



Positive Actions for the Sustainable Development Goals



Positive Actions for the
Sustainable Development Goals

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Acronyms

CECOD	Conservation Efforts for Community Development
CEE	Centre for Environment Education
DOC	Danish Outdoor Council
EE	Environmental Education
ESD	Education for Sustainable Development
EU	European Union
FEE	Foundation for Environmental Education
ICT	Information and Communication Technology
LEAF	Learning about Forests
NGO	Non-Governmental Organisation
NWF	National Wildlife Federation
RBA	Rights-Based Approach
SDGs	Sustainable Development Goals
STEM	Science Technology Engineering Maths
UN	United Nations
YRE	Young Reporters for the Environment
UGX	Ugandan Shilling
USD	US Dollar
WER	We Eat Responsibly



The Eco-Schools programme

Eco-Schools is a programme that has developed from a European educational programme to a global model for Environmental Education and Education for Sustainable Development. The origin of the programme is in the Agenda 21 of the 1992 Rio Earth Summit where education, raising of public awareness and training, were identified as key drivers and critical to the promotion of sustainable development and improving the capacity of people to address environment and development issues. Eco-Schools was developed as a response to the needs identified at the Earth Summit. In 2019, the Eco-Schools programme is entering into its 25th year of engaging young people in taking positive actions that transform them for life. Over the years the programme has grown to have an outreach of more than 52000 schools in 68 countries that engage 19 million students who are supported by 1.4 million teachers.

The programme aims at providing every child with the opportunity to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future by integrating priority sustainable development issues into teaching and learning.

www.ecoschools.global



The Foundation for Environmental Education (FEE)

FEE is a 76 country member-based organisation with its Global Secretariat at Copenhagen, Denmark. Recognised by UNESCO as a world leader within the fields of Environmental Education (EE) and Education for Sustainable Development (ESD), FEE's strength comes from its members who share the conviction for a sustainable world and execute the five ESD programmes with great efficiency.

FEE helps communities realise the benefits of sustainable living. FEE believes in the power of change through its programmes that are creating a cadre of educated and environmentally conscious people equipped to lead a sustainable life. The three youth-focused educational programmes, Eco-Schools, Learning about Forests (LEAF) and Young Reporters for the Environment (YRE), use a solution-based pedagogical approach to empower young people to create a more environmentally conscious world. The Green Key and Blue Flag initiatives are known across the world for their promotion of sustainable business practices and protection of our valuable natural resources.

www.fee.global

Preface

There are two aspects to learning sustainability - learning about the issue and engaging with the issue. Hands-on engagement with the issue helps develop the skills to take-up a given problem, and through a positive attitude, attempt to solve it.

The Eco-Schools programme empowers children to live in a world that is connected and changing, a world that they will engage with as adults. The programme is Education for Sustainable Development (ESD) in action and aims at providing every child with the opportunity to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future by integrating priority sustainable development issues into teaching and learning. The programme provides the hands-on experience of problem-solving skills (critical and creative thinking, decision making etc.), which then become competences of an active citizen.

With the enormous challenges before humanity, there is an important need for taking positive action. Our images of the future define and limit our performance. The quote by Henry Ford summarises it beautifully:

“Whether you think you can, or think you can’t, you’re right.”

The Sustainable Development Goals (SDGs) provide us with a vision of our common future. They set before us an Agenda to engage with for a sustainable Earth. ESD has the power to help more people share the same positive image of the future we want. The role of any Quality Education is to prepare for the societal norms and needs. The SDGs agreed by all the nations are a societal expectation on how we would like to see the development of humanity in harmony with other life forms on Earth.

The publication aims to facilitate the team involved with the implementation of the Eco-Schools - teachers, students, school management, National Operators and other stakeholders who are working with teachers to understand how the Eco-Schools programme contributes in meeting the SDG targets. ESD in a way is civic actions that help understand issues better. It makes issues tangible. The teachers’ role in the entire process is to facilitate and guide rather than teach. The positive actions suggested in the publication establish the connections with the SDGs, and the list of positive actions are the behavioural outcomes contributing to making a progress towards an SDG through the process of ESD.

1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE AND JUSTICE STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS



THE GLOBAL GOALS
For Sustainable Development

About the Sustainable Development Goals (SDGs)

The UN Sustainable Development Summit in 2015 adopted “Transforming My World: The 2030 Agenda for Sustainable Development”. The new framework was developed following the United Nations Conference in June 2012 organised in Brazil. The Agenda contains 17 Goals with 169 Targets, covering a broad range of sustainable development issues. The Goals and Targets demonstrate the scale and ambition of this new universal and global agenda to plan the course of action for the people, the planet and prosperity. It is expected that all countries and stakeholders, acting in collaborative partnership, will implement this plan and contribute in achievements of the Targets. The Goals aim to secure a sustainable, peaceful, prosperous and equitable life on Earth for everyone now and in the future.

The Goals are linked to each other and are interdependent in one or more ways. In achieving the Agenda, we need to realise the links and plan our actions accordingly. Some of the linkages are direct and obvious to see, but many are not. SDG 4 on Quality Education and Life Long Learning in general and target 4.7 in particular, are the major drivers to realise the Agenda 2030.

Target 4.7: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”



Handprint Positive Actions for the Sustainable Development Goals

The way environmental issues are being projected can generate anxieties that make the issues hard for many people, particularly children, to ponder about, and this often leads to despair. The messages of catastrophic and frequent adverse global events attributed to an issue like climate change often create a sense of helplessness and apathy (See Box 1). The issues generate feelings of guilt, intent to act, but the overwhelming scale of the problems creates doubts of self-efficacy and leaves little room to get involved in problem-solving. This results in people often leaving the action at the doors of governments and corporations to manage. Creating anxiety or getting children worried is an inadequate way of presenting the problems of sustainability. It should not lead to a situation where children feel helpless to find solutions. There is a need to create hope, courage and being committed, making each of us believe that every action matters.

One way to ease anxiety is to show the prospects of a future that is possible within the actions that are achievable at the individual level. There is a need to empower the young towards going beyond individual consumer decisions and striving for genuine citizenship - influencing the process of transforming individual decisions into practical outcomes.

Action competence is defined as “an individual’s capacity to critically selecting and conducting possible actions that may solve societal problems through democratic mechanisms” (Odabaşı, Kurt, et al., 2011).

A personality of a child is shaped when his or her vision of the future is built on the foundation of a positive attitude towards their self and the world around them. Children have the natural ability to explore the world and love engaging in experiences that life has to offer. Children do not jump to the negative as they believe that there is only good out there in life. The culture of positive thinking for students should be the ultimate goal for any educational institution. The importance of positive action is also emphasised by Jeffrey (2011) in the following words, “the ability to be constructive in the change process at a societal level determines an individual’s action competence”. Development of positive thinking stops one from dwelling with bad things in life.

The other aspect of positive action is an appreciative enquiry that looks at finding a solution using the resources at hand instead of focusing on the things that are not working well. Consistent exploration of new possibilities creates the attitude of being confident to meet uncertain challenges. This is consistent with a growing body of

research on the constructive effects of positive thinking. Positive emotions, like all emotions, arise from how we interpret events and ideas as they unfold. Another practical consequence of positive thinking is enhanced creativity and innovations.

The Eco-Schools programme has positive action competence at its core. The programme empowers students to make informed decisions and positive action on real-life sustainability issues. In doing so, the students are encouraged to work together actively and involve their communities in collaborative solutions. Activities are not simplistic or superficial ideas, but deep learning opportunities reflecting real problems. These opportunities help in the development of the skill of problem-solving that is an amalgamated outcome of being able to do an enquiry or ask critical questions, critical analysis, reflection and having a vision for a future shaped through individual and collective action. SDGs as an aspirational concept and the belief in positive actions (through self-efficacy and locus of control) bring in engagement - a better alternative to using fear and moral imperative to act, which draws attention, but can demotivate people to participate.

The handprint is a concept that is being used to symbolise positive action. Environmental

issues have become part of one's life and so there is a dire need to practice positive sustainable actions. Actions are intentional and so is a handprint. Experiences and actions are very closely linked. Without action competence, one cannot become rich in experiences, which in their turn can help to qualify action competence. Launched in 2007 by Centre for Environment Education (CEE) at UNESCO's 4th International Conference on Environmental Education held at Ahmedabad, India, the handprint represents the belief that we can make a difference through individual and collective action to solve the environmental problems. The handprint concept captures the energy which young people see in themselves and their desire to do things for a better future.

Teaching about the environment and sustainability have to be forward-looking, focused on helping a student embrace the positive while engaging with the challenges that the planet is facing now and preparing for the future. The importance of positive attitude for students lies in the fact that they are the future of any nation. Their thinking towards life has to be built on the grounds of positive spirit where there is only hope for the best and no despair for the worst. The importance of a positive attitude holds an important position for laying the foundation of a successful and peaceful life.

Box 1. Gaining Public Attention But With Negative Consequences

- First, like any stimulus, individuals are likely to become desensitised to the message. The public has a limited carrying capacity and a finite pool of worry, especially when confronted with extreme and immediate economic threats and risks.
- Second, dramatising climate change, in terms of the most extreme impacts and using exaggerated imagery, risks damaging trust in the messenger, be it environmentalists, scientists, political leaders or the media.
- Third, and perhaps most importantly, when individuals are confronted with messages that present risks which are perceived beyond their control—and they are given little information about what can be done—they cope psychologically with that risk by engaging in self-denial (i.e. “Other people will get cancer, but I won’t” or “climate change is not real” or “the impacts of climate change won’t affect me”), or they cope with the risk by becoming fatalistic and apathetic, believing that there is nothing to be done about a risk such as climate change.

Source: “Fear Won’t Do It”: Promoting Positive Engagement With Climate Change Through Visual and Iconic Representations, Saffron O’Neill and Sophie Nicholson-Cole, *Science Communication*, Vol 30, Issue 3, pp. 355 - 379 First Published January 7, 2009

Eco-Schools taking Positive Action for SDG Agenda 2030



Challenges bringing the best in Us!

Contributor: Ruth Van Ry
Keep Northern Ireland Beautiful

Fanja Olga Randriamanantena
Madagascar National Parks



“Something needs done, they said.
And something they did”¹

Curriculum Areas covered

Geography
Science
French

Project Timeframe

2016 - Ongoing

Age Groups

14-15 Years Old

Stakeholders involved

Students, Teachers, Parents, School Principal, Municipality, Education Department

Resources needed to complete the activity/project

- Twinning platform
- Online and offline communication tools
- Stakeholder involvement for the financial and practical implementation of installing boreholes

3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



6 CLEAN WATER AND SANITATION



17 PARTNERSHIPS FOR THE GOALS



¹Ulidia Integrated College, Article: Year 10 pupils bring clean drinking water to Ambalamanenjana, Madagascar

Background

A twinning project between Ulidia Integrated College, Northern Ireland and Lycee Pole School in Fort Dauphin, Madagascar brought the two school communities together, to work on and understand sustainability challenges together. As part of their Eco-Schools work, teachers and a hundred students aged 14-15 in Northern Ireland exploring the theme of Water reached out to their Eco-Schools peers in Madagascar. The two-year enquiry based project had some successful and impactful results. Ulidia became involved in the Madagascar project as they were an Ambassador Eco-School specialising in the Global Perspective topic.

Dr Sue Christie, Vice Chair of Keep Northern Ireland Beautiful, has done many years of research and work in Madagascar and was able to link Ulidia to the Lycee Pole through the Adsum Trust charity. Dr Christie had also worked with the school to develop a set of teaching resources on Madagascar which is hosted on the Eco-Schools Northern Ireland website.

Positive Actions for the SDGs

Eco-Schools around the world have the chance to pair up with schools in England, Scotland, Wales and Northern Ireland to look at different themes from different perspectives. Twinning aims to raise pupils' awareness for Global Citizenship and to encourage global partnerships to achieve the Sustainable Development Goals and targets collectively.

Supported by ADSUM Foundation, a Northern Ireland based charity, the two Eco-Schools started exchanging photo stories, letters and videos of their work with the Eco-Schools Seven Steps. Ulidia supported Lycee Pole to establish an Eco Code and offered advice regarding Eco Committee development. Ulidia had already well developed 'GreenDAY - Informing and Involving' event, which lent itself to the development of this partnership. Both schools are situated at the coast and had a common desire to develop coastal litter picking. The common desire influenced the development of Action Plans of both schools together. This communication, helped students in Northern Ireland and Madagascar learn more about each other and community life in each setting.

8 ulidia has also been able to share their

knowledge of becoming a Zero Waste to landfill school and experience of becoming a Fair Trade school.

Students found that while in Northern Ireland they were trying to find ways to reduce their water consumption, students across Madagascar were working on installing the necessary water-providing infrastructure to secure access, quality and sanitation. The learning experience with Lycee Pole helped students at Ulidia build a better understanding of the issue of water in both the Fort Dauphin region, but also in other parts of Madagascar. With a whole school involvement at Ulidia Integrated College, through bake sales, quizzes, clothes recycling, etc., the school raised 1500 GBP (approx. 1900 USD), which was donated to Adsum Foundation for the building of a borehole for the extraction of clean drinking water in the rural village of Ambalamanenjana. The project brought water to the whole village (including the school), giving access to a population of 1200 people.

Impact & Contributions to the SDGs

Outputs

- Students involved in fundraising: 100
- Teachers involved in coordinating the activities: 10
- Teaching resources developed by ADSUM Foundation.
- Water infrastructure providing water to students, teachers and their families

Outcomes

- Development of skills, such as creative thinking, collaboration, communication
- Fundraising and financial capabilities
- Event management
- Environmental Literacy Skills
- Language Skills
- Information and Communication Technology (ICT) Skills
- Environmental Stewardship
- Learning For Life and Work (Local and Global Citizenship)
- Conscious consumer choices
- An understanding of the importance of clean drinking water
- Empathy

3 GOOD HEALTH AND WELL-BEING



SDG3 - Ensure healthy lives and promote well-being for all at all ages

The result of water project between the two schools brought water to an entire village, which ultimately secures access to water and the chance for the people of Ambalamanenjana to lead healthy lives. The project particularly contributes to strengthening the capacity of a developing country community to reduce health risks related to lack of water (Target 3.d).

4 QUALITY EDUCATION



SDG4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Students in Northern Ireland and Madagascar got the chance to both understand, as well as raise awareness of the water issues faced in both communities. Learning about one another from one another helped to recognise that challenges are global and can be dealt with collaboratively. The project contributes to ensuring that learners acquire the knowledge needed to promote sustainable development through global citizenship (Target 4.7) and to defining minimum learning outcomes/skills in both communities (Target 4.1). Through the project, fundraising and financial literacy was an important learning outcome, along with communication and use of ICT.

6 CLEAN WATER AND SANITATION



SDG6 - Ensure availability and sustainable management of water and sanitation for all

Ulidia Integrated College and Lycee Pole's collaboration resulted in providing clean and safe water for the first time to all men, women and children in Ambalamanenjana community. The action contributes to achieving access to safe drinking water (Target 6.1), expanding capacity building cooperation in Madagascar in water harvesting (Target 6.a), and indirectly in supporting and strengthening the participation of the community in improving water management (Target 6.b).

17 PARTNERSHIPS FOR THE GOALS



SDG17 - Make cities and human settlements inclusive, safe, resilient and sustainable

Through twinning, the two schools created a chance to involve different stakeholders in the implementation of their partnership, as well as share knowledge to support the achievement of SDG 6 in the Ambalamanenjana community (Target 17.16).



Collective Action!

Contributor: Robert M. Isingoma
CECOD, Uganda

“Environmental Education has no limits or borders - it can actually help develop a more sustainable lifestyle”¹



Curriculum Areas covered

Water Resource Management
Forestry
Sustainable Agriculture
Waste Management

Project Timeframe

2015 - 2016

Age Groups

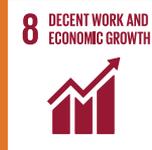
11-13 Years Old

Stakeholders involved

Students, teachers, other school staff, parents, Danish Outdoor Council (DOC), Conservation Efforts for Community Development (CECOD)

Resources needed to complete the activity/project

- Bricks to construct the water drawing and protection area, sand and cement
- Poles for ladders to fix the gutters
- Financial resources to buy the water tanks



¹ Foundation for Environmental Education: A Story (2016). Quote by Jan Eriksen, FEE President 2004-2016

Background

St. Kagwa Boarding Primary school, a boarding school in Bushenyi, Mbarara in west Uganda with a total population of 1,005 students from surrounding villages in Bushenyi District, introduced water saving tanks as part of their work on the Water Theme. The project, however, touched upon many more subjects as well as SDG targets. During the water saving project implementation in 2016, the lives of three generations were significantly improved; the young under 18, adults aged 23-55 and the elderly living with the orphans and vulnerable children gained access to clean water and were involved in the learning process.

The need for the project was to address a series of very unfortunate events - a child drowning in the pond where they went to get water, and another child getting hit by a car while crossing the street on their way to the pond. The Parent's Association involved with the school's Eco Committee raised the flag of concern over such issues resulting from water scarcity in the school, and the Eco Committee subsequently discussed and addressed the development of water facilities as a priority action point. An additional objective was to support school girls with sanitary facilities to address dropout rates and ensure access to drinking water for all.

Positive Actions for the SDGs

Situated in the Cattle Corridor², the region is in a semi-arid zone challenged by climate change with water scarcity. With grants from the Danish Outdoor Council and Conservation Efforts for Community Development (CECOD), students were able to buy five large tanks that could contain 15,000L of rainwater each. This meant that they could improve sanitary conditions at the school, and the girls could have showers and access to toilets. In 2000, only 25 per cent of girls continued schooling after the age of 11-12. In 2016 that figure went up to 75 per cent and enrolment figures increased from 250 to 1005 learners in total.

The school also planted a vegetable garden, using simple irrigation with the water collected to maintain the garden during dry spells. Students were able to sell corn, tomatoes and coffee beans. 600,000 UGX (approx. 160 USD) raised through sales, together with money saved on the national water bills, was invested in the purchase of two water purification systems at the price of 3,500,000 UGX (approx. 900 USD) each. The corn they grew in the school gardens was given as a morning meal to the students before starting classes, as some of them, especially children with a vulnerable background, were walking a long distance to go to school without having had breakfast. For the successful implementation of this project, the Eco-Schools Seven Steps pedagogy was applied. With the Eco Committee structure in place, the Environmental Review was conducted for priority scaling, the school Eco Code focused on water, and the Action Plan was submitted to be incorporated in the general school annual plan for implementation. To incorporate the Water Theme in practical teaching in all subjects, teachers used a project-based learning approach, combined with a Rights-Based Approach, which suggests that human rights and economic development go hand in hand.

The school kept collecting more water and the surrounding communities have continued to scale-up the practice, meaning that their families - who would otherwise go to the pond - had an extra two hours a day to make craft work. The parents in the surrounding communities, having heard about the school collecting rainwater and using drip-irrigation, mobilised themselves to create a Parents Association, and started constructing replica water tanks at the household level using a self-generated revolving fund of 1,500,000 UGX (approx. 400 USD) per month. Implementing the Eco-Schools programme meant having water for both hygiene purposes, and also access to quality education and equal opportunities for more than double the number of girls after the age of 11.

² The cattle corridor covers approximately 40% of Uganda's land surface, and is one of the country's most fragile ecosystems. It is particularly vulnerable to climate change. Source: International Development Research Centre (IDRC).

Impact & Contributions to the SDGs

Outputs

- Students involved: 1,005
- Teachers involved: 34
- 7,207,300 UGX (approx. 1,900 USD) saved since the installation of water saving tanks in the school (money saved from national water bills). The amount is approximately three times the per capita GDP in Uganda.
- Water treatment equipment installed to access the school safe and clean water
- The cooperation among parents resulted in fundraising for a three-story building that serves as a girls' dormitory.

Outcomes

- Behaviour change in sanitation practices among students
- Eco-Schools Eco Codes on water, sanitation and conservation developed by learners on sustainable water resource

management have encouraged the sustainable use of the available water at school and families level as explained in the most significant change stories by parents

- Development of skills, such as creative & futuristic thinking, project designing, communication and partnership building
- Improvement in academic performance (38.7 per cent increase in the pass rate) as a result of spending more time at school than searching for water (7.4 per cent increase in attendance rates)
- Parents, especially women, having more time for other activities that generate an income of 50,000 UGX (approx. 13 USD) for their families
- Increased school enrolment
- Improved retention among students and teachers in the school
- Improved stakeholder involvement with the school
- Issue visibility and dissemination in the region

4 QUALITY EDUCATION



SDG4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

The Ugandan case, attempting to resolve the social issue of female student dropout rates, touches upon the subject of improving retention among learners, especially girls who drop out due to lack of access to sanitation facilities (Target 4.1), as well as the one of access to education for girls (Target 4.3). Lack of sanitary conditions have prevented girls from continuing education. However, the water tank project contributes to the solution of such challenges. Children's problem solving skills were exercised, and additionally resulted in health literacy.

5 GENDER EQUALITY



SDG5 - Achieve gender equality and empower all women and girls

By ensuring the active attendance and participation of girls in schooling and school activities, the project contributes to their effective participation and equal opportunities in learning and the acquirement of skills (Target 5.5).

6 CLEAN WATER AND SANITATION



SDG6 - Ensure availability and sustainable management of water and sanitation for all

The school project has resulted in securing water availability in the school and surrounding community in Bushenyi District. It directly contributes towards achieving access to adequate and equitable sanitation for all and pays particular attention to the needs of women and girls (Target 6.2), Simultaneously, it contributes to strengthening the participation of the community in improving water management (Target 6.b).

8 DECENT WORK AND ECONOMIC GROWTH



SDG8 - Promote sustained, inclusive, and sustainable economic growth, full and productive employment

The school project has created opportunities for not only girls to attend school, but also women in the community to participate in productive employment that is inclusive and creates financial value for their families (Target 8.5).

17 PARTNERSHIPS FOR THE GOALS



SDG17 - Strengthen the means of implementation and revitalise the global partnership for sustainable development

Through the collaboration with the DOC and CECOD, the Ugandan school has been able to build an infrastructure sustainable water management at the school and the community level. The involvement of different stakeholders to achieve SDG4 and SDG6 contribute to enhancing global mutli-stakeholder partnerships and community cooperation for sustainable development (Target 17.6 and 17.6.1).



Waste Not!

Contributor: Sukhprit Kaur
Centre for Environment Education (CEE), India

“Into the third year of its journey with the Eco-Schools programme, the school is continuing to sustain its efforts both within and beyond the school”



Curriculum Areas covered

Mathematics
Environmental Science
Art & Craft

Project Timeframe

2016 - Ongoing

Age Groups

6-11 Years Old

Stakeholders involved

Students, Teachers,
Parents, School Principal,
Municipality, Education
Department, CEE India

3 GOOD HEALTH
AND WELL-BEING



4 QUALITY
EDUCATION



6 CLEAN WATER
AND SANITATION



11 SUSTAINABLE CITIES
AND COMMUNITIES



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



Resources needed to complete the activity/project

- Financial resources to buy the collection bins - 300 USD (collected through the Litter Less Campaign, Wrigley Foundation sponsored project, donations and contributions from villagers and local government)
- Space (for storage of dry waste prior to disposal and for composting)
- Time - 2 hours every Saturday for weighing, documentation and storage
- Knowledge of the technology

Background

Government Lower Primary School, Pura, with 63 students is located in the Pura village, in the Kushtagi taluk of Koppal district in Karnataka state, South of India. The village has 110 households with a population of 1,000 individuals. The school has approximately 4,000 m² of land on which the teachers and students were proactively engaged in maintaining a green cover. Prior to initiating waste management in the school and immediate community, as part of their Eco-Schools Action Plan, there had been no efficient system for the same either in the school or in the immediate community.

Positive Actions for the SDGs

The school activities aimed to achieve segregated waste collection both at the school and community grounds, as well as composting of all wet waste generated within the school campus. The compost utilised in the school was also sold to farmers in the village and generated revenue from the collecting waste and institutionalising a system of efficient waste management.

The school initiated the waste management programme with an environmental review within the school in 2016 (Year 1) of the programme. Subsequently, as part of the Action Plan, the school decided to take on the waste management programme both within and beyond the school. Soon after the review, the school planned an event to coincide with India's Independence Day celebration (15 August) at the school. During the event, each of the 63 students was provided with two dustbins which they carried back to their homes for the segregated collection of food and other waste. All the students brought back the segregated and collected wet and dry waste from individual homes to school, which was weighed and recorded in a log book maintained by the students. The wet waste was composted on the school campus and data and figures were analysed in class and shared with the school community. In 2017 (Year 2), the school teachers approached the community for funding support to buy large cement rings which could be used for collecting solid waste at the community level. The school was

then able to purchase and install four such rings. The village local government also supported the initiative and provided the school with four additional bins. A total of eight bins have now been installed within the village, which students use for further sorting, segregation and storage at the school.

Citric peels were collected separately by students and these were utilised for making bio-enzyme which the school has been using for cleaning the school toilets (maintaining regular hygiene of the school toilets and also reducing the use of harmful toilet cleaners). The bio-enzyme was found to be very effective and some of the community members started making the same in their individual homes too. This exercise of making and utilising the bio-enzyme was an important linkage they drew with the sanitation theme.

Impact & Contributions to the SDGs

Outputs

- Total students: 63
- Total households reached in 2017: 60 and in 2018: 110
- Total compost generated 2017: 1,200 kg and in 2018: 5,000 kg
- Total waste collected in 2017: 3,247 kg and in 2018: 2,966 kg
- Bio-enzyme made and utilised in 2017: 50 L and in 2018: 148 L

Outcomes

- Eco-Schools Green Flag Awarded to the school for the period 2016-2019
- Interest and involvement of the Department of Education and the Karnataka State Pollution Control Board in the school activities
- Community involvement in composting, segregation and making and consuming bio-enzyme at individual household level
- Behaviour change against littering and towards implementing an efficient school-driven waste management system
- Sense of pride for the achievements and the expansion of the activity to the community at large

4 QUALITY EDUCATION



SDG4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

The school project has not only established and improved a sustainable waste management school system, but it has expanded to the surrounding community, building technical skills and capacity to deal with the issue of waste at large. It has also contributed to creating sustainable lifestyles through Education for Sustainable Development (Target 4.7). It has also linked to subjects and application of skills like segregation/classification, weighing, valuation and exchange/transaction of money, etc.

3 GOOD HEALTH AND WELL-BEING



SDG3 - Ensure healthy lives and promote well-being for all at all ages

The bio-enzyme project contributes to decreasing the use of chemicals and their replacement to natural and organic products, which touches upon the issue of decreasing pollution related illnesses (Target 3.9).

6 CLEAN WATER AND SANITATION



SDG6 - Ensure availability and sustainable management of water and sanitation for all

Through the citric peels bio-enzyme project for sanitising school toilets, and eventually households, contributes to achieving equitable sanitation and hygiene (Target 6.2). The project has supported the increase in the number of people in the community using such sustainable practices (Target 6b).

11 SUSTAINABLE CITIES AND COMMUNITIES



SDG11 - Make cities and human settlements inclusive, safe, resilient and sustainable

The project contributes to reducing the environmental impact of the entire surrounding community in the village and the Karnataka state, by introducing a sustainable waste management system (Target 11.6).

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



SDG12 - Ensure sustainable consumption and production patterns

Waste generation in the village community has significantly reduced through the reusing practices implemented (Target 12.5) and food waste reduction (Target 12.3). In addition, the community is incentivised and more aware about the sustainable alternatives of waste management and students and their families are informed and involved in developing sustainable lifestyles (Target 12.8).



Full STEAM Ahead!

Contributor: Kim Martinez
National Wildlife Federation (NWF), USA

“...School communities collectively learn about and develop a sense of pride and ownership over ‘their’ fish”¹



Curriculum Areas covered

Science, Technology, Engineering, Art Math, Writing

Project Timeframe

2017 - Ongoing

Age Groups

6-11 Years Old

Stakeholders involved

Students, Parents, Teachers, Community Partners, US Fish and Wildlife, National Wildlife Federation

Resources needed to complete the activity/project

- Institutional partners (US Fish and Wildlife Service)
- Recycling bins provided by the school district
- Learning resources



¹ US Fish & Wildlife Service, Fish and Aquatic Conservation, 2017 Program Highlights

Background

Woodlawn School in Portland, Oregon has a high percentage of low-income students. The school was close to having its doors closed because of low enrolment and an outdated building. After receiving a Federal School Improvement Grant in 2014, the school is now becoming a STEAM (Science, Technology, Engineering, Art, and Math) school and participates in the National Wildlife Federation's (NWF) Eco-Schools USA programme. Students are studying global environmental issues, with a particular focus on local streams - drawing parallels between watershed health, biodiversity, and salmon habitat.

Positive Actions for the SDGs

With help from staff at Portland Public Schools, Woodlawn completed an Eco-Schools USA Waste Review to measure and analyse their current trash and recyclables being produced. Those results prompted an Action Plan with activities like cleaning up litter during "Recess Rescue," improving recycling signage, and reducing the amount of uneaten and wasted food going into the garbage. As part of the Action Plan, a need was identified for more recycling bins. The Eco Committee wrote a letter to the school district, requesting them to finance them.

Since 2015, 10-11-Year-Olds at Woodlawn's have been raising salmon in the classroom with guidance from the US Fish and Wildlife Service (USFWS). After raising chinook salmon eggs for two months in the winter of 2018 - watching them hatch and grow into alevin and then fry, while also conducting water quality tests along the way - the students released 100 fry into the Columbia River to swim away, grow big, and eventually migrate to the ocean. A tour of a local fish hatchery and getting to sink their hands in salmon carcasses for some slimy dissection provided an opportunity to learn about anatomy, the lifecycle, and adaptations of this important threatened species.

During a school-wide assembly, a National Wildlife Federation representative presented Woodlawn with a Bronze and a Silver Award for their sustainability work

on the Eco-Schools USA Consumption and Waste and Biodiversity Themes. Now the Eco Committee is gearing up to earn a Green Flag Award by tackling their 3rd pathway - Energy. With a goal to reduce the monthly energy bill by \$100, these students are on a mission to "turn off the lights" and de-lamp unneeded light bulbs across the school.

The Eco Committee, which is made up of children between 6-11 years old, is further empowering other students by rewarding them with green bracelets for engaging in positive actions.

Impact & Contributions to the SDGs

Outputs

- Students involved: 57 Eco Committee members in 2017
- Teachers involved: 7
- Recycling bins introduced: 10
- Salmon fry introduced in Columbia River: 100
- Water waste reduced by 52,500 L in 1 year
- Landfill waste reduced by 23kg/day

Outcomes

- Silver and Bronze Awards awarded by the National Wildlife Federation for successfully implementing activities related to the Eco-Schools Seven Steps
- Behaviour Change towards plastics - Eco Committee reflections on the effects of plastics in the ocean, as a result of their salmon project
- Students researched reusable bag retailers to find out that people showcased in product catalogues did not reflect their community's population. As part of their Action Plan, they got in touch with another company, who gave them permission to make their own product catalogue cover
- Parent and community involvement in the data collection process to monitor and evaluate the impact

4 QUALITY
EDUCATION



SDG4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Woodlawn School, in collaboration with experts in their fields of interest, worked to increase the knowledge and skills of all students towards responsible consumption and the conservation of their local stream (Target 4.7). Through first-hand exposure with the activities, students at Woodlawn developed environmental and conservation literacy skills, as well as a sound understanding of their local ecosystem. They were able to measure and analyse, interpret and solve a local problem, using Science, Technology, Engineering, Arts and Maths skills.

12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



SDG12 - Ensure sustainable consumption and production patterns

With the introduction of waste recycling bins, provided by the school district, Woodlawn has ensured the means for recycling and reusing waste, and has encouraged the use of reusable bags to prevent waste generation (Target 12.5).

13 CLIMATE
ACTION



SDG13 - Take urgent action to combat climate change and its impacts

The salmon project at Woodlawn school had helped to improve education and awareness raising on the effects of habitat degradation for the chinook salmon (Target 13.3).

14 LIFE BELOW
WATER



SDG14 - Conserve and sustainably use the oceans, seas and marine resources for sustainable development

The salmon school project resulted in reflections on the prevention and significant reduction of marine plastics (Target 14.1), and has attempted to restore the chinook salmon back into Columbia River (Target 14.4).

15 LIFE
ON LAND



SDG15 - Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and biodiversity loss

The school has worked towards ensuring the restoration of their local water ecosystem (Target 15.1) and have taken action towards the loss of biodiversity and the extinction of the chinook salmon (Target 15.5).



We Eat Responsibly!

Contributor: Gregor Cerar
Društvo DOVES, Slovenia

“What is the best time to start to teach our children about responsible consumption and food? The answer is: the sooner the better”¹



Curriculum Areas covered

History, Biology, Chemistry
Maths, Home Economic

Project Timeframe

2015 - 2018

Age Groups

5-18 Years Old

Stakeholders involved

TEREZA Educational Centre (Czech Republic), Centre of Environmental and Ethical Education Zivica (Slovakia), Društvo DOVES (Slovenia), Bulgarian Blue Flag Movement (Bulgaria), FEE Latvia (Latvia), Carpathian-Danubian Centre of Geoecology (Romania), Nature Trust Malta (Malta), Association “Lijepa Nasa” (Croatia), Environmental Partnership Foundation (Poland), teachers, students, parents, local community, media, Ministries of Education, Ministry of Agriculture

Resources needed to complete the activity/project

- Financial resources by the EU (90 per cent co-financing)
- Human resources for the cross-country management of the project
- Educational material for schools addressing the Food theme



¹ We Eat Responsibly, Story from Croatia: Gardeners from Croatian kindergarten Dječja Mašta

Background

The We Eat Responsibly (WER) is a European Union (EU) funded Sustainable Food project implemented in eight countries running Eco-Schools, Czech Republic, Slovakia, Slovenia, Bulgaria, Latvia, Romania, Malta, Croatia and Poland. With the world population growing rapidly, the food resources necessary to accommodate these changes is becoming an increasingly important challenge. The school project helped students understand the direct or indirect consequences on climate, on the use of resources like water and land and on people's ability to feed themselves and live decent lives. The project involved 12,895 students across the eight countries and reached out to 6,683 households to carry out a review of their food consumption impact and identify positive actions towards sustainability.

Positive Actions for the SDGs

The school project aimed at engaging students in positive actions that help protect the environment, promote human rights and improve the well-being of society. The Eco Committees at the participating schools carried out an Environmental Review of the Food theme in their school and back home. They investigated issues local and seasonal food provisions, the means of production and involvement in organic product procurement, meat consumption, agrobiodiversity, the use of processed food and palm oil and food waste. The review not only included questions referring to the school canteen or the students' households, but also consumer behaviour at home; for instance, where the family gets food from, what families eat at home, children's ability to cook, how food waste is treated, etc.

In Mezmalina Nursery School in Priekule, Latvia, students and teachers decided to focus on sustainable food habits and show the importance of being a responsible consumer. The school decided to procure more environmentally-friendly products, focused on local and seasonal food; this created an opportunity to create a discussion around the advantages of organic ingredients. As part of their Action Plan, they organised a green market once every two months, where children, parents and school staff had the chance to meet local producers, taste and buy their food

products and understand where food comes from and what its production requires.

In Urša Domžale, a kindergarten in Domžale, Slovenia, children focused on reducing food waste - which ultimately meant that they had to find a way to also reduce their consumption. Their Action Plan addressed the connections between global and local dimensions of food production, through exploring the origins of their region's most common recipes. Children, alongside their teachers, prepared their own menu during weekly cook-together events, where they used produce from the school's vegetable garden. Throughout the year, students measured food waste and managed to significantly reduce both consumption and waste levels.

Other important skills, like writing articles, creating posters and website posts, as well as using social media, were introduced through the WER project and used to inform and involve the school communities.

Impact & Contributions to the SDGs

Outputs

- Food waste reduction across participating schools: Min. 30 per cent
- Actions and campaigns towards responsible food consumption: 456
- People engaged online through social media campaigns: 19,200
- NGOs being part of the multi-stakeholder educational group by country: 9
- Schools involved in the project: 48
- Teachers trained: 80
- Teachers involved in the project: 720
- Students active in Eco Committees or as organisers of events: 5,900
- Students involved in the project: 12,895
- Students who carried out a Food Theme review in their households: 6,683
- Parents involved in the school actions: 11,490
- Parents being part of an Eco Committee: 15
- Educational resources developed focusing on sustainable consumption:
<https://www.eatresponsibly.eu/en/>

Outcomes

- Formation of educational groups around the different activities/action on “Eating Responsibly”
 - Visibility of the project across eight countries
 - Teacher capacity building and knowledge on the Food topic. Teachers developed new project-focused material and tools that were incorporated into everyday teaching
 - Increased interest in the Eco-Schools programme
 - Sustainable procurement in school canteens
 - Educational authorities have shown interest to support the project
- Students acquired knowledge of new terminology, skills, and build new attitudes on eating habits
 - Students involved their parents in positive action by applying learnings from the project
 - Schools collaboration with local farmers, municipalities and other local businesses
 - Development of resources with material and activities that can be used and replicated
 - 25 New schools interested to join Eco-Schools programme

2 ZERO HUNGER



SDG2 - End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Among promoting sustainable food consumption, the We Eat Responsibly project also aims at providing nutritious and safe food for children and youth (Target 2.2).

4 QUALITY EDUCATION



SDG4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

The school project has created the space for learning on sustainable consumption and production, and adopting sustainable lifestyles, not only for the students participating, but also their teachers, parents and the community (Target 4.7). Through the project, any by carrying out the Food themed Environmental Reviews, students improved their research skills and developed health, wellness and nutrition literacy skills.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



SDG12 - Ensure sustainable consumption and production patterns

The project tackles with the issue of food waste and how to reduce production and consumption (Target 12.3 and 12.5). It also ensures that information is available, not only to the school communities it is implemented in, but to the wider audience, by making all project resources available to promote sustainable lifestyles (Target 12.8).

17 PARTNERSHIPS FOR THE GOALS



SDG17 - Strengthen the means of implementation and revitalise the global partnership for sustainable development

WER, as an EU funded project between an eight-country consortium, enhances the idea of global partnerships for sustainable development to share knowledge and expertise in Education for Sustainable Development (Target 17.16), and encourages partnerships between civil society organisations (Target 17.17).

HANDPRINT

Actions for the Sustainable Development Goals!



Handprint Action Learning Outcomes for the Sustainable Development Goals

Handprint Competence - Suggested Approaches for developing Action Competence

The key approach for developing Action Competence is to involve students in Active Learning. Active learning engages students simultaneously in doing and thinking about why they are doing an activity. The key is that students do more than listening. They need to be engaged in discussions and, most importantly, in actions that help in solving problems. To develop action competence, students must engage in higher-order thinking tasks as defined by Bloom's taxonomy of analysis, synthesis, and evaluation.

Principles of Active Learning

1. Purposeful: the relevance of the task to the students' concerns.
2. Reflective: students' reflection on the meaning of what is learned.
3. Negotiated: negotiation of goals and methods of learning between students and teachers.
4. Critical: students appreciate different ways and means of learning the content.
5. Complex: students compare learning tasks with complexities existing in real life and making reflective analysis.
6. Situation-driven: the need of the situation is considered in order to establish learning tasks.
7. Engaged: real life tasks are reflected in the activities conducted for learning.

Source: Barnes (1989)

The key to enabling active learning for developing action competence is a variety of student-centred teaching and learning strategies/approaches/pedagogies. Some of such approaches are listed below:

- **Collaborating and co-learning** through twinning of schools that have a joint enquiry and multiple stakeholder partnerships to stimulate the exchange of different perspectives. The key is encouraging dialogue between schools situated in different and diverse contexts - socio-economic, geographical, cultural, etc.
- Encouraging **project-based learning** motivated by an enquiry. Projects can be built around research, action or action research, but should be about real issues. This helps in connecting the classroom curriculum to the real world of the student. The process helps in connecting the learning to their own interests and could flow into actions at the individual, family or community level.
- Organising activities like **visits/excursions** to sites, survey and interviews with opportunities to exchange and learn. Learning that explicitly aims to benefit all can invigorate and inform actions.
- Gaining experience and skills through **service learning and training** - internship and volunteering.
- Using approaches that support **simulation** or being in the shoes of the person in the context - role plays, games, experiments, case studies. These encourage empathy and help in bringing different perspectives in a classroom. Such simulations also help in shifting the locus of control to self and belief of self efficacy, two important determinants behind people taking actions.
- Writing **reflective essays, journals** enriched by discussions. Reflecting on an authentic learning experience helps students to build the knowledge that enables them to take focused action.
- Engaging with **story-telling** by people/experts working with an issue. This could be brought into a classroom through screening videos, use of other multimedia created for specific topics and inviting experts. Such experiences create a vision and motivation for taking actions.
- Using **visualisation** - mind maps, scenario building, life cycle analysis. These are tools that help easily make abstract concepts tangible and identify opportunities for actions.
- **Celebrating days and awareness campaigns** encouraging outreach by students to create awareness using different media like writing website blogs and posts on social media, creating videos, organising rallies and demonstration, exhibitions, street plays & flash mobs. The larger acceptance of ideas create norms that institutionalise actions.



THE GLOBAL GOALS

For Sustainable Development

Learning Outcomes
for
Handprint Action



- Contributes to efforts that raise awareness on poverty, social protection schemes and systems through speaking, writing and reporting using different media on different aspects like the relation of poverty with environmental problems.
- Supports affirmative actions for poor communities.
- Purchases or influence purchases of fair trade products and services.
- Shows empathy to the poor and is aware of the role of decisions that exacerbates poverty.
- Protests inequality.
- Investigates and reports on examples that help to end poverty at various levels - local to international level.
- Takes action like planting trees that contribute to economies, food security and protection of landscape functions.
- Supports businesses that commit to paying fair salaries and do not discriminate on gender or race such as Green Key awarded tourism establishments.
- Supports businesses that support the local resources and communities through procurement and employment.
- Invests in gaining skills for employment.
- Purchases and support locally owned community businesses.



- Does not waste food.
- Shares/ use excess or leftover food for later consumption.
- Prefers home cooked food.
- Supports and participates in affirmative action for allocation of food to the people in need.
- Organises campaigns (including using media) against food waste.
- Makes people aware of to reduce or be selective on imported food.
- Reports/shares different aspects of the Life Cycle Analysis of food like food miles.
- Develops advocacy campaign for preserving biodiversity in agriculture and organic food.
- Asks for traditional or local varieties of endemic food produce.
- Prepares a local biodiversity register.
- Grows trees that can supplement nutritional requirements at schools and home.
- Educates and consumes non-agricultural produce as per the traditional knowledge and laws governing their extraction and use.
- Shares knowledge of linkages of food security with the eco-systems services particularly the role of forests.
- Support businesses that use sustainable food.
- Grows own vegetable garden in school or at home to supplement and encourage consumption of local food.
- Participates in organic food fairs to connect local farmers with consumers to encourage people to consume organic food.

3

GOOD HEALTH
AND WELL-BEING



- Does not bully (physically or mentally) anybody on any basis and treats all equally.
- Takes protection and precaution against diseases such as AIDS, Tuberculosis, malaria and maintains a healthy lifestyle.
- Says no to any form of habit-forming drugs.
- Practices behaviours like covering face while sneezing to prevent the spread of communicable diseases.
- Follows traffic rules and helps accident victims.
- Learns basic first aid and home remedies.
- Does not delay or neglect the need to access any treatment.
- Participates in outdoor activities, games and sports, and maintains physical activeness.
- Uses precaution to not spread diseases.
- Supports affirmative action for providing essential medicines at lower or no costs to the person in need.
- Seeks help for themselves and others in case of need or emergency, or psychological problems.
- Speaks up against the stigma associated with mental disorders.
- Investigates relationship between human health and the environment.
- Promotes and reports on human health and well-being in the context of the healthy environment.
- Knows and grows plants that can be used for simple home remedies based on traditional healthcare practices.
- Spends time in nature and encourages others to do the same.
- Support businesses that reduce their environmental footprint (properly treat their wastewater, recycling, don't use hazardous cleaning products, pesticides, fertilizers, does not pollute etc.).
- Participates in awareness campaigns to encourage improved sanitation and hygiene practices especially amongst mothers and young children.
- Conducts and disseminates studies and reports on health impacts, disease outbreaks, climate change etc.



- Attends and makes sincere efforts to learn in a school.
- Participates actively and is excited about the experiences provided by the school.
- Motivates others in the community to access and attend school regularly.
- Applies the learnings received in school to daily life.
- Relates the learnings to sustainability.
- Enjoys Outdoor learning.
- Spreads Literacy.
- Supports the maintenance and upkeep of school infrastructure.
- Supports actions that provide equal opportunities for students coming from disadvantaged communities.
- Learns and shares own learnings with other students and/or peer groups.
- Reports on the value of education in the context of Sustainable Development.
- Access vocational training and other technical training.



- Does not discriminate on the basis of gender.
- Does work or help in doing work without considering the gender stereotypes associated with work.
- Supports opportunities/actions for gender equality and the realization the potentials/interests.
- Discusses gender issues at home or with friends.
- Reports to teachers/parents any gender-related discrimination or violence.
- Talks and shares through writing on the issue of discrimination in the society.
- Promotes stories of gender equality.
- Respects the work and contribution made by female members at home and help them.
- Supports businesses that provide equal opportunities to women.

6 CLEAN WATER AND SANITATION

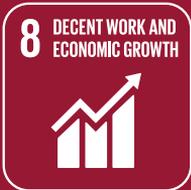


- Does not pollute water.
- Does not waste water.
- Handles drinking water in hygienic ways.
- Practices safe sanitation through proper use of the toilet.
- Washes hands at critical times - after using the toilet, before handling food, after handling pets etc.
- Does not waste anything, recognising that water is a resource used to produce everything.
- Practices water saving techniques.
- Flushes after use of toilets.
- Leaves toilets clean.
- Practices principles of waste management.
- Participates in actions for rainwater harvesting.
- Takes action to stop loss of water - dripping tap, burst pipelines.
- Reports on good practices and technologies for saving of water.
- Investigates and reports about different issues of water and likely future scenarios due to climate change.
- Protects trees and green spaces that are an important part of the water cycle.
- Supports products that have a lower water footprint, use water responsibly and ensures wastewater treatment.
- Clears standing water/puddle.

7 AFFORDABLE AND CLEAN ENERGY



- Asks for maintenance of equipment, automobiles etc. for efficient use of energy.
- Buys or influences buying of efficient energy equipment.
- Saves energy by switching off equipment when not required or doing things like using natural sunlight or walking/bicycling short distances.
- Chooses renewable energy for generating electricity, drying, heating.
- Shares and reports different aspect of cleaner energy.
- Collaborates with students from other countries to compare and understand the global use of different forms of energy.
- Uses solar for drying of clothes, food etc.



- Respects dignity of all workers.
- Supports products and services that assure fair wages for workers, take care of their health and does not use child labour.
- Participates in events like makers' fairs or such events that spur innovations and entrepreneurship.
- Supports products and corporations that promote all aspects of sustainability.
- Reports on "green jobs" and advocates green path for global development.
- Promotes positive solution for economic growth and sharing of technologies around the world.
- Supports businesses that provide equal opportunities to women and local communities.
- Supports businesses and tourism that support the local economy and community.
- Supports worker rights to organize themselves.



- Follows the norms like waste management practices, transport rules required for maintenance and upkeep of sustainable infrastructure.
- Protects natural heritage as critical infrastructure.
- Participates in the greening of spaces.
- Participates and initiates efforts to conserve the built heritage and educate others about them.
- Supports industries by making sustainability a criterion for choosing a brand or a product.
- Supports adoption of infrastructure that is safe, inclusive and resilient.
- Makes people around them understand the proper use and need of the uptake for sustainable infrastructure.
- Follows the norms required for maintenance and upkeep of sustainable infrastructure.
- Supports businesses and governments that adopt eco-labels, embeds innovation, infrastructure and sustainability like Green Key and Blue Flag that optimises the use of resources and helps minimise the environmental impact of infrastructures.



- Supports enabling action that provides equal opportunities.
- Does not discriminate on any basis.
- Shares stories or activities of individuals, groups, organisations that have taken positive action/s to reduce inequalities.
- Shares time and other resources with communities or people at disadvantage or are marginalized.
- Investigates different aspects of inequalities in the countries and locally and shares positive examples of reduced inequalities
- Runs local campaigns to reduce inequalities.
- Supports businesses that support equality in employment.



- Follows the rules and norms to make systems like waste management, transportation function.
- Participates in the improvement of services and systems as an active citizen by sharing through various media and writing to authorities.
- Greens the spaces - open spaces, rooftops etc.
- Uses public transport, walk, cycle as frequently as possible.
- Raises voice against vandalism of public infrastructure.
- Promotes cultural and natural heritage using different media.
- Takes actions as an active citizen in clean-up drives, segregate waste, compost wet waste, support dry waste recycling.
- Installs systems and technologies that help in sustainability - solar lighting and heating systems, rainwater harvesting etc.
- Protects the natural environment of the city.
- Makes festivals greener and safer.
- Reports and share positive actions taken by the communities.
- Learns from other examples and acts to promote them within the local community.
- Acts as an ambassador for Sustainable Development in his or her city.
- Supports businesses that promote sustainable transportation such as biking or public transport.
- Supports businesses that try to lower their environmental footprint so as to not put pressure on local resources.
- Demonstrates pride in one's identity associated with a place through action and commitment.



- Does not buy if not needed.
- Buys products that are sustainable.
- Says no to unnecessary and unsustainable packaging.
- Buys and eats locally.
- Does not waste food.
- Segregates waste.
- Chooses eco-labels for a product or a service.
- Raises voice against products that are harmful in any way - health, employs child labour etc., through writing to media, posting on social media.
- Uses resources with frugality.
- Acts as a smart consumer - repurposes, upcycles, recycles, reuses and reduces.
- Runs campaigns about responsible consumption and production.
- Investigates and report on good examples/practices.
- Shares stories nationally and globally to inspire others.
- Promotes the importance of the circular economy and the recyclability of wood-based products.
- Supports businesses that have a third-party verification for sustainable management such as Green Key awarded tourism establishments.
- Picks right - products that have the least impact on point of origin or people producing it.
- Supports local and community-owned businesses.



- Adopts a low-carbon lifestyle.
- Acts responsibly recognizing that energy is a critical component of production and consumption systems.
- Saves on carbon-intensive fossil fuel use - walk, cycle, use less, buy less, energy efficiency.
- Reduces wastage of resources.
- Buys locally, eats locally produced food.
- Increases green spaces and other sinks of carbon.
- Reports on climate change issues from the local and international perspective.
- Runs local campaign to raise awareness.
- Expresses opinion and thoughts on global politics and solutions.
- Supports businesses that monitor and reduce their carbon footprint and act responsibly.
- Creates awareness among vulnerable communities about taking preventive and precautionary measures for resilience against climate change impacts.



- Throws waste in the proper place to stop litter reaching oceans, rivers, streams and waterways.
- Raises voice against exploitative fishing practices.
- Does not eat or buy any fish that is endangered, threatened or overfished.
- Chooses a Blue Flag beach, marina or boating operator for their vacations, when going out for a walk, a dive, recreational fishing, etc.
- Protects coastal ecosystems.
- Organises beach and stream clean-up drives.
- Investigates and report on water pollution.
- Runs local campaign to raise awareness especially on the micro and-plastic problem in water bodies.
- Picks-up litter when walking on the beach, swimming, or diving.
- Investigates various wetlands aspects such as local biodiversity, environmental phenomena.
- Supports businesses that have proper waste and wastewater treatment, such as Green Key awarded tourism establishments, avoid the use of hazardous cleaning products and sources its materials from sustainable sources.
- Supports businesses that purchase sustainable food products such as Green Key awarded tourism establishments.



- Does not harm any life forms excluding for scientific reasons like control of invasive species.
- Protects and promotes the importance of biodiversity.
- Spends time in nature, visit nature parks, sanctuaries.
- Does not eat the meat of wild animals/games that are endangered or protected by law.
- Does not buy products that use animal testing or wild animal parts especially endangered animals.
- Greens spaces with local species.
- Grows own food.
- Reports on positive aspects of protecting life on land.
- Supports businesses that produce using sustainably sourced materials.
- Supports businesses that do not purchase or sell products from endangered animals or plants such as Green Key awarded tourism establishments.
- Supports businesses that respect and care for the local biodiversity.
- Does not take plants and animals across borders as per the Convention on International Trade in Endangered Species of Wild Fauna and Flora.
- Supports equitable sharing benefits arising from the utilization of genetic resources in a fair and equitable way.



- Uses dialogue over an argument.
- Listens before speaking.
- Raises voice against discrimination and violence.
- Celebrates Human Rights Day.
- Practices mediation and arbitration skills.
- Makes efforts to understand and promote local and global dialogue.
- Investigates, reports and promotes peace and inclusive societies.
- Shows sensitiveness to all life forms.
- Supports businesses that are in compliance with international, national and local legislation.
- Takes a stand against any form of bribery.
- Understands differences between countries and cultures.



- Supports global efforts for SDGs through time and other resources.
- Contributes to helping communities during and after disasters.
- Talks about the Sustainable Development Goals.
- Understands and promotes partnership between local and international stakeholders.
- **Acts as an active global citizen!!**

Assessment of Positive Actions!

Assessment of educational outcomes is the process of gathering and interpreting evidence to make judgments. It takes into consideration the linkages between learning intentions/objectives, content, activities and desired outcomes. Assessment of educational outcomes is used by students and their teachers to evaluate the progress in relation to the learning objectives as well as finding the best way to facilitate learning.

Actions are intentional and habitual behaviours, individually or as a member of a group. The purpose of assessment in the context of positive actions is to see if the suggested actions are doable by students, inform the teaching and learning processes, help students reflect on awareness and understanding of one's own thought processes and actions, and provide meaningful reports on students' achievement towards the Agenda 2030.

The assessment of positive actions as learning outcomes is difficult since learning is demonstrated and influenced by a variety of difficult to control motivations like social norms, peer pressure and the consequences of the assessment. Various assessment strategies can be used to gather information and interpret the Action Competence of a student.

There are many ways of assessing learning outcomes. The strategy depends on the context and type of school, and the way the school implements the SDGs - as stand-alone themes, integrated with specific classes or across the school curriculum (Whole School Approach).



It is always good to use a mix of strategies, as each strategy has its own set of advantages and limitations. Some of the strategies that can inform the progress could be:

Anecdotal records and observations: Objective narrative records of students' actions and patterns of behaviours gives an idea of the progress of a student. Actions could be both negative and positive. Observation of a student during participation in various activities is a good way to create records.

Simulation activities: Games, role plays, case studies are excellent active learning pedagogies, and at the same time such simulations are good assessment tools and can be used for both individual and group assessment.

Self and peer feedback: Feedback by students of self and about one another's performance relative to stated criteria and outcomes are also a good way to encourage reflection and assess the progress. This is also a good tool to check actions and the feedback beyond the school, as they usually reflect the situations, contexts and spaces that demonstrate the most likely action competence and validate the observations made in school.

Student journals: Encouraging students to keep personal records of and responses to activities, experiences, strengths, interests and needs could be a good way of letting students reflect and map their improvement in demonstrating action competence.

Project: An extended investigation carried out by an individual student or a group is also a proxy indicator of action competence. The presentations of the conclusion of a well-formed enquiry are a good way to estimate the likely actions students would take.

Scales and tests: Pen and pencil tests have their limitations to indicate both the attitudes and behaviours, but good psychometric tests can indicate the action competence. Intent to act as a component of attitude is a good predictor of likely actions a person might take and easier to capture in a scale.



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