



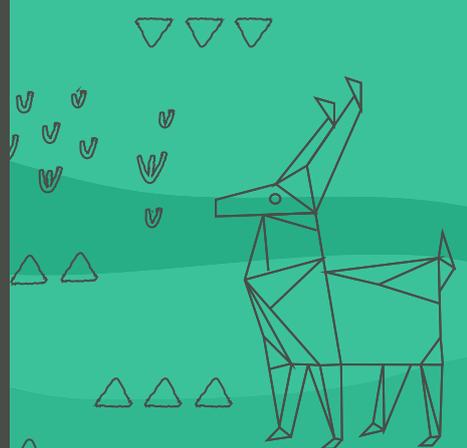
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مؤسسة قطر
Qatar Foundation

إطلاق قدرات الإنسان
Unlocking human potential

Eco-Schools Handbook



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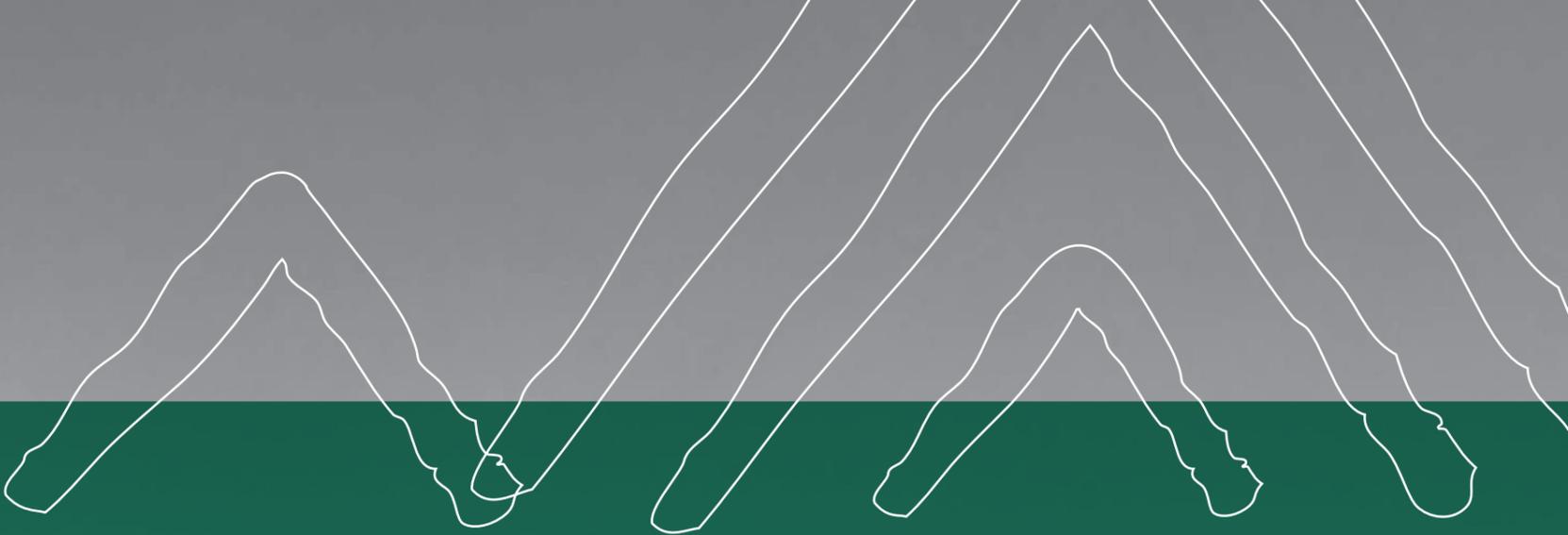
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FOREWORD

Welcome to Eco-Schools

This handbook, produced by Earthna Center for Sustainable Future as the national operator of the Eco-Schools program in Qatar, is designed to act as a guide to implementing the program in Qatar. Its aim is to inspire and help schools to embark on a meaningful path towards reducing the school's carbon footprint and empowering the students to lead the greening journey through a sustainable development program based on a seven-step methodology and 12 themes.

The handbook is split into several sections. It begins with an introduction to sustainable development and identifies the key historical events that have shaped the concept in Qatar and beyond. It goes on to introduce the concept of education for sustainable development (ESD) and provides an overview of the Eco-Schools program, its objectives and how it works.

The next section explores the heart of the subject, with a detailed explanation of the 12 Themes followed by the Seven Steps of the Eco-Schools methodology.

The final section of this handbook provides the essential and proven tools which combine a range of methodological and educational resources aimed at teachers and pupils of all ages. These can be used to involve the whole school community, regardless of educational level or experience.

Since the aim of the program is to support Qatar-based schools in implementing ESD while allowing them to fulfil their duties of instruction, education and training, the handbook places emphasis on the school curriculum. Accordingly, there are numerous links to the curriculum throughout the handbook, helping to connect the Eco-Schools approach to the school's fulfilment of its learning objectives.

We hope that you find this manual useful. If you are joining the Eco-Schools program, we are delighted that your students will grow up to become passionate advocates of the climate change action and environmental protection.

Happy reading!

INTRODUCTION

What is Education for Sustainable Development?

ESD contributes to developing the knowledge, attitudes, skills and motivation people need to play a responsible part in preventing and resolving the problems associated with human beings living in an environment, as well as maintaining and restoring the quality of that environment. By addressing the co-dependencies and relationships between the environment, the economy and society, it aims to allow learners to look critically at the challenges we face in the world today. Learners are encouraged to form their own opinions and decisions on the new attitudes to adopt and support environmental integrity, economic viability, and a just society for both current and future generations. Education for sustainable development therefore involves developing not only knowledge and skills but also learning to do, learning to be, learning to become, and learning to live together.



What is Sustainable Development?

The term sustainable development refers to the aim to achieve an overall balance between economic development and environmental protection incorporated with the cultural component within a just society as a response to the major economic, social, and environmental challenges we face now and in the future.

Qatar National Vision 2030

This idea of a just society underpins the Qatar National Vision 2030 by linking social and environmental development to human and environmental progress.

This Vision therefore rejects the idea that economic development inevitably has consequences on society and the environment. It translates into a way of living that respects the planetary boundaries – the limits to the earth's capacity for regeneration – while respecting the needs of current and future generations and allowing everyone to live with dignity and equal rights in Qatar and all over the world.

Human development: Development of all Qatar's people to enable them to sustain a prosperous society.

Social development: Development of a just and caring society based on high moral standards, and capable of playing a significant role in the global partnership for development.

Economic development: Development of a competitive and diversified economy capable of meeting the needs of and securing a high standard of living for all its people both for the present and for the future.

Environmental development: Management of the environment such that there is harmony between economic growth, social development, and environmental protection.

- 1 NO POVERTY
- 2 ZERO HUNGER
- 3 GOOD HEALTH AND WELL-BEING
- 4 QUALITY EDUCATION
- 5 GENDER EQUALITY
- 6 CLEAN WATER AND SANITATION
- 7 AFFORDABLE AND CLEAN ENERGY
- 8 DECENT WORK AND ECONOMIC GROWTH
- 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Qatar's drive to foster global partnerships as an active participant of the global community manifests in its actions towards achieving the Sustainable Development Goals (SDGs).

The SDGs are the action points of the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, and provide a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that everyone must have access to inclusive, equitable, quality education and work towards ending poverty and other deprivations, in compliance with strategies that improve health and healthy communities, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

SUSTAINABLE DEVELOPMENT GOALS

- 10 REDUCED INEQUALITIES
- 11 SUSTAINABLE CITIES AND COMMUNITIES
- 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
- 13 CLIMATE ACTION
- 14 LIFE BELOW WATER
- 15 LIFE ON LAND
- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
- 17 PARTNERSHIPS FOR THE GOALS

KEY MILESTONES IN SUSTAINABLE DEVELOPMENT

1972 - The Limits to Growth, Club of Rome

The debate around sustainable development dates back to the report published by the Club of Rome, called "The Limits to Growth". This document was the first significant study to highlight the ecological and societal issues of economic and population growth, challenging the concept of infinite economic development.

1972 - Stockholm Conference: the first Earth Summit

The United Nations Conference on the Human Environment in 1972 saw ecological issues ranked as major international concerns for the first time. The Stockholm Conference resulted in a declaration of 26 principles and the creation of the United Nations Environment Programme (UNEP).

1987 - Our Common Future, Brundtland Report

Officially called "Our Common Future", the Brundtland Report was published in 1987 by the World Commission on Environment and Development chaired by the former Norwegian Prime Minister, Gro Brundtland. This was the first report to use the term "sustainable development", defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs".

1992 - Earth Summit in Rio de Janeiro, adoption of Agenda 21

The conference in Rio de Janeiro in 1992 resulted in the creation of the action plan Agenda 21 for the 21st century, based on sustainable development. Agenda 21 aims to implement sustainable development in practices based on the principle "Think global, act local". It defines the areas in which local authorities must incorporate sustainable development principles, such as combating poverty, health, education, managing resources, etc.

2000 - Millennium Summit

The Millennium Summit was one of the largest gatherings of heads of state and government of all time. It resulted in the adoption of the Millennium Declaration by 189 states, which set out the Eight Millennium Development Goals (MDGs). The goals addressed major humanitarian issues, such as access to education, reducing extreme poverty, and implementing the principles of sustainable development, which states agreed to achieve by 2015.

2002 - UN World Summit on Sustainable Development

Participants at the World Summit on Sustainable Development (around 100 heads of state and several thousand representatives from governments, non-governmental organizations and businesses) reiterated their commitment to Agenda 21 and adopted an implementation plan for development that takes protecting the environment into account. Social equity, biodiversity and health were the main issues addressed at the event, while culture was put forward for the first time as the fourth pillar of sustainable development.

2004 - United Nations Decade for Education for Sustainable Development

Recognizing the decisive role played by education in achieving sustainable and equitable development, the General Assembly of the United Nations instituted a Decade for Education for Sustainable Development and appointed United Nations Educational, Scientific and Cultural Organization (UNESCO) to implement it. UNESCO was therefore responsible for incorporating sustainable development principles, practices and values into all aspects of education and learning.

2008 - Qatar National Vision 2030

Qatar launched a roadmap of progress for the country, with an ambition to balance five major changes: modernization and preservation of traditions, the need of this generation and the future generations, managed growth and uncontrolled expansion, the size and quality of workforce, economic growth, social development and environmental management.

2012 - COP18

Qatar hosted the United Nations Climate Change Conference known as COP18 to signal to the world its commitment to be a positive contributor to the global partnerships in the area of sustainable development. The dialogue that took place in Doha in COP18 eventually led to the Paris Agreement in 2015.

2014 - UNESCO Associated Schools Project Network

The UNESCO Associated Schools Project Network (ASPnet) was launched in 1953 with 33 secondary schools in 15 countries, and today reaches over 10,000 educational institutions as its members – ranging from nursery and pre-schools to primary and secondary schools as well as teacher training institutions – in 181 countries. Its current focus and thematic areas for 2014-2021 strategy is on introducing ESD into educational contents and approaches at school level.

2015 - Agenda 2030 and the 17 Sustainable Development Goals (SDGs)

In 2015, UN Member States adopted the 17 Sustainable Development Goals, with the overarching and ambitious aim of eradicating poverty worldwide by 2030. Member states recognize that pursuing an objective of this magnitude must be accompanied by strategies that support economic growth while responding to social needs, such as education, health, or welfare provision.

2016 - Paris Agreement

Following the United Nations Climate Change Conference known as "COP21", 175 countries signed the Paris Agreement, according to which they committed to take steps to maintain the rise in the earth's temperature to less than 2°C by the end of the century. By 2017, 196 out of 197 UN member states had committed to respecting the Paris Agreement, making it the most widely adopted text in history. Qatar hosted the COP18 in 2012 and continued the dialogue that eventually led to the Paris Agreement in COP21.

2018 - Earthna National Partner of Eco-Schools

In 2018, Earthna Center for Sustainable Future (formerly QGBC) became the national operator in Qatar for Eco-Schools Program as run by the Denmark-based Foundation for Environmental Education (FEE). It later added FEE's EcoCampus program for higher institutions in Qatar.



ECO-SCHOOLS

What is it?

Eco-Schools was created in Denmark in 1994 by the Foundation for Environmental Education, FEE, following the Earth Summit in Rio in 1992.

Today, it is the largest international accreditation and education for sustainable development program in the world. It supports young people to play a proactive role as leaders to improve their school's environment and to operate it in a more sustainable way through hands-on activities and real time projects.

Eco-Schools program extends across K-12 and now operates in 94 countries, 70 national operators, more than 55,000 registered schools, 19.8 million students and 1.4 million teachers involved. It is the largest international network of teachers and students in the world and the number of countries that are operating Eco-Schools are constantly increasing.

Eco-Schools program extends across K-12 and now operates in:



 **94**
countries

 **70**
national
operators

 **55,000+**
registered
schools

 **19.8mil**
students

 **1.4mil**
teachers

As an educational program, Eco-Schools encourages practical actions but also puts ESD at the heart of the process by supporting numerous links to school curricula. Various examples are cited throughout this guide.

By bringing the whole school community together around a shared project, it fosters reflection and cooperation between various groups such as the school staff, pupils and their parents. As a result, it inspires everyone involved in the life of the school, to take part in the project at every level.

Supported by UNESCO and UNEP, Eco-Schools is an Award Scheme linked to the Sustainable Development Goals 2015-2030 recognized all over the world. The program offers participating schools the opportunity to take part in exchanges and share their experiences as part of the national and international Eco-Schools network. Today, schools all round the world are acting on sustainable development through the Eco-Schools program.

In 2019, FEE celebrated the 25th anniversary of Eco-Schools with a 25 Year Declaration and special activities held around the world.

Vision

A sustainable world in which Education for Sustainable Development (or Environmental Education) creates positive change for all.

Mission

To engage and empower people through environmental education in collaboration with members and partners worldwide.

Values

Action: We engage in positive educational activities

Cooperation: We involve our stakeholders in the activities

Excellence: We strive for quality in the activities

Transparency: We are responsible and accountable

Democracy: We use democratic decision-making processes

How does it work?

The Eco-Schools program takes a comprehensive approach to ESD. It offers a flexible Seven Steps Methodology that allows schools to proceed at their own pace. This creates a framework for projects that brings together the whole of the school community and, gives pupils the opportunity to play a major role in setting up the program and making it a success. These Seven Steps are achieved around 12 environment related Themes.

GOALS AND OBJECTIVES



Foster student participation – students lead the committee based on democratic principles.



Encourage situational, real life, and outdoor learning – make connections and help reflection.



Enhance STEM skills through engaging and challenging content/ actions.



Motivate students to help take responsibility for their future— realize they can make a difference.



Encourage and develop critical thinking in students – a better way of doing things.



Support students to take action – when they see the tangible results of their actions, it empowers.



Include everybody— inclusive schools, families, community, local authorities.



Develop the young leaders of the future— instils a sense of responsibility so they can help others.



Align the Themes and activities of the program to the SDGs and to the GAP with which FEE is a leading partner.



ECO-SCHOOLS ADVANTAGES



Creates Financial Savings



Creates sense of pride in the school



Improves school environment



Includes everyone



Nurtures and supports intrinsic values (care, empathy, creativity, compassion)



Embeds sustainable development principles into the curriculum



Improves Wellbeing of children and staff



Improves attitudes



Motivates



Involves communities



Connects globally

Eco-Schools' primary objective is to help schools with implementing a gradual education program of sustainable development and in doing so, help pupils to develop the knowledge, skills and motivation they need to address and tackle the challenges of the world around them.

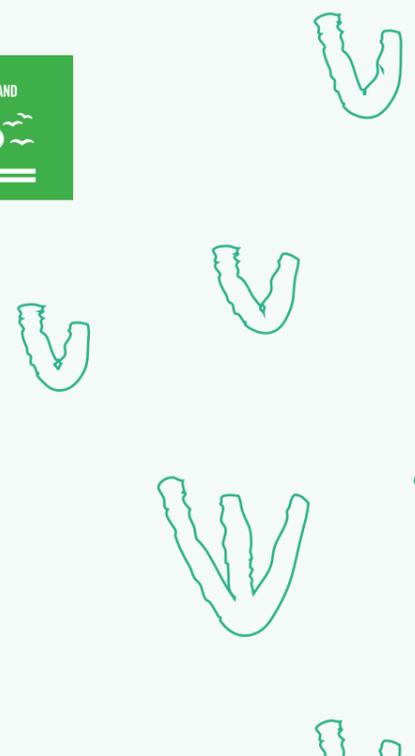
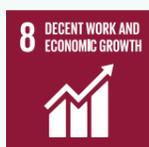
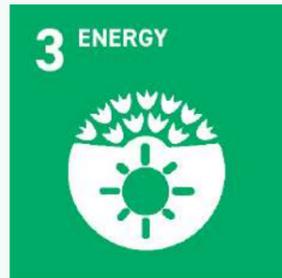
The program makes use of school buildings and their surrounding areas as educational laboratories. Each school selects three themes for a two-year project and implements initiatives designed to make practical improvements in how it operates.

These initiatives are accompanied by educational activities associated with sustainable development, carried out in class or outside school. At the end of the second year and once the seven steps have been completed for the chosen theme, the school can apply for the Green Flag Award to celebrate and promote the progress it has made along the way. This is awarded by an independent panel of experts which both rewards and promotes the school's process and progress. New themes are added with every Green Flag renewal to drive a gradual process of continuous improvement.

Eco-schools program aims to equip students with knowledge regarding critical issues of sustainability and drives positive behavior that they take back to their community and future workplace.

Eco-Schools Qatar is committed to the SDGs. In fact, the Eco-Schools themes are a brilliant springboard for increasing understanding of the Sustainable Development Goals 2030 in school communities. As a result, each Eco-Schools theme highlights several SDGs associated with it, as a way of encouraging schools to address the problems our world is currently facing. Producing an action plan and implementing the activities associated with it gives all pupils the chance to drive the changes we want to see for people and the planet.



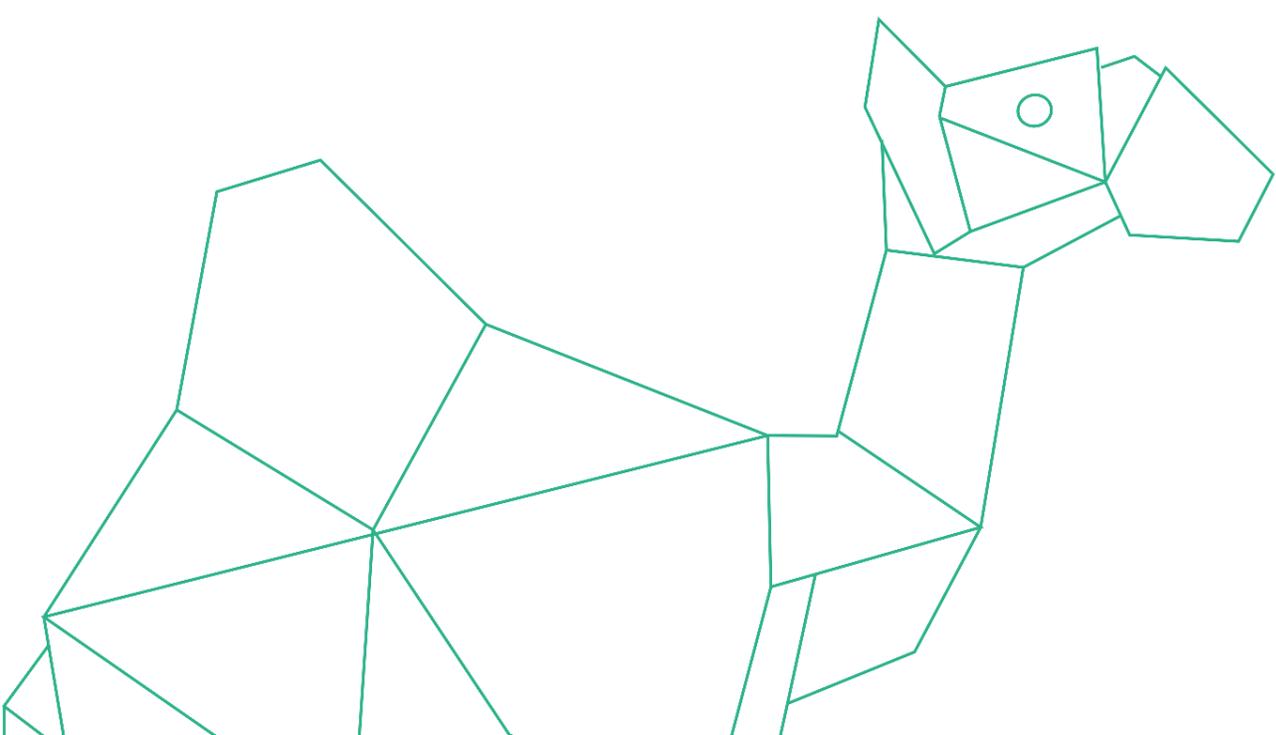


Every school that commits to the Eco-Schools program has two academic years to choose 3 themes, implement the Seven Steps and obtain the Eco-Schools Green Flag Award.

Timeframe template

The school works to implement the program gradually and develops its project over two years. In the first year, it focuses on carrying out its environmental review in a form of school audit to identify areas of improvement and to choose the high priority themes and works on creating the Action Plan. The school can pick at least 3 themes in which global citizenship or climate change should be one of the themes with six smart goals, which will be mainly implemented during the two years. At the same time, the school runs several communications activities to raise awareness about the Eco-Schools project among the school community, which also helps it to recruit new members of the Eco-Committee. The school can tackle one theme per year or work on all the themes at the same time.

The Action Plan is revisited and updated at the start of the following school year and the school monitors its progress throughout the year. It also pays attention to the links between the school curriculum and the Eco-Schools project, and organizes a number of activities that everyone can get involved in. In April, the school carries out its assessment and starts to put together the Eco-Schools portfolio for the end of year Award session. It celebrates obtaining the Eco-Schools Award, the Green Flag, by the end of the second school year.



		YEAR 1																												
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29
Registration Phase	Step 1 : Form an eco committee. Submit your Registration form and pay fees.	■	■	■																										
	Step 2 : Conduct an environmental review. Meet with students get ideas and solutions.				■	■																								
	Step 3 : Create an action plan. Choose 3 themes and six smart goals.						■																							
Action Plan	Step 4: Monitor and evaluate								■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	Step 5: Make curriculum connection								■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	Step 6: Inform and involve								■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
	Reassess and evaluate												■					■			■									
Maintenance phase	School maintains activities and projects																											■	■	■
	Evolve and set new goals and topics																											■	■	■

YEAR 2

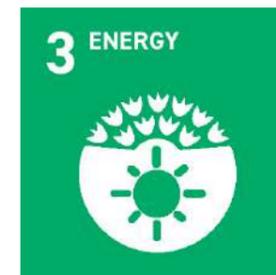
		WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29
Relaunch Phase	Meet your eco committee and reassign responsibilities																													
	Evaluate and update the action plan. Add more themes if possible.																													
Action Plan	Step5 : Make curriculum connection																													
	Step6 : Inform and involve																													
	Step7 : Produce an Eco-code																													
	Reassess and evaluate																													
Green Flag application & assessment	Review and submit the Green Flag application form and pay fees.																													
	Green Flag assessor school visit																													
	School notification and award																													
Maintenance phase	School maintains activities and projects																													
	Evolve and set new goals and topics																													

ECO-SCHOOLS THEMES

Choose your themes

Covering all the possible topics that relate to sustainable development in your class is complicated. Choosing the theme for your project is therefore one of the first decisions you will have to make. Although nothing exists in isolation and there are multiple interconnections and cross-references between topics, choosing a theme creates a framework for your project and allows you to focus your efforts on an area in more detail. This helps to avoid a scattergun approach, which can be discouraging in terms of creating an effective, well-organized network of activities.

Eco-Schools Qatar offers several themes linked to sustainable development, which are described in this section.



How to choose your theme

A project must be meaningful and inspire enthusiasm if the whole school community is going to unite around it. That's why choosing a theme that will underpin your entire project is such an important decision.

Carrying out an environmental review or a survey of pupils, teaching and other staff working in the school is a good way of finding out which theme(s) are likely to appeal to most people and will have a positive impact on enhancing the school's environment. In particular, the theme needs to interest and motivate students, who need to feel involved in the issue so that they can play an active role in tackling the theme which has a direct positive impact on their daily school life. It is therefore essential to include them in the decision.

Finally, it is up to the school to find the easier way to tackle the chosen themes; the school may deal with one theme at a time, or have the option of working on two simultaneously, as long as they inform the Eco-Schools Qatar team of their decision.

This section outlines the various themes suggested and the main issues associated with them, which you can use as inspiration when you are choosing your theme for the project. Feel free to carry out your own research to get a clearer idea of what would be most suitable for your school and the wider community.

Global energy consumption is estimated to increase by 2.5% every year. This is not only the result of population growth, but also economic development and the increase in traffic. Managing the increase in energy consumption and sharing it more evenly around the world, as well as cleaner production using renewable sources, are therefore major challenges for the future.

Solutions

The average Qatar resident consumes 16,183 kWh of electricity per person per day, three times the average consumption in the United Kingdom. There are some simple but effective steps we can take in our everyday lives, both at school and at home, to make our own individual contribution to reducing energy consumption.

From managing buildings (heating, lighting, selecting and using electrical appliances, insulation, etc.) to transport (clean modes of transport, reducing travel distances, car-pooling, etc.) and, of course, our own consumption decisions and raising public awareness, there are plenty of examples of solutions for effective local actions at an individual level.

The Sustainable Development Goals



Calendar

26.02	26th February Qatar Environment Day	22.10	22nd October World Energy Day
03	Last Saturday of March Earth Hour	08.12	8th December World Climate Day
05.06	5th June World Environment Day	16.05	16th May International Day of Light



1. ENERGY



In physics, the term "energy" is used to indicate the capacity to change a state, produce movement or generate light or heat. It allows people to stay warm or cool, have light, cook, wash their clothes and move around. It drives machines and factories, which in turn create consumer goods and services. Human beings depend on energy for all their activities and use a range of different sources, such as wood, oil, nuclear power, solar energy, etc. However, some sources are more efficient and cleaner than others and have different effects on the environment.

Challenges

Qatar is rich in abundant source of natural fuels but also a very high consumer of this energy. Fossil fuels, such as oil, natural gas and coal, together represent 80% of global energy consumption. But fossil fuels have two major disadvantages as a source of energy. First, burning fossil fuels release particles and gases into the atmosphere, which pollute and contribute to the greenhouse effect and global warming; secondly, they are available in very limited quantities and are only replaced very slowly.

2. WATER



Qatar is a peninsula and surrounded on three sides by water, yet it is one of the most water-scarce nations on earth and obtains most of its domestic water supply from desalination – a very energy intensive process.

Fresh water is essential for health and maintaining the ecosystems that supply our food and numerous other essential goods and services. But while three quarters of our planet is covered with water, just 3% of it is fresh water and two thirds of that is trapped in the icecaps and is therefore inaccessible to human beings.

In addition, freshwater reserves are very unevenly distributed and are under increasing threat from land use, deforestation, climate change and greater consumption, due to population growth and industrial development. Water pollution, particularly that caused by urbanization and intensive agriculture, threatens fauna, flora, and our quality of life.

Challenges

Although the General Assembly of the United Nations explicitly recognized the right to drinking water and sanitation as a human right in 2010, 30% of the world’s population today still does not have access to drinking water and 60% of people do not have properly managed sanitation systems. Guaranteeing universal access to drinking water is one of the major objectives of sustainable development.

Solutions

The pressures associated with water consumption are being sparked mainly by the increase in consumption per person in affluent countries, rather than by population growth in the poorest nations.

The average direct water consumption in Qatar per person per day is 527 liters, twice the average consumption in Europe. There are some simple but effective steps we can take in our everyday lives, both at school and at home, to make our own individual contribution to reducing water consumption and maintaining its quality. Choosing cleaning products carefully, showering instead of bathing and not leaving the tap running for no reason are just a few simple examples of individual actions we can take.

The Sustainable Development Goals



Calendar

- | | |
|---|--|
| 02.02 2nd February
World Wetlands Day | 08.06 8th June
World Oceans Day |
| 26.02 26th February
Qatar Environment Day | 08/09 Late August or September
World Water Week |
| 14.03 14th March
International Day of Action of Rivers | 09.09 9th September
World Maritime Day |
| 22.03 22nd March
World Water Day | 11.12 11th December
International Mountain Day |
| 05.06 5th June
World Environment Day | |



GEMS American Academy Qatar

3. GLOBAL CITIZENSHIP



Qatar is home to many nationalities of the world, whose contribution and value, along with the natives makes this a prosperous country. Global citizenship is the fact of being viewed as a member of a group, city or more generally, a country. Citizenship combines a set of aptitudes, knowledge and attitudes that help to recognize the values we need to live together, make choices and act with respect for ourselves and others.

These values include, in particular, solidarity, civic responsibility and civility, all three of which, at different levels (local, global, etc.) allow each of us to play an active role in democratic life by exercising our rights and responsibilities in society and realizing which qualities and behaviors are necessary to live alongside each other as effectively as possible.

Challenges

Unlike the theory of 'Clash of Civilizations', it is on Qatar's insistence and initiative, particularly, by the chairperson of Qatar Foundation, Her Highness Sheikha Moza bint Nasser, that the United Nations established the UN Alliance of Civilization, a supranational organization dedicated to bringing humanity together. In 2012, Her Highness Sheikha established Education Above All (EAA), as a Foundation that is building a global movement which contributes to human, social, economic, and sustainable development through the provision and protection of quality education. The EAA envisions bringing new life chances, real hope, and opportunities to improve the lives of poor and marginalized children, youth, and women, especially in the developing world.

Today's mixture of cultures and the misunderstandings that arise in relation to physical, political, religious, and other differences sometimes endanger peace in our modern societies and communities.

Easier and faster access to information that is not always true or reliable is another significant factor. The classroom and the school community more generally are often an accurate reflection of the same issues, since every student arrives at school with their own family, cultural and religious background. An ability to gather information, open up and show an interest in other people, and the ability to sift through information, are both a necessity and a weapon in the age of disinformation.

Solutions

International solidarity and education for sustainable development are closely linked insofar, as both seek to change attitudes. Reflecting on how to live together better, share our cultures and defend human rights are ways of changing people's awareness and shifting their behaviors to create a world that treats individuals, countries and generations more equally.

Yet the need to demonstrate good citizenship is never far away. Group dynamics exist in the classroom and as a result, even very young children learn to listen and be tolerant of others.



American school of Doha

Participating and taking part in the life of the class, the school and society encourages children to listen to other people and consider their needs and understand the processes that help them to engage in democracy.

The Sustainable Development Goals



Calendar

24.01	24th January (1st March International) Zero Discrimination Day	01.10	1st October International Day of Older Persons
20.02	20th February World Day of Social Justice	02.10	2nd October International Day of Non-Violence
21.02	21st February International Mother Language Day	17.10	17th October International Day for Eradication of Poverty
16.05	16th May International Day of Living Together in Peace	16.11	16th November International Day of Tolerance
21.05	21st May World Day for Cultural Diversity for Dialogue and Development	18.12	18th December Qatar National Day
20.06	20th June World Refugee Day	20.12	20th December International Children's Rights Day International Human Solidarity Day
15.09	15th September International Day of Democracy	03.12	3rd December International Day of Persons with Disabilities
21.09	21st September International Day of Peace	10.12	10th December World Human Rights Day
23.09	23rd September International Day of Sign Languages		



4. HEALTH & WELLBEING



Health & Wellbeing are the foundation of healthy living. Healthy individuals form healthier societies. Qatar has dedicated special attention to creating a world-class healthcare infrastructure and framework to guarantee health protection to all its citizens and residents, as a national priority.

These policies deliver the best outcomes for the whole population and lead to the building of prosperous societies.

Challenges

More than 70% Qatari adults and 25% Qatari children are overweight, while the rate of Type-II Diabetes in the country is nearly 25% in the adult population and 17% in children, significantly higher than the global average of 20%.

Many social problems and social determinants can affect people, from youth to elders. With such drastic health conditions prevailing in the country focus should be on adopting healthy day-to-day lifestyle choices that influence vitality and lower the rate of conditions such as heart diseases, diabetes, high blood pressure, and stroke. For instance, taking a 10-minute walk as part of a larger plan to exercise, connecting with nature and inhaling fresh air on a daily basis, or consciously drinking more water and less sugary drinks and junk food, are obvious and easy lifestyle choices to make for a better and healthy future.

Solutions

To adequately address patient needs, health-care providers must identify patients who need assistance, and also have support and funding in place from their health-care organizations to provide case management, patient resources, and support for the community-based programs that will help provide interventions for the patients. Other measures can include a national policy that provides for improvement in personal health, for example through National Sports Days.



The Sustainable Development Goals



Calendar

24.01	24th January International Day of Education	21.06	21st June International Day of Yoga
04.02	4th February World Cancer Day	11.07	11th July World Population Day
2nd.02	2nd Tuesday of February Qatar National Sports Day	10.10	10th October World Mental Health Day
20.03	20th March International Day of Happiness	15.10	15th October Global Handwashing Day
07.04	7th April World Health Day	14.11	14th November World Diabetes Day
15.05	15th May International Day of Families	01.12	1st December World AIDS Day
31.05	31st May World No-Tobacco Day		

Meatless March



I pledge to reduce my meat intake for Meatless March

Through the month of March, Doha College is encouraging all members of our community to reduce the amount of meat they eat in their weekly diet. This is to raise awareness of the impact that the meat industry has on climate change.

We will send you one email reminder of your commitment at the beginning of March and one email per week throughout the month, with tasty vegetarian and vegan recipes.

* Required

Email address *
Your email





Scan or visit
dc.click/meatlessmarch
to register



5. BIODIVERSITY & NATURE



The term "biodiversity" (from the Greek "bio", which means "life"), refers to the diversity of living things in terms of species, ecosystems, and genetic diversity. Given its immense complexity, biodiversity is not only difficult to define but also to measure.

Since the Earth Summit in Rio in 1992, conserving biodiversity both from a geographical perspective and over time has become one of the major issues in sustainable development. In addition, the term biodiversity encompasses both species and spaces created and changed by human societies over centuries. People have therefore also been creators of biodiversity throughout time.

Challenges

The way societies behave in response to nature conservation has changed dramatically, gradually turning from a desire to control nature to exploiting resources to satisfy their economic, social, and ethical needs. However, factors such as population growth, an increasing need for travel and ever-higher levels of consumption mean that people are constantly increasing pressure on ecosystems and steadily reducing biodiversity.

Researchers are now talking about the sixth major extinction, highlighting the disappearance not only of terrestrial species but also of aquatic organisms and plants. Yet even the most common species, which are not directly under threat, are also seeing a massive decline in their populations, threatening the fragile balance of ecosystems.

The reasons are well known. First on the list is damage to habitats, attributable to mining and forestry, alongside urbanization and the increasing number of green spaces that are now paved over. Overexploitation of species (as a result of hunting, fishing, etc.), the use of pesticides, and pollution are all factors that cause species to disappear and undermine the planet's biological diversity at a global level.

Solutions

Locally, the creation of natural spaces for threatened species, such as protecting annual turtle hatches, have helped smaller species to return. Ecological corridors, particularly through towns and cities, mean there are fewer isolated spaces within the landscape, helping certain species to colonize new environments. Green roofs, urban community gardens and promoting parks and green spaces in towns and cities are all very encouraging citizen and/or community-led initiatives for bringing nature back into the urban environment.

An increasing number of wildlife crossings on the edges of towns and cities also allow animals safer passage across the major roads that cut through their habitat.

Our consumption choices are critically important to our impact on ecosystems. Encouraging more responsible consumption by prioritizing local producers who respect the environment, avoiding waste and preventing it from being discharged into the environment are examples of simple, local actions that have a decisive impact at the global level.

The Sustainable Development Goals



Calendar

02.02	2nd February World Wetlands Day	25.06	25th June Day of the Seafarer
03.03	3rd March World Wildlife Day	29.06	29th June International Day of the Tropics
21.03	21st March International Day of Forests	1st 10	1st Monday in October World Habitat Day
20.05	20th May World Bee Day	04.10	4th October World Animal Day
22.05	22nd May International Day of Biological Diversity	05.11	5th November Worldwide Anti-Whaling Day
21.06	21st June International Day of the Celebration of the Solstice	11.12	11th December International Mountain Day



Doha English Speaking School

6. FOOD



Over the last few years, increasing attention has been paid to the environmental impact of food production and consumption. The UN Food and Agriculture Organization (FAO), having observed the direct links between malnutrition and loss of agricultural biodiversity due to the industrialization of production, has examined the issue of sustainable food. It defined the term “sustainable diet” in 2010, stating: “Sustainable diets are protective and respectful of biodiversity and ecosystems, culturally acceptable, accessible, economically fair and affordable; nutritionally adequate, safe and healthy, while optimizing natural and human resources”. Sustainable food therefore means healthy food, in sufficient quantities, which respects the environment.

Challenges

The number of people on Earth in 2050 – and therefore the number of mouths to feed – will be nine billion. The ways in which we consume now, however, are often unhealthy and very unfair. On the one hand, famine is a global scourge; on the other, the World Health Organization (WHO) is sounding the alarm about another nutrition-related problem: obesity. Ensuring an adequate supply of good-quality food for the whole of the world’s population is one of the main challenges for sustainable food over the coming years.

Food remains a local and global issue, with an impact on the environment. Current food production practices have a severe impact on natural environments and contribute to climate change. It is estimated that almost a third of greenhouse gas emissions come from food. A shift towards more sustainable food systems and diets is needed to guarantee food and nutritional safety, biodiversity, and the quality of resources.

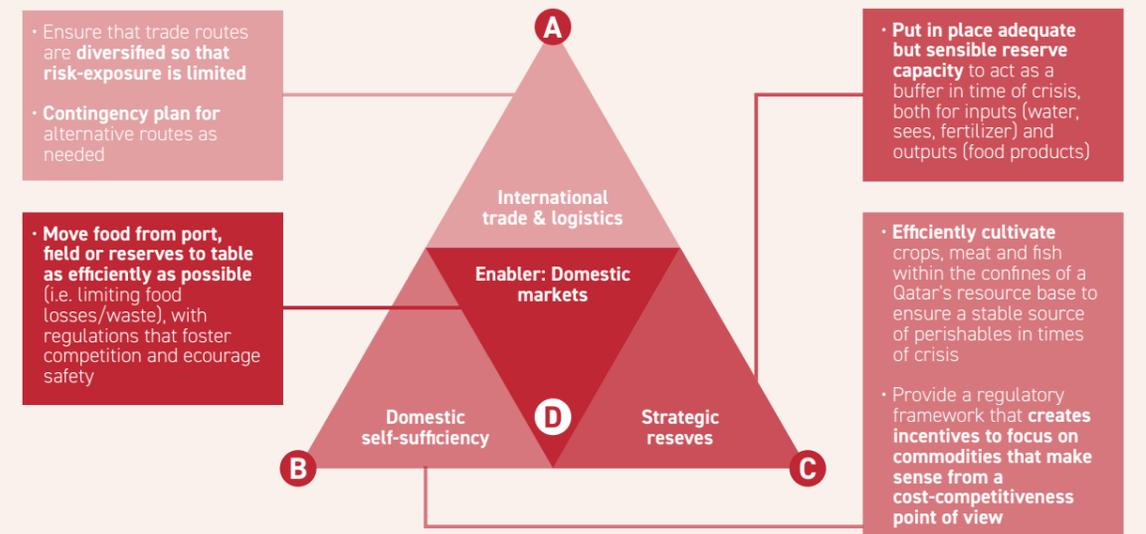
Solutions

Significant quantity of food is imported into Qatar, making it a security threat. In fact, to address this reliance on food imports, the government has funded initiatives such as the Qatar National Food Security Program Food, which is easily accessible in Switzerland at any time. Food waste is a huge issue in Qatar - in 2012 a massive 1.4 million metric tons of food was consumed and wasted in the country. This figure, divided by the then population of 2.05 million, equates to an average of 636 kilograms of food per person for the year, or 1.74 kgs per day. Data estimates shows that 60% of the domestic waste is organic and about half of the waste sitting in Qatar’s landfills is made up of leftover food. The combination of the country’s very high consumption rate and very low recycling rate means that heaps of food are being discarded as waste. As a sustainable consumer, emphasis should be laid on doing more and better with less. Sensible choices should be made while shopping and consumption for a sustainable future.

Promoting locally produced food also helps to limit transport, get access to fresher food, limit carbon footprint and support the local economy and know-how. Shorter food circuits encourage local agriculture by supporting regional commerce.

To build a robust food security strategy, Qatar should focus on four pillars

Interdependant food security strategy



The Sustainable Development Goals



Calendar

20.03	20th March International Day Without Meat	18.06	18th June World Sustainable Gastronomy Day
05.05	5th May World Faire Trade Day	29.09	29th September International Day of Awareness of Food Loss and Waste
05.06	5th June International Day for the Fight Against Illegal, Undeclared and Unregulated Fishing	16.10	16th October World Food Day
07.06	7th June World Food Safety Day	05.12	5th December World Soil Day
15.06	15th June World Day Against Hunger		



Qatar Leadership Academy

7. WASTE



The term 'waste' is commonly used to mean a substance, material, or item its owner no longer finds useful and intends to throw away. In other words, anything that is thrown away is waste.

In Qatar, waste is classified based on how hazardous it is, its volume and where it comes from. Not all waste is processed in the same way. Some is reused, while some is recycled, incinerated, or composted. For example, the medical waste generated at the state and private hospital systems in Qatar is either incinerated or exported for proper disposal.

Challenges

In Qatar, the average resident generates 1.4+ tons of municipal solid waste per person per year, slightly less than double (0.8 tons) the average generation in Organization for Economic Cooperation and Development (OECD) countries. The amount of waste produced worldwide has multiplied tenfold over the last century. It is a frightening finding, and things are not expected to improve over the coming years. Population growth and ever-increasing industrialization in countries around the world contribute significantly to increased consumption and therefore, waste production.

Waste that is not properly collected and processed finds its way into the natural world and pollutes the environment. Air (odors and harmful gas emissions), water (infiltration of ground water) and soil (acidification and declining quality) are particularly exposed to pollution from waste. Flora and fauna are also vulnerable and there are significant economic impacts (cost of decontamination and clean-up, plus the loss of land) and social repercussions (an uglier environment) of inefficient waste management.

There are numerous problems related directly or indirectly to waste and reducing the amount we produce while improving waste processing is therefore a major objective from a sustainable development perspective.

Solutions

Given the increasing scarcity of raw materials, there also needs to be greater emphasis on recycling non-renewable resources, some of which (such as glass or aluminum) can be recycled indefinitely.

Apart from the risk of losing scarce raw materials, incorrect processing of phone batteries or other electrical household appliances at the end of their life is a danger to the environment, since they contain numerous materials that are not only rare, but also hazardous and harmful.

Recycling is good – but reducing, reusing, reforming are all better options. The consumption choices we make are critically important to our environmental impact. The quantities we buy, where goods come from and how they are produced are all decisive factors. The environmental cost of disposing of waste is currently lower than producing and using consumer goods. As consumers, it is therefore essential that we are aware of the consequences of our choices and that we prioritize products that protect natural resources by taking account of their whole life cycle.

The Sustainable Development Goals



Calendar

18.03	18 th March Global Recycling Day	15.11	15 th November World Recycling Day (mainly in the United States)
.04	April No Paper Day in Qatar	-10	Mid-November European Week of Waste Reduction
03.07	3 rd July International Plastic Bag Free Day	05.12	5 th December World Soil Day



Gheras International School

Qatar Academy Doha

8. MARINE AND COAST



Qatar is surrounded on three sides by the Arabian Gulf. Meanwhile, the oceans cover 70% of the planet and are vitally important to all life on earth. They provide us with 50% of our oxygen and are home to a wide range of creatures from small phytoplankton to the largest mammal on earth, the blue whale. They also provide us with food, other resources, and recreation. In short, they are an important part of the entire ecosystem which supports life on Earth.

We have explored only around 5% of the ocean and the deepest parts have been visited by less humans than the moon. Who knows what we have yet to discover.

Challenges

Threats to the marine environment come in many forms, such as Marine Litter, Climate Change, or Overfishing, but unfortunately often have one common source – humans. Did you know, it is estimated that each year at least 8 million tonnes of plastics leak into our oceans? This is the same as dumping one refuse truck into the ocean every minute. 80% of litter washed up on our beaches is plastic. Plastic causes catastrophic damage as it does not biodegrade; it breaks down into smaller and smaller pieces and is ingested by marine life of all sizes, even tiny plankton at the bottom of the food chain.

In the context of Climate Change, the oceans help soak up energy (heat) and distribute it more evenly around the earth. They also soak up carbon dioxide (CO₂) and have been responsible for slowing down the warming of the planet caused by man-made CO₂ emissions. Absorbing our energy has the side effect of marine life having to adapt to warming ocean temperatures which can cause problems. Absorbing CO₂ unfortunately also has the effect of making our oceans more acidic which is very detrimental to the creatures living there – particularly shellfish and coral. As global temperatures raise, sea levels are also likely to go up which will cause problems for 2.4 billion humans who live in coastal areas – 40% of the Earth's population.

Finally, overfishing occurs when fish are harvested in such large numbers that the population cannot be maintained. It is estimated that 29% of global fish stocks are overfished. In 40 years, 39% of the world's fish stocks have disappeared.

Solutions

By raising awareness of the wonders of our marine environment and the ocean we can protect the fragile ecosystem that sustains us. Policies should be formed to investigate micro- or regular plastic pollution issues that affect coasts and rivers. Banning single use plastic is one way to achieve this. Consumers can insist on sustainably sourced fish at their local supermarket and boycott large-scale fish farms that flout the laws.

Be aware of overfishing issues and pledge to eat only sustainable fish in school and at home. Investigate at your local supermarket – is the fish there sustainably sourced?

The Sustainable Development Goals



Calendar

26.02	26th February Qatar Environment Day	08.06	8th June World Oceans Day
07.04	7th April World Health Day	25.06	25th June Day of the Seafarer
22.04	22nd April Earth Day	16.09	16th September International Day for the Preservation of the Ozone Layer
02.05	2nd May World Tuna Day	09	Last Thursday of September World Maritime Day
2nd 05	2nd weekend in May World Migratory Bird Day	05.11	5th November World Tsunami Awareness Day
05.06	5th June World Environment Day		



9. LITTER



The best way to describe litter is to say it is waste in the wrong place. That is, rather than being placed in a bin or other waste container, waste is left on the pavement, park or school field. Litter is untidy and unsightly and can affect people's view on the quality and safety of an area. Litter can consist of anything from a tiny sweet wrapper or an empty sandwich box to a discarded mattress in a public park. Most of the litter comes from people dropping it either on purpose or by accident, although some litter comes from other sources, for example wind-blown or natural litter.

Challenges

Most people are aware that they shouldn't drop litter and most adults feel very guilty when they do. However, research has shown that most children (particularly those aged 12+) do drop litter and are not ashamed to admit it. Children are more likely to bin their litter when in the company of their parents or teachers than when alone or with their friends. As primary school children are generally supervised quite closely, the litter problems in primary schools are often less severe than in post-primary schools.

Some litter is a result of celebrations, for example, balloon releases which are returned to the ground and become persistent litter and a source of hazard to wildlife for years, if not decades. There is also the issue of cigarette butts causing damage to delicate marine ecosystem as well as city infrastructure. Unattended litter can also lead to community diseases such as malaria and dengue.

Research has also shown that children, teenagers, do not respond well to the term 'litter', they use the term 'rubbish'. Litter is associated with adults and preachy messages, whereas rubbish is part of their everyday vocabulary, for example 'that was a rubbish film', 'what a load of rubbish'.

Solutions

Awareness should be raised at the community and school level to ensure litter ends up in landfill and not in the sea. More often, litter also ends up in the wrong places causing damage to important infrastructure.

Many Eco-Schools choose to tackle litter as one of their first priorities. It is a highly visible issue and one that is easily understood by all ages. A litter free school is very noticeable and can enhance the school's image in the local community. There are lots of ways to tackle litter in your Action Plan. This can include raising awareness in class and at assemblies; appointing litter monitors to check/advise pupils not to drop litter and installing more bins or moving existing ones to problem areas.

The Sustainable Development Goals



Calendar

- | | | | |
|--------------|---|--------------|---|
| 26.02 | 26th February
Qatar Environment Day | 31.05 | 31st May
World No-Tobacco Day |
| 03.03 | 3rd March
World Wildlife Day | 05.06 | 5th June
World Environment Day |
| 21.03 | 21st March
International Day of Forests | 31.10 | 31st October
World Cities Day |
| 25.04 | 25th April
World Malaria Day | 05.12 | 5th December
World Soil Day |
| 28.04 | 28th April
April World Day for Safety and Health at Work | | |



Doha College



10. CLIMATE CHANGE



Climate Breakdown, which is often used interchangeably with “global warming” and “the greenhouse effect”, is a long-term rise in the Earth’s overall temperature. With this rise in temperature, our climate as we know it, has begun to breakdown. The symptoms of this breakdown include changes in rainfall patterns, sea level rise, droughts, increase in desertification, habitat loss and heat stress.

There has been a worldwide call from scientists to limit the rise in global temperatures to 1.5°C. Achieving this would necessitate rapid and far-reaching changes throughout our society by 2030. In other words, taking immediate Climate Action. Transformative changes, even at a local level, will have major, positive impacts and help keep our climate stable.

Challenges

From the beeping of your alarm in the morning to the time you switch off your lights to go to sleep, you are relying on fossil resources. The burning of fossil resources such as coal, oil, and gas powers our everyday life providing us with heating, electricity, and transport. However, every time we drive to the shops, light a fire, or turn on the television, we are releasing extremely high levels of CO₂ emissions, causing a build-up in our atmosphere. CO₂ gases occur naturally in small quantities. However, our growing demand for fossil fuels-based technologies has driven the production of these gases far beyond natural levels. This build-up creates a blanket surrounding our planet, allowing temperatures to rise at an unnatural and rapid rate causing changes in weather patterns on a global scale.

Deforestation

Deforestation is the permanent clearing of forested areas in order to make the land available for other uses such as farming and urban use. The timber is also prized for commercial items such as furniture, building materials and paper. However, deforestation is one of the major contributing factors to global climate breakdown. Trees store the most prevalent greenhouse gas, CO₂. Through photosynthesis, a mature tree can absorb up to 22kg of CO₂ per year – the equivalent of your luggage allowance when going on holiday. Deforestation not only lessens the amount of CO₂ being absorbed and stored but releases the carbon back into our atmosphere. This in turn causes our climate to warm at an accelerated rate.

Rising Ocean Temperatures

Our marine environments make up over 70% of the planet’s surface and are vital to all life on Earth, providing us with 50% of the world’s oxygen. They are also one of the greatest contributors to slowing the rise in the Earth’s temperatures as, like the plant life on the land, ocean plants such as algae and phytoplankton absorb carbon dioxide through photosynthesis. Further, oceans themselves absorb carbon dioxide through diffusion from the atmosphere. However, the oceans ability to absorb carbon has two main factors – its saltiness (salinity) and its temperature. As the icecaps melt, the salinity decreases as freshwater dilutes salt water, and the overall temperature rises. These changes reduce the amount of carbon that can be absorbed. With less carbon being absorbed by the oceans, the more that remains in our atmosphere allow global temperatures to rise further and faster. Moreover, there is also only a finite amount of carbon dioxide that our oceans can absorb. The only true way to protect our climate, is to reduce our use of carbon producing fossil resources.

Air pollution

Air pollution kills an estimated seven million people worldwide every year. World Health Organization (WHO) data shows that 9 out of 10 people breathe air containing high levels of pollutants. The WHO is working with countries to monitor air pollution and improve air quality. From smog in cities to domestic smoke (such as cigarettes, cleaning products, candles, frying food) inside homes, air pollution poses a major threat to health and climate. The combined effects of ambient (outdoor) and household air pollution causes about seven million premature deaths every year, largely as a result of increased mortality from stroke, heart disease, chronic obstructive pulmonary disease, lung cancer, and acute respiratory infections. Further, more than 80% of people living in urban areas are exposed to air quality levels that exceed WHO guideline limits, with low- and middle-income countries suffering from the highest exposures, both indoors and outdoors. The level of air pollution in Qatar is very alarming as it has frequently exceeded both local and international recommended standards. These high levels have increased the likelihood of diseases related to the respiratory system such as asthma (19.8% children between 6-14 years suffer from asthma in Qatar), and chronic obstructive pulmonary disease, among many others.

Solutions

Climate change is impacting humanity in many interdependence manners, from mass migration to loss of wildlife habitat, unpredictable weather systems to major catastrophes such as tsunamis and earthquakes.

Awareness can be raised on:

- Rising sea levels
- Shrinking mountain glaciers
- Ice melting at a faster rate than usual in Greenland, Antarctica, and the Arctic
- Changes in flower and plant blooming times. .

The Sustainable Development Goals



Calendar

26.02	26th February Qatar Environment Day	08.06	8th June World Oceans Day
03.03	3rd March World Wildlife Day	17.06	17th June World Day to Combat Desertification and Drought
21.03	21st March International Day of Forests	11.07	11th July World Population Day
22.03	22nd March World Water Day	16.09	16th September International Day for the Preservation of the Ozone Layer
23.03	23rd March World Meteorological Day	1st.10	First Monday in October World Habitat Day
05.06	5th June World Environment Day	05.11	5th November World Tsunami Awareness Day



Eco-schools Congress 2019

Solutions

Sustainable transport is any means of transport which reduces fuel consumption, pollution, and car use. This includes cycling, rail, and bus transport, carpooling and electrical cars, walking or even travelling by scooter. The recent opening of Qatar's Doha Metro system and its enthusiastic use by Qatar's residents is a great example of public transportation that is reducing traffic and therefore air pollution.

Walking and cycling are excellent forms of physical activity and the journey to school can make an important contribution to increasing these activity levels. Patterns of activity are set in early childhood, so early lack of exercise can lead to a higher risk of future obesity, high blood pressure, poor psychological well-being, and coronary heart diseases. Walking and cycling can help children to gain confidence and make friends, helping both to increase independence and traffic sense. Current research also suggests that more active children arrive at school more alert and focused and achieve better academic results.

The Sustainable Development Goals



Calendar

01.03	1st March International Day of Free Public Transport	16.09	16th September International Day for the Preservation of the Ozone Layer
22.04	22nd April Earth Day	28.09	27th September World Tourism Day
03.06	3rd June World Bicycle Day	31.10	31st October World Cities Day



Qatar Academy for Science and Technology

11. TRANSPORT



Our growing use of cars has a variety of environmental, social and health consequences. Some are highly visible and directly relevant to everyday life.

For example, accident statistics show that our roads are dangerous, while traffic congestion has adverse effects on our health and well-being. Other impacts are less immediately obvious but no less important. For example, the gases and chemicals released by engines make a large contribution to global warming and air pollution. Indeed, climate change is fast becoming the greatest challenge we face in the coming century.

Challenges

The more we use cars, the more the air becomes polluted. Exhaust fumes contain carbon monoxide, oxides of nitrogen, volatile organic compounds, and particulates, all of which are harmful to health when released into the atmosphere. Soot particles cause lung damage, especially when they contain chemicals such as benzene.

Increasing amounts of urban traffic – partly caused by greater distances between home and places of work – have created fear of traffic. Because people feel less vulnerable driving compared to walking or cycling, more and more trips are being made by car. The resulting lack of exercise can cause problems for health and overall fitness.

12. SCHOOL GROUNDS



The way school grounds are developed, used, and managed can have a significant impact on pupils' attitudes and behavior towards school, each other, the wider environment and society. Pupils can spend as much as 25% of their time in the school grounds. That's more than one day a week, so it's important that the experiences they have there are the best and most positive they can be. Young people read messages and meanings from the quality of their surroundings. They interpret the condition of their surroundings as a reflection of the value adults place on the environment and the children who are the main users.

Challenges

On average, a teenager these days spend less than 10 minutes outdoors. This is less than a prisoner at a maximum-security prison spends outdoors.

The easiest first step to taking pupils outdoors is in your own school grounds. Across the UK, for example, more than half of all outdoor learning takes place within school grounds.

Solutions

The School Grounds topic allows you to incorporate and promote thinking skills, personal capabilities, and cross-curricular skills into the lessons. Integrating water ponds, greenhouse and green roofs provide a live laboratory for students to learn from in addition to increasing biodiversity. Designing safe active school grounds that promote physical activities such as pathways, running tracks, playgrounds, and sport courts certainly contribute to a healthier lifestyle and improve students' academic performance.



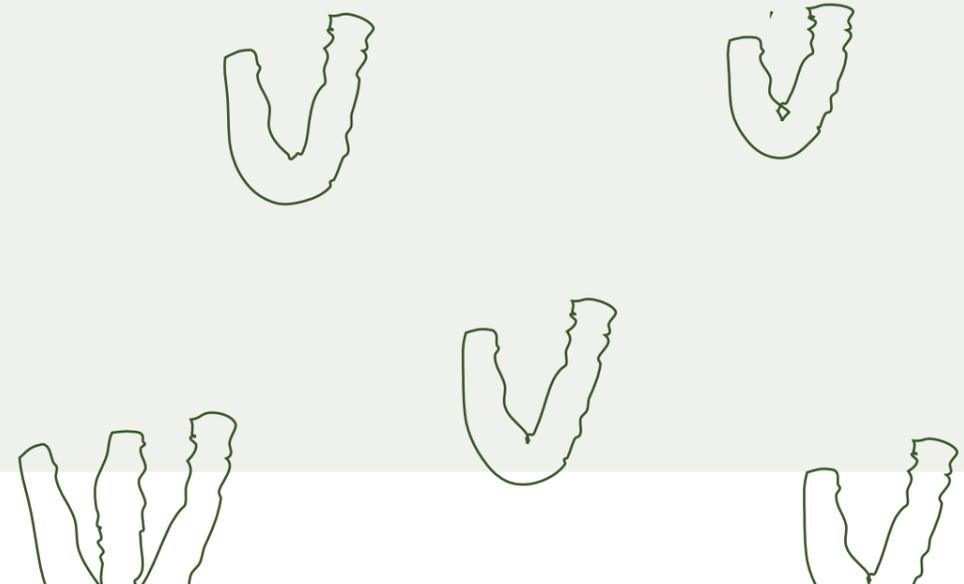
GEMS American Academy Qatar

The Sustainable Development Goals



Calendar

24.01	24th January International Day of Education	12.08	12th August International Youth Day
22.03	22nd March World Water Day	16.09	16th September International Day for the Preservation of the Ozone Layer
21.04	21st April World Creativity and Innovation Day	1st 10	First Monday in October World Habitat Day
22.04	22nd April Earth Day	05.10	5th October World Teacher's Day
16.05	16th May International Day of Light	15.10	15th October Global Handwashing Day
22.05	22nd May International Day of Biological Diversity	20.11	20th November Universal Children's Day
15.07	15th July World Youth Skills Day	03.12	3rd December International Day of Persons with Disabilities



ECO-SCHOOLS SEVEN STEPS



Step 1: Form an Eco-Committee

What is an Eco-Committee?

An Eco-Committee oversees the Eco-Schools program at your school. It is the driving force behind the program and ensures that all seven steps of the Eco-Schools methodology are carried out. It is also responsible for communication, making sure that everyone in the school is informed of the progress of the program.

What type of Eco-Committee for your school?

The Eco-Committee can take several forms. It is up to you to decide on the form that suits your school best – there is no right or wrong solution. A structure that brings lots of people together is not always efficient. It is better to start with the interests and abilities of those people who are particularly motivated and let the Eco-Committee expand gradually as the program progresses.

Student Led

The Eco-Schools program is a student-led program where students are the real leaders and form most of the committee. Although it can be difficult to mobilize the whole school community in the beginning, it is not essential to bring everyone on board at the outset of the program. In the long run, however, the Eco-Committee should be a representative of the whole school community and include pupils from different levels, teachers, technical staff, senior management, parents, and local partners.

Tips for successful eco-committee meetings

• Create an atmosphere of trust and respect

Create an atmosphere of trust and respect so that everyone feels recognized and comfortable taking part. Some members may monopolize the floor and the Eco-Committee must be organized in such a way that everyone can have a chance to speak. It is particularly vital to pay attention to pupils, who may feel daunted in a meeting with adults and give them the chance to voice their opinion.

• Define roles and responsibilities

Without restricting Eco-Committee members to a defined role, it is important to share responsibilities so that each person knows what they must do. For example, choose the Eco-Committee coordinator who will lead the meetings, identify the person in charge of writing documents, define who is responsible for following up on agreed actions, etc.

• Keep written records

It is essential to keep written records, as much to ensure decisions are acted on as to communicate progress on the actions that have been taken to the whole school community. Meeting minutes can be limited to "Who does what, by when and where". This will also allow the same level of information to be shared, especially if some members of the Committee were absent during previous meetings.

Collects and Informs

Once the Eco-Committee has been formed in a democratic way, it should appoint an Eco-Schools coordinator, who will lead meetings and will become the point of contact for the Eco-Schools Qatar team. The Eco-Committee reflects a broad diversity of objectives, backgrounds, and interests, so it is essential to define its roles and operating methods. For example, it is important to collect data, discuss environmental actions, plan meetings, define and divide tasks, and inform and involve the entire school without restricting members and students to limited roles.

Meets regularly

The number of meetings will depend on the organization, but the Eco-Committee should meet several times per year to keep up to date with the development of the program. In any case, it should meet at least three times: at the outset of the program, during the year to follow up progress against targets, and at the end of the year for a final evaluation.

It is also important to think about changing (some of) the Eco-Committee members each year. In fact, the turnover rate in the school community can be very high. Adding to the committee at any time can maintain the project's momentum and respond to the needs of the committee, depending on the activities that have been initiated.

Minutes of meeting example from GEMS American Academy Qatar

When	30/01/2020 - 04/02/2020		
Where	Ms.Balint's Classroom		
Attendees	- Ms.Balint - Roha - Archit	- Denislav - Maximus - Ujjvel	- Aimma - Caroline - Khaled
Apologies	- Mohammad	- Sara	- Romeo
Approval of minutes <small>Look at the minutes from the last meeting; are they correct, have all the actions been done?</small>	- All actions completed		
Agenda <small>List of items you want to discuss at meeting.</small>	- Discuss where funds will be donated - Reflection	- Discuss smoothie flavors	- Dedicate teams for tasks

Notes:	<p>Smoothie Sale:</p> <ul style="list-style-type: none"> • 100% of profits made from the sale will go towards THIRST Project, a non-profit organization aimed at reducing water scarcity and illnesses. • We will have three flavours of smoothies: <ol style="list-style-type: none"> 1. Watermelon, Sprite, Mint 2. Strawberry, Banana, Orange Juice 3. Banana, Strawberry, Milk • Each smoothie will be priced at 10 Qatari riyals. • Mohammad will place 20 posters around the school one week prior to the sale. • All members will be assigned a station on the day of the sale and must be in the sale area twenty minutes before the sale begins (9:50 AM) • Supervisor: Ms.Balint • Sara will take permission from the Student Council to use their room for the sale. • Roha will ask Ms.Ali, supervisor of the Student Council, for the room's keys. • Ms.Balint will buy products two or three days prior to the meeting. <ul style="list-style-type: none"> • Produce Items: <table border="0"> <tr> <td>• Strawberries</td> <td>• Sugar</td> </tr> <tr> <td>• Bananas</td> <td>• Cups</td> </tr> <tr> <td>• Milk</td> <td>• Ice</td> </tr> <tr> <td>• Sprite</td> <td>• Orange Juice</td> </tr> <tr> <td>• Watermelon</td> <td></td> </tr> </table> 			• Strawberries	• Sugar	• Bananas	• Cups	• Milk	• Ice	• Sprite	• Orange Juice	• Watermelon	
• Strawberries	• Sugar												
• Bananas	• Cups												
• Milk	• Ice												
• Sprite	• Orange Juice												
• Watermelon													

	<ul style="list-style-type: none"> • Cost of Items: 362 Qatari Riyals • All items will be kept in the preparation room • We will place a donation box in the sale area. Two members will be informing our customers about THIRST. • Three blenders will be needed: Ujjvel, Roha, Mohammad will bring blenders two days before sale. <p>Smoothie Sale Reflection:</p> <ul style="list-style-type: none"> • Earnings: <ul style="list-style-type: none"> • Amount Spent: 362 QAR • Total amount earned: 1106 QAR • Profits: 746 QAR • All profits will be deposited on GAARA's THIRST Project fundraiser webpage (https://my.thirstproject.org/profile/16208) before the end of the academic year. • Strawberry and Orange smoothies were not popular. • There were long waiting times for customers • Set-up could have been done earlier. • Materials could be prepared earlier. • Better organization would have led to increased profits. • It was a good first attempt, and we learned a lot from our first 		
--	--	--	--

Action points	WHO	ACTION	BY WHEN
	Sara	Take permission from Student Council to use room	Feb. 1, 2020 Feb. 2, 2020
	Roha	Borrow keys for room from Ms.Ali	Feb. 1, 2020 Feb. 2, 2020
	Mohammad	Place twenty Posters around school	
	Ms.Balint	Purchase Produce	

Next meeting	Reflect on smoothie sale further
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Step 2: Carry Out an Environmental Review

What is an Environmental Review?

The environmental Review is a sustainable development audit. The review is the cornerstone of the Eco-Schools program. On the one hand, the aim of the review is to identify the initial situation of the school in terms of existing management and practices. On the other hand, it should assess the level of participation and willingness to get involved and compile an inventory of current educational projects and activities. The Audit must be undertaken in relation to the Theme that the school has decided to work on.

Suggested audit of Themes:

Energy: Are most lights turned off when no one is in the classroom?

Water: Estimate potential saving with water-saving taps

Global Citizenship: Discuss the national and cultural diversity of classmates

Health and Well-being: Assess and collect data on the number of physical sports activities in a week

Biodiversity and Nature: Write down every insect found on the campus

Food: Carry out audits related to nutrition and food

Waste: Does the campus have a recycling program?

Marine and Coast: Audit the single use plastic in use at your school

Litter: Count the number of bins found on the campus

Climate Change: Count the number of sustainable facilities at the school

Transport: Count the number of private cars vs school buses

School Grounds: Does your school have natural play areas, observation areas of gathering areas?

Step 3: Create an Action Plan

What is an Action Plan?

The Action Plan is the core of your Eco-Schools program. It is derived directly from the results of the environmental review and takes into consideration the recommendations and topics identified in the survey. The Action Plan sets out the actions and educational activities that will be undertaken throughout the project.

For a successful implementation of the action plan the eco-committee shall set SMART Goals: Specific, Measurable, Attainable, Relevant, Time-bound goals. The action plan should enable students to learn to develop the findings into activities, learn to present results and their opinion, learn how to implement activities to get results and to continuously seek improvement.

- Learn to develop the **findings into activities**
- Learn to **present results and their opinion**
- Learn how to **implement to get results**
- Learn how to **continuously seek improvement**

SMART GOALS:



Eco-Schools Qatar promotes a three-stage action plan that documents the important outcomes of Measure, Reduce, and Explore.

1. Measure: collect data and results from the environmental review. Data is important because it is a benchmarking tool to track performance progress and compare the before and after-action results.
2. Reduce, the activities in the action plan should integrate simple steps and realistic expectations, first to push for raising awareness in which will result in responsible consumption and second efficient operation and regular maintenance. Coordinating with management to push for sustainable policies and more efficient building operation is always a great start.
3. Explore, schools are a fertile soil to drive more innovative solutions and interesting school projects. Community and families can always support.

Action Plan for Forks and waste reduction from the American School of Doha

Education				
What?	By whom?	By when?	Resources needed?	Complete?
• Assembly to introduce facts about forks and plastic	• STUCO whole school assembly • MS grade 8 service class in grade level assemblies • ES middle school to present to ES	March 25	• Powerpoint • Presenters	HS Yes! MS Yes! ES Yes!
• SWAT lessons about the problems with singleuse	• MS Eco Council will create lessons	April 20	• Lesson plan and slideshow to use in lesson	Complete
• Earth Week Celebrations in the MS	• Service Learning running full school assembly	15 April Assembly	TBD	15 April
• Save the Fork campaign	M/S Service classes	Initial campaign March 30th end date for kick off and then ongoing	• Create PSA video • Posters • Posted data	Completed and also shared in HS and ES



Reducing Plastic				
What?	By whom?	By when?	Resources needed?	Complete?
• Purchase pasta/salad bowls	Jeronimo/Patty	March 30	New bowls	Because of an order issue this will be done at the beginning of the 2018 19 school year
• Reduce number of garbage cans and place garbage cans next to trolleys in commons to make plastic no more convenient than reusables	Khaled/ Maria	March 15	2 new trolleys	Done! March 7
• Get baselines for trash and set goal for reduction	M/S Eco Council and 8th grade service classes	March 30	<ul style="list-style-type: none"> • Spreadsheet to collect data • Plastic garbage bags • Luggage scale • 6 small bins for food waste • Monitors at each collection station 	

Data Collection:				
What?	By whom?	By when?	Resources needed?	Complete?
• Collect data to find out how much waste we are producing in a single week during our lunch hour. Collect food waste separately from other waste	M/S 8th grade service classes and Eco Council	Round 1 March 30 Round 2 April 20	<ul style="list-style-type: none"> • Spreadsheet to collect data • Plastic garbage bags • Luggage scale • 6 small bins for food waste • Monitors at each collection station 	
• Reduce the number of garbage cans available to make data collection easier.	Khaled/ Maria	March 15	None	Done!
• Report the findings to the staff and students	M/S service and Eco Council	April 15	<ul style="list-style-type: none"> • Daily bulletin announcements • Signage 	

Reduce Food Waste:				
What?	By whom?	By when?	Resources needed?	Complete?
• Collect data to find out how much waste we are producing in a single week during our lunch hour. (see data collection)	• (see data collection)	• (see data collection)	• (see data collection)	Approx 7 bags
• Move to 2 serving sizes at different prices	• Jeronimo/ Dominic	TBD		To be initiated in the 2018 2019 school year
• Weigh food pay by weight rather than the plate	• Jeronimo/ Dominic	TBD		To be initiated in the 2018 2019 school year

Education				
What?	By whom?	By when?	Resources needed?	Complete?
• Assembly to introduce facts about forks and plastic	<ul style="list-style-type: none"> • STUCO whole school assembly • MS grade 8 service class in grade level assemblies • ES middle school to present to ES 	March 25	<ul style="list-style-type: none"> • Powerpoint • Presenters 	HS Yes! MS Yes! ES Yes!
• SWAT lessons about the problems with singleuse	• MS Eco Council will create lessons	April 20	• Lesson plan and slideshow to use in lesson	Complete
• Earth Week Celebrations in the MS	• Service Learning running full school assembly	15 April Assembly	TBD	15 April
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Step 4: Monitor and Evaluate

What is Monitoring and Evaluation?

The monitoring and evaluation stage is essential to any continuous improvement process. They make sure that whatever actions are being taken are in line with the targets set in the Action Plan. They are two distinct but complementary project management tools which reflect the “Before” action situation and the “After action” impact.

Monitoring is the routine collection and analysis of information as a project progress. It enables you to determine whether you are doing what you set out to do and helps to keep the work on track. It is based on predefined indicators and supplies information that will be useful for the final evaluation of your project. Evaluation comprises a general assessment of a project, its implementation and results. It takes place at the end and helps determine whether objectives have been met and intended changes have been achieved and allows the impact of the project on the school to be understood.

Monitor and evaluate is:

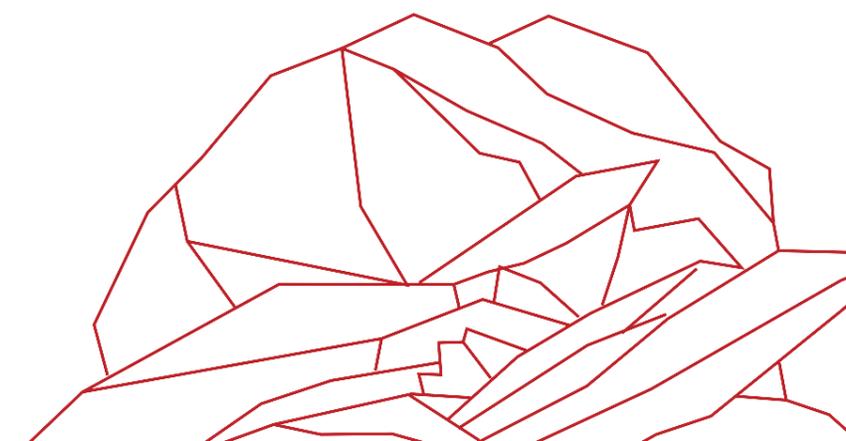
- Keep records
- Compare before & After
- Be quantifiable (data, graphs, facts)
- Subjective (questionnaire, opinion)

Monitoring Sheet Templates

In order to know the impact and assess the relevance of the actions implemented, and ensure their follow-up, it is essential to define monitoring indicators. Identified at the audit stage, indicators must be easy to collect regularly, on an ongoing basis.

Objectives (What do we want to achieve?)	Example 1. Improve waste sorting in the school		
Planned Actions (How will we achieve it?)	1.1 Set up a sorting system and equip the school with selective sorting containers	1.2 Raise awareness about waste sorting	1.3 Visit to a waste processing site for students in 7P and 8P
Steps (How and when did we implement it?)	<p>12/2020: ordered selective sorting containers</p> <p>01/2021: selective sorting containers installed in classrooms (paper and cardboard) and common areas (PET, batteries, organic waste). Prepared instructions for waste sorting</p>	<p>11/2020: created an online survey to assess understanding of waste sorting</p> <p>12/2020: survey disseminated amongst the school community. Data analysed and results communicated to students (Eco-Schools Notice Board)</p> <p>01/2021: organisation of events</p> <p>04/2021: questionnaire sent out again and results analysed</p>	

Indicator (If possible, indicate unit of measure and frequency)	Quantity of waste sorted (kg, daily measurements during one week)	Understanding/ waste sorting habits of the school community (percentage)	Number of students taking part in the visit
Initial Measurement (ideally, during the Audit)	01.11.20 – 04.11.20: - Paper: 0 kg - PET: 0 kg - Batteries: 0 kg - Organic waste: 0 kg	December 2020 Results: - only 45% of the people surveyed sort waste - 30% the people surveyed know how to sort waste correctly	November 2020 0
Follow-up measurements	<p>23.01.21 – 27.01.21 - Paper: 15 kg - PET: 6 kg - Batteries: 0.3 kg - Organic waste: 2 kg</p> <p>20.02.21 – 24.02.21 - Paper: 19 kg - PET: 15 kg - Batteries: 0.4 kg - Organic waste: 5 kg</p> <p>12.03.21 – 17.03.21 etc.</p>		
Final Measurement	15.05.21 – 19.05.21 - Paper: 26 kg - PET: 18 kg - Batteries: 0.6 kg - Organic waste: 7 kg	April 2021 - more than 80% of the people surveyed sort waste - more than 90% of the people surveyed know how to sort waste correctly	May 2021 80
Results	May 2021 - Paper: x kg of paper collected per week on average, an increase of y % - PET: x kg of PET collected per week on average, an increase of y % - Batteries: x kg of batteries collected per week on average, an increase of y % - Organic waste: x kg of organic waste collected per week on average, an increase of y %	May 2021 - habits: an improvement of more than 30% - knowledge: an improvement of more than 60%	



Step 5: Link to the Curriculum

Integration of ESD learning objectives

Sustainable development issues require a holistic approach for grasping the complexity of the world in its social, economic, ethical, and environmental dimensions.

ESD helps build critical thinking skills by developing the ability to understand the complexity of the contemporary world and the challenges it faces.

Integrating sustainable development into teaching and learning nonetheless remains a challenge for several teachers. As ESD has become an integral part of school programs, it aims to address complex and interdisciplinary issues in a school context where the curriculum remains predominantly based on separate disciplines.

Linking the actions of the Eco-Schools program to the educational objectives of your school is important for two reasons. On the one hand, the actions implemented offer many learning opportunities related to the school curriculum (mathematics, languages, art, science, geography, etc.), making the classes more concrete and more engaging. In turn, the disciplines taught allow students to explore the chosen topic in depth and provide additional clarification on some aspects of the project.

Examples:

- A transversal and interdisciplinary teaching environment that supports cross-curricular connections and allows for diverse societal challenges to be considered in their complexity
- Active pedagogy and project-based education that favor authentic and real-life learning experiences, enabling students to play an active role in their learning process
- Outdoor learning activities such as field trips, curriculum-related excursions, visits to exhibitions, workshops, film screenings, and more



link to curriculum example from Doha College School

Department	Year Groups	Eco School Theme (Food sustainability / Climate change/ Waste Minimisation/ Marine&Ocean	Activity being delivered
Science (KS3)	8	Food sustainability	Healthy eating including food miles lesson on Sunday 3 rd Novemeber
	7	Waste management	Investigating compostable 'plastic' bags
Biology	10	Climate change	Focus on sustainability within ecology lessons on climate change and eutrophication
Chemistry	10, 11 & 12	Yr 10 - climate change	Yr 10 - gases in the atmosphere. How CO2 levels have changed over time and the reasons why (natural and human).
		Yr 11 - waste minimisation	Yr 11 - Polymers - problems associated with the disposal of
		Yr 12 - climate change	Yr.12 - alkanes as fuels - how combusting alkanes contributes to global warming
English	All year groups	Climate change	Creative writing - apocalyptic world where climate change has created unmanageable weather - or something. Dystopian fiction type effort
Maths	10	Waste minimisation	Creating eco friendly box of a particular dimension for shelving in a supermarket
Design & Technology	7, 8, 10	Climate change	Animal habitats, environmental monitoring and renewable energy
Geography	9	Marine and Coast	Beach clean during field trips
History	7	Waste minimisation	How environmentally friendly were the Romans?
Business Studies & Economics	10, 11, 12 ,13	Climate change and economics of rubbish	Climate change risk assessment examining two variables: Vulnerability and readiness to cope using the Notre Dame Global Adaption Index plus supply and demand with junk modeling
PSHE	All year groups	All four topics	Short video followed by class discussion on each of the key issues

Step 6: Inform and Involve

What is Inform and Involve?

The spirit of participation and partnership is at the heart of the Eco-Schools program. The program is not the responsibility of just one person. It involves the whole school and calls for systematic awareness-raising initiatives so that the entire school community is informed of the approach.

However, to get a larger number of actors on board and show to what extent the program concerns all of them can be quite challenging. It is therefore essential to build collaboratively and develop a strategy of communication and effective mobilization so that the Eco-Schools program really becomes a core feature of school life. Eco-Schools challenges students to engage in tackling environmental problems at a level where they can see tangible results, spurring them on to realize that they really can make a difference and be an effective component of the success journey.

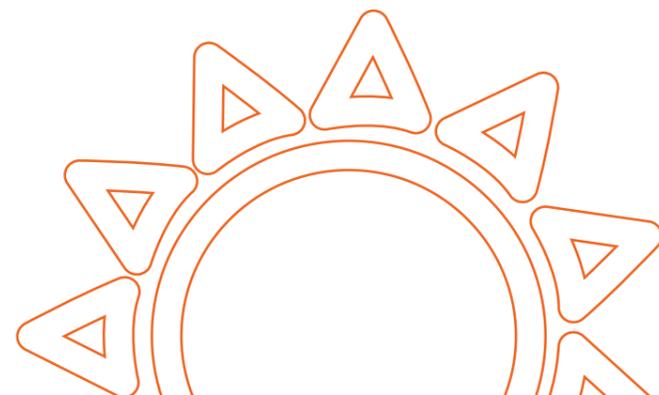
Step 7: Create an Eco-Code

What is an Eco-Code?

For a perfect finishing touch to its projects, the school is invited to create an Eco-Code and thereby demonstrate, in a clear, fun and imaginative way, its commitment to sustainable development.

Devised in connection with the chosen Theme, the Eco-Code should encompass the objectives and underlying philosophy of your commitment to the planet. It should be reflective of the Action Plan, curriculum activities, and student experiences. The Eco-Code must also have a rallying effect and aims to give greater visibility to your project. The Eco-Code is therefore specific to your school, but it should be easy to remember so that the school community can quickly adopt it.

There is no fixed format for the Eco-Code: it can take the form of a poster, a charter, a poem, an acrostic, a play, a work of art, a video clip, a song. Your imagination is the limit!



Eco-Code example from Qatar Academy Doha Primary



QATAR ECO-SCHOOLS CONGRESS

Earthna organizes the Qatar Eco-Schools Congress. The Congress is an annual networking event where we gather Green Flag awarded schools with registered and other schools to Share, Inspire and Lead change. Young students share their achievements and are given a platform to have a say in the environmental management policies, activities and practices of their schools and communities.

The Congress is a great opportunity to Share Eco-schools program updates in Qatar and celebrate the Green Flag awarded schools and allow them to share their experience, tips and best practices to inspire others. The event reflects a real-time implementation of one of the Eco-Schools themes that is truly delivered in the most sustainable manner.

To learn more, please visit <https://www.earthna.qa/programs/ecoschools/escongress2019>



An aerial photograph of a modern city skyline, likely Dubai, featuring numerous skyscrapers and a waterfront. The right side of the image is overlaid with a semi-transparent green panel containing text. At the bottom right, there are white line-art outlines of mountain peaks.

Earthna Center for Sustainable Future

Earthna is a non-profit policy research and advocacy center established under Qatar Foundation (QF) to inform and influence national and global sustainability policy

Bridging technical and research expertise with policy advice and advocacy, Earthna will convene a wide community of technical and research experts, government, policy and decision makers, businesses, multilateral institutions, and civil society to generate a more sustainable future.

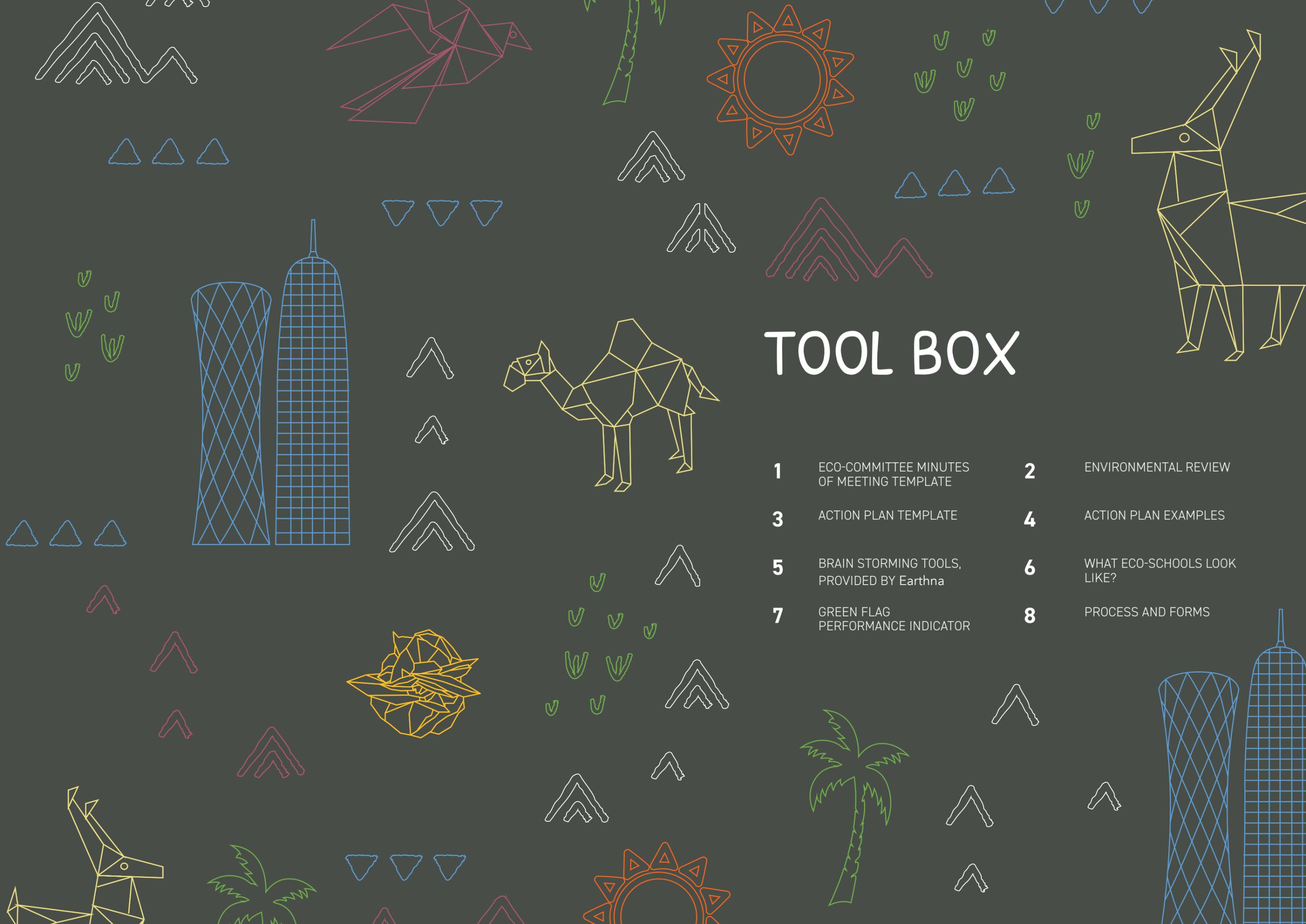
The Earthna center runs multidisciplinary programming with a focus on the fields of hot and arid climates, sustainable cities, and sustainable energy, as well as the potential of QF's Education City as a test-bed for sustainable technologies and practices.

Earthna is focused on developing tools, solutions, and policies to improve people's lives within a thriving natural environment. Working together with our community to co-create and design solutions that utilize our resources limits and understand our local culture and needs, we deliver a message of hope and impactful action that will strengthen our legacy.

To learn more visit: www.earthna.qa

TOOL BOX

- | | | | |
|----------|---|----------|-----------------------------|
| 1 | ECO-COMMITTEE MINUTES OF MEETING TEMPLATE | 2 | ENVIRONMENTAL REVIEW |
| 3 | ACTION PLAN TEMPLATE | 4 | ACTION PLAN EXAMPLES |
| 5 | BRAIN STORMING TOOLS, PROVIDED BY Earthna | 6 | WHAT ECO-SCHOOLS LOOK LIKE? |
| 7 | GREEN FLAG PERFORMANCE INDICATOR | 8 | PROCESS AND FORMS |



1 ECO-COMMITTEE



STEP 1: CREATE AN ECO-COMMITTEE

MINUTES

ages from 9-18 years

Theme Eco-Committee meeting N°

Date Place

PARTICIPANTS

Adults (+ job titles)

Students (+ classes)

.....
.....
.....
.....
.....

Absent

.....
.....

AGENDA

- Welcome
- Approval of previous minutes
- Point a.
- Point b.
- Point c.
- Point d.
- Point e.
- Point f.
- Any other business
- Date and time of next meeting
- Conclusion



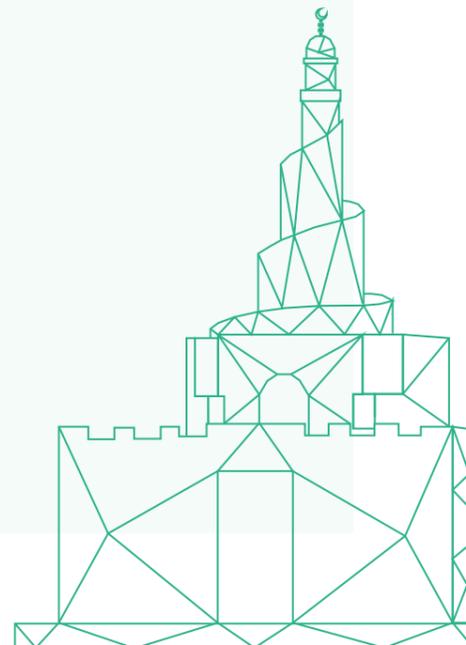
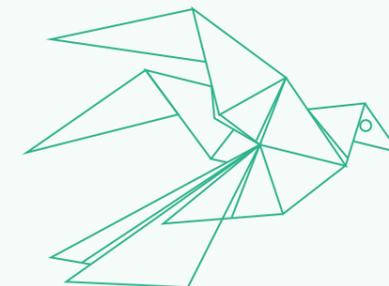
ECO-COMMITTEE

MINUTES

ages from 4-8 years old



Oryx International School



2 ENVIRONMENTAL REVIEW TEMPLATES

The environmental review helps the school to identify its current impact in environment and highlights. Its current impact and highlights the good, the bad and the ugly.

- Include at least 10 themes, and review annually
- Engage the wider school community, as many as you can.
- The results from the environmental review will form the action plan.
- Tackle at least three themes. Choose Global Citizenship or climate change theme, they are mandatory.

- Things we are happy with
- Things we need to take action on
- Suggest a list of actions



4-8 YEARS		
Does your classroom have a recycling bin?		
Does your school have a compost bin?		
Do you reuse paper or cardboard at your school?		
Score		

9-18 YEARS		
Waste	Yes (Score 5)	No (Score 0)
Does the school use emails to send newsletters?		
If you send letters, is it one per family?		
Do teachers photocopy back to back when they can?		
Do pupils bring their packed lunch in reusable containers?		
Is paper always used on both sides before it is recycled?		
Is scrap paper made into useful notebooks?		
Are envelopes reused in the office?		
Are exercise books made from recycled paper?		
Are the toilet paper and hand towels made from recycled paper?		
Does the office and photocopier use recycled paper?		
Do you reuse any packaging in the classrooms (e.g. junk models)?		
Do you have a swap shop for school uniform/games/books/DVDs?		
Which of the following do you recycle? (circle or highlight)		
Paper Plastic Cans Cardboard Clothing/Material Batteries Phones Stamps Glasses Cooked food ink cartridges		
<small>(each counts for 1 score)</small>		
Do you have a compost bin/area that is in use?		
Is the compost made up of a mix of 'wet' and 'dry' materials?		
Do you use your compost on the school grounds?		
Do the kitchen staff compost vegetable peelings?		
Does the kitchen recycle their waste?		
Are there enough recycling bins around the school?		
Do the recycling bins always have the right things in them?		
All students know the problems caused to the environment and wildlife because of waste		
Do you know the number of waste generated at your school?		
Total		



WATER

4-8 YEARS



Do your taps turn off by themselves?

Does your school water plants with a water hose?

Do you have water fountains in class?

Score



9-18 YEARS

Water

Yes (Score 5)

No (Score 0)

There are signs all over the school reminding students to turn off water

We know sources of water, globally and issues of water in other countries

Students know about water pollution and its causes

We know from where and how we get our drinkable water in Qatar

Everyone understand how saving water can help look after our planet

All water taps turn off automatically

Students close taps during washing , drinking , no water is spoiled this way

No leaky faucets, fountains or toilets

Our school has dual flush toilets

There are water fountains all around our school

Students use water fountains or water dispensers to fill their bottles and rarely use disposable water bottles

We collect unused water at the end of each day

We have a rain barrel

We have a garden at our school

We water the school garden everyday

We use plants that do not need watering a lot

Our school has a water meter

We know how much water our school consumes monthly

Total

Comments and Indicators:



ENERGY

4-8 YEARS



Are lights switched off when you leave

Are computer monitors turned off when you leave the classroom?

Are windows closed when the heating or air

Score



9-18 YEARS

Energy

Yes (Score 5)

No (Score 0)

When we leave the classroom the lights are switched off

In all classrooms energy saving lights are used

Lamps and light fittings are clean

All windows are double glazed

We open the windows when the weather allows so

Computers are in "stand by" mode when we are not using them.

Computers and all appliances like photocopiers, are totally switched off at the end of each day

Exterior doors and interior doors close automatically

The AC temperatures are set on 23 and we can control the temperature in each classroom

Our school uses green power

We know how and where we get our electricity from in Qatar

We know that fossil fuels cause air pollution

Students know how much energy the school consumes monthly

We have meters and we collect data regularly

We are all aware of how saving energy helps our planet

Total

Comments and Indicators:

Try to make students count the number of different lighting fixtures you have at school. To introduce the concept of energy efficient lighting



HEALTH & WELLBEING

4-8 YEARS

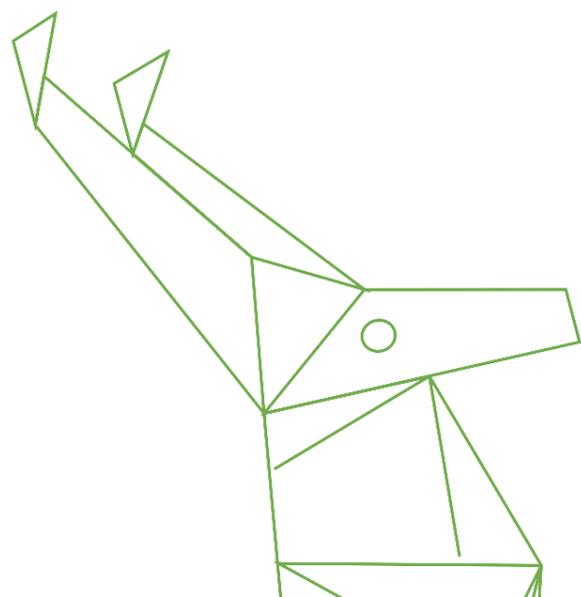


Do you run, jump and dance every day?

Do you think healthy food makes you smarter?

Do you go to bed before 9:00pm?

Score



9-18 YEARS

Health & Wellbeing

Yes (Score 5)

No (Score 0)

Our school has a policy for food and does not allow unhealthy food

Students are encouraged to bring fruit for break

Most students who bring a packed lunch have at least 2 pieces of fruit or vegetables

Our school canteen always have a salad option

Our school canteen avoid unhealthy food

Students have the opportunity to suggest what they would like to eat at school events or the canteen menu

Our school has a free drinking water available all day

All students are allowed to have water during lesson times

The school links Healthy Schools and Eco-Schools targets together

Our school has a small garden in which we grow our fruit and vegetables

Our school use environmentally friendly cleaning products

We have a fitness programme established in the school

Our school courtyard is designed and equipped to allow activities and movement

Teachers give away healthy treats for students like fruit

Teachers get students to be active inside classrooms

Our school participates in sports events and tournaments

Our school building, classrooms and facilities are clean

The school toilets are clean and has toilet paper, soap and sanitizers

Our school and classrooms are odor free

There is enough natural light in our classrooms

Teachers make sure that all students are aware of self-hygiene care

Total

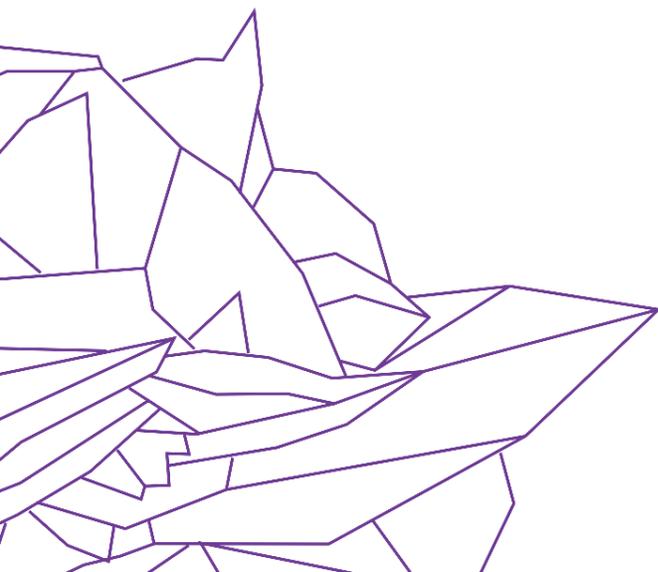
Comments and Indicators:



GLOBAL CITIZENSHIP

4-8 YEARS

 		
Do you learn about other countries in school?		
Can anyone in your class say, 'Hello,' in another language?		
Have you ever had food from another country in school?		
Score 		



9-18 YEARS

Global Citizenship	Yes (Score 5)	No (Score 0)
Our school has an active link with a school in another country		
Teachers have Fair Trade tea and coffee in the staffroom		
Our school has Fair Trade products used in school (fruit juice, footballs, bananas)		
We play games from other countries in class and in playgrounds		
Students are aware of their Rights and Responsibilities - UN convention on the Rights of the Child local or global issues		
We know that our actions as an Eco-Schools will help someone in other countries because we share the same planet and same resources		
We have resources from other countries e.g. Clothing to dress up / artifacts / musical instruments		
We have school awareness days to support people in other countries/situations		
Our school meals include food from other cultures/countries		
Students care about their local community as well as their school		
We participate in Earth day and other global green initiative		
Our school do charity work and most of the students participate		
Total		

Comments and Indicators:

Area for providing comments and indicators related to the assessment results.



CLIMATE CHANGE

4-8 YEARS

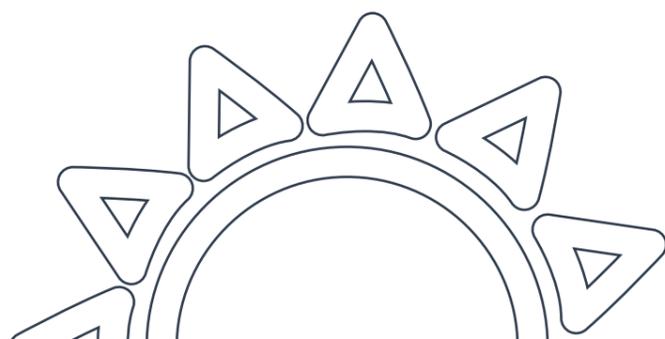


Do you know what climate change is?

Do you have trees in your school?

Is carbon in the air good or bad?

Score



9-18 YEARS

Climate Change

Yes (Score 5)

No (Score 0)

Climate change is taught in classes

Students and staff are encouraged to take one of the following steps to help fight climate change
Walk, cycle, or take public transport (or school bus) to school

Students know what global warming is

We do not use disposable containers nor cutlery at school

We use reusable bags instead of plastic bags

Our school send items for recycling

Teachers encourage us to eat less meat

We use energy-saving light-bulbs

The school participate in Earth Hour, or other climate change campaigns

All students are aware that responsible human activities can mitigate climate change

Total

Comments and Indicators:



BIODIVERSITY & NATURE

4-8 YEARS

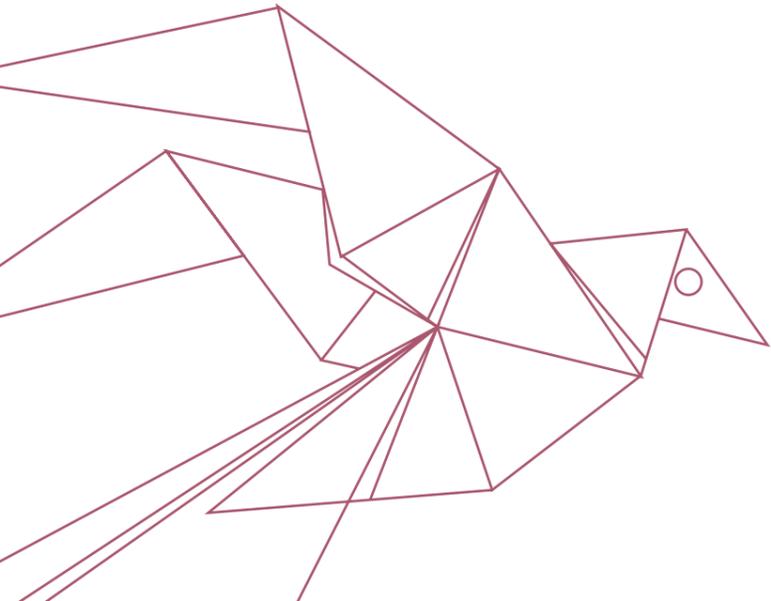


Does your school have an aquarium, greenhouse or bird feeder?

Have you seen any animals or insects in the playground?

Do you have a natural area to play and learn in?

Score



9-18 YEARS

Biodiversity & Nature

Yes (Score 5)

No (Score 0)

The school has trees in the grounds

The plants we have at school are native and adaptive plants

Does the school have any of the following:

flowers/herbs

Butterfly bushes Bird feeders Water for birds cats

Bird boxes Bee homes ants/insects houses

Bird nests

(each counts for 1 score)

We compost food leftovers and dead leaves at school

Teachers give students outdoor classrooms whenever the weather allows

Our school provides seats and outdoor shaded areas for students to spend time out

Our school arranges field trips to beach, parks, natural habitats

We grow vegetables and fruit at the school garden

All students are aware of the importance of protecting wildlife to save our planet

The gardener use chemical pesticides and herbicides

Students are aware that water and air pollution might cause the death of many creatures

Total

Comments and Indicators:



TRANSPORT

4-8 YEARS



Did you ever ride Qatar Rail or public bus?

Do most of your class walk, cycle, carpool or use school bus to school?

Do you have yellow zigzags, a lollipop person, a zebra crossing or traffic lights outside school?

Score



9-18 YEARS

Transport

Yes (Score 5)

No (Score 0)

Most students walk, cycle or catch the bus to school?

Do you survey how people travel to school?

Is there somewhere shaded and safe to store bikes

Do you come to school with a friend?

Does the school hold regular walk or cycle to school events/days?

Is it safe to walk or cycle to school?

Do cars park away from the entrance to the school?

Is the school car park a safe place for pedestrians?

Do the teachers or students carpool whenever possible?

Do any school vehicles use alternative energy e.g. Electricity or vegetable oil?

Do you try to source fruit for tuck locally and in season?

Do you have a public bus or rail stop close to your school?

Does the kitchen try to source food locally?

Do you learn about where food comes from and food miles?

Does the school order supplies in bulk to avoid too many deliveries?

Total

Comments and Indicators:



SUSTAINABLE FOOD

4-8 YEARS



Do you drink 4 cups of water or more daily at school?

Does your school grow it's own fruit and vegetables?

Do you eat fruit and vegetables everyday in school?

Score



9-18 YEARS

Food

Yes (Score 5)

No (Score 0)

Do teachers teach you about the importance of healthy food?

Did you ever had the opportunity to cook/prepare a healthy meal at school?

Do you know what organic fruit or vegetables are?

Do teachers teach you about food as medicine?

Do teachers share with you different dishes from different countries?

Do you know what is food allergy?

Does your canteen provide healthy meals?

When you are hungry, do you stop and pick a healthy food or you eat anything available

Do you usually have breakfast before you come to school?

Do you skip meals?

How many times do you drink water at school in one day, more than 2 cups?

Are you allowed to drink water inside the classroom?

How many fruit do you eat a day, more than 2?

Do you eat salad daily ?

How many fast food meals do you have per week, more than two?

I am aware that there is a strong relation between healthy food and healthy body & mind.

Total

Comments and Indicators:



SCHOOL GROUNDS

4-8 YEARS



Do you play outside everyday (even when it is a bit hot or cold)?

Do you grow plants and flowers in school?

Do you go outside to learn?

Score



9-18 YEARS

School Grounds

Yes (Score 5)

No (Score 0)

Are there games painted on the playground?

Are there murals, mosaics, sculptures or other artwork?

Are there lots of different surfaces to feel, touch and explore?

Are there plenty of things for climbing and balancing on, jumping and swinging from?

Are there quiet, shady places to sit and talk?

Do you grow your own vegetables or fruit in the school grounds?

Do you have an outdoor classroom/log circle area?

Do you have friendship stops or buddy benches?

Are any of the lessons held in the school grounds?

Do all students have the opportunity to suggest what changes or new things they would like to have in the school grounds?

Are there trees on the play ground?

Are there pleasant inner school courts to enjoy when the weather is too hot or rainy?

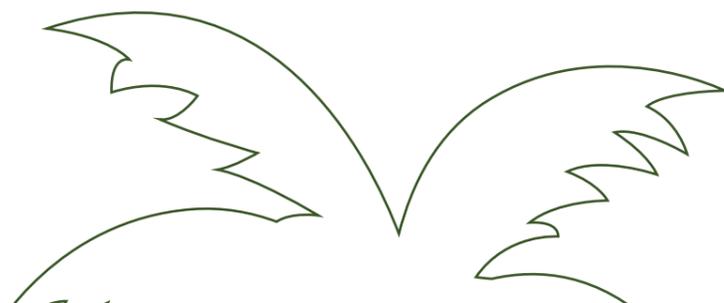
Are there enough shades in the school ground?

Does your school provide habitats for wild life?

What would you like to have on the school playground?

Total

Comments and Indicators:





LITTER

4-8 YEARS



Is your playground clean and tidy?

Do you know where the bins are in your classroom and playground?

Have you ever done a litter pick?

Score



9-18 YEARS

Litter

Yes (Score 5)

No (Score 0)

In general, does your school have a litter problem?

Are there enough bins inside the school for each type of waste?

Do you think bins are in the right places?

Are there enough bins in the school grounds for each type of waste?

Do students participate in cleaning the schoolground?

Do the school responsible staff empty bins regularly?

Is there any odor at schoolground because of waste?

Has the school taken any measures to encourage students to litter less?

Does the school launch campaign at schoolground to clean the school or neighborhood?

Does the school participate in beach cleaning activities?

Do teachers educate students about the importance of clean classrooms and school?

Do you have a daily protocol to clean your classroom before dismissal time?

Do you have small insects in your classroom?

You know who do you need to report to in case you found any insects or pests in the classroom?

Total

Comments and Indicators:





MARINE & COAST

4-8 YEARS



Do you eat fish at home ?

Does your school ban straws and balloons?

Have you ever been to a beach, river, lake or aquarium with school?

Score



9-18 YEARS

Marine and coast

Yes (Score 5)

No (Score 0)

Do you know about endangered fish species?

Do you study at school about ocean acidification?

Do you think that we need to locate more bins on Qatar's shores and beaches to reduce litter?

Do you know the impact of plastic on our oceans?

Do you ever participate in beach cleaning activity?

Do teachers educate you about the relation between climate change and marine life?

Do you have an aquarium at your school?

Do you think that if we have healthier oceans then we will have a healthier planet?

Do you think that marine litter is an issue here in Qatar?

Do you think we can stop marine litter?

Do you think beach activities like jet skis and boat motors cause pollution to sea?

Will you consider adopting a sea animal through reputable conservation foundations ?

Total

Comments and Indicators:

3 ACTION PLAN TEMPLATE

ACTION PLAN FOR THEME "----" :

Issue/Problem:

Action	Who is responsible?	Cost/Resource	Timeframe	How to measure progress	Curriculum link/ responsible teacher	More action required	School related activities	Target achieved



4 ACTION PLAN EXAMPLES



WASTE

Mesaure	→ Collect weekly data Collect, weigh and sort
Reduce	<ul style="list-style-type: none"> → Reduce paper & cardboard → Reduce plastic bottle & bags → Reduce water consumption → Reduce disposables → Reduce food waste
Explore	<ul style="list-style-type: none"> → Reuse action & activities → Recycle action & activities
Upload to ARC	

Waste Action Plan & Activities

Visual Garbage Audit
Visual Recyclable Audit

Action 1: Garbage Audit

- Dedicate a day for Garbage audit.
- Determine main waste streams
- Weighs bags
- Total Garbage/ student / academic year
- Total percentage of recyclable plastic
- Total percentage of recyclable paper and cardboard
- Total percentage of recyclable metal
- Total weight of recyclable
- Total weight of recyclable / student / academic year

Action 2: Contact Recycling Companies

- Install Recycle bins

Relate to Math and Science Curriculum

Activity 1: weekly weigh your recyclables and keep track

- Share on weekly basis your success within the school community

Art & Crafts 1: Design Recycling Posters

- Distribute posters to inform students of recycling program

Art & Crafts 2: Design Class recycling bins

- Distribute designed bins all over the school and classrooms

Reduce Strategy

Action 1: Prepare a Less Paper & Cardboard Strategy

- Set default printing to double side and black ink.
- Replace paper with white boards or digital gadgets whenever possible
- Reduce the size of paper for handouts and other printed materials
- Don't allow paper bags
- Encourage minimum packaging for all school purchases

Action 2: Minimize Disposables

- Show students how to pack their lunch smartly with minimum disposables

Action 3: Ban single use plastic water bottles

- Encourage students to bring their own water bottles and use the schools fountains and water dispensers

Action 4: Show

- Display the achieved saved amounts in a clear place so that students can relate their action to the reduction amount they achieved

Activity 1: No Paper day

- Dedicate one day of each week as a No Paper Day

Activity 2: Plant trees and introduce paper life cycle

- Each student plants 2 trees for the total number of papers consumed during his academic years.

Art & Crafts 1: Design informative Posters

- Distribute posters to inform students of different activities held at school

Relate to Science Curriculum

Explore Reuse and Recycle Strategy

Action 1: The story of stuff

- Students can be taught the story of each item used
- Introduce Cradle to Cradle concept

Action 2: Reuse collected water

- Ask students to investigate in water resources at the school other than taps, like water condensate from AC.
- Experiment water filtration methods and possible ideas for reuse like irrigation or cleaning.

Action 3: Place scrap trays everywhere

- Place in classrooms and encourage students to use them. Also, Place at reception desk and near printers.

Activity 1: Compost food waste

- Students can be taught decomposing and use the soil in the school garden

Activity 2: Visit Recycling Stations

- Show Students how recycling can transform objects into different stuff that we need.

Activity 3: Create planters from used items and enrich your playground and school garden with greenery.

Art & Craft 1: Design and Decorate

- Art classes can be a valuable opportunity for creativity. Anything can be reused and upcycled

Art & Craft 2: Origami Classes

- Students can be taught new skills and develop their motor skills and mental concentration with such classes in parallel to paper reuse concept.



WATER



Mesaure	→ Collect monthly data
Reduce	→ Reduce water consumption → Check leaks and fix → Reduce potable water consumption in cleaning and irrigation
Explore	→ Collect excess water → Replace inefficient with efficient water fixtures → Treat your used water
Upload to ARC	

Water Action Plan & Activities

Measure

Action 1: Read water meters monthly

- Ask students to read and record the water meters to track the impact of the Reduce water consumption plan
- Calculate the average number of liters consumed/ school occupant/ month

Action 2: Check for leaks

- Ask students to investigate leaks and measure water collected from leaks per minute and then per day and month and reflect in equivalence to barrels or swimming pools.

Art & Crafts 1: Design informative Posters

- Distribute posters to inform students of different statistics and number calculated related to water consumption

Activity 1 : Measure students equipment

- Measure with students their daily water spoons, bottles, cups, cleaning buckets .. To make students more aware of their daily consumption

Activity 2 : Measure school fixtures

- Measure with students Faucets' water flow : number of liters/ minute
- Calculate the capacity of toilet cabinet

Relate to Math Curriculum

Reduce Strategy

Action 1: Prepare an Awareness workshop

- Inform students and staff about how to reduce water consumption

Action 2: Regular maintenance

- Conduct regular maintenance for AC
- Conduct regular maintenance for water fixtures to ensure no leakage.

Action 3: Identify areas where potable water could be replaced with treated water like cleaning and irrigation

Art & Crafts 1: Design informative Posters

- Distribute posters to remind students to turn off taps reduce water consumption

Art & Crafts 2: Design collection barrels

- Design a collection barrel to collect water in rainy days

Explore Reuse strategies and Sources

Action 1: Water resources at school

- Identify water resources at the school other than taps like water condensate from AC to consider in consumption

Action 2: Water treatment Plant

- Consider installing a water treatment plant for non potable uses.

Action 3: Replace water fixtures with water Saving ones like faucets, toilets and urinals

Art & Craft 1: Design and Decorate

- Design a poster for a water drop journey at your school

Activity 1: Install Faucet Aerators

- Engage students in installing faucet aerators and measure before and after water flow.

Activity 2: Reduce the volume of water closets

- Explore with students different objects to place in water closets to reduce water consumed /flush.

Activity 3: Water filtration and treatment

- Explore with students different methods to treat grey water for reuse

Relate to Science Curriculum

Activity 1: Extract water from air

- Students can design a science project to collect water from humid air

Activity 2: Innovate an irrigation system

- Students can design a water efficient irrigation system like drip irrigation with simple tools.

Activity 3: Extract water from plants

- Students can be taught transpiration and how to collect water for reuse

Activity 4: Create with students a collection barrel

- At the end of each school day empty students water bottles in a barrel for reuse.



ENERGY

Mesaure	→ Collect monthly data
Reduce	→ Reduce Energy consumption → Control you AC temperature
Explore	→ Replace inefficient with efficient energy appliances → Renewable energy
Upload to ARC	

Energy Action Plan & Activities

Measure

Action 1: Monthly Read Electricity meters

- Ask students to read and record the the electricity meter readings to track the impact of the Reduce energy consumption plan
- Calculate the average number of KWh consumed/ occupant / month
- Calculate the electricity consumption from lighting only
- Ask students to measure their family energy consumption at home and in their rooms. Discuss findings in the class

Art & Crafts 1: Design informative Posters

- Distribute posters to inform students of different statistics and number calculated related to energy consumption

Relate to Math Curriculum

Activity 1: Check your appliances

- Ask students to collect data about the school electrical appliances and sort them according to their energy demand and hours of operation

Activity 2 : Measure

- Introduce kill a watt gadget and take readings of main energy consumption devices.

Reduce Strategy

Action 1: Prepare an Awareness workshop

- Inform students and staff about how to reduce energy consumption
- Turn lights off, Turn ACs off in unoccupied spaces
- Complete shut down for all computers and printers in Computer labs, Phantom Load
- Allow natural daylight into spaces

Action 2: Regular maintenance

- Conduct regular maintenance for AC
- Conduct regular maintenance for all electrical appliances

Action 3: Replace all light bulbs with energy efficient ones

- Take meter readings before and after the switch to energy efficient light bulbs

Art & Crafts 1: Design informative Posters

- Distribute posters to remind students to turn off lights, AC and other electrical appliances when they leave any space

Explore

Action 1: Install renewable energy

- Consider installing a renewable energy source like solar panels that will also be considered as an educational tool

Action 2: Replace old electrical appliances with new Energy Star or energy efficient ones.

Action 3

- Create a roof garden, install a green wall, and plant all around school ground to reduce heat island effect and reduce the energy required for cooling the school building.

Art & Craft 1: Design and Decorate

- Give your school a facelift with solar reflectance paint

Activity 1: Know your lights

- Engage students in a light audit to know the number of different light bulbs and the energy consumption of each /day.

Activity 2: Earth Hour

- Participate and turn off electricity for 1 Hour
- Conduct an activity for Earth Daypapers consumed during his academic years.

Activity 3: Eliminate surplus lights

- Lights near windows or at corners can be turned off with no impact of the space luminance quality.

Activity 1: Design a solar oven

- Students can be taught about solar energy through the design of an oven that they can use.

Activity 2: Create activities where renewable energy can do work and can be stored

Activity 3: Have a green roof

- Design with students a green roof that works as insulation for the building

Activity 4: Check building leakage points

- Perform with students leakages around windows and doors and fix



HEALTH & WELLBEING

Mesaure	→ Conduct a survey about daily eating habits and exercise
Reduce	→ Increase awareness about healthy food → Increase physical activity
Explore	→ Participate in community and national occasions → Launch initiatives
Upload to ARC	

Health & Wellbeing Action Plan & Activities

Measure

Action 1: Conduct a survey about eating habits and exercise

- Ask students and staff to answer the survey

Action 2: Conduct a survey to collect mindfulness skills and habits the students practice.

- Encourage teachers to dedicate 2 minutes of mindfulness every day where students acknowledge and appreciate the lovely things around them

Action 3: Grow plants in the classroom and in school grounds

Art & Crafts 1: Design informative Posters

- Distribute posters to inform students of different statistics and number calculated related to most food consumed and exercise performed

Relate to Math Curriculum

Activity 1: Calculate the average of steps a student walk in a normal school day

Activity 2 : Calculate the number of stairs

- Ask the students to provide statistics about the number of stairs and calories burned when they use stairs.

Activity 3: take students to an outdoor classroom to observe sky, smells, sights and sounds around them and ask them to write in their diaries or draw what they experienced.

Increase

Action 1: Prepare an Awareness workshop

- Inform students about healthy food and eating habits
- Inform students about the importance of physical activity
- From the survey findings list the bad habits and encourage students to switch to healthier life style
- Inform students about diseases related to poor nutrition diet

Explore Reduce Strategy

Action 1: Student treat

- Ask teachers to award students with nicely packaged fresh fruit and vegetables

Action 2: Healthy Lunch box Competition

Action 3: Try a Yoga class, play relaxing music in music classes.

Activity 1: Food leftovers

- Prepare a lunch at school and later contact charity to show students how food leftovers can be repacked and not send to landfills.

Activity 2: Grow your garden

- Dedicate some planters or a section from the school garden to grow fruit and vegetables. Qur'anic Botanic Garden.

Activity 3: A day at a park

- Locate a nearby park and take students for a walk and take an outdoor class.

Activity 4: Get active and generate energy

Activity 5: Healthy shopping day

- Take students to a grocery store and teach them about healthy food and how to read food labels

Activity 6: Outdoor classroom

Relate to PE, Art, Music and Health Education

Activity 1: Design a Healthy path

- Design an indoor path where students can take and clearly indicate number of steps at each stop

Activity 2: Design a fun playground

- Upgrade your playground to an active one through different games
- Hold some short tournaments at breaks to encourage students to move

Activity 3: Include activity in classroom

- Include a fixed bike and allow students to use during a class as a reward for high achievement

Art & Crafts 1: Design encouraging Posters

- Encourage students through artwork to take right eating choices, design your healthy plate

Art & Crafts 2: Design the path

- Encourage students to take the healthy path through the artwork

Art & Crafts 3: Draw nature and natural objects.

Art & Craft 1: Design and Decorate

- Design competition posters
- Design student rewards



BIODIVERSITY & NATURE

- Mesaure** → Measure green area
- Reduce** → Increase green areas
→ Increase students engagement with nature and surrounding
- Explore** → Launch initiatives
- Upload to ARC**

Bidodiversity & Nature Action Plan & Activities

Measure

Action 1: Measure green area ratio to built area

Action 2: Survey animals, insects, and other tiny beasts that share with you the school ground

Action 3: Learn about Flora and Fauna in Qatar.

Action 4: calculate footprint of a daily activity like transport or cooking for individuals or the entire school and calculate how many trees required to plant to offset the carbon emissions generated from this activity.

Activity 1 : Take photo of plants in school ground or near park. Try to know better about native and adaptive plants.

Art & Crafts 1: Design informative Posters

- Encourage students to draw how they wish their school to look like.

Arts & crafts 2: Design a bird feeder and planters

Relate to Math Curriculum

Increase

Action 1: Increase green areas in school campus

- Facilitate to students dedicated areas to plant in classrooms and outdoor classrooms
- Design an Outdoor classroom
- Provide bird feeders, bee hives..
- Mark areas of ant colonies

Art & Crafts 1: Imagine your school

- Decorate the school garden

Explore

Action 1: Engage with specialists regarding the set up of a garden theme like hydroponic garden, outdoor pond, greenhouse or food garden.

Action 2: Install an aquarium in the school lobby

Activity 1: Design a planter that can produce electricity

Activity 2: A meal from the garden

- Prepare a lunch at school with ingredients directly picked from the school garden

Activity 3: Design an eco planter

- Encourage students to design a smart planter where it can use renewable energy sources.

Relate to Science Curriculum

Relate to Science Curriculum

Activity 1: Encourage field trips

- Get students to know more about Qatar native plants by planting and labeling the names on trees.
- A trip to beaches to clean and explore marine life, like turtles

Art & Crafts 1: Imagine your school

- Design the school garden
- Design posters or stations to inform other students about plants in their school garden.
- Design posters about Qatar animals and their habitats.
- Design a bird bath and feeding station to attract birds and learn about them



GLOBAL CITIZENSHIP



Mesaure → Measure themes globally and compare locally

Reduce → Increase awareness about individual impact on global issues

Explore → Launch initiatives to enhance sense of belonging to the planet rather than a nation

Upload to ARC

Global Citizenship Action Plan & Activities

Measure

Action 1: Collect data

- Decide on themes and try to collect local and global data related to the themes.
- Discuss global environmental issues affecting peoples' life, floods, water scarcity and deforestation.

Action 2: Discuss global pandemic such as Covid-19 and impact on environment

Action 3: Bring a map to the classroom to discuss different students' nationalities, countries and backgrounds and share different cultures and lifestyles

Art & Crafts 1: Design informative Posters

- Distribute posters to inform students of different statistics and number calculated related to consumption rate per person in Qatar and compare to global ratio.

Activity 1: Calculate the average consumption rates for chosen themes and compare

Activity 2: Calculate Qatar's contribution to some global issues like climate change...

Relate to Math Curriculum

Increase Strategy

Action 1: Increase awareness about global issues

- Bring a newspaper and try to tackle a global issue and gather ideas from students to try to solve it.

Action 2: Introduce the concept of Footprint and try to calculate the school's

- Carbon footprint &
- Water footprint and try to compare to other countries consumption and footprint.

Relate to Social Studies and English literacy

Explore

Action 1: Launch initiatives, environmental and humanitarian

Action 2: Participate in Global initiatives, like Earth Day

Action 3: Bring on people talking about Global issues.

Action 4: get in contact with other international schools and share activities

Action 5: Host and participate in webinars and Online activities with international partners discussing global issues

Activity 1: Initiate a campaign called "How to live a low carbon life".

- Relate to product carbon footprint
- Products water footprint

Activity 2: search other countries' best practices to reduce their carbon footprint and propose what best suits Qatar's to follow and adapt

Art & Crafts 1

- Cut headlines from newspapers and present them to students
- Design posters and infographic for global issues and encourage to participate at

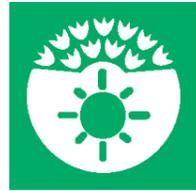
Activity 1: Donate, Gather, Send letters

Art & Crafts 1:

- Design posters to inform students about campaigns to encourage them participate in.

5 BRAIN STORMING TOOLS

ENERGY



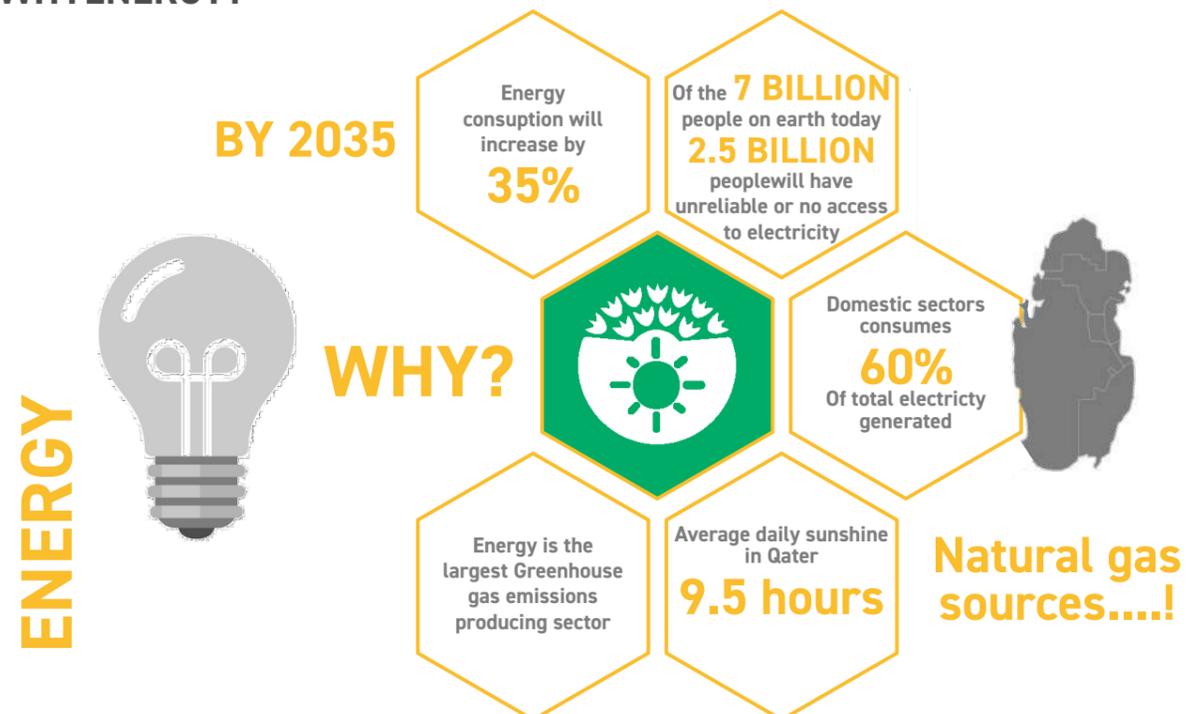
GOAL:

How all members of the school can work together to increase awareness of energy issues and to improve energy efficiency within the school.

THINK!

- Does you know how and where we get our electricity from in Qatar?
- Do you believe energy production can cause air pollution?
- Is there “clean energy”?
- How can we reduce energy consumption at school?
- What is energy efficient appliances?
- Do you know how much energy the school consumes monthly?
- Do you have energy efficient lighting fixtures?
- Are you aware of phantom energy?

WHYENERGY?



WHAT ARE THE CHALLENGES?



HOW CAN WE OVERCOME THESE CHALLENGES?

WATER



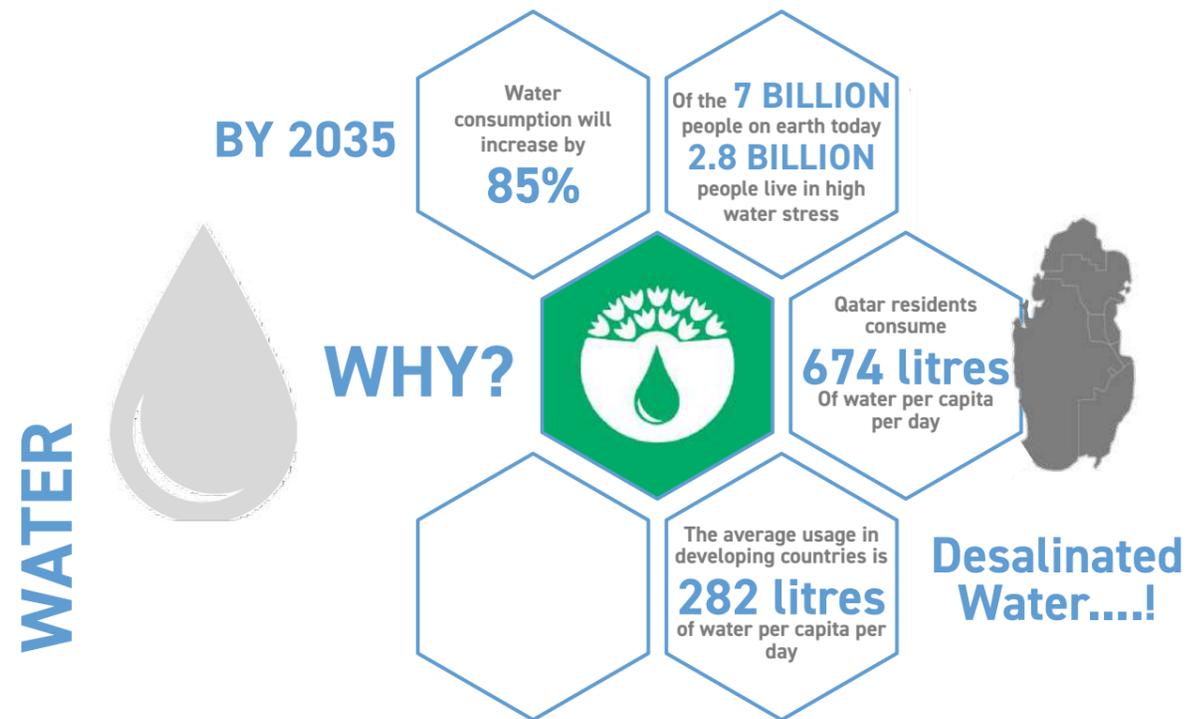
GOAL:

Provides an introduction to the importance of water both locally and globally and raises awareness of how simple actions can substantially cut down water use.

THINK!

- Do we really care about Water?
- From where do we get fresh water in Qatar?
- How much rainfall do we get in Qatar?
- How much do we consume monthly ?
- Do we use drinkable water for all of our daily activities?
- Do you have water efficient fixtures at your school?
- Do you have a garden at your school?
- Do we maintain and fix leaks at our school?

WHY WATER?



WHAT DO YOU LIKE TO CHANGE AT YOUR SCHOOL TO MAKE YOUR SCHOOL MORE WATER-USE RESPONSIBLE ?



WHAT ARE THE CHALLENGES?



HOW CAN WE OVERCOME THESE CHALLENGES?

FOOD



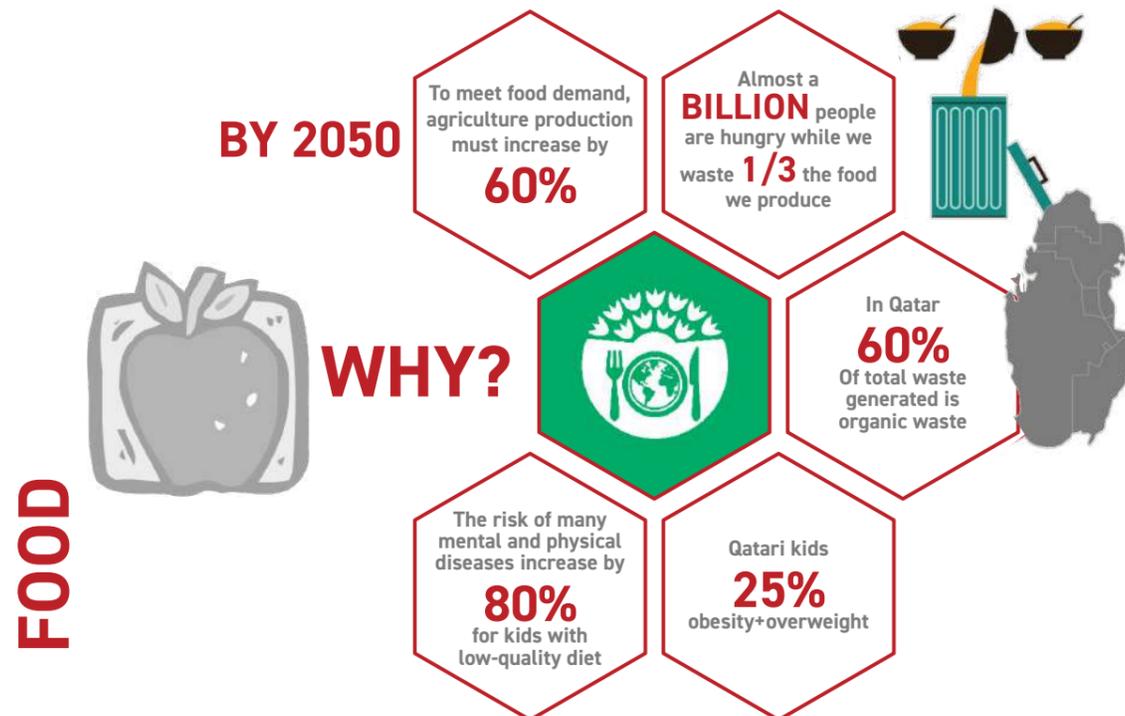
GOAL:

Encourage young people, their parents, and the whole community to take responsible food-related choices and actions that protect the environment, promote human rights, and improve the wellbeing of society - every day.

THINK!

- Do we really think about the food we daily eat ?
- Do you know the source of the food you eat?
- Do you care about eating seasonal fruits or vegetables?
- Is it necessary to produce our own food?
- Is there a good and a bad food for your mental and physical health?
- Do teachers teach you about the importance of healthy food?
- Did you ever had the opportunity to cook/prepare a healthy meal at school?
- When you are hungry, do you stop and pick a healthy food or you eat anything available?
- Do you skip meals?

WHY FOOD?



WHAT DO YOU LIKE TO CHANGE AT YOUR SCHOOL TO MAKE IT A HEALTHIER PLACE?

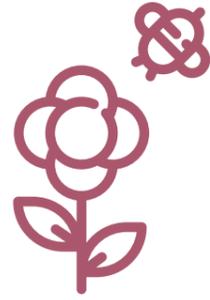


WHAT ARE THE CHALLENGES?



HOW CAN WE OVERCOME THESE CHALLENGES?

BIODIVERSITY



GOAL:

Examines the flora and fauna present in the school environment and suggests ways to increase the levels of biodiversity around the school and raises the pupils' awareness of biodiversity and nature.

THINK!

- Do you believe that the extinction of species will affect humans?
- What cause extinction of species?
- Do you notice the presence of any species at your school ground ?
- Does the school have any of the following: flowers/herbs, Butterfly bushes, Bird feeders, Water for birds/cats, ants/insects houses
- Did you ever have an outdoor classroom?
- Are there trees and green areas at your school?
- Does your school arrange field trips to beach, parks, natural habitats?
- Do you grow vegetables and fruit at your school?

WHY BIODIVERSITY?



WHAT DO YOU LIKE TO CHANGE AT YOUR SCHOOL TO INCREASE FLORA AND FAUNA PRESENT AT YOUR SCHOOL?



WHAT ARE THE CHALLENGES?



HOW CAN WE OVERCOME THESE CHALLENGES?

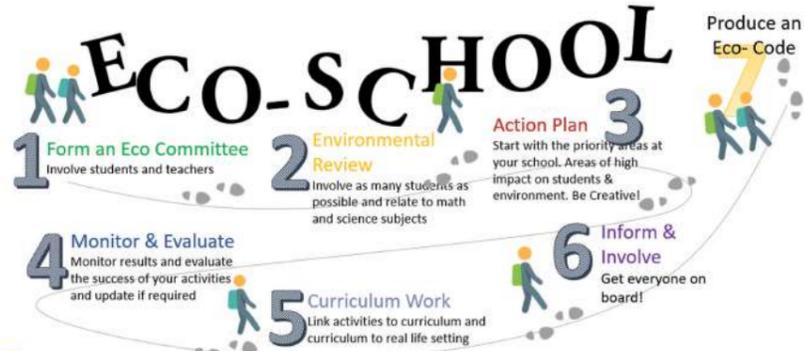
6 WHAT ECO-SCHOOLS LOOK LIKE?



The Eco-schools program is an ideal way for schools to embark on a meaningful path towards improving the environment in both the school and the local community while at the same time having a life-long positive impact on the lives of young people, their families, school staff and local communities. The Eco-Schools program consists of three structural elements - The Seven Steps Framework, the Eco-schools Themes and the Green Flag assessment.

Review the features of the eco-schools in the poster;

- How does your school compare to the eco-schools' features?
- What would you like to add to your school to become an eco-school?



Energy

- The school has energy efficient Fluorescent light bulbs, CFLs and LED lighting fixtures and all light bulbs are recycled when replaced.
- All appliances and newly purchased light bulbs, computers, Air conditioners, printers and other electrical equipment are energy saving models with energy efficient labels.
- Daylighting is used when appropriate to reduce energy consumption.
- The school entrances have double entry doors to reduce cooling demands.

- The school has motion sensors that turn off lights when classrooms are not in use.
- The school's envelop has insulated windows to conserve energy and no gaps that allow air to seep in or out to reduce cooling demands.
- Natural ventilation and fresh air are allowed inside classrooms to reduce demand on fans and AC.
- The school's Eco-committee launches energy saving campaigns to raise awareness and post messages at school ground.
- The school's Eco-committee informs the school about their energy source, consumption and savings.

Water

- Rain water is collected from the roof by a rain barrel or other system to reuse for cleaning and irrigation at school grounds.
 - The school provides accessible water dispensers for students to encourage them to drink water more often and stay hydrated and not use one time use plastic water bottles.
 - Water fixture are regularly maintained, checked for leaks and have automatic sensors and low flow devices.
- Eco-committee encourages students and staff to use reusable water bottles.
 - Eco-committee launches water saving campaigns to raise awareness and posts messages at school grounds.
 - Eco-committee informs the school about their water source, consumption and savings.
 - Students assess water quality of the school pond to learn about various water filtration systems and create a healthy habitat for fish and other animals and plant life.

Waste

- Recycling bins are available throughout the school. The school recycles paper & cardboard, plastic, aluminum and metal.
- The school reuses and reforms some waste objects to make art work and other useful tools and products.
- School uses recycled paper and makes double-sided copies and uses refillable ink cartridges.
- School doesn't allow for any disposable plastic cutlery and plates in the cafeteria. They use reusable trays and plates and utensils.
- Old used objects at school are refurbished to make new useful objects through STEM projects.
- The school uses digital alternatives to submit homework, exams and for communication internally and with parents to reduce paper consumption and for less printing.

- Eco-committee posts messages and posters to encourage students to reduce and reuse and recycle.
- Newly purchased school supplies and materials contain recycled content.
- School maintains a store for used items like binders, office supplies for others to reuse.
- The school allows the community to use its recycling bins as a neighborhood hub for collection of recyclables.

School Grounds

- Sidewalks near the school provides a safe path for students and staff.
- Recreational areas and active playgrounds allow students to play, move and be active.
- The school allows for outdoor classrooms and encourages students to learn and observe nature.
- School garden and pond provide diverse learning experiences about environment, ecosystem, for the school and community, and link to various curriculum subjects.
- The school ground is friendly for people with special needs, it offers preferred parking spaces and ramps for wheel chairs.
- Hazardous materials and recycling waste bins are located in special areas away from school windows, air intake and students' traffic.



- School ground is well designed with gutter system and proper material choice to allow rainwater to soak into ground and not runoff.
- The school building and finishing materials have recycled content or are reused items or refurbished from old items to reduce waste from landfills.

Biodiversity

- Trees and plants are planted around the school and in parking lots to absorb water runoff and provide shade to people and reduce heat island effect.
- Native plants are used throughout the school grounds.
- Plants are everywhere, flowers, butterflies, vegetable garden, all provide diverse learning experiences for students and the community.
- The school provides outdoor water fountains and bird feeders for birds to increase biodiversity.

- The school designed a water pond fed by rainwater to create habitat for fish and animals to increase biodiversity.
- Students make plant and wildlife observations.

Climate Change

- Green roof and green walls to increase air purification, building insulation and keep building's cooling cost and energy consumption low.
- Solar panels have been installed on roof to generate clean energy and reduce carbon emissions.
- The school provides preferred parking spaces for electrical and hybrid cars to encourage the use of cars which reduce greenhouse gas emissions.
- Outdoor lighting poles uses solar energy thus reduce carbon emissions.

- Parking lots are appropriately sized and made from recycled light-colored asphalt and shaded to reduce heat island effect.
- Outdoor surfaces and building walls are painted with light colors to reflect light and reduce heat island effect and with Low VOC paints to reduce air pollutants.
- No idling is allowed at school to cut down unnecessary car exhaust that produces ground level ozone emissions.

Transport

- The school encourages students and staff to bike to school when the weather allows and provides bike racks.
- The school is connected to the metro and encourages students to use safe public transportation system.
- The School encourages and advocates for a car-pooling program and to enroll in the school bus system for students and staff.

- Classroom elements and school furniture are made from materials sourced locally to reduce transportation impacts.
- The school sources food locally to reduce transportation impact.
- The eco-committee informs students about carbon footprint due to different transportation systems and encourages them to adapt healthy life style by walking and biking.

Health and wellbeing

- Potted Plants are located throughout the school building to help filter impurities out of the air and provide oxygen.
- The school has air quality monitors to maintain safe levels of CO2 and humidity.
- The school uses green cleaning products and nontoxic, low VOC school supplies to maintain good indoor air quality.
- The school's classrooms allow in natural daylight and fresh air and takes advantage of skylights and windows to introduce natural daylight to school's various spaces.

- Classrooms have control over AC temperature or have a digital thermostat to automatically adjust for occupied and unoccupied periods.
- The school introduces many fun physical activities, initiatives, competitions and campaigns to encourage students to be active.
- The school provides program and consultation to students to focus on mental health and building healthy habits.

Food

- The school offers healthy food dishes/snacks at the cafeteria and canteen.
- The school grows some vegetables and fruit at school ground and source food locally to reduce transportation impact.

- Food waste is composted at school to create a hands-on activity for students to practice and learn from and to reuse at school ground.

- The school offers students nutrition education and assist them in making healthy food choices for their lunch boxes at school and improve their diet at home.
- Good food leftovers are collected and donated.
- The school educates students about food sources locally and globally and challenges related to food security.

Litter

- The school provides waste bin and paper recycle bin in each classroom and staff rooms.
- The school provides waste and recycled bins throughout its premises and playgrounds.
- Students participate in cleaning school grounds specially at recess time, activities and events.

- Each bathroom has a waste bin
- The school has a regular routine for the collection of waste and disposing it daily to avoid insects and odor.
- School has a policy to reduce litter and waste like ban use of disposables, waste free lunch box, etc.
- The school launches cleaning litter campaigns inside the school premises and out.
- The school educates students about litter and its negative impact on human, nature and animals.

Marine and Coast

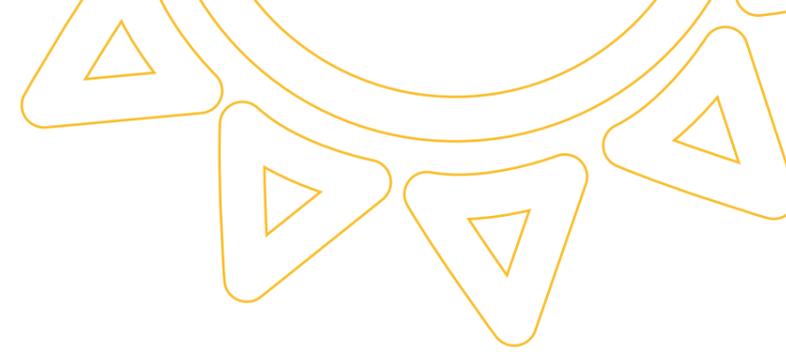
- The school encourages projects, researches to tackle pollution in marine and coastal environment and propose solution through STEM and curriculum linked subjects.
- The school participates in beach cleaning activities and teach students about marine litter, its sources and the negative impact on marine flora and fauna.

- The school educates students about marine life conservation, water cycle and healthy beaches and responsible consumption of its resources.

Global Citizenship

- the school implements democratic decision-making process and respects views and opinions of students.
- The school participates in global campaigns and competitions.
 - The school educates students about peace, justices, equity and equality through hands on activities.
 - School plays a role in contributing and reaching out to assist people in need globally through fund raising or bringing attention to their cause at different levels.

7 ECO-SCHOOLS PERFORMANCE INDICATORS AS PER ECO-SCHOOLS INTERNATIONAL



STEP 1: ECO COMMITTEE

Performance Indicators	Tips
Students are the driving force of the Eco Committee.	Connect with the local government, school management, parents and local volunteers.
Eco-Committee continuation. Eco Committee members remain on the committee onto the second year to ensure continuity and a smooth handover into the next cycle.	Create a Handover Document, including information on the Sustainability Audit, the rationale of the Action Plan, Monitoring and the Eco Code.
The Eco Committee meets regularly.	Don't wait longer than 4-6 weeks for your next meeting. Meet up, even if it is a short briefing. Spread your meetings throughout the school year!
The Eco Committee minutes are recorded. Key decisions taken are documented and submitted with the Green Flag application.	Template available!
Sustainable participation in the Committee. The number of students on the Eco Committee is sufficient and efficient.	At least 1 student per year group. The maximum number is defined to ensure efficiency during committee meetings. Note that if your committee is large, you can split the group in sub-committees of 5-20 members.
Eco Committee meetings are chaired by students.	This facilitates the development of leadership skills.
The Eco Committee is visible.	This ensures that all students in the school know who to reach out to and who to consult about sustainability issues.
The Eco Committee is elected or nominated by students.	This is democracy in action! Note that the sign-up process is considered as self-nomination.

STEP 2: SUSTAINABILITY AUDIT

Performance Indicators	Tips
Baselines and end lines are established.	Compare your metrics to what the standard performance is in your area! Are you consuming more or less than what your municipality expects from schools in your area? Where are you placed compared to your neighbouring school? Template available!
The audit is reviewed regularly.	Regular review – preferably in the beginning of the year – will allow you to revisit your targets and see where action is still lacking. Also important when bringing new people on board!
Student leadership in the Sustainability Audit.	Delegating is an art! Students can delegate tasks to other stakeholders.
Distribution of tasks across age groups, stakeholders and curriculum areas.	Stakeholders are the school management, administration, the school canteen, teaching staff, parents
Measurement indicators and methods are determined.	Getting clarity and agreement on the metrics is crucial.
The Sustainability Audit is broader than just environmental performance and includes literacy – behaviour and knowledge.	You could also consider a teacher survey on skills / perception on leadership development.
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LINK TO THE CURRICULUM

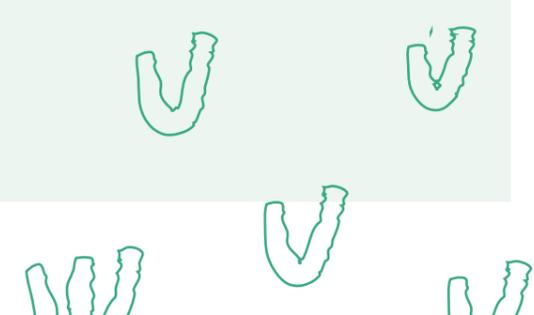
Performance Indicators	Tips
Carrying out a curriculum audit and integrating the action plan themes.	The curriculum audit will help identify which subjects already include references to the sustainability themes chosen. Template available!
Achieving key competencies for sustainability.	Check the list below!
Teaching staff participate in Education for Sustainable Development training.	Find some wonderful courses on the North American Association for Environmental Education (NAAEE) website: https://naaee.org/eeopro/learning
The data collected from the Sustainability Audit are used in class.	
Sustainability is embedded in school events / conferences / learning opportunities.	Find this guide for more sustainable events to help you get started. You are also welcome to adopt it! https://www.eco-schools.org.uk/wp-content/uploads/2018/09/Primary-Plastic-Alternates.pdf
Active Learning Pedagogies are promoted	

MONITORING & EVALUATION

Performance Indicators	Tips
Student involvement in monitoring and evaluation.	Involve teaching and school staff to get all the information you need.
There is a clear comparison to Sustainability Audit measurements.	Create a monitoring tool – fill in the values at least every quarter.
Targets are achieved or illustrate positive progress.	Use the Eco Committee meetings to review and revise your targets if you have to!
The findings from the Monitoring & Evaluation are displayed in the school and communicated to the school and community members.	Sharing and celebrating success with all improves engagement
Assessments capture the progress on Environmental literacy	What is monitored is done and students do better when they know what is expected!

ACTION PLAN

Performance Indicators	Tips
Action Plan is SMART.	Remember that in addressing your 3 themes, the cross-cutting themes need to be addressed too. Template available! What is a SMART Action Plan? Check in the Eco-Schools Handbook!
Action Plan indicates areas of action for environmental, social, economic and cultural elements of sustainability.	If you cannot identify a quantifiable action, look at proxies - they count!
Distribution of tasks with student engagement.	Look at distribution across age groups and beyond the Eco-Committee.
The Action Plan should be publicly available.	Some platforms are: the website, social media, school noticeboard, class noticeboards, etc.
The Action Plan includes a communication strategy - outputs and outcomes.	Plan how you share the key outcomes from meetings, how to disseminate the Action Plan, Monitoring, the Eco Code, how you handle social media, newsletters-magazines, etc.
The Action Plan is continuously updated.	Look at your monitoring and evaluation! Does your Action Plan need adjustments?
Map out the areas to be improved on campus.	
Whole school approach in Action Plan activities.	



INFORM & INVOLVE

Performance Indicators	Tips
The student population participates in Eco-Schools events and activities (e.g. Action Days, Theme Days, etc.).	Talk about Eco-Schools at every opportunity!
Raising awareness on the Eco-Schools programme.	The noticeboard can be physical or online. You can also create a dedicated space in the school annual report, or regular magazine/ newsletter. Share the Eco Code, Action Plan, Monitoring results on the school website!
The school has created sufficient links with 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 school shares its work with the Eco-Schools network.	Mediums can be the school website, magazine, a local newspaper, or the Eco-Schools website! You can submit your stories through this link: https://podio.com/webforms/21728820/1514784
The school is active on social media platforms to ensure online visibility.	Get inspired from the Eco-Schools Global page and its worldwide network! Facebook: www.facebook.com/ecoschools.global Instagram: @ecoschoolsint
The actions are carried out at home.	Involve the parents through e.g. the Parents Association.

ECO CODE

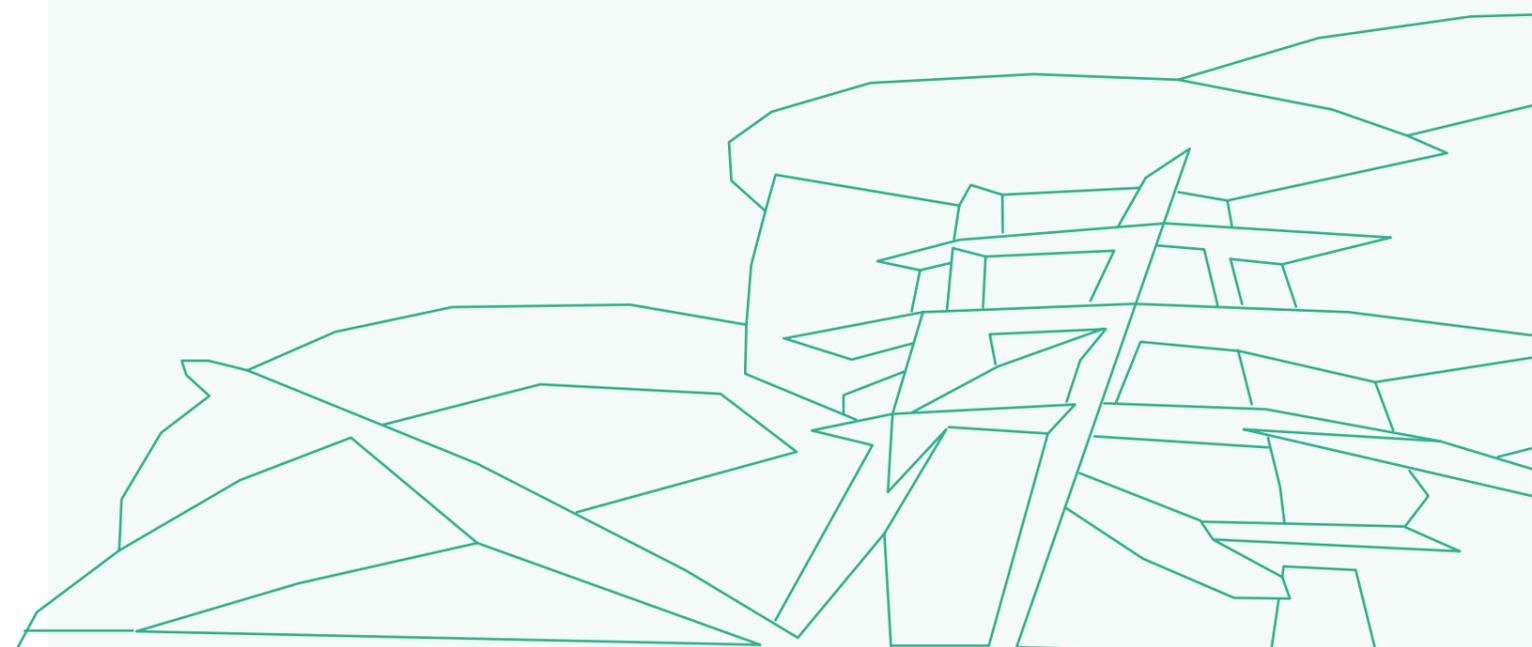
Performance Indicators	Tips
The Eco Code reflects the school's Action Plan.	The Eco Code is your mission statement. It should show – in a positive, clear and imaginative way – your school's commitment to sustainable development.
The Eco Code is prominently displayed.	Put the Eco Code in a prominent space on your school website and social media! Let everyone know about it!
When writing the Eco Code, the Eco Committee seeks suggestions from the whole school community.	Some schools run competitions to write up the Eco Code, others collect suggestions from different stakeholders!
The Eco Code is updated regularly.	

8 ECO-SCHOOLS APPLICATION PROCESS.

The application process to become an Eco-School and get awarded the Green Flag is as follows:

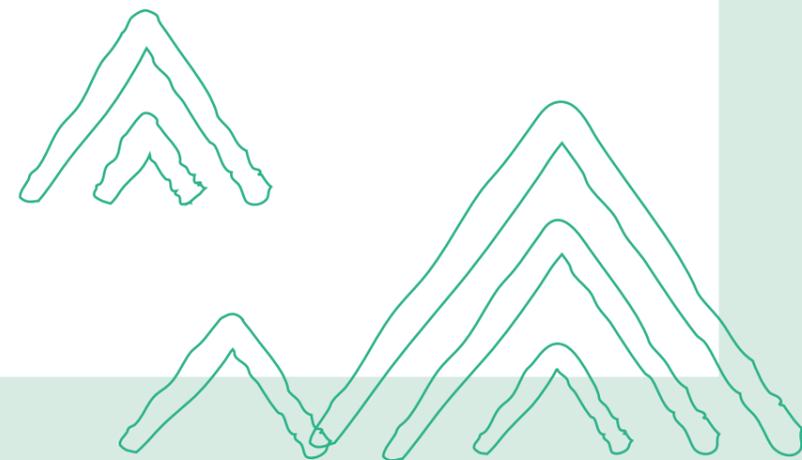
- Submit the Registration Form and Pay the Registration fee to Earthna.
- Registered school shall comply with Eco-Schools program 7 Steps and Themes.
- After the 1st academic year, the registered school shall update Eco-schools Qatar on the school progress.
- After the 2nd academic year, the registered school submits the application form with supporting documents to Earthna for Green Flag award along with the application fee .
- Eco-schools Qatar will review the submission and arrange with a third party assessor to review the documents and conduct a school visit .
- As per the school visit findings the green flag will be awarded.
- The Green Flag will be renewed every two years.

All information are available
<https://www.qatargbc.org/programs/ecoschools>





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