



GREEN FLAG AWARD

STEP 1: ECO-COMMITTEE FORMATION CRITERIA

- Parent-Teacher Association (PTA)/Board of Governors/local council/government or non- government agencies and students volunteer to be part of the Eco-Schools Committee and/or are selected by their members.
- Students are given the opportunity to nominate several adult members to the committee.
- The committee selects adult members for specific tasks.
- The committee meets at least four times a year.
- Meeting minutes are kept under the joint responsibility of the committee (students and adults).
- Minutes are displayed on the Eco-Schools noticeboard.
- Meeting reports are submitted to the School Management, PTA, and/or Board of Governors.
- Students in this committee are responsible for consulting with their peers and reporting the committee meeting outcomes to the entire school.

STEP 2: ENVIRONMENTAL REVIEW CRITERIA

- Students and adults plan and conduct a school environmental audit by consulting with several non-committee members.
- Review documents (checklists) covering each environmental impact area are used.
- Evaluated results are compiled into a document and displayed on the Eco-Schools noticeboard or website.
- Students gather action suggestions from their peers and teachers.
- Environmental review is conducted annually to assess overall school progress.

STEP 3: ACTION PLAN CRITERIA

- A detailed and precise Action Plan is included in the school development plan.
- Students in the Committee are responsible for leading several activities in the action plan.
- The Action Plan prioritizes goals.
- The Action Plan displays cost implications and includes information on how each activity will be monitored and evaluated.

STEP 4: MONITORING & EVALUATION CRITERIA

- Committee members must ensure action monitoring is carried out and several planned activities are managed by students.
- The entire school must be aware of the progress of the Eco-Schools program, action plans, and be given the opportunity to assess their impact through evaluation and discussion.
- Committee members meet to analyze program progress and gathered data.
- Some data obtained from monitoring is used for curriculum learning or materials.

STEP 5: CURRICULUM INTEGRATION CRITERIA

- The school has a student and a teacher responsible for environmental education in the school.
- The school has a curriculum map showing various environmental issues covered at all levels for all subjects.
- Aspects of Eco-Schools activities are integrated into various subjects in the curriculum for most age levels.

STEP 6 : INFORMING & INVOLVING CRITERIA

- Information about Eco-Schools activities is displayed on notice boards outside the school.
- Activities are reported in assemblies or at Local Council, government or non-government agency meetings.
- Eco-Schools activity exhibitions are provided for the local community (e.g., in public libraries or community halls).
- Eco-Schools activities are an integral part of school life, and the entire school participates in Eco-Schools activities.
- The wider community is involved in activities conducted at the school (such as local council members, local businesses, non-governmental agencies, government resource managers).
- Students submit reports/articles about Eco-Schools activities for newspapers.
- Students support their school to participate in other national or local programs (e.g., Sustainable School Award, SERASI, Green School, etc.).Details of Eco-Schools activities are placed on the school website.
- The committee has established collaborative relationships with other schools internationally and maintains relationships to exchange information and work on projects together.

STEP 7 : ECO-CODE CRITERIA

- The entire school is given the opportunity to suggest items they believe should be included in the Eco-Code.
- The Eco-Code is displayed on the Eco-Schools noticeboard, in all classrooms, on outdoor school boards, and on the school website.
- The Eco-Code is reviewed by the entire school annually to ensure its relevance.