ECO-SCHOOLS	Facilitator's Resource Sheet 1 Getting started

What is Eco-Schools?

The Eco-Schools programme was launched in 1994 by the Foundation for Environmental Education (FEE) and now includes over 35,000 schools distributed around the world (as at Dec 2010).

Eco-Schools aim at mobilising the whole school in a quest to empower students to adopt an active role in environmental decision-making and action in their schools and communities. Schools that have successfully achieved this goal are awarded a Green Flag – a prestigious eco-label testifying to the schools' commitment to fostering sustainable lifestyles.

Why should your school participate in Eco-School?

Eco-School is an opportunity to improve the quality of life of your school community by:

- democratizing the process of decision making,
- setting relevant targets for the improvement of the school's environment,
- designing and implementing a plan, in line with the school's resources, to achieve these targets,
- integrating curriculum work with the day-to-day realities of the school community,
- exploring ways of fostering team work within your school as well as the community in which it is housed, and
- networking and sharing experiences and expertise with other local and foreign schools.
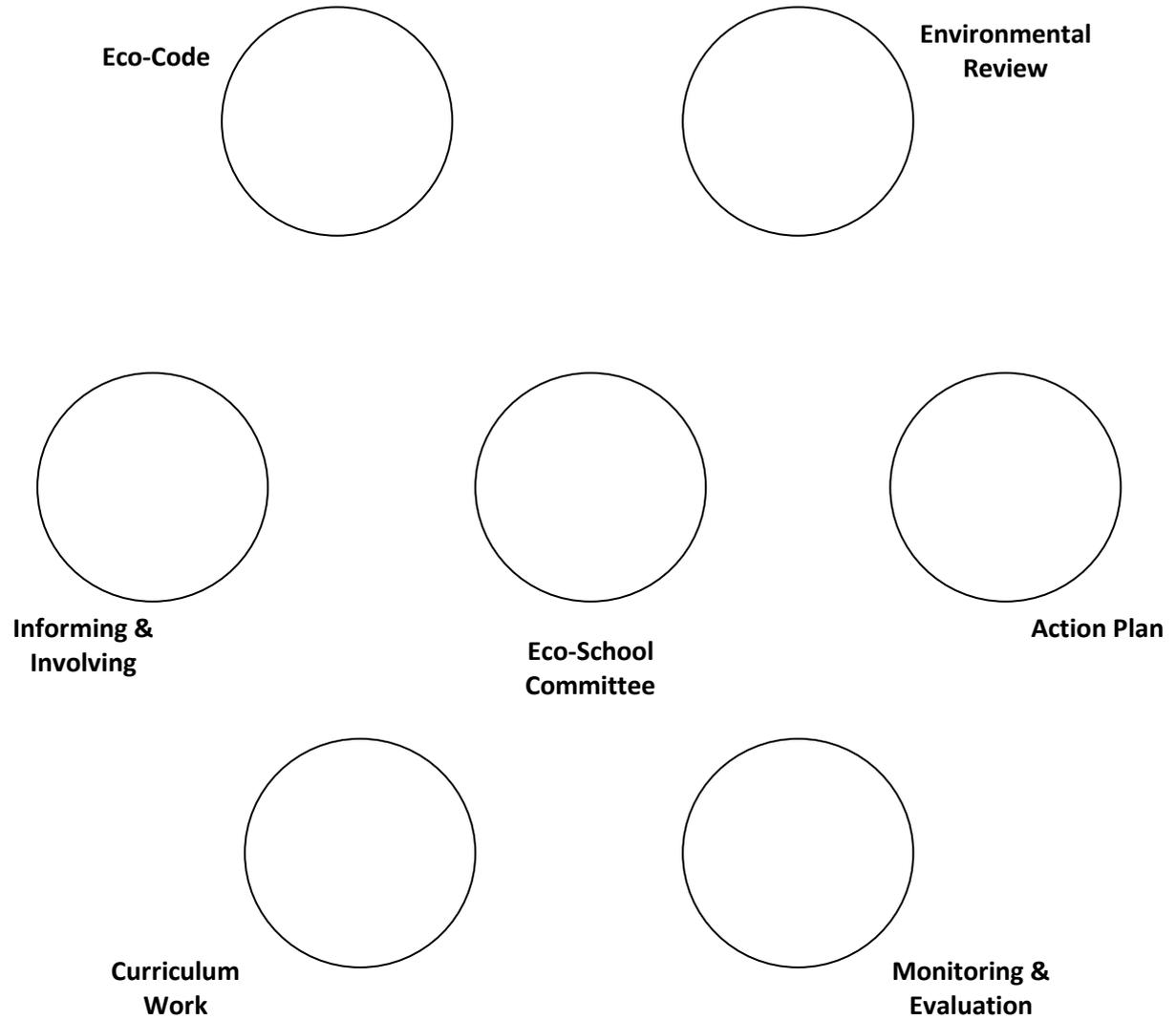
How does Eco-School function?

Eco-School seeks to develop environmental responsibility by adopting a whole-school approach in the design, implementation and monitoring of a School Environmental Policy that is intimately integrated into the School's Development Plan. The ultimate goal is to infuse, through deliberate choices, sustainable lifestyles into the school's day-today functioning so that this environmental ethic gradually becomes an integral part of the school. When a school gives evidence that it has achieved this goal, it is awarded the Eco-School award – the Green Flag.

Essential requirements for participation in Eco-School

- The principal of school should agree with the implementation of the programme
- There should be a positive disposition towards actively involving pupils in the decision making, implementation and monitoring phases of the programme
- The staff and the school community should be actively involved in the programme
- There should be a willingness to engage in long-term plans for the improvement of the school

The Seven Steps Methodology of the Eco-School Process

Eco-Code

Environmental Review

Informing & Involving

Eco-School Committee

Action Plan

Curriculum Work

Monitoring & Evaluation

The Eco-School Committee

The whole Eco-School process is dependent on the setting up of a committee whose main responsibilities would be that of:

a. developing, implementing and monitoring a school environmental policy that addresses the environmental concerns of the school community,
b. ensuring that the interest of **all** sectors of the school community are represented in the decision making process,
c. establishing adequate communication links with the whole school community, ensuring wide ownership of the programme, and
d. integrating the programme within the School Development Plan and the Local Agenda 21 initiatives of the local community.

The composition of the committee is up to each individual school. A typical committee could be made up of:

- a member of the school management team
- a school principal / PK 1/ HEM
- teacher/s
- pupils (this is an essential feature)
- a non-teaching staff member
- a parent
- a representative of the local council ('Majlis Perbandaran')

There is no particular way how the committee is to be set up. It might evolve from a group that is already active in the school, such as a Green Club, Students' Council or School Council. Or it can be set up from scratch through nominations by the pupils.

The school determines the number of committee members, but it is suggested that it is not too large. Other persons may be co-opted onto the committee if needed to perform particular jobs. Pupils must be adequately represented in the committee and ideally they should be selected from their peers after the prospective candidates explain why they are volunteering to be on the committee preferably during a school assembly. Celebrating the setting up of the Eco-School committee during a school function is a good way of generating interest of the school community in the programme. During such an activity the head of school might distribute certificates of membership.

Committee meetings should be organized at least twice a term, however, one would expect that during the initial stages of the programme, the meetings would be more frequent. Minutes of the meetings should be kept and communicated (on a notice board, or a newsletter, or website, or any other way) to the rest of the school community (including the School Council/Board of Governors) and preferably to the local community. It is expected that pupils take up responsibility (assisted by adult members of the committee) for certain management aspects of the community meetings (e.g. minute taking and communication).

The Environmental Review

Although each school might decide to start from any point in the Eco-School process, the first task of the committee is the design, implementation and evaluation of the school's environmental review. The review aims to:
- provide an opportunity to address environmental issues that are relevant to the school community,
- inform the school community about the state of the school's environment and the environmental impact of the school on its surroundings,
- identify aspects of the school's environment that are not usually addressed,
- help the school community to prioritize its needs re-environmental management,
- facilitate the drawing up of an environmental action plan, and
- provide tools necessary for monitoring the school's progress and implementation of the action plan.

Environmental Review Checklist

An environmental review checklist spanning the main areas of environmental concern is provided in the following pages. The school can either adopt it as it is or adapt it according to the school's particular needs. The school can even add new areas of concern.

a. The selection of the items to be reviewed can be facilitated by asking staff and students: "What do you like and dislike about your school?"
b. Children, with the help of adults, can gather the information gathered in the checklist from the school grounds. To facilitate the review process, it might be a good idea to assign different areas of the school to different 'reviewers'.
c. The data gathered is complied into a report that is circulated among the school community.
d. The committee meets to discuss the report in detail, to identify priorities and to plan for the next phase of the programme – The Action Plan

The checklist included in the following pages is sub-divided into sections that reflect the Eco-School themes:

Litter	Transport
Waste minimization	Healthy living
Energy	The School
Water	Nature and biodiversity

Besides sections reflecting the themes above, the checklist also includes two additional sections: "General", and "School Environmental Policy**".** The "General" section requires the school to get hold of information about the wider environment in which the school is situated.

Nevertheless, the school is free to choose other areas of environmental concern that are more relevant to its need and to revise the checklist accordingly. That is why each section in the checklist has a few blank rows and the last grid has been left blank.

Children, with the guidance of adults, can use the questions contained in these checklists to gather information about the state of the school's environment.

The section marked **Action needed, Action to be taken** and **Cost Involved** need not be filled in during the review, although they may come useful for jotting notes and bright ideas. These sessions can serve as discussion primers during subsequent Eco-School committee meetings and are also good indicators for items to be considered in the formulation of the action plan.

Environmental Review Checklist

General	Yes	No	Action needed	Action to be taken			Cost involved			
				Immediate	Soon	Later	High	Medium	Low	None
Environmental Info										
Is there any map/sketch of the school location within the district or a larger area?										
If yes for the above, is the following information based on the district /larger area available?										
Any forest reserves or protected areas (e.g. national parks, state parks, wildlife sanctuaries etc)										
Forest (highland/lowland), wetland, Green patches, plantation etc										
Demographic data (population, ethnic group etc), at least 3 major economic activities										
Major/Significant flora and fauna species										
All the government agencies, NGOs and other organization that deal directly and indirectly on environmental management/issues.										

General (cont.)	Yes	No	Action needed	Action to be taken			Cost involved			
				Immediate	Soon	Later	High	Medium	Low	None
Environmental Legislation										
Is a list of all the federal, state and local authorities' legislation, the respective lead agencies' names and information on their general functions (as applicable to your district/larger area) available?										
Have any of these agencies shared their expertise and/or conducted activities with the school community in the last 2 years?										
Environmental Report/Other Documents										
Are there reports or other types of documents kept in the school on the above 'environmental info' and 'environmental legislation'?										
Is there anyone in the school responsible for the safe-keeping of the reports/ documents?										

Litter	Yes	No	Action needed	Action to be taken			Cost involved			
				Immediate	Soon	Later	High	Medium	Low	None
Is there litter on the school grounds?										
Does the litter found on the school grounds come from the school?										
Does the litter found on school grounds come from outside the school?										
Are there enough litterbins in the school?										
Are they placed in the right places?										
Does the school have a clear policy or rules about litter?										
Is the chemical waste from laboratories and discarded materials from workshops properly disposed of?										

It would be a great idea to draw a plan of the school and mark it the sites where you find litter

Waste minimisation	Yes	No	Action needed	Action to be taken			Cost involved			
				Immediate	Soon	Later	High	Medium	Low	None
Reduce										
Are letters sent to whole families/ households instead of individual pupils?										
Does the school use email messages to contact families (who are able to access them), instead of issuing hard-copy memos?										
Are copies of documents archived on disk rather than in hard-copy form?										
Are long-life products chosen over short-life ones?										
Are materials bought in bulk to avoid excessive packaging?										
Does your school invite external speakers (experts or practitioners) to share messages on 3R campaigns?										
Does your school encourage pupils to bring their own reusable water bottles or food containers to reduce waste from disposable cups/plates/food packaging?										
Are used envelopes saved and reused?										
Are handouts printed on both sides?										
Is paper used on both sides before being discarded?										
Is there any attempt to re-use discarded paper for other functions? (as scrap paper, for art class projects as school decorations, as note pads etc.)										

Waste minimisation	Yes	No	Action needed	Immediate	Soon	Later	High	Medium	Low	None
				Action to be taken			**Cost involved**			
Recycle										
Is waste paper saved for recycling?										
Does the school have in-house recycling facilities or alternatively, access to recycling facilities elsewhere?										
Does the school use recycled paper?										
Is the toilet paper used in school washrooms made from recycled paper?										
Is the any initiative (based on formal guidelines or informal practices) to carry out composting using biodegradable waste from canteen, garden etc?										
Are waste items sorted into various categories (e.g.: glass, paper, plastic) for recycling?										
Purchasing Practices										
Does the school buy papers from suppliers who offer paper from sustainably managed forest (eg. FSC certified papers)?										
Does the school limit the use of materials from Styrofoam, polystyrene, any other non-biodegradable materials (e.g for cups or plates)?										

Energy	Yes	No	Action Needed	Action to be taken			Cost Involved			
				Immediate	Soon	Later	High	Medium	Low	None
Does the school use any renewable energy source (e.g. does it use a solar water heater?)										
Electricity										
Are lights kept switched off in empty rooms?										
Are low-energy bulbs used for lighting?										
Are shades/diffusers/bulbs kept clean to maximize light?										
Are windows kept clean to admit natural light?										
Are computer monitors, projectors, televisions, videos and other similar equipment switched off when not in use?										
Are photocopiers and other office equipment switched off when not in use?										
Are electrical equipment programmed to switch to standby mode when not in use?										
Are there any reminders (i.e. stickers) near switches to discourage wasting of energy?										
Does the school carry out energy saving campaigns?										
Does the school invite speakers (experts or practitioners) during this energy saving campaign or any other occasions?										

Energy consumption can be measured by reading the electricity meter and keeping a record of the readings. How does energy use vary during the day? During the year? Records can be compared, plotted on graph and exhibit on the school notice board.

Energy (cont)	Yes	No	Action needed	Action to be taken			Cost involved			
				Immediate	Soon	Later	High	Medium	Low	None
Heating/Cooling										
Are doors/windows kept open to allow in the natural breeze instead of switching on fans?										
Are air-conditioned rooms kept closed?										
Does the school service these air-conditioners regularly?										
Are all the school air-conditioners CFC-free?										

Water	Yes	No	Action needed	Action to be taken			Cost involved			
				Immediate	Soon	Later	High	Medium	Low	None
Is the water pressure too high leading to an excessive waste of water?										
Are press-taps fitted?										
Are there any dripping taps?										
Are dripping taps repaired quickly?										
Are toilets fitted with low-flow flushes?										
Is rainwater collected?										
If yes, is the collected rainwater used?										
Are there any stickers stuck near taps to discourage wasting of water?										
Is water sourced from wells or natural clean streams nearby?										
Does the school carry out water saving campaigns?										
Does your school invite external speakers (experts or practitioners) during this campaign or any other occasions?										

				Action to be taken			Cost involved			
Transport	**Yes**	**No**	**Action needed**	Immediate	Soon	Later	High	Medium	Low	None
Do staff and pupils mostly come to school by public/school transport?										
Do most private cars bring two or more people to school?										
Does a good number of staff and pupils cycle to school?										
Does the school have proper facilities for parking bicycles?										
Does the school promote walking and cycling as a way to come to school?										
Is there a network of safe walking/cycling routes to the school?										
Are pupils made aware of these networks?										
Does the school provide information to families about school transport facilities?										
Does your school invite external speakers (expert or practitioners) to deliver presentations on road safety?										
Is there a car-pooling programme amongst teachers, the other school staff or parents who bring their children to school ?										

Most of the answers can be obtained through surveys.

Healthy living	Yes	No	Action needed	Immediate	Soon	Later	High	Medium	Low	None
				Action to be taken			Cost involved			
Healthy Food										
Does the school have a policy for healthy eating?										
If yes, is the policy followed strictly?										
Do the pupils' packed lunches contain healthy food?										
Does the school canteen sell healthy food?										
Is information provided on the nutritional content of meals sold by canteen operators?										
Are canteen operators discouraged from selling unhealthy snacks and soft-drinks?										
Does the school carry out campaigns to promote healthy eating?										
Physical Activity										
Are opportunities provided for teachers and students to engage in an appropriate amount of physical activity?										
Does the school have campaigns to promote regular exercise?										
Does the school organise recreational events such as sports days or cross-country runs?										

Healthy living	Yes	No	Action needed	Action to be taken			Cost involved			
				Immediate	Soon	Later	High	Medium	Low	None
Healthy Relationship										
Does the school have an effective 'Anti-bullying' policy?										
Does the school have an effective 'Buddy' system?										
Do teachers actively promote healthy lifestyles during their lessons?										
School Grounds: Safety, recreation and aesthetics										
Are the school grounds free from hazards?										
Do the school grounds provide a rich environment for play?										
Are there games (e.g. hopscotch grid) provided in the playground?										
Are there murals and artworks decorating the school?										
Are these murals and artwork nature-themed?										
Are the corridors used to display pupils' work and other school activities?										
Are there places where pupils can sit comfortably indoors (besides in the classroom)?										
Are the works done by the pupils adequately displayed in class?										
Are plants kept in classrooms and corridors?										
Does the main school entrance have a welcoming feel?										
Is the Eco-School notice board placed in a prominent position?										

School Environmental Policy	Yes	No	Action needed	Action to be taken			Cost involved			
				Immediate	Soon	Later	High	Medium	Low	None
Does the school have an environmental policy?										
Does the school have environmental clubs or societies?										
Does the environment feature regularly in the school's calendar of activities?										
Does the environment feature regularly in the teaching/learning activities?										
Are environmental topics used for projects and theme teaching?										
Are pupils involved in the care of the school's environment?										
Has the school joined an external environmental organization?										
Does the school encourage 'green' practices at home?										
Does the school organize nature-based outings or tours?										

Nature and biodiversity	Yes	No	Action needed	Action to be taken			Cost involved			
				Immediate	Soon	Later	High	Medium	Low	None
Does the school have shaded places for people to sit and talk?										
Does the school have a garden?										
Does the school have a pond?										
Does the school have trees?										
Does the school have patches of ground where plants are allowed to grow wild?										
Is there equipment (e.g. nest boxes, bird tables, bird bath) installed in the school to attract birds?										
Does your school have a mini forest / wetlands or natural canals?										
Landscape management										
Is the landscape around school buildings well-planned?										
Is there a well-planned grassy area, field and sports centre?										
Does the school avoid setting up mini-zoos or keeping animals in cages?										
Does your school have enough flowering or fruiting plants to attract birds, bees and butterflies to the compound?										

The Action Plan

After completing the environmental review, the Eco-School committee can proceed to the next step in the Eco-School process: the compilation of an action plan.

The data gathered from the environmental review will highlight the environmental issues that the school needs to address. The Eco-School committee will now need to go through and prioritize these environmental concerns. The section marked **Action needed, Action to be taken** and **Cost involved** (refer to the Environmental Review Checklist) can serve as discussion primers as well as good indicators for items to be considered in the formulation of the action plan.

The action plan consists of a series of timetabled targets aimed at achieving goals identified by the environmental review. The action plan should identify deadlines, persons responsible for the actions and (if possible) how the actions are related to the curriculum. A sample action plan is given below:

Action	Aim	Person Responsible	Time	Curriculum Link
Anti-litter poster campaign	Raise awareness of the anti-litter campaign throughout the school	Junior Pupils	Month 1	Arts & Craft
Anti-litter presentation to school during morning assembly	Awareness raising	Senior Pupils	Month 1	Bahasa Malaysia English Religion
Newsletter to parents about anti-litter campaign	Informing and involving the wider community	Senior Pupils	Month 1	Bahasa Malaysia English IT
Monitor litter in school	Monitoring activities	Committee	Ongoing	
Display and update litter graphs on the Eco-School Notice Board	Awareness raising	Committee	Ongoing	
Review targets	Programme evaluation	Committee	Month 3	
Repeat awareness raising activities		Junior & Senior Pupils	Month 4	
Review targets	Programme evaluation	Committee	Month 6	
Celebrate success	Encourage further participation in Eco-School	Whole School	Month 6	

Make sure that …

If prior to participating in Eco-School, environmental issues were not considered a priority for your school, then there is a tendency that the environmental review unearths a large number of targets. Avoid being too over ambitious. Do not give in to the temptation to address all issue at once.

It is important that as pupils progress along the action plan, they experience success. Therefore, make sure that you:

a. set realistic and achievable targets,
b. distinguish between short, medium and long term targets, and
c. prioritize targets.

Remember that Eco-School award celebrates commitment to improve the school environment rather than achieving environmental perfection. The process is more important than the product.

When compiling the action plan remember that you need to monitor and measure your progress. Besides identifying what needs to be done, it is useful to clarify WHY you are taking that particular action and HOW you will decide whether you achieved your objectives or not.

Careful monitoring and measuring of your actions can help ensure that the targets outlined in the action plan are being properly addressed and achieved. Besides providing feedback about the effectiveness of the actions, monitoring allows the Eco-School committee to critically evaluate the strategy being adopted and identify possible alternative ways of proceeding.

Actively involving pupils in the monitoring process helps children develop responsibility and a sense of ownership over the whole project. This implies that the monitoring instruments chosen (or designed) should take into account the children's age group and ability. The choice of monitoring methodologies is also dependent on the type of information that needs to be gathered, for example:

- Certain factual information can be gathered through simple methods … such as weighing rubbish bags, taking regular readings from water and electricity meters, calculating the purchase of paper from receipts, etc.
- Questionnaires and simple interviews are the best methods to gather information about people's impressions and attitude.
- Photographs can provide an accurate record of how a project (e.g. the embellishment of the playing grounds) is developing.

One of the most important aspects of the monitoring exercise is evaluation. After the data is gathered the Eco-School committee needs to go through the aims of the action plan and decide:

- whether the activities are successful,
- what alternative actions need to be taken to be more effective, and
- what new actions need to be taken to address emergent needs.

Eco-Schools is a WHOLE school project and therefore it is very important that the results of the monitoring and evaluation exercise are shared with the whole school community. This is where an Eco-School notice board comes in handy! Displaying charts depicting the state of the school environment can be an effective way of communicating the results of the action plan. The school community can be greatly motivated if it is getting clear and regular feedback about the impact of its effort.

Celebration is another powerful motivating agent. Celebrate your school's achievements as widely as possible through newspaper articles, newsletters, during school functions AND within the wider local community. Besides generating a general feeling of well-being that maintains the momentum of the project going, these celebrations provide a great opportunity for the promotion of Eco-Schools.

Besides enhancing the profile of the programme, linking Eco-School activities to the curriculum ensures that Eco-School is truly integrated within the school community. The general strategy suggested is that of infusing environmental education concepts into the already existing subjects and **not** that of presenting a new subject. Besides increasing an awareness of the environment, the weaving of an environmental education dimension in a particular subject enriches the subject concerned and thus makes it more relevant and interesting. This infusion need not be a laborious task. The amount of linking is dependent on how the curriculum is structured and on the teachers' willingness to engage in this initiative. Teachers might introduce environmental education principles through incidental teaching or even through planned systematic teaching aimed at covering a particular aspect of the curriculum.

The National Curriculum

Although there is yet to be an Environmental Education Policy ratified and introduced in the National Education Policy, environmental education has been infused since the early 1990s in almost all the subjects either thorough respective subject themes, chapters, sub-chapters, units and so on. As such, the infusing guidelines for primary and secondary schools, which offer several measures that facilitate the infusion of environmental education in the educational system and processes (as below) should be followed:

The National Curriculum advocates a learner centered education by:

  a. promoting thematic teaching and interdisciplinarity,
  b. ensuring relevance of knowledge to the learner's experiences,
  c. encouraging active learner participation,
  d. helping the development of critical thinking and participatory skills,
  e. presenting an assessment policy that promotes a learner oriented pedagogy,
  f. catering for life-long education, and
  g. promoting a global perspective.

The National Curriculum also promotes decentralisation by:

  a. encouraging interaction with the community and NGO participation,
  b. assigning more autonomy to schools, and
  c. promoting action research.

The principles outlined in the National Curriculum mirror the basic principles underlying the Eco-School programme. Participation in the Eco-School programme should thus be viewed as a tangible opportunity to implement the National Curriculum.

The list below broadly illustrates some ideas how environmental education can be integrated with certain curriculum subjects. For more specific ways of integrating environmental education with various subjects in the curriculum, teachers are encouraged to visit the Eco-Schools International Co-ordinator website http://www.eco-schools.org.

Languages
   a. discussing the various aspects of specific environmental issues
   b. report writing and keeping minutes during meetings
   c. writing letters to: politicians, education authorities, councilors, community leaders, newspaper editors, business persons, industrialists, etc.

Mathematics
   a. designing and conducting surveys
   b. collating results and presenting them as graphs
   c. carrying out mathematical calculations
   d. managing finances

Religion
   a. learning to consider the environmental as a gift from God to be enjoyed by all humanity
   b. considering different ways how children can become stewards of creation
   c. understanding how a person's action may have a negative impact on others

Social Science
   a. reading/producing maps of the school and the locality and using keys to highlight important sites
   b. understanding how human interact with their environment
   c. using photographs, documents, oral accounts and other sources of information to learn how certain places and lifestyle have changed throughout the years

Natural Sciences
   a. making observations and gathering data about an environmental problem
   b. exploring various habitats and the adaptations of plants and animals living in them
   c. investigating different materials and how they are used
   d. looking at energy use, loss and conservation

ICT
   a. using spreadsheet software to organize and present research results
   b. using publishing software to publish reports
   c. using presentation software to prepare presentations about specific projects

Physical and Health Education and Civic and Citizenship Education
   a. choosing healthy food and healthy lifestyles
   b. developing communication skills to improve the sharing of ideas
   c. developing interpersonal skills to help children work in groups

Technology Education
   a. designing and building a waste separation point based on the various properties of the different types of waste
   b. designing and making a waste compacter

Art & Design
   a. drawing murals and producing sculptures to embellish the school
   b. producing posters, leaflets, stickers and badges to support campaigns
   c. organizing art festivals and exhibitions celebrating the school's progress in becoming an Eco-School

ECO-SCHOOLS	Facilitator's Resource Sheet 7 Informing and Involving

One of the essential components of the Eco-Schools process is the dissemination of the activities throughout the school, the children's homes and the community at large. The idea is to inform as many individuals as possible about Eco-Schools **and** to actively involve them in the process, hence promoting local Agenda 21 principles.

Involving the wider community does not only serve to give publicity to the school's initiatives, but also brings a range of benefits. Parents, local businesses and local councils can be sources of advice, information, practical help and even money, all of which are essential for the success of the programme.

The following are some ideas how Eco-School committee can plan for dissemination:

Involving the whole school

- hold a school-wide election campaign for pupil representatives on the Eco-School committee
- dedicate school assemblies during which prospective pupil representatives can explain to the rest of the school why they are contesting the elections
- publishing information gathered during the environmental review on the Eco-School notice board so that the whole school can be kept updated regularly about the progress being made in addressing the targets set
- hold school-wide surveys to gather information about the state of the school's environment
- regularly utilise assemblies to launch Eco-School activities and to communicate any progress made thus, children can be encouraged to utilise diverse presentation methods (e.g. drama, music, presentation software) to make their communication more effective
- publish information about the Eco-School activities in the school's website (or in its absence, produce an Eco-School website for the school)
- hold a school-wide competition for the wording and design of the school's Eco-Code
- organize a yearly Eco-School celebration event during which the whole school can celebrate the success achieved during the year

Involving the community

- produce a newsletter that regularly keeps parents updated about the Eco-School process. Copies of the newsletter can also be sent to other members of the community (e.g. local council, local businesses, relevant government agencies and NGOs)
- send letters to local businesses seeking support for initiatives
- ask resource persons from the community to come to the school to give talks or offer help in particular tasks
- hold press releases publicising Eco-School activities, research results and achievements
- hold community-wide surveys to gather information about the environmental issues that are mostly relevant
- disseminate the school's Eco-Code within the community
- invite people from the community to attend the Eco-School celebration event

The Eco-Code is your school's mission statement and commitment towards improving its environmental performance. It is usually presented in a clear and imaginative way and displayed in a prominent place in the school.

The Eco-Code is essentially a list of objectives based on the action plan and should reflect the main actions that the school community has agreed to adopt.

The active role of the pupils in choosing the right wording and the design of the Eco-Code should be central. This will ensure that the pupils understand the values and responsibility implicit in this document. Civic and Citizenship Education classes present an ideal setting for students to explore their responsibility in maintaining the school's environmental values.

The presentation of the Eco-Code is completely up to the school. The statement can be composed of a series of phrases or a poem or a song. Eye catching illustrations are usually included to make the Eco-Code more appealing.

The Eco-Code will need to be updated annually as new environmental issues emerge and are addressed by the school community.