

# Appendix B: Green Flag Award Performance Indicator

The following tables provide information on the Green Flag Award Performance Indicators. For national level awards, namely Silver and Bronze Awards, the same performance indicators will be utilised with lower weightages.

Campuses applying for the International Green Flag Award needs to obtain **80% of the total points for EACH STEPS** available, while the National level Silver and Bronze Award needs **60% and 40%** respectively.

## STEP 1: FORMATION OF ECOCAMPUS COMMITTEE

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
The Eco Committee is representative of the campus community and students are the driving force of the Committee.	<p><b>30 points:</b> Constituting of 50% of students and 50% of campus management &amp; staff (teaching and non-teaching) are represented.</p> <p><b>15 points:</b> Constituting of 75% of students and 25% of campus management &amp; staff (teaching and non-teaching) are represented.</p> <p><b>0 points:</b> Constituting of 100% of students and no campus management &amp; staff (teaching and non-teaching) are represented.</p> <p><b>+15 points:</b> external stakeholders are present in the committee.</p> <p><b>+2 points:</b> external stakeholders have been invited to be a part of the committee.</p>	<p>Committee Membership List.</p> <p>All proof of representations must be made available in <b>meeting minutes</b>.</p>
Student leadership is encouraged.	<p><b>20 points:</b> Student/s is made chair or co-chair AND assigned leadership roles in all the activities or projects.</p> <p><b>10 points:</b> Students are assigned leadership roles in all the activities or projects.</p> <p><b>0 points:</b> No students are assigned leadership roles involving the activities or projects.</p>	<p>Committee Membership List.</p> <p>Certificate of Appointment (if any).</p> <p>All proof of representations must be made available in <b>meeting minutes</b>.</p>
The Eco-Committee meets regularly.	<p><b>10 points:</b> 5 committee meetings in one academic year.</p> <p><b>0 points:</b> Less than 5 meetings in one academic year.</p> <p>*Any additional committee meeting in the academic year carries a mark of 2 points, with a maximum of a total mark <b>20 points</b>.</p>	<p><b>Meeting minutes.</b></p>
Participation is sustainable = There should not be high turnover.	<p><b>10 points:</b> Max 25 members on the committee + students serve a minimum one academic year and campus management &amp; staff (teaching and non-teaching) minimum 2 academic years.</p> <p><b>5 points:</b> Students serve half of an academic year, campus management &amp; staff (teaching and non-teaching) serve one academic year.</p> <p><b>0 points:</b> Students serve less than half of an academic year and campus management &amp; staff (teaching and non-teaching) serve less than one academic year.</p>	<p>Details on monitoring of turnover rate via attendance and active participation to be made available in <b>meeting minutes</b>.</p>

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
The Eco-Committee has a student or staff representation from all faculties / departments involved.	<p><b>10 points:</b> The Eco-Committee has representation from 50% of faculties/departments.</p> <p><b>8 points:</b> The Eco-Committee has representation from 40% of faculties/departments.</p> <p><b>6 points:</b> The Eco-Committee has representation from 30% of faculties/departments.</p> <p><b>0 points:</b> The Eco-Committee has representation from less than 30% of faculties/departments.</p>	Committee Membership List and <b>meeting minutes</b> .
The Eco-Committee is visible.	<p><b>10 points:</b> The committee member list is made available on the institution's website.</p> <p>Minute meetings are recorded, committee activities and key decisions documented and submitted with the Green Flag application.</p>	Photos of the digital platform (website, newsletter, etc.)

## STEP 2: CARRY OUT A SUSTAINABILITY AUDIT

The Sustainability Audit is broader than just environmental performance and includes behaviour / knowledge / awareness levels.	<p><b>30 points:</b> All nine (9) sustainability elements are audited and baselines are established + surveying of current behaviour/knowledge/awareness levels have been done.</p> <p><b>20 points:</b> More than five (5) and less than nine (9) elements are audited and baselines are established + surveying of current behaviour/knowledge/awareness levels has been done.</p> <p><b>10 points:</b> Minimum of five (5) sustainability elements are audited and baselines are established + surveying of behaviour/knowledge/awareness levels has been done.</p> <p><b>0 points:</b> 0 sustainability elements are audited.</p>	Content of <b>Audit</b> .
Baselines and targets are established.	<p><b>30 points:</b> A baseline is established for each sustainability elements and best practice targets are determined with alignment to national or municipal indicators and standards.</p> <p><b>15 points:</b> Only baselines are established for all sustainability elements.</p> <p><b>0 points:</b> No baselines are established.</p>	Baseline and the criteria used to benchmark and set an end line & list of metrics collected on each theme.  Or evidence of attempts, in lieu.
Measurement indicators and methods for continuous measurement are determined.	<p><b>20 points:</b> Performance indicators with suitable units of measurement are clearly defined, and methods for continuous measurement are explained with detail.</p> <p><b>10 points:</b> ONLY performance indicators with suitable units of measurement are clearly defined.</p> <p><b>0 points:</b> Units or performance indicators do not accurately reflect what is being measured.</p> <p><b>+5 points:</b> Performance indicators and measurement methods are established with the principle of SMART goals.</p>	Indication of chosen units of measurement & method of measurement.

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
Students collaborate with campus management & staff (teaching and non-teaching) to organize and manage the Sustainability Audit.	<p><b>20 points:</b> Students take the lead with major tasks in carrying out the audit and facilitated by the campus management &amp; staff (teaching and non-teaching).</p> <p><b>10 points:</b> Campus management &amp; staff (teaching and non-teaching) take the lead with major tasks in carrying out the audit while students take the minor tasks in completing the audit.</p> <p><b>5 points:</b> Only students are involved in the auditing process.</p> <p><b>0 points:</b> Students are not a part of the auditing process.</p>	<b>Meeting minutes</b> , role defining documents, and other relevant details.
The audit is reviewed once a year.	<p><b>10 points:</b> Once a year</p> <p><b>5 points:</b> Once every 1.5 year</p>	Meeting minutes and yearly report.
Publish review report to inform the community and get feedback.	<p><b>10 points:</b> The sustainability audit is transparently published on institution communication platforms (website, notice board, social media, etc.) AND a channel for feedback is made available.</p> <p><b>5 points:</b> The sustainability audit is transparently published on institution communication platforms (website, notice board, social media, etc.)</p>	Relevant links, screenshots or photos.

### STEP 3: LINKING TO LEARNING ON CAMPUS

Research integration.	<p><b>50 points:</b> Campus to provide at least 20 examples of researches with topics or targets related to sustainability challenges or SDGs.</p> <p><b>25 points:</b> Campus to provide at least 10 examples of researches with topics or targets related to sustainability challenges or SDGs.</p> <p><b>0 points:</b> No examples of researches with topics or targets related to sustainability challenges or SDGs is provided.</p> <p><b>+10 points:</b> 50% of faculties/departments have research topics or targets related to sustainability challenges or SDGs.</p>	<p>Proof of research and its related topics and targets related to sustainability can be in the form of research keywords in abstract or executive summary.</p> <p>Evidence must be of the recent past (2 years max).</p>
Curriculum integration.	<p><b>50 points:</b> Campus to provide at least 10 examples of inclusion of sustainability and inter-disciplinarily elements in course handbooks/files.</p> <p><b>25 points:</b> Campus to provide at least 5 examples of inclusion of sustainability and inter-disciplinarily elements in course handbooks/files.</p> <p><b>0 points:</b> No examples of inclusion of sustainability and inter-disciplinarily elements in course handbooks/files.</p> <p><b>+10 points:</b> 50% of faculties/departments have inclusion of sustainability and inter-disciplinarily elements in course handbooks/files.</p>	<p>Evidence of commitment through inclusions in the course handbooks/files.</p> <p>Proof of sustainability and inter-disciplinary elements can be in form of keywords in course synopsis.</p> <p>Evidence must be of the recent past (2 years max).</p>

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
Campus connection to society.	<p><b>40 points:</b> At least 5 sustainability related projects/integration with stakeholders outside of campus occurs per year.</p> <p><b>20 points:</b> At least 3 sustainability related projects/integration with stakeholders outside of campus occurs per year.</p> <p><b>0 points:</b> No projects or integration with stakeholders outside of campus occurs.</p>	<p>Projects documentations, meeting minutes and reports.</p> <p>Any MOU or documents pertaining to the collaborations.</p>
Sustainability perspectives and information is integrated into all events and conferences.	<p><b>30 points:</b> Campus's conference and event planning include AND inform on sustainability principles evidenced by planning documents.</p> <p><b>15 points:</b> Campuses conference and event planning include sustainability principles evidenced by planning documents.</p> <p><b>0 points:</b> Sustainability is not a part of conferences and event planning.</p>	Event proposals or post-event reports.
Educators engage in training in sustainability.	<p><b>20 points:</b> Time or resources are given for over 40% of educators to partake in training and learning of either Education for Sustainable Development and/or Sustainable Development Goals.</p> <p><b>10 points:</b> Time or resources are given for over 20% of educators to partake in training and learning of either Education for Sustainable Development and/or Sustainable Development Goals.</p> <p><b>5 points:</b> Time or resources are given for under 20% of educators to partake in training and learning of either Education for Sustainable Development and/or Sustainable Development Goals.</p> <p><b>0 points:</b> No educators partake in training and learning of either Education for Sustainable Development and/or Sustainable Development Goals.</p>	<p>List of trainings and trainers involved as evidence from HR / training department (e.g. training matrix)</p> <p>Input from educators through yearly performance report / review.</p>
Individual in-charge of Education for Sustainable Development.	<b>10 points:</b> The campus has a named individual responsible for Education for Sustainable Development.	<p>This individual is the focal person with expertise in linking academic curriculum to Education for Sustainable Development.</p> <p>Provision of job scope document.</p>

## STEP 4: CREATE YOUR ACTION PLAN

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
The action plan follows the principle of SMART Goals (Specific, Measurable, Achievable, Relevant, and Time-bound) and contains clear time-framed goals, targets and the activities chosen are reflective of the institution means and the baselines identified in the audit.	<p><b>30 points:</b> The action plan contains clear objectives, long-term and short-term goals (based on baseline identified), targets, cost and 5W1H (activities and its details, timeline, targets, person-in-charge) for at least three sustainability elements and/or one cross-cutting theme.</p> <p><b>10 points:</b> The action plan contains clear objectives, long-term and short-term goals (based on baseline identified), targets, cost and 5W1H (activities and its details, timeline, targets, person-in-charge) for at least one sustainability elements and/or one cross-cutting theme.</p> <p><b>0 points:</b> The action plan contains no clear information.</p>	Action Plan documents.
Delegation of Responsibilities for Implementation of Action Plan.	<p><b>40 points:</b> Students take the lead with major responsibility in implementation (planning and execution) of action plan and facilitated by the campus management &amp; staff (teaching and non-teaching).</p> <p><b>20 points:</b> Campus management &amp; staff (teaching and non-teaching) take the lead with major responsibility in implementation (planning and execution) of action plan and students were delegated tasks to support the implementation.</p> <p><b>10 points:</b> Non-academic staff lead the implementation supported by the students.</p> <p><b>0 points:</b> ONLY campus management &amp; staff (teaching and non-teaching) were involved in implementation (planning and execution, and all related tasks).</p>	Action Plan documents.
The action plan is continuously updated.	<b>10 points:</b> The action plan is updated bi-annually (academic year) concerning results of monitoring and evaluation.	Action Plan records and Monitoring & Evaluation documentations.
Climate Change and Carbon.	<p><b>20 points:</b> Carbon cutting actions are present in ALL action plans and climate change adaptation and mitigation strategies are present.</p> <p><b>10 points:</b> Carbon cutting actions are present in at least half of the action plans and climate change adaptation and mitigation strategies are present.</p>	Action Plan documents.
Procurement and Sustainable investment.	<b>20 points:</b> If problematic findings occur in Sustainability Audit, there must be actions regarding ethical & green product procurement and ethical investment.	Action Plan documents & evidence of effort being done (whether successful, in the pipeline, or unsuccessful) to address ethical & green product issues.
'Equity and Equality', 'Health and Wellbeing' and 'Global Citizenship'.	<b>20 points:</b> Actions exist on how the main themes will be linked to 'equity and equality', 'health and wellbeing' and 'global citizenship'.	Action Plan documents.

## STEP 5: MONITORING & EVALUATION

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
<p>Students play an active role in monitoring and evaluation and parts of it are viewed as a learning process.</p>	<p><b>50 points:</b> Students take the lead with major responsibility in monitoring and evaluation (planning and execution) and facilitated by the campus management &amp; staff (teaching and non-teaching).</p> <p><b>30 points:</b> Campus management &amp; staff (teaching and non-teaching) take the lead in monitoring and evaluation (planning and execution) and students were delegated tasks to support the process.</p> <p><b>0 points:</b> ONLY campus management &amp; staff (teaching and non-teaching) were involved in monitoring and evaluation (planning and execution, and all related tasks).</p>	<p>Monitoring &amp; Evaluation roles &amp; responsibilities delegation outlined in the Action Plan.</p>
<p>Monitoring and evaluation are done with reference to the Sustainability Audit and Action Plan, using the same units and performance indicators.</p>	<p><b>50 points:</b> There is a clear comparison to sustainability audit units AND clear progress charts and other illustrations are present.</p> <p><b>30 points:</b> There is a comparison to sustainability audit, but no progress charts or illustrations.</p> <p><b>0 points:</b> There is no comparison to the sustainability audit.</p>	<p>Progress charts and other measurements illustrating baseline compared to what is being monitored.</p>
<p>Monitoring and evaluation should show progress, with remedial actions to be taken if necessary.</p>	<p><b>50 points:</b> At least two-third of targets are achieved or illustrate positive progress, and details on necessary remedial actions for items otherwise are provided.</p> <p><b>25 points:</b> At least half of targets are achieved or illustrate positive progress, and details on necessary remedial actions for items otherwise are provided.</p> <p><b>10 points:</b> Less than one-third of targets are achieved or illustrate positive progress with details on necessary remedial actions for items otherwise are provided.</p> <p><b>0 points:</b> Less than one-third of targets are achieved or illustrate positive progress and NO details on necessary remedial actions for items otherwise are provided.</p>	<p>Results of monitoring and evaluation.</p>
<p>Monitoring and evaluation include distributing surveys to discover what attitude / knowledge / behavioural changes you have created.</p>	<p><b>25 points:</b> A survey has been distributed to campus community (students AND staff members) on attitudes/knowledge of Sustainability and FEE EcoCampus efforts.</p> <p><b>15 points:</b> A survey has been distributed only to students.</p> <p><b>0 points:</b> No behavioural or attitude/general knowledge surveying has been done.</p>	<p>Document comparing this survey results to the one conducted during Sustainability Audit (Step 2).</p>
<p>Share the good news!</p>	<p><b>25 points:</b> The results are publicised on-campus website / social media = latest progress</p>	<p>Relevant links, screenshots or photos.</p>

## STEP 6: INFORMING & INVOLVING

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
The FEE EcoCampus activities are visible.	<p><b>20 points:</b> There is at least one social media page AND a section of campus website where Eco-Committee updates are shared. Updates or posts are done once every two weeks or more frequently (in term time).</p> <p><b>15 points:</b> There is at least one social media page AND the section of the campus website where Eco-Committee updates can be shared. Updates or posts are done once every month or more (in term time).</p> <p><b>0 points:</b> There is no platform or frequency.</p>	Relevant links, screenshots or photos.
A student 'communication' officer or other leadership role is given in collaboration with the Institution Communications Responsible.	<p><b>20 points:</b> There are a responsible student(s) who lead the communications with support from staff member(s). There is a clear communications action plan for the year.</p> <p><b>10 points:</b> There is a staff member responsible for communications and some tasks delegated to students. There is a clear communications action plan for the year.</p> <p><b>0 points:</b> There is no one responsible for communications and there is no communications plan.</p>	<p>Committee membership &amp; task list.</p> <p>Official appointment letters for students and memo for staff.</p> <p>Communications Plan.</p>
Informative campaigns are held regularly to inform and engage other students and staff and present the EcoCampus work.	<p><b>20 points:</b> There is a plan of two campaigns on the selected themes per year.</p> <p><b>10 points:</b> There is one planned campaign.</p> <p><b>0 points:</b> There are no campaigns planned.</p>	<p>Selected themes are based on work done from Step 1 - 5.</p> <p>Documents on campaigns planning and execution.</p>
Whole-campus events are held regularly to inform and engage other students and staff and present the EcoCampus work.	<p><b>15 points:</b> At least one 'Green Days' on the selected themes OR one 'Green Week' have been organised per year.</p> <p><b>10 points:</b> At least one 'Green Week' / 'Sustainability Week' / 'SDG Week' has been organised per year.</p> <p><b>5 points:</b> At least one 'Green Days' on selected themes per year.</p>	Documents on events planning and execution.
An attempt is made to involve the entire campus as far as possible.	<b>10 Points:</b> At least one Town Hall meeting is held a year.	Documents on meeting, minutes & attendance list.
Students and staff are introduced to FEE EcoCampus policies from the beginning.	<p><b>20 Points:</b> There is a significant emphasis on and the section dedicated to: 'What is FEE EcoCampus' and 'Expected behaviour on a FEE EcoCampus' in student and staff induction engagements (physical or online engagement - speeches, video calls, workshops or other means of engagement) AND induction materials (both physical and digital: handbook, video, email, etc.)</p> <p><b>10 Points:</b> There are only one of the above forms of induction.</p>	A copy of relevant induction materials.
The FEE EcoCampus policies are visible.	<b>20 Points:</b> Visible signs and informative posters indicating 'environmental-positive behaviour' or best practices around campus exist in the appropriate locations (evidenced by photos).	Relevant links, screenshots or photos.

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
<p>The Campus community understands which activities are being undertaken and/or the meaning of the Green Flag.</p>	<p><b>20 points:</b> more than 50% of the survey population sample answers that they know and understand what the 'Green Flag' or 'FEE EcoCampus' is.</p> <p><b>10 points:</b> One-third of the population sample answers that they know and understand what 'FEE EcoCampus' is.</p> <p><b>0 points:</b> Less than one-third of the population sample answers that they know and understand what 'FEE EcoCampus' is.</p>	<p>Survey results.</p>
<p>Involvement of external communities (local and international) in FEE EcoCampus on campus activities.</p>	<p><b>10 points:</b> Both external local community involvement AND international collaboration were featured in at least one activity of FEE EcoCampus on campus.</p> <p><b>5 points:</b> Either external local community involvement OR international collaboration was featured in at least one activity of FEE EcoCampus on campus.</p>	<p>Documents on collaborations and activity planning &amp; execution.</p>
<p>Write-ups on FEE EcoCampus activities are shared with local press.</p>	<p><b>10 points:</b> Student communication officer submitted reports on FEE EcoCampus activities to local press and published in collaboration with the Institution Communications Responsible.</p> <p><b>5 points:</b> Write-ups on FEE EcoCampus activities published in the local press coordinated by Institution Communications Responsible.</p>	<p>Relevant links, screenshots or photos.</p>



## STEP 7: ECO-CHARTER

REQUIREMENTS	PERFORMANCE INDICATORS	DOCUMENTATIONS
<p>The Eco-Charter includes important goals and visions of the action plan and reflects institutional ethos as a FEE EcoCampus.</p>	<p><b>10 Points:</b> Reflects vision/goals as a FEE EcoCampus in the institutional ethos.</p> <p><b>5 Points:</b> Partly reflects FEE EcoCampus vision and goals in the institutional ethos.</p> <p><b>0 points:</b> Has no reference to goals/visions set out under the action plan.</p>	<p>Copy of Eco-Charter.</p>
<p>The Eco-Charter is presented to the campus community and visitors via institution website and is accessible to all.</p>	<p><b>20 points:</b> Displayed on all prominent physical spaces (specific events, general spaces in institution) AND online platforms (website and social media).</p> <p><b>10 points:</b> Displayed on physical spaces OR online platforms (website and social media).</p> <p><b>0 points:</b> NOT displayed neither online and offline.</p> <p><b>+5 points:</b> Campus community appreciates and support the Eco Charter.</p>	<p>Relevant links, screenshots or photos.</p>
<p>The campus community is involved in the formation of the Eco-Charter.</p>	<p><b>10 points:</b> The campus community is provided with a platform to make suggestions for what they believe should be included in the Eco-Charter AND the FEE EcoCampus Committee draws up a charter from the suggestions collected.</p> <p><b>5 points:</b> The campus community is provided with a platform to make suggestions for what they believe should be included in the Eco-Charter.</p>	<p>Evidence of platform and documents on involvement.</p>
<p>The Eco-Charter is updated as targets are achieved and are updated.</p>	<p><b>20 points:</b> Eco-Charter is reviewed every year to determine whether it remain relevant - with necessary updates provided upon review.</p> <p><b>10 Points:</b> Once every 2 years.</p> <p><b>0 Points:</b> Has not been reviewed in the last 2 years.</p>	<p>Documents on Eco-Charter reviews.</p>