



National Seminar Eco-Schools January 18, 19 and 20, 2019 | Faro, Portugal

## **Eco-Schools supporting Handprint - Positive Actions for Sustainable Development Goals**

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## Foundation for Environmental Education



**A non-profit, non governmental organisation**

**Promoting Sustainable Development through  
Environmental Education worldwide**

**An umbrella organisation with one member  
organisation in each country**

- 4 member organisations in 4 countries in 1981
- 88 member organisations in 73 countries in 2016
- 5 environmental education programmes

# Our programmes



Eco-Schools



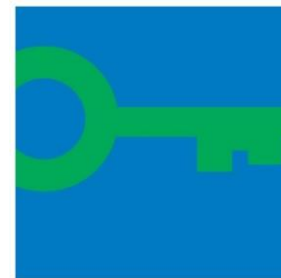
Learning about Forests



Young Reporters for  
the Environment



Blue Flag



Green Key



## About Eco-Schools

Engaging the youth of today to protect the planet of tomorrow



**FEE**



Eco-Schools

# Eco-Schools

STATS AND FIGURES

Registered  
Schools

**51,502**



Green Flags  
Awarded

**17,916**



Local partners  
globally

**1,877**



Students  
involved

**19,800,465**



Teachers  
involved

**1,386,829**



of Eco-Schools  
countries receive  
support

from their national  
government



Teacher training  
sessions

**723**

# Programme Participants



Map created by  [Foundation for Environmental Education](https://www.ffe.org/)

We are a  
**hundrED**  
2019 Innovation





Downpatrick Nursery School, the first school in the world to be awarded an Eco-Schools Green Flag

**ECO-SCHOOLS 25<sup>TH</sup> ANNIVERSARY DECLARATION**

We, the National Operators of the FEE Eco-Schools Programme participating in the National Operators Meeting gathered here in Cork, Ireland in November 2018 at the launch of its 25<sup>th</sup> year are:

**Determined to**

- Ensure the Eco-Schools programme continues to develop and grow in every country around the world, and helps them to address the Sustainable Development Goals through positive actions
- Ensure the programme continues to develop in all educational settings, (at the primary, secondary as well as at the tertiary level as the Eco-Campus programme, and also to develop with the transition to, and needs of, life-long learning)
- Ensure that every National Operator has the support and mentorship to make these happen

**We Recognise That**

- Climate change and associated climate breakdown is the biggest existential crisis for all humanity
- The over-exploitation of our land resources, seas, and particularly plastic pollution, is in itself at a crisis point
- The loss of biodiversity is at mass extinction levels and is severely threatening the ecosystem services that support life on earth
- The environmental issues are closely linked to the social, economic and cultural aspects of our society

**We Acknowledge That**

- Education, and particularly the Eco-Schools programme, is a key hope to meeting, mitigating and adapting to these challenges as well as many others
- The Sustainable Development Goals provide an excellent framework and context to this education
- It is never too late to learn and affect positive change

**We Reaffirm Our Commitment To**

- Supporting and mentoring all educators everywhere to undertake the Eco-Schools programme
- Working with any and all applicable stakeholders to increase the reach and impact of the Eco-Schools programme at a local, regional, national, and global level
- Support each other as National Operators through the sharing of experiences, research, exchange of best practices, evidence of educational outcomes, and peer-to-peer learning

**We Are Convinced That**

- The Eco-Schools programme has a meaningful and sustained impact, both in Quality Education as well as environmental engagement and outcomes
- Due to its bespoke structure and nature, the Eco-Schools programme allows for and delivers this impact in every setting and context
- The Eco-Schools programme plays an essential role in developing 21<sup>st</sup> century skills
- The Eco-Schools programme is one of the most essential elements of a sustainable future for all

So Declared, This 22<sup>nd</sup> Day of November 2018

*(The declaration is surrounded by numerous handwritten signatures and names in various colors, including: Ricardo Oebling IAR BRAZIL, Sri Thanuja Green Growth Asia Foundation Malaysia, Dorcas Otieno Kenya, Jan Smrcka SLOVENIA, and many others.)*



# A Seven-Step Change Framework for Continuous Improvement





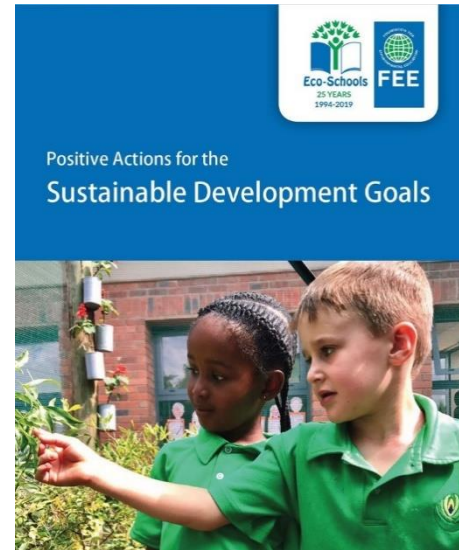
## Positive Actions through Eco-Schools - SDGs Case Studies

## HANDPRINT - POSITIVE ACTIONS FOR THE SUSTAINABLE DEVELOPMENT GOALS

- Launched in 2007 at UNESCO's 4th International Conference on Environmental Education held at Ahmedabad, India
- Handprint represents the belief that we can make a difference through individual and collective action (Self Efficacy and Locus of Control)
- Symbolises Positive Action
  - Actions are intentional and so is a handprint.
  - Experiences and actions are very closely linked.



The handprint concept captures the energy which young people see in themselves and their desire to do things for a better future.



## TWO ASPECTS OF ESDGs

- Education of SDG – What is the agenda 2030?
  - The history
  - SDGs and Targets
- Why and How to achieve SDGs through Education as a Key driver?
  - The role and importance of each SDG
  - The interlinkages between SDG
  - Agenda for SDG 4 in general and target 4.7 to enable progress towards SDGs
  - Activities at the level of an individual that contribute in meeting the Agenda 2030





## TARGET 4.7

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.

**“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.**”

## THE CONTEXT

- Negative messaging – Anxiety and despair
- Role of Education to develop Positive Action Competence
  - Develop positive thinking and attitude
  - Show the prospects of a future that is possible within the actions that are achievable at the individual level.
  - Appreciative enquiry

**Action competence : “an individual’s capacity to critically selecting and conducting possible actions that may solve societal problems through democratic mechanisms”**

## HANDPRINT COMPETENCE

- **Action Competence through Active Learning.**
- Active learning
  - Engage student simultaneously in doing and thinking about why they are doing an activity
  - Engage in higher-order thinking tasks- analysis, synthesis, and evaluation
- Principles of active learning:
  - **Purposive:** the relevance of the task to the students' concerns.
  - **Reflective:** students' reflection on the meaning of what is learned.
  - **Negotiated:** negotiation of goals and methods of learning between students and teachers.
  - **Critical:** students appreciate different ways and means of learning the content.
  - **Complex:** students compare learning tasks with complexities existing in real life and making reflective analysis.
  - **Situation-driven:** the need of the situation is considered in order to establish learning tasks.
  - **Engaged:** real life tasks are reflected in the activities conducted for learning.



## The key to enabling active is a variety of student-centred teaching and learning strategies.

- Collaborating and co-learning through twinning of schools
- Encouraging project-based learning motivated by an enquiry
- Organising activities like visits/excursions to sites, survey and interviews
- Gaining experience and skills through service learning
- Using approaches that support simulation
- Writing reflective essays, journals enriched by discussions
- Engaging with story-telling by people engaging with an issue
- Using visualisation
- Celebrating days and awareness campaign

## SDG



## Handprint Action Outcomes

- 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 livelihood.
- Purchases and support locally owned community businesses.

## 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



- 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 embed innovation, infrastructure and sustainability like Green Key and Blue Flag that optimizes the use of resources and help to minimize the environmental impact of infrastructures.



- 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.

## Handprint for the SDGs: Challenges bringing the best in Us! - Northern Ireland/Madagascar



Issue in Northern Ireland: Water consumption reduction

Issue in Madagascar: Installation of the necessary water-providing infrastructure

Through knowledge and empathy, students in NI raised funds for the building of a borehole for the extraction of clean drinking water in Madagascar!

## Handprint for the SDGs: Collective Action! - Uganda



Students installed five 15.000L water tanks to improve sanitary conditions at the school.

Girl enrolment, as a result of gained access to clean water and toilets, increased by 75% and overall enrolment increased from 250 to 1005 learners overall!

## Handprint for the SDGs: Waste Not! - India



The school has achieved segregated waste collection both at the school and community grounds, as well as composting of all wet waste generated within the school campus. This helped change students' behaviour against littering!

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.

## Handprint for the SDGs: Full STEAM Ahead! - USA



After raising chinook salmon eggs for two months in the winter of 2018 students released 100 fry into the Columbia River to swim away, grow big, and eventually migrate to the ocean.

They watched them hatch and grow into alevin and then fry, while also conducting water quality tests along the way. Students involved the parent community in monitoring their impact!



## Handprint for the SDGs: We Eat Responsibly! - Multiple-Country European project



Students investigated issues local and seasonal food provisions, the means of production and involvement in organic product procurement, meat consumption and food waste.

Food waste in the project schools was reduced by 30% and students acquired knowledge of new terminology, skills, and built new attitudes on eating habits!

# Corporate and Institutional Partners



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