



EARN AN ECO-SCHOOLS AWARD

Eco-Schools awards are an opportunity to celebrate major milestones on the journey to become a more sustainable school. These recognitions not only signify a school's commitment to sustainability—they showcase achievements in which the entire community can take pride.

The process:

- Write or create a portfolio of your progress throughout the 7-Steps of your pathway(s)
- Present your portfolio to your local Eco-Schools coordinator at ecoschools@buei.bm
- An assessment will be conducted by local experts to determine whether all the criteria has been satisfied for an award.

Your school can earn one of these awards:



Green Seed: Complete one pathway following the 7-Steps Framework.

The Green seed award is the first of the three Eco-Schools Bermuda awards. To be eligible for the Green Seed award, a school must follow the 7-Step Framework to complete their first pathway. This usually can be completed in one academic year. For many, this is the first symbol of success in the Eco-Schools Bermuda Programme.



Green Shoot: Complete a second pathways following the 7-Steps Framework

To be eligible for the Green Shoot award, a school must follow the 7-Step Framework to complete two pathways. While many schools begin by working on a single pathway to achieve a Green Seed Award, a school may elect to begin with two pathways to work toward a Green Shoot Award straight away.



Green Flag: Complete two pathways PLUS the “Climate Change” pathway following the 7-Steps Framework

The most prestigious of Eco-Schools awards, the Green Flag Award is an international recognition of a school's commitment to action for sustainability. Green Flag schools in Bermuda also demonstrate a commitment to climate action and awareness by completing the 7-Steps process for the Climate Change pathway.

Assessment:

Green Seed and Green Shoot awards are self-assessed by school applicants and the Eco-Schools national operator.

Applications for a Green Flag award are to be assessed by a group of local experts in the field. This outside team will evaluate your Eco-Committee portfolio using the criteria of the award you have applied for.

After becoming a Green Flag Eco-School, evaluations of this award occur every two years. A school is considered a permanent Eco-School once it has gained its fourth Green Flag Award (9 pathways), at which point sustainability has been fully woven into the fabric of the school's culture.

Award Overview Guideline:

The three Eco-Schools awards are outlined here in detail. Follow along throughout the year and use as a guideline when writing award application portfolios.



The 7-Steps	Green Seed	Green Shoot	Green Flag
Eco-Committee	The school has identified an Eco-Committee comprised of a diverse group of teachers and students. The Eco-Committee meets four times a year, and informal minutes are kept at each meeting. The Eco-Committee informs the whole school of team actions and events.	The school has identified an Eco-Committee comprised of students, teachers, and community members. The Eco-Committee meets a minimum of six times a year. Students are part of the decision-making process and share responsibility for keeping minutes at each meeting, as age appropriate. Student members of the Eco-Committee share information, actions, and events with the whole school.	Fifty percent of the Eco-Action Team is composed of students, in addition to teachers, other school staff, and community members. The Eco-Committee meets a minimum of eight times a year. Students take significant responsibility, as appropriate, for conducting the meetings, are part of the team's decision-making process, and help keep minutes. Students actively engage other students and take suggestions from the student body.
Sustainability Audit	A Sustainability Audit of the school is conducted using the audit form for the team's chosen pathway. Students are involved in conducting the audit. The Eco-Committee analyzes the data and draws conclusions. Results of the audit are shared with the whole school community.	Baseline Sustainability Audits for two pathways have been conducted. Students play an active role in conducting the sustainability audits. Results of the audits are shared with the whole school.	Sustainability audits for at least three pathways are conducted on a formal and comprehensive basis. Students are involved in conducting the environmental audit and engaging resource specialists in the community. Results of the audit are shared with the whole school and wider community.
Action Plan	Results from the Sustainability Audit are used to develop an Action Plan that is focused on one pathway. The Action Plan is shared with the whole school community. The Action Plan is used to take at least one action at the school to address an Eco-Schools pathway for improvement.	The Eco-Committee uses results from the Sustainability Audits to inform and develop an Action Plan that includes measurable actions. The Action Plan is used to take at least one action at the school for each pathway, addressing areas for environmental improvement. The Action Plan is shared with the whole school and greater community.	Develop an action plan based on Sustainability Audit results. Action Plan goals are to be quantifiable. A range of actions are planned to mitigate environmental problems, targets are prioritized, and cost-benefit information is provided for each action. The Action Plan is shared with the entire school and local community.
Monitor and Evaluate	The Eco-Committee monitors progress toward achieving actions stated in the Action Plan. Successes and challenges are noted in meeting minutes. The post-action audit for the selected pathway has been completed.	The Eco-Committee monitors and reviews progress against the Action Plan's goals and timeline. A digital, oral, and/or written progress report is provided to the whole school. The school shows significant progress on one large-scale project that is focused on the two selected pathways or one project for each selected pathway. The post-action sustainability audits for the pathways have been completed.	The Eco-Committee monitors and reviews progress against timeframes and targets outlined in the Action Plans. Progress and challenges are communicated to the whole school and wider community. The school shows significant progress on several large-scale projects that are focused on three pathways. Students are engaged in monitoring and evaluation. Data is used in academic classes, where applicable. Conduct the post-action pathway audit.
Curriculum	In most grade levels, students are engaged in interdisciplinary, authentic learning experiences around environmental topics.	At all grade levels students are engaged in interdisciplinary, authentic learning experiences around environmental topics. Students' environment-based learning experiences are rooted in inquiry and allow them to hone and apply science and engineering practices.	Environmental topics are integrated into the classroom at all grade levels and across disciplines. Students learning experiences are authentic, place-based, and inquiry driven. School staff are provided with professional development and training in association with best practices, knowledge, and skills for environment-based education.
Involve Community	The school has a prominent, designated way to communicate with the whole school and greater community, such as a bulletin board, website, or newsletter that details Eco-Schools activities and accomplishments.	The school has a prominent, designated way to communicate with the whole school and greater community, such as a bulletin board, website, or newsletter that details Eco-Schools activities and accomplishments. Multiple grade levels, along with community volunteers, engage in a minimum of three Eco-Schools related activities, such as (but not limited to) Eco-Committee meetings, classroom or whole-school speaking engagements, audit support, and professional services support.	The school has a bulletin board, display case, website, and/or newsletter which details Eco-Schools activities. The entire school, along with volunteers from the community, engage in a number of Eco-Schools activities. A special event is planned that engages the greater community in learning about and helping with Eco-Schools projects. Students write about Eco-Schools projects for local papers, magazines, and/or digital outlets. The school shares its Eco-Schools projects with other local schools and with the global community through digital communication, i.e. Facebook.
Eco-Code	An Eco-Code is developed that includes input from the whole school and is agreed upon and adopted.	The Eco-Committee develops an Eco-Code with input from the whole school. The code is then agreed upon, adopted, and prominently displayed by the school.	An Eco-Code is developed with input from the whole school and is agreed upon and adopted. The finished Eco-Code is prominently displayed for all to read as they enter the school and is prominent in common areas around the school.