FEE ECOCAMPUS HANDBOOK

FOUNDATION FOR ENVIRONMENTAL EDUCATION
FEE

Eco-Schools

Empowering Students to be Leaders for Sustainability

A Guide for Tertiary Education Institutions embarking on the FEEEcoCampusprogramme

Second Edition 2020

Preface

We believe in the role of education to empower for change. Education is the best gift we can give to our future generations, and as an outcome that society looks for from education, we create a legacy of environmentally conscious people equipped with the sustainable attitude and action competence.

The FEE EcoCampus programme is an educational award programme to help transform Higher Education Institutions (HEI) as a hub for Education for Sustainable Development. The goal is to empower students to become leaders and active citizens for sustainability by engaging teachers, staff and students as well as the wider community in positive actions.

The programme is an evolution of the Eco-Schools programme at tertiary level. Like Eco-Schools, it provides a means to foster environmental education in a tertiary level institution in a way that links to everyday activities and study; and ties in with the operational requirements of a complex multi-use facility. The programme is based on the EU EMAS (Eco-Management and Auditing System), and the Seven Steps align with the 'plan-do-check-act' management method used in ISO 14001:2000 Environmental Management System Standards. The FEE EcoCampus award takes in account both the action on operational elements (like water saving, energy saving, waste reducing actions), along with educational aspects that aim to equip students at Green Flag Campuses with knowledge regarding critical issues of sustainability and critical competencies for sustainable development.

The handbook as a set of guidelines keeps on evolving to support the national operator in adapting the programme. While the International Green Flag award is given to campuses that complete all the essential elements, the programme is flexible and encourages different countries and campuses to find different routes to achieving the award. The experiences feed into the evolution of the programme and inspire the campuses to get involved. The other elements that have made the programme better include frequent events, meetings and activities facilitating incremental progress and student leadership initiatives.

FEE EcoCampus is a whole institution programme. The campuses that have successfully implemented the programme have received strong support from the campus management including top management, active participation of students' union and other student groups such as clubs and societies and have demonstrated the involvement of the whole campus community in discussions and decision making.

We hope this Handbook will assist you in supporting a FEE EcoCampus in its sustainability journey.

Pramod Kumar Sharma (PhD)
Senior Director of Education

Table of Contents

Table of Figures

Table of Tables

The Purpose of this Handbook

The FEE EcoCampus programme is now being implemented in many countries. Countries and campuses are different and there is no "one size fits all". Nevertheless, this Handbook is an attempt to outline some best practices and be an initial help to new countries and Higher Education Institutions (HEIs) wishing to implement the FEE EcoCampus programme. This guidance document aims to provide an introduction to and assistance in implementing the FEE EcoCampus programme. This document also seeks to establish the Green Flag Award Criteria and some international guidelines and assistance to those seeking to become a FEE EcoCampus.

The FEE EcoCampus programme is officially part of the Eco-Schools programme. However, this and other Handbooks can be used to begin to run the FEE EcoCampus programme without first running the Eco-Schools programme. A country must have a member organisation, which has paid its levy to FEE and have a competent National Operator who must be able to fulfil the tasks necessary to run the FEE EcoCampus programme. A National Operator is the person responsible for the programme in the member organisation, which represents FEE.

Experience has shown us that the more hands-on the National Operator is with the Eco-Schools/FEE EcoCampus programme, the more successful it is in each country. The time available to the National Operator to work with the programme depends on how much funding the member organisation has to run the Eco-Schools/FEE EcoCampus programme.

The more resources the National Operator has, the stronger the programme will be. Below is a list of tasks that the National Operator has to be able to undertake to ensure the success of the FEE EcoCampus programme. It is not exhaustive, and some National Operators may take a broader role than others. Countries may have a Higher Education or Environment official authority. National Operators are encouraged to make contact with this authority in the country, whatever it may be called when they begin to run the programme. It may be part of a ministry or it may be a separate authority. A representative from this authority may perhaps sit on the Expert Assessment Panel.

National Operator tasks:

- **Pre-registration phase**: The National Operator and FEE EcoCampus Coordinator meets with people from campus to help set up the Eco-Committee and do situation analysis.
- **Registration**: Assists Eco-Committee with scoping report and registers officially: Possible media and Communications Departments maybe contacted
- **Report number of Registered and Awarded campuses to Eco-Schools International though Workspace Podio.**
- Training workshops on Seven Steps implementation
- Hands-on practical help.
- Attend Eco-Committee meetings if necessary
- Facilitate the Sustainability Audit and Action Plan
- A help with metrics and reports for Monitoring and Evaluation
- After a minimum of 1.5 - 2 years assist with the application process for International Green Flag award by preparing and organising the meeting for the application process.
- Facilitate application meeting with an expert assessment panel and FEE EcoCampus Committee
- Record feedback from assessment panel and disseminate
- Arrange Award – media, Green Flag, celebrations, etc.
- Help with a yearly report in years when not renewing Green Flag
- Annual reports for FEE EcoCampuses to FEE Head Office after Green Flag Assessment, including case stories, measurement/survey results. **National Operators must provide one story pr. campus pr. year to Eco-Schools International.**
- Update own website with case stories, reports, materials, resources, etc. and promote the programme when and where possible i.e. attendance at Conferences.

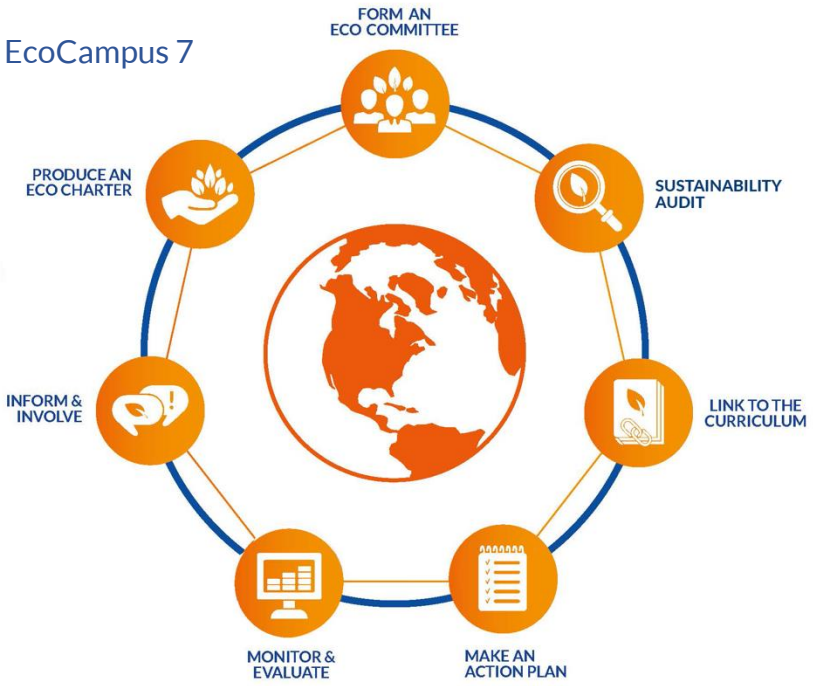
Chapter 1: Introduction to FEE EcoCampus

1.1 What is FEE EcoCampus?

FEE EcoCampus is a **multi-level educational award programme** to help transform Higher Education Institutions (HEI) to work in alignment with the United National Sustainable Development Goals (SDGs), and educate and empower students to become thought leaders and active citizens for change by engaging teachers, staff and students as well as the wider community.

Most people care deeply about environmental issues and wish to make a positive change in the environment around them. The FEE EcoCampus programme (based on the successful Eco-Schools programme) provides a means to foster environmental awareness in a third level institution in a way that links to everyday activities and study; and ties in with the operational requirements of a complex multi-use facility. The programme is based on the EU EMAS (Eco-Management and Auditing System), and the Seven Steps align with the 'plan-do-check-act' management method used in ISO 14001:2000 Environmental Management System Standards.

Figure 1: FEE EcoCampus 7



FEE EcoCampus is an international education for sustainable development (ESD) programme, offering well-defined, controllable ways for educational campuses to take environmental issues, innovation and research from the academic departments and apply them to both greater societal challenges and the day-to-day management of the campus. The FEE EcoCampus programme is owned and run by FEE (Foundation for Environmental Education). Eco-Schools at the primary and secondary level and FEE EcoCampus at tertiary level are operated by the Non-Governmental Organisations (NGOs) that are the FEE members in each of the participating countries.

FEE EcoCampus is holistic. It aims to make awareness and action towards sustainability an intrinsic part of the life and ethos of educational facilities. This means the entire campus community; students, academic staff, non-teaching staff, as well as media, local businesses, contractors and visitors must be included. FEE EcoCampus endeavours to extend learning beyond the lecture theatre to develop responsible attitudes and commitment, both at home and in the wider community.

The FEE EcoCampus award is not awarded for taking action only on operational elements (like water saving, energy saving, waste reducing actions), while these are certainly important parts of the programme, it should continue to essentially be aneducational programme that aimstoequipstudents at Green Flag Campuseswith **critical competencies for sustainability**, knowledge regarding critical issues of sustainability,and of course **positive behavioural disposition that they take to the future workplace**.

FEE EcoCampus acknowledges that a key role of universities in the **production of knowledge**, therefore the program emphasizes campus support for cross-disciplinaryresearch that tackles, for instance,the SDGs. To emphasise the importance of curricular planning, the step as been moved up in the seven steps as this also has a significant impact on the action plan. Finally,FEE EcoCampus incentivizes HEIs to **work more closely with the relevantstakeholders of their surrounding locality;** this could be the municipality, businesses working on similar issues, or other interested citizen organisations/communities.

FEE EcoCampus does not only award those tertiary level institutions that are able to invest financially in large scale projects - instead, just like the Eco-Schools programme, it rewards long-term commitment to continuous improvement from the campus community.

FEE EcoCampus offers your institution opportunities to:

- Instate the mechanisms necessary to actively mitigate and adapt to climate change while providing students and staff with critical competencies for sustainability.
- Contribute to the development and dissemination of sustainable solutions and climate change resilience through research and outreach.
- Provide a forum for management, academic staff and students to meet and engage on sustainability issues.
- Improve learning on campus through thedevelopment of students' confidence and sense of citizenship through participation, research and transferrable skills.
- Improve learning on campus by an introduction to new topics and by using data currently generated on-site through investigative and problem-based research.
- Supply fresh ideas for research topics, final year projects and events within the institution.
- Gain access to a wider network of support agencies.
- Link with other HEIs in your country and internationally.
- Earn a prestigious award.
- Improve the campus environmental performance, reduce environmental risks and impacts, and achieve financial savings.
- Involve local stakeholders & set a good example in the community.
- Link to other Environmental Education/Education for Sustainable Development Programmes in your country and other national environmental initiatives such as the SDSN, Tidy Towns, EAUC-Environmental Association of Universities and Colleges.
- Provide positive publicity for the campus

The FEE EcoCampus Programme Requires:

- The ongoing support of the President of the Institute/Head of Campus and any governing authority.
- A willingness to involve representatives from all sectors of the campus community in decision making and action at every stage.

- Active involvement and support from the local community.
- A willingness to take action to instigate long-term change.

FEE EcoCampus operates through the four cross-cutting themes **'Climate Change'**, **'Health and Wellbeing'**, **'Equity & Equality'**, and **'Global Citizenship'**. Each cross-cutting theme impacts or is impacted by the six main themes **'Biodiversity'**, **'Pollution'**, **'Waste & Resources'**, **'Water and Sanitation'**, **'Energy'**, **'Food'**, and **'Transport'**. Once the first campus Sustainability Audit has been executed, the campus chooses which themes they wish to focus on in their action plan. Though all themes do not have to be present in every action plan, some institutions chose to create long and short-term goals and targets pertaining to elements under all themes. This, however, is not required. Nevertheless, a Green Flag Certified Campus must:

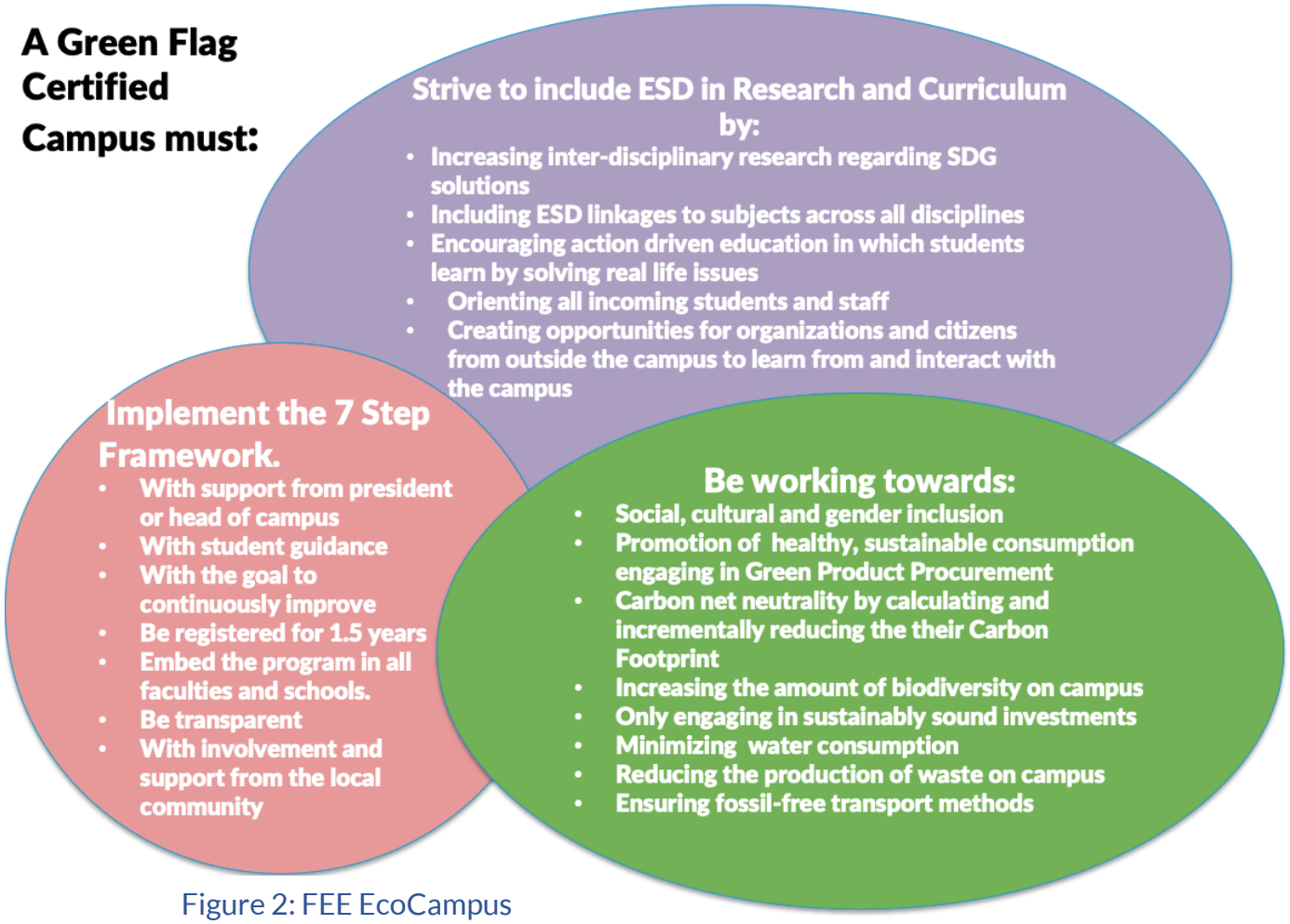


Figure 2: FEE EcoCampus

*All participants must illustrate their commitment to being **continuously and incrementally** working towards the above goals within their **capacity**, catering to their **most urgent needs** and **decided annual action plans.***

FEE EcoCampus is both a programme and an award. Any country using the guidelines given in this Handbook can adapt the programme to their needs. While the International Green Flag award will be given to campuses that complete all the essential elements of the FEE EcoCampus programme, it should be remembered that the programme is flexible and that different countries and campuses will find different routes to achieving FEE EcoCampus Green Flag status.

FEE EcoCampus is a long-term programme. The FEE EcoCampus award takes the form of the International Green Flag. This can be flown outside the institution or displayed in the foyer. However, it is important to remember that the programme is one of continual improvement of the institution's environmental performance. **Therefore, the award requires progress reports to be submitted annually and a full reassessment every 2 to 3 years.**

Figure 3: The Largest Green Flag in the World at the Entrance of University of Limerick, Ireland. The flag measures 10 metres flying on a 30-metre flagpole.

BY THE WAY!

Campus linking is an ideal way to learn from and share experiences with other campuses working on the FEE EcoCampus programme.

1.2 International and National Aspects of the FEE EcoCampus

Any of the 77 FEE member countries can implement the FEE EcoCampus programme at the tertiary level of education as operators of the Eco-Schools programme. Currently, 21 countries are working on FEE EcoCampus. Ireland, Portugal, Spain, Serbia and Malaysia are the lead countries in the development of the FEE EcoCampus programme indicating the success of the Eco-Schools programme there. Slovenia, South Africa, the Netherlands, Puerto Rico, Croatia, Denmark, Iceland, Latvia, Russia and Uganda have also initiated the FEE EcoCampus programme and it is in development in many other regions such as Singapore, Mexico, The USA, Canada, Northern Ireland, and Qatar.

Eco-Schools Global secretariat encourages links between countries and facilitates the exchange of information and endeavours to raise funds to hold an international meeting for National Operators every year. All National Operators are linked through a common communication platform and as of July 2019, a Facebook Workspace has been established to provide a place for campus coordinators to discuss ideas or collaborations with one another.

FEE EcoCampus also collaborates with UNEP and UNESCO as well as the Sustainable Development Solutions Network (SDSN) to align themes, concepts and global days of action. In addition to international collaboration, national and regional Campus linking opportunities are also in existence and highly encouraged by FEE. In Ireland and Portugal annual Network Meeting that assists campuses to exchange information, case studies, and best practice have been held since 2012. Regional networks also exist between campuses in the UK, Africa and Scandinavia.

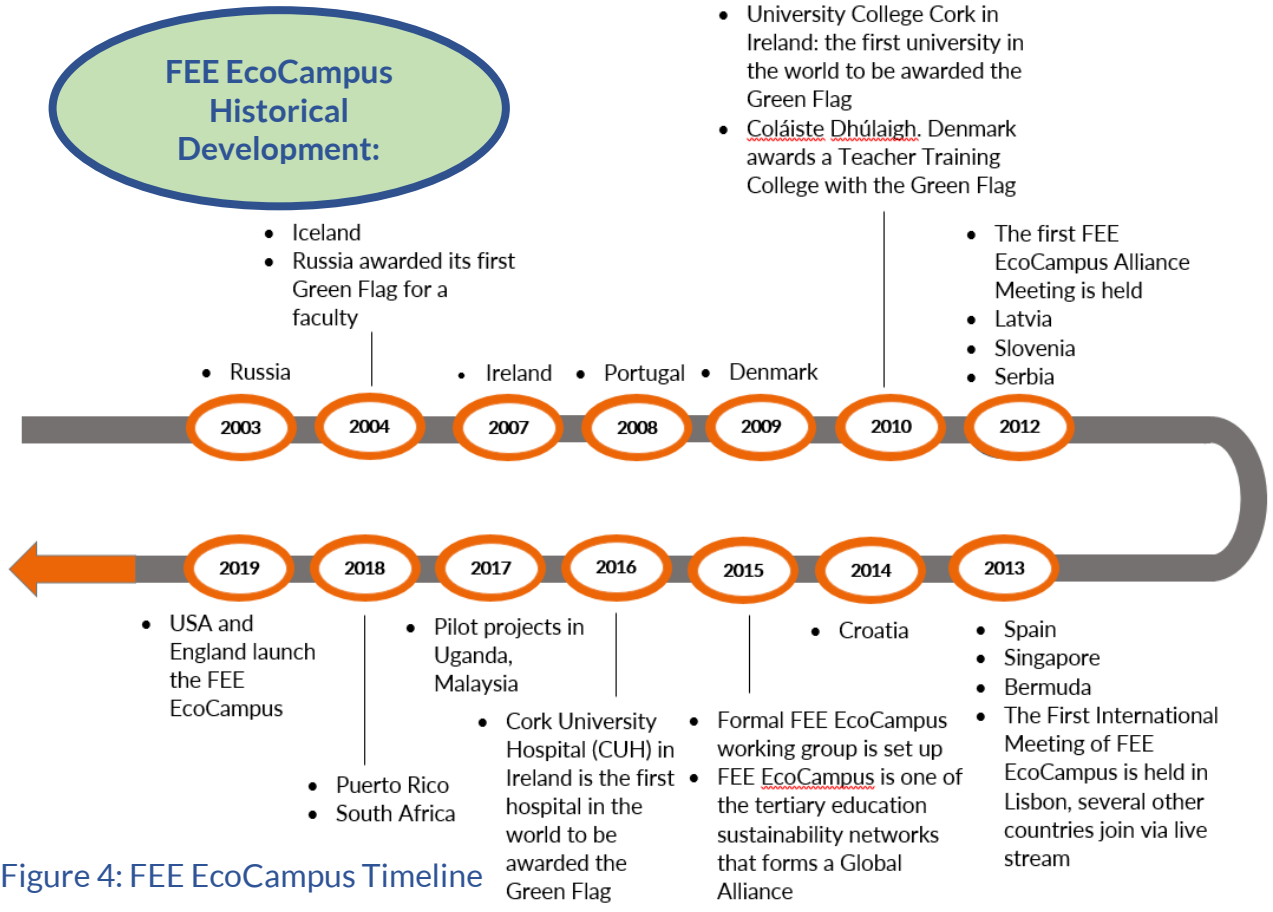


Figure 4: FEE EcoCampus Timeline

FEE EcoCampus Aims to Foster and Develop the 8 competencies for Sustainability. These can be used 1) to frame the core goals of the curriculum including progressive learning objectives, and 2) to coordinate both disciplinary and interdisciplinary aspects of the curriculum. 3) Delegate Eco-Committee roles and Responsibilities. **Consider how to include these in the course curriculum learning outcomes!**

The eight sustainability competencies are:

- Systems thinking competency,
- Anticipatory competency,
- Normative competency,
- Strategic competency,
- Collaboration competency,
- Critical thinking competency,
- Self-awareness competency, and
- Integrated problem-solving competency (UNESCO, 2017).

Figure 5: Competencies for Sustainability

1.3 Benefits of the FEE EcoCampus Programme

Benefits to the Environment	Benefits to Institute
• *Students and staff learn to become stewards of the environment and their locality.* • *The environment and society are better protected by individuals who learn to consider how their actions impact it.* • *Social and environmental impacts of the campus are quantified so targets and performance indicators can beset.* • *Overall environmental performance improves: From campus carbon-footprint to reductions in waste and water management, to resource use, to growing biodiversity, to more sustainable overall policies.* • *Lowers possibility of environmental risks.*	• *Prevents and reduces environmental impacts and risks.* • *Reduces associated costs.* • *Integrates sustainability perspectives.* • *Provides a forum for university management, academic staff and students to discuss the sustainability of campus operations.* • *Encourages innovation and change* • *Positive publicity to the institution that may incentivize more students to apply.*
Benefits to Students and Learning	**Benefits to Local and Wider Community**
• *Fosters the development of critical thinking skills regarding environmental and social problems among tertiary level students.* • *Fosters action capacity and inspires students to work towards climate change mitigation and make sustainable lifestyle choices.* • *Improves learning outcomes.* • *Improves action-based research skills developing an action plan, investigation, setting targets, monitoring progress and reporting progress.* • *Transferable skills to the workplace: communication, facilitation, teamwork, committee servicing, systems thinking.*	• *Engage with the wider community to encourage forward-thinking and problem-solving initiatives* • *Creates a network, linking activities to other projects in your country* • *Sets an example in the locality* • *Involves local groups and representatives* • *Shares experiences and best practice* • *Reduces waste generated, travel impacts etc. in community* • *Institute becomes a better neighbour*

Table 1: Expected benefits for environment, institutes, students and the community arising

Where campuses have successfully implemented the FEE EcoCampus programme, it has been noted that the following elements have been present:

- Strong support from the campus management including top management.
- Strong support from the Students Union and other student groups such as clubs and societies.
- The willingness to involve the campus community in discussions and decision making.
- Frequent EcoCampus events, meetings and activities.
- Incremental progress and student leadership initiatives.

The following Chart illustrates the process for becoming a FEE EcoCampus:

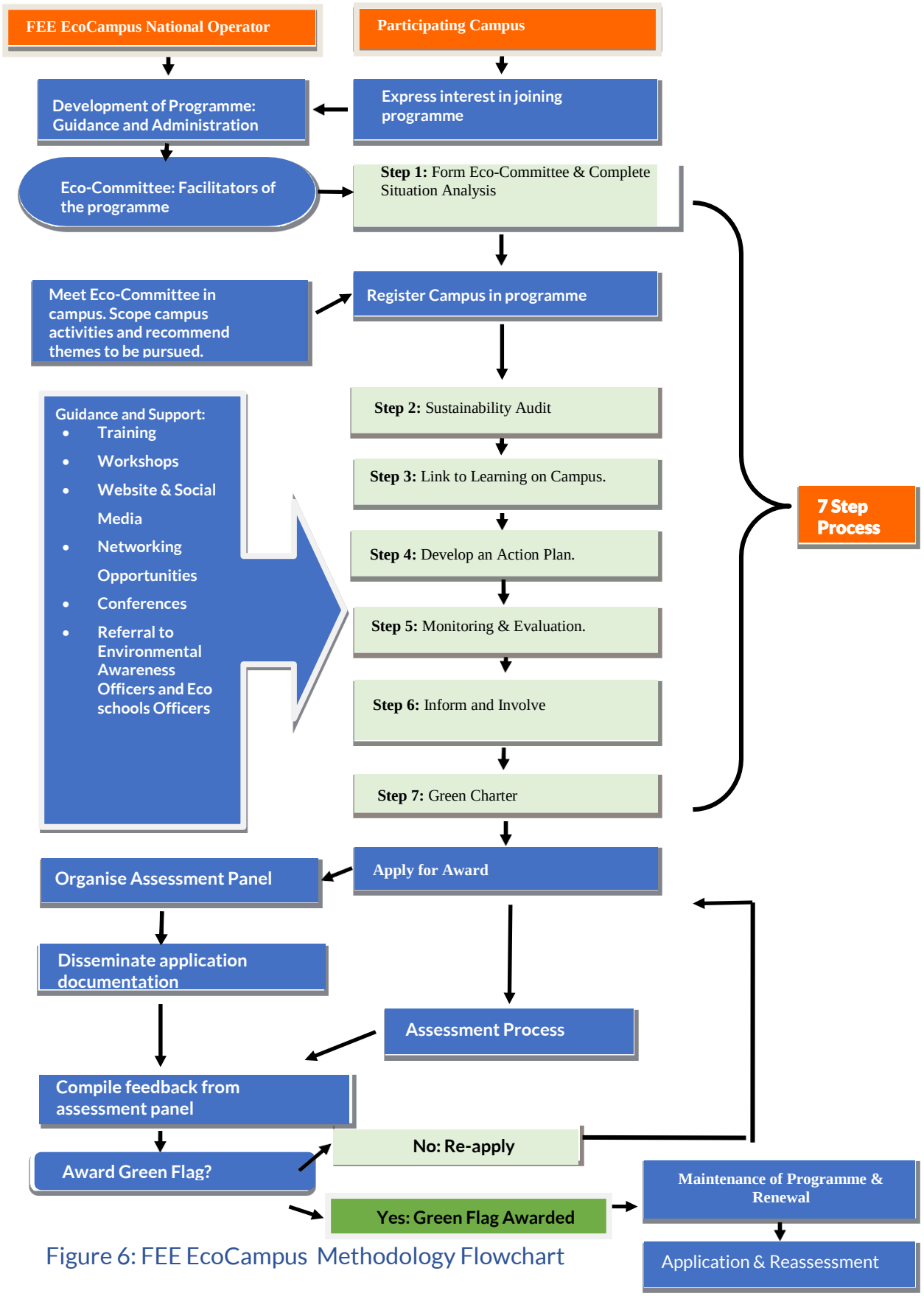


Figure 6: FEE EcoCampus Methodology Flowchart

Chapter 2: How to Implement the FEE EcoCampus Programme

2.1 Getting Started

If you are reading this handbook, it means that you have already contacted your national operator and are either in the Pre-Registration stage or post- Registration Stage. Each member organisation in each country will decide whether universities and colleges should pay a registration levy to the National Operator.

The programme has five main stages:

1. Pre-Registration and Situation Analysis.
2. Registration.
3. Implementation of the FEE EcoCampus programme.
4. Applying for the International Green Flag Award.
5. Award Renewal.

The HEI must be registered on the FEE EcoCampus programme for a minimum of 1.5 academic years and have the Seven Steps of the programme implemented **before applying for the International Green Flag Award** (See Process flowchart above).

Before an HEI can register with the FEEEcoCampus programme, one or two contact persons **must** have been assigned, an Eco-Committee must be established, and support from the President of the Institute/Head of Campus must be gained. It is suggested that one or more core members of staff and student representatives read this guide and present an outline of the FEE EcoCampus programme to campus management and key stakeholders.

It is useful to consider the following points:

- The benefits to the campus.
- The essential Seven Steps as described on the following pages.
- The intention to start with small, achievable targets.
- The long-term nature of the programme.
- The programme's potential to act as a focus for developing a whole-campus policy for Environmental Education and Education for Sustainable Development, or work alongside an existing sustainability policy.

If the idea is received with sufficient enthusiasm for it to continue, then the next step is registration. Registration for the FEE EcoCampus programme requires that an Eco-Committee has been formed and that a meeting between the National Operator and FEE EcoCampus Committee has been held in the institution (see full Eco-Committee information in section 2.2.). At this meeting, the registration form is completed.

The FEE EcoCampus programme recognises that there may be work already underway within HEI's. Completing a **'Situation Analysis'** will highlight these areas of good practice and ways to enhance and expand best practice can then be developed.

The **Situation Analysis** can be likened to putting out 'feelers' to see how the Campus Community might run the programme. This will also assist the HEI in discovering whether there is an existing sustainability committee

or

The responsible individual on campus and if so, suggest the FEE EcoCampus programme be run by this existing body, if not you will need to set up an Eco-Committee. The following sections will guide you on how.

Registration
Registration offers the campus an opportunity to launch the FEE EcoCampus programme on site and to give increased visibility and awareness of the Eco-Committee. It is also a great way to encourage participation.

Situation Analysis and Scoping Report:

- Who do I need to contact to gain the support of the President/Head of Campus?
- Is the campus compliant with all legislative and planning requirements?
- Have a look at the organisational structure of the institution. Are there departments, offices or individuals that should be invited to take part in the Eco-Committee?
- Is there a building and estates management team?
- What roles and responsibilities does this team have?
- How can the team contribute to FEE EcoCampus activities on-site?
- Does the team manage the entire site?
- Are there other groups, staff and students that need to be informed of this Eco-Committee?
- Is the campus all one site? If the campus is split into many locations, which locations will be focused on?
- Are there any external organisations such as catering companies, waste management companies, stationary suppliers, etc. that need to be informed of the Eco-Committee and the FEE EcoCampus programme?
- Which faculties or courses could be involved in FEE EcoCampus?
- Who is responsible for various environmental aspects on campus e.g. waste, water, transport, biodiversity, energy?
- List existing environmental initiatives on campus: can the Eco- Committee enhance or provide support to these?
- Past environmental initiatives: what has been done on campus, did these work? Why? Would it be useful to reinstate some of these or liaise with former practitioners?
- How can the Eco-Committee acknowledge and show appreciation for contributions made by clubs, societies, departments etc. towards the FEE EcoCampus programme?

On completion of the situation analysis, the formation of the Eco-Committee, and approval by the head of the campus, the campus can proceed to register on the FEE EcoCampus programme. Hereafter the campus will continue to implement the 7 steps and importantly, share annual reports with the national operator.

OBS!! If a college has NOT provided annual progress reports or made contact with the National Operator for 2 academic years, the college is officially de-registered from the programme. The college may apply again to register for the programme at any stage but must be operating the programme for 1.5 academic years from their new registration date before an application for the International Green Flag may be submitted.

It is assumed by the National Operator in your country that the campus complies with all environmental and planning legislation.

2.2. The FEE EcoCampus 7 Steps

The Seven-Step process is intended to be flexible enough to accommodate any campus and each step should be implemented to suit the campus capacity at the point of implementation. The nature of the Seven Steps also allows for the programme to be continually updated as the environmental status and the requirements of the campus change.

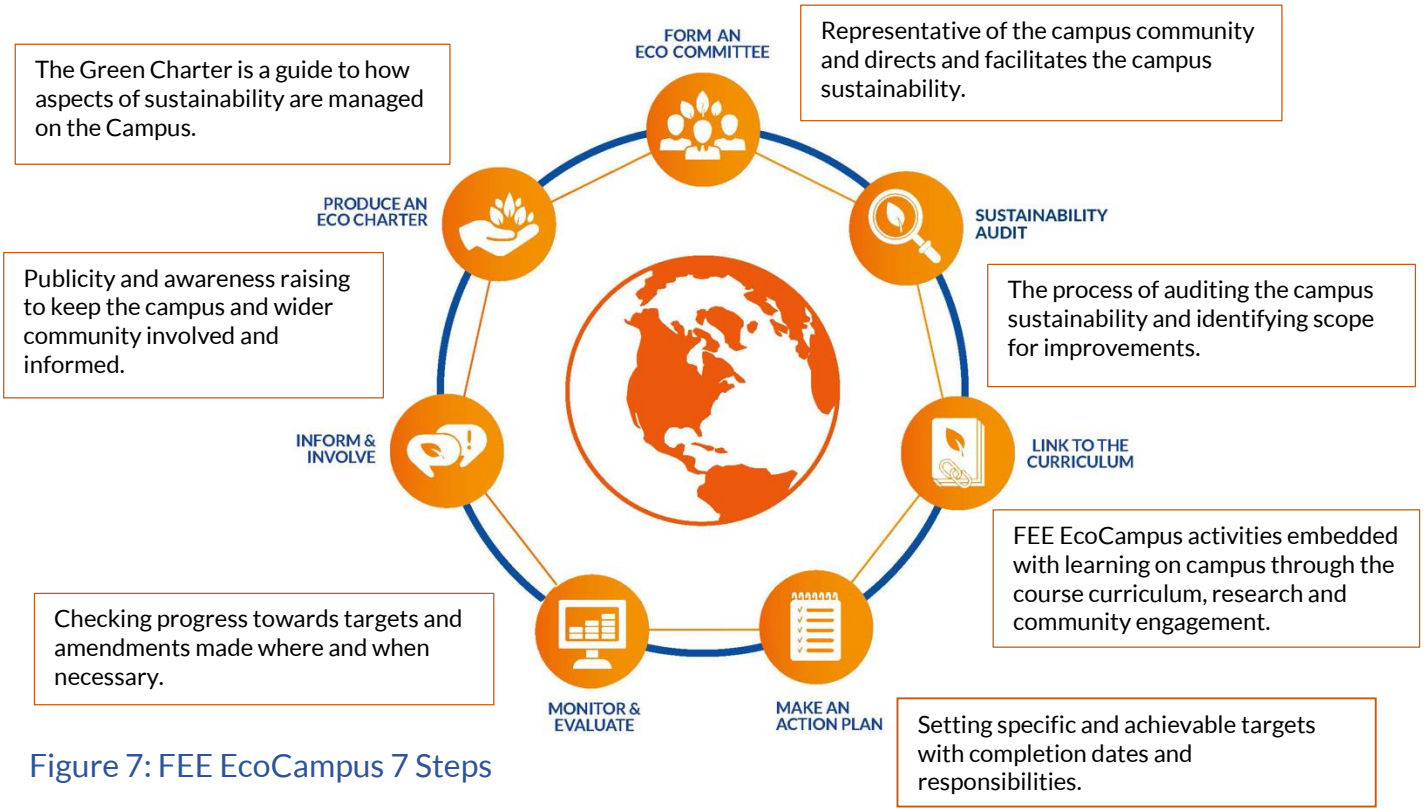


Figure 7: FEE EcoCampus 7 Steps

Step 1: Formation of FEE EcoCampus Committee

The first step of the FEE EcoCampus programme is to establish an Eco-Committee within the organisational structure of the institution. This may be linked to the constitution of the Students Union and/or Environmental Society or become an official statutory committee within the college. The Eco-Committee aims to direct and address all phases of the FEE EcoCampus programme.

The Eco-Committee must be as representative of the whole organisation as possible. It should primarily be made up of students and should also incorporate a combination of academic and research staff, a member of the executive board or governing authority, non-teaching staff particularly building managers and those responsible for the facilities management on-site, canteen/restaurant management staff, purchasing, contractors, and any other interested members of the campus and local communities. The idea is that these different stakeholders sit on the committee together.

Before setting up an Eco-Committee explore:

- Who will be the coordinator/chairperson? /What officers are required?
- Who calls meetings or will a schedule of meetings be devised?
- Define room booking procedures & communication protocols with and within the Eco-Committee.
- How can the continuity of the Eco-Committee be ensured?
- Is it necessary to establish a group constitution? See Appendix 1.
- Which clubs and societies could become involved in FEE EcoCampus?
- Are there local groups that could become involved?
- Are there courses, classes or specific modules on campus that could be useful?
- Elect a student chair and assign student areas of responsibility

The purpose of the Eco-Committee is:

- To ensure the views of all members of the college community are heard and acted upon where possible.
- To ensure the six other steps of the programme are successfully adopted and implemented.
- To give students experience the change process, take responsibility and to ensure that their ideas are valued.
- To ensure the continuity of the programme in the long term.
- To link the institution's campus community with the local community and stakeholders.

Eco-Committee Requirements:

1. Students are the driving force of the Eco-Committee:

- At least 30 per cent of the committee members are students.
- Clear student leadership roles have been defined (e.g. water responsible, energy responsible, communications responsible etc.).
- A student chair or co-chair is elected.

2. The number of Eco-Committee members is sufficient, and meetings are regularly held.

- Maximum 25 members on the committee (sub-committees may exist).
- Meetings should take place at least once a month- there should be no more than 60-day gaps between meetings.
- Students should aim to serve a minimum of 1 academic year and staff minimum of 2 years to allow for continuity and follow-through.

3. The Eco-Committee members are representative of the campus community.

- Top management **must** be supportive.
- Managerial staff, buildings management, grounds management, procurement management, faculties and other significant staff members **Should** be represented.
- Student union AND relevant student organizations **must** be represented.
- The Eco-Committee should either aim to have representation from each faculty or find other ways to get faculties involved.
- Local government or other significant external stakeholders may also be a part of the Eco-Committee.

4. The Eco-Committee must be visible.

- The committee member list is made available on the university's website.
- Minute meetings are recorded, and key decisions documented and submitted with the Green Flag application.

Example Eco-Committee set up:

At Trinity College Dublin it has been decided to delegate roles based on the themes to both student and staff Representatives.

Topic	Mentor/ Staff Experts	Student Representatives	Files sent
Biodiversity	Jane Stout	Katie Smirnova	Yes
Communication	Michele Hallahan	Alex Tone	yes
Education	Catherine Coxon,	TJ Green	yes
Energy	Kieron McGovern	Claire LeMass	yes
Procurement	Ben Hartnett, Kevin Ryan	Katie Smirnova, Anant Jain	yes
Resource Consumption	Ben Hartnett, Moira O'Brien	Yulia Smirnova	
Transport	Martina Mullin	Conor Fallon	yes
Waste	David Hackett,	Claire Lemass	yes
Water	Kieron McGovern	Caitlin Breen	yes

Figure 8: FEE Eco-Committee

Role delegation is a great way to ensure student leadership!

Step 2: Carry out a Sustainability Audit

The Sustainability Audit aims to identify the initial situation of sustainability on campus. The results are used to derive the Action Plan. The environment should be seen in a broader sense to include everything around including social and economic aspects. The audit helps to establish whether a change is necessary, urgent or not required. It also assists in setting realistic targets and monitoring implementation. By thoroughly checking all potential sustainability impacts on campus for the Themes under investigation, the Sustainability Audit should:

- Provide a clear view of the range of the campus' impacts and establish a **baseline**.
- Ensure that significant areas are not overlooked.
- Identify areas where current practice is good or areas where current practices are lacking.
- Benchmark against best practice examples to identify an **end-line/goal.**
- Communicate the impacts to the campus community.
- Help to prioritise actions to be taken.

To gather the optimum amount of information needed for the Sustainability Audit, the Eco-Committee should have access to all data required and maintain strong lines of communication with the college management and various other branches within the college. The Sustainability Audit is a tool to ascertain issues and is not an end in itself. It is likely that once an area has been identified that needs action a more detailed analysis would be required to estimate the scope of change. This is why it is important to establish an **end-line** or **goal** to which the identified baseline can be compared before setting targets in the Action Plan. An end-line should be found by benchmarking against either best practice examples or national/regional sustainability targets. The end-line can be long term or short term but should be guided by your capacity and means.

It is important to gather reliable quantitative data at this stage so that the Step called Monitoring and Evaluation can easily be carried out. The Eco-Committee should decide on an appropriate set of sustainability performance indicators to assist in the monitoring of initiatives set out in the Action Plan. The performance indicators should be clear, transparent and comparable (See Appendix 4 for inspiration).

By the way! The process of learning how to compromise and be a part of a democratic decision-making process is an excellent way to build Emotional Quotient and agency in students.

The Sustainability Audit can also become a **participatory learning process** enabling the Eco-Committee to get more people involved at an early stage without requiring specialist knowledge.

Requirements:

1. **The Sustainability audit is carried out in collaboration between students, relevant faculty and staff.**
   - The student and Eco-Committee assist one another in organizing the process.
   - Students, staff, and management collaborate to discuss and determine what areas require '**urgent**' '**necessary**' or '**not required**' actions.

2. **A transparent baseline situation must be identified on campus.**
   - It is recommended that end-lines are made to allow for comparison. This could occur by benchmarking against other institutions awarded for best practice, or national/regional sustainability targets.
   - Consistent units should be employed to standardize the sustainability audit, the action plan, and monitoring and evaluation.
   - Regular yearly Audits should take place as a review will allow you to better see where targets have been and where the action is still lacking.

3. **The audit should be holistic.** The **FIRST** audit should contain an investigation of the following **9 elements:**

• Institutional Carbon Footprint calculation based on the capacity and available resources.
• Energy and Water Consumption Record Taking.
• Waste production and Recycling/circularity of resource use & littering.
• No. of green spaces/map of biodiversity/biodiversity register.
• Current Purchasing/ Procurement strategies/policies to discover whether environmental and social standards (fair trade, local businesses etc) exist and if so, what they are.
• Investments: Ensure investments, bonds or stocks in problematic industries such as fossil fuel-based companies, arms dealing, human trafficking and forms of modern slavery is not present. If so, create a plan to divest.
• Current behaviour; knowledge; attitudes towards elements of sustainability of students and staff (achieved via observations and surveys).
• Investigate Equity and Equality to view the baseline for e.g. sanitation facilities for all; gender equality; social inclusion- disability access; religious freedom e.g. meal options available; scholarships etc.
• Investigate and determine if the campus is 'Healthy' e.g. review amount of green spaces; noise levels; air pollution; access to mental health services; sexual health services; access to exercise or sports facilities; healthy food available etc.

Table 2: Nine Sustainability Elements for Investigation

Note! While the first audit should account for the above, it does not need to analyse all elements in great detail. Further the action plan does not need to reflect everything at once. The action plan can have long term and short-term targets, pertaining to themes that are incrementally being tackled or will be tackled in future Green Flag Renewals. **Do not only look at from a problem perspective! If problems are not there, highlight why and increase appreciation for the same.**

Remember! The audit should be viewed as a learning opportunity for students.
E.g. Engineering students may lead in energy auditing, social science and business students in 'Equity and Equality' and Health Science students in 'Health and Wellbeing'. A student could also be assigned to e.g. a buildings manager to audit a certain element. Encourage a mixed group with some students with the domain knowledge.
Don't forget that Social Science students or staff may help you create behavioural/ attitude reflective surveys!

Table 3: Sustainability Audit Checklist	Achieved	Not Achieved.	Remarks
Determine which student groups should be part of the auditing process (create a mixed group with students who have domain knowledge designated as lead investigators)			
Find the baseline sustainability situation and discover if action is identified as urgent, necessary or not required in collaboration with students on the Eco-Committee.			
Survey to discover current attitude/knowledge/behaviour to the environment around campus.			
Set indicators and targets by benchmarking against an 'end-line' or defined best practice target. Remember to have learning goals/targets.			
Measure or investigate the 9 areas of sustainability above.			

Step 3: Link to Learning on Campus

An HEI is essentially a place of learning and knowledge creation. Great inventions and historic discoveries have taken place in tertiary level institutions. Today, sustainability challenges like climate change, rising inequality, are affecting all nations. Without learning how to live and work in a manner that meets the need of the present without compromising the needs of future generations and create a sustainable world, students may be poorly equipped for the future job market and life in general. Therefore, the FEE EcoCampus programme stresses the importance of interdisciplinary education and Education for Sustainable Development (ESD).

A greater focus on interdisciplinary solutions-oriented **research** is also required as the issues are multifaceted and contain linkages to all areas of study. This means that it is essential that an HEI in the FEE EcoCampus program is working to engrain principles of Sustainability and the SDGs into the **curriculum**, **research targets** and **external communication** alike.

FEE EcoCampus recognizes and views HEIs as 'living laboratories' - A place to find solutions to sustainability issues amongst the communities around the campus through research and education. **Teaching and learning** should, therefore, be grounded in investigative, problem led learning with real results and outcomes. This develops valuable graduate attributes and real-life experiences for students. Ultimately graduates from an educational establishment that is involved in the FEE EcoCampus programme should be aware of the steps that can be taken to ensure that they are environmentally responsible throughout their future career.

Steps & Requirements:

1. A 'curriculum and research audit' is carried out to discover opportunities to embed perspectives of sustainability, using performance indicators to continue to measure and monitor progress.

- **How?** Review which courses do, could, or do not link to sustainability.
- Review what research targets exist on areas of e.g. climate change, the SDGs etc.
- Delegate to course coordinator/ head of school /head of faculty to review how their course, discipline and research objectives relate to matters of sustainability OR read course descriptions.

2. Strive to integrate sustainability challenges into the curriculum.

- **How?** Provide advice on how the school/faculty can include sustainability in their curriculum and research targets. AND/OR
- Provide a forum for heads of faculties/schools to discuss how they can collaborate to provide more links to interdisciplinary aspects of the discipline.

3. Strive to integrate sustainability challenges into at least 30% of faculties/school's research topics or targets.

- **How?** Discuss options and linkages with the head of school/faculties research departments.
- Provide a forum for research responsible /heads of faculties/schools to discuss how they can collaborate to provide more links to interdisciplinary research.

4. Strive to connect both curricular aspects of sustainability and research targets to problems facing society or the locality.

- **How?** Discuss with faculty heads/schools how students can engage with real-life problems facing e.g. businesses wishing to move towards circularity, homelessness in the city, climate change mitigation of the locality by inviting in guest speakers, providing projects in collaboration with local organizations, government, or businesses.
- Incentivize research target responsible and PhD/masters students to collaborate with those working on the issue outside of campus.
- Faculties should strive to have **at least one project** a year provided where students engage with external stakeholders.

5. Educators are educated!

- **Educators** should be incentivized to take part in training, seminars or other conferences linking their discipline to sustainability or relating more generally to 'education for sustainable development'.

Case Studies 1: From the University of Iceland

Research: University of Iceland are encouraging schools and faculties to identify and assess their ability to promote research within the field of sustainability by creating a register of feasible projects, their objectives, and possible participants. They delegate faculties of science, deans of schools and faculties and heads of research institutions to be responsible for this.

Interdisciplinary projects: By giving graduate students advice on topics related to sustainability and helping them find supervisors who are willing to undertake joint guidance. University of Iceland is encouraging graduate students to write projects in interdisciplinary topics related to sustainability. They are using lists with information on projects related to sustainability and the number of projects dealing with sustainability to measure the outcome of their goal to increase in cross-disciplinary topics related to sustainability graduate research.

Curriculum and Teacher training: By creating a database for all schools to contribute their materials for teaching methods and practices, UI is bettering teachers' abilities and methods to teach on topics regarding sustainability and environmental education. They are also placing greater emphasis on **participatory learning** by encouraging teachers to add this as an element to course curriculum. The curriculum itself acts as an indicator for whether or not this is occurring and the director of teaching, or dean of faculty / professors themselves are responsible for ensuring this. They are also creating seminars and presentations on sustainability and environmental issues for teachers and staff to urge teachers to build their knowledge and skills in addressing issues related to sustainability and the environment.

Connection to Society, University of Iceland is increasing the level of cooperation between firms, organizations, municipalities and institutions to increase amount of student projects executed in the field. In addition, they are encouraging research centers of the university to direct information about possible student projects in the field to the schools of the university.

Case Studies 2: Puerto Rico

At the **Inter-American University in Puerto Rico, The Center for Education, Conservation and Environmental Interpretation (CECIA)** complements the traditional teaching programmes in the institution, by providing mechanisms for the integration of environmental issues into disciplines.

This multidisciplinary approach is fundamental in the preparation of professionals with practical experience for the scientific interpretation of environmental problems. The Inter-American University of Puerto Rico, through the CECIA, develops **social responsibility** and **critical skills** in citizens and students, so that they can make sound decisions from any professional niche in which they have to work in society.

The geographical position of the different venues and the administrative structure of the Center provide for the **efficient integration of faculty**, students, government, citizens and industry.Among the numerous goals of the Center, are the development of appropriate technology, as well as the **development of** methods of **protection**, **remediation** and **environmental conservation** to protect the resources of the Island.

What an excellent way to use the university to solve local sustainability challenges!

Interdisciplinary Research Case studies from University College Cork (UCC)

UCC Plastic Pollution Research: Alicia Mateos Cardenas is a PhD student at the School of Biological, Earth and Environmental Sciences in UCC and a member of UCC Green Campus. Alicia's research is funded by the Environmental Protection Agency and looks at the impact of microplastics in the freshwater environment. A significant element of the research project involves public outreach. The team have developed a new education tool for primary schools and take part in Culture Night and World Environment Day activities.

UCC's Environmental Research Institute: 300 environmental researchers from across science, engineering, business and humanities come together under the ERI umbrella to address complex environmental challenges in a multi-disciplinary approach. The ERI also incorporates a number of environmental research centers including Marine Renewable Energy Ireland (MaREI), Aquaculture and Fisheries Development Centre (AFDC) and the Centre for Research on Atmospheric Chemistry (CRAC).

Responsible Business Schools: A Case Study from the Economics Faculty at University of Ljubljana. Business school and Economy Students have a key responsibility to educate students on the unsustainability of current models of business. It is key that they include circular business models, environmental economics and ethical business practices. At the University of Ljubljana, the Principles for responsible education in the field of management (Principles for Responsible Management Education or **PRME**) have been implemented. This encourages business schools to create responsible operations and training. The PRME movement is based on the six principles: purpose, values, methods, research, cooperation and interactive dialogue, encourages business schools to integrate the concepts of sustainable development and social responsibility into educational and research activities. The main goal of the movement is the development of a new generation of business leaders that will deal with the complex challenges facing companies and society in the 21st century.

Active Learning! A Case study from the Polytechnic Institute of Viana do Castelo [IPVC], Portugal

At the IPVC, an Active Learning Strategy has been created to base the Education and Learning Outcomes on strong interactive learning with a use of real case studies, which they believe allows students to better understand the social reality and functioning of cultural and social phenomena. This way the students get accustomed to iterative reasoning and working, and develop a greater scientific and technical imagination, besides adding the capacity to work collectively, developing ethical values, and the personal and intuitive capacities to think critically.

See Appendix 3 for methods and ideas to foster interdisciplinary learning and Education for Sustainable Development in all disciplines!

Step 4: Create your Action Plan

Information gleaned from the Sustainability Audit is used to identify priority areas and create an Action Plan. Depending on what is discovered in the Sustainability Audit, the Action Plan **must** contain actions in at least **2-3 chosen themes**. The scope and actions in a theme may be prioritised based on resources.

Action planning involves:

- Improving environmental performance on specific issues by setting achievable, and realistic targets with metrics that can be measured
- Listing agreed with activities
- Listing allocated responsibilities for each action.
- Setting timelines and deadlines

The Action Plan is continually amended to reflect the findings of subsequent Monitoring and Evaluation.

By the way! Do not be tempted to be too ambitious at first as this can be overwhelming and failure to realise unrealistic expectations can lead to disappointment. Not all points raised in the Sustainability Audit have to be tackled and it is better for the Action Plan to have realistic and achievable goals set within achievable timeframes. Success increases confidence and builds enthusiasm for setting new targets in subsequent years of the FEE EcoCampus Programme!

All of the actions described on the Action Plan do not have to be carried out at the time of application for the International Green Flag, as some goals are long-term and require long-term action to achieve their aim. However, it is important to demonstrate that actions have taken place and indicate the progress of actions regularly. Quantifiable targets should be set where possible e.g. 20 per cent increase in environmental literacy on key identified issues in 6 months, 50 per cent reduction in waste to landfill in 18 months, 100 per cent recycling of aluminium cans in 8 months, 10 per cent reduction on electricity consumption from the previous year, etc.

The Action Plan Must:

- Be developed from the results of your Sustainability Audit.
- Be **SMART**: Specific, Measurable, Achievable/Attainable, Relevant in terms of being Timely & Targeted
- Contain realistic and quantifiable goals and targets with timeframes, where possible.
- Be in table format (see sample), identifying action, person or group responsible, and the timeframe for completion.
- Be displayed on your FEE EcoCampus noticeboard & web page.
- Include regular monitoring and should be a 'working document' to be updated if and when necessary.
- Indicators and measures should be determined and written in collaboration with student members.
- An action plan should include actions pertaining to all cross-cutting themes and 2-3 chosen themes.
- Performance indicators must be clear and inappropriate measurable units. Cost implications should be accounted for.
- The action plan includes information on how each activity will be monitored and evaluated.
- Responsibility is assigned so students are responsible for at least half of the activities.
- The action plan includes clear links to learning on campus. (*see curricular engagement).*

Table 5: Action Plan Checklist	Achieved	To be achieved
On the bases of the Sustainability audit and curricular review **decide which themes you will engage with over the next 1.5 year.**		
Create a clear list of goals and targets with timeframes and deadlines, some may be long-term, some may be short term.		
Discover which activities you need to take to research your targets and goals.		
Note what the cost of the activities will be and potential cost savings (Payback period).		
Make a list of who's the support you will need to carry out the actions.		
Decide how information on **how each activity will be monitored and evaluate**d, using the same measurement units and performance indicators chosen for the sustainability audit.		
Delegate responsibility to students: They may work in collaboration with a staff member.		
Create a table that shows the action, person/group responsible, the timeframe and the performance indicator.		
Inform the communications department and post what actions, goals and deadlines you have set.		
Link to learning on campus.		

Table 4: Action Plan Example - **Universidad de Vigo, Spain**

Objective 6	Actions	Methods	Faculty Appointed	Necessary Means	Time Frame	Responsible/s	Tracking Indicators
6. Green buying, fair trade and responsible consumption	6.1 Integration of sustainability criteria for the purchase of goods and products	Review of the clauses of the contracts of canteens, cleaning and reprographics.	Vice Director of Campus	OMO assistance and Campus management	2018-2019	Vice Director of Campus/ Center Management	Documentary evidence
	6.2 encouragement of the consumer groups	Purchase of local fresh produce (orchard) from Pontevedra	Vice Director of Campus	Campus Administration (PAS)	2018-2019	Vice director of campus/ administration centres	Documentary Evidence
	6.3 Student menu	Creation of a plan of action that analyzes the needs of feeding students in different academic periods.	Nursing department	Nursing Department	2018-2019	Nursing department	Documentary Evidence
	6.4 Study of university canteens	Developing a TFG to analyze campus college canteens	Nursing department	Nursing department	2018-2019	Nursing department	Documentary Evidence

Step 5: Monitoring & Evaluation

Monitoring and Evaluation are used to assess progress made towards achieving targets identified in the Action Plan and to identify areas that require further corrective action. Corrective action is a rapid and adequate response to problems which either removes the barriers or moderates the negative effects and prevents the problem from occurring again. Monitoring and Evaluation also enhance whole college awareness by highlighting the successes of the actions undertaken. Monitoring and Evaluation should be developed in tandem with the Action Plan.

Monitoring is vital for identifying areas in your Action Plan that can be improved upon and amended. This aids performance and feeds back to further actions and new goals. Make sure the whole campus is aware of your progress by displaying any results and figures prominently on campus.

Requirements of Monitoring and Evaluation:

- Be developed in conjunction with your Action Plan and have clear responsibility assigned and timelines for when monitoring is to take place.
- Be carried out by the students when and where possible in conjunction with internal college management.
- Use the same unit of performance as your Sustainability Audit to allow comparison with initial figures.
- Feedback into your Action Plan to identify areas for adjustments and improvements to be made when and where necessary.
- Increase the likelihood (or reduce the time required) for achieving goals formulated in your Action Plan.
- At least 2/3rds of action plan targets must be achieved or illustrate positive progress.
- The following action plan should reflect the findings of the evaluation.
- The monitoring and evaluation results are publicised on-campus website/social media.

Environmental performance indicators should be clear, transparent, and comparable and relate to findings of the Environmental Review.

How to involve your student representatives!?

- Delegate responsibility to student committee members and staff to be responsible for specific attributes of monitoring and evaluation!
- Make use of surveying to discover changes in behaviour and other aspects of sustainability literacy- Social Science students and faculty may assist in this endeavor.
- When you compare findings against the sustainability audit, maybe allow Maths/Economics or Engineering students to guide and create graphs, charts or other visuals to illustrate progress.

University of Iceland: One way to monitor and evaluate sustainability literacy.

It can be very difficult to monitor how students are being educated and whether critical competencies for sustainability are being taught. However, at the University of Iceland they have chosen to use:

a) Information in the course catalogue on teaching methods and assessment
b) Attitude surveys among students and
c) Information from teacher evaluation - to indicate whether students are learning from participating methods and gaining key competences for sustainability.

University College Cork (UCC's) Energy Saving Teams: The UCC Energy Manager and Sustainability Officer work with teams that represent each building on campus. The teams are assisted to develop a Post Occupancy Evaluation survey that is administered to all building users. This assesses how staff and students use the building and rate its sustainability performance. Following this, an Action Plan and campaign materials are developed. Surveys have been administered in 5 of the 6 buildings.

University College Cork has chosen to illustrate how they are progressing towards their targets using infographics to portray their successes! They are also illustrating how their progress works with the SDGs.

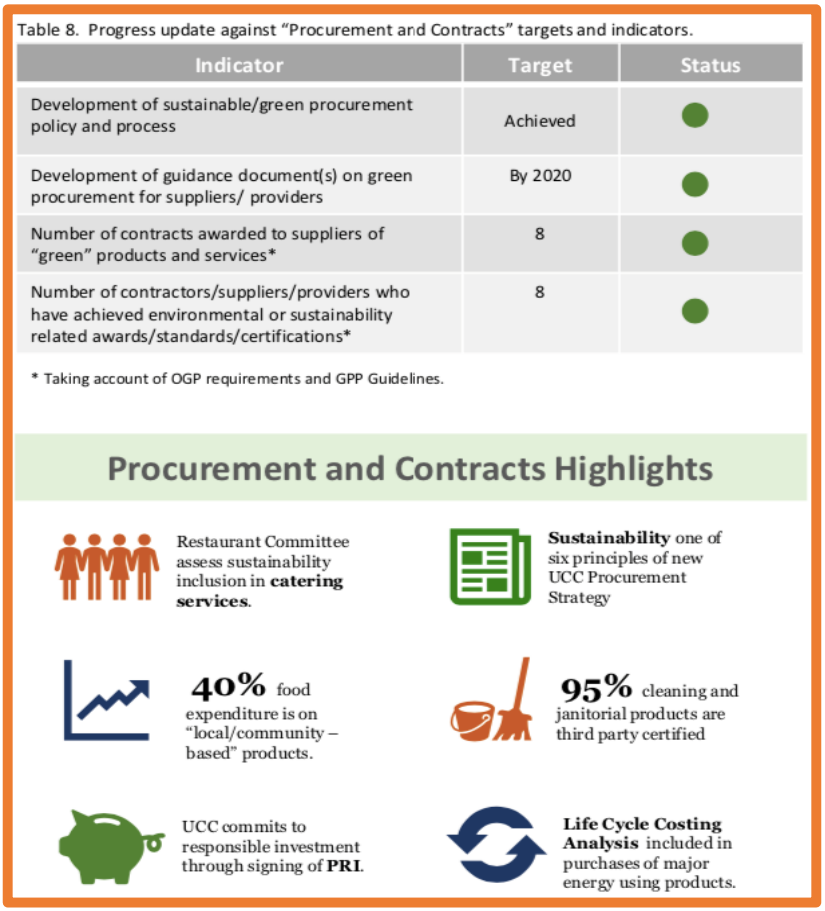


Table 8. Progress update against "Procurement and Contracts" targets and indicators.

Indicator	Target	Status
Development of sustainable/green procurement policy and process	Achieved	●
Development of guidance document(s) on green procurement for suppliers/ providers	By 2020	●
Number of contracts awarded to suppliers of "green" products and services*	8	●
Number of contractors/suppliers/providers who have achieved environmental or sustainability related awards/standards/certifications*	8	●

* Taking account of OGP requirements and GPP Guidelines.

DON'T FORGET TO CELEBRATE progress!
You can host or post or create an event to share progress with all members of the campus and local community.

Step 6: Informing and Evolving the Wider Community

A key role of an HEI is leading to support the society with information, new knowledge and thinking. However, the most amazing solutions and ground-breaking research may be taking place without anyone knowing about its existence. The aim 'Inform and Involve' is to spread the FEE EcoCampus message throughout the campus and the wider community through ongoing publicity and engagement. Campus-wide knowledge, attitudes and behaviours may also be shaped by this step. It is therefore essential that a comprehensive communications strategy is created. This should account for marketing, social media, campaigns, and sustainability-related events on campus.

Involvement of the wider community brings benefits in both directions. Neighbours, local businesses, schools and the local authority can all be drawn in to provide advice and practical help. Well, publicised events and actions ensure maximum participation from the different groups involved.

Ideas to help Eco-Committee:

- Create a strategy perhaps in collaboration with marketing students or the campus's communications department to inform about the Eco-Committee's activities and sustainability-related events on campus.
- Delegate responsible student to be 'communications officer'.
- Have at least one social media page and a section of campus website where committee updates can be shared.
- Posts should pertain not only to campus updates but also sustainability challenges or successes in the locality or nation.
- Attempt to post or update social media on **a bi-weekly basis** (in semester time).
- Run at least **one information campaign** on the 'in focus' themes of the year.
- Hold 1-2 'Green Days' on the 'in focus' themes per year with information stands.
- If possible plan a 'Green Week' or 'Sustainability Week'.
- Have at least one Town Hall meeting a year to include input from all interested students, + inform on activities of the Eco-Committee.
- Include a section on FEE EcoCampus and 'Expected EcoCampus Behaviour' in student and staff induction meetings and induction/welcome handbooks.
- Discuss with campus newspapers to have an 'EcoCampus' or 'Environment' column.
- Try to ensure that EcoCampus is present on the provost/director's staff and campus progress meetings.
- Highlight the work being done amongst the visitors to the campus.

Involvement can be enhanced by:

- Using a whole-campus 'Day of Action' or a longer-term community project to raise Awareness of FEE EcoCampus within and beyond the campus
- Holding hackathons in collaboration with external organisations and think tanks.
- Offering opportunities for people to contribute to FEE EcoCampus: e.g. through volunteer events, becoming an energy or waste champion in their department etc.
- Engaging with the real issues of the communities through research and other projects.

OBS! Make **Green Week** an opportunity for students, staff and the wider community to get together to work towards achieving some of the targets set out in the Action Plan. On some campuses the 'Day of Action' has been carried out in conjunction with local or national projects (e.g. Tidy Towns, SDG Global Goal Days, Energy Awareness Week, Tree Week, Bike Week, etc.).

FEE EcoCampus Inform and Involve Case Studies:

Universidad de Vigo, Spain: Are ensuing that students and staff are knowledgeable about the commitment the campus has taken to sustainability by having each student and staff member **sign an 'environmental commitment' agreement** when starting their studies or position at the campus. This is completed following an induction presentation about FEE EcoCampus activities and how to get involved.

They also hold crafting workshops to teach students how to create everyday items, in one they use herbs from the campus gardens to make soap.

Learning how to create every-day items may create more conscious and responsible consumption!

University of Iceland: Have an excellent way of incentivising staff to stay involved in discussions about Sustainability and environmental issues both within and outside the university by **awarding 5 note-worthy projects** in the field of sustainability and the environment within the University.

UCC, Ireland connects to the local community by hosting a Political Forum on Climate Change: In October 2017, in the aftermath of the damage caused by Storm Ophelia, UCC hosted a Cork Climate Action political Forum. "*Storms are brewing, what are we doing*?" The panel on the night included Michael Martin (FF), Eamon Ryan (Green Party), Mick Barry (PBP) and Donnchadh Ó Laoghaire (SF). Dr Aine Ryall, UCC School of Law, and member of the expert advisory group to the Citizen's Assembly on

Climate Change, acted as academic rapporteur.
Over one hundred people were in attendance. Cork Climate Action was set up in advance of the COP21 Climate Change summit in Paris in November 2015. It is a coalition of non-governmental organisations working together to address climate change. It organises events at local level in support of national and global actions. Current members include: Cork Environmental Forum, Social and Health Education Project (SHEP), Trócaire, **UCC Green Campus** and UCC Environmental Society.

Universidad de Vigo, Spain: Teach a unit for children of Pontevedra schools on trees and how to plant + why trees are important by taking them into their abortorium and walking the forest path.

Connecting 3rd level institutions with primary and secondary schools is a great way to share the knowledge!

KP Campus Carslberg in Demark: Have an active EcoCampus Facebook page where information campaigns, and other tips are provided and updated regularly! They also share 'idea sharing' workshops through their FB page to invite and involve ALL campus community members to give their input into what their 'EcoCampus' should look like!
https://www.facebook.com/groncampusKP/

Get involved with the FEE Programme 'Young Reporters for the Environment'!
Incentivize your campus newspaper young aspiring journalists to join the YRE to participate in training and win rewards for environmental journalism. Find the details on the FEE. Global webpage!

Step 7: Eco-Charter

The Eco-Charter is essentially a 'This is How We Do Things Here…' guide to environmental management on site. Most organisations will have a substantial Environmental Policy in existence with specific policy statements related to waste, energy, water and other environmental issues. This is often a large document and not easily remembered by staff or students.

The Eco-Charter may contain an environmental policy but essentially it should be a concise guidance document on how environmental issues are handled on campus and embedded in the vision, mission and goals of the campus. It should include contact details for the Eco-Committee, targets from the Action Plans and best practice guidance specific to the campus. Often there is a dearth of environmental information available to students/staff. The Eco-Charter should be a space on the website accessible to those that use the campus, students, staff and visitors, where environmental information can be published and, more importantly, **updated**.

The Eco-Charter is designed to be compiled after the Action Plan has been implemented and the Monitoring and Evaluation steps have been carried out. In short, the difference between environmental policy and the Eco-Charter is that the former is an expression of what the campus intends to do and provides assistance at the strategic/management level; the latter is the values by which the campus community can achieve the aims through specific advice and information.

The Eco-Charter is a living document and must be updated as required.

To Do:	Achieved:	To be achieved:
1. Get input from the Eco-Committee for what policies should be included.		
2. Get top management to write the Eco-Charter in line with the vision and goals of the university.		
3. Publish the Eco-Charter on the university website and other visible locations.		
4. Update and review to reflect new developments, plans etc.		

2.3 FEE EcoCampus Themes

Depending on the structure of the institution and the Eco-Committee, a campus can choose to work on all themes or just two to three. The Eco-Committee consults with the National Operator before choosing an approach following the first Sustainability Audit.

The FEE EcoCampus programme embraces the four cross-cutting themes **Climate Change and Carbon Footprint**, **Health and Wellbeing**, **Global Citizenship and Culture** and **Equity and Equality**. These themes are crosscutting as they each are affected by and affect both each other AND the themes: Biodiversity, Water and Sanitation, Energy, Transport, Waste & Resources, and Food. Therefore, when choosing themes, FEE expects the campuses to view each theme from the perspective of how it links to the crosscutting themes and perhaps also other variable themes e.g. energy may link to water as energy is needed for water pumps, water heating and water cooling.

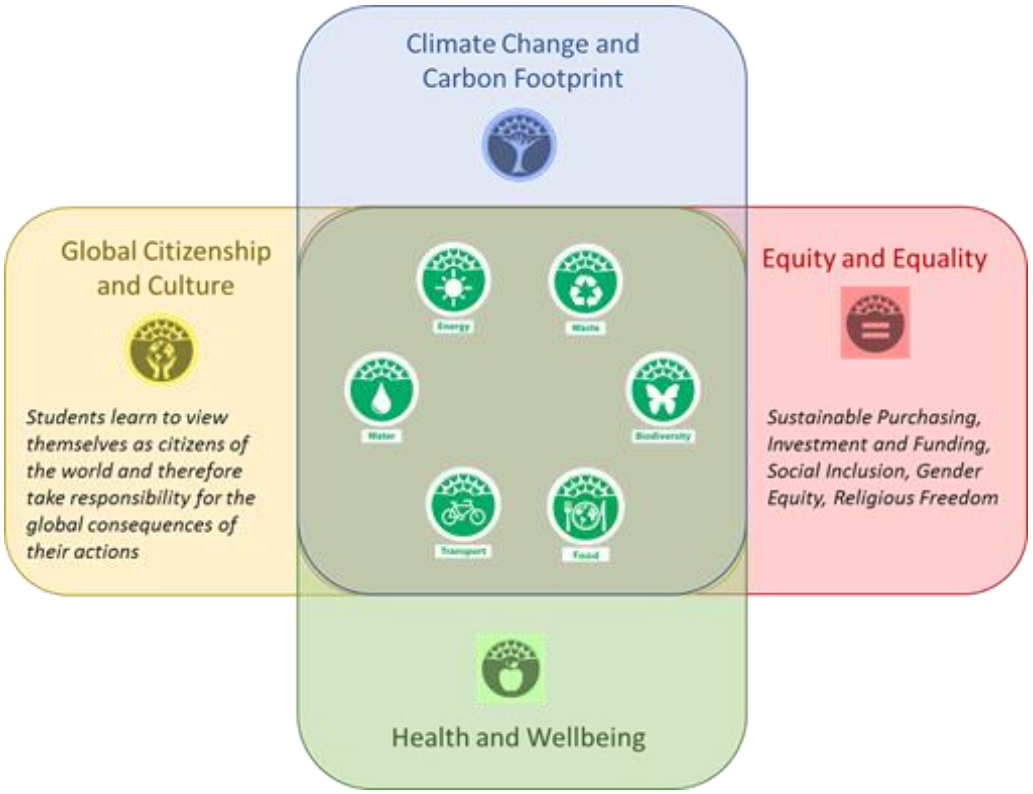


Figure 9: FEE EcoCampus Themes

The institution should aim to **embed the themes into relevant course curriculum, operations and governance as well as research targets of the institution**. As your FEE EcoCampus programme progresses, themes can be developed in detail, but the Seven Steps of the FEE EcoCampus programme must become an intrinsic part of day-to-day operations on site. It is also vital for the longevity of the programme that the resources that are already in existence on-site are utilized, for example, the continuous management of older Themes like Waste, Energy, Water etc., before tackling a new Theme.

We encourage the campus to review the status of the management systems controls already in place concerning the above-listed Themes. Many organisations have personnel already dedicated to monitoring and controlling the items listed and may have targets and reduction programmes in place. Besides, certain course work may already be generating data such as Environmental Reviews and statistics, which may be useful.

2.3.1 Cross-Cutting Themes

Climate Change & Carbon

One of the greatest challenges facing the earth and all those living on it is Climate Change. The impacts of climate change are affecting the Earth as a living planet some of its consequences in form of more frequent and intense natural disasters, rising sea levels and temperatures, poorer air quality, and decimation of biodiversity and ecosystem services are well recognised. By affecting our ability to grow and have access to our daily dietary needs (Food), our access to clean, freshwater (Water), and the rich Biodiversity that sustains our ecosystems and ensures our survival on this planet, climate change is jeopardising the Health and Wellbeing of all people of both present and future generations.

However, at present climate change is not affecting all nations equally. The carbon-intensive consumption and resource-extractive economies of Developed countries have contributed to carbon dioxide in the atmosphere to a much greater extent than developing countries. Yet the effects of climate change are most felt in lesser developed countries where the contribution to it has been the lowest. The theme of equity and inequality is therefore also pertinent, and challenges cannot be solved without a stronger sense of 'global citizenship'.

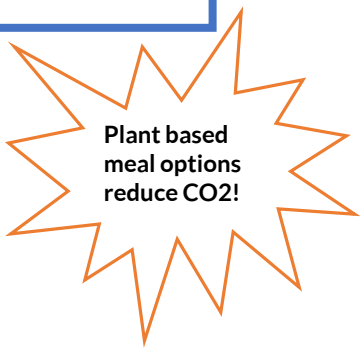
The causes are well established and link to the fossil fuel dependency and overconsumption of today's society. The solutions, therefore, require a fundamental shift in the way we live our lives and produce the materials necessary for our survival. FEE EcoCampuses must, therefore, dedicate themselves to **educating** students on how to mitigate and adapt to climate change and 'Walk the Talk' by lowering their carbon footprint as much as possible. The FEE EcoCampus 'Climate Change' theme relates to all themes and should be present in how campuses work with each of the themes.

Aim to Reduce your Carbon Footprint incrementally

University College Cork note that the Green Flag is awarded to those who are actively working in a step-by-step manner to reduce CO2. "The University's most recent carbon footprint calculation (2019), revealed that for scope 1 and scope 2 emissions (*those that are produced on-site as a result of UCC-owned boilers, vehicles etc. or purchased from the grid*) the amount of CO2 we are producing has remained almost stable, despite a significant increase in both student numbers and area. Scope 3 emissions (*from travel and procurement related activities*) was calculated where data was available." **The next year will see a carbon management plan put in place to address all scopes.**

Divest from Fossil Fuels!

Trinity College Dublin began the process to divest from Fossil Fuels in 2016 as a result of wide spread student demonstration and pressure. Following TCD's decision, the Irish government committed to divestment in 2017. What a way to inspire the nation!



Health and Wellbeing

Health and wellbeing of all are one of the drivers of environmental action. As an educational institution FEE, EcoCampuses can educate and inform on how these effects may occur and how students can work to mitigate them through their consumption and academic or working lives. Also, health and wellbeing link to the provision of **water and sanitation on campus**, a**ccess to green spaces** and good **air-quality** (Biodiversity), **healthy food** options, a **litter-free environment** with no impacts from hazardous waste, a **bike/walking friendly** campus, and **access to mental and physical health facilities**. In addition, the campuses can provide structures that promote healthy lifestyles and run campaigns on sustainable lifestyle choices or integrate these elements into curriculum and research objectives.

It is advised that campuses provide consent and sexual health workshops as well as mental health counselling facilities. Another important aspect of health and wellbeing is providing a safe space for women, gender fluidity and people of different religious or cultural background.

Case Study from Universidad de Vigo, Pontevedra, Spain:

A Healthy Student Menu: Campus de Pontevedra are reviewing their Student Menu to both localize, season-alise AND have healthy options. By providing seasonal vegetables purchased locally you are not only cutting down Carbon Dioxide, you are also encouraging healthy life styles and contributing to the development of global citizenship.

'Healthy Walking Routes': They are also incentivising walking by creating 'healthy walking routes' on campus. These routes also contain information regarding biodiversity on campus! This is an excellent perspective of **health and wellbeing**, **biodiversity** and **transport** all at once! In addition, they are launching a campaign to encourage taking the stairs instead of the elevator.

Simple messages can go a long way!

By the way! Provision of Yoga and Meditation is an excellent way to combat anxiety and stress.

Global Citizenship and Culture

To embed the changes necessary to combat or adapt to climate change, students and staff must learn to view themselves as 'Global Citizens'. This means you learn to view yourself as citizens of the world thereby **taking responsibility for the global consequences of your actions**. As aspects of each discipline and research topic can have global impacts, this theme is embedded in all themes. It is therefore essential to Include 'global citizenship' as a learning outcome in all disciplines, to inform and educate on the necessity for collaboration and partnerships in solving the global challenges such as climate change and resource conflicts. This is also emphasized by SDG 17 'Partnerships for the goals'.

FEE EcoCampus believes that when provided with 'cultural awareness education', students and staff will become aware of how their actions and attitudes affect the environmental and social situations of others, and thereby create more positive behaviours and more accepting attitudes. Such awareness may incentivize a deeper willingness and ease when working with people of other cultural backgrounds. The necessity for collaboration and partnerships in solving global challenges such as climate change and resource conflicts is further emphasized by SDG 17 'Partnerships for the Goals'.

In practice, this theme interrelates to the choices we make daily. This could be the choice to buy fair trade, local and /or organic products and support people with lesser means. It could be the choice to consume less meat or travel less by planes as these industries emit greater carbon to the atmosphere. It also means learning to respect people of other cultural or religious or sexual backgrounds.

Supporting women & entrepreneurship. The International Labour Organization Training Center, Italy is supporting African women entrepreneurs who produce natural, eco-friendly and sustainable cosmetics to be used in our hotel rooms trough specific dispensers saving more than 40.000 plastic bottles and soap packages per year. This both saves materials, supports local communities and women and combats plastic pollution.

University of Iceland wishes to arouse the interest of students and staff on how their decisions in daily life within the university community has an impact on their ecological footprints. They are doing this by creating a website with a calculator that measures 'ecological footprint of university citizens'. This also helps students understand how their choices may exacerbate climate change. The 'performance indicator' is chosen to be 'the number of visits on the website'.

Equity and Equality

It is well known that both 'Health and Wellbeing', 'Climate Change', and 'Cultural Awareness Education' are inequitably distributed. Climate Change is affecting the poorest most vulnerable societies first, the most socially vulnerable communities often have the worst access to health care services, and only educational institutions with greater means may be able to provide 'Cultural Awareness Education'. This FEE EcoCampus theme is, therefore, crosscutting into all other themes. By becoming **global citizens**, students learn to view themselves as citizens of the world thus viewing, for instance, refugee assistance and human right violations as a violation against a fellow citizen, incentivizing **action**. It will also inspire more **ethical** purchasing perspectives.

This is achieved by giving students action capacity on the EcoCommitte to change campus institutions, ensuring fair trade and ethical supply chains and looking into campus investment in policies that promote the environment, social and governance (ESG) principles. Also, the FEE EcoCampus programme inspires campuses to provide linkages to the surrounding locality by investing in research in income inequality, working towards gender equality and female leadership empowerment, providing combined projects with local organisations, and teaching students about structural poverty.

HEI's are therefore encouraged to collaborate with volunteering or social organizations outside campus, provide disability access to campus facilities, ensure gender equality in leadership positions on the EcoCommitte, provide assistance for students living in poverty such as scholarships and assistance packages, and importantly review campus investment and bonds into inequitable industries such as arms industries, fossil fuel industries or those indirectly working with child labour.

Waste, Equity & Inequality: **UCC** IT Services donate old computer to local schools and charities. UCC has one of the largest collections of PCs and computers in Cork City. Approximately 4,000 computers are available to students for heavy computational work, software development, or business projects. Once they are over 5 years old, these computers are typically replaced, in order to keep pace with the demands of our students. However, these computers are still functioning fine for typical web browsing. In 2015, it was decided to **pass on these computers into the local community** (via local schools) and/or to developing countries (via the charity Camera). In 2017/18 150 PCs were donated to local schools, charities and developing countries, bringing the total over the past 3 years to 300. Through promoting **reuse of IT equipment**, the University is in some small way contributing to education in these communities and reducing the amount of electronic waste PLUS supporting a more circular economy!

Food, Equity & Inequality: **The International Labour Organization Training Centre**, Italy have created a Good Samaritan project to collect surplus of food at the cafeteria and provide it to charity organizations. Such projects illustrate how food-waste can be rescued and provided to those in need.

2.3.2 Themes

At least 2-3 are chosen on program initiation. One or more themes can be added hereafter.

Biodiversity: 'Biodiversity' encompasses both **terrestrial** and **aquatic ecosystems**. When working with this theme, FEE EcoCampuses should survey what types of ecosystems and landscapes they have in their surrounding locality and/or country and discover whether there are any key threats or hotspots. This may be marine or ocean pollution, groundwater pollution, soil degradation, desertification, or other issues. The aim should, therefore, be to educate students on how their chosen discipline might impact biodiversity, and also how their consumption choices or lifestyle is connected to biodiversity loss in other locations. **Healthy biodiversity** = health and wellbeing on campus, climate change mitigation and more.

Water and Sanitation: This theme aims to spread awareness about the sustainable use of water and sanitation. An introduction to the importance of water both locally and globally should be made regarding how simple actions can substantially cut down water usage. Also, 'sanitation' is essential for 'health and wellbeing' due to the spread of disease and illness in its absence. Further, Campuses should educate students on how climate change may affect access to clean water, and also aim to get relevant disciplines or faculties to include the topic in their curriculum. Global citizenship & Equity and Equality are key to ensure Conservation of Water & Access to Sanitation which equates to Health & Wellbeing and Climate Change adaptation.

Energy: Electricity, heating and cooling represent some of the greatest sources of GHG gases. Therefore, to be a Green Flag certified campus you **must** be actively working towards lowering your carbon footprint and educating students on the effects of high energy usage, new developments in renewables and the inequitable distribution of renewable technologies. It is up to the individual campus what scope of emissions they wish to target first. Most campuses work with scope 1 and 2 emissions (those produced on-site due to campus owned boilers, energy from a grid or vehicles) but we encourage campuses to also incorporate scope 3 (travel and procurement-related activities). If possible, this means moving away from fossil fuel-based energy sources and investing in renewables such as solar, wind, water, or geothermal. It also means exposing students in relevant disciplines to issues such as embedded carbon, how to use 'lifecycle costing', and other techniques to consider energy usage of products before purchase.

Waste and Resources: Pollution of land and sea is mostly caused by human waste and littering. Waste and resource use is increasingly a threat to our ability to live in healthy environments. Unfortunately, the movement of waste and resources is inequitable. In many cases, the hazardous waste produced in western nations ends up polluting and threatening the lives of those in developing countries. Also, resource-intensive economies are actively contributing to climate change due to material mining and overconsumption. This theme, therefore, aims to tackle the issue by encouraging campuses to engage in and advocate for more circular perspectives on waste. Rather than engaging in take-make-dispose models of consumption, campuses should encourage students by leading by example and illustrate that a waste-free lifestyle is possible!

Transport: Transport accounts for a significant proportion of GHGs. A Green Flag certified campus working with this theme should aim to inform students on the negative environmental impacts of fossil-fuel-based transport methods. Also, research on behavioural changes, fossil-free alternatives, or the development of student projects linked to organizations in the community working on sustainable urban mobility should be present. The environmental consequences of air travel should be made clear.

Food: 'Food' is intrinsically linked to Health and Wellbeing, Climate Change, Global Citizenship and Equity and Equality. This theme aims to promote improved nutrition and knowledge of sustainable food production and consumption. Food links both to Global Citizenship and Culture as the campus should aim to provide dietary requirements for people of different cultural backgrounds and religions. The theme links to climate change as this may threaten traditional food production systems; to global citizenship to encourage students to consider where the food they eat comes from and how it has been produced. The theme links to Equity and Inequality as many cannot afford the necessary dietary requirements of the day. Indeed, 3 billion tons of food is wasted every year, yet 800 million go undernourished.

Case Study Examples:

Energy, Climate Change & Global Citizenship, UCC: The "**Saver Saves"** scheme incentivizes action. The Saver Saves scheme targets the most energy-intensive buildings in UCC, putting together teams of stakeholders within the buildings to deliver a tailored campaign improving energy efficiency. The monetary savings associated with increased efficiency remain with that department from year to year, to be reinvested in further environmental projects. With support and advice from UCC's Energy Manager, the "green teams" are given the power to decide on the projects that will be undertaken each year, based on the potential payback in terms of environmental improvement and monetary savings.

Climate Change, Food, Biodiversity, Transport, Community Outreach! Universidad de Vigo, Pontevedra are purchasing fresh local produce and making contracts with local farmers. They have also created an arboretum where they educate local primary schools on the importance of trees and biodiversity!

Climate Change, Waste & Resources, Health & Wellbeing, Equity & Equality, Partnerships. UCC, Ireland is an official signatory to the United Nations-supported Principles for Responsible Investment (**PRI**). UCC divested from fossil fuels several years ago, but the PRI commits the University to look at a range of ethical, sustainability and governance (ESG) impacts when considering investments. The University will report annually to the PRI on its investment portfolio. Currently, over 70% of the University's Trust is invested in what would be considered "positive sustainability investments". These include **forestry funds**, **ethical global equity fund**, **Irish energy efficiency fund**, and **renewable energy funds**.

Climate Change, Energy, Transport, Infrastructure, Entrepreneurship. The Faculty of Economics of the University of Ljubljana, together with the Faculty of Electrical Engineering, has recognized the potential of its **unused roof surfaces**, both for the environment and the source of additional revenue in the form of exploitation as electricity sales. A study by the Laboratory for Photovoltaics and Optoelectronics has shown that the **solar power plant** will contribute significantly to reducing the carbon footprint of the institution, while at the same time producing and selling electricity for the faculty. On the roofs of the faculty, there are 432 modules with a total power of 105 kW, whose operation will save 57.84 tons of carbon dioxide emissions annually.

Waste, Climate Change, Biodiversity, Global Citizenship, Research. Going plastic Free!
The "CAFE - Environmental Awareness for the End of Packaging" application from the **Higher Agricultural School of the Polytechnic Institute of Viana do Castelo, Portugal**, was the great winner of the North Region of the Novo Verde Packaging Universities Award challenge. The working group includes 5 students who are members of the Eco School Council. The project contemplates several talks and messages including sessions on the theme "The 3 R's of Waste", "Circular Economy" and more! An attempt is also made to discover alternative

solutions to replace the anti-herbal plastic cover: R & D studies for the development of organic/biodegradable screen for soil cover (greenhouse) through the valorization of waste.

TIP! Review YOUR Investments and Procurement Polices!!
Maybe even become a signatory of the UN Supported Principles for Investment (PRI)

FEE EcoCampus stresses the essentiality of this as the result of a sustainable and ethical investment and procurement policy affects all themes. Therefore, by working with this you are already half way there when choosing actions for your themes. FEE EcoCampus therefore requests that you review campus investment and bonds into inequitable industries such as arms industries, fossil fuel industries or those indirectly working with child labour. This ensures you are working with equity and equality. Get business students, economics or politics students involved in this task too!

- By divesting from fossil fuels, you are protecting **biodiversity**, **food** production systems, and mitigating **climate change** among other positive effects.
- By purchasing and procuring local as far as possible you cut down CO2 and supporting local businesses. Organic, healthy purchasing also betters Biodiversity and Health and Wellbeing.
- By procuring only environmentally friendly cleaning supplies you protect marine and terrestrial ecosystems and reduce **pollution**.
- By considering packaging and the type of waste created when purchasing you minimize the need for recycling. Therefore, consider material types and location from where you source.
- By purchasing less single use plastics you minimize marine pollution and biodiversity endangerment.
- By minimizing your overall consumption and engaging in reuse and reparation e.g. purchasing second hand you are both protecting natural resources, terrestrial and marine ecosystems and mitigating climate change.
- By abiding by sustainable supply chain management, you minimize risk and protect campus from **ethically harmful industries**.
- Organise order supplies in bulk to avoid excessive packaging and multiple deliveries. **Transport.**

See Full Table of Theme Interlinkages ways to work with them in Appendix 7!

REMEMBER! Link Themes & SDGs to Learning on Campus!
Each of FEE EcoCampus cross-cutting themes and their interaction with the main themes can and should be linked to learning on campus! Therefore, **curriculum, research**, **events** and **conferences** on campus as well as the manner the HEI's interact with their community should reflect what themes the campus is working on. Each of the themes also directly correlates to the SDGs. Working with the **SDGs** is a great way to link FEE EcoCampus themes to the world's most challenging problems. Such linking fosters 'Systems Thinking' and Global Citizenship where students begin to view how all processes of society and individual choices are connected.

You may decide to investigate which SDGs your community is struggling with the most and include actions on how you can engage your Eco-Committee to remediate or solve those challenges.

You may also investigate how you can collaborate with other EcoCampuses, programmes or schools to facilitate more partnerships for informing on and researching sustainable solutions.

Chapter 3: Assessment and Application Process for the International Green Flag Award

3.1 A Short Description

For a campus to apply for the International Green Flag Award, the campus must be registered on the FEE EcoCampus programme for **at least 1.5 academic years** and have all Seven Steps of the FEE EcoCampus programme implemented.

The Eco-Committee submits a written description of the implementation of the Seven Steps of the FEE EcoCampus programme on campus. The campus that is applying for the International Green Flag is facilitated in its efforts by the National Operator. Guidance is provided to the campus on compiling their application. Drafts of the application can be reviewed and feedback and recommendations can be made by the National Operator before official submission of the application by the Eco-Committee.

The official application is then distributed to the assessment panel and an assessment assembly date is agreed. The National Operator becomes the facilitator for the assessment process rather than a member of the assessment panel. An assessment panel is chosen by the National Operator. The themes undertaken by the campus under assessment should also be looked into while selecting the panel members. The assessment panel may consist of staff from the member organisation in the country and other stakeholders with specific knowledge and experience.

The assessment assembly allows the Eco-Committee to present the work undertaken on campus. The Eco-Committee may present the implementation of the programme through talks, demonstrations, tours, video and other media. A tour of the campus featuring the work of the Eco-Committee has proven to be a highly effective means of demonstrating the implementation of the programme.

The assessment panel is offered the opportunity to provide oral feedback to the Eco-Committee at the assessment assembly. The National Operator requests written feedback from the assessment panel no later than three weeks after the assessment assembly.

3.2 Assessment

At any time after 1.5 years of implementing the 7 steps, the Eco-Committee can decide to apply for the International Green Flag. Before applying for the award, it is important to ensure that the Seven Steps have been successfully implemented. The National Operator of the FEE member organisation can help the Eco-Committee to determine if they are ready to apply for the International Green Flag Award. The following performance indicators will assist National Operators and the Eco-Committee to assess their progress towards the International Green Flag Award. This also could be used to plan the implementation of the programme. At least a score 800 out of a total achievable 1000 points are required to qualify. However, the assessor can award more points for exceptional performance and ultimately decide if the Green Flag is granted or not, thus the scoring system below should be viewed more as a **guideline framework** than 'do or fail'.

Remember! The scoring is more like an educational strategy to help guide. It's not 'do or fail'.

Step	Total Score	The weightage (In Percent)
Step 1: Eco-Committee	100	10
Step 2: Sustainability Audit	150	15
Step 3: Link to Learning on Campus	200	20
Step 4: Action Plan	150	15
Step 5: Monitoring and Evaluation	200	20
Step 6: Inform and Involve	150	15
Step 7: Eco Charter	50	5
Total	**1000**	**100**

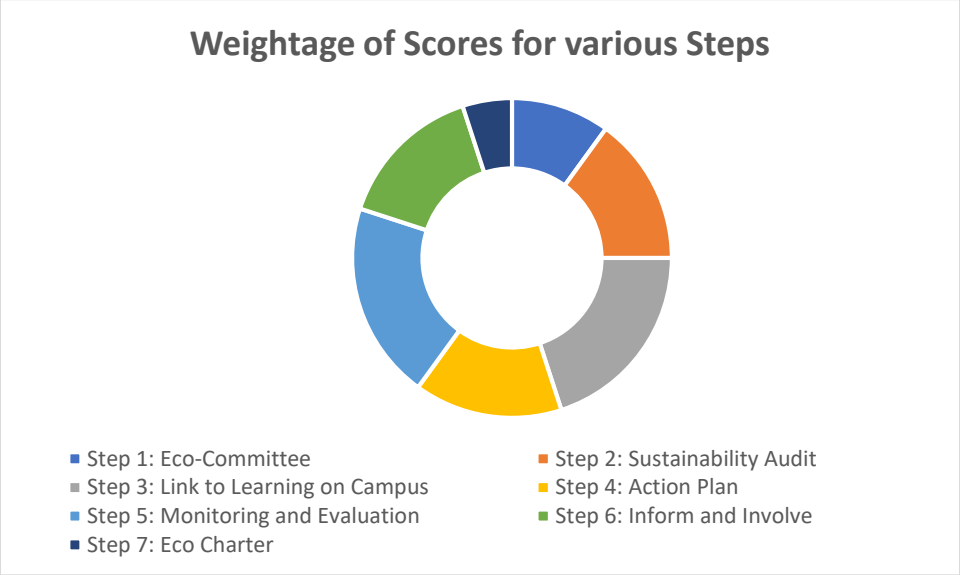


Table 6: FEE EcoCampus Performance Indicators and Scoring

Step 1: Eco-Committee

No.	Requirements	Points	Performance indicators & Scoring System: 100 points available	Documentation
1	**The EcoCcommittee is representative of the campus community and students are the driving force of the Committee.**	**30**	**30 points:** Constituting of 50 % of students + Top management, buildings & grounds management, procurement manager, faculty of different schools, student union and other student groups are represented. **15 points:** Constituting of 40-30% students **or** two of the above groups are not represented. **0 points:** Less than 30% of students **or** 3 of the groups are not represented. **+ 5 points:** external stakeholders are present in the committee.	Eco-Committee membership list
2	**Student leadership is encouraged.**	**20**	**20 points:** Students have defined roles and project delegations + a student chair or co-chair is elected. **10 points:** A student chair or co-chair is elected and less than two students have delegated responsibilities. **0 points:** no students are delegated responsibilities and/or no student chair exists.	Eco-Committee membership and role delegation list.
3	**The Eco-Committee meets regularly.**	**20**	**20 points:** At least 8 to 10 meetings in the academic year. **10 points:** 5 -8 meetings in the academic year **0 points:** Less than 5 meetings in the academic year.	Eco-Committee meeting minutes.
4	**Participation is sustainable= There should not be high turnover.**	**10**	**10 points:** Max 25 members on the committee + students serve a minimum one year and staff minimum 2 years. **5 points:** Students serve half of a year, staff serve one year **0 points:** Students lest than 0.5 years and Staff less than 1 year	Eco-Committee membership records and/or Eco-Committee Constitution.
5	**The Eco-Committee is visible.**	**10**	**+5 points:** The committee member list is made available on the university's website.	Place of member list publication & meeting minute records.

			+ 5 Points: Minute meetings are recorded, and key decisions documented and submitted with the Green Flag application.	
6	**The Eco-Committee has a student or staff representation from all faculties involved.**	**10**	**10 points:** The Eco-Committee has representation from 75% of faculties. **5 – 8 points:** There is representation from 50-75% of faculties or fewer. **0 -5:** 0-50% representation from faculties.	Eco-Committee membership list.

Step 2: Sustainability Audit

No.	Requirements	Point	Performance indicators & Scoring System: 150 points available	Documentation
1	**Baselines and end lines are established.**	**30**	**30 points:** A baseline is established for each theme and upon the baselines end lines are determined. These can be made by benchmarking against best practice examples or comparisons e.g. with national or municipal environmental indicators. **15 points:** Only baselines are established. **0 points:** no baselines or end lines.	Baseline and the criteria used to benchmark and set an end line + List of metrics collected on each theme.
2	**The audit is reviewed once a year.**	**10**	**10 points:** once a year **5 points**: once every 1.5 year **0 points:** every 2 years.	Yearly reporting
3	**Students collaborate with staff and faculty representation to organize and manage the Sustainability Audit.**	**20**	**20 points:** Students have delegated responsibilities in the Sustainability Audit. **10 points:** Students have minor tasks or plan events about/during the Sustainability Audit evidenced by minutes or role defining documents. **0 points:** Students are not a part of the organization process.	Meeting minutes, role defining documents, and the number of students participating in, and signing the final report.
4	**Students are part of the decision-making process as much as possible.**	**30**	**30 points:** Meeting minutes and student testimonials reflect that students, staff and management have collaborated to determine whether an action is categorized as 'urgent' 'necessary or 'not required'. **15 points:** Meeting minutes and student testimonials reflect that students have given minor input into the decision-making process.	Number students signing the final report acknowledging that they have been included in decision making

			0 points: students have been entirely excluded from the decision-making process.	
5	**Measurement indicators and methods for continuous measurement are determined.**	**20**	**20 points:** Units of measurement and performance indicators are SMART, clearly defined, and methods for measurement are explained with detail. **10 points:** Units of measurements are clear but measurement methods are lacking. **0 points:** units or performance indicators do not accurately reflect what is being measured.	Chosen units of measurement & method of measurement indicated in yearly reports.
6	**The Sustainability Audit is broader than just environmental performance and includes behaviour/knowledge outcomes.**	**30**	**30 points:** All 9 sustainability outcomes are audited and baselines are found (see sustainability outcomes under step 2) + surveying of current attitudes or behaviours have been done. **15 points:** 6-8 sustainability outcomes are audited + surveying of current attitudes or behaviours has been done. **0 points:** 3-4 sustainability outcomes are audited.	Content of the Audit. **For tips see Step 2!** -
7.	**Publish review report to inform the community and get feedback.**	**10**	**10 points:** The Sustainability audit is transparently published on university websites.	Links to the place of publishing.

Step 3: Link to Learning on Campus

No.	Required	Points	Performance indicators & Scoring System: 200 points available	Documentation
1	**Research integration**	**50**	**50 points:** 40% of faculties/schools have research topics or targets related to sustainability challenges or SDGs. **25 points:** 20% of faculties/schools have research topics or targets related to solving sustainability challenges or SDGs. **0 points:** Less than 10% of faculties/schools have research topics or targets related to solving sustainability challenges or SDGs.	Institute research targets and publications that relate to sustainability.
2	**Curriculum integration**	**50**	**50 points:** Inclusion of sustainability and inter-disciplinarily elements in more than 50 % of faculty course handbooks on campus . **25 points:** Inclusion of sustainability and inter-disciplinarily elements in 30-50% of faculty course handbooks on campus.	Faculty course handbook inclusion and/or campus policy on curricular integration and/or document illustrating faculty commitment to involve this in course learning outcomes.

			0 points: Inclusion of sustainability and inter-disciplinarily elements in less than 30% of faculty course handbooks on campus.	
3	**Campus connection to society**	**50**	**50 points:** At least one Projects/integration with stakeholders outside of campus occurs in at least 50% of courses per year. **25 points:** One Project/integration with stakeholders outside of campus occurs in 30-50% of courses/faculties pr. year **0 points:** No projects or integration with stakeholders outside of campus occurs in any courses or faculties	Project lists/examples.
4	**Sustainability perspectives and information is integrated into all events and conferences.**	**30**	**15 points:** Campus's conference and event planning **include & inform on sustainability** principles evidenced by planning documents. **7.5 points:** Campuses conference and event planning **include** sustainability principles evidenced by planning documents. **0 points:** sustainability is not a part of conferences and event planning.	HEI's conference and event planning documents/ requirements.
5.	**Educators engage in training in sustainability.**	**20**	**20 points:** Time or resources are given for 30-40% of educators to partake in training and learning of either Education for Sustainable Development/ Concepts of Sustainability and/or how their discipline relates to climate change. **10 points:** Time or resources are given for 20-30% of educators to partake in training and learning of either Education for Sustainable Development/ Concepts of Sustainability and/or how their discipline relates to climate change.	Result of e.g. a survey on 'what training have you completed on sustainability' – results and /or % of educators engaging in Sustainability training.

Step 4: Action Plan

No.	Requirement	Points	Performance indicators & Scoring System: 150 points available	Documentation
1.	**The action plan is SMART (**Specific, Measurable, Achievable, Relevant, and Time-bound)	**40**	**40 points:** The action plan includes information on how each activity will be monitored and evaluated. + Responsibility has been delegated to students. **20 points:** The action plan includes information on how each activity will be monitored and evaluated, but only tasks and no responsibility has been delegated to students. **0 points:** The action plan does not include info on how each activity will be monitored and evaluated and the only management is involved.	Action Plan documents
2.	**The action plan contains clear time-framed goals, targets and the activities chosen are reflective of the universities means and the baselines identified in the audit.**	**40**	**40 points:** The action plan contains clear long-term and short-term visions, objectives and targets. **0 points:** The action plan contains no targets and no goals and only mentions to 1-2 cross-cutting themes.	Action plan documents and cost implications.
3.	**The action plan is continuously updated.**	**10**	**10 points:** The action plan is updated bi-annually concerning results of monitoring and evaluation.	Action records and monitoring and evaluation
4	**Climate Change and Carbon**	**20**	**20 points:** Carbon cutting actions are present in all action plans and climate change adaption and mitigation strategies are present.	Action Plan
5.	**Procurement and Sustainable investment**	**20**	**20 points:** If problematic findings occur in Sustainability Audit, there **must** be actions regarding ethical and Green product Procurement and Ethical investment.	Action Plan
5	**'Equity and Equality', 'Health and Wellbeing' and 'Global Citizenship'**	**20**	**20 points:** Actions exist on how the main themes will be linked to 'Equity and Equality', 'health and wellbeing' and 'global citizenship'.	Action Plan

Step 5: Monitoring and Evaluation

No.	Requirements	Points	Performance indicators & Scoring System: 200 points available	Documentation
1.	**Students play an active role in monitoring and evaluation and parts of it are viewed as a learning process.**	**25**	**25 points:** Students or specific faculties undertake monitoring and evaluation in collaboration with campus management. **12.5 points:** Mainly staff and higher-level management undertake monitoring and evaluation with only minor help from students. **0 points:** Only staff and higher-level management undertake monitoring and evaluation.	Monitoring role Responsibility Delegation outlined in the action plan and/or courses involved in monitoring and evaluation. **Audit contains names of students or not. See TIPS under step 5.**
2.	**Monitoring and evaluation are done with reference to the Sustainability Audit, using the same units and performance indicators.**	**25**	**25 points:** There is a clear comparison to sustainability audit units and clear progress charts and other illustrations are present. **12.5 points:** There is a comparison to sustainability Audit, but no progress charts or illustrations. **0 points:** There is no comparison to the sustainability audit.	Progress charts and other measurements illustrating baseline compared to what is being monitored.
3.	**Monitoring and evaluation should show progress.**	**50**	**50 points:** At least 2/3rds of targets are achieved or illustrate positive progress. **25 points:** ½ of the targets are achieved or illustrate positive progress. **0 points:** Less than 1/3 of targets are achieved or illustrate positive progress	Results of monitoring and evaluation.
4.	**Monitoring and evaluation include distributing surveys to discover what attitude/ knowledge/ behavioural changes you have created.**	**25**	**25 points:** A survey has been distributed to test the students and staff members attitudes/knowledge of Sustainability and FEE EcoCampus efforts. (Can be done in building segments.) **15 points:** A survey has been distributed only to students. **0 points**: No behavioural or attitude/general knowledge - testing surveying has been done.	Document comparing the Audit attitude/ knowledge/awareness surveys with the monitoring and evaluation surveys.
5.	**Share the good news!**	**25**	**25 points:** The results are publicised on-campus website/social media = latest progress	Place of result publication & number updates.

Step 6: Inform and Involve

No.	Requirements	Points	Performance indicators & Scoring System: 150 points available	Documentation
1.	**The 'FEE EcoCampus' activities are visible.**	20	**20 points:** There is at least one social media page and a section of campus website where Eco-Committee updates are shared + updates or posts are done fortnightly (in term time). **10 points:** There is at least one social media page and the section of the campus website where Eco-Committee updates can be shared. + updates or posts are done every month. **0 points:** There is no platform or frequency	Place of publication.
2.	**A student 'communication' officer or other leadership role is given in collaboration with the Universities Communications Responsible.**	20	**20 points:** There are a responsible student/s and staff member who together or individually are responsible for communications + There is a clear communications action plan for the year. **10 points:** There is a staff member responsible for communications and some tasks delegated to students + a clear communications plan action plan for the year **0 points:** There is no one responsible for communications + no communications plan.	Eco-Committee Responsibility/membership list
3.	**Informative campaigns are held regularly to inform and engage other students and staff and present the EcoCampus work.**	20	**20 points:** There is a plan of two campaigns on the 'in focus' themes per year. **10 points:** There is one planned campaign. **0 points:** There are no campaigns planned.	Publication records and management of campaigns meeting minutes.
4.	**Whole-campus events are held regularly to inform and engage other students and staff and present the EcoCampus work.**	20	**20 points**: 1-2 'Green Days' on the 'in focus' themes per year + one 'Green Week' have been organised. **10 points**: one 'Green Week'/ 'Sustainability week/ SDG Week has been organised. **5 points:** 1-2 Green Days' on 'in focus' themes per year	Event publication records.
5.	**An attempt is made to involve the entire campus as far as possible**	10	**10 Points:** At least 1 Town Hall meeting is held a year. **NOTE:** This allows the Eco-Committee to include input from any interested student + inform on activities of the Eco-Committee	Event publication records & attendance.

6.	**Students and staff are introduced to FEE EcoCampus policies from the beginning**	**20**	**20 Points:** There is a **significant emphasis** on **and the section dedicated to:** 'What is FEE EcoCampus' and 'Expected behaviour on a FEE EcoCampus' in student and staff induction speeches AND handbooks. **10 Points:** There are only one of the above forms of induction.	Student and Staff induction handbooks and slideshow from student and staff induction presentations.
7.	**The FEE EcoCampus policies are visible.**	**20**	**20 Points:** Visible Signs and informative posters indicating 'correct behaviour' around campus exist in the appropriate locations (evidenced by photos).	Photographs.
8.	**The Campus community understands which activities are being undertaken and/or the meaning of the Green Flag.**	**20**	**20 points**: more than 50% of the survey population sample answers that they know and understand what the 'Green Flag' or 'FEE EcoCampus' is. **10 points:** 1/3rd of the population sample answers that they know and understand what 'FEE EcoCampus' is. **0 points:** Less than one 3rd.	Response to survey

Step 7: Eco Charter

No.	Requirements	Points	Performance indicators & Scoring System: 50 points available	Documentation
1.	**The EcoCharter includes important goals and visions of the action plan and reflects institutional ethos as a FEE EcoCampus.**	**10**	**10 Points**: Reflects vision/goals as a FEE EcoCampus in the institutional ethos. **5 Points**: Partly reflects FEE EcoCampus vision and goals in the institutional ethos **0 points**: has no reference to goals/visions set out under the action plan.	A copy of the EcoCharter
2.	**The Eco Charter has a space on the university website accessible to those who visit the campus.**	**20**	**20 Points:** Displayed on all prominent physical spaces, website, social media. **20 Points:** Only displayed online. **0 Points:** NOT prominently displayed on the website and/or only displayed offline in one or two locations.	Place of displays
3.	**The Eco Charter is updated as targets are achieved and are updated.**	**20**	**20 Points:** Eco Charter is reviewed and updated once a year. **10 Points:** Once every 2 years. **0 Points:** Has not been reviewed/updated in the last 2 years.	Updated version compared with the older version.

3.3 Application Guidelines

The seven steps are the basis of the FEE EcoCampus Programme. When an Eco-Committee applies for the award the assessors will seek evidence that each of these steps has been adopted. It is important to note that the assessment procedure will take account of each campus' circumstances. Case studies which reflect the diversity of campus' approaches to implementing the programme are included in this document. Listed below is what FEE values and requires in a Green Flag Award application.

To organise the application clearly and concisely it is recommended to break the application into 11 main sections:

1. Introduction
2. Eco-Committee
3. Environmental Review
4. Action Plan
5. Monitoring and Evaluation
6. Link to Learning on Campus
7. Informing and Involving Campus and Wider Community
8. Green Charter
9. Ensuring Continuity
10. Summary
11. Appendices including your self-assessment based on the Rubrics

The final report should be signed by all Eco-Committee members and student testimonials or short individual reflections from students should be included. **Remember**, report writing can also be a learning opportunity. Student members can and should be asked to write sections of the report.

TIP: Include Practical Examples and Photos!

1. Introduction

The introduction should outline the background to environmental management and education on campus. It should present any significant opportunities or challenges in implementing the FEE EcoCampus programme.

- Size of college, size of site, buildings – Campus
- Numbers of staff and students: full time and part time
- Number of courses

Any relevant background information, such as previous initiatives, clubs and societies, etc.

2. Eco-Committee Members

Names of the members on the committee? How were they elected/selected? Break the list into to identify Students, Staff, Facilities management, Stakeholders etc.

- Meetings: when do they occur, how are meetings recorded?
- Include all meeting minutes as an appendix
- Continuity of committee
- Plans for committee in the future
- Indicate any other agencies or bodies that have supported the committee's activities?

3. Sustainability Audit: (for each Theme)

- How did the (Theme) audit take place?
  - Data/Staff availability?
  - Student involvement?

What were the results? Recommendation of prioritisation with rationale. Analysis of capacity and scope to handle the issue.

What is the environmental impact per annum of the Campus in terms of the Theme(s) examined?

4. Link to Learning on Campus

How have FEE EcoCampus activities been integrated into learning outcomes, courses and research?

Are there opportunities for use of data generated on campus for FEE EcoCampus purposes? /Are there further opportunities?

- Have learning outcomes been identified
  - Research skills (Action Plan, investigation, setting targets, monitoring progress and reporting progress)
  - Which Transferable skills to workplace have been taught?

5. Action Plans (for each Theme)

- In this section the applicant should provide the Action Plan in table format. The table should:
  - Identify goals and establish a timeline for completion
  - Identify groups/persons responsible for carrying out actions
  - Identify actions that have not /cannot be undertaken and deploy a response
- How were targets identified?

Tip: Look through meeting minutes to identify actions taken.

6. Monitoring and Evaluation (for each Theme)

- How has progress been evaluated?
- How far has the campus progressed toward the goals? Remember to include quantitative data: graphs, tables identify trends (remember: *Cost seems like a good measure but is not reliable in the long term).*
- Include pictures, photos and other media (alternatives to including photographs in the document are links to websites such as Picasa, Flickr and YouTube).
- Has the Action Plan been changed as a result of monitoring?

7 Inform and Involve

- How the awareness of the Change was created?

8. Green Charter

- Input your Green Charter including the locations of its publication

10. Summary

- Summarise the key achievements of the implementation of the FEE EcoCampus programme into one bullet list. This is a useful motivating tool for the Eco-Committee where achievements can be viewed clearly. This also assists in gaining continued support from the campus community.

9. Ensuring Continuity

- Ensuring Continuity: What measures have been put in place to ensure that the FEE EcoCampus programme is maintained?
- List any issues that require attention at time of application that may have a resolution in future.

11. Appendices

- Include meetingminutes
- Any additional information which may not have fitted in the main body of the application (posters, newspaper articles, diagrams, maps, surveys etc.).

3.4 Renewal and Reassessment

Each campus that has been awarded the International Green Flag is required to report to the National Operator every year and demonstrate that it has maintained achievements and built on them by expanding the original programme, addressing new action areas and setting and meeting newtargets.

The renewal process between receiving the first flag and applying for the second is similar to the initial application process that the campus has already gone through, although in brief. The campus is reminded that it must undergo a full reassessment after two to three academic years following the initial Green Flag Award and following two successful annual report submissions. The National Operator contacts all awarded campuses with the renewal form and sets a date for submission of reports. The dates for requests are sent depending on the country in question and the National Operator decides what dates are best. The benefits of undergoing the renewal process are:

- Maintaining the focus of the Eco-Committee
- Updating of the Action Plan and Green Charter
- Alerting the National Operator to any concerns arising, or issues that are likely to arise over the comingmonths.

Once an Eco-Committee receives the International Green Flag it is obliged to then take on at least one new Theme until a holistic sustainability perspective is covered. This can be a brand-new Theme or a Theme that has been examined in only a minor way in their previous application. The Cross-Cutting Themes can also be chosen for specific focus in their own right. Two to three years from receiving the International Green Flag Award and providing that annual reports have been achieved, the campus can apply to renew their International Green Flag Award.

3.4 Summary

FEE EcoCampus Handbook Version 2.0. is a reflection of developments in the world Sustainable Development and the rapidity of the climate crisis. Its emphasis is on keeping the programme flexible while providing frameworks and requirements that match those societies, nations and individuals alike must meet to survive these turbulent times. It stresses that the International Green Flag Award is provided for a focus on learning, teaching and researching, and ultimately inspiring future leaders for sustainability.

Appendix 1: Sample Constitution for Eco-Committee

<NAMEOFGROUP/ASSOCIATION>
CONSTITUTION

Aims & Objectives

1. _____
2. _____

_____etc.

Membership

1. Membership will be open to all_____of the _____.
2. Officers (see below) will be elected by the members.
3. New members wishing to join should do so by either making an application in writing to the Secretary or by attending a meeting of the Eco-Committee.
4. All residents will be notified in advance of the date of meetings and the proposed agenda.
5. Membership fees, if any, shall be determined by the Eco-Committee.
6. The officers of the Eco- Committee shall be elected annually by the membership.
7. The Eco- Committee shall meet regularly but not less than four times a year, one of which will be the AGM.
8. The Chairperson, or in his/her absence the Vice-Chairperson, shall act as Chairperson for the duration of the meeting, provided a quorum has been reached. In the absence of the Chair or Vice-Chair, an Acting Chair may be appointed for the duration of that meeting only and provided that a quorum exists.
9. A quorum, for any properly convened meeting of the Eco-Committee, shall be fivemembers.
10. Officers will rotate each year with the consensus of the Eco-Committee at the AGM. The maximum term of office for each officer shall be five years or otherwise as decided by the Association in a general meeting.

Structure

The Association will elect a:
Chairperson
Vice-Chairperson
Secretary
Treasurer
Public RelationsOfficer.

Procedure for Meetings

Correspondence,Apologies
Adoption of minutes will be by a proposer and aseconder
The business of the Meeting
Any other business(AOB)

Minutes

The Minutes shall be kept by the Secretary, who shall enter therein a record of all proceedings and resolutions.

Duration of Meetings

Meetings of the Association shall be no longer than two hours in duration.

Equality Statement

The Eco- Committee shall implement an all-inclusive, non-political, non- sectarian and non-racial approach in carrying out its objectives.
The Eco- Committee shall strive in its composition for a balance in gender, age and geographical representation.

Annual General Meeting
An Annual General Meeting of the Eco-Committee shall be held each year at such place and time as the Eco-Committee determines.
Members of the Eco-Committee shall be notified, at least 14 days in advance of the date, time and place of the AGM.

Finance
The Eco- Committee shall appoint a Treasurer.
All funds of the Eco-Committee shall be deposited as soon as possible after receipt in such Financial Institution as the Association may, by resolution, designate.
Please name a bank here as soon as possible
A financial statement of accounts shall be recorded on an annual basis and in the event of the Association receiving monies or grant aid
All cheques must be signed by 1 member of the Eco-Committee and the appointed treasurer.
A record of all expenses with attendant invoices must be kept to ensure accurate accounts.

Interpretation of the Rules
The Eco-Committee shall be responsible for the interpretation of this constitution or any rules and by-laws made thereunder.

Amendment of the Constitution
Any item of this constitution can only be changed at an Annual or Special General Meeting of which no less than a fourteen-day notice has been given. A minimum of a two-thirds majority shall be required to call an Annual or Special General Meeting.

We certify that this is a current copy of the constitution of which was adopted at an Eco-Committee meeting held etc.

Signed:_____ Position:

Signed:_____ Position:

Appendix 2: Registration Form: FEE EcoCampus Programme

Campus Name and Address			
Number of staff	**Full time:** **Part-time:**		
Number of students	**Full time:** **Part-time:**		
Eco-Committee members and position in HEI as at the date of registration (additional names can be added on an extra sheet)	**Name:**		**Position on Campus:**
Contact details of two Eco-Committee members(one MUST be a permanent member of staff)	**Name:**	**Contact A**	**Contact B**
	Position on Campus:		
	Email:		
	Telephone:		
Tick to indicate that the support of the president of institution/head of campus has been gained			
Has the Situation Analysis questions been answered? Attach the document to illustrate answers.	**Yes**		**No**
	Comments:		**Comments:**
List here Themes agreed with the National Operator			

In completing this registration document, the Eco-Committee declares to the best of its knowledge that the campus is fully compliant with environmental and planning legislation and is committed to remaining so. All corrective action will be undertaken should the campus discover that it is in breach of any environmental or planning legislation.

Signed:_____{insert name and title of college representative}

Signed:_____ Date:_____

Appendix 3: Linking to Curriculum and Research objectives

Each FEE EcoCampus Theme may be linked to all disciplines and Sustainability and Ethics may be present in all disciplines. Here are some examples of how:

Business studies:

- Circular business models.
- Circular economy.
- De-growth.
- Sustainable growth.
- Environmental Economics.
- Climate Change and Business.
- Industrial Ecology.
- Political ecology
- Corporate Social Responsibility
- Take part in Eco-Committee to learn by real life examples.
- Green Product Procurement.
- Sustainable Supply Chain Management.

Economics/Accounting:

- Life Cycle Assessment.
- Circular economy and accounting.
- Lifecycle costing.
- Environmental accounting.
- Economic valuation of ecosystems.
- Environmental Economics.
- Political ecology
- Take part in Eco-Committee to learn by real life examples.
- Green bond and environmental investments.
- Nudging.
- Sustainable supply chain management.

Education:

- Pedagogical/didactic approaches to teaching environment and sustainability.
- Learning how to develop action competence, participation, systems thinking and global citizenship in students.
- Understanding the basics of climate change and how to teach its contents.
- Understanding sustainability from different perspectives.
- Equity and Equality
- Diversity and Culture.

Engineering:

- Clean Tech Principles
- Fossil Free production and vehicles.
- Environmental engineering.
- Social and environmental impacts of resource and material extraction.
- Waste water cleaning and water extraction
- Renewable energy
- Recycling and waste separation.
- Marine and coastal environment clean up technology.
- Heating and cooling systems.
- Building climate change adaptive infrastructure.

Sciences:

- Environmental Sciences.
- Impacts of Climate change
- Physics of material change.
- Chemistry of matter.
- Food sciences.
- Energy use, loss and conversation.
- Renewable energy storage.

Mathematics:

- ICT
- Environmental economics
- Environmental and social valuation methods.
- Life cycle assessment.
- Environmental Science
- Ethics and social science
- Communication

Biology & plant science:

- **Explore relationships between global warming and plant/animal life.**
- **Discover climate change mitigation solutions to crops**
- **Explore habitat adaptation for plants and animals.**
- **Urban ecology and green roofs.**
- **Ways to re-wild.**
- **Mangrove and wetlands and climate change.**

Health sciences:

- **Health and Wellbeing.**
- **Waste minimization in hospitals.**
- **Discover methods to combat air pollution**
- **Climate Change increasing diseases or new diseases spreading due to hotter climates.**
- **Research on the effects of noise and air pollution.**
- **Research and education on sexual and mental health.**
- **Health policy & Politics**

Phycology:

- **Climate change psychology.**
- **Nudging.**
- **How to create behavioural change for sustainability?**
- **Measuring attitudes and perspectives on Sustainability.**
- **Understanding how humans interact with society.**

Political science:

- **Climate change adaption and mitigation on a policy level.**
- **Urban mobility and urban governance.**
- **Waste policy.**
- **Water policy.**
- **Renewable energy and energy policy.**
- **International relations.**
- **De-Growth.**
- **Labour and working opportunities.**
- **Environmental science.**

Sociology:

- **Cultural barriers to dealing with climate change and sustainability.**
- **Structural inequality and climate change.**
- **Gender equity.**
- **Poverty and meaningful labour.**
- **Minority groups and religious inclusion.**
- **Environmental sciences.**

Arts and Graphics:

- **Art depicting or communicating the climate crisis.**
- **Use of art and graphics to communicate changes made on campus in monitoring and evaluation**
- **Use of arts and graphics in FEE EcoCampus campaigns. `**

Arts and Humanities:

- **Understanding and improving human interaction to the environment**
- **Barriers to mitigating the impact or adapting to climate change.**
- **Mapping and providing methods to analyse the societal impacts of change.**
- **Change management.**

Languages:

- **Learning to discuss the various aspects of specific environmental and social issues.**
- **Writing letters to politicians, councils, community leaders, businesses or newspapers.**
- **Practicing debating and reading relevant**

Computer sciences

- **Work to develop smart information technology to monitor energy/water savings or waste production.**
- **Energy saving of databases and processors.**
- **How ICT in buildings and/or roads can facilitate environmentally friendly solutions.**
- **Block Chain Technology and sustainable supply chain management.**

Communications and marketing:

- **Climate change and crisis communication.**
- **Sustainable marketing techniques and nudging**
- **Waste less campaigning & ICT**
- **Work on Eco-Committee to market the activities of the EcoCampus.**
- **Green Marketing and climate change psychology.**
- **Environmental sciences.**

Appendix 4: Sustainability Outcome Requirements, Methods and possible Indicators

Goal	Methods	Indicators
Energy, Carbon & Climate change: Work towards CO_2 neutrality.	Calculate the institution's carbon footprint. Set reduction targets that are incrementally increased over time.	• % CO_2 Reduction per year. • Energy consumption (kWH per student) /GHG are emitted. • Proportion energy from certified renewable sources and onsite renewables • Amount of carbon offsets. • Effectiveness of campaigns for climate action.
Grow the level of biodiversity and green spaces on campus.	Undertake a 'biodiversity audit' with assistance from biology /architecture/EnviroScience students. Begin to map campus biodiversity (biodiversity register) with numbers of key habitats and species. Create a plan for maintaining (if high) or growing (if low) using science-based targets Create a long-term action plan + designate a responsible 'FEE EcoCampus Biodiversity Officer'.	• % increase in biodiversity per year • Effectiveness of natural resource awareness campaigns and initiatives. • The proportion of open spaces on campus/proportion of campus covered in vegetation. • The proportion of 'wild' and/or semi-natural areas on campus. • The proportion of non-retentive surfaces. • The number of projects/partnerships with local authorities and community groups.
Sustainable consumption.	Engage in green product procurement (GPP). Engage in 'Life Cycle Costing' and material flow analysis. Make use of Cost-Benefit Analyses before making larger purchasing choices. Encourage students and staff to consume healthily and sustainably. Create an 'Eco-Committee' 'sustainable consumption officer' role.	• Number GPP Contracts • % locally /organically sourced meals and food supplies. • The number of GPP Campus requirements. • % Fairtrade sourcing and eco-labelled product sourcing.
Responsible Investment	Ensure that the institutions' investment and funding policies	• Sum of $$ engaged in investments not considered

Ensure that the institutions' investment and funding policies exclude investments in problematic industries such as fossil fuel-based companies, arms dealing, human trafficking, and forms of modern slavery.	exclude investments in industries such as fossil fuel-based companies, or those dealing in arms, human trafficking, and forms of modern slavery. Retrieve campuses investment information If problematic investments, campaign or work towards divesting. Assign 'Investment Responsible' if necessary.	sustainable e.g. in fossil fuel-based companies, arms dealing or companies engaging in different forms of slavery.
Social inclusion and gender equality on campus. (global citizenship + Health and wellbeing.	Audit current gender student gap, access including for people with special needs. Audit the current number of women/trans individuals in leadership positions. Review if an issue is perceived and plausible corrective actions.	• The proportion of female in leadership positions. • Male-female student ratio. • % of students with special needs. • No. of buildings with wheelchair access.
Fossil Free transport	Provide a safe place for bicycles and chargers for electric vehicles. Incentivise less car traffic Make the campus walkable	• No. of campus community members arriving by fossil-based transport. • No. of campus community members arriving via fossil-free transport.
Minimise water consumption	Audit current consumption levels. Seek to implement 'Clean Tech' technologies or methods to avoid water-waste. E.g. (eco-friendly toilets), rainwater harvesting, spot cleaning, smart taps, dry cleaning methods.	• Litres consumed pr. day. (or quant. Water consumed m3 per student/staff) • Quantity of water reused • Number and effectiveness of awareness-raising campaigns.
Reduce the production of waste on campus & engage in circular resource use.	Measure the amount and types of waste. Create infrastructure for 'reuse, remanufacture, reparation and finally implementing proper recycling and composting facilities.' Actively campaign and inform to raise awareness about 'proper' waste management.	• Kg/tones of black bin waste produced pr. month/plastic recycling/ aluminium recycling/ compost/ paper & cardboard. • The proportion of 2nd hand sourcing. • The proportion of packaging-free products.

Appendix 5: Example of an Eco Charter

UCC's vision is:

"To be a world-class University, leading the drive towards **sustainability** in Higher Education Institutes and beyond, to our community, region and planet."

2.1 Mission

- To facilitate the development and empowerment of future leaders in sustainability through our research, teaching and learning activities;
- To engage our student body, staff and the wider community in becoming active citizens for sustainability;
- To minimize the local, regional and global environmental impacts of our educational, research, and ancillary operations, and infrastructural development;
- To enhance the health and well-being of the University and wider community through the facilitation and promotion of healthy eating and living as an integral part of sustainable living;
- To be an overall positive force in the journey towards creating a sustainable world for all.

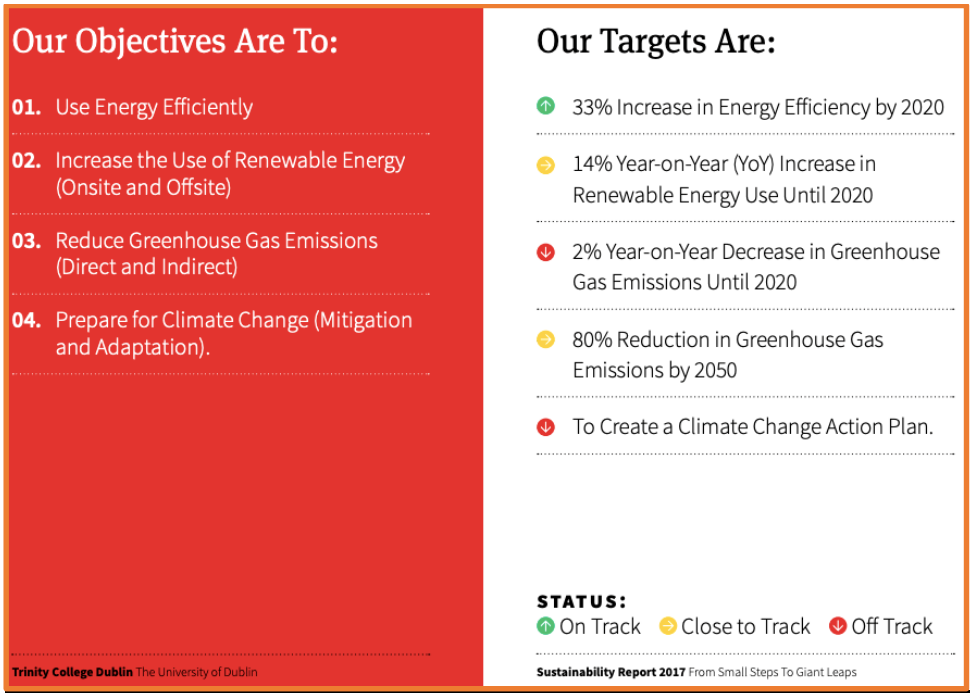
The Sustainability Strategy speaks directly to the United Nations Sustainable Development Goals and much work is ongoing across the university to assess how the goals are implemented across our teaching, learning, research and outreach, as well as to measure the impact of these activities."

Appendix 6: Action Plan Examples:

1. University of Iceland (Travel)

Goal > The University of Iceland urges staff and students to commute to and from school in an environmentally friendly manner. **Methods** > Facilities for cyclists and pedestrians on the University campus will be improved. > Transportation contracts with staff will be prepared. > An arrangement will be made with the city bus company for more favourable terms for students. > Fees for parking will be increased gradually and parking spaces reduced. **Indicators** > Ratio of environmentally friendly means of travel, gauged in annual surveys of travel habits. > The area of land used for parking. > Facilities for cyclists and pedestrians, such as paths and shower facilities. **Responsibility** > Facilities management, Student Council.	***Goal*** > University of Iceland arouses the interest of staff and students on how their decisions in daily life within the university community have an impact on their ecological footprints. **Methods** > A website will be set up with a calculator for "ecological footprints of university citizens." **Indicators** > Number of visits on the website. **Responsibility** > Marketing and Communications Department in collaboration with the study line in the Environment and Natural Resources.

2. Trinity College, Dublin (Energy) + Monitoring and Evaluation



3. UCC Health & Wellbeing -Monitoring and Evaluation

Table 4. Progress update against "Food, Health and Wellbeing" targets and indicators.

Indicator	Target	Status
Proportion of staff and students engaged in regular exercise	70%*	
Health surveys of students and staff	In line with national and international standards.	
Availability of sustainable food choices in campus food outlets	Assess	
Proportion of students and staff actively selecting local sustainable food (food surveys)	Assess	
Food growing initiatives on-campus	Maintain garden and identify opportunities for staff window boxes	
Integration and awareness raising projects, research and initiatives between key actors in food, health, well-being and sustainability	Develop 2 flagship joint projects	
Student and staff involvement in relevant societies/organisations on and off campus	Assess**	

*A student volunteering report for UCC was completed in Nov 18 and will inform targets going forward.
** Based on SASSI report, target will be refined with UCC Health Matters Team.

Appendix 7: Theme Interactions and Possible Activities

	CLIMATE CHANGE	HEALTH AND WELLBEING	EQUITY AND EQUALITY	GLOBAL CITIZENSHIP
BIODIVERSITY	Grow local species and improve the overall **biodiversity** on campus. Inform, research and discuss with students about what kind of biodiversity that exists in the locality, and how they or are affected by climate change. Plant carbon-sequestering species Plant bee and insect friendly species.	Purchase only Environmentally friendly cleaning products + reduce reliance on chemicals. Create quiet green spaces open for students. Pesticide and chemical fertilizer free gardening and grounds management.	Promote equitable access to green spaces in the city and Equity of access to clean air on campus grounds.	Inform students on the value of biodiversity-rich gardens and purchasing locally. Incentivise, teach and create community gardens and engage students in planting. By showing students where food comes from and the environmental impacts of certain agricultural production methods, they develop a global appreciation for local food availability.
WATER AND SANITATION	Inform, research and discuss with students about what and how climate change may cause more drought and water scarcity. Sustainably consume clean water and strategize to use grey**water** systems. Use movement sensitive and water-efficient taps. Install water harvesting, storage and re-use systems in collaboration with students. Work with Clean Tech policies to save water and clean with non-harmful chemicals.	Provide FREE drinking water available all day throughout the campus. Lead information campaigns on sanitation. Keep kitchen, bathroom and storage facilities clean and sanitary. Provide forums for the discussion of water and ocean pollution. Marine animal pollution	Provide information campaigns/lectures/research on the inequitable distribution of freshwater/sanitation. FREE Drinking water. Adequate sanitation facilities especially for people with special needs.	Provide information campaigns and educate students on the global consequences of drought and water scarcity on human health + industrial water usage for production of goods and foods.
ENERGY	Minimize the dependency on fossil-fuel-based **energy** and invest in renewables. Energy-saving measurements like changing to LED lights, motion censored lights etc. Provide energy charging stations for electric vehicles.	Support non-polluting energy sources. Monitor and report on air-pollution	Provide information campaigns/lectures/research on the inequitable distribution of renewable energy and fossil fuel dependencies. Fossil fuel-based subsidies by developed countries and the lock-in effect.	Teach and involve students in what a 'renewable energy transition' in society needs and/or will look like using the campus itself as an example.

WASTE AND RESOURCE USE	Support a more **circular economy** and move away from take-made-dispose **waste** models of consumption. Follow the Waste hierarchy and aim to reduce material consumption, reuse where possible (e.g. furnishing with reused materials) and finally recycle. Aim to close and slow material loops. Set-up a repair café or run workshops to repair items.	Ensure safe handling and storage of hazardous waste. Reduce single-use waste products and provide clear and easy recycling facilities- minimizing ocean and terrestrial pollution. Create a campus Waste Electrical and Electronic Equipment (WEEE) collection area and educate the students on the dangers of electronic waste.	Provide information campaigns/lectures/research on hunger and food waste.	Reduce single-use waste products and provide clear and easy recycling facilities. Encourage students to first reduce waste, then repair items that may become waste, then reuse and finally recycle. Discuss the global effects and challenges of WEEE.
TRANSPORT	Source local, eliminate business travel necessities and provide infrastructure for fossil-free modes of **transport**. Provide discussion forums/hackathons on fossil-free transport and vehicle transitions. Engage in more online meetings to eliminate the need for air travel.	Provide walking and cycling paths. Open bicycle fixing cafés run by students. Run 'Safe cycling' information sessions on campus.	Provide information campaigns/lectures/research on urban structures and urban sustainable transport policies.	Transport models in different parts of the world to reduce fuel consumption.
FOOD	Provide local and/or organic plant-based meals. **OBS!** Plant-based options reduce carbon!	Campaigns on healthy sustainable lifestyle choices and integration into curriculum and research objectives. Provide sustainable, nutritious choices on campus.	Campaign and teach on food-waste and provide composting facilities that may act as fertilizer or soil to campus grounds. Actively **reduce food waste** through stop food-waste campaigns, interdisciplinary curricular linking, research production and working with organizations outside campus grounds. Provide affordable meal choices on campus.	Create **gardens** to teach students about sustainable growing techniques, local food products and the importance of biodiversity in agriculture. Provide meal options that are reflective of cultural and religious diversity on campus.
Equity and Equality	Review **inequitable** investments and bonds made into climate change **inducing** industries.	Inform and educate on local causes and challenges of poverty, access to health care, structural inequality in your community as well as globally.	Have a 'fair trade' or 'local' prerequisite in campus procurement policies.	Create wholecampus awareness days to support people in challenging socio-economic situations e.g. climate and conflict refugees, structural poverty or minority groups.
Global Citizenship	Support a culture where students learn to take the global consequences of	Provide a safe space for women, gender fluidity and people of	Practice religious tolerance: e.g. providing of Halaal or kosher food, prayer rooms, acceptance of people wearing clothing or accessories	

	their actions into account.	different religious or cultural background.	denoting religious affiliation and taking religious holidays.	
Climate Change		Organic, locally-sourced meals + air quality, Smoke-free grounds + air-quality information measurements.	Inform about **Climate Justice** and examine the social and economic impact of Climate Change internationally through research and curriculum links.	Inform and educate on the necessity for collaboration and partnerships in solving global challenges such as climate change and resource conflicts. This is also emphasized by SDG 17 'Partnerships for the goals.

Appendix 8: Sample Environmental Review

FEE EcoCampus

Sample Environmental Review

This review is a suggested format, designed to be an audit tool for the Eco-Committee to use in an institute of higher learning. The questions are labelled so that you can tell which will require investigation by the students, which require input from a member of staff, and which may take a bit of research.

The FEE EcoCampus programme does not require that you complete all the suggestions in this document. You should feel free to add your own! It is designed to be a stimulus, to assess the status quo at the institute of higher learning at the start of the programme and as a monitoring tool each year. It also does not include every possible factor that requires attention, so please let us know of any perceived gaps.

The questions should help the committee members to think of actions that can be undertaken in the institute of higher learning to improve the environment and the organisation's impact on our planet. The chosen targets for the year/term should then be included in an action plan.

Date completed: _____

Completed by:_____

Following Key may be used:

Students can **find** the answers themselves by looking carefully around the institute of higher learning.

Students may need to **ask** a member of staff to find the answers to these questions.

A little bit more **investigation** is required, maybe a student survey.

Waste & Resources

Reduce

Does the institute of higher learning use email or mobile phones to reduce paper-based communication?	Yes	No
Are copies of documents stored electronically rather than printed on paper?	Yes	No
Do lecturers and administrative staff photocopy back to back when they can?	Yes	No
Are disposable shopping bags available on campus?	Yes	No
Are disposable food containers andutensils biodegradable?	Yes	No

Defunct or broken electronics can be left at a central place from where it will be collected by a certified Ewaste recycler.	**Yes**	**No**
Is paper always used on both sides before it is recycled?	Yes	No
Are envelopes reused in the office?	Yes	No
Are the toilet paper and hand towels made from recycled paper?	Yes	No
Do the office and photocopier use recycled paper?	Yes	No
Does the campus have a second-hand book store for textbooks and reading books?	Yes	No
Does the campus have a system whereby students can purchase second-hand furniture or other items?	Yes	No
Is there a second hand purchasing policy when replacing furniture and other kitchen appliances.		

Recycle

Which of the following do you recycle? (circle or highlight)

Paper Plastic Cans. Cardboard Clothing/Material
Batteries Phones Stamps Glasses Cooked food ink cartridges

Do you have a compost area for tree and lawn cuttings?	Yes	No

Is the compost made up of a mix of 'wet' and 'dry' materials?	Yes	No
Is the compost produced used on the campus grounds?	Yes	No
Do the kitchen staff compost vegetable peelings?	Yes	No
Is kitchen waste diverted from landfill to be recycled?	Yes	No
Are there enough labelled recycling bins around the campus for students and staff touse?	Yes	No
Do the recycling bins always have the right things in them?	Yes	No
Do students, admin, catering, cleaning and academic staff know why it is important to reduce waste?	Yes	No
Is there a community outreach fund for proceeds derived from recycling?	Yes	No
Is there a service level agreement in place with a local recycler to collect recyclables?	Yes	No
Is there an incentive scheme for different Faculties to manage waste optimally?	Yes	No
Percentage of waste being diverted from landfill this year:		

LITTER: Inside the institute of higher learning

Are interiors of buildings free from the litter?	**Yes**	**No**
Are there enough bins inside the institute of higher learning?	Yes	No
Are the bins in the right places?	Yes	No
Are the bins emptied often enough?	Yes	No

LITTER: Campus grounds

Are the grounds free from the litter?	Yes	No
Are there enough bins around the institute of higher learning grounds?	Yes	No
Are the bins in the right places?	Yes	No
Are the bins suitable? e.g. does the litter blow out, are they the right size or are they accessible to wildlife?	Yes	No
Is there a visible litter less or recycling campaign on campus?	Yes	No

Litter Outside the campus

Is the surrounding community generally litter free?	**Yes**	**No**
Are there enough bins in the surrounding community?	Yes	No
Does the institute of higher learning help to keep the community clean?	Yes	No

General

Do all students know the problems caused to the environment and wildlife by dropping litter?	**Yes**	**No**
Do you keep a record of what, where, when and amount of litter found?	Yes	No

Action Points/Comments

Energy

Insulation

Are windows and doors free from winter draughts?	Yes	No
Are curtains or blinds fitted at the windows?	Yes	No
If so, are they closed at night to keep warmth in?	Yes	No
Are windows and doors always kept shut when the heating or air-conditioning is on?	Yes	No
Are reflector panels fitted behind radiators?	Yes	No
Does each lecture room have a means available to regulate temperature?	Yes	No
Is the hot water comfortably hot, but not too hot?	Yes	No
If there is a hot water boiler in Faculty staff rooms, is it switched off when not in use.	Yes	No
Are hot water pipes and geysers properly insulated?	Yes	No
Is there insulation in the ceiling to keep temperatures constant?	Yes	No

Electricity

Are there visual reminders e.g. pictogram stickers for switches and other electronic devices to be turned off when not in use?	Yes	No
Are lights turned off as soon as there is enough daylight?	Yes	No
Are light switches for lights next to windows labelled, so that they are left off during the day?	Yes	No
Are lights switched on only where they are needed?	Yes	No
Are lamps and light fittings clean?	Yes	No
Are windows and roof lights clean?	Yes	No
Are computers switched off when not in use?	Yes	No
If computers are left on, are the monitors turned off to save energy?	Yes	No
Are overhead projectors, televisions and videos switched off at the socket when not in use?	Yes	No
Are photocopiers and similar equipment switched off when not in use?	Yes	No

General

Does anyone in the institute of higher learning regularly check how much energy is used/saved?	Yes	No
Has the institute of higher learning investigated possible sources of renewable energy?	Yes	No

Action Points/Comments

Water

Do you use water dispensers or fountains and encourage drinking water from these rather than buying bottled water?	Yes	No
Is the institute of higher learning free from dripping taps and leaking pipes?	Yes	No
Are there visual reminders e.g. pictogram stickers to turn off taps or report leaks in toilet areas?		
Are the toilets designed to reduce water loss with a low-volume flush?	Yes	No

If not, do you have water-saving devices in the toilet cisterns? e.g. a Hippo bag or bottles filled with water	Yes	No
Do the urinals flush only on request or only during institute of higher learning hours rather than constantly?	Yes	No
If you have push taps, do they dispense the right amount of water at the right speed?	Yes	No
Do you have a water butt or dam to collect rainwater for irrigation, flushing toilets or maintaining pond levels?	Yes	No
Are grounds irrigated during the cooler parts of the day when evaporation is at its lowest?	Yes	No
Have gardens been landscaped to reduce water consumption? e.g. zoning of plants with similar water needs, mulching or use of indigenous plants?	Yes	No
Do students, admin, catering, cleaning and academic staff understand how saving water can help look after our planet?	Yes	No
Amount of water used last year (shown on bills):		

Action Points/Comments

Transport

Travel in the institute of higher learning

Do most students walk, cycle or use public transport?	Yes	No
Do the majority of cars on campus transport two or more people?	Yes	No
Is there somewhere dry and safe to store bikes?	Yes	No
Does the institute of higher learning promote cycling? e.g. by providing cycle instruction for students, cycling lanes, or promote car-free days or mobility week.	Yes	No
Do cars park away from the entrance to the institute of higher learning?	Yes	No
Is the institute of the higher learning car park and internal roads a safe place for pedestrians?	Yes	No
Do the lecturers share lifts wherever possible?	Yes	No

Transport in the institute of higher learning

Does any institute of higher learning vehicles use alternative energy e.g. electricity or vegetable oil?	Yes	No

Does the kitchen try to source food locally?	Yes No
Does the institute of higher learning order supplies in bulk to avoid excessive packaging and deliveries?	Yes No
Percentage of students and staff currently not travelling by car:	

Action Points/Comments.

Biodiversity

Does the institute of higher learning have trees on campus which include indigenous species?	Yes No
Does the institute of higher learning have a pond or wetland area with a variety of indigenousplants?	Yes No
Does the pond have an exit route for frogs, toads, newts and hedgehogs?	Yes No
Does the pond have a neutral pH which encourages an aquatic ecosystem?	Yes No
Does the institute of higher learning have a meadow/grassland having a variety of flowers and grasses??	Yes No
Are there biotic corridors linking habitats together? e.g. pond, grassland and woodlands.	Yes No
Does the institute of higher learning provide habitats for animals? Please circle the ones that you have: *Scented flowers/herbsfor bees* *Nesting sites in reeds/trees* *Butterfly bushes* *Areas ofundisturbed vegetation* *Bat box*	Yes No
Does your institute of higher learning provide habitats for a variety of birds? Please circle the ones that you have: Bird boxes Bird feeders Birdbath Perching post-Berry and nut-bearing shrubs/trees	Yes No
Are there records of plants and animal species that have been found on the campus grounds?	Yes No
Are the grounds free from herbicides and pesticides?	Yes No

Have you carried out a biodiversity survey of your institute of higher learning grounds?	Yes No
The number of plant and animal species found in the last survey:	

Action points/Comments

Global Citizenship

Does your institute of higher learning have active links with international networks? e.g. UNESCO, UNICEF or OXFAM	Yes No
Is the campus part of an organisation such as the Fair Trade Institution?	Yes No
Are there any other Fair Trade products used on campus? (fruit juice, footballs, bananas)	Yes No
Is religious tolerance practised on campus? e.g. provision of halal or kosher food, prayer rooms, acceptance of people wearing clothing or accessories denoting religious affiliation and taking religious holidays.	Yes No
Have inequities relating to disability been addressed in terms of access to campus and lecture halls and integration into campus activities?	Yes No
Do you have any whole institute awareness days to support people in challenging socio-economic situations? e.g. people that have left their country of origin due to economic collapse or war.	Yes No
Do students have the opportunity to express freedom of speech in a manner which does not detract from another person's dignity or rights? e.g. campus newspaper, social media groups or radio station	Yes No
Do students do practicals and active outreach to benefit their local community as well as their institute of higher learning?	Yes No

Action points/Comments

Health & Wellbeing

Are at least 5 balanced vegetarian meals available on campus?	Yes No
Are at least 5 balanced vegan meals available on campus?	Yes No
Is there free drinking water available all day throughout the campus?	Yes No
Are students aware of the protocol to follow when an issue compromising their health and wellbeing arises? e.g. food intolerance, sexual harassment or victimization.	Yes No
Is organically produced food available? What percentage of fresh food is organically grown?	Yes No
Does the institute of higher learning use environmentally friendly cleaning products?	Yes No
Is the safety of vulnerable groups such as women, homosexuals and people of different religious or cultural background part of campus securities mandate?	Yes No
Is there a fitness programme established in the institute of higher learning?	Yes No
Is there an affordable or free Health and Wellness centre? Please circle which of the following are well covered: *STDs* *HIV/Aids* *Rape counselling* *Contraceptives* *Addictions Depression counselling* *Stress management* *Blood drive*	Yes No

Campus Grounds for Students

Are there inspiring murals, mosaics, sculptures or other artwork on campus?	Yes No
Are there quiet, shady places to relax and talk?	Yes No
Are vegetables or fruit grown on the grounds?	Yes No
Do you have an outdoor amphitheatre (or classroom) for gatherings, meetings, events andcelebrations?	Yes No
Can the students suggest changes or new things they would like on campus tomanagement?	Yes No

Action points/Comments

Climate change

Are the topic of climate change and local adaptation strategies taught and researched across disciplines?	Yes No
How many Faculties or schools mention climate change as a curriculum driver?	
Does the institute of higher learning have a policy on waste management?	Yes No
Does the policy on waste management work?	Yes No
Has the institute of higher learning invited environmental experts to give presentations or hold a conference to open discussion in the last six months?	Yes No
Are working, best practice examples of renewable energy evident on campus?	Yes No
Are working, best practice examples of biogas digesters evident on campus?	Yes No
Do you monitor the temperature in individual rooms in the establishment?	Yes No
Are environmental education or education for sustainable development activities included in the curriculum of Faculties?	Yes No
Howmany?	
Are the LCD screens and bulletin boards in prominent positions used for environmental information/awareness?	Yes No
Is environmental education for sustainable development included in the institute of higher learnings improvement and development plan?	Yes No

Action points/Comments

Foundation for Environmental Education

Scandiagade 13,
2450 Copenhagen SV, DENMARK

+45 70 22 24 27
info@fee.global