

Background

- The [Greening Education Partnership](#) (GEP) was launched at the UN Transforming Education Summit in September 2022 as a global initiative to deliver strong, coordinated, and comprehensive action to support countries to accelerate education responses to prepare every learner to acquire the knowledge, skills, values, and attitudes to tackle climate change and to promote sustainable development. As an open and inclusive community of practice which, to date, includes over 1300 organizations and 87 Member States, the GEP aims to ‘get every learner climate-ready’ through 4 pillars of action: *Greening Schools; Greening Curriculum; Greening Teacher Training, and Education System’s Capacities and Greening Communities*.

Green school quality standard

- The Green school quality standard is the common basis of the pillar 1 of the GEP in reaching goal of transforming **at least 50% of schools in each country into green schools by 2030**.
- The **Green school quality standard** is designed to help harmonize the criteria of school accreditation schemes, ranging from school certification and labels, awards, school-based initiatives to projects demonstrating a commitment, through the lens of a Whole Institution Approach to Education for Sustainable Development (ESD), which integrate sustainability principles and climate action into **four core dimensions**: School governance, Facilities and operation, Teaching and learning, Community engagement.

How to align with the standard

- The **target audience** for this Standard are the organizers of the accreditation systems, who are essential facilitators of sustainable practices in educational environments. Accreditation scheme organizers range from international associations, governments to non-profit/civil society organizations, networks of learning institution that provide official recognition and/or certification to schools based on their actions on ESD, in particular climate change education. These scheme organizers promote ESD and climate-readiness in schools, provide support to achieve those goals, and, in some measure, certify a school by benchmarking and tracking progress.
- To achieve the **minimum threshold for alignment** with the Standard, accreditation schemes need to integrate at least **one-third of the suggested activities for each of the four key dimensions of a Green School, with one essential action** identified within each dimension. Progressive advancement is encouraged over time to implement larger proportions of the suggested activities to be integrated in due course as an on-going commitment to the school’s sustainable practices.
- To express your accreditation scheme’s alignment with this Standard and be included in the global monitoring of progress to reach the 50% target by 2030, please fill in the form below and submit to the Secretariat of the GEP hosted in the Section of Education for Sustainable Development, UNESCO (gep@unesco.org).
- The confirmed submission will be posted online on GEP green school pillar webpage and be included under each country in the global monitoring of progress. The submission of your form will be considered as agreement to publish the information online on the GEP webpage, unless expressed otherwise. For question, please contact the Secretariat.

General information

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| Name of the accreditation scheme | Foundation for Environmental Education - Eco-Schools |
| Phone number of the accreditation scheme | +4548888832 +4561247086 |
| Email of the accreditation scheme | olivia@fee.global pramod@fee.global |
| List of countries where the accreditation scheme is present | <p>Argentina, Armenia, Azerbaijan, Bahamas, Bangladesh, Belgium, Bermuda, Brazil, Bulgaria, Canada, Chile, China, Colombia, Comoros, Croatia, Cyprus, Czech Republic, Denmark, Dominican Republic, Ecuador, Egypt, England, Estonia, Finland, France, Georgia, Germany, Ghana, Greece, Iceland, India, Ireland, Italy, Jordan, Kenya, Kuwait, Latvia, Lithuania, Malasia, Malta, Mauritius, Mexico, Mongolia, Montenegro, Morocco, Netherlands, Niger, Northern Ireland, Norway, Poland, Portugal, Puerto Rico, Qatar, Romania, Russia, Rwanda, Scotland, Serbia, Singapore, Slovakia, Slovenia, South Africa, South Korea, Spain, Sweden, Switzerland, Tanzania, Thailand, Turkey, Uganda, Ukraine, United States of America, US Virgin Islands, Uzbekistan, Wales, Zanzibar, and Zimbabwe (established programmes by FEE members)</p> <p>and in Australia, Austria, Bahrain, Botswana, Brunei, Cambodia, Costa Rica, Cote d'Ivoire, Hungary, Indonesia, Iraq, Japan, Kazakhstan, Malawi, Nepal, Nicaragua, Oman, Philippines, Saudi Arabia, Sierra Leone, Somalia, Sri Lanka, Taiwan, United Arab Emirates, and Vietnam (countries without a FEE member with international schools in managed by FEE Head Office)</p> |
| Webpage of the accreditation scheme (if available) | ecoschools.global |
| Name of the contact person | Olivia Copsey <i>*Please note this personal information will not be shown when the form is published online</i> |
| Position of the contact person | Director of Education <i>*Please note this personal information will not be shown when the form is published online</i> |
| Email of the contact person | olivia@fee.global <i>*Please note this personal information will not be shown when the form is published online</i> |

Introduction of your accreditation scheme

Please briefly introduce your accreditation scheme, including the criteria and evaluation of schools. (500 words max.)

Eco-Schools is the biggest and most established network of learning institutions actively integrating ESD since 1994. Today, the Eco-Schools programme is established in 80 countries, with international schools in a further 26 countries being directly supported by FEE HO. According to our figures as of January 2026, **54.747 schools** around the world are currently participating in the Eco-Schools programme.

The Eco-School methodology embeds ESD in a Whole-School Approach (WSA) which integrates sustainability principles throughout all aspects of an educational institution, including curriculum content and pedagogy, facilities and operations, campus culture, and engagement with the local community. Promoting Project-Based Learning approaches, Eco-Schools helps all schools engage with, understand, and address their key climate change and education challenges, regardless of their size or scale.

The Eco-Schools programme consists of three structural elements - **The Seven-Steps Framework, the Eco-Schools Themes, and Assessment for the Green Flag.**

The Green Flag assessment is centred around the Seven-Steps process, with each step having a set of performance indicators to guide both the school and the assessor on the expectations of institutionalising the process led by students in a whole institution approach. Equal weightage is given to both environmental and educational change. The certification is time-limited to ensure that continued quality and iteration are built into the process.

The Seven-Steps Framework guides schools to create a student-led committee involving school staff, parents, and wider community members who collaboratively identify and prioritise key challenges, explore them via formal, informal and intergenerational learning, and co-create solutions which are continuously monitored and improved.

Step 1: Form an Eco Committee - The driving force behind the Eco-Schools process, representing the whole school community.

The Committee meets regularly to plan and coordinate environmental and social actions, creating a genuine space for participation and lived democracy. Students are at the heart of decision-making and action, making up over 50% of the group. It also includes teachers, the principal, non-teaching staff (e.g., secretary, caretaker, cleaner), parents, members of the board of management, and other interested and relevant members of the wider community. The committee oversees the Eco-Schools process and takes responsibility for its success. It keeps the entire school community informed through regular updates, ensuring transparency and shared commitment to sustainability goals.

2: Carry out a Sustainability Audit – Assessing the current environmental and social impacts by identifying good practices and areas for improvement

The aim is to investigate environmental and social topics within the school and wider community. Guided by the 15 themes, students investigate a broad spectrum of relevant areas to identify priorities and create a clear starting point for the Action Plan. An annual review of the main themes (and any areas of concern the schools are welcome to add using appropriate checklists) ensures sustainability throughout the process. Implementing the whole-school approach, all pupils, community members, and school staff are welcome to work closely with the Eco Committee. By embracing a growth mindset, the full potential of Eco-Schools can be unlocked, by appreciating both challenges and existing good practices rooted in cultural values.

3: Activate the Curriculum - Linking Eco-Schools activities to the curriculum ensures that ESD is truly integrated as a whole school approach

Once priority areas for action are identified, teachers carry out a curriculum audit. This enables them to adapt and enrich the existing curriculum by embedding relevant Eco-Schools themes. Integration can take place through specific subjects, cross-curricular connections, or innovative teaching methods. Project-based learning and other active pedagogies support achieving curricular goals through a transdisciplinary or interdisciplinary approach. By applying the three pillars of greening the curriculum, teachers can then ensure that their lessons not only focus on cognitive knowledge but also include behavioural and socio-emotional knowledge, thus supporting a holistic learning experience. Through this process, students develop a deeper understanding of how to address environmental and social issues in real-life contexts. Collaboration among teachers and careful planning are essential to success.

4: Action Plan – Provides the basis of the Eco-Schools work and is developed from the Sustainability Audit results

The Action Plan is at the heart of your Eco-Schools journey. It is developed from the results of the Sustainability Audit, organised by the Eco-Committee and supported by the expertise of educators. Using the Audit to identify key areas for improvement, the school should focus on no more than three Eco-School themes at a time to keep the process manageable. The Action Plan translates learning into concrete action by outlining specific tasks, responsibilities, and timelines, while actively engaging students, teachers, and community members throughout the process. By ensuring that the plan includes goals that are specific, measurable, attainable, relevant, time-bound, educational, and responsive, Eco-Schools can embed sustainability into everyday school practice. It is also encouraged to seek advice from experts for technical and strategic guidance, helping students understand the process from a professional perspective and offering insights into future career paths.

5: Measure Impact – Ensuring that the Action Plan achieves real and measurable impact

Monitoring and evaluation tools reflect the chosen Eco-School themes, targets, and the age and ability of participants collecting the data. They are used to measure the progress of the Action Plan and track outcomes against the set targets. This process is continuous and should be regularly updated and shared within the school. The results should prompt reflection and possible adjustments to the Action Plan.

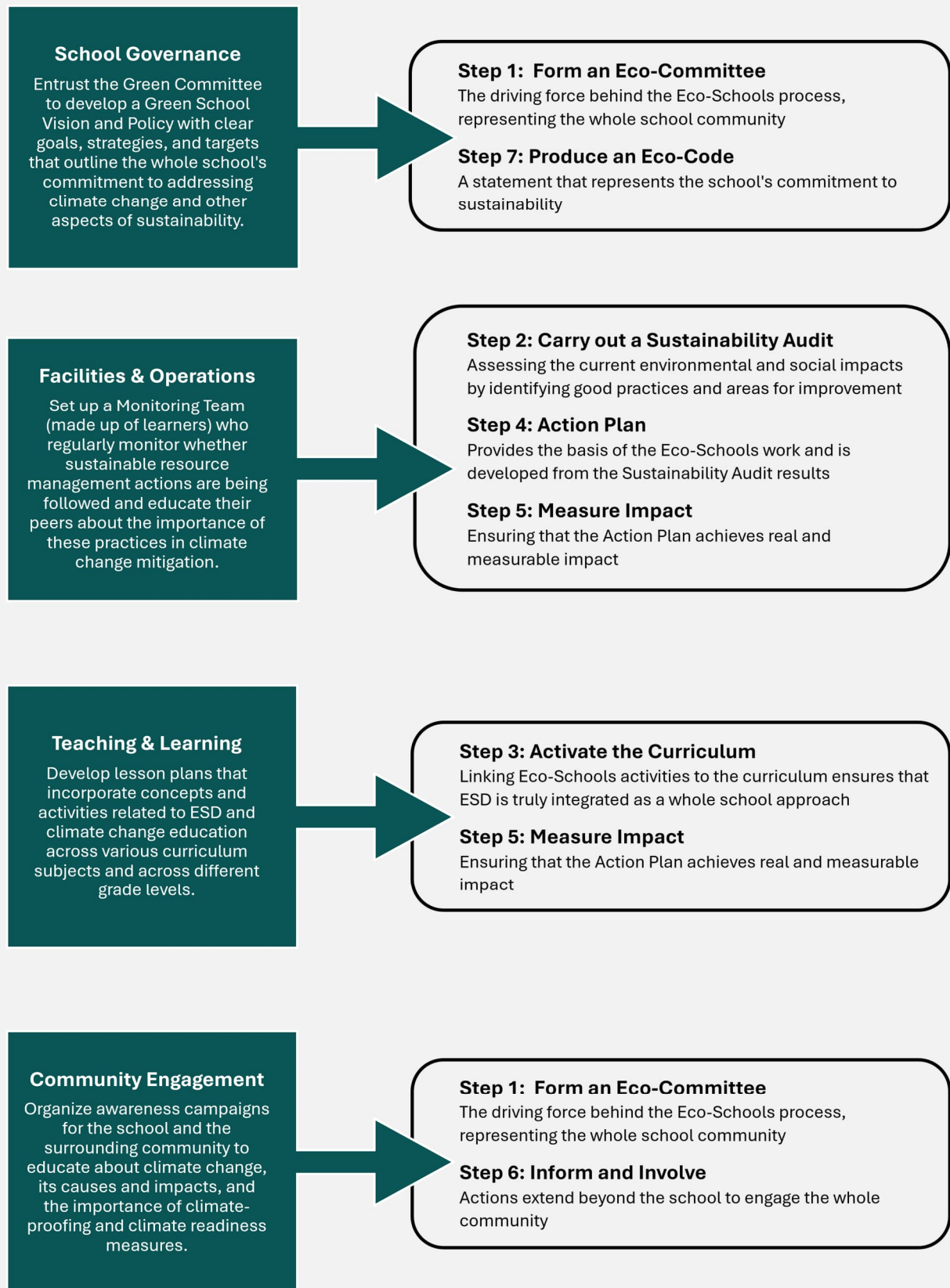
6: Inform and Involve - Actions extend beyond the school to engage the whole community

Informing and involving is a continuous process, naturally integrated into every stage of the Eco-Schools programme. Actively engaging a diverse range of stakeholders, both within and beyond the school, enhances the impact of projects and enriches the learning experience. Events, such as FEE's annual Global Action Days, help reinforce motivation and foster collective ownership. This step embraces a whole-school approach, emphasizing that no one tackles climate change alone and that building community and shared responsibility requires collective effort.

7: Produce an Eco-Code - A statement that represents the school's commitment to sustainability

The Eco-Code captures the school's core values and expresses its commitment to sustainability. It embeds shared principles into the school's identity, policies, and daily practice. Developed through the inclusive participation of students, staff, and the wider community, it reflects a whole-school commitment to positive change. Prominent placement throughout the school and integration into its culture and identity ensure that everyone is familiar with the Eco-Code.

The four dimensions of the GSQS: *School Governance, Facilities and Operations, Teaching and Learning, and Community Engagement*, are a clearly recognisable part of the Eco-Schools Seven-Steps Framework.



Eco-Schools use the Seven-Steps to work on a choice of fifteen Eco-Schools themes, of which four are essential cross-cutting themes. These are *Climate Change, Rights & Responsibilities as Global Citizen, Health & Wellbeing, Equality & Equity*, as well as *Transportation, Heritage & Culture, School Buildings & Grounds, Water, Biodiversity & Nature, Energy, Rivers & Coasts, Litter & Waste, School Safety, Food, Sanitation & Hygiene*.

Eco-Schools Main Themes



Eco-Schools Cross-Cutting Themes



At **Green Flag** level, schools are asked to demonstrate integration of all seven steps and a specific focus on a minimum of three themes, each theme addressed should incorporate an element of all four cross-cutting themes.

Eco-Schools ‘Green Flag’ awarded schools are integrating sustainable transformations throughout their daily practices, routines, and operations. All members of the school are engaged in the prioritisation of issues such as waste, water, and energy management, and addressing climate change impacts. The Eco-Schools processes significantly improve learning environments, with greener, climate-adapted and child-friendly spaces for hands-on outdoor learning, and greener communities as projects are replicated at home. And with the integration of project-based and place-based learning, teaching is highly engaging and relevant, with better education outcomes for all.

The table below demonstrates how our process aligns with the GSQS. Compulsory elements of the Green Flag assessment are shaded **dark green**, and explanatory text includes parts of the Green Flag assessment criteria and the Seven-Step Framework. As schools are free to choose their own Eco-School themes and activities based on contextual challenges (three themes minimum), those activities that are optional as part of our programme are shaded **pale green**. Activities that are not explicitly included or beyond the scope of Eco-Schools have been left white. FEE is confident that with three minimum themes chosen, plus four essential cross-cutting themes, the Eco-Schools programme from school to school, operating in very different contexts, will easily account for over a third of the suggested activities in the GSQS.

How does your accreditation scheme align with the Green school quality standard?

The criteria of your accreditation scheme should cover at **least 1/3 of the activities** suggested in the Standard, including the **essential action of each of the four areas**.

3.1. School governance (*Please see pp.19-25 of the standard for more details)

3.1. School governance

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| <p>Activities proposed in the Standard.</p> <p>1/3 of the activities = at least 8, including the essential action, out of the 26</p> | <p>Does your criteria include this activity?</p> <p>Yes</p> <p>Green Flag targets 18, with a further 8 covered by optional themes (schools pick a minimum of three themes) out of 27.</p> |
| <p>CULTIVATING SUSTAINABLE PRACTICES</p> | |
| <p>Essential Action</p> | <p>Entrust the Green Committee to develop a Green School vision and policy.</p> <p><i>Mandatory</i></p> <p>The Eco-Code reflects the values the school aspires to and is a statement of the school culture. It reflects on priority themes. Eco-Code embodies the core values of an Eco-School, embedding sustainability into the school's identity, policies, and everyday life. Being prominently displayed throughout the school, it serves as a constant reminder of the whole school's commitment to sustainability.</p> |

Expression of alignment to the Green school quality standard

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| | | Some schools run competitions to develop the Eco-Code, while others collect suggestions from different stakeholders. |
| 1 | Promote a low resource consumption culture. | The Eco-Code is the Eco-Schools mission statement. Connecting the Eco-Code to the Earth Charter offers an ethical framework for sustainability that emphasises acceptance, peace, and global citizenship, guiding students in their environmental actions and decisions. The Eco-Code aligns with the school's Action Plan, demonstrating a cohesive commitment to sustainability. |
| 2 | Use locally sourced and affordable materials. | |
| 3 | Invite resource persons from external organizations. | The Eco-Schools Committee should also include representatives from the local government, school management, parents, and members of the wider community. Community members are actively involved in the curriculum learning by contributing with local knowledge/skills. |
| 4 | Introduce workshops that teach practical skills. | Project-Based Learning is at the heart of the Eco-Schools, and it is encouraged to integrate activities that teach practical skills into the curriculum. |
| 5 | Implement an energy conservation policy. | Included in the Energy and the Climate Change themes. |
| 6 | Establish a commitment to professional learning about ESD practice. | School staff have received training or peer-to-peer learning in Education for Sustainable Development (ESD) or Climate Change Education (CCE). Evidence of participation (e.g., certificate copies, photos, etc.) must be provided. |
| 7 | Provide professional development opportunities. | School staff are encouraged to participate in Education for Sustainable Development training opportunities. Courses are available on the FEE Academy . |

Expression of alignment to the Green school quality standard

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| 8 | Organize cross-curricular projects. | The curriculum audit will help identify which subjects already include references to the chosen sustainability themes. And lead the integration of priority Eco-Schools themes at all grade levels and across subjects. |
| ENSURING DAILY SUSTAINABLE PRACTICES | | |
| 9 | Establish a Green Committee. | The student-led Eco-Committee includes representatives of the whole school community. It should reflect diversity in gender, age, and ability, ensuring that every student has an equal opportunity to be involved, contribute, and have their voice heard. It should also include parents and members of the wider community. |
| 10 | Appointing a staff member to serve as the school's coordinator. | The Eco-Committee has a responsible coordinator (e.g., a teacher) who initiates the process. |
| 11 | Create sustainable learning environments within the school. | Eco-Schools projects should be integrated into the curriculum to provide opportunities for hands-on experiential learning outside of the classroom. It is also included in the School Buildings & Grounds theme. |
| RESILIENCE AND CLIMATE PROOF GOVERNANCE | | |
| 12 | Begin school events with acknowledgment of the land. | The Eco-Code aligns with the school's Action Plan, demonstrating a cohesive commitment to sustainability, and could include an acknowledgement of the land. |
| 13 | Consult the most up-to-date data and information about climate risks. | The Eco-Schools Handbook for Climate Resilience & and School Safety and the new Eco-Schools Theme School Safety were developed and introduced in 2025. Providing a practical framework to address school safety and climate resilience across all seven steps. |
| 14 | Set up an emergency response team. | Eco-Schools play a vital role in promoting safety by fostering a culture of resilience through education on emergency planning, risk assessment, and preparedness. This includes conducting drills and developing |

Expression of alignment to the Green school quality standard

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| | | strategies to reduce vulnerabilities. It is included in the School Safety theme. |
| 15 | Prepare for potential disasters. | Included in the School Safety theme. Additional guidance is provided with the Eco-Schools Handbook for Climate Resilience & and School Safety. |
| 16 | Adopt a disaster-risk reduction management plan. | Included in the School Safety theme. Additional guidance is provided with the Eco-Schools Handbook for Climate Resilience & and School Safety. |
| ESTABLISHING A GREEN COMMUNITY | | |
| 17 | Provide platforms and support for learner-led initiatives and campaigns. | Encouraged to have strong student leadership, the Action Plan is the most crucial step in the Eco-Schools journey. It translates learning into concrete action by outlining specific tasks, responsibilities, and timelines. Students try to develop actions that can create change even beyond the school walls. |
| 18 | Engage with the wider community. | Engaging parents and members of the wider community (e.g., experts, craftspeople, local professionals) will help learners consider how the challenges inside school are linked to wider issues facing the community. |
| 19 | Develop effective communication networks. | The Action Plan should include a structured communication strategy that is continuously updated. This covers how the Eco-School plans to share the Action Plan and Eco-Code, as well as meeting outcomes, and results of the Monitoring and Evaluation. |
| 20 | Conduct surveys and interviews. | As part of the Sustainability Audit, students gather data on selected Eco-School themes using a variety of tools and methods. These methods are thoughtfully chosen to match the students' abilities, ensuring inclusive participation for all. |

Expression of alignment to the Green school quality standard

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| 21 | Organize workshops and meetings for stakeholders. | The Eco-Committee, including all sub-groups, meets regularly (ideally six times per academic year). |
| 22 | Host community-based events. | This is part of the Inform and Involve step. |
| 23 | Facilitate intergenerational dialogues. | The school has created sufficient links with parents and the wider community through its Eco-Schools programme. Community members can be local council officers, members of local businesses, environmental organisations, other volunteers, neighbouring schools, and neighbouring communities, etc. The incorporation of local, traditional, and indigenous knowledge deepens understanding of sustainability. |
| 24 | Develop an advocacy plan. | Integrating different Eco-School Themes into the curriculum by weaving them into all subjects across all grades highlights the interconnectedness with real-life issues. Embedding sustainability approaches into school events, conferences, and communication channels ensures visibility on multiple levels. |
| 25 | Collaborate with other schools locally and globally. | The schools have opportunities to share their projects and challenges with other Eco-Schools through the Eco-Schools network. Additionally, the Eco-Schools Twinning Programme offers an international exchange opportunity, enhancing global learning and cross-cultural collaboration. It is included in the Rights & Responsibilities as Global Citizen theme. |
| 26 | Partner with local indigenous organizations or CSOs. | Included in the Heritage & Culture theme. |

Expression of alignment to the Green school quality standard

3.2. Facilities and operation (*Please see pp.26-39 of the standard for more details)

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| Activities proposed in the Standard. 1/3 of the activities = at least 26, including the essential action, out of the 78 | | Does your criteria include this activity? Yes Green Flag targets 13 , with a further 63 covered by optional themes (schools pick a minimum of three themes) out of 79. |
| CLIMATE EDUCATION, AWARENESS AND TRAINING | | |
| Essential Action | Set up a Monitoring Team. | <i>Mandatory</i> Students lead the Sustainability Audits with tasks distributed across age groups, stakeholders, and curriculum areas. Collaboratively, they assess the current environmental and social impacts and identify priorities to create a clear starting point for the Action Plan. As part of the Measure Impact step, students undertake Monitoring and Evaluation activities in collaboration with teaching staff and/or the school management. |
| | 1 Train cleaning staff on water-efficient techniques. | Included in the Sanitation & Hygiene theme. |
| | 2 Use outdoor spaces. | Included in the School Buildings & Grounds theme. |
| | 3 Involve learners in the design and maintenance of the school's green infrastructure. | Through the Sustainability Audit, key challenges and areas for improvement in the school's journey to greener learning spaces are assessed. Building on this, the student-led Eco-Committees develop and initiate appropriate activities. Included in several themes, e.g., School Buildings & Grounds. |

Expression of alignment to the Green school quality standard

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| 4 | Participate in community-based and/or national waste reduction campaigns. | Included in the Litter & Waste theme. |
| 5 | Install informative and interpretive signage. | The Action Plan is publicly available on at least three different platforms (e.g., the website, social media, school noticeboard, class noticeboards, etc.). Evidence of visibility (e.g., photos of noticeboards, screenshots of website/social media posts, etc.) is required during the assessment. |
| 6 | Organize innovation challenges and competitive activities. | Project-based activities (e.g., competitions to develop the school's Eco-Code) are integral to the Seven-Steps framework. These activities help embed sustainability into the school culture and drive meaningful behaviour change. |
| 7 | Promote active commuting. | Included in the Transport theme. |
| 8 | Coordinate educational initiatives and behaviour change and advocacy campaigns. | As part of the Inform and Involve step, Eco-Schools practices, projects, and learning extend beyond the classroom. Taking a whole-school approach reinforces the idea that no one is tackling climate change alone and that it takes a collective effort to build community and shared responsibility. |
| 9 | Promote a waste management policy. | Included in the Litter & Waste theme. |
| 10 | Organize sustainable mobility campaigns | Included in the Transport and the Climate Change themes. |
| 11 | Encourage sustainable transportation practices. | Included in the Transport and the Climate Change themes. |
| 12 | Provide training on waste management practices. | Included in the Litter & Waste theme. |
| 13 | Organize a swap fair. | Included in the Litter & Waste theme. |
| 14 | Organize seminars about upcycling. | Included in the Litter & Waste theme. |
| 15 | Organize repair workshops/stations. | Included in the Litter & Waste theme. |

Expression of alignment to the Green school quality standard

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| 16 | Dedicate soil patches for growing crops. | Included in the School Buildings & Grounds and the Food themes. |
| 17 | Establish small, low-maintenance school gardens. | Included in the Food, the School Buildings & Grounds, and the Biodiversity & Nature themes. |
| 18 | Organize community-driven native tree-planting initiatives. | Included in the Biodiversity & Nature theme. |
| DEVELOPING A CLIMATE-FRIENDLY INFRASTRUCTURE | | |
| 19 | Conduct energy audits. | All main and cross-cutting themes are audited. A range of metrics is included alongside environmental performance (e.g., annual costs of materials, attendance records, academic performance, behavioural data, school completion, etc.). Baselines and goals are established. |
| 20 | Conduct water audits. | All main and cross-cutting themes are audited. A range of metrics is included alongside environmental performance (e.g., annual costs of materials, attendance records, academic performance, behavioural data, school completion, etc.). Baselines and goals are established. |
| 21 | Conduct regular waste audits. | All main and cross-cutting themes are audited. A range of metrics is included alongside environmental performance (e.g., annual costs of materials, attendance records, academic performance, behavioural data, school completion, etc.). Baselines and goals are established. |
| 22 | Promote energy-saving habits. | Included in the Energy and the Climate Change themes. |
| 23 | Implement waste reduction measures at source. | Included in the Litter & Waste theme. |
| 24 | Ensure waste bins are properly labelled. | Included in the Litter & Waste theme. |
| 25 | Develop simple and affordable rainwater harvesting systems. | Included in the Water, the School Buildings & Grounds, and the Climate Change themes. |

Expression of alignment to the Green school quality standard

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| 26 | Implement carpooling and ridesharing programmes. | Included in the Transport theme. |
| 27 | Conduct regular maintenance. | Stakeholders of the Eco-Schools are the school management, administration, the school canteen, teaching staff, and parents. A list of tasks is distributed to different year groups and stakeholders to ensure continuous progress in the Eco-Schools Journey. |
| 28 | Conduct regular inspections. | Regularly conducting the Sustainability Audits helps to track progress and improve continuously. The Audit is reviewed at least once a year. |
| 29 | Set up simple and low-cost composting systems. | Included in the Litter & Waste and the School Buildings & Grounds themes. |
| 30 | Implement low-cost sanitation stations. | Included in the Water, the Sanitation & Hygiene, and the Climate Change themes. |
| 31 | Conduct fire safety inspections and implement prevention measures. | Included in the School Safety and the School Buildings & Grounds themes. |
| 32 | Aim for green building certification. | |
| 33 | Organize a walking bus. | Included in the Transport and the Climate Change themes. |
| 34 | Explore opportunities for telecommuting and remote learning. | Included in the Transport theme. |
| 35 | Replace traditional light bulbs. | Included in the Energy and the Climate Change themes. |
| 36 | Enhance the insulation. | Included in the Energy and the Climate Change themes. |
| 37 | Install programmable or smart thermostats. | Included in the Energy and the Climate Change themes. |
| 38 | Replace inefficient water outlets with water-saving fixtures. | Included in the Water, the Sanitation & Hygiene, and the Climate Change themes. |

Expression of alignment to the Green school quality standard

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| 39 | Install a composting system. | Included in the Litter & Waste and the School Buildings & Grounds themes. |
| 40 | Implement an e-waste management programme. | Included in the Litter & Waste theme. |
| 41 | Establish collection points for items that are no longer needed. | Included in the Litter & Waste and the Climate Change themes. |
| 42 | Install secure bike racks or shelters. | Included in the Transport theme. |
| 43 | Plant native or drought-tolerant trees strategically around the school grounds. | Included in the Biodiversity & Nature, the School Safety, and the School Buildings & Grounds themes. |
| 44 | Create rain gardens. | Included in the Biodiversity & Nature, the School Buildings & Grounds, and the Water themes. |
| 45 | Incorporate traditional building methods. | |
| 46 | Conduct an environmental audit. | All main and cross-cutting themes are continuously audited. Baselines, measurement indicators, and targets are set. A range of metrics is included alongside environmental performance (e.g., annual costs of materials, attendance records, academic performance, behavioural data, school completion, etc.). The Sustainability Audit is broader than just environmental performance, and also includes social impact, Quality Education, behaviour, and knowledge. |
| 47 | Improve pedestrian infrastructure around the school. | Included in the Transport theme. |
| 48 | Optimize school bus routes and schedules. | Included in the Transport theme. |
| 49 | Retrofit the school building with earthquake-resistant technologies. | Guidance is provided with the Eco-Schools Handbook for Climate Resilience & and School Safety. |
| 50 | Replace old and inefficient appliances. | Included in the Energy and the Climate Change theme. |

Expression of alignment to the Green school quality standard

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| 51 | Enhance the insulation. | Included in the Energy, the Climate Change, and the School Buildings & Grounds themes. |
| 52 | Set up green roofs and/or vertical gardens. | Included in the Biodiversity & Nature and the School Buildings & Grounds themes. |
| 53 | Optimize the school's irrigation system. | Included in the Water and the Sanitation & Hygiene themes. |
| 54 | Install a greywater recycling system. | Included in the Water and the Sanitation & Hygiene themes. |
| 55 | Install electric vehicle charging stations in the school's parking area. | Included in the Energy and the Transport themes. |
| ENSURING CLIMATE RESILIENCE AND DISASTER PREPAREDNESS | | |
| 56 | Implement low-cost solar solutions. | Included in the School Buildings & Grounds and the Energy theme. |
| 57 | Set up simple and affordable rainwater collection barrels. | Included in the Water, the School Buildings & Grounds, and the Climate Change themes. |
| 58 | Address natural and climate change-induced hazards. | <p>The Sustainability Audit is used to identify and prioritise key relevant challenges (e.g., climate change) facing the community, both inside and outside the school. As one of the four cross-cutting themes, Climate Change should be addressed in any action taken.</p> <p>Additionally, the new School Safety theme and the Eco-Schools Handbook for Climate Resilience & School Safety provide further areas of engagement.</p> |
| 59 | Set up water and sanitation facilities that are accessible and women-and girl-friendly, in consultation with women and girls. | Included in the Sanitation & Hygiene, the Equality & Equity, and the Water themes. |
| 60 | Install a rainwater harvesting system. | Included in the Water, the School Buildings & Grounds, and the Climate Change themes. |

Expression of alignment to the Green school quality standard

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| 61 | Promote native plant landscaping. | Included in the Biodiversity & Nature theme. |
| 62 | Create green spaces that are climate-resilient. | The schools map out the areas to be improved on campus and can implement actions to create green and climate-resilient learning spaces. |
| 63 | Establish seed-saving programmes. | Included in the Biodiversity & Nature theme. |
| 64 | Optimize natural lighting. | Included in the School Buildings & Grounds and the Energy themes. |
| 65 | Replace traditional impermeable surfaces with permeable pavement materials. | Included in the School Buildings & Grounds theme. |
| 66 | Invest in a climate-resilient infrastructure. | Included in the School Safety, the School Buildings & Grounds, the Energy, and the Climate Change themes. |
| 67 | Install renewable energy systems. | Included in the School Buildings & Grounds, the Climate Change, and the Energy themes. |
| 68 | Ensure a flood-resistant infrastructure. | Included in the School Safety, the School Buildings & Grounds, and the Climate Change themes. |
| PROMOTING SCHOOL SAFETY AND EDUCATIONAL CONTINUITY MANAGEMENT | | |
| 69 | Conduct risk mapping exercises. | Included in the School Safety theme. Additional guidance provided with the Eco-Schools Handbook for Climate Resilience & School Safety. |
| 70 | Conduct regular inspections. | Included in the School Safety theme. Additional guidance provided with the Eco-Schools Handbook for Climate Resilience & School Safety. |
| PROMOTING GREEN PROCUREMENT AND ETHICAL PURCHASING. | | |
| 71 | Adopt a green purchasing policy. | Included in the Rights & Responsibilities as Global Citizen and the Food themes. |

Expression of alignment to the Green school quality standard

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| 72 | Encourage students to research. | The data collected from the Sustainability Audit is used to create actions. It is included in the Rights & Responsibilities as Global Citizen and the Food themes. |
| 73 | Establish a student-led committee. | Included in the Rights & Responsibilities as Global Citizen and the Food themes. |
| 74 | Establish green procurement practices. | Included in the Rights & Responsibilities as Global Citizen and the Food themes. |
| 75 | Establish a sustainable procurement policy of food. | Included in the Rights & Responsibilities as Global Citizen and the Food themes. |
| 76 | Establish a financial policy. | |
| 77 | Create a student-run store. | Included in the Food theme. |
| 78 | Promote the transition to low-emission or electric vehicles. | Included in the Climate Change, the Energy, and the Transport themes. |

3.3. Teaching and learning (*Please see pp.40-48 of the standard for more details)

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| Activities proposed in the Standard. | Does your criteria include this activity? |
| 1/3 of the activities = at least 13, including the essential action, out of the 39 | Yes Green Flag targets 18 , with a further 22 covered by optional themes (schools pick a minimum of three themes), out of 40. |
| INTEGRATING ESD WITH AN EMPHASIS ON CLIMATE CHANGE IN TEACHING AND LEARNING | |
| Essential Action | <i>Mandatory</i> |

Expression of alignment to the Green school quality standard

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| | | A document listing all the curriculum areas that have adopted new lesson plans, topics, and activities related to the Eco-Schools Action Plan priority themes is required. |
| 1 | Ensure that teaching and learning addresses issues related to climate change and other sustainability issues. | A curriculum audit is carried out to identify which subjects already include references to the chosen sustainability themes and which can be reoriented to draw out more learning on priority themes. Climate change is a cross-cutting theme that must be integrated into all themes chosen. |
| 2 | Organize regular storytelling sessions. | Included in the Heritage & Culture theme. |
| 3 | Encourage learners to observe and document seasonal changes. | Included in the School Safety theme. Additional guidance is provided with the Eco-Schools Handbook for Climate Resilience & and School Safety. |
| 4 | Incorporate climate-resilient education including for crises and disruptions contexts. | Included in the School Safety theme. Additional guidance is provided with the Eco-Schools Handbook for Climate Resilience & and School Safety. |
| 5 | Support learners to develop research projects and investigations. | Teachers support the student-led Eco-Committee with their Sustainability Audits and the following development and implementation of actions to address the chosen Eco-School Themes. |
| 6 | Assign local and global case studies that present real-world challenges. | Through the curriculum audit, teachers identify key concepts across subjects, explore the connectedness of these subjects, and integrate themes by encouraging Project-Based Learning. The data collected from the Sustainability Audit is used in class and explored using project-based enquiry and Active Learning Pedagogies. |
| 7 | Introduce learners to literature, poetry or art. | By using literature on climate change or other areas of sustainability, teachers can weave sustainability themes into existing subjects rather than treating them as isolated units. |

Expression of alignment to the Green school quality standard

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| 8 | Integrate traditional art and crafts. | Included in the Heritage & Culture theme. |
| 9 | Include indigenous perspectives, teachings and practices. | Community members should contribute local, traditional, or indigenous knowledge and green skills to enrich curriculum learning on Eco-School themes. |
| 10 | Integrate local traditional knowledge into the curriculum. | Community members should contribute local, traditional, or indigenous knowledge and green skills to enrich curriculum learning on Eco-School themes. |
| 11 | Organize regular evaluation sessions. | The curriculum audit is updated every year. |
| 12 | Integrate ESD into the curriculum. | Teachers carry out a curriculum audit to adapt and enrich the existing curriculum by embedding relevant Eco-Schools themes, with Climate Change being one of the four cross-cutting themes. |
| FOSTERING MEANINGFUL CONNECTIONS BEYOND THE SCHOOL | | |
| 13 | Organize debates or discussions. | Can be implemented during the Eco-Committee, the Inform and Involve step, or as a Project-Based Learning experience. |
| 14 | Conduct values reflection exercises. | Can be integrated throughout all seven steps and is included in the cross-cutting theme Rights & Responsibilities as a Global Citizen. |
| 15 | Facilitate discussions or debates on ethics, moral responsibilities and historic carbon emissions. | Can be integrated throughout all seven steps and is included in the cross-cutting theme Rights & Responsibilities as a Global Citizen. |
| 16 | Invite guest speakers. | Schools are encouraged to involve community representatives and experts from local councils/municipalities, local businesses, environmental organisations, other volunteers, and family members with specific relevant skills and knowledge. |
| 17 | Foster a culture of continuous learning. | Collaboration with members of the wider community is encouraged throughout the programme. |

Expression of alignment to the Green school quality standard

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| 18 | Organize screenings of films or documentaries. | Eco-School themes can be integrated into the curriculum through film or documentary screenings for the whole school. |
| 19 | Engage parents. | Parents are members of the Eco-Committee and should be included in various stages of the Eco-School Seven-Steps process. |
| 20 | Organize environmental conferences or symposia. | As part of the Project-Based Learning approach, Eco-Schools can implement events such as conferences. |
| 21 | Organize nature walks or field trips. | Included in the Biodiversity & Nature, the Energy, the Water, and the Litter & Waste themes. |
| 22 | Engage learners in community-based projects. | As part of the Inform and Involve step, Eco-Schools practices, projects, and learning extend beyond the classroom. Taking a whole-school approach reinforces the idea that no one is tackling climate change alone and that it takes a collective effort to build community and shared responsibility. |
| HANDS-ON PROJECTS AND INITIATIVES | | |
| 23 | Organize eco-art projects. | It is a part of the Project-Based Learning approach and integrated in the Litter & Waste theme; creative engagement with recycled materials is encouraged. |
| 24 | Conduct a general audit of the school. | The regularly repeated Sustainability Audits are a vital part of the Seven-Steps Framework. |
| 25 | Implement a waste management programme. | Included in the Litter & Waste, the Food, and the Schools Buildings & Grounds themes. |
| 26 | Organize water conservation challenges. | Included in the Water, the Sanitation & Hygiene, and the Climate Change themes. |

Expression of alignment to the Green school quality standard

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| 27 | Raise awareness about sustainable food choices. | Included in the Food, the Rights & Responsibilities as Global Citizen, and the Climate Change themes. |
| 28 | Motivate learners to personally commit or pledge to embrace sustainable practices. | Included in the Eco-Code Step. |
| 29 | Set up learner-led eco-clubs or green teams. | This is represented through the Eco-Committee and optional sub-groups. |
| 30 | Set up a composting project. | Included in the Litter & Waste and the School Buildings & Grounds themes. |
| 31 | Develop upcycling or repurposing projects. | Included in the Litter & Waste theme. |
| 32 | Engage learners in a green building design project. | Included in the School Buildings & Grounds theme. |
| 33 | Establish a school garden. | Included in the Food, the School Buildings & Grounds, and the Biodiversity & Nature themes. |
| 34 | Organize events led by elders. | They can be members of the Eco-Committee. Engagement with elders is part of the Inform and Involve step and included in the Heritage & Culture theme. |
| LEADERSHIP AND CAPACITY-BUILDING | | |
| 35 | Organize leadership workshops or training sessions. | Teaching staff participate in Education for Sustainable Development training led by the National Operator or online via FEE Academy . |
| 36 | Set up a learner climate champion programme. | Can be integrated through the Eco-Committee step. |
| 37 | Set up curriculum mapping meetings. | Teachers carry out curriculum audits to adapt and enrich the existing curriculum by embedding relevant Eco-Schools themes. |

Expression of alignment to the Green school quality standard

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| 38 | Encourage learners to organize and lead behaviour change campaigns or advocacy projects. | Students lead initiatives, participate in projects, and act as sustainability ambassadors throughout the programme, e.g., they lead the Eco-Committee and conduct Sustainability Audits. |
| 39 | Engage learners in hands-on environmental activities. | Areas for improvement are identified through the Sustainability Audits, and based on the chosen Eco-School Themes, actions are developed and implemented. |

Expression of alignment to the Green school quality standard

3.4. Community engagement (*Please see pp.49-56 of the standard for more details)

| Activities proposed in the Standard. | | Does your criteria include this activity? |
|--|--|---|
| 1/3 of the activities = at least 13, including the essential action, out of the 39 | | Yes Green Flag targets 24, with a further 19 covered by optional themes (schools pick a minimum of three themes), out of 44. |
| BUILDING CLIMATE RESILIENCE IN THE COMMUNITY | | |
| Essential Action | Organize awareness campaigns for the school and the surrounding community. | Through the Inform and Involve step, the Eco-Schools actively share their initiatives and successes with the Eco-Schools network. There is engagement and visibility on social media platforms to promote the work taking place at the Eco-School. |
| 1 | Create informational materials. | Exhibitions, events, or open days showcase student-led projects and invite community participation. The Eco-Code is prominently placed throughout the school, and the Action Plan is displayed in a visible way, such as charts, bulletin boards, or digital updates. |
| 2 | Forge partnerships with CSOs. | Eco-Schools is run in every country by a CSO that develops a strong and supportive relationship with the school. Schools are also encouraged to link with other CSOs through their Eco-Committee, Action Plan, or Curriculum Linking steps. |
| 3 | Organize bicycle donation programmes. | Included in the Transport theme. |
| 4 | Organize a series of guest speaker sessions. | Through the Eco-Committee, Action Plan, Curriculum Linking, or Inform and Involve steps. |

Expression of alignment to the Green school quality standard

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| 5 | Organize workshops and training sessions. | Activities, such as workshops, implemented at the school can go beyond school grounds and include community members. Experts are invited to share knowledge and facilitate workshops. Teaching staff participate in Education for Sustainable Development training. |
| 6 | Adopt an early warning system. | Included in the School Safety theme. Additional guidance provided with the Eco-Schools Handbook for Climate Resilience & and School Safety. |
| 7 | Conduct disaster simulation exercises and drills. | Included in the School Safety theme. Additional guidance provided with the Eco-Schools Handbook for Climate Resilience & and School Safety. |
| 8 | Initiate sustainability projects. | The Action Plan is the most crucial step of the Eco-Schools journey and includes the development and implementation of different sustainability projects. |
| 9 | Establish partnerships between the school and CSOs and/or government agencies. | Eco-Schools is run in every country by a CSO that develops a strong and supportive relationship with the school. Schools are also encouraged to link with other CSOs through their Eco-Committee, Action Plan, or Curriculum Linking steps. |
| 10 | Collaborate with local authorities and CSOs. | During the Sustainability Audits, it is encouraged that Eco-Schools collaborate with local authorities and CSOs. |
| 11 | Organize capacity-building workshops. | Teaching staff participate in Education for Sustainable Development training. Parents and learners also carry out training during the Action Plan implementation phase. |
| 12 | Establish community gardens. | Included in the Food, the School Buildings & Grounds, and the Biodiversity & Nature themes. |

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| 13 | Establish small-scale school farms. | Included in the Food, the School Buildings & Grounds, and the Biodiversity & Nature themes. |
| 14 | Foster cultural exchanges between different indigenous communities. | Included in the Heritage & Culture theme. |
| SCHOOL'S CONTRIBUTION TO COMMUNITY RESILIENCE TO CLIMATE CHANGE | | |
| 15 | Organize a community clean-up campaign. | Included in the Litter & Waste and the Rivers & Coasts themes. |
| 16 | Establish gardens with native plants. | Included in the Food, the School Buildings & Grounds, and the Biodiversity & Nature themes. |
| 17 | Create outdoor classrooms. | Included in the School Buildings & Grounds and the Biodiversity & Nature themes. |
| 18 | Collaborate with elders (particularly parents and grandparents) to create community maps. | Included in the Heritage & Culture theme. |
| 19 | Encourage learners to design and administer surveys or needs assessments. | The students lead regular Sustainability Audits. |
| 20 | Encourage learners to develop and deliver presentations or workshops. | Exhibitions, events, or open days showcase student-led projects and invite community participation during the Inform and Involve step. |
| 21 | Develop community outreach programmes. | The Eco-Committee should also include members of the wider community. During the Inform and Involve step, community members are included in the Eco-Schools journey. |
| 22 | Conduct participatory research projects. | Encouraged during project-based enquiry and Active Learning Pedagogies in the curriculum linking step. |
| 23 | Engage learners (and possibly their parents) in citizen science projects. | Encouraged throughout the programme. |

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| 24 | Encourage learners to participate in volunteer programmes. | Encouraged throughout the programme. |
| 25 | Set up alumni involvement programmes. | |
| 26 | Encourage learners to advocate for climate change and other aspects of sustainability. | Encouraged throughout the programme. |
| 27 | Engage learners in problem-solving projects. | Through the Sustainability Audit, relevant aspects of improvement are identified within the school and the community. Through the Action Plan, students can then engage with community members to implement projects on the community level. |
| LOCAL COMMUNITY SUPPORT FOR EDUCATION RESPONSES TO CLIMATE CHANGE | | |
| 28 | Foster collaboration with local community leaders or organizations. | The Eco-Committee should also include members of the wider community. During the Inform and Involve step, community members are also included in the Eco-Schools journey. |
| 29 | Organize cost-effective training sessions on climate change issues. | Can be implemented during the Involve and Inform step or be part of the Action Plan. |
| 30 | Promote the development of repair skills. | Included in the Litter & Waste theme. |
| 31 | Offer programmes that focus on preserving and revitalizing indigenous languages. | Included in the Heritage & Culture theme. |
| 32 | Organize consultation and/or mentoring sessions. | Schools are encouraged to involve community representatives, experts, local businesses, environmental organisations, relevant stakeholders, and family members with specific relevant skills and knowledge. |
| 33 | Organize field trips to community spaces and resources. | Encouraged throughout the programme. |

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| 34 | Develop partnerships with local governments. | The Eco-Committee should also include members of the wider community. During the Inform and Involve step, community members are also included in the Eco-Schools journey. |
| 35 | Develop partnerships with local businesses, organizations and agencies. | The Eco-Committee should also include members of the wider community. During the Inform and Involve step, community members are also included in the Eco-Schools journey. |
| GENERAL COMMUNITY-BASED CLIMATE AWARENESS | | |
| 36 | Disseminate information using alternative methods. | The Action Plan should include a structured communication strategy that is continuously updated. This covers how the Eco-School plans to share the Action Plan and Eco-Code, as well as meeting outcomes, and results of the Monitoring and Evaluation. |
| 37 | Facilitate collaboration between nearby schools. | Encouraged via the Eco-Schools national network. |
| 38 | Integrate sustainability into rural schools. | The Eco-Schools programme is implemented in diverse contexts, promoting active learning methods, such as Project-Based Learning. |
| 39 | Facilitate the use of community resources. | Schools are encouraged to collaborate with community representatives, experts, local businesses, environmental organisations, or other relevant stakeholders to share knowledge and skills. |
| 40 | Set up platforms that facilitate resource sharing within the community. | Encouraged throughout the programme, especially during the Inform and Involve step. |
| 41 | Establish a community garden. | Included in the Food, the School Buildings & Grounds, and the Biodiversity & Nature themes. |
| 42 | Organize competitions or challenges. | Encouraged throughout the programme. |
| 43 | Plan and host annual or regular community engagement events. | Encouraged throughout the programme, especially during the Inform and Involve step. |

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[Optional] Please add any additional activities of your accreditation scheme:

As previously mentioned, and emphasized in the Green Quality Standards, the core principle is project-based learning based on the Seven-Steps Framework, alongside assessing the quality of its implementation. The focus on continuous renewal and a process-oriented approach aligns closely with the recommendation that accreditation should aim to ensure high-quality Education for Sustainable Development (ESD).

School governance:

- Students are the driving force of the Eco-Committee.
- Eco-Committee is elected and/or self-nominated through an application process.
- Eco-Committee members have assigned roles.
- Members remain on the committee long enough to ensure continuity and a seamless handover into the next cycle.
- Meetings are held regularly, and meeting minutes are recorded and shared.
- Eco-Committee members represent all year groups of the school.
- The Eco-Code is regularly updated to reflect the evolving goals and values of the school community.

Facilities and operations:

- School staff participate in Education for Sustainable Development (ESD) and/or Climate Change Education (CCE) training.
- Sustainability practices are embedded in the planning of all school events, trips, and meetings.
- Sustainability Audits are conducted regularly and include baselines, measurement indicators, and targets.
- Action Plans indicate areas of action for environmental, social, economic, and cultural sustainability.
- Impact of Action Plans is measured and compared with set baselines and targets.

Teaching and learning:

- Project-based learning and other active pedagogies are regularly used.
- Outdoor learning opportunities across multiple subjects are increased.
- Sustainability Audit goes beyond environmental aspects and includes attention to attitudes, behaviour, and knowledge.
- A curriculum audit has been carried out to support the integration of priority Eco-Schools themes across subjects and grade levels.
- Data from the Sustainability Audit is actively used in class activities to drive inquiry, analysis, and further action planning.
- Environmental literacy is assessed through values-based reflection and behaviour.

Community engagement:

- The school actively shares its initiatives and successes with the Eco-Schools network.
- The whole-school approach is incorporated throughout the programme.
- There is engagement and visibility on social media platforms.
- Actions and sustainability practices are implemented at home by students and families.
- The Eco-Committee actively seeks suggestions from the entire school community when developing the Eco-Code.

In which country is your accreditation scheme present and how many schools are covered?

| Country | Name of the Organisation | Number of schools | Number per educational level | Green Flag awarded schools | Total reported |
|------------|---|------------------------------|------------------------------|----------------------------|----------------|
| Argentina | Alma Tierra | Pre-primary Education | 20 | 11 | 24 |
| | | Primary Education | 23 | | |
| | | Secondary Education | 18 | | |
| | | Tertiary Education and other | 0 | | |
| Armenia | "ISSD" NGO | Pre-primary Education | 0 | 0 | 35 |
| | | Primary Education | 0 | | |
| | | Secondary Education | 32 | | |
| | | Tertiary Education and other | 3 | | |
| Azerbaijan | "EkoSfera" Social-Ecology Center | Pre-primary Education | 0 | 0 | 102 |
| | | Primary Education | 0 | | |
| | | Secondary Education | 98 | | |
| | | Tertiary Education and other | 4 | | |
| Bahamas | Bahamas Reef Environment Educational Foundation | Pre-primary Education | 2 | 16 | 52 |
| | | Primary Education | 17 | | |
| | | Secondary Education | 32 | | |
| | | Tertiary Education and other | 1 | | |
| Bangladesh | Probha Aurora | Pre-primary Education | 20 | 22 | 134 |
| | | Primary Education | 17 | | |
| | | Secondary Education | 71 | | |
| | | Tertiary Education and other | 26 | | |
| Belgium | Coren (Wallonia) | Pre-primary Education | 3 | 22 | 27 |
| | | Primary Education | 24 | | |
| | | Secondary Education | 0 | | |
| | | Tertiary Education and other | 1 | | |
| Belgium | MOS (Flanders) | Pre-primary Education | 2 | 44 | 46 |
| | | Primary Education | 35 | | |
| | | Secondary Education | 6 | | |
| | | Tertiary Education and other | 3 | | |
| Belgium | Coren (Brussels) | Pre-primary Education | 3 | 48 | 63 |
| | | Primary Education | 34 | | |

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|----------|---|------------------------------|------|-----|------|
| | | Secondary Education | 17 | | |
| | | Tertiary Education and other | 5 | | |
| Bermuda | Bermuda Underwater Exploration Institute | Pre-primary Education | 1 | 7 | 18 |
| | | Primary Education | 15 | | |
| | | Secondary Education | 6 | | |
| | | Tertiary Education and other | 2 | | |
| Brazil | Instituto Ambientes em Rede | Pre-primary Education | 1 | 14 | 17 |
| | | Primary Education | 12 | | |
| | | Secondary Education | 3 | | |
| | | Tertiary Education and other | 1 | | |
| Bulgaria | Bulgarian Blue Flag Movement | Pre-primary Education | 108 | 276 | 324 |
| | | Primary Education | 147 | | |
| | | Secondary Education | 64 | | |
| | | Tertiary Education and other | 5 | | |
| Canada | EcoSchools Canada | Pre-primary Education | 0 | 520 | 1964 |
| | | Primary Education | 1553 | | |
| | | Secondary Education | 410 | | |
| | | Tertiary Education and other | 1 | | |
| Chile | Fundación Educarse | Pre-primary Education | 0 | 10 | 16 |
| | | Primary Education | 11 | | |
| | | Secondary Education | 5 | | |
| | | Tertiary Education and other | 0 | | |
| China | Center for Environmental Education and Communications of MEE | Pre-primary Education | 59 | 133 | 238 |
| | | Primary Education | 117 | | |
| | | Secondary Education | 36 | | |
| | | Tertiary Education and other | 3 | | |
| Colombia | Asociación Colombiana de Ingeniería Sanitaria y Ambiental (ACODAL) Seccional Centro | Pre-primary Education | 3 | 2 | 3 |
| | | Primary Education | 3 | | |
| | | Secondary Education | 3 | | |
| | | Tertiary Education and other | 0 | | |
| Comoros | MAAECHA | Pre-primary Education | 32 | 12 | 32 |
| | | Primary Education | 32 | | |
| | | Secondary Education | 0 | | |
| | | Tertiary Education and other | 32 | | |

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|--------------------|---|------------------------------|-------|------|-------|
| Croatia | Association Lijepa Nasa - Udruga Lijepa Naša | Pre-primary Education | 91 | 301 | 301 |
| | | Primary Education | 167 | | |
| | | Secondary Education | 35 | | |
| | | Tertiary Education and other | 8 | | |
| Cyprus | CYMEPA | Pre-primary Education | 30 | 0 | 173 |
| | | Primary Education | 74 | | |
| | | Secondary Education | 65 | | |
| | | Tertiary Education and other | 4 | | |
| Czech Republic | TEREZA, educational centre | Pre-primary Education | 120 | 89 | 381 |
| | | Primary Education | 100 | | |
| | | Secondary Education | 100 | | |
| | | Tertiary Education and other | 61 | | |
| Denmark | The Danish Outdoor Council (Friluftsrådet) | Pre-primary Education | 0 | 125 | 217 |
| | | Primary Education | 167 | | |
| | | Secondary Education | 49 | | |
| | | Tertiary Education and other | 1 | | |
| Dominican Republic | Instituto de Derecho Ambiental de la República Dominicana (IDARD) | Pre-primary Education | 0 | 30 | 38 |
| | | Primary Education | 17 | | |
| | | Secondary Education | 19 | | |
| | | Tertiary Education and other | 2 | | |
| Ecuador | Fundación Coastman | Pre-primary Education | 0 | 0 | 0 |
| | | Primary Education | 0 | | |
| | | Secondary Education | 0 | | |
| | | Tertiary Education and other | 0 | | |
| Egypt | TADWEERA FOR GREEN EDUCATION | Pre-primary Education | 2 | 0 | 2 |
| | | Primary Education | 2 | | |
| | | Secondary Education | 2 | | |
| | | Tertiary Education and other | 0 | | |
| England | Keep Britain Tidy | Pre-primary Education | 1820 | 2301 | 15906 |
| | | Primary Education | 10007 | | |
| | | Secondary Education | 2872 | | |
| | | Tertiary Education and other | 1008 | | |
| Estonia | Tartu Environmental Education Centre | Pre-primary Education | 147 | 127 | 242 |
| | | Primary Education | 11 | | |
| | | Secondary Education | 68 | | |

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|---------|--|------------------------------|------|------|------|
| | | Tertiary Education and other | 10 | | |
| Finland | Foundation for Environmental Education FEE Suomi-Finland | Pre-primary Education | 166 | 276 | 339 |
| | | Primary Education | 146 | | |
| | | Secondary Education | 36 | | |
| | | Tertiary Education and other | 9 | | |
| France | Teragir | Pre-primary Education | 0 | 642 | 4092 |
| | | Primary Education | 2917 | | |
| | | Secondary Education | 1175 | | |
| | | Tertiary Education and other | 0 | | |
| Georgia | Keep Georgia Tidy | Pre-primary Education | 0 | 20 | 25 |
| | | Primary Education | 0 | | |
| | | Secondary Education | 25 | | |
| | | Tertiary Education and other | 0 | | |
| Germany | Deutsche Gesellschaft für Umwelterziehung e.V. | Pre-primary Education | 0 | 1325 | 1396 |
| | | Primary Education | 446 | | |
| | | Secondary Education | 741 | | |
| | | Tertiary Education and other | 165 | | |
| Ghana | Center for Sustainable Transformation - CeST | Pre-primary Education | 2 | 5 | 16 |
| | | Primary Education | 7 | | |
| | | Secondary Education | 9 | | |
| | | Tertiary Education and other | 0 | | |
| Greece | Hellenic Society for the Protection of Nature | Pre-primary Education | 310 | 114 | 802 |
| | | Primary Education | 279 | | |
| | | Secondary Education | 186 | | |
| | | Tertiary Education and other | 27 | | |
| Iceland | Landvernd | Pre-primary Education | 52 | 146 | 144 |
| | | Primary Education | 72 | | |
| | | Secondary Education | 17 | | |
| | | Tertiary Education and other | 5 | | |
| India | Centre for Environment Education | Pre-primary Education | 1 | 61 | 70 |
| | | Primary Education | 23 | | |
| | | Secondary Education | 46 | | |
| | | Tertiary Education and other | 0 | | |
| Ireland | | Pre-primary Education | 37 | 3366 | 3549 |
| | | Primary Education | 2727 | | |

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|-----------|--|---------------------------------|-----|-----|-----|
| | An Taisce EEU - The National Trust for Ireland | Secondary Education | 655 | | |
| | | Tertiary Education and other | 130 | | |
| Italy | FEE Italia | Pre-primary Education | 185 | 590 | 703 |
| | | Primary Education | 290 | | |
| | | Secondary Education | 154 | | |
| | | Tertiary Education and other | 1 | | |
| Jordan | The Royal Marine Conservation Society of Jordan - JREDS | Pre-primary Education | 1 | 53 | 110 |
| | | Primary Education | 42 | | |
| | | Secondary Education | 53 | | |
| | | Tertiary Education and other | 30 | | |
| Kenya | Kenya Organization for Environmental Education | Pre-primary Education | 50 | 150 | 250 |
| | | Primary Education | 100 | | |
| | | Secondary Education | 100 | | |
| | | Tertiary Education and other | 10 | | |
| Kuwait | Kuwait Water Association | Pre-primary Education | 3 | 3 | 4 |
| | | Primary Education | 3 | | |
| | | Secondary Education | 4 | | |
| | | Tertiary Education and other | 1 | | |
| Latvia | FEE Latvia | Pre-primary Education | 80 | 91 | 195 |
| | | Primary Education | 5 | | |
| | | Secondary Education | 96 | | |
| | | Tertiary Education and other | 14 | | |
| Lithuania | Lithuanian Green Movement | Pre-primary Education | 30 | 67 | 87 |
| | | Primary Education | 1 | | |
| | | Secondary Education | 54 | | |
| | | Tertiary Education and other | 2 | | |
| Malasia | Green Growth Asia Foundation | Pre-primary Education | 0 | 51 | 590 |
| | | Primary Education | 430 | | |
| | | Secondary Education | 160 | | |
| | | Tertiary Education and other | 350 | | |
| Malta | Nature Trust - FEE Malta | Pre-primary Education | 4 | 86 | 126 |
| | | Primary Education | 70 | | |
| | | Secondary Education | 48 | | |
| | | Tertiary Education and other | 4 | | |
| Mauritius | | Pre-primary Education | 0 | 100 | 234 |

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|------------------|--|------------------------------|------|------|------|
| | Reef Conservation | Primary Education | 110 | | |
| | | Secondary Education | 115 | | |
| | | Tertiary Education and other | 9 | | |
| Mexico | FEE México | Pre-primary Education | 2 | 41 | 79 |
| | | Primary Education | 18 | | |
| | | Secondary Education | 11 | | |
| | | Tertiary Education and other | 8 | | |
| Mongolia | Information and training center for nature and environment | Pre-primary Education | 249 | 138 | 615 |
| | | Primary Education | 0 | | |
| | | Secondary Education | 366 | | |
| | | Tertiary Education and other | 13 | | |
| Montenegro | Bureau for education services | Pre-primary Education | 15 | 52 | 52 |
| | | Primary Education | 26 | | |
| | | Secondary Education | 11 | | |
| | | Tertiary Education and other | 0 | | |
| Morocco | Mohammed VI Foundation for Environmental Protection | Pre-primary Education | 5000 | 1179 | 5160 |
| | | Primary Education | 5160 | | |
| | | Secondary Education | 0 | | |
| | | Tertiary Education and other | 0 | | |
| Netherlands | SME | Pre-primary Education | 0 | 29 | 128 |
| | | Primary Education | 42 | | |
| | | Secondary Education | 83 | | |
| | | Tertiary Education and other | 4 | | |
| Niger | Forum for the Environment Democracy and Freedom (FEDL) | Pre-primary Education | 0 | 0 | 0 |
| | | Primary Education | 0 | | |
| | | Secondary Education | 0 | | |
| | | Tertiary Education and other | 0 | | |
| Northern Ireland | Keep Northern Ireland Beautiful | Pre-primary Education | 98 | 561 | 1126 |
| | | Primary Education | 770 | | |
| | | Secondary Education | 200 | | |
| | | Tertiary Education and other | 50 | | |
| Norway | FEE - Foundation of Environmental Education Norway | Pre-primary Education | 315 | 448 | 448 |
| | | Primary Education | 100 | | |
| | | Secondary Education | 30 | | |
| | | Tertiary Education and other | 3 | | |

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|-------------|---|------------------------------|------|------|------|
| Poland | Polish Foundation for Environmental Education | Pre-primary Education | 9 | 22 | 22 |
| | | Primary Education | 8 | | |
| | | Secondary Education | 2 | | |
| | | Tertiary Education and other | 3 | | |
| Portugal | ABAAE - Associação Bandeira Azul de Ambiente e Educação | Pre-primary Education | 967 | 2050 | 2254 |
| | | Primary Education | 850 | | |
| | | Secondary Education | 230 | | |
| | | Tertiary Education and other | 207 | | |
| Puerto Rico | Organizacion Pro Ambiente Sustentable | Pre-primary Education | 0 | 12 | 15 |
| | | Primary Education | 6 | | |
| | | Secondary Education | 8 | | |
| | | Tertiary Education and other | 1 | | |
| Qatar | Earthna Center for a Sustainable Future | Pre-primary Education | 1 | 22 | 84 |
| | | Primary Education | 31 | | |
| | | Secondary Education | 52 | | |
| | | Tertiary Education and other | 5 | | |
| Romania | CCDG | Pre-primary Education | 45 | 216 | 256 |
| | | Primary Education | 122 | | |
| | | Secondary Education | 97 | | |
| | | Tertiary Education and other | 6 | | |
| Russia | Keep St. Petersburg Tidy NGO | Pre-primary Education | 144 | 244 | 244 |
| | | Primary Education | 0 | | |
| | | Secondary Education | 90 | | |
| | | Tertiary Education and other | 10 | | |
| Rwanda | ARCOS | Pre-primary Education | 0 | 25 | 137 |
| | | Primary Education | 130 | | |
| | | Secondary Education | 129 | | |
| | | Tertiary Education and other | 3 | | |
| Scotland | Keep Scotland Beautiful | Pre-primary Education | 1327 | 860 | 3815 |
| | | Primary Education | 1946 | | |
| | | Secondary Education | 352 | | |
| | | Tertiary Education and other | 151 | | |
| Serbia | Environmental Ambassadors for | Pre-primary Education | 38 | 140 | 147 |
| | | Primary Education | 80 | | |
| | | Secondary Education | 22 | | |

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|--------------|--|------------------------------|-----|-----|------|
| | Sustainable Development | Tertiary Education and other | 7 | | |
| Singapore | WWF Singapore | Pre-primary Education | 0 | 4 | 12 |
| | | Primary Education | 7 | | |
| | | Secondary Education | 5 | | |
| | | Tertiary Education and other | 0 | | |
| Slovakia | Špirála (Centre of Environmental And Ethical Education Živica - member of Špirála) | Pre-primary Education | 32 | 90 | 180 |
| | | Primary Education | 110 | | |
| | | Secondary Education | 33 | | |
| | | Tertiary Education and other | 5 | | |
| Slovenia | DOVES-FEE Slovenia | Pre-primary Education | 101 | 240 | 298 |
| | | Primary Education | 139 | | |
| | | Secondary Education | 39 | | |
| | | Tertiary Education and other | 19 | | |
| South Africa | WESSA (Wildlife and Environment Society of South Africa) | Pre-primary Education | 49 | 38 | 620 |
| | | Primary Education | 447 | | |
| | | Secondary Education | 68 | | |
| | | Tertiary Education and other | 10 | | |
| South Korea | FEE Korea | Pre-primary Education | 1 | 28 | 28 |
| | | Primary Education | 15 | | |
| | | Secondary Education | 8 | | |
| | | Tertiary Education and other | 4 | | |
| Spain | ADEAC-FEE | Pre-primary Education | 34 | 354 | 736 |
| | | Primary Education | 320 | | |
| | | Secondary Education | 151 | | |
| | | Tertiary Education and other | 181 | | |
| Sweden | Keep Sweden Tidy | Pre-primary Education | 800 | 900 | 1090 |
| | | Primary Education | 222 | | |
| | | Secondary Education | 17 | | |
| | | Tertiary Education and other | 51 | | |
| Switzerland | Association J'aime ma Planète | Pre-primary Education | 44 | 80 | 105 |
| | | Primary Education | 74 | | |
| | | Secondary Education | 39 | | |
| | | Tertiary Education and other | 3 | | |
| Tanzania | | Pre-primary Education | 0 | 107 | 247 |
| | | Primary Education | 175 | | |

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|--------------------------|---|------------------------------|------|-----|------|
| | Tanzania Forest Conservation Group | Secondary Education | 19 | | |
| | | Tertiary Education and other | 0 | | |
| Thailand | WWF Foundation | Pre-primary Education | 1 | 9 | 12 |
| | | Primary Education | 2 | | |
| | | Secondary Education | 9 | | |
| | | Tertiary Education and other | 0 | | |
| Turkey | Türkiye Çevre Eğitim Vakfı (TÜRÇEV) | Pre-primary Education | 540 | 862 | 1244 |
| | | Primary Education | 380 | | |
| | | Secondary Education | 323 | | |
| | | Tertiary Education and other | 1 | | |
| Uganda | ARCOS | Pre-primary Education | 85 | 100 | 400 |
| | | Primary Education | 240 | | |
| | | Secondary Education | 75 | | |
| | | Tertiary Education and other | 3343 | | |
| Ukraine | Ecological Initiative NGO (EI) | Pre-primary Education | 0 | 2 | 1 |
| | | Primary Education | 1 | | |
| | | Secondary Education | 1 | | |
| | | Tertiary Education and other | 0 | | |
| United States of America | National Wildlife Federation | Pre-primary Education | 54 | 109 | 451 |
| | | Primary Education | 282 | | |
| | | Secondary Education | 233 | | |
| | | Tertiary Education and other | 220 | | |
| US Virgin Islands | The Virgin Islands Conservation Society | Pre-primary Education | 0 | 0 | 7 |
| | | Primary Education | 3 | | |
| | | Secondary Education | 4 | | |
| | | Tertiary Education and other | 0 | | |
| Uzbekistan | Zamin International Public Foundation | Pre-primary Education | 0 | 10 | 500 |
| | | Primary Education | 0 | | |
| | | Secondary Education | 271 | | |
| | | Tertiary Education and other | 229 | | |
| Wales | Keep Wales Tidy | Pre-primary Education | 2 | 771 | 1017 |
| | | Primary Education | 870 | | |
| | | Secondary Education | 121 | | |
| | | Tertiary Education and other | 24 | | |
| Zanzibar | Zayedesa | Pre-primary Education | 17 | 5 | 35 |

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|----------|----------------------------|------------------------------|----|---|---|
| | | Primary Education | 17 | | |
| | | Secondary Education | 18 | | |
| | | Tertiary Education and other | 1 | | |
| Zimbabwe | Children in the Wilderness | Pre-primary Education | 0 | 0 | 6 |
| | | Primary Education | 6 | | |
| | | Secondary Education | 0 | | |
| | | Tertiary Education and other | 0 | | |

International schools without a National Operator working directly with FEE Head Office

| Country | Number of schools | Name of schools | Comments |
|-----------|-------------------|---|------------|
| Australia | 1 | Kinross Wolaroi School | |
| Austria | 3 | American International School Vienna | Green Flag |
| | | St Gilgen International School | Green Flag |
| | | Vienna International School | Green Flag |
| Bahrain | 2 | Beacon Private School | |
| | | Nadeen School | |
| Botswana | 3 | LEGAE ENGLISH MEDIUM SCHOOL (PTY) LTD | |
| | | Northside Primary School | |
| | | Westwood International School | Green Flag |
| Brunei | 3 | International School of Brunei (ISB) | Green Flag |
| | | Jerudong International School | Green Flag |
| | | Panaga School | |
| Cambodia | 6 | Brightstar International School | |
| | | Canadian International School of Phnom Penh | |
| | | Footprints International School | |
| | | International School Phnom Penh | |

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|---------------|---|---|------------|
| | | Northbridge International School Cambodia | |
| | | Paragon International School | |
| Costa Rica | 3 | Complejo Educativo CIT 2021 | Green Flag |
| | | New Hope Bilingual Educational Complex | Green Flag |
| | | The British School of Costa Rica | |
| Cote d'Ivoire | 2 | International Bilingual School of Africa | |
| | | International Community School of Abidjan | Green Flag |
| Hungary | 1 | International School of Debrecen | |
| Indonesia | 1 | International Bilingual School of Africa | |
| Iraq | 1 | Deutsche Schule Erbil | |
| Japan | 1 | Nagoya International School | Green Flag |
| Kazakhstan | 2 | Haileybury Almaty | Green Flag |
| | | Haileybury Astana | Green Flag |
| Malawi | 1 | Kalibu Academy | |
| Nepal | 1 | The British School Kathmandu | |
| Nicaragua | 1 | San Juan del Sur Day School | |
| Oman | 3 | ABA Oman | |
| | | Finland Oman School | |
| | | The Sultan's School | |
| Philippines | 2 | British School Manila | |
| | | International School Manila | Green Flag |
| Saudi Arabia | 8 | Bilingual Learning Schools | |
| | | Dar Al fikr school - Girls Section | |
| | | ISG Damman | |
| | | ISG Jubail | |
| | | ISG Sara Village School | Green Flag |

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|--------------------------------------|------------|---|------------|
| | | Misk International Schools for Boys and Girls | |
| | | Sek international school Riyahd | |
| | | Thamer International Schools | |
| Sierra Leone | 1 | British International School and Montessori Education | |
| Somalia | 1 | Ramadan Primary and Secondary school | |
| Sri Lanka | 2 | Overseas School of Colombo | Green Flag |
| | | The British School in Colombo | |
| Taiwan | 2 | Taipei European School | |
| | | Taipei European School (TES) - Secondary Campus (ESC) | Green Flag |
| UAE | 31 | ADNOC School, Abu Dhabi | Green Flag |
| | | ADNOC School, Madinat Zayed, Abu Dhabi | Green Flag |
| | | American School of Creative Science Al Layyah | |
| | | American School of Creative Science Nad Alsheba | |
| | | British School Al Khubairat | |
| | | Deira International School | |
| | | Delhi Private School Sharjah | Green Flag |
| | | DESS College | |
| | | Dubai American Academy | Green Flag |
| | | Falcon British Nursery, Abu Dhabi | Green Flag |
| | | GEMS Founders School Masdar City, Abu Dhabi | |
| | | GEMS Metropole school, Motor City | |
| | | GEMS New Millennium School, Dubai | Green Flag |
| | | GEMS Our Own English High School, Dubai | Green Flag |
| GEMS United Indian School, Abu Dhabi | Green Flag | | |
| GEMS Westminster, Sharjah | Green Flag | | |

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| | | GEMS Winchester School, Dubai | Green Flag |
| | | GEMS World Academy, Dubai | Green Flag |
| | | Gulf Indian High School | |
| | | International School of Creative Science - Nad Al Sheba | |
| | | National Charity School, Samna | |
| | | Our Own High School, Dubai | Green Flag |
| | | Rashid and Latifa School | |
| | | Repton School, Dubai | Green Flag |
| | | Safa Community School, Dubai | Green Flag |
| | | Scoala Gimnaziala George Tutoveanu | |
| | | Sunmarke School FZE | |
| | | The Aquila School | |
| | | The Millennium School, Dubai | Green Flag |
| | | The Pearl British Academy | Green Flag |
| | | The Westminster School , Dubai | Green Flag |
| Vietnam | 7 | Brighton College Vietnam | |
| | | British International School Hanoi | |
| | | Le Petit Musée | |
| | | Nguyen Sieu School | |
| | | Renaissance International School Saigon | |
| | | Wisdomland World School Signature - Diamond Island Campus | |
| | | Wisdomland World School Signature - Imperia Campus | |

Annex.

1. Please attach the criteria of school evaluation of your organization/country

Green Flag application forms will differ slightly from country to country based on language, application and assessment procedures. We have included the Green Flag Criteria provided by FEE as well as the Sustainability Audit Guides.

Submitted by Member States and organizations to express alignment with the Green school quality standard based on a template provided by UNESCO on behalf of the Greening Education Partnership