



Establish an Eco-Committee



**Conduct an
Environmental Review**



**Create an
Action Plan**



**Monitor & Evaluate
Your Progress**



**Make Curriculum
Connections**



**Inform & Involve
the Whole School and
Wider Community**



Adopt an Eco-Code



Eco-Schools Bahamas Handbook

Youth taking action for a healthier
environment!

Eco-Schools Bahamas National Operator
Bahamas Reef Environment
Educational Foundation
(BREEF)
www.breef.org



TABLE OF CONTENTS

	Page
INTRODUCTION TO ECO-SCHOOLS	3
HISTORY OF ECO-SCHOOLS.....	4
BECOMING AN ECO-SCHOOL	5
WORKING THROUGH THE SEVEN STEPS	
Step 1 Establish an Eco-Committee	6
Step 2 Conduct an Environmental Review	7
Step 3 Create an Action Plan	8
Step 4 Monitor & Evaluate Your Progress	9
Step 5 Make Curriculum Connections	10
Step 6 Inform & Involve the Whole School & Community	11
Step 7 Adopt An Eco-Code	13
APPLYING FOR AN AWARD	14
ECO-SCHOOLS THEMES	17
Biodiversity, Climate Change, Energy, Healthy Living, Litter, School Grounds, Waste, Water, Marine and Coast	
APPENDICES:	
Appendix I: Application Form	24
Appendix II: Sample Meeting Agenda and Minutes Template	25
Appendix III: Environmental Assessment Checklists &	26
Summary Report Template	37
Appendix IV: Sample Action Plan	38
Appendix V: List of Local Support Agencies	39
Appendix VI: Bronze Award Self-Assessment & Application Form	41
Appendix VII: Silver Award Self-Assessment & Application Form	43
Appendix VIII: Criteria for Green Flag Award	45
Appendix IX: Litter Grading Guide	47
Appendix X: Green Flag Application Cover Sheet.....	49
Appendix XI: Green Flag Application Assessment Forms	50

Introduction to Eco-Schools

The Bahamas Reef Environment Educational Foundation (BREEF) would like to thank you for your interest and participation in the Eco-Schools Bahamas programme. You have started on a journey that will benefit your students, the community and the country at large while enhancing your school's environment, ethos and learning climate.

What is Eco-Schools?



The Eco-Schools programme is an international awards scheme which recognizes schools that make a commitment to continuously improve their environmental practice. It actively engages K-12 students in finding and implementing solutions for local environmental challenges in their schools and surrounding communities, with focus on three core themes (i.e. energy, waste, water). The programme was developed in 1994 by the Foundation for Environmental Education (FEE) in response to United Nations (UN) Agenda 21.

How does the programme work?

It involves the whole school – students, teachers, parents, staff and administrators together with members of the local community. Schools conduct a campus environmental review to select one or more themes and follow a simple, seven-step change process.

Once a school has successfully implemented the seven steps, it may receive a bronze, silver or the top level Green Flag award. Green Flag schools are designated as Eco-Schools, joining an international network of Eco-Schools in over 68 countries.



Benefits of the Eco-Schools programme

1. Become part of a global network of schools, solving real-world environmental issues.
2. Children and teens lead out in active citizenship through teamwork, decision-making and problem-solving.
3. Schools reduce their environmental impact, while enhancing their curriculum programme.
4. Raises the prestige of schools by gaining an internationally recognized award.
5. Reduces schools' operating costs and so results in financial savings.
6. Links schools to a network of support agencies throughout The Bahamas.
7. Provides opportunities to secure funding for further development projects.
8. Raises student and community awareness of local environmental and sustainable development issues.

HISTORY OF ECO-SCHOOLS

During the UN Conference on Environment & Development (Rio Earth Summit) in 1992, the call was made to involve young people in finding solutions to environmental and sustainable development challenges in member countries. In response, the Eco-Schools programme was developed by the Foundation for Environmental Education (FEE) in 1994 and introduced into the UK, including Scotland, in 1995.

Today, the Eco-Schools Programme is the largest sustainable schools programme in the world with over 52,000 registered schools in more than 68 countries across Europe, Africa, the Middle-East, Asia, the Caribbean, USA, Mexico and Brazil.

Learn more at <http://www.ecoschools.global/>

Eco-Schools Bahamas (ESB)

The Eco-Schools Bahamas Programme was piloted in 2009 with seven schools on Abaco, Eleuthera and New Providence. In addition to the three core Eco-School themes (*i.e. energy, waste and water*), ESB has also included additional themes (*i.e. biodiversity, healthy living, litter, school grounds, climate change, marine and coast*). In 2018, our network included over 25 registered schools and twelve Green Flag schools. Deep Creek Middle School and Hope Town Primary School were the first private and public school, respectively to receive the prestigious Green Flag Award.

Supporting a National Agenda

As we consider our environmental impacts in The Bahamas, we also take into account the collective impact of the estimated six million tourists that visit our isles each year; a number which far exceeds our country's population.

By adopting the flexible framework of Eco-Schools and following its seven (7) step process, your school will also be addressing national initiatives and issues critical to our country's sustainable development including:

- ✓ UN Local agenda 21, which calls for re-orienting education towards sustainable development; expanding public awareness of environmental issues and integrating environment and development issues into education at all levels.
- ✓ National Energy Policy and renewable energy initiatives
- ✓ Waste management and recycling initiatives
- ✓ Conservation and management of freshwater resources
- ✓ Wetland conservation and restoration
- ✓ Establishment of Marine Protected Areas and National Parks – Caribbean Challenge Initiative
- ✓ Control of Invasive Species
- ✓ Climate Change and Sea Level Rise
- ✓ Draft National Health Strategic Plan

BECOMING AN ECO-SCHOOL

Your Eco-Schools journey starts here.



1. Register your school with BREEF.

- Fill out the application form (*see Appendix I, pg.24*) and return it to BREEF.
- Complete Steps 1-3: Working through the Seven Steps.
 - Establish an Eco-Committee
 - Conduct an Environmental Review
 - Create an Action Plan
- Fax or email a copy of your **initial** Environmental Review and your **draft** action plan to BREEF. This will complete the registration process.

2. Continue working through Steps 4 - 7.

- ☐ Implement your action plan
- ☐ Monitor and evaluate your progress
- ☐ Make curriculum connections
- ☐ Inform and involve the whole school and wider community
- ☐ Adopt an eco-code

3. Apply for your bronze, silver or Green Flag award.

4. Maintain your projects once you achieve Green Flag status and participate in national Eco-School activities.



Deep Creek Middle School in Eleuthera receives the first Green Flag Award in The Bahamas and the English-speaking Caribbean, October 2010

WORKING THROUGH THE SEVEN STEPS

During the first leg of your journey, you will complete Steps 1, 2 and 3, with the support of BREEF and our Eco-Schools mentors. Once you have successfully implemented the first three steps, your school will be listed as a 'registered' Eco-School.

As a newly registered school, your main goal and challenge is to learn how the programme fits best into the existing school programme/curriculum, while making improvements in selected areas.

STEP 1 – ESTABLISH AN ECO-COMMITTEE

The Eco-Committee takes the lead in implementing the Eco-schools programme. It must be comprised mainly of students from various grade levels, supported by other school staff, parents and the wider community. Members may volunteer to serve or may be nominated by their peers.

The Eco-committee must include:

- Students – should have the highest representation on the committee and should be drawn from all/most grade levels (grade/year 4 and higher)
- Principal/Administrator
- Teacher(s)
- Custodial staff
- Parent(s)
- Representative(s) from the local community



Function/Responsibility

1. To plan and implement the activities of the Eco-Schools Programme.
2. To ensure that all sectors of the school community are represented in the decision making process.
3. To ensure that the whole school is aware of the programme.
4. To gather ideas from the student body.
5. To keep record of meeting discussions and decisions (*see Appendix II, pg.25*) and maintain the Eco-Schools **notice board** with updates.
6. To connect the programme to the school's management and the wider community by reporting decisions taken in committee meetings and achievements.
7. To submit applications for awards to the National Operator (BREEF).
8. To share and exchange best practices with other Eco-Schools.

The committee may take a number of forms depending on individual schools, e.g. a committee, school club, or a subject class taken by students at different grade levels. It should meet at least twice per term, delegating most functions to sub-committees or working groups which meet more frequently.

STEP 2 – CONDUCT AN ENVIRONMENTAL REVIEW

Before any plans or changes are made, information must be gathered to assess the school's current state and practice. In the case of a newly registered school, an environmental assessment must be conducted, and other baseline data collected. Schools seeking to renew their Green Flag awards may use data submitted with their previous Green Flag application as a starting point along with any other necessary information.

There are 3 stages in this process:

Stage 1 – Conduct an Environmental Assessment

Students will use the environmental assessment checklist (*see Appendix III, pg. 26*) to assess the environmental practices of the school in **all** of the theme areas. Pupils may collaborate with local organizations and industries to assist during the review and may modify the checklist if needed.

Stage 2 - Collect Baseline Data

Baseline data helps to describe the existing situation. During this stage, students collect data and record usage and consumption in the theme areas: e.g. water, waste, energy, etc. Where applicable, photos of an area to be impacted by the programme should be taken.



Examples:

- **Energy** – Gather monthly energy bills or meter readings; record gasoline consumption of vehicles in gallons (if calculating based on fuel cost, remember that fuel prices fluctuate).
- **Waste** - Record number of trash bags thrown out daily or weekly; record the amount of paper purchased weekly or monthly; record the amount of cans purchased, discarded or recycled, where applicable.
- **Water** - Record monthly water usage; indicate city or well water.

It is also important to record your school population as this impacts usage – i.e. numbers of students & staff.

Stage 3 – Write a Summary Report

Review the completed checklists along with the baseline data collected to write a summary report (*see Appendix III, pg.37*). It should briefly describe areas of good practice, as well as those being recommended for improvement. This will serve as the starting point for Step 3: Creating your Action Plan.

Based on your environmental review which areas do you think need the most improvement this school year?

Once changes have been implemented as part of your Eco-Schools programme, the initial and follow-up reviews will be used to show the progress you have made.

STEP 3 – CREATE AN ACTION PLAN

Once you have evaluated the results of your environmental review and decided which problems you wish to solve or areas you want to improve, the next step is to create a plan of action (*see Appendix IV, pg.38*).

Newly registered schools must address at least ONE Eco-School theme area AND maintain a litter free campus. To ensure student success, schools should choose no more than 3 theme areas and write only one or two goals for each theme area. In subsequent years you may build on this theme or add additional ones.

Schools seeking to renew their Green Flag award should maintain all projects successfully implemented under the previous award period (where applicable) and add on at least one new goal or theme.

Be sure to set SMART goals:

S – Specific
M – Measurable
A – Achievable
R – Realistic
T – Time-bound

Can you give an example
of a SMART Goal?

The ACTION PLAN should include

- ☐ **Theme** area(s) being worked on
- ☐ **Goals** - one or more for each theme area (e.g. To increase plant biodiversity on campus; To reduce waste on campus).
- ☐ **Actions/Tasks** that must be done to achieve stated goals. Each statement should start with a verb (e.g. plant 10 native trees, install a rain water tank, implement can recycling programme). *Include at least one school-wide project that involves most students and staff.*
- ☐ **Measure/Targets** - How will you know that the action has been successfully completed or the goal has been achieved? (e.g. 10 native trees planted and labeled, 50% of cans sold on campus are recycled)
- ☐ **Timelines** – date/period when each action/task should be completed.
- ☐ **Person(s) responsible** for completing each action/task.
- ☐ **Curriculum links** - Which lesson(s) or class activities will be planned to collect or utilize monitoring data? To help students learn about chosen Eco-school themes? At which grade levels?



STEP 4 – MONITOR & EVALUATE YOUR PROGRESS

To ensure that you are reaching the measure/targets laid out in your Action Plan, you must monitor your progress. This also allows you to evaluate how well things are going and to make changes as needed.

Data must also be recorded and kept on a continuing basis, so that when you apply for a Bronze, Silver or Green Flag award, you can use it as evidence of your progress.



In order to effectively monitor and evaluate your progress, you should answer the following questions during eco-committee meetings:

- Which actions or tasks have we completed thus far?
- If a task is incomplete, what are the obstacles that keep us from completing it? What needs to be done in order to complete it? Who will take the necessary action to complete it?
- Were our activities carried out in an **efficient** manner and could we have done anything to make them better?
- Did our actions and tasks help us to reach our targets? If not, why not? What must we change in order to meet our targets? Who will take the necessary action to meet the target?
- Did our activities have the **impact** that we were hoping for?
- What have we learned from our mistakes and successes? Are our activities **sustainable**, can they be carried out in the long term?

Gathering Data/Feedback

Additional monitoring methods that you use will depend on

- The activities and measures/targets laid out in your action plan
- The theme(s) you have selected
- The age and ability of the students and helpers.

These may include: taking meter readings, graphing energy bills, weighing or counting litter or recycled items; taking before, during and after photographs; using surveys and questionnaires to collect data, assess knowledge and opinions. *In any case, some monitoring data should be collected and/or used as part of curriculum work.*

Please note that **before applying for your Green Flag Award, you must also conduct a 'Follow-up Environmental Review'** as evidence of your progress.

Sharing the Results

The results of the monitoring exercises should be displayed on the Eco-Schools notice board or other prominent area for everyone in the school to see (e.g. in graphs, charts).

Collecting monitoring data is an excellent opportunity to incorporate curriculum links (Step 5), particularly in the areas of Math, Science and English, while developing other skills such as creativity, problem-solving, critical thinking and cooperative learning.

STEP 5 – MAKE CURRICULUM CONNECTIONS



Linking Eco-Schools to the curriculum helps the whole school get involved in the programme by raising their understanding and knowledge of sustainability.

Eco-Schools themes being worked on should be integrated into at least two core subject areas and one other. It should also include most grade levels, though the activities may vary. For example, if you are manipulating numbers and presenting results graphically as part of your math or computer studies lessons, you can use real data relating to your school's energy consumption. This helps bring the figures to life and allows pupils to learn from a real situation. This example could be further extended into science and social science lessons as you investigate ways to reduce your dependence on energy from fossil fuels or take a school-wide carbon footprint survey.

Eco-Schools Bahamas Themes

- BIODIVERSITY
- CLIMATE CHANGE
- ENERGY
- HEALTHY LIVING
- LITTER
- SCHOOL GROUNDS
- WASTE
- WATER
- MARINE & COAST

Can you think of other ways to connect Eco-Schools themes with your school's curriculum?



Choose **one** Eco-Schools theme and think of a lesson activity suitable for each subject area below at any grade level.

Content/Subject Areas	Lesson Activity/Idea
Language	
Mathematics	
Art & Design	
Computer Studies	
Natural/Physical Science	
Social Studies/Geography	
Physical & Health Education	
Community Service/C.A.S Project	

STEP 6 – INFORM & INVOLVE THE WHOLE SCHOOL AND COMMUNITY



One aim of the Eco-Schools programme is to get the whole school involved in some way. The school is also required to display an **Eco-Schools notice board** in a place of high visibility to students and visitors. It should be updated regularly.

Another aim is to raise community awareness of your environmental activities and invite others to participate. Parents, neighbours, local businesses, churches, civic groups and even local authorities can lend information, advice, volunteer to help with projects and give financial assistance. Involving the wider community can also create positive publicity for the school.

Each year in November and April, Eco-Schools around the world publicize their activities and successes to the wider community during what is known as *Global Action Days*. These week-long activities present great opportunities for community outreach.

Give an example of **one** practical activity that the whole school can participate in.

Identify **three** community members or groups that you can contact to help with Eco-School activities or lessons.

What is the best way to inform the wider community about your successes?

The following is a list of possible opportunities for you to publicize your activities and involve both the school and the wider community in the programme. *Please note that all material leaving the school must be reviewed and approved by the Principal.*

When you decide to register for the Eco-Schools Programme:

- whole staff presentation by the Principal, school coordinator or BREEF
- announcement at school assembly, seeking interested students
- announcement at PTA meeting or in parent newsletter, seeking parent-nominations.

When you form the Eco-Committee:

- election or recruitment of committee members
- photo with caption in school newsletter, website, social media; on Eco-School notice board.

When you conduct the initial environmental review:

- contact local community members with expertise in Eco-School theme areas to provide guidance or assist with conducting the review.
- conduct surveys or polls of the school and wider community to seek views and opinions related to Eco-School themes.
- present findings of the review at a school assembly and solicit student ideas for ways the school can improve.

When you prepare your action plan:

- include ideas from the wider student body in the action plan, where suitable.
- solicit advice or help for projects from outside organizations and businesses
- ensure that one or more activities will be integrated in core subject areas.
- extend the plan so that students can carry out selected activities at home.

When you launch your action plan and Eco-School projects:

- school-wide event to launch plan or individual projects
- update Eco-School notice board.
- press release via local news media and social media.
- competition for the creation (wording, design, and tune) of the Eco-Code.

When monitoring your progress:

- updates at school assemblies, via PA system; at PTA meetings; via social media.
- homeroom, grade level or house competitions for selected projects (e.g. learning the Eco-code, clean-block campaign, recycling).

When celebrating success:

- 'shout-outs' and awards at school assemblies, via PA system
- notices via school print and web-based platforms.
- press releases in local paper; ZNS, Cable 12 OUR news interviews; radio interviews and shout-outs.
- special event or ceremony to receive the Green Flag award.

When you achieve your targets, celebrate your success loudly! Students will need plenty of encouragement to keep the momentum of the Eco-Schools programme going, and it will be a great opportunity to remind the whole school and the wider community why you have adopted these activities.

Connecting with other Eco-Schools

The Eco-Schools programme strongly encourages sharing of ideas and best practices with other Eco-Schools on your island, in country and around the world. In addition to sharing exciting new ideas, students gain a greater appreciation and respect for cultural diversity and global perspectives.

Here are a few ways your school can get connected

- Join the Eco-Schools Bahamas Facebook group to share and exchange ideas.
- Arrange an exchange visit with the eco-committee at another registered or Green Flag Eco-School.
- Adopt a 'buddy Eco-School' and share a project.
- Attend the annual BREEF Eco-School Coordinator's Workshop, usually held between September and October each school year.

Which Eco-Schools
are in your area?

Green Flag schools may also connect with other Eco-Schools around the world through the Eco-Schools Global Twinning initiative. Contact BREEF for further information.

STEP 7 – THE ECO-CODE

The Eco-Code is your mission statement. It should express your school's commitment to improving its environmental performance in a clear and imaginative way. It should encompass the main objectives and activities of your Action Plan.

It is also crucial that students play a key role in development of the Eco-Code, as this will give them a sense of ownership and thus buy in to the values that it represents.



The format of the Code is entirely up to the school and should be appropriate for the age and ability of the pupils concerned. It could be a list of statements, an acronym, song, rap or poem. The Eco-Code should also be prominently displayed throughout the school; i.e. in every classroom, in communal areas, on Eco-Boards and in the staffroom.

Examples:

Our Eco-Code

Walk to school

Only use what you need

Recycle and reuse

Lights out when not in use

Don't drop litter

**We're first class
We recycle our trash
And not to boast
But we compost.**

APPLYING FOR AN AWARD

After you have implemented the **seven steps**, your school is eligible to apply for one of the three Awards. *All awards are valid for a period of two years. However, only the top level Green Flag award is renewable.*

Bronze and Silver Awards



The Bronze and Silver Awards are given for notable progress towards reaching the goals stated in your action plan. Each is based on school self-assessment and information is verified by the National Operator (i.e. BREEF).



Before applying, schools should ensure that they have met all award criteria outlined in the assessment form (*see Appendix VI, pg.41 and Appendix VII, pg.43*). Successful schools will receive certificates by mail.

Please note that you do not have to apply for the Bronze and Silver Award en route to the Green Flag Award. However, it is strongly encouraged, as receiving these awards helps to motivate the eco-committee and other students towards achieving school goals.

The Green Flag Award

The Green Flag is the top level award in the Eco-Schools programme. It recognizes schools that have achieved an international standard of excellence in environmental education and practice.



Your school is ready to apply for the Green Flag Award if:

- ✓ Your activities are **student-led**
- ✓ You have implemented the seven steps according to the Green Flag award criteria
- ✓ You have worked on **at least ONE** of the environmental themes areas
- ✓ You have achieved **at least 2/3** of your goals.
- ✓ Your school campus is **mainly litter-free** (*see Appendix IX, pg.47*).
- ✓ You are willing to maintain your projects and continue to be part of the Eco-Schools programme.

As the top level award, it is **not** based on school self-assessment. Your school will be assessed by a Green Flag Assessment Committee made up of community stakeholders in education and industries related to Eco-Schools themes.

When your eco-committee determines that the school has met **ALL** of the Green Flag Award Criteria (see Appendix VIII, pg.45), you may apply for an award. You may submit your application at any time from September – April of the school year. *Assessment visits are usually scheduled within 4 weeks of receiving an application.*

Most schools that set SMART goals are eligible to achieve the Green Flag award within one year of completing registration.

The Assessment Visit

A Green Flag assessment visit will last for 1-3 hours depending on the size of the campus and scope of activities. The assessment visit is designed to be as relaxed and informal as possible with students leading out in the visit. *Please note that the assessment team is not expecting perfection.* The Eco-Schools programme is about schools engaging in a process of continuous improvement.

During the visit the national assessment team will request to see or do the following:

- Speak with the eco-committee. *If parent representatives/local community member(s) are not present during the visit, their contact information should be provided.*
- See evidence documenting achievement of stated goals or actions.
- Be given a tour of the school building and grounds.
- See evidence of whole-school involvement.
- Speak with non-eco committee students/classes and staff members about their level of involvement in the programme.

Schools will also be given a grade for litter (see Appendix IX, pg.47). Only schools receiving Grade A or B for litter will be awarded the Green Flag.

Notice of Award

Schools will receive an application response letter within one week of the assessment visit.

Successful schools will be awarded a certificate and the internationally recognized Green Flag. The award is valid for a period of two years. Green Flag Eco-Schools should celebrate their success and proudly display the Green Flag on a flagpole on the school grounds.

Green Flag schools will also be provided with the Eco-Schools logo, which can be used on the school's letterhead, website and any other school materials according to FEE branding guidelines.

If an application is unsuccessful, the school will receive written feedback and guidance to meet to award criteria. Once these recommendations have been implemented, schools may resubmit their application for the Green Flag award.

Reapplying for an Award

Your first bronze, silver and Green Flag Award is valid for a period of two years. Please note that only the Green Flag award may be renewed. Schools reapplying for an award should submit applications **by April of the second year**.

In order to renew your Green Flag Award at the end of the period, you need to:

- 1. Maintain what you did for the previous flag(s)** – The national assessment team will want to see evidence that work undertaken for previous Green Flag award periods has been maintained, where applicable.
- 2. Meet any recommendations given** – In addition to the previous award certificate and Green Flag, schools receive a response letter from the National Operator or Lead Assessor. If this letter contains any recommendations, these should have been addressed by the time of your next assessment. Please do not hesitate to get in touch with BREEF if you need further advice on what to do.
- 3. Expand the programme** - Eco-Schools Bahamas currently offers a variety of themes that your school can investigate. Schools must add on at least one new theme, based on the most recent environment review. *Schools should also have an updated action plan, evidence of progress and follow-up environmental reviews for each school year.*

The follow-up review for each year may be used as the starting point (initial review) in the ensuing school year.

ECO-SCHOOLS THEMES

Our well-being as individuals and a society depends on a healthy natural environment because we draw our very existence from nature (air, water, food, etc.). Moreover, healthy marine and terrestrial environments:

- ✓ provide jobs and revenue via our tourism and fisheries sectors
- ✓ are a source of water, minerals and other resources (e.g. salt, aragonite, plaiting, straw, cascarilla bark)
- ✓ are integral to our cultural and recreational activities
- ✓ enhance our natural beauty and biodiversity
- ✓ provide an engaging outdoor classroom for education and research

Our man-made or built environment also impacts the way we live, work and play for better or worse.

The Eco-Schools themes provide a foundation upon which schools may assess and improve their environmental practice. All themes are linked to areas of national and global importance. As your school investigates and tackles chosen themes you will be encouraging sustainable lifestyles within your school, wider community and country.

BIODIVERSITY



The term biodiversity refers to the variety of wildlife in the world around us, from flowers and insects to mammals and birds. It includes all the pine forest, coppice, wetlands and marine habitats and the organisms that inhabit these areas.

Maintaining natural biodiversity is important because it impacts our lives, both directly and indirectly:

- Wild plants and animals have provided most of our foods, drugs and medicines.
- Natural eco-systems help to protect shorelines, control flooding and climate and support industry.
- Both locals and tourists enjoy nature and wild places; protecting biodiversity encourages outdoor recreation and tourism.
- All species have a right to exist as we do. If species become extinct, we may lose their benefits, some of which may be still unknown to us.

Human life itself depends on the relationships between all living creatures and their environment, yet human activity is having a negative impact on biodiversity across the world. In The Bahamas, habitat destruction for development, invasive species, overfishing, climate change and pollution have led to losses of important habitats and species.

At the 1992 Earth Summit in Rio de Janeiro, 159 countries including The Bahamas signed the Biodiversity Convention, committing them to “conserve the variety of animals and plants within their jurisdiction”. Local organizations, including schools are encouraged to work together to ensure that biodiversity is seriously considered as a key part of our local environment and sustainable development goals.

CLIMATE CHANGE



Science experts agree that average global temperatures are increasing due to the addition of so-called ‘greenhouse gases’ (GHG’s) into the atmosphere as a result of the burning of fossil fuels and other human activities. These excess GHG’s have contributed to a trend of global warming that is likely to continue for several decades, even if the causative activities were to stop immediately. Human induced global warming is resulting in Climate Change at a faster rate now than ever recorded before.

Though the extent and timescale are not clearly understood, some impacts of climate change that are already happening, or are likely to occur include:

- More frequent and severe weather events, such as droughts, hurricanes and tornadoes
- Increased coastal erosion and infrastructure damage as a result of increased frequency and intensity of tropical storms, hurricanes and storm surges.
- Loss of marine biodiversity and fisheries productivity due to coral reef degradation as sea temperatures rise, and ocean acidity increases.
- Loss of terrestrial biodiversity resulting from rises in temperatures and changes in seasonal rainfall
- Depletion and pollution of potable ground water supplies
- Loss of agricultural land and reduced agricultural productivity from salinity and changes in rainfall patterns
- Introduction of alien pests and diseases affecting humans, animal and plant life.
- Introduction of insect vectors of diseases of livestock and humankind, and of contagious diseases and heat stress-related syndromes.

Although small island developing states (SIDS), like The Bahamas, contribute only a small amount of total greenhouse gas emissions, we face a hugely disproportionate level of risk from its impacts. According to the Intergovernmental Panel on Climate Change, The Bahamas is among the ten most vulnerable countries to climate change impacts. Coincidentally, the general public remains largely unaware of this issue of national priority, and the role they can play in its mitigation.

Taken from The Commonwealth of The Bahamas National Policy for the Adaptation to Climate Change 2005

ENERGY



As technology advances, we use more and more energy in our daily lives. In the Bahamas, most of this energy comes from the combustion of non-renewable fossil fuels. However, this resource is limited, is becoming more expensive and produces carbon dioxide emissions which contribute to climate change. In order for us to sustain our healthy, livelihoods and environment well into the future, we need to take measures reducing our energy consumption, implement the use of renewable energy sources and adapt to the impacts of a changing climate.

Energy costs consume a large portion of school budgets. If schools can efficiently manage their energy use through low-cost and no-cost measures, energy cost can be reduced. Moreover, the National Energy Policy 2013 – 2033 makes provision for consumers to generate their own power using renewable energy sources. This presents an opportunity for schools to seek ‘green funding’ for the installation of suitable alternative energy sources.

Healthy Living



The World Health Organization defines health as *a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity*. This includes factors such as our general happiness, confidence and outlook on life.

Consider a few facts taken from the National Health System Strategic Plan 2010-2020 Consultation Draft, Ministry of Health.

- In The Bahamas, chronic non-communicable diseases (CNDs) account for nearly 45% of all deaths (PAHO, 2007).
- More than 70% of the population is overweight.
- About 50% of persons report eating less than one serving a day of fruits and vegetables.
- About 38% of the population engages in little or no physical activity.
- The onset and progression of CNDs, including hypertension, diabetes, coronary heart disease, stroke, chronic respiratory diseases and some cancers, are highly affected by lifestyles choices such as diet, lack of exercise, stress, smoking and alcohol consumption.
- Youth under the age of 25 accounted for 42% of the population.

Moreover, “health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance. Health-risk behaviors such as early sexual initiation, violence, and physical inactivity are consistently linked to poor grades and lower educational attainment (www.cdc.gov).” Conversely, research has shown that

effective school health programmes can reduce health risks to students and support academic achievement.

Health education is any combination of learning experiences designed to help individuals and communities improve their health, by increasing their knowledge or influencing their attitudes. The Eco-Schools healthy living theme aims to help students

- Learn and practice healthy lifestyle habits.
- Understand the short and long-term benefits of a healthy lifestyle.
- Understand the relationship between individual, community and environmental health.
- Feel secure about confidentially contacting a professional for help when needed

LITTER



Litter is waste in the wrong place. Litter is untidy and unsightly and can affect people's health and safety in an area. The majority of litter comes from people dropping it either on purpose or by accident.

All schools face the challenge of controlling litter and making sure that school buildings and grounds are regularly cleaned.

A school with a serious litter problem:

- Can be demoralizing for staff and pupils
- Can be dangerous, where items such as broken glass or cans occur
- Encourages disease carrying vectors to inhabit the campus
- Is not pleasing to visitors
- May create complaints from local residents and businesses
- Contributes to environmental degradation

On the other hand, a litter free school helps to create a pleasant and safe learning environment and can enhance the school's image in the local community.

Controlling litter includes influencing students to accept personal responsibility for their surroundings and minimizing waste. There are lots of ways to tackle litter in your Action Plan. This can include raising awareness about the effects of litter, appointing litter monitors, hosting a clean campaign competition, increasing the number of trash bins or moving existing ones to problem areas, reusing and recycling waste materials, and promoting litter-free lunches.

SCHOOL GROUNDS



In addition to areas for sports and recreation, natural or created spaces can introduce children to native biodiversity and also serve as areas for practical/creative work. They offer a safe and potentially exciting facility for outdoor education that can complement classroom-based activities.

In order to enhance the outdoor environment, and support curriculum work, schools can introduce native plant species and water features to attract wildlife, encourage recycling and composting in outdoor areas, install bike racks, reuse waste materials to create artistic work spaces, or maintain the grounds using organic methods.

Outdoor spaces should also provide seating in lunch and waiting areas, shade from the sun, wind and rain, and appropriate facilities for play and positive social interaction.

WASTE



For the purposes of this programme, waste is defined as any natural or man-made material or substance eliminated or discarded as no longer useful or needed after a process is completed. This includes air, land and water pollution. Waste may also be viewed as the excessive or unnecessary consumption of natural resources at a rate that is unsustainable.

Almost everything we do creates waste and as technology advances, we produce more and more disposable items such as plastic containers and bottles. Today, we are producing more waste than any previous generation.

Improperly discarded waste can make areas smelly and unsightly, and harbor disease-causing pests. Many of the materials that we dispose of (e.g. plastics) take hundreds of years to break down, if at all, and others leach pollutants into soil and groundwater supplies. Waste may also cause harm to organisms and upset the balance of natural ecosystems.

School waste is generally made up of food scraps, paper and plastic packaging material, styrofoam containers and aluminum cans, most of which can be recycled or reused.

Schools should consider the 5R approach to waste minimization, i.e. *Rethink, Refuse, Reduce, Reuse and Recycle*.



RETHINK

the choices you make everyday.

REFUSE

unnecessary packaging.

REUSE

items that still work and/or can be used for another purpose.

REDUCE

the amount of electricity you use and waste you create.

RECYCLE

non-biodegradable items such as aluminum cans, plastic and glass bottles.

WATER



Water is an important resource that is needed for life to exist. Although about 71% of the Earth's crust is covered by water, only 2% is available as fresh water. In The Bahamas, there are no rivers, thus, freshwater supplies are limited to groundwater and rainwater. This can make obtaining water difficult and expensive. Conserving water through rainwater collection methods, reducing consumption and preventing water pollution would go a long way towards ensuring that we will continue to have a supply of potable water well into the future.

Tourism, our number one industry, increases the demand for water on our islands. As such, we must actively think about ways to obtain and conserve it.

Some of the ways in which schools may reduce their water consumption are: determining water usage patterns or behaviors, identifying and fixing leaks and drips, installing low flush toilets and other water-saving devices, collecting rain water for irrigating school grounds and garden areas.

The Bahamas is a coastal nation and schools should also think about ways we can keep our coastal waters clean and conserve marine ecosystems, especially schools that are on or near the coast.

MARINE AND COAST



The Bahamas is a coastal nation comprised of over 700 islands and cays scattered across 100,000 square miles of crystal blue seas in the Western Atlantic. Marine and Coast teaches children about coastal and marine habitats, how people are affecting these habitats and what we can do to protect them. Students learn about the sources of marine and coastal litter and its negative effects on marine and coastal flora and fauna. The importance of using the oceans resources responsibly is also communicated to students.

The Marine and Coastal theme:

- Promotes the conservation and sustainably use our oceans, seas and marine resources for the sustainable development of The Bahamas.
- Increases awareness of the ecological, economic, social and cultural value of Marine and Coastal habitats

“The environment in which we live influences every aspect of our lives. In The Bahamas, we value our sun, sand and sea and other natural assets.” (Environment Pillar, Vision2040, National Development Plan of The Bahamas)

APPENDICES: Appendix I

Eco-Schools Bahamas Programme Application Form



Please complete the registration form and deliver to BREEF at #11 Caves Professional Centre,
Blake Rd. & West Bay St. or return by email to ecoschoolsbahamas@breef.org

School Information			
School Name			
Principal's Name		Principal's Signature	
Mailing Address			
Street Address			
School type	<input type="checkbox"/> Preschool <input type="checkbox"/> Primary <input type="checkbox"/> Junior High (grades 7-9) <input type="checkbox"/> Senior High (grades 10-12) <input type="checkbox"/> Other _____		
Telephone number(s)		Fax number	
Web Address		Email Address	
Number of staff members		Number of students	
Contact Person			
Name of staff member responsible for Programme Implementation			
Position on Staff			
Phone contact(s)			
Email address			
Eco-Committee Members <i>(attach additional sheet if necessary)</i>			
Name	Position (e.g. teacher, student, parent)		

For Official Use Only

Date Received _____

Date Registration completed _____

Confirmation Sent on _____

Appendix II: Sample Meeting Agenda and Minutes Template

School:

Date:

Eco-Schools Action Team Agenda

1. Welcome and apologies
 2. Minutes from last meeting
 3. Matters arising
 4. Item 1
 5. Item 2
 6. Item 3
 7. Item 4
 8. Any other business
 9. Date and time of next meeting
-

Sample Meeting Minutes Template

Date of Meeting:

Action Team Members Present: (list)

Action Team Members Absent: (list)

Theme discussed	Decision/Action	Person(s) responsible	By when?
The Eco-School notice board needs to be updated	Add photo and names of eco-committee members and summary results of environmental review	Eco-committee PR team	End of week
The environmental review showed that lots of paper is wasted in school	Send student reps to each class to solicit ideas on ways to reduce and reuse paper.	Waste sub-committee	Next meeting
The school fair is coming up and there will be lots of litter. What should we do?	Ask caretaker to move bins near to stalls and exits Create posters reminding people to use bins and keep areas clean; litter monitors can wear body posters	Mrs. Brown, Senior Mistress; Mr. Green, Caretaker Jo and Anne (Year X) to design posters Litter monitors to post and/or wear them.	By Oct. 22 for fair on Oct. 23

Appendix III

STEP 2: ECO-SCHOOLS ENVIRONMENTAL ASSESSMENT CHECKLIST

School Name: _____ Review Date _____

BIODIVERSITY Questions	Response
Does the school have a natural wildlife area (e.g. area of coppice, pine forest or wetland)?	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No
Have students conducted a plant species inventory/checklist?	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No
Does the landscape include native plants and trees?	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No
Does the school have invasive plants on the grounds (e.g. Casuarina, Brazilian pepper, <i>Melaleuca</i> (paper bark tree), <i>Scaevola</i> (Hawaiian Seagrape), <i>Wedelia</i> (creeping-oxeyes) and Monkey Tamarind	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No
Does the school have plants in containers, pots or beds?	<input type="checkbox"/> Yes, lots <input type="checkbox"/> <input type="checkbox"/> No <input type="checkbox"/> Yes, some
Does the school maintain any of the following to encourage biodiversity? <input type="checkbox"/> Bird nesting boxes <input type="checkbox"/> Bird feeders <input type="checkbox"/> Bird Baths <input type="checkbox"/> Ponds <input type="checkbox"/> Butterfly friendly plants <input type="checkbox"/> Native plant garden/trail <input type="checkbox"/> Other (please specify) _____	
Does the school ground staff use chemical fertilizers and pesticides?	<input type="checkbox"/> Yes, lots <input type="checkbox"/> No <input type="checkbox"/> Yes, some
Does the school maintain a compost bin or heap?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do teachers take students on field trips on the school grounds to observe biodiversity (plants and animals)?	<input type="checkbox"/> <input type="checkbox"/> Yes, regularly <input type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/> Occasionally
Do teachers take students on field trips to natural wildlife areas to observe biodiversity (plants and animals)?	<input type="checkbox"/> <input type="checkbox"/> Yes, regularly <input type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/> Occasionally
Does the school have any clubs that explore or study the natural environment?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, which _____	
Additional Comments:	

CLIMATE CHANGE Questions	Response
Do students understand the difference between Climate and Weather?	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No
Is there an understanding that CO ₂ is part of the carbon cycle and that the carbon we emit locally (in any country) travels globally?	<input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No
Is there understanding that climate is changing at a much faster rate now than before?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is climate change education a part of the school's curriculum? If yes, please expand:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has the school used any available print/digital tools to measure its CO ₂ emissions/carbon footprint? If yes, please expand:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do students understand how their actions contribute to climate change and ways to reduce their carbon footprint?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are students aware that wealthy countries are consuming more energy than can be sustained?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do they understand the impact of climate change on Small Island Developing States (SIDS), such as The Bahamas?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have students created and or engaged in any awareness or action campaign about different climate change themes? If yes, please expand:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Comments:	

ENERGY Questions	Response
Does the school have a clear energy conservation policy?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does your school use LED (light-emitting diodes) light bulbs?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does your school use CFL (compact fluorescent light) bulbs?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does your school use any source of renewable energy resources (solar, wind) and if so, in what capacity?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the school use energy star appliances? If yes, what percentage of the appliances are energy star?	<input type="checkbox"/> Yes _____% <input type="checkbox"/> No
Is the electrical equipment regularly serviced to ensure optimal use with minimum energy? If yes, how often?	<input type="checkbox"/> Yes _____ <input type="checkbox"/> No
Are lights, A/C units, fans and office equipment turned off in unoccupied areas or when they are not needed?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Occasionally
Are air-conditioned areas equipped with tightly sealed windows, doors or louvers or insulated to minimize escape of cool air?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Are the doors to air-conditioned rooms self-closing?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does your school make use of natural ventilation?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Is there someone in your school who has special responsibility for monitoring energy consumption?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do appliances run on a timer? Or are they turned off when not in use?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Occasionally
Does the school use gas rather than electricity for its ovens, ranges?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the school have motion sensors or dusk to dawn lights where appropriate?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does your school coordinate a carpool or bus service for students?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Comments:	

Healthy Living – Questions	Response								
Does the school curriculum include health and physical education? If so, at which grade levels?	<input type="checkbox"/> Yes <input type="checkbox"/> No								
Have you conducted a school-wide 'healthy living' survey that also assesses student understanding of the relationship between a healthy internal and external environment?	<input type="checkbox"/> Yes <input type="checkbox"/> No								
Do school lunches provide a nutritionally balanced meal?	<input type="checkbox"/> Yes <input type="checkbox"/> No								
<p>Are the following items sold or made available at your school? <i>Please tick all that apply.</i></p> <table border="0"> <tr> <td><input type="checkbox"/> free drinking water</td> <td><input type="checkbox"/> Sodas, artificial juice drinks</td> </tr> <tr> <td><input type="checkbox"/> fresh fruit</td> <td><input type="checkbox"/> chips (e.g. Doritos) or cookies</td> </tr> <tr> <td><input type="checkbox"/> vegetables</td> <td><input type="checkbox"/> candy or chocolate bars</td> </tr> <tr> <td><input type="checkbox"/> whole grain foods or nuts</td> <td><input type="checkbox"/> other snacks with artificial flavours, colors, sweeteners</td> </tr> </table>		<input type="checkbox"/> free drinking water	<input type="checkbox"/> Sodas, artificial juice drinks	<input type="checkbox"/> fresh fruit	<input type="checkbox"/> chips (e.g. Doritos) or cookies	<input type="checkbox"/> vegetables	<input type="checkbox"/> candy or chocolate bars	<input type="checkbox"/> whole grain foods or nuts	<input type="checkbox"/> other snacks with artificial flavours, colors, sweeteners
<input type="checkbox"/> free drinking water	<input type="checkbox"/> Sodas, artificial juice drinks								
<input type="checkbox"/> fresh fruit	<input type="checkbox"/> chips (e.g. Doritos) or cookies								
<input type="checkbox"/> vegetables	<input type="checkbox"/> candy or chocolate bars								
<input type="checkbox"/> whole grain foods or nuts	<input type="checkbox"/> other snacks with artificial flavours, colors, sweeteners								
Are parents encouraged to send healthy foods and snacks in their child's lunch?	<input type="checkbox"/> Yes <input type="checkbox"/> No								
Does your school have a vegetable garden or farm area? If so, who is responsible for maintaining it? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No								
Do classrooms, offices and other indoor spaces have adequate ventilation?	<input type="checkbox"/> Yes <input type="checkbox"/> No								
Are A/C units and other ventilation systems serviced regularly?	<input type="checkbox"/> Yes <input type="checkbox"/> No								
<p>Does the school encourage students to spend free time outdoors by providing the following? <i>Please tick all that apply.</i></p> <table border="0"> <tr> <td><input type="checkbox"/> Morning/Afternoon recess</td> <td><input type="checkbox"/> Outdoor field trips, off campus</td> </tr> <tr> <td><input type="checkbox"/> Lunch break</td> <td><input type="checkbox"/> A playground with suitable equipment</td> </tr> <tr> <td><input type="checkbox"/> Shaded outdoor seating</td> <td><input type="checkbox"/> A large play/sports field</td> </tr> <tr> <td><input type="checkbox"/> An area to hold outdoor classes</td> <td><input type="checkbox"/> After-school sporting activities</td> </tr> </table>		<input type="checkbox"/> Morning/Afternoon recess	<input type="checkbox"/> Outdoor field trips, off campus	<input type="checkbox"/> Lunch break	<input type="checkbox"/> A playground with suitable equipment	<input type="checkbox"/> Shaded outdoor seating	<input type="checkbox"/> A large play/sports field	<input type="checkbox"/> An area to hold outdoor classes	<input type="checkbox"/> After-school sporting activities
<input type="checkbox"/> Morning/Afternoon recess	<input type="checkbox"/> Outdoor field trips, off campus								
<input type="checkbox"/> Lunch break	<input type="checkbox"/> A playground with suitable equipment								
<input type="checkbox"/> Shaded outdoor seating	<input type="checkbox"/> A large play/sports field								
<input type="checkbox"/> An area to hold outdoor classes	<input type="checkbox"/> After-school sporting activities								
Does the school community have safe and accessible features such as sidewalks, bike lanes, and bicycle storage to encourage students to walk or bike to school?	<input type="checkbox"/> Yes <input type="checkbox"/> No								
Does the school have a health wellness and safety policy for staff and students?	<input type="checkbox"/> Yes <input type="checkbox"/> No								
Does school policy require students to have an annual physical, eye-exam and hearing test?	<input type="checkbox"/> Yes <input type="checkbox"/> No								
Does the school provide a range of support mechanisms and a safe environment that gives students the confidence to learn (<i>e.g. guidance counsellor, school nurse, accommodation for learners with special needs, promote respect for individual and cultural diversity, initiatives to address social issues such as anti-bullying, child abuse and drug prevention, responsible social media use, etc.</i>)?	<input type="checkbox"/> Yes <input type="checkbox"/> No								

LITTER Questions	Response
<p>How serious is the litter problem at your school?</p> <p><input type="checkbox"/> Very Serious – Litter is visible most of the time</p> <p><input type="checkbox"/> Not serious but can be improved</p> <p><input type="checkbox"/> The grounds is more or less litter free</p>	
<p>What are the main items that contribute to litter at your school?</p> <p><input type="checkbox"/> Soda cans <input type="checkbox"/> Food wrappers <input type="checkbox"/> plastic bottles <input type="checkbox"/> Paper <input type="checkbox"/> Glass bottles</p> <p><input type="checkbox"/> Styrofoam containers <input type="checkbox"/> Other _____</p>	
<p>Does your school have an adequate number of garbage bins in the following areas?</p> <p><input type="checkbox"/> Classrooms <input type="checkbox"/> Cafeteria <input type="checkbox"/> Auditorium <input type="checkbox"/> Playground or Sports field</p> <p><input type="checkbox"/> Outdoor seating area <input type="checkbox"/> Student Pick up and Drop off area</p>	
<p>Is the school's main waste receptacle or dumpster in an accessible area for trash collection that has low visibility to the students and public?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Does your school have an anti-litter policy?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>If yes, is the school community aware of it?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Are students involved in ensuring that the campus is kept free of litter? If so, what is their role? _____</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>What percentage of the time does the janitorial or custodial staff spend dealing with litter?</p>	<p>_____</p>
<p>Additional Comments:</p> 	

WASTE Questions	Response
Does your school have a clear waste minimization policy?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are the grounds generally free of garbage and debris?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does your school purchase items made from recycled material? Paper Towels, stationery, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Occasionally
Does the school recycle or reuse any of the following items of school waste? <input type="checkbox"/> paper <input type="checkbox"/> cardboard <input type="checkbox"/> plastic <input type="checkbox"/> aluminum cans <input type="checkbox"/> inkjet cartridges <input type="checkbox"/> other (please state) _____	
Are letters sent home using a sibling list so that they are distributed per family rather than per child?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the school circulate information electronically? If yes, to whom? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are documents kept electronically rather than on paper?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Occasionally
Does the school whenever possible print double sided, e.g. newsletters	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there enough garbage bins at your school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are garbage bins secured to prevent spillage?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are garbage spills cleaned up in a timely manner?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the school compost food or yard waste?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Occasionally
Does your school minimize waste by purchasing items in bulk rather than in small packages?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Occasionally
Does the school minimize the use of disposable items, such as, plastic and styrofoam cups and containers?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is there someone in your school who has special responsibility for monitoring the amount of waste/ litter the school produces?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Comments:	

<u>WATER</u> Questions	Response
Does the school have a clear water conservation policy?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are the toilets designed to reduce water loss e.g. low-volume flush (1.6 gallons/flush), flush on demand urinals etc.? (If yes, how many?)	<input type="checkbox"/> Yes _____ <input type="checkbox"/> No
Are the faucets/shower heads designed to reduce water loss? (If yes, how many?)	<input type="checkbox"/> Yes _____ <input type="checkbox"/> No
Is there a water meter to record water use at school? (If yes, how frequently is it checked?)	<input type="checkbox"/> Yes _____ <input type="checkbox"/> No
Are there regular checks and repairs on leaks? (If yes, how frequently?)	<input type="checkbox"/> Yes _____ <input type="checkbox"/> No
Is the septic tank well maintained?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable
Is there someone at your school who has special responsibility for monitoring consumption of water? If yes who is it? _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does your school have a rain water collection system? (If yes how much of the school's water does it supply?)	<input type="checkbox"/> Yes _____ <input type="checkbox"/> No
How often does the school run water-saving campaigns?	<input type="checkbox"/> Regularly <input type="checkbox"/> Occasionally <input type="checkbox"/> Never
Are the grounds landscaped in a way to minimize the use of irrigation water, fertilizers and pesticides? i.e. xeriscaping, use of natives	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Additional Comments:	

<u>MARINE & COAST</u>		Year 1	Year 2
Date	Class		
What % of students and staff ever heard of the term Marine Litter?			
What % of students and staff can list 3 sources of Marine Litter?			
What % of students and staff can list 3 reasons why marine litter is bad for the marine environment?			
What % of students and staff can list 3 ways we can prevent Marine Litter entering the Marine Environment?			
What % of students and staff can list 3 ways in which Climate Change affects the Marine Environment all over the world?			

<u>MARINE & COAST</u> Questions	Response
Do students recognize the importance of the ocean as a major influence of weather and climate?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is there an understanding that oceans are a significant source of oxygen for our planet and are instrumental in the capture and storage of carbon dioxide?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is there an awareness of the impact marine pollution can have on our Bahamian way life?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are marine and coast themes part of the school's curriculum? If yes, please expand:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are students familiar with ways in which the marine and coastal environment all over the world have been affected by climate change? If yes, please expand:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do students understand how their actions contribute to marine and coastal pollution?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are students aware that most ocean pollution begins on land?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have students created and or engaged in any awareness or action campaign about marine and coastal conservation and sustainable use of marine resources? If yes, please expand:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Comments:	

MARINE & COAST Environmental Review Checklist		Response
Is your school near the coast? Comments:		<input type="checkbox"/> Yes <input type="checkbox"/> No
What types of marine and coastal ecosystems are located along your island's coastline?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Do students learn about marine and coastal ecosystems at school? Comments:		<input type="checkbox"/> Yes <input type="checkbox"/> No
Are any marine or coastal management projects being implemented in the vicinity of your school? Comments:		<input type="checkbox"/> Yes <input type="checkbox"/> No
Is your school involved in community work for the sustainable management of coastal areas? Comments:		<input type="checkbox"/> Yes <input type="checkbox"/> No
Do students and teachers consume a lot of seafood at school and at home? Comments:		<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any eco-tourism projects on marine and coastal management in the vicinity of your school? Comments:		<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any school policies and or plans that promote the Marine and Coast theme? Comments:		<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there any previous school projects related to this theme? Comments:		<input type="checkbox"/> Yes <input type="checkbox"/> No
Things that are working well:	Points for action:	

Appendix III

Step 2 - Environmental Review Summary Report Template

Evaluate the results of your environmental assessment checklists and any baseline data collected to write a summary report. Briefly describe the current school state or practice related to each theme, notes on good practice observed, as well as areas in need of improvement. This will serve as the starting point for Step 3: Creating your Action Plan.

Biodiversity
Climate Change
Energy
Health Living
Litter
School Grounds
Waste
Water
Marine & Coast

Appendix IV

STEP 3: SAMPLE ACTION PLAN

Theme and Goal	Action	Measurable Target (Towards the Goal)	Timeline	Who is responsible?	Curriculum Connection	Actual results achieved and Dates
Litter To maintain a mainly litter-free campus	Install additional trash bins in lunch area; near waiting areas Introduce litter monitors and clean block campaign	6 additional bins installed in selected areas Weekly clean block campaign implemented led by litter monitors	By mid-term Oct. - May	Vice Principal & caretaker Litter monitors & Eco-School Coordinator	Yr. 5 English essay-writing on litter/waste	Grade 'B' received on litter-less survey
Waste To reduce the number of discarded items	Implement Cans for Kids programme	At least 50% of cans sold on campus are recycled	Oct. - June	Litter monitors & Eco-School Coordinator	Yr. 8 math students calculate potential earnings from CK program	75% of cans being recycled <i>April 2015</i>
Healthy Living To promote healthy lifestyle habits among staff and students	Conduct 'healthy living' surveys. Implement 'Healthy School' campaign.	Pre and post campaign surveys conducted; increase in # of respondents practicing healthy habits 6-week campaign implemented.	January & April February - March	PE dept. with Healthy Living sub-committee	Physical & Health Education, all grades	Campaign implemented; 50% increase in healthy practices <i>April 2015</i>
Energy To reduce the schools' energy consumption	Turn off lights, fans, A/C and computers when not in use. Replace light bulbs with energy-saver bulbs Discontinue use of A/C from Dec – March; open windows and use fans	'Watt Watch' classroom surveys show at least 2/3 compliance. Monitor energy bills – target 20% reduction in energy consumption over 7 months.	September - May	All pupils and staff Principal to oversee bulb replacement	Yr. 6 Art students design signs & posters for Watt Watch Yr. 11 Students complete energy projects for science fair	12% reduction in energy consumption <i>April 2015</i>

Appendix V: Local Support Agencies - Bahamas

Ministry of the Environment & Housing Charlotte House (2 nd Floor) Shirley & Charlotte Streets P. O. Box N-4849 Nassau, N.P., The Bahamas Tel: 242-322-6027 or 322-6005 Fax: 242-326-2650 http://www.facebook.com/ministryofeh	Ministry of Tourism George St, Bolam House P.O. Box N-3701 Nassau, Bahamas Tel: 242-302-2000 Fax: 242-302-2098 www.bahamas.com	Ministry of Agriculture, Marine Resources Out Island Traders Building East Bay Street P.O. Box N-3028 Nassau, N.P., The Bahamas Tel: 242-397-7400 Fax: 242-322-8632 or 242-322-1767 http://www.bahamas.gov.bs/agriculturemarine
Bahamas Environment Science and Technology Commission (BEST) Manx Corporate Center 2nd Floor West Wing West Bay Street P.O. Box N-7132 Nassau, Bahamas Tel: 242- 322-4546/2576 Fax: 242-326-3509 Email: bestnbs@bahamas.gov.bs http://www.best.gov.bs/	Sustainable Tourism Unit British Colonial Hilton Commerce Center #1 Bay Street New Providence, Bahamas P. O. Box N-3701 Tel: 242-397-2707	Dept of Marine Resources East Bay Street P.O. Box N-3028 Nassau, N.P., The Bahamas Tel: 242- 393-1777, 393-1014/5 393-1096/7 Fax: 242- 393-0238 http://www.bahamas.gov.bs/marineresources
Antiquities Monuments & Museums Corporation Shirley Street & Collins Avenue P.O. Box EE 15082 Tel: 242-323-1925, 326-2566, 323-1928 Fax: 242-326 2568	Ministry of Education University Drive P.O. Box N-3913/14 Nassau, N.P., The Bahamas Tel: 242-502-2700/4 Fax: 242 -322-8491 https://www.ministryofeducationbahamas.com/	Andros Conservancy & Trust (ANCAT) Andros Conservancy and Trust Bahamas Fresh Creek P.O. Box 23338 Andros, Bahamas Tel: 1-242-368-2882 email: ANCAToffice@gmail.com www.ancat.net
The Nature Conservancy #6 Colonial Hill Plaza Thompson Blvd. P.O. Box CB 11398 Nassau, New Providence The Bahamas Tel: 242-326-0024 Fax: 242- 327-2417 www.nature.org	Friends of the Environment Marsh Harbour, Abaco P.O. Box AB 20755 Marsh Harbour, Abaco, Bahamas Tel: 242-367-2721 Fax: 242-367-0722 www.friendsoftheenvironment.org	Dolphin Encounters Paradise Island One Marina Drive P.O. Box SS-6257 Nassau, Bahamas Tel: 242-363-7150 http://dolphinencounters.com/education
Bahamas Reef Environment Educational Foundation (BREEF) #11 Caves Professional Center Blake Rd. & West Bay St. P.O. Box CB-11005, Nassau, Bahamas. Tel: 242 327-9000 Fax: 242 327-9002 Email: breef@breef.org www.breef.org	University of The Bahamas, Faculty of Pure & Applied Sciences P.O. Box N 4912 Nassau, Bahamas Tel: 242-302-4300 Fax: 242-30- 4539 ub@ub.edu.bs	Department of Environmental Health Services Farrington Road P.O. Box SS 19048 Nassau, Bahamas Tel: 242-322-8037 Fax: 242-322-8120

The Bahamas National Trust, Bay Street Business Centre Bay St. East Nassau, Bahamas P.O. Box N-4105 Nassau, Bahamas Tel: 242 393-1317 Fax: 242 393-4978 Website www.bnt.bs Email: bnt@bnt.bs Grand Bahama Tel: 242 352 5438 Andros: Tel: 242 368-2882 Abaco: Tel: 242 367-6310 Inagua: Tel: 242 339-2125 Exuma Cays Land and Sea Park: Tel: 225-6791 or 225-6402	The Bahamas National Pride Association Fort Charlotte P.O. Box N 3943 Nassau, Bahamas Tel: 242 603-0059, 603-0049 Fax: 242 356 0406	Port Department Prince George Dock P.O. Box N 8175 Tel: 242 322 8832 Fax: 242 322 5545
Department of Physical Planning, JFK Drive P.O. Box N 1611 Nassau, Bahamas Tel: 242 322-7550/2 Fax: 242 328 3206	Water and Sewerage Corporation 87 Thompson Blvd P.O. Box N 3905 Nassau, Bahamas Tel: 242 302-5500 Fax: 242 322 5080 http://www.wsc.com.bs	Bahamas Power and Light Headquarters Blue Hill & Tucker Rd P.O. Box N 7509 Nassau, Bahamas Tel: 242 302 1000 Fax: 242 323 5561/4
Bahamas Waste P.O. Box N 4827 Gladstone Rd North Nassau, Bahamas Tel: 242 361-6841 Fax: 242 361-6842 Email: info@bahamaswaste.com	Cans for Kids Wastenot Offices, Harold Road Nassau, Bahamas. Tel: 394-8880, 324-8514 www.cans4kidsbahamas.com/	Keep Grand Bahama Clean Committee <i>c/o Olethea Gardiner (Ms.)</i> Building & Development Services The Grand Bahama Port Authority, Limited P.O. Box F-42666 Freeport, Grand Bahama Tel: 242-350-9172 Fax: 242-351-8473
One Eleuthera Foundation P.O. Box EL-26078 The South Eleuthera Mission Building Queen's Highway Rock Sound, Eleuthera, Bahamas Tel: 242-334-2948 http://oneeleuthera.org/	Cape Eleuthera Island School PO Box EL-26029 Rock Sound, Eleuthera, The Bahamas. Tel: 242-334-8551 Email: info@islandschool.org www.islandschool.org	Cape Eleuthera Institute PO Box EL-26029 Rock Sound, Eleuthera, The Bahamas. Tel: 242-334-8552 Email: info@ceibahamas.org www.ceibahamas.org

Appendix VI: Eco-Schools Bahamas Programme
Bronze Award Self-Assessment Form



	Please tick
<u>Eco-Committee</u> <ul style="list-style-type: none"> - The committee includes a mixed group of volunteer/elected students (i.e. from different grade levels). At least one faculty and one support staff member are also on the committee. - The eco-committee has met on <u>at least two</u> occasions. 	<input type="checkbox"/> <input type="checkbox"/>
<u>Environmental Review</u> <ul style="list-style-type: none"> - An initial environmental review of the school has been conducted by students (with support from adults as needed). 	<input type="checkbox"/>
<u>Action Plan</u> <ul style="list-style-type: none"> - Student members of the committee have collected ideas from the rest of the student body to include in the action plan. - Based on the environmental review, the eco-committee has developed a draft action plan for the school. It also includes actions for maintaining a mainly litter free campus. - The action plan has been shared with the school community. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<u>Monitoring and Evaluation</u> <ul style="list-style-type: none"> - The eco-committee keeps meeting notes/minutes that include decisions made by the committee. - The committee has gathered evidence to show that progress has been made towards achieving <u>at least 1/3</u> of stated goals/actions. 	<input type="checkbox"/> <input type="checkbox"/>
<u>Curriculum Work</u> <ul style="list-style-type: none"> - Aspects of Eco-School activities are integrated into <u>at least one</u> core subject area, and at different grade levels. 	<input type="checkbox"/>
<u>Informing and involving the whole school and the wider community</u> <ul style="list-style-type: none"> - Eco-Schools information/updates are displayed on a prominent, designated notice board. - The eco-committee has reported to and received feedback from the student body and PTA on <u>at least one</u> occasion. - Some members of the wider community have been made aware of Eco-School activities and invited to get involved in some way. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<u>Eco-Code</u> <ul style="list-style-type: none"> - Some suggested eco-codes have been drawn up by the eco-committee and shared with the whole school for consideration. 	<input type="checkbox"/>

Eco-Schools Bahamas Programme Bronze Award Application Form



The Bronze Award is based on school self-assessment. Do not send any additional support materials. However, please retain your records to present to assessors in the event that they contact/visit your school. Once your application has been reviewed and approved, an achievement certificate will be mailed to your school.

Please mail or fax the completed award application form to:

National Eco-Schools Coordinator, BREEF
P.O. Box CB-11005, New Providence, Bahamas.

Tel: (242) 327-9000, Fax: (242) 327-9002

Email: ecoschoolsbahamas@breef.org

We meet the stated criteria and make application for an Eco-Schools Bronze Award:

School Name:	
Mailing Address:	
Principal's Name:	
Principal's Signature:	
Name of Eco-School Coordinator:	
Coordinator's Signature:	
Date Submitted:	

For official use only:

<i>Date Received:</i>		<i>Date Reviewed:</i>	
<i>Application Approved?</i>	<i>Yes / No</i>		
	<i>(If no, state reason and action recommended to school)</i>		
<i>Certificate mailed on</i>			

Appendix VII: Eco-Schools (Bahamas) Programme
Silver Award Self-Assessment Form



	Please tick
<u>Eco-Committee</u> <ul style="list-style-type: none"> - The committee consists mainly of a mixed group of volunteer/elected pupils. Faculty, support staff, at least one parent and a community member are also on the committee. - The eco-committee has met on <u>at least four</u> occasions and during at least <u>two school terms</u>/semesters. 	<input type="checkbox"/> <input type="checkbox"/>
<u>Environmental Review</u> <ul style="list-style-type: none"> - An initial environmental review of the school has been conducted. The results have been recorded and shared with the school community. 	<input type="checkbox"/>
<u>Action Plan</u> <ul style="list-style-type: none"> - The eco-committee has developed a detailed action plan with goals or actions that are specific, measurable and time-bound. - The action plan includes ideas collected from the rest of the student body, as well as steps to reduce litter on campus. - The action plan has been shared with the school community and is posted in an area of high visibility. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<u>Monitoring and Evaluation</u> <ul style="list-style-type: none"> - Eco-committee meeting notes include decisions made by the committee, as well as progress updates on goals/actions. - The committee has gathered evidence to show that progress has been made towards achieving <u>at least 50%</u> of stated goals/actions. - The campus is mainly litter free. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<u>Curriculum Work</u> <ul style="list-style-type: none"> - Some monitoring data is collected or used as part of curriculum work. - Aspects of Eco-School activities are integrated into <u>at least two</u> subject areas (including one core subject), and at most grade levels. 	<input type="checkbox"/> <input type="checkbox"/>
<u>Informing and involving the whole school and the wider community</u> <ul style="list-style-type: none"> - In addition to the Eco-School notice board, other means have been used to share information with all students, staff and parents (e.g. assemblies, parent newsletter, website, etc.). - At least one Eco-School activity involves the whole school in some way. - Members of the wider community are involved in <u>at least one</u> Eco-School activity. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<u>Eco-Code</u> <ul style="list-style-type: none"> - The school has agreed to, adopted and displayed an Eco-Code. 	<input type="checkbox"/>

Eco-Schools Bahamas Programme

Silver Award Application Form



The Silver Award is based on a school self-assessment. Do not send any additional support materials. However, please retain your records to present to assessors in the event that they contact/visit your school. Once your application has been reviewed and approved, an achievement certificate will be mailed to your school.

Please mail or fax the completed form to:

National Eco-Schools Coordinator, BREEF
P.O. Box CB-11005, New Providence, Bahamas.

Tel: (242) 327-9000, Fax: (242) 327-9002

Email: ecoschoolsbahamas@breef.org

We meet the above criteria and make application for an Eco-Schools Silver Award:

School Name:	
Mailing Address:	
Principal's Name:	
Principal's Signature:	
Name of Eco-School Coordinator:	
Coordinator's Signature:	
Date Submitted:	

For official use only:

<i>Date Received:</i>		<i>Date Reviewed:</i>	
<i>Application Approved?</i>	<i>Yes / No</i>		
	<i>(If no, state reason and action recommended to school)</i>		
<i>Certificate mailed on</i>			

Appendix VIII: CRITERIA FOR GREEN FLAG AWARD

Once the eco-committee has determined that all of the following criteria have been met, you may apply for your Green Flag award. Evidence that you have met the criteria outlined below must be kept and presented to the National Assessment Committee during the assessment visit.

The Eco Committee

- ☐ Students volunteer and/or are selected by their peers to be part of the Eco Committee. Members come from most grade levels from grade/year 4 and higher.
- ☐ The committee has parent/guardian, staff and community representatives.
- ☐ The committee meets at least twice per term, with any sub-committees meeting at least monthly.
- ☐ Students are empowered to put forward ideas and play a leading role in decision-making.
- ☐ Minutes are kept of meetings, including decisions made.
- ☐ Student members of the committee take ideas from the rest of the student body and report committee decisions back to whole school.
- ☐ Reports from the eco-committee are presented at school board/PTA meetings.

Environmental Review

- ☐ Pupils and adults on the eco-committee plan and carry out a formal environmental review of the school in consultation with some non-committee members.
- ☐ The results of the review are shared with the school community.
- ☐ A follow-up environmental review has been undertaken to evaluate progress.

Action Plan

- ☐ Student members of the committee have collected suggestions for action from classes in the school.
- ☐ The school has a detailed action plan which includes targets and timelines. The plan has been shared with the school community and is displayed prominently.
- ☐ The action plan has the support of the school's administration.
- ☐ The action plan has been updated to reflect necessary changes.
- ☐ The school has achieved at least 2/3 of the targets or goals outlined in the action plan, including at least one school-wide project that engages most students and staff.
- ☐ The school is mainly litter free at grade B or above.

Monitoring & Evaluation

- ☐ Monitoring and evaluation methods are appropriate to the activity being monitored and is carried out primarily by pupils.
- ☐ Physical evidence of progress has been collected, analyzed and/or processed, and is available for review.
- ☐ The school has identified progress towards achieving most of the targets or goals outlined in the action plan.

Curriculum Work

- ☐ Some monitoring data is used for curriculum work.
- ☐ Aspects of Eco-Schools activities are integrated into at least two core subjects and one other subject area across the curriculum for the majority of grade levels or year groups.
- ☐ The school understands the project theme and recognizes its importance in sustainable development within the school and the wider community.

Informing & Involving the Whole School and Wider Community

- ☐ Eco-School activities are displayed on a prominent, designated notice board. Information is also shared by other means, e.g. website, newsletter, reported at assemblies etc.
- ☐ Eco-School activities are integrated into the school programme and the whole school engages in at least one Eco-School activity.
- ☐ Non eco-committee parents and members of the wider community are involved in the Eco-School activities in some way (e.g. giving theme presentations, helping with a project, reaching out to local media, donating items, attend Eco-School events, etc.).
- ☐ The school shares its activities with the local media, e.g. press releases, photos, interviews, etc.
- ☐ The school has established links and shared ideas with other Eco-Schools in the country.
- ☐ The school has also engaged with one or more international Eco-School (optional).

Eco Code

- ☐ The Eco-Code was proposed and chosen/voted on by students.
- ☐ The Eco-Code has been agreed upon and is displayed throughout the school. All students and staff know the Code.
- ☐ Where applicable, the Eco Code is reviewed annually by the whole school to make sure that it remains relevant

Appendix IX: Litter Grading Guide

During a green flag assessment visit, assessors are asked to give a school a grade for litter. Only schools scoring **grade B** or better will be awarded the green flag.

All the following photos are not of schools, but they should give applicants an idea of what assessors will be looking for.

Grade A: Litter free



Grade B: Mainly litter free, some small items



Grade C: Many small items with some larger ones (e.g. cans, food containers)



Grade D: Heavily littered with large & small items; accumulation at boundaries



Appendix X: Green Flag Application COVER SHEET



To apply for an Eco-Schools Green Flag Award, please fill out this form clearly and return to the address below. Please submit along with a **copy of your:**

- Application Assessment Forms (Appendix XI)
- Completed Follow-up Environmental Review
- Revised Action Plan (only if changes were made to the original plan)
- Eco-Code

Please do **not** supply any additional supplementary information. Our assessors will wish to see evidence of your work as needed on the day of the actual assessment visit. Copies of your application will be sent to the assessors before they visit you.

School	<input type="text"/>	
Mailing Address	<input type="text"/>	
Email	<input type="text"/>	
Telephone	<input type="text"/>	Fax <input type="text"/>

We, the undersigned, declare that the enclosed is a true record of our Eco-Schools experience and wish to apply for an Eco-Schools Green Flag Award on behalf of our school.

Principal's Name	<input type="text"/>
Signature	<input type="text"/>
Eco-Schools Coordinator Name	<input type="text"/>
Signature	<input type="text"/>
Date of Submission	<input type="text"/>

☐ Please tick this box if you are renewing your Green Flag Award

Send your application to:
Eco-Schools Bahamas National Operator, BREEF
P.O. Box CB-11005, Nassau, Bahamas.
Tel: 242-327-9000 Fax: 242-327-9002
Email: ecoschoolsbahamas@breef.org

Appendix XI: Green Flag Application

ASSESSMENT FORMS

Answering the questions below will help to give our assessors a clear idea of your own Eco-Schools experience. You may find it helpful to refer to the *Criteria for the Green Flag Award* to help you gauge if your school is ready.

Please submit **a copy** of your answers to the following questions with your application. If you have questions regarding the application process, please contact the BREEF office at 242-327-9000 or email ecoschoolsbahamas@breef.org.

If you are applying for a Green Flag award for the first time, please complete sections 1-8 only.
If you are reapplying for Green Flag status, complete sections 1-9

SECTION 1 - About Your Eco Committee

How does your committee operate?

Question	Response
Who chairs/organizes meetings?	
Who takes minutes/records meeting proceedings?	
How often has your committee met to date?	
How many meetings were attended by a parent?	
How many meetings were attended by a member of the wider community (e.g. school board member, local business, etc.)?	
How are decisions arrived at in meetings?	
How can non-committee students make suggestions?	
How does the committee communicate decisions to the rest of the school?	

Suggested evidence: meeting minutes, meeting agendas etc

Section 2 - About Your Environmental Review

Please provide copies of your follow-up environmental review with your application.

Who carried out your initial environmental review and when was it conducted?	
What baseline data did you collect as part of your initial review?	
Who carried out your follow-up environmental review and when was it conducted?	

Suggested Evidence: Environmental assessment checklists, photographs, student survey sheets, copies of school energy/water bill

Section 3 - About Your Action Plan

Please provide copies of your Action Plan which should include all measures/targets, timelines and actual results achieved.

How did the eco-committee collect ideas from the wider student body?	
Who was involved in developing the final action plan? Briefly describe the process.	
How did you share the action plan with the rest of the school?	

SECTION 4 - Monitoring and Evaluating

List the Eco-Schools Themes that have you worked on. In each case, please indicate the scale of the project e.g. school-wide, grade-level or class project; short-term or ongoing long term project, etc.

Theme	Indicate scale of project

Referring to your Action Plan, please indicate any measures/targets that you were not able to meet. Briefly describe the main challenges/obstacles that prevented your from successfully meeting the target and what you did in attempt to overcome it.

Target Not Met	Challenge/Obstacle & Efforts Made

What evidence can you provide for each of the targets that you have met? (<u>Please list</u> , but do not send this information. Assessors will ask for it at the assessment visit.)	
---	--

Suggested Evidence for Section 4 – Before and after photographs, meter readings, waste collection data, questionnaires, summary tables and graphs, physical objects, etc.

Section 5 – About Linking the Eco-Schools Programme to the Curriculum

Please give three brief examples of curriculum work carried out to support your Eco-Schools projects/activities, including lesson activities in at least two core subject areas.

	Year group	Subject Area	Lesson Activity
Example 1 Core Subject			
Example 2 Core Subject			
Example 3 Other			

Suggested Evidence for Section 5 – Lesson plans, students' work, photographs

Section 6 – Informing & Involving the Wider Community

Where is your Eco-Schools notice board?	
What information is displayed on the Eco-Schools notice board?	
Who is responsible for the material on the notice board?	
What other ways do you promote Eco-Schools? – Within the school community? - In the wider community?	
Give two examples of Eco-School activities that have engaged members of the wider community. Approximately, how many persons were involved in each activity?	
Have you made linkages with another Eco-School? If yes, please name the school(s) and briefly describe in what way you engaged them.	

Suggested Evidence for Section 6 – Photograph of notice board, press releases, newspaper clippings, PTA Agendas, social media posts, etc.

Section 7 - About Your Eco Code

Please submit a copy of your Eco Code with this application.

Briefly explain how your Eco-Code was developed.	
Where is it displayed?	
How do you ensure that all pupils know the Eco-Code?	

Suggested evidence for Section 7 – A copy of the Eco-Code, photographs of display sites, etc.

Section 8 – General Information - To be completed by the Principal

How has the Eco-Schools programme benefitted your school?	
How would you like to see the programme develop in the future?	
What, if any, obstacles were there to the implementation of the programme?	
Are there any additional themes of particular relevance to your school that you would like to see added to the national programme?	
Principal's signature	

SECTION 9 – Re-Applications

This section should be completed by schools that have previously been awarded Green Flag status and are reapplying to renew their status. Please note that Green Flag Status is valid for a period of 2 years.

Briefly describe the new goals or themes that you have worked on since your last Green Flag award.	
Briefly describe what you have done to implement recommendations (if any) given by the assessment team during your last assessment visit. These are outlined in the previous award letter.	
Please list any Eco-School activities that have been discontinued since receiving your last Green Flag award. In each case, briefly explain why.	
If it has been three or more years since you were last awarded Green Flag Status, please indicate what factors may have prevented you from applying on time.	

Checklist for Green Flag Application and Reapplication

Items Included	Tick here
Green Flag Application Cover Sheet	
Application Assessment Forms	
Completed Follow-up Environmental Review (Summary report and assessment checklists)	
Updated Action Plan (<i>only if changes were made to original plan</i>)	
Eco Code	

Prepared by
The Bahamas Reef Environment Educational Foundation
© 2019 edition