



Changing Together

Eco-Schools 1994-2019





PRIME MINISTER • PREMIER MINISTRE

Statement from the Prime Minister of Canada

It is with great pleasure that I congratulate the Cousteau School on becoming Canada's first certified Eco-School.

The Government of Canada is committed to promoting clean economic growth, reducing greenhouse gas emissions, and positioning Canada to take advantage of the opportunities presented by a low-carbon economy.

We are unwavering in our commitment to fight climate change and support clean economic growth. Canadians, and people from around the world, need to take decisive and collective action to tackle the many harsh realities of our changing climate. I would like to applaud the Cousteau School for taking action and becoming a trailblazer for all academic institutions across Canada.

As we gather here today to celebrate Cousteau School's achievement, let us reflect on the incredible work that the school's staff and students have done over the years. We must remember their tireless efforts and let them inspire us in the years to come.

Once again, congratulations on this significant achievement. Please accept my best wishes for a memorable ceremony!

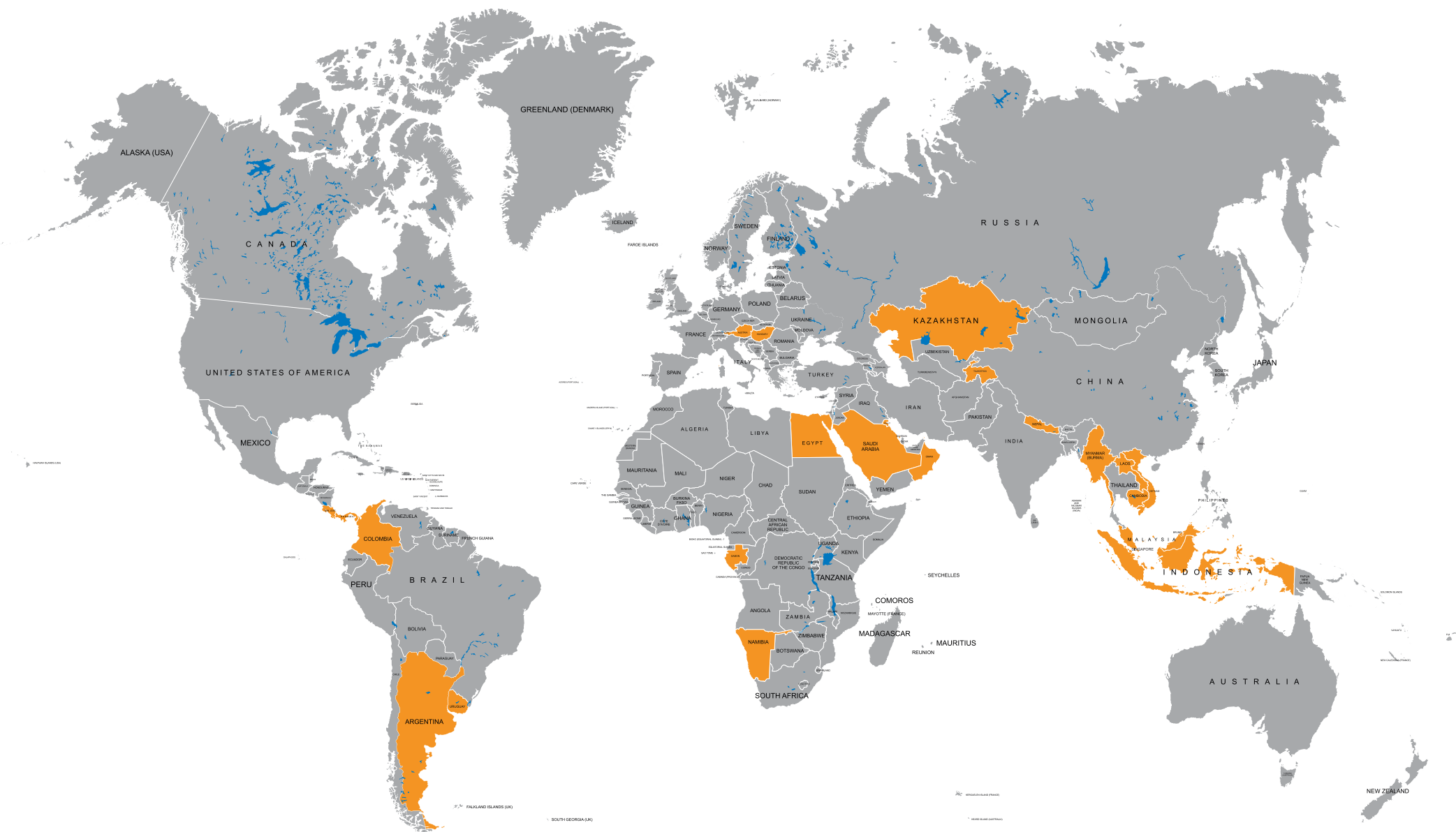


Ottawa
2019

Message from Canadian Prime Minister, Justin Trudeau

International Schools

Argentina, Austria, Bahrain, Brunei, Cambodia, Colombia, Costa Rica, Egypt, Gabon, Georgia, Hungary, Indonesia, Kazakhstan, Kuwait, Laos, Myanmar, Namibia, Nepal, Oman, Panama, Saudi Arabia, Taiwan, Tajikistan, Uruguay & Vietnam





Eco-Schools for International Schools



International Coordinator: Nicole Andreou

Vienna International School, Austria

Registered International Schools in Argentina, Austria, Bahrain, Brunei, Cambodia, Colombia, Costa Rica, Egypt, Gabon, Georgia, Hungary, Indonesia, Kazakhstan, Kuwait, Laos, Myanmar, Namibia, Nepal, Oman, Panama, Saudi Arabia, Taiwan, Tajikistan, Uruguay & Vietnam.



Eco-Schools for International Schools
Scandiagade 13
2450 Copenhagen, Denmark

THE STORY OF INTERNATIONAL ECO-SCHOOLS

The Eco-Schools programme is designed to suit all schools whether they are a nursery, primary school, secondary school, further education college, university or a school with special status or special education. There is a difference in the Eco-Schools structure when it comes to International Schools. This adaption, dated back in 2015, makes it possible for International Schools with an internationally accredited curriculum in countries without a National Operator to join the Eco-Schools programme and be managed directly by Eco-Schools Global.

The project started with a handover of British International Schools in countries with no National Operator from Eco-Schools England to Eco-Schools Global. To date, there are 44 registered Eco-Schools in 22 countries, out of which 8 have achieved the Green Flag standard. It is important to note that when/if a country with an International School/s acquires a member organisation, those schools will then be taken over by the new member organisation in consultation with Eco-Schools Global.

Performance indicators, as per the 2019 review, suggest that students are the driving force of the Eco Committee, baselines and endlines are established in the Environmental Review, a curriculum audit shall be carried out, a SMART Action Plan shall be reflected in a school's activity calendar, findings from Monitoring and Evaluation help inform activities, the whole school community is involved in the programme, and finally an Eco Code reflects the programme and the school's ethos.

Assessment is carried out through online reporting and an onsite assessment as part of the Green Flag application. Certified Green Flag Assessors within a country or in a nearby location conduct the assessment.



French Section Taipei European School, Taiwan. Green Transport Day 2019

KEY MILESTONES

In 2017 and 2018 Green Flag Assessor training sessions were held to certify Eco-Schools Coordinators and other interested volunteers, while in 2019, Eco-Schools Global reviewed the Green Flag performance indicators and has developed a self-assessment rubric to be launched in 2020.

Five countries, Canada, Chile, Qatar, South Korea and Thailand, have had International Schools as part of Eco-Schools before a member organisation joined FEE. This resulted in a smoother kickstart of the programme in the countries, as participating schools were already familiar with the programme and processes.

NATIONAL OPERATOR - REFLECTIONS

In the four years of implementation, this project has developed drastically and exponentially, with a high-level engagement coming from International Schools, their student populations, teaching and management staff. As sustainability is a core element of the various international curriculum accreditation systems, such as International Baccalaureate, Council of International Schools, etc., working with the Eco-Schools programme has become a natural choice for many International Schools. I admire the enthusiasm, but most importantly the deep commitment I have witnessed - a commitment to a better physical and social environment, to sustainability, and a commitment to each other.



British International School, Saudi Arabia



Eco-Schools has provided us with a framework that is also enriched through the United Nations Sustainable Development Goals (SDGs). We believe that children around the world should all be able to start their journey for sustainability education through a sound and relevant programme. It provides a challenging and stimulating foundation, which invites students to initiate and be involved in active projects that define the journey of each school. Students feel proud of belonging to a community of people who care about and seek to improve the current conditions of our planet.

Peter Murphy, Principal, Vienna International School, Austria

Eco-Schools has had a particularly beneficial impact on student learning. In each area of learning we incorporate a sustainability element to ensure the students understand the impact of humans on the environment. For example, in a Y3 topic, students were tasked to look at the impact of meat production on the environment, and also the impact of travel and carbon footprint. Within senior classes, students have not only developed greater awareness of the environment locally, but are monitoring air quality, and looking at measures to improve this.

Luke Chaeter, Head of Campus, Dulwich College Yangon, Pun Hlaing campus, Myanmar



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