

Eco-Schools and Fairtrade Schools Award¹

How do they complement and support each other?

Eco-Schools Scotland 7 elements	Fairtrade Schools Award 5 goals
1. Eco committee	1. Fair-trade committee / steering group
2. Eco Review	2. School Fairtrade Policy
3. Action Plan	3. Selling and promoting Fairtrade products
4. Monitoring and Evaluation	4. Fairtrade in the curriculum
5. Links to curriculum	5. School promotes Fairtrade in the wider community
6. Involvement of wider community	
7. Eco-code	
Celebrate!!	

¹ Created by Montgomery Development Education Centre, Aberdeen and Highland One World Group for the Fairtrade project funded by Fairtrade Foundation

Whole school Citizenship Issues Audit (**Eco-Schools**¹ and **Fairtrade Schools Award**)

	Interested stage	Introductory stage Eco-Schools Bronze Award	Developed stage Eco-Schools Silver Award	Advanced stage Eco-Schools Green Flag
Element 1.1 Forming a group	<p>Members of our school would like to form a group to address environmental issues, but require support.</p> <p>Members of our school are interested in forming a group to consider fair trade issues in school, but require support.</p>	<p>Our school has a group of adults and children which looks at environmental issues.</p> <p>Our school has a Fairtrade School steering group, half of whose members are pupils. (Goal 1)</p> <p>One adult is a named contact person for the group. (Goal 1)</p>	<p>Pupils put themselves forward to be part of the group. Parents are on the group</p> <p>Pupils put themselves forward to be part of the Fairtrade School steering group. (Extending Goal 1)</p> <p>Parents are on the group. (Extending Goal 1)</p>	<p>Pupils put themselves forward and are selected by their peers to be part of the group</p> <p>Pupils put themselves forward for the Fairtrade School steering group and are selected by their peers to be part of the group. (Extending Goal 1)</p>
Element 1.2 Frequency of meetings	<p>No regular meetings at present.</p> <p>No regular meetings.</p>	<p>Once per term.</p> <p>Once per term. (Goal 1)</p>	<p>Twice a term</p> <p>Twice a term (Extending Goal 1)</p>	<p>Twice a term</p>
Element 1.3 Meeting notes	<p>No notes taken.</p> <p>No notes taken.</p>	<p>Notes are kept of meetings.</p> <p>An adult takes notes for the group.</p>	<p>A written account of meetings is kept. Pupils share responsibility with adults for this.</p> <p>Pupils should take as much responsibility as possible in the Fairtrade School steering Group. (Goal 1)</p>	<p>Minutes of meetings are kept. Pupils and adults share responsibility for this.</p> <p>Pupils and adults share responsibility for keeping minutes of meetings of the Fairtrade Steering group. (Extending Goal 1)</p>
Element 1.4	<p>Results of group discussions</p>	<p>Results of group discussions</p>	<p>Pupils ensure that there is</p>	<p>Pupils can co-opt adults on to</p>

¹ Eco-Schools information from <http://www.ecoschoolsscotland.org/> accessed on 23/06/10

Action	<p>are not communicated to the rest of the school.</p> <p>The results of the Fairtrade Steering Group's discussions and actions are not communicated to the rest of the school.</p>	<p>and actions are communicated to the rest of the school</p> <p>The results of the Fairtrade Steering Group's discussions and actions are communicated to the rest of the school.</p>	<p>communication to and from the group and the rest of the school.</p> <p>Pupils ensure that there is communication to and from the Fairtrade Steering Group and the rest of the school.</p>	<p>the committee for specific tasks.</p> <p>Minutes are displayed on the school notice board.</p> <p>Reports of the group's activities are presented at parent council meetings.</p> <p>Pupils are responsible for taking ideas from the rest of the pupils to the group, and reporting back from the group to their classes.</p> <p>Minutes of the Fairtrade Steering Group are displayed on the school notice board.</p> <p>Reports of the group's activities are presented at parent council meetings.</p>
Element 2.1 Audit	<p>No environmental review of the school has been carried out.</p> <p>Pupils have not yet found out what Fairtrade products are used in school.</p>	<p>An informal review of the school is carried out</p> <p>Pupils find out what Fairtrade products are currently used in school.</p>	<p>Pupils and adults plan an environmental audit.</p>	<p>Pupils and adults from the group carry out an environmental review with some non-group members. Every aspect of the environmental impact is considered.</p>
Element 2.2	No review exists.	Results of the review are	A checklist is used and the	The results are displayed in one

Results		discussed by the group	results recorded and made known to the whole school	document on the school notice board and website.
Element 2.3 Plans	No activities are planned.	Activities are planned that will change and improve the environmental performance of the school	The group plans actions arising from the audit	Pupil group members collect suggestions for action from their class. An environmental review is undertaken once a year to evaluate overall progress.
Element 3.1 Action Plan	The group has not made a decision on any action to take. The school does not have a Fairtrade policy.	The group decides on some action for the school based on the informal review. The Fairtrade Steering Group is discussing a Fairtrade policy for the school.	The group draws up a plan for environmental action. The Fairtrade Steering group have written a Fairtrade policy for the school ready for presentation to the Head Teacher and Parent Council.	The action plan is included in the school development plan. The Fairtrade policy is included in the School Development Plan. (Goal 2) The policy has been approved by the Parent Council and signed by the Head Teacher. (Goal 2)
Element 3.2 Implementation of action plan	No forward action is planned.	Responsibility for taking forward action is agreed.	The action plan includes specific targets with a time frame for completion. A range of action is planned covering more than one aspect of environmental management. The Fairtrade Steering Group is working to introduce more	Pupils in the group take responsibility for leading some action areas. The action plan prioritises targets. The action plan shows cost implications and how activity will be monitored and

	Some adults and/or pupils are interested in using some Fairtrade products in school.	The Fairtrade Steering Group is working towards introducing some Fairtrade products in school. Eg. using Fairtrade refreshments during fundraising events	Fairtrade products in school. Eg. Using Fairtrade tea, coffee, sugar and biscuits in the staff room.	<p>evaluated.</p> <p>The school is committed to using Fairtrade products in fundraising events, the staff room, cookery and sports lessons and to consider school uniforms made with Fairtrade cotton. (Goal 3)</p> <p>The school keeps a record of sales and the number of different products used or sold each year. (Goal 3)</p>
Element 4.1 Reporting within the group	No notes of progress are being taken.	The group makes a note of progress towards targets.	The group reviews progress against set targets	<p>The group undertakes ongoing evaluations of actions taken. Some of these are carried out by pupils.</p> <p>The group meets to review progress and analyse the data collected.</p> <p>They build on successes and decide on remedial action when activities are not proving successful.</p>
Element 4.2 Reporting to the school	The group has not discussed the success or failure of any actions taken.	The group discusses the success or failure of the actions undertaken.	The group reports progress to the whole school regularly. The whole school is committed to the value of the activities	<p>The whole school is aware of the progress of environmental improvement and evaluates its effectiveness through discussion and debate.</p> <p>Some monitoring data is used for curricular work.</p>

<p>Element 5.1 Curricular work</p>	<p>Environmental issues are covered in one class.</p> <p>One class looks at Fairtrade as part of the curriculum.</p>	<p>Environmental issues are covered as part of curricular work in most year groups across a range of subjects.</p> <p>Fair trade is used as a topic for lessons in at least three subjects in each of two year groups. (Goal 4)</p>	<p>Some aspects of Eco-Schools activities are integrated into the school curriculum for most year groups.</p> <p>Fairtrade is used as a topic in more than three subjects, or as a cross-curricular topic involving more than three subjects. (Extending Goal 4)</p>	<p>The school has a named individual responsible for Sustainable Development Education.</p> <p>The school has a curriculum plan integrating a range of environmental issues into the curriculum across some year groups or in a range of subjects.</p> <p>Aspects of Eco-Schools activities are integrated into a range of subjects across the curriculum for the majority of classes or year groups.</p> <p>Sustainable Development issues are explored through curriculum activities in many year groups.</p>
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<p>Element 6.1 Informing the school community</p>	<p>The group has not yet got a notice board.</p>	<p>The group has a notice board in school which details the activities undertaken</p>	<p>An notice board is kept in a prominent position in school. The whole school is kept informed and involved in activities through assemblies or newsletters.</p> <p>The whole school engages in paper recycling and improving school grounds</p>	<p>Displays of Eco-Schools activities are inside or outside the school.</p> <p>The whole school engages in a day of action.</p> <p>The activities are reported on the school website.</p> <p>Our school is committed to</p>
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	<p>Some pupils and/or teachers are interested in spreading the word about Fairtrade, but need some support.</p> <p>The school is interested in organising a fair trade activity, but needs some support.</p>	<p>One class has made a display about Fairtrade for the whole school.</p> <p>The school organises an event for Fairtrade Fortnight.</p>	<p>We have spread the word about Fairtrade in the whole school through assemblies, school plays, school newsletter or our website. (Goal 4)</p> <p>The school organises one fair trade activity in school each term, including one activity in Fairtrade fortnight. (Goal 5)</p>	<p>sharing good practice of Fairtrade in school with our school cluster/ network-sharing group. (Extending Goal 4)</p>
<p>Element 6.2 Informing parents</p>	<p>The school does not inform parents of activities</p>	<p>The school lets parents know of action being taken in some way</p>	<p>Parents are involved in Eco-Schools activities</p>	
<p>Element 6.3 Informing the wider community</p>	<p>We would like to get involved with informing the wider community, but we're not sure where to start.</p>	<p>The wider community learns of the environmental activity going on in the school.</p> <p>We encourage local shops to sell Fairtrade produce. (Goal 3)</p> <p>The school organises one activity that takes fair trade into the wider community. (Goal 5)</p>	<p>Activities are reported in the local newspaper and/or radio. There is an album of activities available for perusal in the school foyer.</p> <p>Our school works to promote fair trade with other Fairtrade campaigning groups eg. Fairtrade city/town/faith groups. (Extending Goal 5)</p>	<p>Displays of Eco-Schools activities are in the local community.</p> <p>The wider community is involved e.g. local council officers, business people and environmental organisations Pupils write reports of activities for the local press.</p> <p>Our school shares good practice of working with other fair trade campaigning groups with our cluster/ network-sharing group. (Extending Goal 5)</p>

<p>Element 7.1 Writing a policy</p>	<p>No agreement on environmental statements for the school has been made.</p> <p>The Fairtrade Steering Group would like to put together a policy, but is not sure where to start.</p>	<p>There is an agreement on some environmental statements for the school drawn up by the group and agreed by the whole school.</p> <p>The Fairtrade Steering group has put together a Fairtrade Policy for the school that commits the school community to meeting the five Fairtrade School goals. (Goal 2)</p>	<p>The group suggests a policy to the school for their agreement.</p> <p>The Pupil Council discusses the Fairtrade policy. (Goal 2)</p>	<p>The whole school is consulted on what should be in the policy.</p> <p>The group draw up a policy from the suggestions and present it to the school for approval.</p>
<p>Element 7.2 Publicising a policy</p>	<p>We have no environmental policy.</p>	<p>We have an environmental policy, but it is not displayed on the school notice board.</p>	<p>The policy is displayed on the school notice board.</p>	<p>The policy is displayed on the school notice board, outside notice board all classrooms and website.</p>
<p>Element 7.3 Reviewing a policy</p>				<p>The whole school reviews the policy each year to make sure it remains relevant.</p>