

ECO-SCHOOLS

Engaging the youth of today
to protect the climate of tomorrow

Eco-Schools is a growing phenomenon, 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.

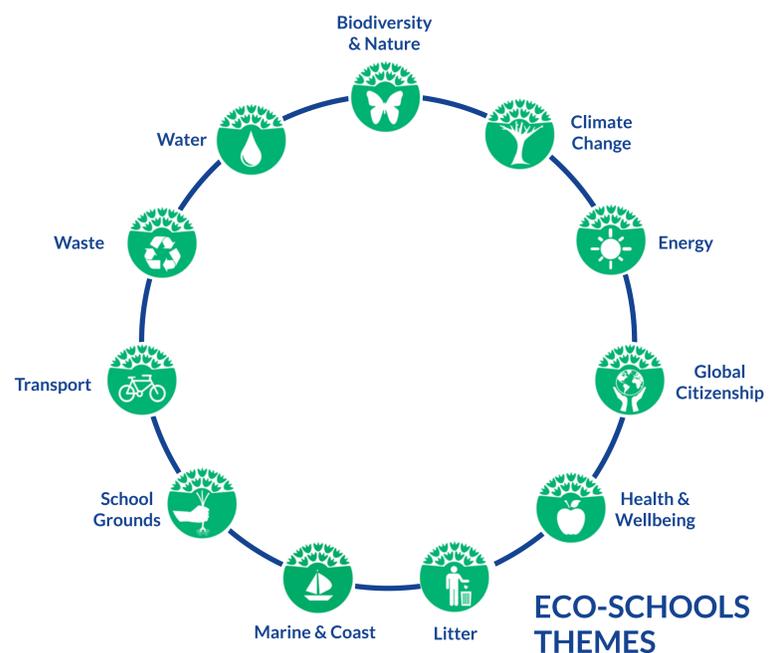
Through this programme, young people experience a sense of achievement at being able to have a say in the environmental management policies of their schools, ultimately steering them towards certification and the prestige, which comes with being awarded the International Green Flag.

Eco-Schools is one of the five programmes run by the Foundation for Environmental Education (FEE) and is recognised by the UN Decade of Education for Sustainable Development.¹



ECO-SCHOOLS METHODOLOGY – SEVEN STEPS

The Eco-Schools Seven Steps methodology is a series of carefully engineered measures to help schools maximise the success of their Eco-Schools ambitions. The method involves a wide diversity of individuals from the school community - with students playing a primary role in the process.²



ECO-SCHOOLS THEMES

The Eco-Schools Themes, which are addressed in the Environmental Review, are underpinned by the Eco-Schools methodology.

WASTE-WATER-WATTS (W³)

Thanks to the support of Alcoa Foundation, the Eco-Schools programme implements a global K-12 environmental literacy initiative focused on Green STEM. The project educates children about environmental issues through science, technology, engineering and maths skills. Through this project, 20,000 students are given opportunities to assess, design, and build innovative solutions to environmental challenges.

- Australia
- Brazil
- Italy
- Norway
- United States

Green STEM utilises project-based learning to provide students with authentic, real-life environmental and sustainability issues to tackle while emphasising 21st century skills development like critical thinking, problem solving, cooperation, communication and teamwork. And it does this within the context of the students' own communities, making the experience more relevant, inspiring, and engaging.

FEE ECOCAMPUS

As the students grow, the programme grows with them. When students began third level education in various countries, they wanted to join the Eco Committee only to discover that there wasn't one! So they approached the chancellors or deans to ask why. Some visionary university faculty and staff agreed to run the Eco-Schools programme with the help of our National Operators of course, and it became known as FEE EcoCampus. It began in Russia in 2003 and the first whole institution Green Flags were awarded in Ireland in 2010.

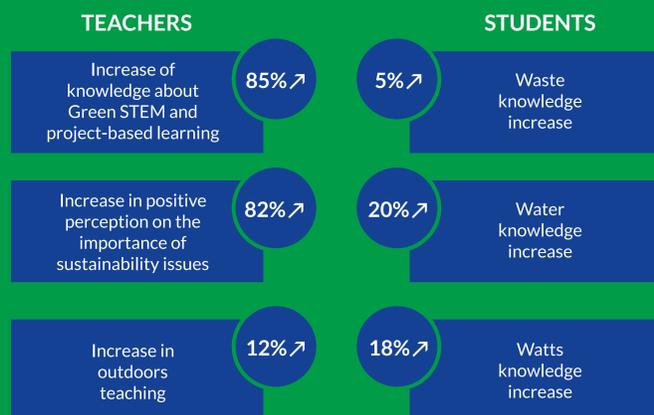
FEE EcoCampus leads to transformative thinking and can help enhance the curriculum and get the whole institution united behind something important.³



QUANTITATIVE FINDINGS



QUALITATIVE FINDINGS



¹ 'Shaping the Future We Want' – UN Decade of Education for Sustainable Development (2005–2014) Final Report, p. 912. | ² Hargreaves, LG (2008). The whole-school approach to education for sustainable development: From pilot projects to systemic change. Policy & Practice: A Development Education Review, Vol. 6, Spring, pp. 69-743.

³ Yvonne Ryan-Fogarty, Deirdre O'Carroll, Michael John O'Mahony, Bernadette O'Regan (2016). Development of the Green-Campus Programme in Ireland, in W. Leal Filho and P. Pace, Teaching Education for Sustainable Development at University Level, World Sustainability Series



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