SDGs ar Scoil!

How you can implement the SDGs in your school

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Foreword by the Sustainability Officer

This resource is the ultimate handbook to bringing the Sustainable Development Goals into both your school and into reality for your fellow students and staff. 'SDGs ar Scoil!' dives into each SDG in depth, and provides the best techniques for amplifying student voice surrounding sustainability in your school. This resource serves as a comprehensive guide to help you understand the 17 SDGs and how they intersect with various aspects of our daily school lives. It highlights the crucial role each one of us plays in achieving these goals and how we can take practical steps to make a difference. The Sustainable Development Goals were crafted in a way that makes them fit intersectionality in all aspects of life, and Education on Sustainable Development (ESD) forms one of the largest segments of this. By incorporating ESD into our education systems, we can create a generation of responsible and informed citizens who understand the complex interconnectedness of environmental, economic, and social issues. Students will be equipped with the skills and knowledge to make informed decisions, take action, and contribute to sustainable development with adequate ESD through all levels of education. However, we must recognize that ESD is not just the responsibility of schools and universities. It requires a collaborative effort across sectors, including government, civil society, and the private sector. We must ensure that ESD is accessible and inclusive, and reaches all members of society, regardless of their background or circumstances. Through in-depth research and expert input, the ISSU is delighted to bring this resource to secondary schools across the country to bring ESD directly into the student council model, acting as the first step in the fight for adequate Education for Sustainable Development in second-level education.

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ISSU
IRISH SECOND-LEVEL
STUDENTS' UNION

Section 1: Sustainability Dictionary

Glossary:

- **Biodiversity:** This refers to the variety of plant and animal life in an area and how they interact within habitats and ecosystems (like lakes and native forests).

- **Carbon Emissions:** Carbon emissions are created when particular gases are released into the air from activities like burning fossil fuels for energy. It includes gases like carbon dioxide and methane. This is because they both contain carbon. 'Carbon emissions' is sometimes used as a shorthand to describe all greenhouse gases.

- **Clean/Renewable Energy:** Energy that comes from natural sources or processes that are constantly replenished. For example, sunlight and wind keep shining and blowing, even if their availability depends on time and weather.

- **Climate:** Climate means the average weather conditions in a region over a long time – usually 30 years or more. The big difference between climate and weather is the length of time involved. Weather can change from minute-to-minute, day-to-day, but climate is the average of weather over a longer time in a specific area.

- **Climate Action Plan:** This is the Government's annual plan that sets out how we will meet our climate commitments and reach EU and international climate targets. Reports are published each quarter, and they show the progress we are making.

- **Climate Change:** This is a change in long-term weather patterns due to natural forces, or human activity, or both.

- **Consumption:** The action of using up a resource.

- **Economic Growth:** An increase in the amount of goods and services produced per head of the population over a period of time.
- **Equality:** The state of being equal, especially in status, rights, or opportunities.
- **Industry:** Economic activity concerned with the processing of raw materials and manufacture of goods in factories.
- **Inequality:** Difference in size, degree, circumstances, etc.; lack of equality.
- **Infrastructure:** The basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society or enterprise.
- **Innovating:** Make changes in something established, especially by introducing new methods, ideas, or products. Introducing something new (especially a product).
- **Innovation:** The action or process of innovating
- **Intersectionality:** A way of examining issues to understand how characteristics such as race, place, age, gender, and geography intersect with each other and interact with power structures to create and reinforce power, privilege, disadvantage, and discrimination
- **Justice:** Just/fair behaviour or treatment.
- **Partnership:** The state of being a partner or partners. An association of two or more people as partners.
- **Peace:** Freedom from disturbance; tranquillity. A state or period in which there is no war or a war has ended.
- **Poverty:** Not having enough money to meet basic needs including food, clothing and shelter.

- **Production:** The action of making or manufacturing from components or raw materials, or the process of being so manufactured.
- **SDGs (Sustainable Development Goals):** These are goals (17 in all) developed by the United Nations to address the urgent environmental, political and economic challenges facing our world. Their ultimate goal is to end poverty, while protecting the planet and building economic growth.
- **Sanitation:** Conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal.
- **Well-being:** The state of being comfortable, healthy, or happy.

Section 2: An Overview of Sustainable Development
What is Sustainable Development?

The term 'Sustainable Development' was first coined in 1987 when the United Nations World Commission on Environment and Development (also known as the Brundtland Commission) released the Brundtland Report, which defined 'sustainable development' as:

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

This definition has stood its ground and is still the explanation that many governments, scientists and activists use on a daily basis. Sustainable Development aims to balance economic prosperity with social inclusion and environmental protection. This is often achieved through a combination of policies, regulations, and investments that promote sustainable practices in areas such as energy, transportation, agriculture, and housing.

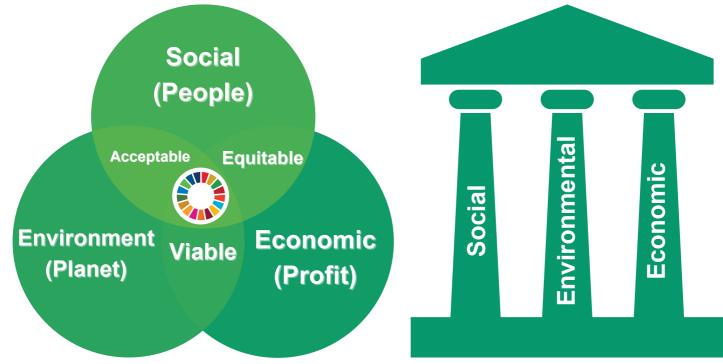### The 3 Pillars of Sustainable Development

Sustainable Development can be broken down into three key pillars. All three of these pillars are necessary for adequate sustainable development. The pillars are as follows:

- Economic sustainability refers to the ability of an economy to support growth and development over time, without depleting natural resources or causing long-term damage to the environment.

- Environmental sustainability involves protecting and preserving natural resources for future generations, through practices such as conservation, renewable energy, and responsible waste management.
- Social sustainability focuses on improving the quality of life for all members of a community, including issues related to poverty, education, and access to healthcare.

Social
(People)

Acceptable   Equitable

Environment
(Planet)   Viable   Economic
(Profit)

Social   Environmental   Economic

Together, these three pillars work to create a sustainable future that balances economic growth, social well-being, and environmental protection.

What is a Just Transition?
A Just Transition is a concept that refers to the process of moving away from fossil fuels and other unsustainable practices and towards renewable energy sources and sustainable development. It is called a "just" transition because it is intended to be fair and equitable for all, including workers and communities that may be impacted by the transition.

The concept of a Just Transition is based on the idea that the transition to a sustainable economy should not leave anyone behind. This means that workers in industries that are being phased out, such as coal mining or oil drilling, should be provided with new job opportunities and training programs to help them transition to new careers. It also means that communities that are heavily dependent on these industries should be provided with the resources and support they need to adapt to the changes.

A Just Transition also takes into account the social and economic dimension, ensuring that the transition is inclusive and that all sectors of society are involved. This may include investments in infrastructure, education and training, and social protection programs to ensure that everyone benefits from the transition.

A Just Transition is not just an environmental issue, but a social and economic one as well. It requires a comprehensive approach that addresses the needs of workers, communities, and the environment. It is also important to note that a Just Transition is not a single-step process, but a long-term journey that requires collaboration, planning and commitment from all stakeholders, including government, private sector, civil society, and the public. This is how it ties back in with Sustainability.

What are the Sustainable Development Goals?

The Sustainable Development Goals are a collection of 17 interlinked objectives that define the ideal world that we all want and need. The United Nations's official definition is as follows;

"The Sustainable Development Goals (SDGs) are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity."

The 17 United Nations Sustainable Development Goals (SDGs)

In 2015 the leaders of the 193 countries of the world congregated to discuss the future. A common theme of poverty, war, drought and famines were mentioned from all over the globe. It was time for action.

They decided that the best thing to do was create 17 goals that everyone as a global community would strive to achieve by 2030. It's a set of ambitious goals, to conquer the world's most detrimental problems in 15 years, but there's an abundance of evidence that the plan can be successful. Although, in order to achieve these SDGs, it is vital that everybody, from every country, every state and every community try their very best to cooperate and implement these goals into our lives.

The 169 Sustainable Development Goals Targets

Each of the 17 goals has specific targets that are intended to be met by 2030. These targets act as a simplified framework or blueprint on how to achieve each goal.

For example, Goal 1 is to "end poverty in all its forms everywhere," and one of the targets is to "reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions."

TARGET 1·2

REDUCE POVERTY BY AT LEAST 50%

Goal 2 is to "end hunger, achieve food security and improved nutrition and promote sustainable agriculture" and one of the targets is to "by 2030, end hunger and ensure access by all people, in particular, the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round."

Rather than countries and communities trying to achieve 'No Poverty', they instead try to check off each target like "reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.". One by one, each SDG will be achieved (simultaneously), thanks to a simplified roadmap of individual checklist targets.

TARGET 2·2

END ALL FORMS OF MALNUTRITION

The 5 P's

The five pillars of the SDGs are People, Planet, Prosperity, Peace and Partnership. Each goal within the SDGs aligns with one or more of the five pillars, and all are interconnected and indivisible. The People pillar focuses on ending poverty, hunger, and promoting good health and well-being. The Planet pillar focuses on protecting the environment and combating climate change. The Prosperity pillar focuses on economic growth and decent work. The Peace pillar focuses on ending violence and promoting peaceful and inclusive societies. The Partnership pillar focuses on strengthening the means of implementation and revitalising the Global Partnership for Sustainable Development. The Peace and Partnership pillars are often grouped together due to how similar their goals are.

The SDGs can be divided into each pillar as follows:

Outlining the 17 SDGs

This is a quick summary of 14 of the SDGs. In the next section you will find a more in-depth explanation of SDGs 3, 4 & 13 (Good Health and Well-Being, Quality Education and Climate Action respectively). Of course, all SDGs are relevant to life in school, but we have decided to focus in-depth on the three aforementioned goals and targets.

SDG 1: No Poverty

Eliminating extreme poverty for all people everywhere by 2030 is an essential goal of the 2030 Agenda for Sustainable Development. It illustrates the idea of a basic standard of living and social protection benefits for people everywhere, including the most vulnerable. In order to achieve the SDGs, we must target those living in vulnerable situations, increase access to basic resources and services, and support communities affected by conflict and climate-related disasters.

SDG 2: Zero Hunger

In the past 20 years hunger across the globe has been reduced by half. This is clearly a huge achievement, but it's still not enough. To this day, approximately 1 out of every 9 people in the world are going to bed hungry and malnourished. In order to eradicate hunger by 2030, we must support sustainable agriculture, uplift, promote small farmers and live within our means.

SDG 5: Gender Equality

It is fair to say that in the last half-century or so, gender equality has come a long way. More and more women and girls have access to education than ever before, there are many job and career opportunities for females too. However, it is not nearly close to being perfectly equal for all. In many countries we see women and girls being confined to the house doing childcare and domestic work without pay. There are still inequalities within the workplace with wages & salaries etc. worldwide, we are far from achieving gender equality, so the Sustainable Development Goals aim to end discrimination towards women and build on the immense progress that has been made over the years.

SDG 6: Clean Water and Sanitation

Access to clean water, sanitation and hygiene is the most basic of human rights which makes this SDG very crucial to the 2030 Agenda for sustainable development billions of people will lack access to these basic services in 2030 unless progress quadruples. Different ways to help achieve this are ending open defecation and providing access to sanitation and hygiene reuse, improve water quality, wastewater treatment, and safe reuse. Increase water-use efficiency and ensure freshwater supplies. Implement integrated water resources management.

6 CLEAN WATER AND SANITATION

SDG 7: Affordable and Clean Energy

Between 1990 and 2010 the amount of people worldwide with access to electricity increased by 1.7 billion. Of course this was a massive achievement as it expanded the technological world and gave rise to so many new inventions and improvements. Technology is a vital part of our world now, with mobile phones, TVs, the internet and enhanced appliances to make our lives easier. But at what cost? We need to find a solution to get away from fossil fuels as our energy source, because it is detrimental to the health of our planet, the human race and biodiversity. We can still improve technology and utilise it, but we need to strive to use more sustainable resources, such as wind power or solar power. There are no excuses.

7 AFFORDABLE AND CLEAN ENERGY

SDG 8: Decent Work and Economic Growth

SDG 8 aims to promote economic growth and decent work for all. Economies grow when more workers have access to jobs and when workers are more productive. The COVID-19 pandemic has considerably impacted employment opportunities in countries around the world. Take immediate and effective measures to eliminate forced labour, end modern slavery and human trafficking and secure the prevention and elimination of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms.

SDG 9: Industry, Innovation and Infrastructure

Technological progress helps us address big global challenges such as creating jobs and becoming more energy efficient. The more connected we are, the more we can all benefit from the wisdom and contributions of people everywhere on earth. And yet four billion people have no way of getting online, the vast majority of them in developing countries. The more we invest in innovation and infrastructure, the better off we'll all be. Bridging the digital divide, promoting sustainable industries, and investing in scientific research and innovation are all important ways to facilitate sustainable development.

SDG 10: Reduced Inequalities

It's an old story: the rich get richer, and the poor get poorer. The divide has never been starker. We can and must adopt policies that create opportunity for everyone, regardless of who they are or where they come from. Income inequality is a global problem that requires global solutions. That means improving the regulation of financial markets and institutions, sending development aid where it is most needed and helping people migrate safely so they can pursue opportunities. Together, we can now change the direction of the old story of inequality.

SDG 11: Sustainable Cities and Communities

More than half of the world's population now lives in cities. In 1990, there were 10 mega-cities worldwide (cities with more than 10 million residents). Nowadays, there are 28 mega-cities across the world, with more than 458 million people occupying them. There is a huge attraction towards cities because they are the centre of culture, business and communities. Although, they are also the centre of poverty, crime and wealth inequality. SDG 11 aims to make urban and rural communities sustainable, by building efficient public transport systems, health systems and plentiful accommodation for all.

SDG 12: Responsible Consumption and Production

Some people use a lot of stuff, and some people use very little—in fact, a big share of the world population is consuming too little to meet even their basic needs. Instead, we can have a world where everybody gets what they need to survive and thrive. And we can consume in a way that preserves our natural resources so that our children can enjoy them, and their children and their children after that. The hard part is how to achieve that goal. We can manage our natural resources more efficiently and dispose of toxic waste better. Cut per capita food waste in half globally. Get businesses and consumers to reduce and recycle waste. And help countries that have typically not consumed a lot to move towards more responsible consumption patterns.

SDG 14: Life Below Water

More than 3 billion people depend on marine and coastal diversity for their livelihoods. But today we are seeing nearly a third of the world's fish stocks overexploited, which is completely unsustainable. Oceans absorb about 30 percent of the carbon dioxide that humans produce; but we're producing more carbon dioxide than ever before and that makes the oceans more acidic - 26% more, since the start of the industrial revolution. Our trash doesn't help either—13,000 pieces of plastic litter on every square kilometre of ocean. However, the Sustainable Development Goals indicate targets for managing and protecting life below water.

SDG 15: Life on Land

Humans and other animals rely on other forms of life on land for food, clean air, clean water, and as a means of combating climate change. Plant life makes up 80% of the human diet. Forests, which cover 30% of the Earth's surface, help keep the air and water clean 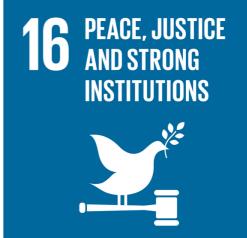and the Earth's climate in balance. That's not to mention they're home to millions of animal species. But the land and life on it are in trouble. Deserts are spreading. Animal breeds are going extinct. However We can turn these trends around. The SDGs aim to conserve and restore the use of terrestrial ecosystems such as forests, wetlands, drylands and mountains by 2030.

SDG 16: Peace, Justice and Strong Institutions

How can a country prosper, without peace? And how can a country have peace without justice, human rights, and a government based on the rule of law? Some parts of the world enjoy relative peace and justice, and may come to take it for granted. Other parts seem to be plagued by horrible atrocities, all of which hinders their development. The goal of peace and justice is one for all countries to strive towards. The SDGs aim to reduce all forms of violence and propose that governments and communities find lasting solutions to conflict and insecurity. That means strengthening the rule of law, reducing the flow of arms, and bringing developing countries more into the centre of institutions of global governance.

SDG 17: Partnership for all the Goals

Undoubtedly, the SDGs are a pretty big to-do list. In fact, it's so big, it's sometimes difficult to get the motivation to work towards them. But we've got a lot going for us. The world is more interconnected today than ever before, thanks to the internet, travel and global institutions. There's a growing consensus about the need to work together to stop climate change. 193 countries agreed on these goals. Pretty incredible, isn't it? 193 countries agreeing on anything? The final goal lays out a way for nations, cities, towns, schools and communities to work together to achieve all the other Goals and save the planet.

SDGs your school can focus on initially

All 17 SDGs are interlinked with each other. However, these three particular SDGs are a great start to reaching the targets set out by the UN in your school, community and even in your personal life. It's hard to envision these goals being reached in only a matter of a few years, but it all boils down to the little things. If each school tries to make an effort to implement these goals, it makes a huge difference worldwide. Even if it's not that noticeable at first, we can all make a difference.

In this section you will learn why these particular SDGs are important in every school and education environment. You will later learn about the different ways that you can implement these goals. Of course these could go in so much detail and in so many different directions, but this would be an excellent start to achieving the SDGs in your school community if your school took these projects on board.

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SDG 3: Good Health and Well-Being

3 GOOD HEALTH AND WELL-BEING

Good health and well being is undoubtedly of utmost priority in everyone's life, especially in the teenage years. Since the majority of teens spend a lot of their time in a school environment, it is important for the essential services and resources to be available for students and everyone else in the school community. It can be a stressful environment, from exam pressure to arguments in friend groups, so there needs to be proper solutions put in place to cater to the needs of the students & staff. When it comes to mental health, unfortunately a lot of the time there aren't proper resources in place for schools, even though it is an epidemic in Ireland. Although, there are a lot of things that you and/or your student council can do. Many schools often overlook the gravity of mental health in schools, and it is often forgotten or put on the back pedal. Here is a brief list of some ideas for your student council to get started on.

- Your student council should ensure that there is at least one designated teacher/staff member that students can go and talk to if they have an issue.
- Sensory rooms may benefit the well-being of the students if the student council proposes for a designated "quiet area/chill zone". This would be a safe spot for a student if they feel overwhelmed/stressed/tired and need a moment to breathe and calm down. In order to avoid people abusing the idea, a system could be put in place where a student could get a signed pass from the teacher they have at the time.

- With the growing prices of products, many students & families face the struggle of buying period products which are a necessary item on a regular basis. It would be extremely beneficial to ensure that there are free period products and other items such as heat patches/hot water bottles available to anyone who needs them in the school. To avoid anyone being embarrassed/uncomfortable, these should be provided in all of the bathrooms, instead of having to ask a teacher or secretary which may be daunting.

- Sometimes school can be very difficult socially. We can all relate to someone who is just having a bad day and needs some time by themselves, or maybe they don't feel comfortable or included in a certain friend group. Student councils should request for the school's facilities and classrooms to be open in the morning time, small break and lunch. A lot of students would appreciate it if they could just have a few minutes to lose their thoughts in the gym, music room, art room or even the wood/metalwork room (with prior teacher permission and supervision). This could also be an opportunity for students to meet some new friends.

SDG 4: Quality Education

It comes as no surprise that high-quality education is the utmost priority of school. They are designed for this very reason, to educate the future workforce, leaders and the future generations. However, education is and always will be an evolving thing. There are always new and unique ways of teaching and learning being invented, so it is of utmost importance that all

schools keep up to date with all reforms happening globally. Many countries and people around the world don't have access to any education at all, so we should not take any of it for granted. We should be using our time in the education system to the best of our ability, and schools need to ensure that we are getting the most out of it, in every aspect. Here are a few simple ideas that your student council can take on board.

- Exams can be extremely stressful for students, and some may not have the best study environment at home due to busy households etc. After-school study sessions are really helpful and useful for students, in all years. This would be a great thing to encourage your principal to organise as it would allow students to get homework and/or study done in a peaceful and focused area. It would also allow them to leave some books at school to avoid carrying very heavy bags. Many schools have this set up for exam years, but it would be so beneficial for every year. Plus, if your student council asks nicely, they might provide tea/coffee and biscuits to fuel your brain!!

- The Irish education system mostly revolves around exams, and because of this, a lot of study and practice is required. There are many websites & resources available to teachers that provide all past-exam questions and mock questions, and it's more often than not free of charge for them. The student council should request for all teachers to avail of the website, and provide exam questions for students on a regular basis. This will allow students to familiarise themselves with exam-style questions and timing practice also.

SDG 13: Climate Action

Our generation and future ones to come have a huge battle to beat when it comes to climate change and the ever growing destruction of biodiversity and ecosystems across the globe. It is absolutely understandable that you may feel anxious, scared, and helpless, but here are a few projects that you and your school community can do to contribute to saving the planet. The cure to anxiety is action.

- A lot of schools have some land that isn't really used for anything, and it is just wasted space. An idea to use up this space in a useful way could be to plant some native trees and flora in order to attract wildlife such as birds, bees and insects, and it also makes for some beautiful scenery! Even if your school doesn't have a lot of space, there are so many ideas to grow flowers and plants in confined spaces, such as flower beds! As well as planting pretty flowers and trees, your school could also plant some vegetables for the school canteen, and you'll have a fully developed school garden in no time!

- Sometimes ways to save the planet aren't so elaborate, more often than not it can actually be done very simply! If your school sells tea and coffee in the mornings, small breaks or lunch times, encourage students to bring in reusable travel cups for the canteen, this way there is a lot less waste from plastic cups, and your school saves money! Perhaps to get the ball rolling, drinks could be discounted at first when students bring their own cups, to give everyone an incentive.

- So much waste comes out of school on a daily basis around the world with printing sheets constantly. With the abundance of technology these days there is really no excuse for schools to be printing paper for most, if not all classes. Yes, sometimes it is unavoidable with past papers etc., but often most classes can be done off a digital whiteboard now, and even without textbooks. A lot of schools cannot afford to buy iPads/tablets for all students, so encouraging teachers in your school to try their best to use the digital whiteboard as much as possible is a great start.

Section 3: Why Sustainability
Conclusion - Why implement these?

Implementation of the SDGs is extremely important. It can help to empower learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations. They provide a global blueprint for dignity, peace and prosperity, for people and the planet, now and in the future. Implementing these will allow students a greater knowledge of challenges faced not only in their own lives but also in the lives of others all around the world. SDGs highlight the structures behind our society - economic, legal, and political - and their complexities. They shed light on difficulties that students may not be aware of, or even take for granted.

The SDGs are an ideal filter through which to boost engagement by demonstrating the real-world impact of subjects. For example, geography and science lessons can be enriched by discussing climate change subjects such as the causes and effects of the increase in average global temperature, or how climate change is creating natural disasters like tsunamis and tropical cyclones. Biology lessons could examine not only the cellular study of viruses and diseases but also the societal factors that allow them to thrive, such as inadequate access to medication and education.

How to bring these to the school community

Now that you have all this information and projects you could do, we suggest picking one with the other people involved in this project. When picking a project remember the school's, yours and the others involved limited budget, time and resources. If you're struggling with picking a project, you could launch a survey to all the students and see what they would like to see happen. Once you have picked a project, set up a meeting with your school's Green Schools Committee. If you don't have one, we would suggest talking to your student council about setting one up and even having someone on the student council be a Sustainability Officer involved in overlooking the process.

Now that you have your committee and everyone agrees on the project idea and plan, the next step is to talk to your principal and liaison teacher about it. Doing this may be daunting, and that is completely understandable, so setting up a meeting with them and giving a prepared speech and/or presentation on why this project is a promising idea may be helpful.

If you have successfully done all this, your project will be underway in no time! Talk to the Green Schools Committee about who's doing what and in what amount of time (set deadlines). Constantly promote your project by hanging posters around the school and getting the principal (or yourselves) to shed light on the project (by sending a school-wide email or notification, or adding a section to the school announcements or assembly). It's more likely to be a success if you make it student interactive, so it would be a clever idea if you got some competitions going on and fun activities (as long as they've been approved of course). Overall, have fun and work hard while educating others in the process and making a better future!

How to get involved outside of school

Here are a list of some further groups and programs that provide opportunities to get involved with the climate and sustainability movements:

- **ECO-UNESCO** is a great organisation to get involved with if you're interested in sustainability and climate justice. They have youth programmes, workshops, events and awards going on. Their website is worth checking out for more information.

- **Fridays for Future** is a group of young people who lead school protests on climate change, usually outside government buildings. If action like this is more your thing, this might be a great alternative. Have a look at their global website or you can find them on social media, just search 'Fridays for Future', or include a place name after it and you will probably find a branch near you!

- **The Climate Ambassador Programme** is a great, much-needed way to raise awareness about certain issues concerning sustainability and climate change. There are many other ways you could get involved in all things concerning sustainability including talking to your TD's/politicians about local problems. You may want the public's support and a lot of resilience and confidence, but if you're willing to do all that it's a choice to investigate along with the other suggestions.

Remember to send any projects carried out to us! You can fill in the details of your project in this link: https://forms.gle/m6MjkEsbEsm6cjMv5, We love to see people getting involved and using all the information to implement these projects or create new ones, so make sure to send them in!

Section 4: Going Digital
Reducing your Carbon Footprint by Going Digital

Going digital is a great way to reduce your school's carbon footprint. There are many benefits to going digital, including lower energy costs, easier communication, and more efficient workflows.

This section sets out five ways in which you can go digital to help reduce your school's carbon footprint:

- Start using technology in the classroom:
  - Technology can be used to enhance learning opportunities by allowing students to access information from anywhere at any time. Additionally, technology can be used for collaborative activities such as group projects or class discussions. By using technology in the classroom, you can save both time and energy resources. Switch to paperless systems.
  - A big part of reducing your school's carbon footprint is switching to paperless systems where possible. This will not only save on paper usage but also on energy bills since less electricity is needed to power printers and other electronic devices. If you cannot switch completely to a paperless system, at least make sure that all documents are electronically stored so that they can be accessed from any device with internet access.

- Use green computing practices when possible:
    - When choosing software products and services, look for companies that have made sustainable choices in their manufacturing processes and have implemented green computing practices into their products and services. Green computing practices include measures like optimising computer use through resource-efficient design techniques and conserving energy through conservation programs such as turning off unused electronics when not in use or setting low power consumption thresholds for devices throughout the office/campus/school environment). By taking these simple steps you can help reduce your overall environmental impact while still providing quality IT services capable of meeting today's needs and tomorrow's challenges.
- Encourage sustainable shopping practices:
    - When you are shopping for technology products and services, look for companies that have made sustainable choices in their manufacturing processes and have implemented green computing practices into their products and services.

- Green Computer Practices:
    - Green computing practices include measures like optimising computer use through resource-efficient design techniques and conserving energy through conservation programs such as turning off unused electronics when not in use or setting low power consumption thresholds for devices throughout the office/campus/school environment). By taking these simple steps you can help reduce your overall environmental impact while still providing quality IT services capable of meeting today's needs and tomorrow's challenges.
- Educate yourself on digital sustainability:
    - One of the best ways to learn about digital sustainability is to read articles, listen to podcasts, watch videos, or attend online conferences related to the topic. There are many excellent resources available online that can help you learn more about how to go digital responsibly and reduce your school's carbon footprint.

A Guide to Energy Conservation

Energy is an especially crucial factor to the way we live our lives today, which is what makes its efficient use in places like schools important. Conserving energy and reducing your school's use of it is simpler than people may think.

- You can start off by putting stickers on light switches to remind students to turn them off at the end of class, or when nobody is in a room. Put stickers and notes on photocopiers, computers, and other appliances around the school to remind people to turn them off when they are not in use.
    - Did you know that a photocopier left turned on overnight wastes the amount of energy needed to make 1,500 A4 copies?

- Turn off all appliances when they are not being used, leaving them on standby still uses electricity, so make sure that they are completely switched off.
- Switch to energy efficient light bulbs (compact fluorescent light bulbs) which use 1/4th of the electricity used by a normal light bulb and last up to twelve times longer!
- Turn down the heat, turning the thermostat down by 1 degree can reduce heating bills by 10%! Encourage students to wear extra layers and scarves instead. Check all windows and doors to see where draughts are coming in. If you identify draughts, get your parents or teachers to seal them up or get the students to make a draught excluder using old clothes!
- Turn off taps, as a dripping hot water tap wastes energy and in one week wastes enough hot water to fill half a bath, so fix leaking taps and make sure they are fully turned off!
- You can consider light reflective paint colour to maximise light gains when repainting the school. horizontal rather than vertical or roller blinds if you're installing window blinds to cut glare. Vertical and roller blinds can block out too much natural light, requiring more artificial lighting. Horizontal blinds can be set to protect desks and whiteboards while directing light onto the ceiling to maximise its benefits.
- Install timer switches to make sure lights are turned off outside working hours. Timers are easy to install and are very low cost – they can pay back within a matter of months. Relocate thermostats to areas that aren't affected by local heating or cooling from radiators, draughts or direct sunlight. Upgrade to modern electronic thermostats which are much more accurate. These thermostats can be wireless, making fitting easy. Separate areas which have different temperatures with swing doors that allow easy access, or fit PVC strip curtains to reduce draughts.

It is crucial that schools become more renewable and sustainable because not only is it important in terms of helping and saving our planet, it is also vital to teach young minds the importance of being sustainable. The biggest and most efficient way is to begin to use online resources more frequently for things such as homework, etc.

Resources such as GSuite and Google Drive can be very helpful for sending out and completing assignments. Many schools have begun to use GSuite or Microsoft Office to help with learning, it is a very helpful tool that helps encourage Independent learning and developing social skills GSuite from Google is a company that applauds themselves on their sustainability (learn more about sustainability with Google on their website).