waste, Energy etc.).
- The school uses this checklist to identify and evaluate the initial state in the school, with regards to these Themes.
- The findings of the Environmental Review are consolidated into an Environmental Review Report.

## Performance Indicators

### GENERAL

#### ■ **Initial surveys are carried out to establish accurate baselines.**

- An Environmental Review is undertaken at least once a year to evaluate overall progress on all Main Themes.
- A map of the school is included to visualise areas for improvement around the school.
- The Environmental Review report is displayed on the Eco-Schools notice board and website (if the school has one).
- The Environmental Review report is submitted to the National Operator as part of the application for the Green Flag Award.
- School Management will explore the possibility of buying more sustainably, and establishing a sustainable procurement policy. This may be a requirement for the application of the Green Flag Award in some countries.
- Legislation is checked for compliance (e.g. it is a legal requirement in UK that schools are litter free).
- Classes which are large enough can carry out their own Environmental Class Review.
- Publish the Environmental Review Report findings to inform the community and National Eco Committee and get feedback from each of them.

### STUDENT INVOLVEMENT

- Student members of the Eco Committee are involved in the review process.
- The Environmental Review is managed by students and adults of the Eco Committee.
- Student members of the Eco Committee collect suggestions for action from school classes or tutor groups.
- Student members of the Eco Committee take responsibility for leading on some action areas in groups.

**The performance indicators in bold are strongly recommended.**

*Find out more about this on*



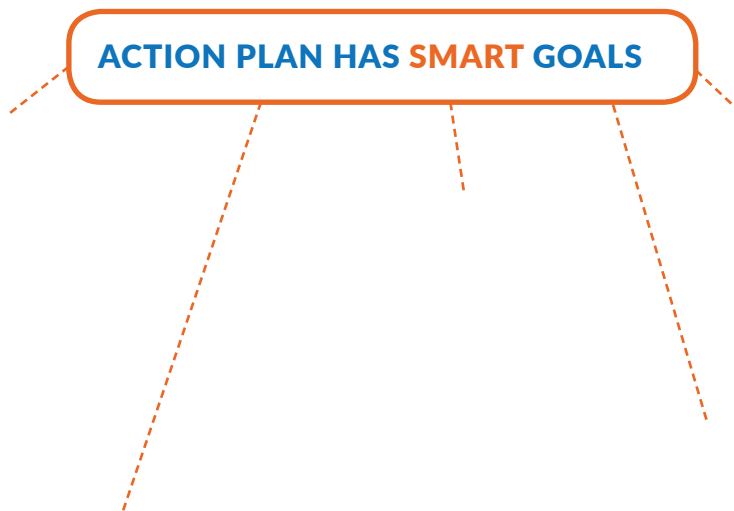
## Step **THREE** **THE ACTION PLAN**

### The Action Plan

- Identifies and lists specific goals for the reduction of environmental impacts as identified in the Environmental Review.
- Includes a structured timetable where these goals are scheduled to be achieved over a fixed time scale.

### Performance Indicators

- **The Action Plan includes goals which are SMART.**
- The Action Plan should allow changes as the Eco Committee monitors and evaluates the progress.
- The Action Plan includes information of how each activity will be monitored and evaluated; and the cost and budget for activities.
- The Action Plan is shared with the whole school.
- Decide who is to be responsible for each action. Wherever possible, involve students from the Eco Committee.
- The Action Plan is submitted to the National Operator as part of the application for the Green Flag Award.



**The performance indicators in bold are strongly recommended.**

*Find out more about this on*



## Step **FOUR** **MONITORING & EVALUATION**

This is carried out by the Eco Committee to ensure that progress towards targets is checked, amendments made where necessary, and success celebrated.

### Performance Indicators

- The Eco Committee will monitor and review progress against the Action Plan's set targets and timeframe and identify areas for continuous improvement. They build on successes and decide on remedial action if activities are not proving successful.
- **The school demonstrates progress in several large-scale projects, addressing at least three Eco-Schools Themes. For each Theme, the school understands the issues, recognises the value of sustainable development and has implemented change.**
- Student members of the Eco Committee are involved in the monitoring and evaluation process wherever possible and the data collected is used in curriculum work (learning skills).
- The findings from the Monitoring & Evaluation, together with the Action Plan are displayed in the school and communicated to the school and community members.
- The findings from the Monitoring & Evaluation are communicated to the National Operator.

**The performance indicators in bold are strongly recommended.**

*Find out more about this on*



## Step FIVE LINK TO THE CURRICULUM

The Eco-Schools programme is most effective when it is integrated and linked to the school's curriculum and syllabus, wherever possible.

The benefits of integration are

- Environmental topics being studied in the classroom will soon influence the way the whole school operates.
- The school Action Plan is enhanced and reinforced by the topics or Themes studied.
- Themes and environmental issues become more relevant and “alive” for students.

### Performance Indicators

- School subjects include Eco-Schools Themes and examples show how the Themes are processed at different educational levels and in school subjects. If possible, the UN's Sustainable Development Goals and links can be included.
- **Students develop knowledge, skills (e.g. decision-making) and attitudes through real-life, engaging activities in the curriculum. They are empowered to be change agents for the solving of environmental issues in school or the community.**
- Students from all grade levels and disciplines have opportunities to address environmental issues.
- School staff are provided with professional development and training on best practices, knowledge, and skills to conduct sustainable development lessons and activities.
- Eco-Schools Themes, Theme days, events, competitions, projects, and celebrations are included in the school's curriculum and schedule.
- The data collected from the Environmental Review are used in the school curriculum.
- Eco-Schools activities are incorporated as part of the curriculum.
- The school has selected students as school champions, who are responsible for sustainable development education in the school.
- The school focuses on behavioural changes and school performance with regards to environmental Themes adopted in the curriculum.

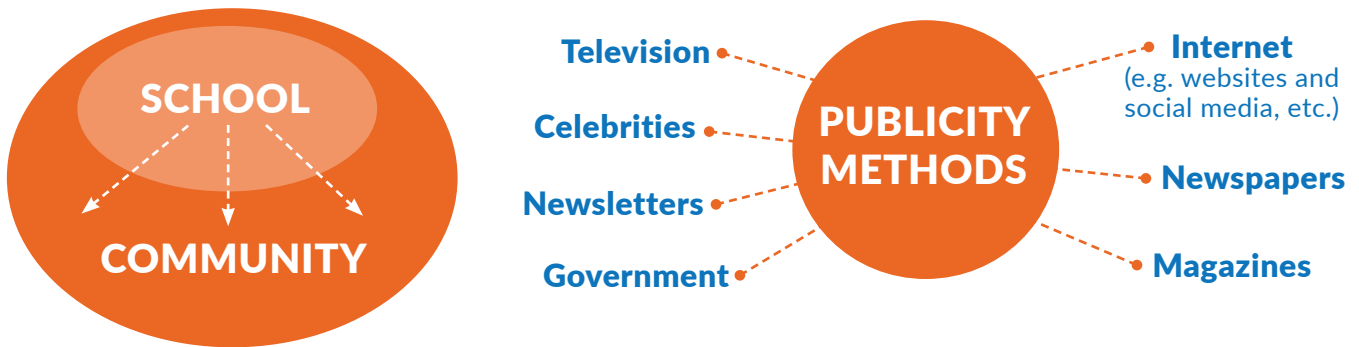
**The performance indicators in bold are strongly recommended.**

*Find out more about this on*



## Step SIX INFORM & INVOLVE

This is the spread of the “Eco-Schools message” throughout the whole school and the wider community, using varied and effective publicity methods.



### Performance Indicators

#### REACHING THE ENTIRE SCHOOL

- The whole school is aware of the Eco-Schools programme and what it is about.
- **The whole school is informed about and participates in school-wide Eco-Schools activities which are held at least once per term.**
- Announcements, write-ups and photographs of Eco-Schools activities are displayed on notice boards within the school.
- A large percentage of students participated in Eco-Schools events and activities (e.g. Theme days etc.).
- A large percentage of students participated in Theme-based activities.

**The performance indicators in bold are strongly recommended.**

#### REACHING THE COMMUNITY

- The school has created sufficient links with the wider community through its Eco-Schools programme.
- The school invites and involves community members (e.g. local council officers and members of local businesses, environmental organisations and volunteers) to Eco-Schools activities.
- Eco-Schools events, activities, projects and achievements are regularly highlighted and updated on the school website, social media (e.g. Facebook), school newsletter, etc.
- Students write articles and features about Eco-School activities in the local press (e.g. newsletters, magazines, etc.), on websites and social media (e.g. Facebook).
- Announcements, write-ups and photographs of Eco-Schools activities and achievements are displayed at community places (e.g. library, shops, or community centres/hubs).

*Find out more about this on*





## Step SEVEN PRODUCE AN ECO CODE

An Eco Code is an easy-to-remember statement, slogan, song or poem that describes the school's commitment to environmentally friendly actions. There is no fixed format for the Eco Code and schools are free to choose their own every year.

The Eco Code can be

- A promise of behaviour change or a code for behaviour
- Part of the school's Strategic Plan
- Part of the school's regulations/rules (Assertive Discipline System)

The Earth Charter Code of Ethics can be a source of inspiration for the school's Eco Code. Foundation of Environmental Education (FEE) and Eco-Schools International have signed a Memorandum of Understanding with Earth Charter International, so schools are free to refer to them.

*Find out more about [The Earth Charter Code of Ethics](#) on*

### Performance Indicators

- The Eco Code reflects the school's Action Plan.
- When writing the Eco Code, the Eco Committee seeks suggestions from the whole school community.
- **The Eco Code is prominently displayed on the Eco-Schools notice board, in all classrooms and any other notice boards outside the school where it might be relevant.**
- The Eco Code is featured on the school's website and other relevant media sites.
- The Eco Code is reviewed annually to ensure that it remains relevant. The whole school will be involved in this review.
- New staff members are made familiar with the Eco Code.
- The Eco Code is submitted to the National Operator as part of the application for the Green Flag Award.

**The performance indicators in bold are strongly recommended.**

# The Eco-Schools Themes

While the Seven Steps framework is the most important aspect of the Eco-Schools programme, we have found that working with Themes can also be a great help in giving the programme even more structure and depth.

## THESE ARE THE MAIN THEMES DEVELOPED BY ECO-SCHOOLS



**Biodiversity  
& Nature**



**Climate  
Change**



**Energy**



**Global  
Citizenship**



**Health  
& Wellbeing**



**Litter**



**Marine &  
Coast**



**School  
Grounds**



**Transport**



**Waste**



**Water**

All these Themes are linked to the United Nations Sustainable Development Goals.

*These icons are available for your use in your Eco-Schools materials on*

## MAIN THEMES AND THEIR APPLICATION

While Themes are a useful way of structuring the programme in many countries, they are not to take precedence over the Seven Steps and their implementation.

### Main Themes

In the past, most countries carried out the Environmental Review working with these main Themes:

- Biodiversity & Nature
- Climate Change
- Energy
- Global Citizenship
- Health & Wellbeing
- Litter
- Marine & Coast
- School Grounds
- Transport
- Waste
- Water

In the USA, Themes are called Pathways, in other countries they are called Topics, etc.

### Developing New Themes

Some countries have been exploring new Themes which are pertinent and relevant to them. For example, Indian Ocean States have Disaster Risk Reduction as a new Theme. Other Countries have been looking into Ethics and Values and Equality, with regards to Sustainable Development.

If you or your Eco-Schools are interested in developing a new Theme, please contact the International Eco-Schools Director for discussion and approval.

Sample [E Guide](#) to the Theme Climate Change developed by Singapore WWF.

*Find out more about this on*






# Eco-Schools and the United Nations Sustainable Development Goals





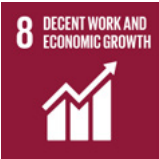



On 25-27 September 2015, at the United Nations Headquarters in New York, the Heads of State, Government and High Representatives agreed upon the 17 Sustainable Development Goals (SDGs) for 2015-2030.


They nominated 2015 as a landmark year for sustainability, as the transformative agenda for people-centred targets for the coming years is set to face contemporary global challenges. The economic, social and environmental dimensions of the SDGs seek to address poverty, hunger, disease, fear and violence, education, healthcare, social protection, sanitation, safety, sustainable habitats and energy.

This document constitutes Eco-School's engagement in and contribution to the Sustainable Development Goals.

## ECO-SCHOOLS REFLECT THE FOLLOWING SUSTAINABLE DEVELOPMENT GOALS (SDGS)

	How Eco-Schools Addresses This SDG	Suggested Theme Link
	<p><b>No Poverty</b></p> <p>Eco-Schools is an inclusive programme which can be adapted to any social and cultural background.</p>	<p><b>Global Citizenship</b></p>
	<p><b>Zero Hunger</b></p> <p>Several Eco-Schools Themes promote improved nutrition and sustainable food production. Many schools have gardens to teach sustainable growing techniques, local food products and the importance of biodiversity in agriculture.</p>	<p><b>School Grounds</b></p>
	<p><b>Good Health and Well-being</b></p> <p>The Health &amp; Wellbeing Theme promotes the health and wellbeing of students and the wider community and makes environmental connections to health and safety.</p>	<p><b>Health &amp; Wellbeing</b></p>
	<p><b>Quality Education</b></p> <p>The Eco-Schools methodology is a powerful tool for providing quality education for sustainable development at all school levels. Its whole institution approach ensures an inclusive implementation throughout the whole kindergarten, school or campus, and the involvement of all children and students.</p>	<p><b>All Themes</b></p>

	<b>How Eco-Schools Addresses This SDG</b>	<b>Suggested Theme Link</b>
	<p><b>Gender Equality</b></p> <p>The implementation of the Eco-Schools programme also works towards the achievement of gender equality by giving all students and teachers the equal right to participate in the Eco-Schools Committee and the activities which are related to the Eco-Schools programme.</p>	<p><b>All Themes</b></p>
	<p><b>Clean Water and Sanitation</b></p> <p>Within the Eco-Schools programme students are being sensitised to the sustainable use of water and sanitation. The Theme Water especially focuses on this issue by providing an introduction to the importance of water both locally and globally and by raising awareness of how simple actions can substantially cut down water use.</p>	<p><b>Water</b></p>
	<p><b>Affordable and Clean Energy</b></p> <p>The Eco-Schools programme promotes energy saving initiatives and innovative solutions to reduce energy consumption within the schools, within students' and teachers' homes, as well as within the wider community. All members of the school work together to increase the awareness of energy issues and to improve the energy efficiency within the school. Furthermore, the students learn how to save energy at home.</p>	<p><b>Energy</b></p>
	<p><b>Decent Work and Economic Growth</b></p> <p>The Eco-Schools programme promotes and fosters a deep understanding of sustainability issues among students which are also of increasing importance in the working environment. Through the implementation of the programme, students learn how to take leadership in sustainability development and to find sustainable solutions. Their knowledge and experiences gained through the Eco-Schools programme can further arouse their interest in employment related to sustainability issues and broaden their opportunities in the labour market.</p>	<p><b>All Themes</b></p>
	<p><b>Industry, Innovation and Infrastructure</b></p> <p>Through the implementation of the Eco-Schools programme, innovation in sustainable development is enhanced within the education sector. Especially, EcoCampus provides a framework for scientific research in sustainable innovations and practices.</p>	<p><b>Transport</b></p>
	<p><b>Reduced Inequalities</b></p> <p>Eco-Schools is a global programme, allowing the adaptation to national and local cultures and contexts. To date, 64 countries on six continents have joined the programme, and the international coordination of Eco-Schools is continuously encouraging new countries to participate in the programme in order to widen the network and to give access to education for sustainable development to all.</p>	<p><b>Global Citizenship</b></p>
	<p><b>Sustainable Cities and Communities</b></p> <p>By integrating Themes such as Sustainable Living, Waste Management and Responsible Consumption into the curriculum, students learn how to reduce the environmental impact of their schools as well as of their personal lifestyles. Through the fostering of responsible behaviour within the school environment, students will also learn how to value and protect the cultural and natural heritage in their countries, as well as abroad.</p>	<p><b>Litter Waste</b></p>

	<b>How Eco-Schools Addresses This SDG</b>	<b>Suggested Theme Link</b>
	<p><b>Responsible Consumption and Production</b></p> <p>The Eco-Schools programme supports responsible consumption and production through many of its Themes. Students are encouraged to reflect on their consumption habits and develop ideas and solutions for a more sustainable use of resources. Furthermore, education on recycling and the reduction of waste are integral parts of the Eco-Schools programme. Through the Litter Less Campaign, which is a joint initiative of The Wrigley Company Foundation and FEE, students are educated about litter, encouraging a long-term behavioural change.</p>	<p><b>Waste</b></p>
	<p><b>Climate Action</b></p> <p>Many of the countries running the Eco-Schools programme help schools and communities build Climate Change resilience. Examples of school activities include projects for rainwater harvesting, soil stabilisation, food production, sanitation, and waste management, amongst many others.</p>	<p><b>Climate Change</b></p>
	<p><b>Life Below Water</b></p> <p>Marine litter and the exploitation of the oceans are two of the most urgent matters of the twenty-first century, which is why one of Eco-Schools Themes is especially based on marine and coastal environments. Students learn about the sources of marine litter and its negative effects on the marine flora and fauna. Furthermore, the importance of using the oceans' resources responsibly is communicated to the students.</p>	<p><b>Marine &amp; Coast</b></p>
	<p><b>Life On Land</b></p> <p>The Eco-Schools programme promotes the protection, restoration and the sustainable use of terrestrial ecosystems through many different activities developed and implemented by the Eco Committee and the pupils. The Great Plant Hunt, a joint initiative of Toyota Motor Europe and FEE, is a special campaign which focuses on biodiversity with a particular emphasis on plants and their associated species. It aims to educate students about biodiversity, its importance and encourage them to take positive action.</p>	<p><b>Biodiversity &amp; Nature</b></p>
	<p><b>Peace, Justice and Strong Institutions</b></p> <p>Justice and democratic values are integral elements of the Eco-Schools programme. Through the Eco Committee the pupils learn how democratic decision-making works and how to respect the views and opinions of others.</p>	<p><b>Global Citizenship</b></p>
	<p><b>Partnerships For The Goals</b></p> <p>Through Education for Sustainable Development, the Sustainable Development Goals are implemented within the Eco-Schools network worldwide. Nationally and internationally, the programme cooperates with institutional and corporate partners to develop new projects and to support initiatives that also help towards sustainable development. Amongst others, a Memorandum of Understanding with The International Foundation for the Young Masters Programme (ISYMP) for the promotion of overall sustainability awareness and the educational platform TheGoals.org on sustainable development was signed.</p>	

## Awards



### THE INTERNATIONAL GREEN FLAG

The International Green Flag is a prestigious award, and therefore achieving the Green Flag award requires serious and sustained commitment! However, because of the Seven Step methodology it is not overwhelming. Many countries insist that schools take part in an introductory workshop on Eco-Schools, so they go in with their eyes open on the level of effort and commitment required.

#### International Requirements for the Green Flag Assessment – Checklist – Success Criteria

Following are the most elementary criteria for assessing Eco-Schools for the Green Flag, though countries may have additional quantitative, qualitative or procedural requirements. These requirements may be due to government legislation related to the curriculum in countries. Eco-Schools accepts/welcomes/acknowledges/embraces such legislation and includes it in the Seven Step approach in order to make life easy for the people running the programme. These requirements are usually part of the Application for Green Flag under fields like ‘further examples of education for sustainable development work’.

**BELOW IS THE INITIAL CHECKLIST THAT SCHOOLS SHOULD BE AWARE OF WHICH ECO-SCHOOLS INTERNATIONAL USES FOR INTERNATIONAL SCHOOLS.**

- The Eco-Schools methodology, the Seven Steps, is the central, underlying approach that Eco-Schools offers. The successful implementation of this process will be common to all schools which have been awarded. Schools must show clear evidence of the embedding of the Seven Step methodology through achievements.
- Eco-Schools should involve the whole, or the greatest part, of the school. It should not be a programme for an Eco Committee only. National Operators will consider evidence of whole school activities in their assessment for awards.
- Evidence should be provided showing what the school has achieved. Even if the Action Plan objectives have not been achieved, it is important that schools can show that it is being worked on and reviewed.
- The school should demonstrate an active communications strategy that informs the whole school and the community of its activities.
- For new countries beginning to implement Eco-Schools, it is recommended that three Themes should be worked on initially and one of these should be Global Citizenship or Climate Change/Climate Justice.
- FEE and Eco-Schools logos to be included on all public material once the Green Flag has been awarded.
- The school must take part in at least one action per year.
- The awarding of the Green Flag to the school should preferably be made by a prominent member of the community or local authority, e.g. the mayor, former student at the school etc.
- It is recommended that a School Procurement Policy be a part of the renewal process for the International Green Flag.



*Sample of the US Application Form for the Green Flag Award*



## BRONZE AND SILVER AWARDS

In order to encourage schools along the journey toward the International Green Flag, many countries also issue Bronze and Silver awards as intermediate awards. These are usually self-evaluated, i.e., by sending in written reports and photos. Many countries use a points system. Below are examples from USA, which uses a points system.

*Example of criteria and award checklist can be found on*

**Please note that the Bronze and Silver awards are decided upon within each country. Eco-Schools International is not involved, and the International Director does not sign the certificate.**





## International Schools

FEE Head Office now runs International Schools that are in countries without member organisations, until that country becomes a member. This decision was made at the Board of Directors' Meeting held on 6-7 February 2015. A separate Handbook is available for International Schools.

In the countries where there is no member organisation running the Eco-Schools programme, Eco-Schools International is responsible for training and assessing. Eco-Schools International will utilise, where necessary, assistance from National Operators in relevant nearby countries.

When/if a country with an International School/s acquires a member organisation, that/those school/s will then be taken over by the new member organisation in consultation with FEE/Eco-Schools. At that point, the school must follow the programme as it is being run in that country.

If an International School is a member of the Eco-Schools programme in a country where FEE/Eco-Schools does have a member organisation, the member organisation in that country is responsible for training and assessing, and the International School is dealt with under the conditions of that country.



*Checklist all International Schools abide by.*



## EARTH CHARTER (Inspiration for Eco Code for Schools)

At the NOM in Warsaw in 2011, FEE signed a Memorandum of Understanding with Earth Charter.



The Earth Charter was finalised and then launched as a people's charter on 29 June, 2000 by the Earth Charter Commission, an independent international entity, in a ceremony at the Peace Palace in The Hague. The Charter (a code of ethics) is a valuable document which has four pillars: I. Respect and Care for the Community of Life. II. Ecological Integrity. III. Social and Economic Justice. IV. Democracy, Non Violence and Peace. These four Pillars have subheadings encompassing 16 Principles.

In July 2015, FEE endorsed the Earth Charter through this formal letter: FEE and its programmes are committed to endorsing and promoting the Earth Charter. FEE sees the endorsement as the practical side of the MoU that was signed between the two organisations in 2011.

**It is clear to FEE that its work around the world implementing its five educational programmes fits extremely well with Principle 14 of the Charter: *Integrate into formal education and life-long learning the knowledge, values, and skills needed for a sustainable way of life.***

From FEE's point of view, our focus in priority of importance is:

- As part of the Seven-Step methodology, Eco-Schools will encourage schools and Eco Committees to use the Charter as a tool and inspiration to create, renew, and revitalise their Eco Code.
- We will disseminate and promote educational material designed by the Earth Charter Initiative.
- We will promote Earth Charter training courses to all our members, but especially in South and Central America.
- We will use the Earth Charter to help create collaboration between UNESCO's GAP network partners and promote and strengthen commitment to GAP around the world.

You can endorse the Earth Charter either as an individual or as an organisation [here](#) and we encourage you to do so.

## UNEP



The United Nations Environment Programme (UNEP) is an agency of the United Nations that coordinates its environmental activities, assisting developing countries in implementing environmentally sound policies and practices. Its activities cover a wide range of issues regarding the atmosphere, marine and terrestrial ecosystems, environmental governance and green economy.

In 2003, UNEP and FEE signed an official Memorandum of Understanding (MoU), stating that UNEP and FEE will collaborate on all relevant areas of common interest related to environmental education on prioritised issues and programmes.

Eco-Schools is recognised in the MoU as among UNEP's preferred global model programmes for environmental education, management, sustainability and certification at the international level.

## UNESCO



The main aim of the United Nations Educational, Scientific and Cultural Organization (UNESCO) is to contribute to global peace and security by promoting international collaboration through education, science and culture in order to further universal respect for justice, the rule of law and human rights along with the fundamental freedom as enshrined in the United Nations Charter.

In 2010, FEE formalised its connection with UNESCO, so FEE is now an NGO Official Partner of UNESCO (consultative status).

## THE ENVIRONMENTAL ASSOCIATION FOR UNIVERSITIES AND COLLEGES (EAUC)



The Foundation for Environmental Education has become a Strategic Partner of the EAUC and Eco-Schools International is the key contact. Run for its Members, the EAUC works with Educational and Company Members and Strategic Partners to drive sustainability to the heart of universities, colleges and learning and skills sector providers.

## WRIGLEY COMPANY FOUNDATION



The Wrigley Company Foundation strives to improve the health of people and the planet through initiatives focused on oral health and the environment – especially those that encourage healthy communities through litter prevention and community greening.

The Wrigley Company Foundation has helped to improve and change lives around the globe by donating more than \$50 million to charitable organizations over the last 24 years. The Eco-Schools programme has been running the Litter Less Campaign sponsored by Wrigley since before 2011. Schools from 22 Eco-Schools countries are involved and schools from 13 YRE countries are involved.

## TOYOTA FUND FOR EUROPE



The Toyota Fund for Europe (TFfE) was created in 2002 to enhance corporate citizenship through social contributions in Europe. TFfE supports projects in environmental awareness, technical education and road safety directly linked to Toyota's core business.

TFfE encourages the development of cooperative partnerships between NGOs and Toyota companies throughout Europe. Today, environmental education for children and youth is one of the most important and active areas of focus for TFfE. For more information visit [www.toyotafund.eu](http://www.toyotafund.eu)

Eco-Schools has been collaborating with Toyota since 2005. Currently 15 countries are running a Biodiversity Campaign which is sponsored by Toyota.

## ALCOA FOUNDATION



Thanks to the generous support of Alcoa Foundation, Foundation for Environmental Education's (FEE) Eco-Schools programme has launched a global K-12 environmental literacy initiative focused on Green STEM. The project will educate children about environmental issues through science, technology, engineering and maths skills, in collaboration with National Wildlife Federation - FEE's member organisation in the USA - and America's largest wildlife conservation and education organisation. This initiative is entitled Alcoa W<sup>3</sup> (which stands for Waste-Water-Watts) and will initially span four countries and three states.

Through this project, twenty thousand students in Australia, Brazil, Norway and Italy, and in Texas, North Carolina and New York in the United States, will be given opportunities to assess, design, and build innovative solutions to environmental challenges.

## THE GOALS.ORG



In April 2015, FEE signed a Memorandum of Understanding with The International Foundation for the Young Masters Programme (ISYMP) for the promotion of overall sustainability awareness and the educational platform TheGoals.org on sustainable development.

TheGoals.org is a platform which can be accessed on any phone, tablet or computer. Through it, all the Sustainable Development Goals (SDGs) will be available as an educational resource for FEE programmes. At the beginning of 2016, all the SDGs will be available as courses and challenges, ready for students to engage with and work on together with other students from across the globe.

If any National Operator or member organisation is interested in running a pilot project with TheGoals.org as a resource, please contact the International Eco-Schools Director.



# FEE EcoCampus

## WHAT IS FEE ECOCAMPUS?

FEE EcoCampus is an international environmental education programme for tertiary institutions, offering well-defined, controllable ways for educational campuses to take environmental issues, innovation and research from the academic departments and apply them to the day-to-day management of the campus.

The FEE EcoCampus programme evolved from the Eco-Schools programme and has the same aim.

*FEE EcoCampus aims to ensure young people have power to be the change for sustainability that our world needs by engaging them in fun, action-orientated and socially responsible learning.*

## HISTORY OF FEE ECOCAMPUS



## THE FEE ECOCAMPUS NETWORK

To date, there are more than 89 EcoCampuses worldwide. Here is the breakdown:

COUNTRIES & YEAR BEGUN	ECOCAMPUS REGISTERED	GREEN FLAG
Bermuda 2013	1	0
Croatia 2014 Faculty	3	3
Denmark 2009	2	0
Iceland 2004	3	1
Ireland 2007	19	10
Latvia 2012	3	2
Malaysia 2010	27	0
Portugal 2006	9	6
Russia 2003 Faculty	3	3
Serbia 2012 Eco-Faculty	3	2
Singapore 2013	1	0
Slovenia 2012 Faculty	2	2
Spain 2013 Faculty	13	4

An Taisce, the National Trust for Ireland, is a lead partner in the development of the EcoCampus programme internationally. Since 2013, Annual Network meetings are held, bringing the EcoCampuses together to share successes, exchange information, case studies and best practices. Portugal has also held national and international meetings in 2013 and 2015.

[Find out more about this on](#)

## HELPING CAMPUSES EMBARK ON THE FEE ECOCAMPUS PROGRAMME

- The FEE EcoCampus programme is open for implementation in all 73 FEE member countries.
- Embarking on the FEE EcoCampus programme is more demanding for the National Operator as a university campus is much larger and more complex compared to a school.
- Please contact the International Director if you are considering the FEE EcoCampus programme for your Further and Higher Education institutions.

### FEE ECOCAMPUS HANDBOOK

A FEE EcoCampus Handbook is also available. It was developed by Eco-Schools International in consultation with a Working Group comprising FEE members and also other expert partners.

### FEE ECOCAMPUS STRUCTURE

The seven steps of the programme are:



# YOUR ROLE AND TASKS AS NATIONAL OPERATOR



# 5

# EXPECTATIONS AND RESPONSIBILITIES OF A NATIONAL OPERATOR



# FEE's Official Rules of Procedure for National Operators

The official tasks of the National Operator in each country are listed below.

## PROGRAMME QUALITY

Responsible for safeguarding and protecting the FEE programme brands

Ensure use of the correct FEE programme logo specifications in promotional material (as outlined in FEE's branding guidelines)

Always include the FEE logo on teaching material as well as the Eco-Schools logo

Ensure that the FEE programmes and its logos are not used in inappropriate contexts

Where relevant, ensure on-site visits to determine:

- a) complete knowledge of programme performance,
- b) feedback to programme participants on their performance;
- c) no operation of FEE programmes taking place without permission

Contribute to establishing a balanced and trustworthy national committee/jury (where relevant) as according to international guidelines, leaving no doubt about the integrity and independence of the decisions reached by the jury (all aspects of the FEE programme are covered by expert advice)

Ensure that no awards or acknowledgements are given when there are clear violations of the certification process or the evidence used for applying for the certification

## PROGRAMME DEVELOPMENT AND SUPPORT

Where appropriate, support the member organisation in raising funds for programme implementation and maintenance activities at national level

Ensure training and quality service is provided to programme participants. This training and service should include:

- a) general guidance and information about the implementation and maintenance of the FEE programme;
- b) feedback on the quality of the work of the programme participants;
- c) opportunities for mutual exchange and information sharing with other programme participants;

Communicate with International Director and other programme national operators on good practice, programme ideas and all planned developments

Produce material that supports the implementation of the FEE programme

Supply programme participants with guidance on how to meet the FEE programme criteria

Support the integration of the programme nationally in cooperation with stakeholders, e.g. developing the programme to complement national curricula

Clearly state the obligations and requirements for the implementation of the FEE programme

Ensure all documentation follow the international guidelines – especially with regard to logos

Outline processes for assessment and evaluation for programmes that require certification

Ensure attendance at programme national operator meetings and other relevant international meetings

## **ENSURE EFFECTIVE AND POSITIVE INTERNAL AND EXTERNAL COMMUNICATIONS (SEE SECTIONS ABOVE)**

Facilitate the exchange of experiences and information between programme participants

Disseminate programme information to the public through media channels

Distribute information on where the FEE programme can be found

Develop and represent the programme image and brand positively through all forms of media

Engage and inform important national authorities about the FEE programme on a regular basis

Be active in public debate on environmental issues related to but not necessarily about the FEE programme

Provide promotional materials projecting an image of quality and environmental concern (according to the FEE's environmental policy and sponsorship guidelines)

Make the FEE programme knowledge and experience available and known externally, for example in conferences, advisory groups, networks etc.

Communicate in an open and honest but respectful manner with the other countries and the International Head Office about plans and problems in the national or international programme

Cooperate with other FEE programme countries on specific projects and activities (e.g. within the framework of the working groups)





# Protecting the FEE Brand

## Eco-Schools Logos and Branding Guidelines



ECO-SCHOOLS



BLUE FLAG



GREEN KEY



YOUNG REPORTERS FOR  
THE ENVIRONMENT



LEARNING ABOUT  
FORESTS

*Find out more about this on*

Eco-Schools is a FEE programme and we focus a lot on the FEE brand. We find it very important that all FEE members help us with this. That is why we ask all Eco-Schools National Operators and programme coordinators to refer to Eco-Schools as a FEE programme in their communications, PR, etc.

An example of this is:

*The Eco-Schools programme is owned and run by Foundation for Environmental Education (FEE). FEE seeks to promote environmental education for sustainable development by carrying out campaigns and improving awareness of the importance of environmental education globally. FEE is composed of a network of organisations which undertake individual projects in their own countries and participate in international collaboration.*

*We educate to protect. To protect not just our environment but also the people who live in it, the communities who depend on it, the businesses who profit from it and the ecosystems which rely on it. As the Danish member of FEE, Danish Outdoor Council coordinates these campaigns in Denmark.*

*Example for final line: (Insert name of organisation) as the (insert nationality) member of FEE coordinates these campaigns in (insert country).*

# Internal Communications



## ECO-SCHOOLS INTERNATIONAL AND NATIONAL OPERATORS

Eco-Schools International aims to keep you regularly informed about the developments at the international level without overloading you with information. Information is sent to you mainly via e-mails or posted on the Eco-Schools website in the News section, as well as through the monthly newsletter.

The Eco-Schools National Operators Meeting (NOM) is also an opportunity for communication between Eco-Schools International and National Operators, and also of course between National Operators themselves.

Eco-Schools International welcomes your views, opinions and contributions and will ensure that all NOs are consulted for feedback regularly. In order to ensure that projects and initiatives continue to move forward or sponsor requirements are met, it may be necessary for us to ask you to respond within a reasonable time. We welcome all contributions, however, it may not be possible to include your opinions if we receive them outside of the stated deadline. Eco-Schools International will always try to give a reasonable amount of time to receive your replies.

Please always update Eco-Schools International about changes in contact details (National Operator name, phone, email, Skype, etc.).

Please keep in mind that all material sent from Eco-Schools International to Eco-Schools member organisations and vice versa must be in English (or translated into English), as English is the working language used by FEE.



## ECO-SCHOOLS NEWSLETTER

Eco-Schools International publishes a newsletter every month. We include a very short piece on each National Operator, and NOs will be contacted in good time before each newsletter. We welcome contributions, and if they are received after publication deadline, they will be included in the following newsletter.



## ECO-SCHOOLS PODIO AND LIST OF RESOURCES

All Eco-Schools Resources for Eco-Schools National Operators can be found on Podio.

If you have any difficulties with Podio, please contact Eco-Schools International.

*Full list of all resources on*



## FEE MEMBER MANAGEMENT FOR ECO-SCHOOLS

FEE's new Podio workspace has a section for Eco-Schools for each country member participating in the programme. Please make sure that the section about Eco-Schools in your country is updated with correct contact details and information about the national Eco-Schools programme. The information here is also the information that is shown on the map on the front page of our website.

**NB The only way Eco-Schools International knows what the overall figures for the programme are is through the database on Podio, so it is vitally important that you update your figures at least twice a year. Thanks.**

You can log in to the Eco-Schools Workspace here: [www.podio.com](http://www.podio.com)

Once you have created your username and password you will automatically have access to the Workspace.

Any questions? Contact Eco-Schools International.



## ECO-SCHOOLS IMAGE DATABASE

FEE International has a Flickr page, and one of the albums is Eco-Schools. You can access all photos here.

Eco-Schools International updates the photo database regularly. So that we can continue to have eye-catching, relevant, and striking pictures, all National Operators are kindly encouraged to continue sending good pictures for the photo database. Please add a caption when sending images (location, photographer, quote, etc.).



## NATIONAL OPERATORS MEETING (NOM)

This is an annual event usually held in November. It is very important that all National Operators attend the NOM. Associate and Affiliate members **MUST** attend according to the FEE Rules of Procedure. Different countries host the NOM. If you wish to host a NOM in your country, please contact the International Eco-Schools Director. The NOM is an ideal opportunity to promote your country, your programmes, and your projects, as it draws top politicians and business people.

*List of places that the National Operators Meetings (NOM) have been held*

The NOM is the perfect opportunity for Eco-Schools International to update National Operators, and for National Operators to meet, exchange views and best practices and generally network. It is also a good opportunity to display brochures, materials and products.

Eco-Schools International covers a percentage of an economy class round trip flight (or train, etc.) for one person from each country (percentages depend on the GDP of the member organisation's country). Circa two weeks after the NOM, Eco-Schools International sends out a travel reimbursement form to all. You can then send in a scan of your tickets and completed form and payment will be processed.

The FEE Contingency Fund allows National Operators from countries with a lower GDP to apply for additional support towards the flight ticket costs. The National Operator from the host country must try to find sponsors in order to cover the costs for accommodation and meeting facilities. Food might be covered by a sponsor or – if needed – by the National Operators themselves. Extra participants from countries will need to pay their own flight tickets and accommodation costs.

At least four weeks before the NOM, Eco-Schools International will send out a suggestion for the agenda of the meeting to the National Operators. During the subsequent week, the National Operators will have time to comment on the agenda and give suggestions for issues that could be raised. The International team will then send out the final agenda with accompanying documents two weeks before the meeting.

Approximately two months after the meeting, the National Operators will receive minutes of the NOM.

*[Find out more about this on](#)*



## REGIONAL MEETINGS

Some countries also find it beneficial to hold regional meetings as needed. Please inform the International Eco-Schools Director if you wish to have a meeting between certain countries. Currently the countries in the British Isles hold meetings roughly twice a year. At the 2013 NOM held in FYR Macedonia, a group of National Operators from Asia and Middle East held a regional meeting.

# External Communications



## FACEBOOK

Eco-Schools has two Facebook pages. [Eco-Schools](#) is open to everyone.

Please post relevant articles, pictures, stories as often as you can.

The second is a closed group and is for [National Operators](#) only (or other members of your organisation).

Here you can also post anything relevant, including good teaching resources, tips, etc. Eco-Schools National Operators are always very helpful, so feel free to ask questions here as well.



## TWITTER

Eco-Schools International's Twitter handle is [@EcoSchoolsInt](#) and FEE EcoCampus Twitter handle is [@FEEEcoCampus](#). Many of our national organisations have Twitter accounts for their organisations – i.e. our South African organisation is called WESSA [@WESSA\\_za](#) our Latvian organisation is called FEE Latvia [@Videsfonds](#)

Most also have Twitter accounts for their Eco-Schools programme [@EcoSchoolsUSA](#) [@EcoEscolas](#) etc.

Please do a search as soon as you set up your Twitter account and follow all our organisations and Eco-Schools members. FEE's account is called [@FEEInt](#)



## INSTAGRAM

Eco-Schools International's Instagram handle is [@EcoSchoolsInt](#)



## ECO-SCHOOLS WEBSITE

The Eco-Schools public [website](#) is the main vehicle for external communication internationally.



## LINKEDIN

Eco-Schools International has a [LinkedIn](#) discussion site. Please join and have your say.

Eco-Schools International recommends Hootsuite.com to link social media sites.

## WEB LINKS FOR ENGLISH-LANGUAGE ECO-SCHOOLS WEBSITES

COUNTRY	ORGANISATION NAME
Australia	<a href="#"><u>Keep Australia Beautiful</u></a>
Bahamas	<a href="#"><u>Reef Environment Educational Foundation</u></a>
Bermuda	<a href="#"><u>Greenrock</u></a>
England	<a href="#"><u>Keep Britain Tidy</u></a>
Ghana	<a href="#"><u>Green Earth Organization</u></a>
India	<a href="#"><u>Centre for Environment Education</u></a>
Indian Ocean States	<a href="#"><u>Indian Ocean Commission</u></a>
Ireland	<a href="#"><u>An Taisce</u></a>
Kenya	<a href="#"><u>The Kenya Organization of Environmental Education</u></a>
Malaysia	<a href="#"><u>WWF Malaysia</u></a>
Malta	<a href="#"><u>Nature Trust Malta</u></a>
Northern Ireland	<a href="#"><u>Keep Northern Ireland Beautiful</u></a>
Scotland	<a href="#"><u>Keep Scotland Beautiful</u></a>
Singapore	<a href="#"><u>WWF Singapore</u></a>
South Africa	<a href="#"><u>WESSA</u></a>
Uganda	<a href="#"><u>Conservation Efforts for Community Development</u></a>
UAE	<a href="#"><u>EWS-WWF</u></a>
USA	<a href="#"><u>National Wildlife Federation</u></a>
Wales	<a href="#"><u>Keep Wales Tidy</u></a>

# Eco-Schools PR Materials



## ECO-SCHOOLS POWERPOINT PRESENTATION

*Find out more about this on*



## ECO-SCHOOLS AND ECOCAMPUS FACTSHEETS

*Find out more about this on*



## ECO-SCHOOLS BROCHURES FROM DIFFERENT COUNTRIES

*Find out more about this on*



## CASE AND SUCCESS STORIES

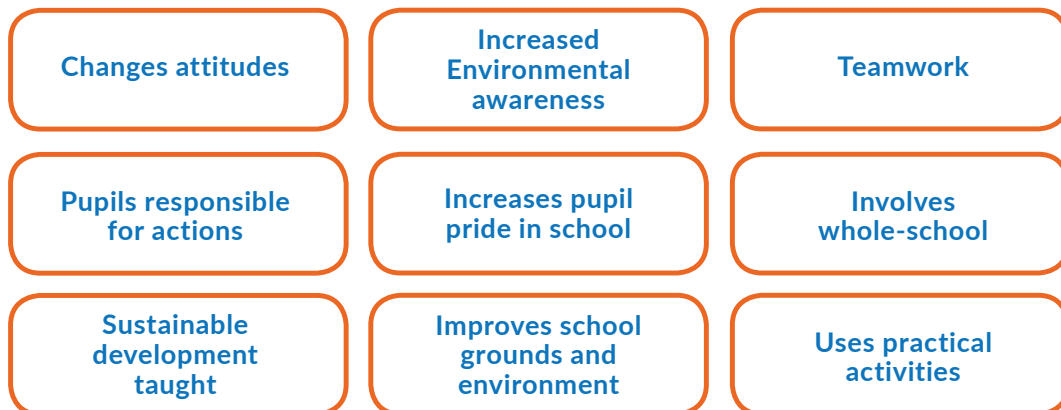
*Case Story: Lawthorn Primary School, Ayrshire, Scotland*



## SELLING ECO-SCHOOLS

Impact on Your School - Slide PowerPoint Presentation - Benefits of the Eco-Schools programme for Schools, Keep Northern Ireland Beautiful.

### IMPACT ON YOUR SCHOOL



*Find out more about this on*





**BECOME A MEMBER OF FEE**

**BUILD THE DEVELOPMENT  
OF THE ECO-SCHOOLS PROGRAMME  
INTO YOUR ORGANISATION'S  
STRATEGIC PLAN**

# Programme Document and Strategy in your Country

The short piece below about the programme document has been adapted from our South African member organisation - WESSA.

From the very beginning, it is essential to have a **programme document** and **strategy**. A programme document serves a number of purposes, but it is primarily a document for the programme staff themselves, in which they document why and how they run the programme, and which they then use to guide their day-to-day actions as well as the broader operational decisions they need to make from time to time. While extracts from a programme document can be used for programme promotion and advocacy purposes, it is not primarily a document for the public, teachers or funders, but rather a 'housekeeping' record for the programme staff themselves. It is a guide and can serve to clarify points, as there may be instances when you need to consult with the national team for clarity. Good communication is important and encouraged.

## SOME OF THE ROLES OF A PROGRAMME DOCUMENT

Remind programme staff of why and how they want to run their programme, and strengthen consistency in decision-making and management.

Act as an induction document and guide for new management staff, administration staff and provincial coordinators.

Keep a programme 'on track' over time (although changes can be made to the programme document, this needs to be done through a consultative process, so that one person is not able to 'de-rail' programme plans that have been carefully developed over time).

Prevent overly detailed micro-management: when management decisions have to be recorded in a document, it is easier to see when management is becoming too finicky, and hence be in a better position to remove non-essential rules and procedures.

Guide staff when difficult decisions are to be made and help them negotiate with senior management, funders, schools and other partners on such occasions.

Extracts can be used for promotional purposes (e.g. with schools), advocacy (e.g. with government partners) and fundraising, but the document as a whole is not written for these purposes.

The Eco-Schools programme document is primarily for the current and future:

- programme management team
- administrative and financial staff
- provincial/regional programme managers
- the senior management of the FEE member organisation.

[Find WESSA's programme document on](#)

## STAGE 1 – STRATEGY AND IMPLEMENTATION OF ECO-SCHOOLS – INITIAL RESEARCH

### BEFORE YOU START WITH THE IMPLEMENTATION OF THE PROGRAMME, CONSIDER THE FOLLOWING QUESTIONS.

How many staff are available to run the programme?

Are there other programmes similar to Eco-Schools being run in your country?

If so, how can they be integrated into the programme or how can you collaborate with them to support the schools?

Is there a tradition of student-led education in your country?

If not, how do you think it can be explained to schools/teachers?

Does your organisation have the support of local/regional/national authorities?

Decide on geographical locations of schools – national or regional.

How will the programme be funded?

Will you charge schools a participation fee?

Will schools need start-up grants?

Which are the possible partner organisations?

Determine issues of environmental sustainability in your country. (These may be different from region to region or even from school to school, however, schools may need advice, so it is worth thinking about at this stage.)

Decide whether you want to grow the programme slowly or quickly.

Determine the award system – i.e. to include the intermediate Bronze and/or Silver awards or offering only the International Green Flag.

### THE NEXT IMPLEMENTATION STEPS MIGHT INCLUDE

Setting up a National Eco-Schools Committee (consisting of partners).

Depending on the realities of your country, write a letter to or ask for an information meeting about Eco-Schools with: the Ministers responsible for Education and/or the Environment the local authorities/ mayors.

During the meeting present case histories of success stories and ask for patronage.

Establish a timeline for the implementation of Eco-Schools (see examples in the tables below).

Include the Eco-Schools programme development plan into your organisation's strategic plan.

Try to get a well-known personality or a celebrity on board as an ambassador for Eco-Schools.

Even at this stage, invite ministers/local authorities/celebrities to be engaged during International Green Flag award ceremonies. Explain that it is long-term goal, as it usually takes two years for a school to be awarded the International Green Flag.

Create programme marketing materials – outreach brochure, Facebook page, website, e-newsletter.

NB It is strongly recommended for new countries to include the Theme Global Citizenship or Climate Change/Climate Justice from the beginning.

### *Suggested Three-Year Implementation Plan*

### *Suggested Budget Plan*

## **STAGE 2 – DEVELOPING MATERIALS, WEBSITE, ETC.**

You are encouraged to

- A** Skype or email Eco-Schools International and/or your mentor for guidance about establishing the timeline and planning a promotional campaign; and
- B** Review Podio – Library Files linked to the official Eco-Schools website and the websites of other member countries to help with resources, handbooks, guides, etc., to determine what can be adapted or enhanced so that you don't have to start from scratch.

Continue to create programme marketing materials – outreach brochure, Facebook page, website, e-newsletter. All of these can be used to recruit schools.

Send (preferably digitally) information about the programme to as many schools as possible.

This Information Package can but does not have to include all of the items below

- A brief history of Eco-Schools
- Good case stories of successes
- The Seven Steps
- Themes on offer and educational materials available
- The certification process for teachers and schools
- The award structure, whether there are intermediate Bronze, Silver awards
- Information about what the International Green Flag means
- Suggestion for a time plan of how to implement in schools – however, it must be stressed that each school is individual and will decide on its respective timeline
- Website address
- Application/registration form
- Support that will be given to schools that register for the programme (including grants if applicable)
- Manual or handbook of how to implement in schools if you decide to make one, but description of the Seven Steps can be enough

*Examples of handbooks can be found on*

Send an invitation to invite schools to register for the Eco-Schools programme.

Follow-up your invitation by phoning/writing to the schools.

Decide on a number of schools to run the pilot phase, if applicable.

### *An Example for Programme Structure*

## STAGE 3 – WORKSHOPS & THE LAUNCH

Organise national or regional workshops with National Eco-Schools Committee/the schools.

Use presentations with information from the Information Package.

Establish platform for regular communications with schools for sharing between schools (e.g. online forum, email, regular newsletters, etc.)

Set up follow-up meetings with possible partners – ministries, local councils, celebrities.

Contact International Eco-Schools Director to arrange for Mentor visit from FEE Board Member or Eco-Schools International, or established Eco-Schools staff member from neighbouring country.

Ensure media coverage of national/regional workshops.

Organise an official launch of the Eco-Schools programme including adequate media coverage.

Set up individual workshops with the individual schools if necessary, depending on size of country and classes.

## STAGE 4 – THE INTERNATIONAL GREEN FLAG AWARD, PERFORMANCE INDICATORS, MEDIA, ETC.

Familiarise yourself with and disseminate the success Performance Indicators for the International Green Flag award – please see following chapters especially Chapters 3 and 5.

Decide on application procedure for the International Green Flag award and inform schools about it.

Identify possible volunteer mentors who can assist schools in assessment.

Begin training of volunteer mentors and match mentors with schools – if applicable.

Go through International Green Flag applications and send recommendations for improvements.

Set up school assessment visit.

Keep media regularly informed about schools' progress.

Organise the first International Green Flag award ceremony in your country/region and ensure adequate media coverage.

Regularly send information about your initiatives to Eco-Schools International for inclusion in the newsletter, website, or case stories section on Podio – Files Library/Case Stories.

Update the Eco-Schools Podio member management with numbers of schools registered and awarded etc.

Send annual Eco-Schools Report to International Eco-Schools Director.

*Find out more about this on*

*Introducing Eco-schools for the First Time: Experiences from Different Countries*

*25 Lessons learnt by Eco-Schools Bahamas*

# Green Flag Assessors

## ROLE OF THE GREEN FLAG ASSESSORS

Eco-Schools Green Flag Assessors are paid staff or volunteers within or outside your organisation who visit schools in their area/region to help assess whether a school has met the Performance Indicators required to achieve the Eco-Schools Green Flag.

An on-site assessment is a friendly school visit, and will usually last between one and two hours. Assessors are fully trained beforehand.

## BENEFITS

- Experience of working with schools
- Learn more about how schools operate
- Receive professional volunteering training
- Meet others interested in the Eco-Schools programme
- Gain inspiration from real-life examples of environmental action and learning
- Develop skills in communication, observation and assessment
- Practice report writing and administration skills

## TRAINING

Green Flag Assessor training should cover the following information:

- Eco-Schools Methodology
- Performance Indicators
- Assessment Process
- Requirements & Suggestions
- Expenses information

*Training materials are available on*

Please note that Head Office trained Assessors, who are usually International School teachers, receive a certificate of participation.

*Find out more about this on*

# ACKNOWLEDGEMENTS

Thanks to all the National Operators who generously helped in the compilation of this Handbook with comments, insight, materials, suggestions, jokes.

Thanks to An Taise for FEE EcoCampus details.





# ANNEXES

*Sample of the US Application Form for the Green Flag Award*

*Checklist all International Schools abide by*

*Full list of all resources on Podio*

*List of places that the National Operators Meetings (NOM) have been held*

*Case Story: Lawthorn Primary School, Ayrshire, Scotland*

*Suggested Three-Year Implementation Plan*

*Suggested Budget Plan*

*An Example for Programme Structure*

*Introducing Eco-Schools for the First Time: Experiences from Different Countries*

*25 Lessons learnt by Eco-Schools Bahamas*

## SAMPLE OF THE US APPLICATION FORM FOR THE GREEN FLAG AWARD

Below is a modified example from the USA of the Application form and documents required to be sent in, for a school to apply for the Green Flag. The USA have an online system.

*This and other examples of application forms from other countries can be found on*

Example begins here. This form will provide us with detailed information about your school's efforts. Note that schools must renew their Green Flag award every two years.

School Name	
Name of Eco-Schools Coordinator	
Application Date	

### STEP 1 – Eco Committee (Eco-Action Team in USA)

Who are the Eco Committee members and which groups do they represent? (Parents, teachers, students, etc.)

Please explain how Eco Committee meetings are run? Specifically:

Who chairs/organises the meetings?	
Who takes minutes/records the proceedings of team meetings?	
How often has your team met to date?	
On how many occasions has a parent, volunteer or other member of the 'out-of-school' community attended to date?	
How are decisions arrived at during meetings?	
How can students not on the Eco Committee make suggestions?	
How does the Eco Committee communicate with the rest of the school?	

## STEP 2 – Environmental Review (Environmental Audit in US)

Which of the following Themes (Pathways in US) have you completed?

*(Note: You must address the main Themes in the Environmental Review and then work on three Themes of your choosing to qualify for the Green Flag.)*

Topic	Tick	Who Completed the Environmental Review?
Global Citizenship		
Energy		
Water		
School Grounds		
Consumption and Waste		
Transportation		
Healthy Living		
Climate Change		
Healthy Schools		
Sustainable Foods		
Biodiversity		

*(Note: You will need to upload copies of the Environmental Review for Themes to your online Green Flag application.)*

## STEP 3 – Action Plan (Eco-Action Plan in US)

Who was involved in developing Action Plans for each of the Themes, and how did you share the Action Plans with the rest of the school?

*(Note: You must address the main Themes in the Environmental Review and then work on three Themes of your choosing to qualify for the Green Flag.)*

Theme	Who Was Involved / How Was the Plan Shared?

*(Note: You will need to upload copies of the Action Plans to your online Green Flag application.)*

## STEP 4 – Monitor & Evaluate

Please share with us how you have monitored and evaluated your progress. Refer to your Action Plans as you answer these questions.

How have you been monitoring your progress while implementing the Eco-Schools programme?	
What evidence do you have on hand that demonstrates how well each of the targets has been met? (e.g., analysis such as tables, graphs)	
What have been some of your biggest successes while implementing the Eco-Schools programme?	
What have been some of your biggest challenges while implementing the Eco-Schools programme?	

*(Note: You will need to upload evidence of the school's progress (graphs, tables, etc) to your online Green Flag application.)*

## STEP 5 – Link to Curriculum

Please give three brief examples of how you have linked the Eco-Schools programme to classroom curriculum:

	Grade Level	Subject Area	Activity
<b>Example 1</b>			
<b>Example 2</b>			
<b>Example 3</b>			

Can you offer any examples of how students' involvement in Eco-Schools boosted educational achievement? Please describe briefly.	
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## STEP 6 – Informing & Involving

Explain how you have involved your school and greater community in the Eco-Schools programme:

How have you shared information about the Eco-Schools programme with your school community?	
How have you engaged the larger community outside of your school in Eco-Schools activities?	
Have you held any special events?	
Have you reached out to schools in your area, in your region, or in other countries to share your work?	

*(Note: You will need to upload a photograph of the school's Eco-Schools notice/bulletin board or webpage to your online Green Flag application.)*

## STEP 7 – The Eco Code

Briefly explain how your Eco Code was developed.	
How often is it reviewed?	
Where is it displayed?	
How do you ensure all students are aware of it?	

*(Note: You will need to upload a copy of the school's Eco Code to your online Green Flag application.)*

### Additional Information

Are there further examples of education for sustainable development work you do which you think would count towards the International Green Flag award?	
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## PRINCIPAL INFORMATION

**(To be completed by the Principal)**

Briefly describe how you see your Eco-Schools programme developing in the future.	
What have been the benefits of Eco-Schools to your school?	
How have you managed to ensure whole school awareness and participation in Eco-Schools?	
How has Eco-Schools been integrated into your school development plan?	

We certify that the documentation above is true to the best of our knowledge.

Signed:

Eco-Schools Coordinator .....

Principal .....

Date .....

Date .....

## CHECKLIST FOR GREEN FLAG APPLICATION

**Please upload all of these items to your online Green Flag application before submitting.**

Completed documentation form	
Environmental Review for Main Themes	
Action Plans for three Themes	
Photograph of notice board/Eco-Schools webpage	
Evidence of Progress	
Copy of Eco Code	

*Find out more about this on*

## CHECKLIST ALL INTERNATIONAL SCHOOLS ABIDE BY

The Eco-Schools methodology, the Seven Steps, is the central, underlying approach that Eco-Schools offers. The successful implementation of this process will be common to all schools which have been awarded. Schools must show clear evidence of the embedding of the Seven Step methodology through achievements.

Eco-Schools should involve the whole, or the greatest part, of the school. It should not be a programme for an Eco Committee only. National Operators will consider evidence of whole school activities in their assessment for awards.

For the Environmental Review, all main Themes should be covered. Three Themes should be worked on initially and one of these should always be Global Citizenship or Climate Change/Justice.

Evidence should be provided showing what the school has achieved. Even if the Action Plan objectives have not been achieved, it is important that schools can show that it is being worked on and reviewed.

The school should demonstrate an active communications strategy that informs the whole school and the community of its activities.

FEE and Eco-Schools logos to be included on all public material once the Green Flag has been awarded.

The school must take part in at least one action per year.

The awarding of the Green Flag to the school should preferably be made by a prominent member of the community or local authority, e.g. the mayor, former student at the school etc.

## THE LIST OF RESOURCES ON PODIO

### Background and Admin

- Factsheets and Presentations
- Eco-Schools Strategic Plan 2016-2020
- Eco-Schools Handbook
- FEE Administration and Finances
- Impact and Evaluation of Eco-Schools
- Award System and Assessment
- Case Stories

### Branding and Marketing

- Partner Logos
- Infographics from Different Countries
- Selling Eco-Schools to Businesses
- Main Theme Icons
- Brochures
- Flags
- Certificates
- FEE Branding Guidelines and Logos

### Eco-Schools Seven Steps

- Eco Committee
- Environmental Review
- Action Plan
- Monitor & Evaluate
- Link to the Curriculum
- Inform & Involve
- Eco Code

### Eco-Schools in a New Country

- Eco-Schools Handbook
- Podio Manual
- FAQs
- Workshops
- Handbooks for Schools
- Reporting

## Eco-Schools Global Network

- NOM 2016
- NOM 2015
- NOM 2014
- Map of Eco-Schools Countries
- Preschools
- FEE EcoCampus

## Resources on Themes

- Biodiversity & Nature
- Climate Change
- Energy
- Global Citizenship
- Health & Wellbeing - Food & the Environment
- Litter
- Marine & Coast
- School Grounds
- Transport
- Waste
- Water

## Other Resources

- Circular Economy Podcasts
- Resources from Countries
- Templates for Case Stories
- Videos



## THE LIST OF PLACES THAT THE NATIONAL OPERATORS MEETINGS (NOMs) HAVE BEEN HELD

YEAR	PLACES NOMs HAVE BEEN HELD
2017	Paris, France
2016	Johannesburg, South Africa
2015	Belfast, Northern Ireland
2014	Cardiff, Wales
2013	Ohrid, Republic of Macedonia
2012	Mellieħa, Malta
2011	Krakow, Poland
2010	Edinburgh, Scotland
2009	Trondheim, Norway
2008	Rabat, Morocco
2007	Zagreb, Croatia
2006	Faro, Portugal
2005	Pozuelo de Alarcón (Madrid), Spain
2003	Dublin, Ireland
2002	Edinburgh, Scotland
2001	Grado, Italy
2000	Lisbon, Portugal
1998	Pissouri (Limassol), Cyprus
1997	Manchester, UK
1996	Valencia, Spain
1994	The Hague, Netherlands

## CASE STORY: LAWTHORN PRIMARY SCHOOL, AYRSHIRE, SCOTLAND



“When the Amazon is gone we will have 40 percent less atmospheric oxygen. In fifteen years we could lose an area the size of England.” These words are spoken, not by an expert or environmentalist, but by a ten-year-old boy – Mackenzie Smith, a pupil at Lawthorn Primary School in Ayrshire, Scotland. Matthew is a member of the Eco Committee at the school, where a commitment to helping the environment is embedded in the ethos of the school.

Lawthorn Primary has applied for its fifth renewal of its Green Flag from Eco-Schools Scotland and has also received a gold award from the Woodland Trust, the United Kingdom’s leading woodland conservation charity. Over the last ten years, the school has worked hard to earn these accolades, with support from UNESCO, WWF Scotland and other organisations such as Education Scotland and the Carbon Trust.

Schools across Scotland now have access to the School’s Global Footprint resource – a handbook for teachers and an interactive footprint calculator, which, through a series of questions relating to buildings, energy, food, transport, water and waste, gives an indication of carbon footprint and ecological footprint.

Action has come in many forms but most importantly the children are enthusiastic and passionate, with principal teacher Amanda Milne talking of having to rein the children in. “They wanted to ban all cars from coming into the playground” she says. “And they were convinced we weren’t planting enough trees.”

Eight-year-old Elliot Johnston talks enthusiastically of the living willow classroom which the children planted in the school grounds. “It is a big dome shape with a door at the front and a smaller door at the back. It will take five years to grow completely but we can use it just now. It can fit 60 children and has 20 windows. We use it all the time and go there to do reading” he explains.

Mackenzie is proud of the fact that the school has planted nearly 500 trees in and around the school. “Every Christmas we give The Woodland Trust our recycled cards and in return they give us trees” he says.

Every aspect of the school’s consumption has been examined. In the school refectory they no longer use cling film for wrapping food, and with the help of additional recycling boxes they have reduced school lunch waste to seven kilograms per day. They also helped organise a local food week where only local produce was eaten – Isle of Arran cheese, eggs from local farms, and herbs and vegetables from the vegetable gardens which every class has.

The children may not have been allowed a ban on cars coming in to the school but there has been a sixty per cent reduction in the number of children being driven to school. Plastic bottles are reused, and a couple of years ago two litre bottles were collected and used to make a greenhouse.

Energy usage has been reduced by 43 per cent, and thanks to hippo bags placed in the toilet cisterns to reduce the amount of water flushed away, after one term they had saved enough water to fill three Olympic-sized swimming pools.

Feedback from parents has been positive with many stories of family members being nagged to turn off lights, and to think about recycling more. It has also aided the children in other aspects of their learning, from social studies to mathematics.

“We monitor water and electricity consumption” says Ms Milne, “and we draw graphs of temperatures. We cover rainforest conservation and pollution and we do lots of other topics which build up to that.”

Lawthorn Primary is one of many schools across Scotland trying to make a difference, and teaching the next generation about how and why we should look after the world. The Scottish government encourages this work, and it fits in well with its overall environmental strategy. It has pledged to create all of Scotland’s electricity from green energy by 2020, to reduce greenhouse gases by 42 per cent by 2020, and, in response to the UN Decade of ESD, promised that by 2014 people in Scotland will have developed the knowledge, skills, understanding and values to live sustainable lives.

But this action is necessary. While net greenhouse gas emissions in Scotland have reduced by 27.6 per cent since 1990, in 2009 Scottish emissions were equivalent to 51 million tonnes of carbon dioxide, and each person in Scotland still contributes twice the global average in emissions.

Annual rainfall in Scotland increased by 21 per cent between 1961 and 2004. Conversely there has been a 25 per cent reduction in winter days with snow cover, with the snow season now shorter, starting later and finishing earlier in the year. This of course is worrying for the once thriving skiing industry in Scotland but also for what it signifies about climate change.

Having access to the material from organisations such as UNESCO, the World Wildlife Fund, and Eco-Schools Scotland, has provided teachers and pupils with a wealth of information to choose from, and has allowed them to improve their learning.

The school say that the UNESCO website has been a huge help, providing resources and giving suggestions which have sparked the children’s imagination and encouraged them to conduct their own research online. Several speakers have visited the school, from UNESCO and other organisations. As Ms Milne says, “It allows the children to do research, to see where they all fit in to the world, and to bring all the information together.”

It is evident that the children are enthusiastic about making a difference to the environment and Ms Milne describes the learning as being pupil powered, with pupils taking charge and evaluating for themselves.

If anyone should doubt the impact this has on the wider community Ms Milne tells the story of being told that sanitation department workers instantly know when the school has done a focus on recycling, and can tell which streets have children from the school as recycling uptake was better on those streets.

“There is only one world we live in” she says. “We need to take care of it. We want to leave the world in a better place than when we got it.”

*More case stories can be found on*

*Templates for case stories can also be found here, in Files Library/Resources/Templates for Case Stories.*

## SUGGESTED THREE-YEAR IMPLEMENTATION PLAN

TARGET	DESCRIPTION OF TARGETS AND ACTIVITIES	TIME-FRAME		
		Year 1 (20__)	Year 2 (20__)	Year 3 (20__)
<b>Milestone 1</b>	<b>ORGANISATION ACCEPTED AS NATIONAL OPERATOR FOR THE ECO-SCHOOLS PROGRAMME IN COUNTRY AND PROGRAMME IS PILOTED WITH SELECTED SCHOOLS</b>			
1.1	Make application to the Foundation of Environmental Education (FEE) to introduce programme			
1.2	Build development of Eco-Schools into your organisation's strategic plan (including fundraising plan)			
1.3	Prepare resources including: website, online database, social learning platform & resource file (contact International Director at FEE Head Office)			
1.4	Recruit pilot schools to join the programme			
1.5	Carry out capacity building sessions to train partners & pilot schools			
1.6	Offer a start-up grant scheme for schools to carry out eco-projects if you are lucky enough to have funding			
1.7	Begin fundraising activities in order to be able to hold Eco-Schools Conference/workshops, etc.			
<b>Milestone 2</b>	<b>THE PROGRAMME IS EXPANDED TO MORE SCHOOLS AND A FIRST GROUP OF SCHOOLS ARE GIVEN AWARDS</b>			
2.1	Set up a group of volunteers to carry out role of independent assessors			
2.2	Continue building pool of resource material: e.g. booklet to showcase best practices of pilot schools, online award application tool (contact international Director at FEE Head Office)			
2.3	Recruit more schools to join the programme			
2.4	Carry out capacity building sessions for newly registered schools			
2.5	Carry out assessment of eligible schools and grant awards			
2.6	Organise annual Eco-Schools Conference as a platform for sharing best practices and celebrating the achievements of registered schools			
2.7	Offer a start-up grant scheme for new schools to carry out eco-projects			
2.8	Continue fundraising for more activities/workshops/conferences, etc.			
<b>Milestone 3</b>	<b>THE PROGRAMME IS EXPANDED TO MORE SCHOOLS AND CENTRES OF EXCELLENCE SET UP TO ENSURE THE SELF-SUSTAINABILITY OF THE PROGRAMME</b>			
3.1	Continuous review and enhancement of resource material (contact International Director at FEE Head Office)			
3.2	Recruit more schools to join the programme			
3.3	Carry out capacity building sessions for newly registered schools			
3.4	Carry out assessment of eligible schools and grant awards			
3.5	Continue fundraising			
3.6	Organise annual Eco-Schools Conference as a platform for sharing best practices and celebrating the achievements of registered schools			
3.7	Set up Eco-Schools Youth Leaders group with representatives from all Green Flag awarded schools			
3.8	Set up Centres of Excellence consisting of Green Flag awarded schools			
3.9	Offer a start-up grant scheme for schools to carry out new eco-projects			

## SUGGESTED WORKPLAN FOR YEAR 1

ACTIVITIES	CALENDAR													
	20__	20__												
	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Identify & recruit pilot schools														
Plan launch event (collaboration with partners)														
Hold launch events														
<b>ECO-SCHOOLS 7-STEPS WORKSHOP FOR TEACHER &amp; PARTNERS</b>														
Confirm date with schools														
Plan workshop & prepare workshop material														
Carry out workshop														
<b>ECO-SCHOOLS 7-STEPS WORKSHOP FOR STUDENTS</b>														
Confirm date with schools														
Plan workshop & prepare workshop material														
Carry out workshop														
<b>ECO-SCHOOLS THEME- BASED WORKSHOP</b>														
Plan workshop & prepare workshop material														
Carry out workshop														
<b>RECRUIT SECOND BATCH OF SCHOOLS</b>														
Publicise and recruit schools														
Brief schools														20__
<b>PREPARE FOR FIRST ROUND OF EVALUATION (Q1 20__)</b>														
Recruit & train volunteer evaluators														
Build online award application system														

## SUGGESTED BUDGET TEMPLATE

Below please find an example of a projected budget for the Pilot Scheme of six schools in the Bahamas.

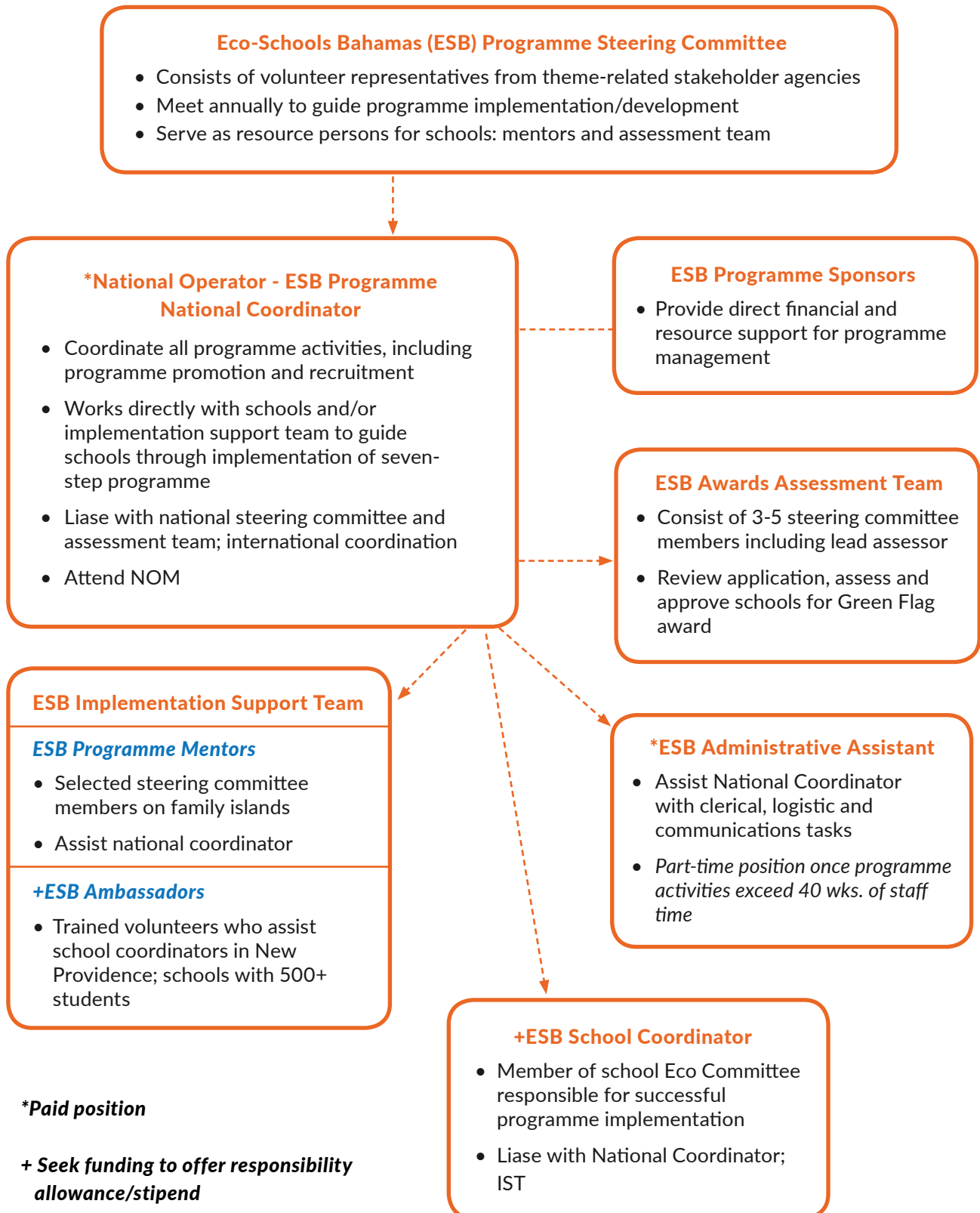
ITEMS	QUANTITY	COST PER UNIT	TOTAL COST
<b>STAKEHOLDER'S WORKSHOP</b>			
Travel - Family Island Participants Air Transportation Hotel Coffee Break Workshop Material Room Rental <b>SUBTOTAL</b>			
<b>TRAVEL TO NATIONAL OPERATORS MEETING</b>			
Air Transportation Accommodation Meals Misc: Visas, etc. <b>SUBTOTAL</b>			
<b>TEACHER TRAINING WORKSHOP</b>			
Travel - Family Island Participants Air Transportation Hotel Coffee Breaks, Lunch Field Trip (Transportation, Materials) Workshop Materials Room & Equipment Rental <b>SUBTOTAL</b>			
<b>STEERING COMMITTEE MEETINGS</b>			
Information packet and assessor's training exercise <b>SUBTOTAL</b>			
<b>ASSESSMENT VISITS</b>			
Mileage Travel to Family Islands Air Transportation Ground Transportation <b>SUBTOTAL</b>			

<b>SCHOOL PROGRAMME SUBSIDY</b>			
Bulletin Board Materials Project equipment & supplies <b>SUBTOTAL</b>			
<b>COMMUNICATION</b>			
Website development Mailings <b>SUBTOTAL</b>			
<b>PRINT MATERIALS</b>			
Printing & Distribution of Handbooks Printing of Posters & Brochures for Schools Eco-Schools merchandise <b>SUBTOTAL</b>			
<b>STAFFING</b>			
Eco-Schools part-time coordinator <b>SUBTOTAL</b>			
<b>AWARDS</b>			
Bronze and Silver Awards Green Flags (min. order quantity) Flag Poles <b>SUBTOTAL</b>  <b>TOTAL</b>			

## AN EXAMPLE FOR PROGRAMME STRUCTURE

Below is an example from Eco-Schools Bahamas showing the structure of their programme.

**Note:** When Eco-Schools Bahamas refers to Programme Steering Committee, this is what the International Eco-Schools Director calls National Eco-Schools Committee.





## INTRODUCING ECO-SCHOOLS FOR THE FIRST TIME EXPERIENCES FROM DIFFERENT COUNTRIES

Below are some examples of countries large and small regarding staffing support for the programme. As you can see, it varies very much. Eco-Schools International recommends having at least one full-time equivalent employee (FTE) available to run the Eco-Schools programme regardless of country size or population. As the programme grows this FTE employee would need help from other staff members with many tasks especially communications, upkeep of website and social media, management of finances, etc. There is no doubt that the more staff available the more robust the programme will be.

*“The United States is a very large country. We actually have a VERY small staff for a country this size – three full time employees at the national level and then the support of “regional” education people in five locations around the country. Most of the national team spends time on fundraising (we raise up to 80% of our budget), web development and enhancements, program upgrades, coordination, etc. Our website has been developed to be self-guided so it requires quite a bit of work. National Wildlife Federation does have an IT and Web department, so we do get support from them as well, but most of the changes, enhancements, etc., are done by 1-2 people on our staff who have these skills.” – USA*

*“WWF Malaysia employs two full time employees to run Eco-Schools. These staff members run the Eco-Schools training for schools, organise the Eco-Schools committee meetings and network of NGO partners, and organise the two awards entry periods per year.” – Malaysia*

*“We are very lucky in that the team involved in delivery is quite well resourced. There are 6.5 x FTE (Full Time Equivalent) Eco-Schools Project Officers. 1 x FTE Eco-Schools Development Officers (responsible for resource production, event organisation and collation of projects/incentives for schools). 0.25 x FTE IT Development Officer, 0.5 FTE Eco-Schools Administrator (dealing with enquiries, correspondence, Green Flag applications etc.) and the National Operator, as the person with Strategic Responsibility for programme development, funding and reporting.” – Wales*

*“We are just two: the National Operator and the Environmental Education Coordinator. Hopefully, soon we will be hiring four local Coordinators, three in each of the States with a high population of schools and the other in Pronatura’s headquarters to support local staff. Also, we have alliances with NGOs working on environmental issues, for example, we have one in Jalisco administrating the programme in 10 rural schools next to the sea. Yes, it will vary depending on population size, I believe that a high percentage of this programme’s success is about closely following each school and being present.” – Mexico*

## 25 LESSONS LEARNT BY ECO-SCHOOLS BAHAMAS

### THE NATIONAL OPERATOR

1. Globally, the most successful Eco-Schools programmes get government funding and support, as it ties in to their country's commitment to millennium goals and international agreements. We have very limited and inconsistent funding from government at this time.
2. We established a national steering committee with stakeholders from government and non-government agencies in education, and industries connected to Eco-Schools Themes (i.e. Water, Waste, Energy, etc.). The steering committee meets once or twice per year, functions as an advisory board on proposed projects, ratifies major programme changes, assesses schools for Green Flag certification, and its members serve as resource people for schools.
3. With almost 300 public and private schools scattered across an archipelago of islands, it was necessary to limit the number and select which islands and schools to pilot the programme with. This was done in collaboration with the Ministry of Education. We started small, with seven schools on three islands.
4. It is practical to begin with schools who have already embraced a culture of improving their environmental practice.
5. Assisting schools with implementation required more staff time than our organisation anticipated. A full-time person is needed to grow and expand the programme with assistance from volunteer field coordinators on different islands. Beyond a certain number of schools, more full-time staff will be required.
6. It is wise to lay out a 3-5 year strategic plan for implementation, with ongoing monitoring and evaluation.
7. Registration begins with an application (to indicate interest) and ends with creating an Action Plan (step 3 in Eco-Schools). This demonstrates commitment and once we know what schools plan to do, we are better able to connect them with human and material resources through our network of partners.
8. It was helpful to use our network of teachers trained in our summer workshops to initiate programme interest in their schools.
9. The National Operator should be familiar with areas of science/other curricula that link to Eco-Schools Themes.
10. It is advantageous to provide teachers with Theme-based educational materials that are aligned with national curricula. This is done in collaboration with other partners.
11. Selecting an annual Theme of focus can be useful for seeking funding, provide a focus for training and a platform for networking between schools.
12. An annual teacher training workshop in content areas and for new schools should be implemented.
13. A biennial/triennial conference for schools can be a great spawning ground for exchange and development of ideas.
14. The National Operator should review all Green Flag applications and discuss with schools to make sure they are ready for assessment.
15. Due to logistics and costs, Green Flag certification is valid for two years.

## REGISTERED ECO-SCHOOLS

16. School Principals and staff must buy-in to the programme, be willing to making some changes in the curriculum/schedule, and will require training in the beginning.
17. Schools will need to assign a programme coordinator; this does not have to be a teacher – whoever has the time and zeal to commit to being the master guide.
18. Once established at a school, Eco Committees could benefit from a training session at the beginning of the programme.
19. At the primary school level, Eco Committee/club members come from Grades 4-6. Grades 1-3 will be engaged solely through curricular activities.
20. At the secondary level the programme is driven by an eco-club, science club or other environmental group. An elective class based on Eco-Schools methodology might also be developed to lead the programme.
21. There must be dedicated time for Eco Committees to meet; schools that have it scheduled into the curriculum as a class period or club period seem to make progress sooner.
22. Teachers must be willing and capable of integrating Themes into classroom activities.
23. Community support is needed to provide additional hands, expertise and material resources to assist with developing Themes selected by the school. Teachers' time and energy is usually already strained. We are seeking to recruit teachers-in-training from the College of The Bahamas to serve as Eco-School ambassadors and assist school coordinators.
24. Schools must dedicate time to community outreach (e.g. print/web-based, school Parent Teacher Association meetings). We find it most useful to encourage schools to host Community Action Days during the month of April in conjunction with our National Coastal Awareness Month.
25. It is most useful for schools to place all relevant curricular and extra-curricular activities within the Eco-Schools framework to count towards achieving Green Flag status.

