



Eco-Schools Award Report

Zurich, 13 July 2026

Dear members of the school community at the High School of the International School of Zug and Luzern,

We would like to extend our warmest and most sincere congratulations on the achievement of the international Eco-Schools Green Flag Award. The awarding of this distinction recognises the efforts you have made throughout the Eco-Schools project and highlights your school's commitment to engaging in a process of continuous and progressive improvement in the field of sustainability and sustainability education.

Please find below the award report, which provides a consolidated overview of the evaluations and observations formulated by the members of the Eco-Schools jury, along with all relevant information relating to the award.

General information

SCHOOL: International School of Zug and Luzern High School

THEME: Biodiversity

DATE OF PORTFOLIO SUBMISSION: 31 May 2026

DECISION OF THE JURY: **Award granted**

VALIDITY OF THE AWARD: 24 months, until 12 July 2028

Basic criteria

ELEMENTS CONSIDERED	YES / NO	COMMENTS
1. Participation in the Eco-Schools programme through a project carried out for a minimum of one school year.	Yes	The High School (HS) participated in the Eco-Schools programme throughout the school year 2025/26 and followed a structured process from the initial biodiversity audit to the implementation of several biodiversity-related actions and awareness-raising activities.
2. Completion of all Seven Steps of the Eco-Schools methodology in relation to the chosen theme	Yes	All Eco-Schools Seven Steps were clearly followed and completed in relation to the theme of biodiversity. The jury noted some minor reservations regarding Step 4 (see below).
2.1 The Eco-Committee was formed and met at least three times per school year.	Yes	The whole-school Eco Committee, with student and teacher representatives from the HS, Middle School and Primary School, as well as parents, met four times. It supported the whole-school integration of the Eco-Schools project, facilitated exchanges between school sections and ensured representation from across the school community. The HS Eco-Schools team, which led the project recognised in this award, met weekly. Students played a central role in discussions, decision-making and the planning and implementation of student-led initiatives. The clear documentation reflects the productive and well-structured nature of the meetings.
2.2 The Sustainability Audit was carried out in relation to the chosen theme.	Yes	Using a survey developed by themselves, the HS Eco-Schools students carried out a participatory sustainability audit, which gathered the perceptions of students, parents and school staff regarding biodiversity, their personal connections to nature and their expectations. The high response

		rate reflected the strong engagement of the school community. The results provided a solid foundation for identifying priorities and opportunities for action and were shared with the school community through a sustainability newsletter. To take this approach even further, it would have been valuable to complement the survey with field observations of the biodiversity present on campus. This would have made it possible to compare the perceptions of the school community with the actual ecological state of the site and to share these findings back with the survey participants.
2.3 An Action Plan was developed in relation to the Audit results and was shared with the school community.	Yes	Based on the audit findings, the HS Eco-Schools team developed an Action Plan with different sub-projects. The projects were distributed among different student groups, allowing students to engage with topics that matched their interests and strengths while fostering ownership and responsibility. The student-led initiatives aimed to create environmental, educational and mental health benefits and highlighted the links between these areas. They included, for example, the planning of an outdoor gym in collaboration with the Operations Manager, the creation of flower pots by homerooms, the construction of bug hotels and the organisation of a biodiversity scavenger hunt. The projects supported broad engagement and active involvement across the school community.
2.4 The actions were monitored and the impact of the project was evaluated.	Yes (& No)	The Eco-Schools team reflected on the implementation process, including which activities were successfully carried out, which were more



		challenging or had to be abandoned and why (as documented in the Action Plan). Some direct outcomes of the project were visible: The Eco-Schools team observed increased awareness of biodiversity, its importance and its connection to human well-being within the school community. This was reflected, for example, in increased participation in gardening activities and the creation of a new gardening club – a great success! One element that the jury felt was slightly missing was a long-term follow-up of the planter, including regular observations and documentation of its development, maintenance needs and contribution to local biodiversity over time.
2.5 Links with the school curriculum were created.	Yes	For students taking Environmental Systems and Societies, meaningful links were established between learning about ecology and the practical gardening work carried out as part of the project. One jury member noted that it would have been interesting to learn more about how students in the Environmental Systems and Societies course explored the topic of biodiversity and whether their understanding or perception of biodiversity changed through their involvement in the project.
2.6 The school community was informed and made aware of the Eco-Schools programme.	Yes	The involvement of the school community started with the sustainability audit survey, which gathered input from students, parents and school staff. The school community was also involved in the implementation of various student-led initiatives, in particular the homeroom



		planter competition and the biodiversity scavenger hunt. In addition, different communication channels were used to keep the school community informed about the Eco-Schools project, including the sustainability newsletter, bulletins, social media, grade-level assemblies and displays.
2.7 An Eco-Code was created in relation to the chosen theme.	Yes	In a video featuring photos, the Eco Team presented the Eco-Code and reflected on the highlights and achievements of the year.
3. Students actively participated in the Eco-Committee and were involved in the implementation of each of the Seven Steps.	Yes	The students were actively involved in conceptualising, planning, organising, implementing and documenting the project along the Eco-Schools Seven Steps, demonstrating a high level of ownership and responsibility throughout the entire process.
4. The entire school was sensitised/mobilised for at least one activity related to the Eco-Schools programme.	Yes	The HS community was actively engaged through a range of biodiversity-related activities, including competitions, awareness-raising campaigns and school-wide events.



Overall assessment of the project

The members of the Eco-Schools jury carefully studied your Eco-Schools Award Portfolio and examined the implementation of your Eco-Schools project. The jury shared their feedback and suggestions, which are summarised below. Their recommendations are intended as constructive guidance to support you in the continued development of the Eco-Schools programme at your school.

STRENGTHS OF YOUR ECO-SCHOOLS PROJECT

The jury members particularly appreciated:

- **The excellent student participation and empowerment:**

As in the previous Eco-Schools project on sustainable food, the jury identified student participation and empowerment as one of the key strengths of the project. With the excellent guidance and support of the Eco-Schools coordinator, the HS students took an active role in developing their own ideas to create environmental, educational and mental health benefits within their school community by planning, organising and implementing their own biodiversity initiatives. The students demonstrated a high level of ownership and responsibility throughout the process.

The documentation of the student-led initiatives in the Eco-Schools Portfolio provided clear indications that the students developed and strengthened a wide range of personal, social and methodological transferable skills such as independence, collaboration and teamwork, creativity, data collection and analysis, problem-solving, planning and reflecting on work processes as well as communication and presentation skills.

- **The strong involvement and awareness-raising across the school community:**

The jury particularly appreciated the variety of engaging, hands-on and experiential learning activities through which the Eco-Schools team involved the school community, raised awareness of biodiversity, its importance and its connection to human well-being and made these topics tangible and relevant.

The jury especially praised the biodiversity treasure hunt, which provided a fun and educational way for students to engage with their natural surroundings. By encouraging exploration, curiosity and discovery, the activity raised awareness of biodiversity while fostering a positive connection with the natural world.

The homeroom competition was also highly appreciated, as it provided students with another opportunity for a real-life, hands-on experience with biodiversity. The jury valued the fact that the initiative was designed as a competition between homerooms, as this showed that students had carefully considered how to engage and motivate their peers, resulting in broad participation across the school community.

- **The clear and participatory project approach:**

The jury praised the clear, structured and collaborative approach of the Eco-Schools team throughout the project.

This was reflected in the regular weekly meetings of the Eco-Schools team on campus, demonstrating strong collaboration, coordination and commitment. It was also evident in the well-developed biodiversity audit questionnaire, which helped capture existing knowledge, perceptions and stimulate initial reflections within the school community. The Eco-Schools team used the audit results as a solid foundation for identifying priorities and developing the Action Plan.

Throughout the implementation process, the Eco-Schools team demonstrated strong skills in collaborating with key stakeholders, especially other students, homeroom teachers, the Operations Manager and the Facilities Manager.

AREAS FOR IMPROVEMENT

The jury members identified the following areas for improvement:

- In addition to the valuable perceptions and reflections gathered from students, teachers and parents, the audit could have been complemented by a field assessment of the current state of biodiversity on campus.
- One jury member noted that the tips provided to homerooms for the planter initiative could have included more detailed recommendations on plant selection, particularly regarding which plant species best support local biodiversity.
- The longer-term effects of the implemented biodiversity measures (tree planting, the planter and bug hotel) including their development over time and their contribution to biodiversity could have been further assessed through field observations.

RECOMMENDATIONS

In view of the above points, the jury members recommend that:

- **the biodiversity situation on campus is further assessed:** For example, students could explore which plants, animals and habitats are present on the school grounds and which are missing or could be enhanced. This could provide additional insight and support the identification of further targeted measures for biodiversity promotion. (*Note by J'aime ma Planète: The "[BioDivSchool](#)" teaching material and the "[Berner Praxishandbuch Biodiversität](#)" provide useful guidance in assessing biodiversity potential and implementing measures to promote biodiversity around the school. These resources are unfortunately only available in German but may still be useful with translation support.*)
- **the implemented biodiversity measures are monitored over time:** The students could be involved in regular observations and documentation of the implemented



biodiversity measures. For example, students could keep a monitoring journal of the planter, document the plants and insects present, measure the development of the plants throughout the year and reflect on maintenance needs. This would further strengthen students' ownership of the project while developing their observation skills and understanding of the living world.

In reiterating our heartfelt congratulations, we look forward to continuing to accompany you on your sustainability journey and wish you all the best for the future.

The Eco-Schools Schweiz Suisse Svizzera Team