



## Eco-Schools Green Flag Award Criteria Checklist

### **Step 1: The Eco-Schools Committee**

- Adults and students offer themselves to be part of the Eco-Schools Committee and/or chosen by other members.
- Students are the driving force of the Eco-Committee.
- There are plans in place for Eco-Committee continuation.
- Representatives from school management, local government, PTA, corporations, NGOs, and communities around are part of the committee.
- Students are given the opportunity to nominate some adult members on the Committee.
- The Committee elect or ropes in adult members for specific tasks.
- The Committee meets at least four times a year.
- Minutes of the meetings are kept under the joint responsibility of Committee (students and adults).
- Minutes are displayed on the Eco-Schools notice board (virtual / physical).
- Reports of the meetings are presented to School Management, PTA and/or the Board of Governors.
- The students on the Committee are responsible for consulting their peers and reporting results of the Committee meetings to the rest of the school.

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## Step 2: Environmental Review

- Students and adults plan and carry out an environmental audit of the school in consultation with some non-committee members.
- A review document (checklist) that covers every area of environmental impact is used.
- The reviewed results are collated in one document and displayed on the Eco-Schools notice board and/or website.
- Students gather suggestions for action from their peers and teachers.
- An environmental review is carried out every year to evaluate the school's overall progress.

## Step 3: Action Plan

- Action Planning is based on findings from the environmental review.
- Follows the element of **SMART** goals: Specific, Measurable, Attainable, Realistic, Timely.
- An informed and detailed action plan is included in the school development plan.
- Students on the Committee take responsibility for leading some action areas.
- The action plan prioritises targets.
- Proof of amendment on action plan, including new environmental review / result comparison, reports.
- Show links to Sustainable Development Goals.
- The action plan shows cost implications and includes information about how each activity will be monitored and evaluated.

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#### **Step 4: Monitoring & Evaluation**

- Data is compared to the Environmental Review baseline.
- Links to Sustainable Development Goals shown.
- Measuring tools used are recorded.
- The Committee ensures that the monitoring of actions is ongoing and some of the planned activities are carried out by the students.
- The whole school is aware of the progress along the action plan and is given the opportunity to evaluate its effect through discussion and debate.
- The Committee meets to review progress and analyse the data collected. It builds on successes and decides on remedial action when activities are not proving successful.
- Some data obtained from the monitoring exercise is used for curriculum work or materials.

#### **Step 5: Curriculum Work**

- The school has a student and a teacher responsible for environmental education in the school.
- The school has a curriculum map that shows where a range of environmental issues is covered across all levels for all subjects.
- Aspects of Eco-Schools activities are integrated into a range of subjects across the curriculum (more than 50%) for the majority of the school year.
- Assessments capture the school's progress on environmental literacy.

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## Step 6: Informing & Involving

- Information about Eco-Schools activities are displayed on a notice board outside the school (with security concerns taken into consideration).
- Activities and progress on the Eco-Schools programme is regularly shared during assemblies.
- Eco-Schools activities are shared with Local Councils, NGOs, or government agencies.
- Exhibits on Eco-Schools activities are put up for the local community, e.g. in the public library or community hall.
- Eco-Schools activities are an integral part of school life and the whole school participates in Eco-Schools activities.
- The wider community is involved in the activities going on in the school (e.g. local council members, local businesses, NGOs, government resource managers).
- Students submit reports/articles about Eco-Schools activities for the press.
- Students advocate for their schools to subscribe to other national or local programmes (Sekolah Lestari-Anugerah Alam Sekitar, SERASI, Sekolah Hijau, etc)
- Details of Eco-Schools activities are put on the school's website or other social media platforms.
- The Eco-Committee has formed a collaborative relationship with other schools internationally and maintains contact to exchange information and work on joint-projects.

## Step 7: Eco-Code

- The whole school is given the opportunity to make suggestions for what they believe should be included in the Eco-Code.
- The Eco-Code is displayed on the Eco-Schools notice board and in all classrooms. It is also displayed on any outside notice board and the

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school's website or other social media platforms.

- ❑ The Eco-Code is reviewed by the whole school every year to make sure it remains relevant

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