



National Criteria Jordan



“Foundation for Environmental Education (Fee) National Criteria”



Introduction:

The Eco- Schools program is an educational and environmental sustainability driver that was created to implement sustainable development in schools through actively encouraging and involving students in managing their household and school to further benefit the environment.

The Foundation for Environmental Education (FEE) is a non-governmental, non-profit organization promoting sustainable development through environmental education. The FEE program has the largest environmental education program in the world and is recognized internationally by the United Nations Environment Programme UNEP. It provides the green flag - an environmental landmark and sign that indicates a winning school, a school that gives a positive contribution to the global environment.

Any school can participate in this program regardless of their academic level, provided that there is enough support from the administration. In June 2008, the Royal Marine Conservation Society of Jordan (JREDS) was approved to become a member of the FEE program on behalf of the Hashemite Kingdom of Jordan; therefore becoming the first country in the Middle East of such an international membership.

Consequently, JREDS has worked on the development of specific national standards for FEE to help and support participating schools implement the program inside and outside school premises, further creating a systematic and organized system. These standards will help these schools achieve the highest standard in the Eco-Schools program, thereafter developing the environmental knowledge of the students, staff, teachers and the local community. It will also assist schools in saving up to 40% on their water and electricity bills.

To achieve what was previously stated, it is important to adhere to the instructions and criteria listed in this manual to help the school evaluate its environmental status and reach its highest standards.

“ General Criteria ”



The following criteria help clarify the importance of the Eco-Schools program within a school. It also strengthens the idea of commitment for this program.

- 1- This manual acts as an agreement of conduct between JREDS and the participating school.
- 2- The schools participating in the program must apply all the criteria related to the 7-steps methodology in a one academic year only.
- 3- All the activities related to the Eco-Schools program should be properly documented using proper documentation tools. Schools should send all the documents to JREDS by the end of the school year.
- 4- The Eco-Schools coordinator should take digital photos for all activities done by the eco-committee, students, and others. The photos should be sent to JREDS electronically without any amendments (like Photoshop or movie maker).
- 5- The eco-committee should plan and implement all the requested activities in the criteria with the assistance of the Eco-schools coordinator and under his supervision.
- 6- The Eco-Schools coordinator will assign an assistant in each participating school whom is knowledgeable about the schools chosen theme area.
- 7- The criteria mentioned in this manual are the minimum required activities for the school to get the Green Flag. Therefore, schools are competing among each other to work beyond the criteria, perform better and being creative in implementing the program.
- 8- Kindly note that, all documents related to the Eco-Schools program that are sent to JREDS are not allowed to be retrieved or reused for other purposes.
- 9- The orange color represents the bronze level, the grey color represents the silver level; at this level the criteria becomes more precise and the levels of achievement is a bit harder. The green color represents the highest level (the green flag); at this point the schools reach the highest level of implementation and achievement in this program.
- 10- Reaching a higher level cannot be achieved unless all the criteria set for each level is accomplished. Therefore, aiming for a higher level means that all the criteria set in the previous level must be completed.

“ The Seven Steps ”

The Eco-Schools program encourages students to take an active part in managing their schools through their participation in decision making processes that will in turn benefit their environment and further touch on social aspects.

The national criteria of the Eco-Schools program constitutes of 7 steps that are easily implemented in any school, these steps are provided to help the participating schools in implementing the necessary actions to be part of this program and become with hard work a great example of an environmental school. This will help benefit the students, the school and the local community all in the same way.

These set criteria are further categorized in 3 levels of achievement:

- 1- The Bronze Level: this level is achieved by implementing basic steps and actions to help set the school in its right environmental path.
- 2- The Silver Level: this level is achieved with more work and better concentration on smaller detailed issues that help keep the program sustainable in the school.
- 3- The Green Flag: this is the highest level of achievement, which needs great amounts of work, effort and concentration. This will lead the school to the highest environmental standards possible in this program.

Reaching a higher level cannot be achieved unless all the criteria set for each level is accomplished. Therefore, aiming for a higher level means that all the criteria set in the previous level must be completed.

The national coordinator of the Eco-Schools program is responsible to communicate with all the schools joint in the program and offers help, support and advice. This will be made possible by the organizing workshops and scheduling meetings and visits.

These criteria are the minimum requirements for achieving the green flag. Different schools in the program therefore compete for that level of standard to achieve its environmental goal.





1) Environmental Committee

The mechanism of creating an environmental committee is one of the initial steps in changing a school to become an Eco-School. The environmental committee has the full power and responsibility to undertake actions that comply with the Eco-Schools program in the school. The environmental committee students are therefore the focal point of establishing environmental activities in the school and are responsible for all program implementation.

The program should be democratic throughout its execution and further encourage students to be as active and creative as possible throughout this initiative.

Bronze Level

- All program items and points indicated in this criteria manual should be implemented through the environmental committee and supervised by the program coordinator.
- Establishing an environmental committee that consists from 15 to 20 students.
- The environmental committee students should get the full consent from their parents after having the parents be briefed about the Eco-Schools program and the environmental committee roles and responsibilities.
- The environmental committee should include students from all ages and classes equally.
- All environmental committee meetings should have meetings minutes that include:
 - Date.
 - Number of present members.
 - Issues discussed.
 - Agreed results.

Silver Level

- At least 50% of the environmental committee should include students that have previous experience in environmental activities.

- The environmental committee should include at least one member of the following :
 - Students' parents.
 - School workers.
 - Local environmental NGO.
 - Schools administrators.
- The environmental committee should commit to meeting at least 7 times in the 1st semester and at least 5 times in the 2nd semester.
- The environmental committee should inform the program coordinator about the following, no later than 1 week after any change has occurred:
 - The number of students.
 - The number of parents.
 - The number of school staff (workers and admin).
 - Any other changes.

Green Flag

The environmental committee should be an active part in all decision making processes that affect the schools environment.

The environmental committee should send meeting minutes to the program coordinator after every meeting.

The environmental committee should pronounce and communicate all meeting results to the entire school (staff and students).

The program coordinator should have one person acting as his representative from the schools teachers.





2) Environmental Review

The second step the environmental committee should accomplish is an environmental review on the school. The environmental review is a primary way to distinguish the schools current environmental condition and later set goals to help improve it. These steps should be performed at the beginning of every academic year.

The results of the environmental review will act as a baseline in creating a full action plan that will help determine the positive changes that need to occur; the very important changes and the social behavioral changes the school needs to modify. This process will therefore help in setting reasonable aims and objectives the environmental committee will use to formulate an action plan for the academic year.

Bronze Level

- An environmental review should take place at the beginning of each academic year.
- The environmental committee together with the program coordinator should be responsible for reviewing the school.
- New participating schools:
The environmental committee should indicate one important environmental aspect they want the school to concentrate on.
- Old participating schools:
The environmental committee should indicate two important environmental aspects they want the school to concentrate on.
- The environmental committee should calculate the amount of Carbon Dioxide the school emits by going back to point 5.2 in the teachers manual.
- The school's administration department should agree on the review and fully support it. This should also be documented however possible.

Silver Level

- The environmental committee should communicate the negative effects of the chosen topic to the school's students, staff and parents.
- A full environmental review should take place for all environmental aspects in the school.
- The environmental committee should document all review results and detail all environmental impacts.

Green Flag

The environmental committee should present a detailed report portraying the reasons behind the chosen aspect to the program coordinator.

The environmental committee should make use of point 5.3 in the teachers manual to help them indicate the sources of the environmental problems in the school.

The environmental committee should indicate the positive behaviors of the school's staff, students and parents present within the chosen environmental aspect.

The environmental committee should communicate the results of full review to the whole school.





3) Action Plan

The action plan is considered one of the most important issues in the Eco-Schools program. The action plan is derived from the results of the environmental audit which is conducted in the previous step. These results can also help prioritize the issues that should be handled and later establish an action plan that is easily and reasonably evaluated. Students should therefore be fully involved in preparing the action plan as is the case in all FEE project activities.

Bronze Level

Creating an action plan that is directly related to the environmental audit conducted in the specific environmental theme chosen.

The action plan should include the following:

- The environmental problems that are directly related to the chosen theme.
- The activities that will help solve these problems.
- The direct aim and objective for each activity.
- The indicators for each activity.
- Activity description.
- The direct person/people responsible for the activity.
- The action plan time frame.
- The budget needed to accomplish the action plan.

The project indicators should be reasonable so that they can be used to measure the accomplishment of each activity.

Silver Level

The action plan objectives should be reasonable and able to accomplish the set time frame.

The action plan and its activities should be applicable to the environmental committee age and capabilities.

The action plan should be approved by the school's administration department.

Green Flag

The action plan should be shared with all school's staff, students and parents. It should also be placed in areas where these people can be able to read and compare results.

The action plan should include the following important aspects:

- The local communities integration with the action plan.
- Providing awareness for the local community.
- Curriculum linking.
- Awareness to the school students, staff and parents.
- Monitoring and evaluation.

One dedicated person from different departments in the school should be actively involved in the preparation phase of the action plan.

Other students in the school should also play an active role in proposing solutions and activities when preparing the action plan.

The action plan should have an item indicating the positive impacts and social behaviors of the school.





4) Monitoring and Evaluation

Monitoring and evaluation is a direct way in establishing whether the action plan is being implemented, and whether each activity should be modified or changed if there was any negative impacts. Monitoring and evaluation moreover, allows the objective of the project to be implemented in a sustainable way.

Monitoring and evaluation will allow you to evaluate the positive impacts of your Eco-School and further give you a great opportunity to integrate environmental aspects in the curriculum (which is the 5th step in the overall Eco-Schools criteria). Monitoring and evaluation will more so allow you to gain the ability to solve problems, think of solutions, and work within a group.

Monitoring and evaluation procedures are chosen according to the aims and objectives that have been specified in the action plan. These are all therefore put according to the proposed environmental theme chosen in earlier stages, the student's age, capacity and capability.

Bronze Level

Monitoring and evaluation is done after each activity according to success indicators established in the action plan.

The environmental committee should prepare and submit a report to the national coordinator of the Eco-Schools program, that specifies the successes and failures of the activities and how hard or easy their implementation was.

Silver Level

Monitoring and evaluation is performed for all the action plan after each semester.

An monitoring and evaluation will be performed after each semester to specify the environmental change the school has went through after the action plan.

The environmental committee should prepare a report for the national coordinator of the Eco-Schools program that specifies the activities performed, the errors and the amendments made on the action plan.

Green Flag

The environmental committee should inform the whole school about the results of the monitoring and evaluation conducted, and further point out the successes and failures according to the action plan.

The environmental committee should prepare a report for the national coordinator of the Eco-Schools program that specifies the following :

- The monitoring and evaluation time frame.
- The accomplished goals and objectives for each activity.
- The limiting factors (whether time, human or other).

Note: The national coordinator for the Eco-Schools program or their appointed representative in the school will perform monitoring and evaluation visits as they see fit without any prior notification.





5) Curriculum Work

Curriculum linking works on integrating the Eco-Schools program into day to day activities. The best way to involve the program into the school is to link the Eco-School activities and knowledge into the curriculum already found in the school. This curriculum linking nourishes the material taught to students, and allows more knowledge to be passed through different applications in different subjects.

Curriculum linking is a tough process and is affected by the curriculum's subject, information and teachers efforts. Nevertheless, teachers can link the Eco-Schools program within their taught subjects either by adding new information or by integrating new activities and homework.

Bronze Level

Curriculum linking should be made possible with no less than 20% of the teachers in the 1st year, and/or no less than 20% of teachers in every year that follows.

The curriculum linking in the school should reach a 100% after its 5th consecutive year.

Each teacher should at least give 1 example of their curriculum linking for each semester.

All set curriculum examples should be about the chosen environmental theme the school has chosen.

Silver Level

All paper worksheets and information prepared by teachers should be photocopied and filed in the teacher's portfolio, which is then given to the national coordinator for evaluation.

Use some of the examples set in the teacher's manual point 2.2.

Two classes should be given for every grade per semester about the Eco-Schools program.

Green Flag

Using no less than 25% of free classes for school students to further educate them about the program and how they can contribute to the program's objectives.

The environmental committee should prepare presentations about the Eco-Schools program. The role of the environmental committee and climate change, and present them to different classes in the school (should not be less than 25% of the free classes).

Two reports should be submitted to the national coordinator of the Eco-Schools program per semester about the different activities the teachers have performed.





6) Involving the Wider Community

One of the most important aims of the Eco-Schools program is increasing the awareness of the local community and the students. It also encourages the participation of as many people as possible, thus raising awareness through the students participating in this program to the local community. Involving the wider community brings a wide range of benefits. Parents, neighbors, local businesses and the local authority can be sources of advice, information, practical help and financial assistance. This is also an ideal opportunity to raise the school's profile within the community through the production of newsletters to parents, press releases to the local paper, open days, etc. However, the day-to-day involvement of everyone in the school's activities is essential. Activities such as recycling, saving energy and water and litter awareness can only be a success if everyone is involved in doing them.

Bronze Level

The following personal should have enough knowledge about the Eco-Schools program:

- School students.
- School staff.
- School administration.
- Student's parents.

The whole school should have access to information regarding the program through:

- The schools website.
- The schools radio.
- The schools published articles, posters and signs etc.

The complete documentation of all the activities performed and achieved in this step.

Silver Level

The local community surrounding the school, along with the students parents should have enough knowledge about the Eco-Schools program.

The environmental committee should have one of the following members:

- One parent.
- One school staff member from the administration.
- One person from any local environmental NGO.

The appropriate media should be used to build the awareness of the students parents about the Eco-Schools program.

Carry out at least one environmental day in the school's academic year and allow parents and the local community to be present.

Green Flag

Preparing at least one press release about the Eco-Schools program and publishing it in a local newspaper or participating in a radio interview about it.

The environmental committee should choose one person from their committee to be responsible for media issues as follows:

- Announcing that the school has joined the Eco-Schools program.
- Announcing the schools activities to the local people and the extent of their participation.
- Update the local community about the previous steps and their commitment and involvement to the Eco-Schools program.
- Announce the publications that the school has written about the Eco-Schools program and further publicize their newsletter.





7) Eco-Code

The eco-code is a mission statement. It should demonstrate, in a clear and imaginative way, your school's commitment to improving its environmental performance. It should be memorable and familiar to everyone in the school.

The eco-code should list the main objectives of your action plan, covering real actions that students and staff intend to carry out. It is crucial that students play a key role in the development of the eco-code, as this will give them a greater sense of responsibility towards the values the eco-code represents.

The content of the eco-code should be reviewed on a regular basis to ensure that it continues to reflect the school's aims and targets and should be created according to the following:

- Dimensions: designing an ISO A2 longitudinal code, with a width of 420mm by a length of 594mm.
- Objective and target: all designed posters should address climate change and be as creative and clear as possible.
- Content: the code should contain 8-12 words and a designed picture corresponding to climate change.
- The school can participate in 2 categories:
 - a. Young (5-12 years).
 - b. Teen (13-18 years).
- Each school should submit one eco-code only (for each category).

Bronze Level (Originality and Presentation)

Presenting the environmental aspect in the eco-code in a creative and original way.

The eco-code content should be easily visible and readable.

Silver Level (Content)

The eco-code should be a way in increasing environmental awareness and present what the environmental committee has been working on the action plan all year.

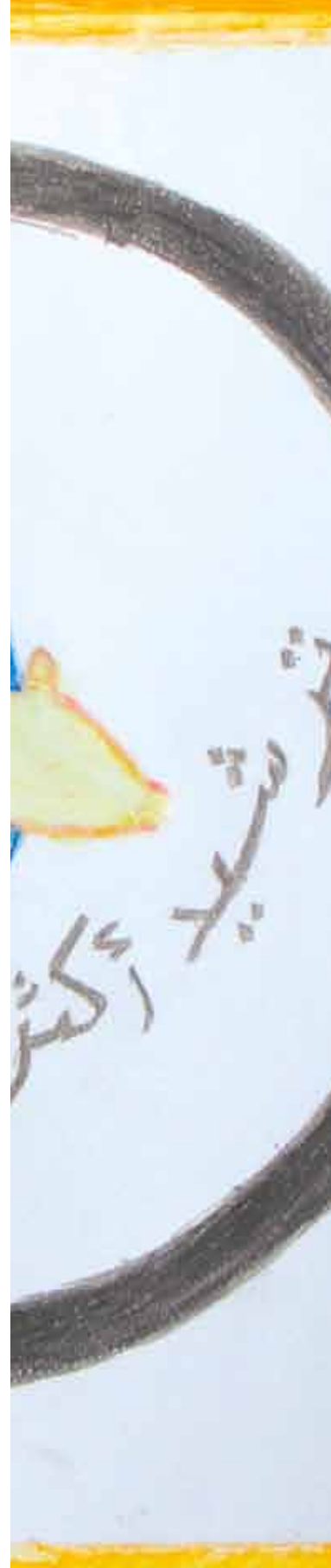
The eco-code should represent the climate change aspect.

Green Flag

The eco-code is presented in a way that could be used as a symbol to other students and allow other people be aware of environmental aspects and issues.

The eco-code should present and fully explain climate change.

Note: In order to obtain high points, it is desirable not to use traditional symbols in the logo. Logos will not be accepted if they violate any of the standards listed above.



“ National Environmental Criteria ”



The seven criteria steps are implemented on 7 different environmental themes:

- 1- Water
- 2- Energy
- 3- Waste
- 4- Transportation
- 5- Biodiversity
- 6- Public health
- 7- General citizenship

Based on the environmental review the schools performs at the start of the program, the school chooses certain themes from the mentioned above, to concentrate on. The 1st year of the program it is encouraged to choose 1 theme to fully concentrate on, achieve and then proceed to choose a new one. The school should be creative in adopting new ways in tackling the problems. This manual will therefore help in all initial steps to achieve that.

This program is based on environmental sustainability, therefore the school is fully responsible to keep the program standards yearly, and perform monitoring and evaluation procedures accordingly. When achieving the green flag, the school takes up an oath to keep its standards or else that green flag could be revoked by JREDS until the school proves its commitment to uphold all required environmental standards.





1) Water

The Middle East and the Arab region suffer severe water scarcity, where per capita availability of safe drinking water is 1000 cubic meters/year. Jordan is the 3rd poorest country when it comes to water resources in the world, where water availability does not exceed 150 cubic meters/year. Rain is the main source of water in Jordan; with irregular rainfall, the gradual decrease of rainfall each year, and an average of 88% evaporation rate, Jordan currently faces hard circumstances.

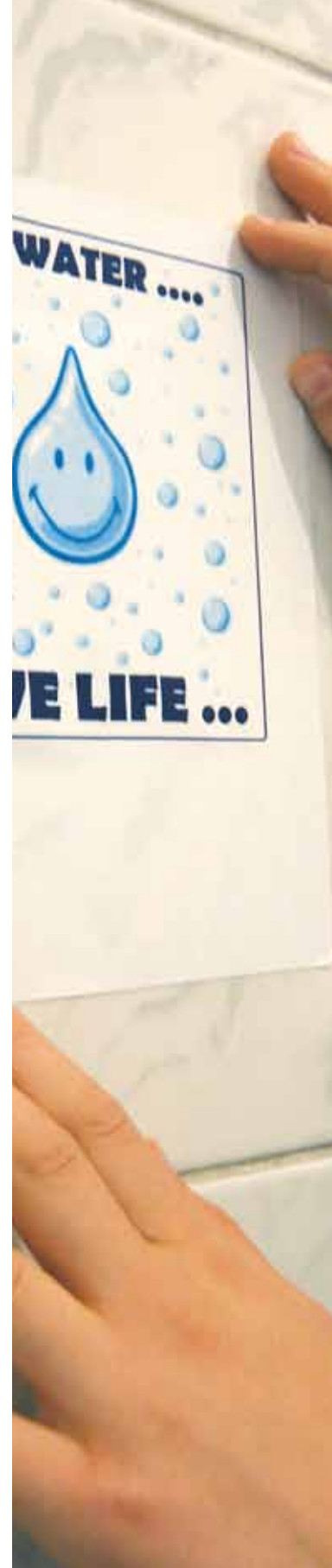
Climate change has caused the temperature rise in Jordan to become 0.4 – 2.8 degrees Celsius. This has led to an increase in evaporation to reach 93%, and a 20% decrease in precipitation each year. With the increase in population and the low amount of safe water available, the per capita availability decreases pushing Jordan to become the 3rd poorest country when it comes to water.

Basic criteria for the issue of water:

- Water meter readings should be taken at the beginning of each month and recorded accordingly.
- All water bills must be saved and registered in the schools for comparison.
- All water bills should be shared with the national coordinator of the program through email.
- Water leaks in the school (if any) should be dealt with.
- Water tanks at the school should be cleaned at the beginning of each academic year on an annual basis.
- Reduce water consumption by using water saving devices on faucets and siphons or any other appropriate way.
- Grey water should be used to irrigate the school's garden.
- Teaching students to take a meter reading and compare water bills monthly.
- Water conservation messages should be placed in all bathrooms and around the school.
- Work should be done to increase awareness on the importance of water conservation to all school students and staff, through workshops, brochures, posters or any other appropriate way.
- The environmental committee should assign members to be responsible for following up on wrong practices by students, teachers and staff in dealing with water in the school and work to modify those practices.

- Work should be done to raise awareness of parents of the importance of water on the national level through workshops and distribution of information materials or any other means.

Note: students and their parents can participate in all above tasks as long as that does not threaten individuals' lives or contradicts public safety requirements and conditions.





2) Energy

Energy refers to the fossil fuel consumed to produce electricity, transport and heating. Jordan imports 100% of its consumption of fossil fuel that consists 96% of the energy generation sources for all needs. Natural gas is imported from Egypt, fuel from neighboring Arab countries. Renewable energy sources consist 4% of the total consumed energy in the electricity generation from water pressure from dams and wind energy.

Although Jordan enjoys 300 sunny days a year, recent studies show that only 12% of houses in Amman use solar energy for water heating, with even less than that in the governorates. Studies also show the feasibility of using solar energy on a wider scale for electricity generation, heating and cooling at the domestic as well as the national levels.

The basic criteria for the energy theme:

- Reading of the electricity meter should be taken once at the beginning of each month and recorded in a special record.
- All electricity bills should be photocopied and filed in a special record at the school.
- The program coordinator should be provided with copies of electricity bills by e-mail.
- The program coordinator should be provided with copies of fuel bills used for heating in the school.
- All areas of thermal leakage in the school such as broken windows, and cracks in the window frames should be closed and mended.
- Heating tools and central heating should be cleaned well and on a regular basis in order to maintain their efficiency and increase their life time.
- All lighting in the school should be the energy save type.
- Students should be taught how to read the meter and calculate the electricity bill.
- The environmental committee should assign members to follow up wrong practices by students, teachers and staff, in dealing with energy, and work to modify those practices and encourage positive attitudes.
- All school community should be sensitized of the importance of energy conservation and negative impacts of misuse of its sources on the environment and the economy.

- Students should be informed about renewable energy resources and their importance and ways to use them.
- A reduction of no less than 30% should be achieved in energy consumption from the beginning to the end of the year.





3) Waste

The waste production in Jordan is 1.68 million tons a year, containing high percentages of organic waste, and leaving glass, plastic, metals and other inorganic material at a minimum. All this waste contributes greatly to the CO₂ production in Jordan (650 g of waste produce 1 kg of CO₂ as established by scientific evidence).

Wastes consist a large risk to human health, such as respiratory disease caused by inhaling waste odor. They are proven to be a great habitat for the growth of rodents and insects, which in turn cause the spread of diseases if not handled in sanitary way. Composting organic waste can be proven beneficial as it produces organic fertilizers that are healthy nutritional source for plants.

Dealing with the growing problem of waste generation in Jordan, the local community must first work on reducing the amounts of waste generated, reusing some of the this waste where possible and finally recycling materials when that is possible.

The basic criteria for the waste theme:

- Raise awareness of the local community and school about the three Rs (Reduce, Reuse, Recycle).
- Apply and adopt the three R rules in the school whenever possible.
- Distribute litter bins in the school to help separate the waste for recycling purposes.
- Distribute the litter bins in classes and all other facilities in the school.
- Raise awareness of the importance of general hygiene and its impact on health.
- Prevent the use of disposable plastic tools (forks, spoons, etc) and replace them with reusable materials.
- Prevent unhealthy handling of litter (burning garbage).
- Compost organic waste in the school to use as fertilizer for its gardens.

3) Transportation

Land transportation consumes the largest share of available fossil fuel on earth. That contributes to producing a large number of pollutants that include: Nitrogen, Sulfur, Carbon dioxide, Carbon monoxide and others. Causing an average production of CO₂ from all types of transportation at an average of 250 g per km.

Inhaled emitted gases from transportation contribute to many health diseases like bronchitis, asthma and others. These gasses also contribute to global warming and climate change.

Transportation has allowed humans to be fully dependant on trains, buses and cars, decreasing physical activity; where it is medically proven that decreased physical activity highly contributes to heart and respiratory problems.

The basic criteria for the transportation theme:

- Transportation statistics should be formulated for students, teachers, and schools employees to and from the school.
- Driving distance statistics should be formulated for students, teachers, and schools employees to and from the school.
- In addition to the previous points, private schools should have statistics about all current technical conditions for buses, their efficiency, and their maintenance schedules.
- Raise awareness about the adverse effects of burning fossil fuel and its relation to climate change and global warming.
- Encourage the school's community to walk, cycle, and use public transportation.
- Encourage car pooling among the parents of students from the same neighborhood.
- Encourage the teachers and management team to car pool and use public transportation.
- The eco-committee should have statistics related to the previous two points to measure behavioral change among the school's community.
- Statistical targets for each year should be:
 - a. A reduction in using private transportation by 20% as a minimum.
 - b. An Increase in people walking to and from the school by 20% as a minimum.
 - c. An Increase in the use of public transportation by 15% as a minimum.
 - d. At least 10 carpooling cases by students and teachers.





4) Biodiversity

Biodiversity is the degree of variation of life forms within a given ecosystem, biome, or an entire planet. Biodiversity is a measure for the connections among different life forms and dependency on each other. The increase in the number of life forms within an ecosystem is a proof on health ecosystem and vice versa.

Human activities on earth affect the biodiversity in a given ecosystem, that might later cause species endangered or in some cases extinction. Sensitive ecosystems are highly affected by the smallest of human actions that in turn causes whole habitats and biodiversities to change accordingly. Biodiversity benefits humans in different ways; supply them with food, medicine and income. These reasons and many others should help encourage humans to protect biodiversity.

The basic criteria for the biodiversity theme:

- Identify the different species of (birds, insects, plants, fish and coral) in the given city the school is situated in.
- Identify how these living organisms are affected by humans and how you can help conserve them.
- Identify these organisms (class and species) and their reproduction trend.
- Increase the biodiversity in the school by planting local plant species that attract other life forms suitable for the city environment.
- Develop a botanic garden with a maximum number of plant species within it.
- Develop a garden for local medicinal plants; Thyme and Chamomile. Educate the students about these plant species, method of caring, and their benefits.
- Increase the school's community awareness about biodiversity, its importance to humans, human's role in protecting it, and the effect of climate change on the biodiversity.
- Use posters and other methods to increase awareness in the school.
- Use grey water systems for plant irrigation.
- Use the organic wastes to produce compost (organic fertilizer) for the schools gardens.

5) Healthy Living

Healthy living is a concept that joins the concepts of healthy food, daily exercise, healthy environment, and increasing the level of health education. These concepts merge together to produce a healthy lifestyle for humans. Needs are balanced without affecting others and the environment.

Current life styles depend on fast food, and less physical activity. Some problems from the adopted lifestyle occur from the excessive use of manufactured antibiotics that suppress the immunity system especially in children. One of the most noticed issues among humans today is the increase of infectious diseases and allergies among communities.

The basic criteria for healthy living theme:

- Increase availability of vegetables and fruits gradually and reduce the available chips, biscuit, and others gradually in the school's buffet, until the healthy food becomes the only available food.
- Increase awareness among school community about healthy food and its importance to human health.
- Increase awareness of the school community about the harm of fast food, chips, biscuits, and others. Most of the adverse effect of these products are hyperactivity and loss of concentration.
- Use the local produced food because it matches the human needs in the same area.
- Increase awareness among school community about the importance of reducing the use of manufactured medicines and antibiotics and depend more on the immune system and medical herbs.
- Use the multiuse containers for conserving food and eating like lunch box and stop using disposable materials like plastic spoons and forks.
- Increase awareness among school community about the importance of exercising on daily basis and following up healthy habits.
- Practice the morning sports moderately on daily basis.
- Develop after school sport activities and increase the sport skills among students.
- Encourage students to walk and use the bicycle in their daily life and their trip to and from the school.
- Produce statistics about students' habits in the beginning and end of the school year and compare the results in relation to eating habits and sports.





6) Global Citizenship

Sustainable development reflects the right of the present generation all over the world to utilize the available resources on earth in a balanced manner without affecting the right of future generations.

The basic criteria for the global citizenship theme:

- Increase awareness among school community about sustainable development and fair-trade concepts.
- Implementing the concepts of sustainable development and fair-trade in the school.
- Increase students' awareness about the concept of justice and the global need for this concept.
- Increase students' knowledge about wealth distribution in the world and its causes.
- Teach students the concept of mutual respect among individuals and societies.
- Teach students to respect others' culture and the differences among individuals and societies.
- Increase students' awareness of the consequences of negative behavior toward the environment and its effects all over the world.
- Increase students' awareness about the ideal relationship between humans and environment.
- Start a fund raising campaign for planting trees in and around the school or any other activity to match the school's needs.
- Raise awareness of the disaster-afflicted areas around the World among the school's community.



Annex 1 Environmental Committee



School:.....

Eco-School Program Representative: Eco-School Program Deputy:

Day: Date: Participation Year:

The environmental committee corresponds of the following students that got their parents approval:

Number	Student Name	Grade	Section	Note
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
18				
20				

Administration Representative Name: Signature: Phone No.:

Parent Representative Name: Signature: Phone No.:

School Staff Representative Name: Signature: Phone No.:

Other Representative Name: Signature: Phone No.:

Notes:

.....



Annex 2 Meeting Minutes



School:.....

Eco-School Program Representative: Eco-School Program Deputy:

Day: Date: Participation Year:

Semester: Meeting # Number of Attendants:

Please name the people attending of whom which are not in the environmental committee:

Number	Name	Organization	Note
1			
2			
3			
4			
5			

Subjects covered in the meeting:

1.
2.
3.
4.
5.
6.
7.
8.

Meeting Results:

1.
2.
3.
4.
5.
6.
7.
8.

Notes:.....
.....



Annex 3 Environmental Audit



School:.....

Eco-School Program Representative: Eco-School Program Deputy:

Day: Date: Participation Year:

Level : Bronze Silver Green Flag

Bronze Level: After referring to point 5.2 in the teachers manual, please fill in the table below.

Number	Subject	Carbon Dioxide Amount)Kg)
1	Water	
2	Waste	
3	Energy	
4	Transportation	
Total		

Most important pollution source?

.....

Silver Level: In addition to the previous table please fill in the table below.

Please state the positive and negative impacts of the chosen theme on the following groups of people.

	Parents	School Staff	Administrative Staff	Teachers	Students
Positive Impact					
Negative Impact					

Note: Schools who have chosen more than one theme should fill in one table for each theme.

Green Flag: Please use point 5.3 from the teachers manual to make sure that all aspects are being dealt with.

Notes:

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.....

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.....

The action plan is based on the topic/s chosen and in the environmental review:

- 1) Relevant environmental problems and proposed solutions.
- 2) Full description of the activities along with the Objectives and indicators of each.
- 3) The person/s responsible for each activity.
- 4) Timetable of implementation.
- 5) Budget for the activity, if needed.

Other notes:

- 1) The action plan should be written on an A3 or A2 paper with all required information.
- 2) Each topic will have its own action plan.
- 3) The action plan should have the schools official stamp and the principal's signature.
- 4) In addition to the above, the action plan should include the following:
 - a. Community involvement.
 - b. Curriculum linking.
 - c. Increasing the awareness of school staff, students and teachers.
 - d. Monitoring and evaluation.



Annex 5 Monitoring and Evaluation/Activity



School:.....

Eco-School Program Representative: Eco-School Program Deputy:

Day: Date: Participation Year:

Level : Bronze Silver Green Flag

Activity:

Activity Description:

Objective	Indicators	Output	Constaints
1-	1- 2- 3-	1- 2- 3-	1- 2- 3-
2-	1- 2- 3-	1- 2- 3-	1- 2- 3-

Output: by giving a mark of 1-5 for each indicator, then average them to give you the final answer

Do you think that the activity was carried out successfully? YES OR NO? Explain.

-
-
-
-
-

Do you think the activity was carried out in ease? YES or NO? Explain.

-
-
-
-
-

Do you have any further comments or suggestions of improving this activity ?

-
-
-
-
-



Annex 6 Monitoring and Evaluation Semester and Annualy



School:.....

Eco-School Program Representative: Eco-School Program Deputy:

Day: Date: Participation Year:

Semester:

What is the percentage of accomplishment you would set for the school? And why ?

percentage:

- 1.
- 2.
- 3.
- 4.

Where all the activities in the action plan implemented? YES or NO ? If not why?

- 1.
- 2.
- 3.
- 4.

What are the suggested amendments on the action plan? And why?

- 1.
- 2.
- 3.
- 4.

Did you stick to your original plan? Yes? No ?

if not, kindly explain why?

- 1.
- 2.
- 3.
- 4.

Notes:
.....
.....
.....
.....



Annex 7 Curriculum Linking



Eco-School Program Representative: Eco-School Program Deputy:

Day: Date: Participation Year:

Semester: Number of teachers in the school:

Number of participating teachers in the program:

How many grades does the school consist of? And how many sections? (eg. 7 grades, 3 sections)

.....
.....

What are the grades and classes that have used curriculum linking for this program?

Kindly give examples and attach any relevant documentation (eg. Biology Class, 11th grade, IB)

.....
.....

Kindly give the number of free lessons these grades have, and whether they were used for the sake of the program.

	Free Lessons	Used Lessons
First Semester		
Second Semester		

What type of environmental information or subjects were taught in the free lessons?

Kindly attach relevant documentation.

1.

2.

3.

4.

What were the obstacles that you faced during the curriculum linking?

Kindly state what they were and their recommended solutions.

1.

2.

3.

4.

Comments:

.....
.....



Annex 8 Engaging the Local Community



Eco-School Program Representative: Eco-School Program Deputy:

Day: Date: Participation Year:

Semester:

What were the methods used to inform each of the following groups about the Eco-school program?

Parents	Students	Staff	Local Community

Kindly give the number of radio adds broadcasted in the school and the names of the students responsible for this task. Kindly attach scripts used.

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.....

Kindly give the number of newspaper articles published by the school, along with attaching a summary with a copy of each.

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.....

Please provide a summary of the activities conducted during the Environmental day? And who were the target groups of those activities?

.....

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.....

.....

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