

Concept: Mita Nangia Goswami

Development, Writing and Editing: Kiran Banga Chhokar

Research Support: Mita Nangia Goswami, Dr D.S Shyni, Vandana Singh, Anushri

Sharma, Saumya Mehrotra, Payal Narain

Design and Layout: Vandana Singh

Photographs: Germund Sellgren, Staffan Svanberg, Nagender Singh Chhikara,

Mriganka Sharma, Mohanraj

Published by: WWF-India, 172 B, Lodi Estate, New Delhi-110003

Copyright: WWF-India 2014

Printed at: samratoffset@gmail.com, New Delhi

All rights reserved

WWF is one of the world's largest and most experienced independent conservation organizations, with over 5 million supporters and a global network active in more than 100 countries.

WWF's mission is to stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature, by conserving the world's biological diversity, ensuring that the use of renewable natural resources is sustainable and promoting the reduction of pollution and wasteful consumption.



Whole School Approach Manual

TABLE OF CONTENTS

1.	Introduction	02
a.	Whole School Approach	. 03
b.	About the Manual	. 03
2.	School Culture and Ethos	05
a.	Goals, Principals and Values	06
b.	Students' Participation and Empowerment	09
3.	Teaching and Learning	13
a.	o 1	
b.	Diversity	23
c.	Values and Attitudes	26
d.	Professional Development of Teachers in ESD	29
4.	Community	32
	Links with Parents and School Boards	
b.	Links and Integration with the Community	34
5.	The School Estate	36
	Waste management	
b.		
c.	Nutrition	46
d.	Water	48
e.	Energy	51
	School Grounds	
g.	School Building and Restoration	55
6.	Score Card	56
7.	Monitoring and Evaluation	57



INTRODUCTION

Einstein once said, "The significant problems we face today cannot be solved at the same level of thinking we were at when we created them." The colossal environmental, social, economic and political problems that we face today therefore call for a fundamental change in our current level of thinking.

An obvious medium to bring about change in societal and individual thinking and understanding, values and action is education. But what we need today is education of a different kind, an education that is transformative. In a changing world, some of the content of education must change and so must the method of imparting it. The need of the day is education for sustainable development or ESD-education that helps build capacity to move towards a socially just, environmentally healthy, economically secure, democratic society. ESD is essentially action oriented, whereby the learners apply as well as gain knowledge, skills, values and attitudes that help them become active, competent and responsible citizens committed to leading sustainable lives and contributing to building a sustainable world. ESD is education which involves the heart, head and hands of the learners.



Whole School Approach

One way to operationalize ESD in schools is through a whole school approach, which works to make the school "a microcosm of sustainable society". A whole school approach, as the name implies, focuses on the school as a whole - it applies to the curriculum as well as to operations and other facets of school life, and involves all members of the school. It embeds the concept of and concern for sustainability/ sustainable development throughout the formal curriculum, and also in how the school functions, its day-to-day practices, in interactions among all members of the school community, and in the engagement of the school with parents and the community within which the school is located.

How a school chooses to design and activate its own whole school approach depends on the individual school. By engaging with real issues and involving the entire school community - teachers, students and support staff in decision-making and action, the approach empowers all, especially the students, to deal with reality outside the school. How the school seeks to promote action is also very important. By seeking participation of the students it would empower them towards active citizenship, which is one of the fundamentals of a democratic society.

About this Manual

WWF has initiated the whole school approach in 12 selected schools in four states of the country. To help teachers understand what ESD is and how to impart it, WWF developed a handbook titled Methodologies for the future: A guide to develop education for sustainable development. This valuable resource not only introduces teachers to the concepts of sustainable development, education for sustainable development, action competence, whole school approach and concepts in learning, but also provides tools and methods to help them apply these concepts and practise them in their own teaching-learning environment. The handbook, published in English, Hindi and four regional languages namely Axomiya, Bangla, Malayalam and Kannada, is available at WWF-India.

This manual complements the handbook and helps schools assess how far they have succeeded in adopting a whole school approach. It is divided into five development areas, namely, school culture and ethos, teaching and learning, community engagement, the school estate, and monitoring and evaluation. It provides a checklist of questions, most of which have to be answered in Yes or No. Each response has scores assigned to it so that you can add them up to assess where your school stands in each of the development areas as well as overall, how effective your efforts have been, and identify areas that need to be strengthened, issues that need to be taken up immediately and those that need to be addressed in the longer term. The questions also work as pointers to areas of operation and some concrete steps that you could pursue and undertake to make your school a model ESD school.

The questions refer to things that many schools are already doing. Some of these are simple to put into place; some not so easy and need thought, planning, determination, persistence and patience. As this is a self-assessment tool for the development of your own school and does not need to be shared with anyone, please answer all the questions thoughtfully and honestly. This will provide you with important benchmark data against which you can continue to monitor and evaluate your progress

over time. Whether you are one of WWF's model schools or want to become a model ESD school, this manual should be a useful resource.

This is, however, not a competitive tool. You are not evaluating your status against any other school. There is no minimum score or maximum score that a school can or should get. Each section gives you the maximum total, and you can add up your own score for each section. Enter the scores of all the sections in the Score Card, on page 57. You will know how you have fared in each area and will be able to identify your strengths and weaknesses, and plan your future course of action for the growth and development of your school as one that follows a whole school approach.

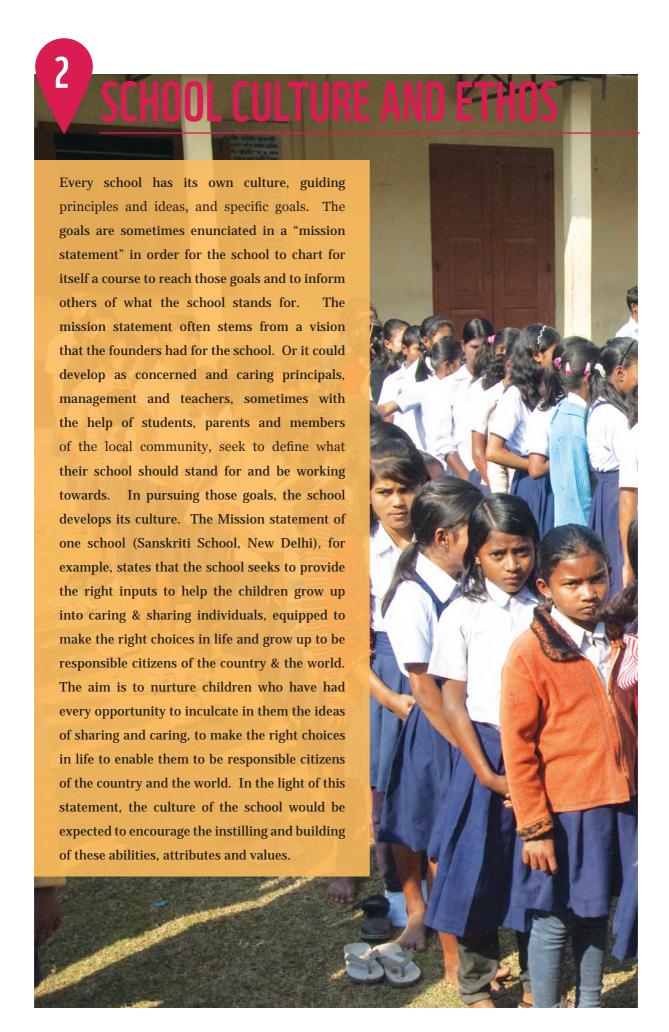
This manual was developed with inputs from the entire team of the Environment Education Division of WWF. A draft version of this manual was then trialled with teachers and principals of a few schools and their feedback has been incorporated in the manual in your hand. However, it is quite likely that we have not anticipated all that a school can do. Therefore you might still have some problems with its structure or format, or the way some questions have been framed. Or you might find that some of the activities you are involved in find no place here, and you might find no space to describe your most successful projects, innovations or best practices. We would appreciate if you would write and tell us about those so that we can make the relevant changes in the next version of this manual, and we may be able to cite your success stories or innovations as examples. Any other constructive comments and suggestions that you may have for the improvement of this manual would also be most welcome.

Please send your comments to:

Ms. Mita Nangia Goswami, Director, Environment Education, at mgoswami@wwfindia.net

Oı

mail them to the Environmental Education Division, WWF-India, Secretariat, 172-B, Lodi Estate, New Delhi - $110\,003$



Goals, Principles and Values

This section deals with whether you have any goals for the school and whether there are any principles, policies or plan governing or guiding the teaching-learning process and day-to-day operations of the school. Are there any stated values (for example, through a motto or prayer) which the school seeks to promote? Also, is the school community, which includes the students, teachers, parents and staff of the school, involved in decision-making and actions related to school life?

- 1. Does your school have a motto or a mission statement?
- a. Yes=1
- b. No=0
- 2. If yes, are the students, teachers and staff aware of the motto or the mission

statement? If not applicable, move to the next question that is applicable (Question 5).

- a. Yes=2
- b. A few=1
- c. No=0
- 3. Do they understand what it means?
- a. Yes=2
- b. A few=1
- c. No=0
- 4. Does the motto or mission statement make any reference to sustainability, environment or citizen responsibility?
- a. Yes=2
- b. No=0
- 5. If your school does not have a motto or a mission statement, have you discussed the desirability or option of having one?
- a. Yes=1
- b. No=0

The Mission of a School

Here is an excerpt from the mission statement of Doon School, a well-known public school in Dehradun. Uttarakhand.

The school provides an environment in which every student discovers and realizes his full potential. The school should attract the best talent, students, teachers and facilitators-from all parts of India and the world, without distinction of race, religion, caste, or social status.

- ...Drawing on its traditions and its rich history, the school should aim at the broader development of the complete personality of its students by creating:
- An understanding and appreciation of India's rich culture
- A sense of integrity, ethics, and uncompromising honesty
- A strong secular ethos
- Leadership, with a sense of team work and fair play
- A concern for the less fortunate
- A concern for human rights and democratic values
- A questioning mind and a spirit of adventure
- An awareness of the environment

Source: http://www.doonschool.com/the-school-and-campus/vision-and-mission

6. Does your school have a prayer or a set o	f prayers which is recited at the School
Assembly every day?	
a. Yes=1	
b. No=0	
7. If yes, is the meaning of the prayer ever ounderstand what it means?	liscussed so that the staff and students
a. Yes=1	
b. No=0	
8. Does your school conduct regular meeting school life and environment?	gs and discussions on issues related with
a. Yes=1	
b. No=0	
9. Who participates in those meetings?	
a. School management	h. Cook/s
b. Teachers	i. Ayah/office messenger/odd-job person
c. Office staff	j. All interested students
d. Karmacharis/peons	k. Student Council members
e. Gardener/s	l. Parents
f. Security guard/s	m. Experts from the community
g. Cleaning staff	
Yes=1 for each No=0 for each	
Total=	
10. Does your school have a "whole school"	development action plan?
a. Yes=1	
b. No=0	
11. Does your school follow the action plant	•
-	•
a. Not Applicable=0	

12. Do teachers /staff perform in cultural programs of the school?

b. Yes=2

c. No=0

a. Yes=1

b. No=0

13.	Does your	school have a	suggestion
boz	k placed in	the campus?	

- a. Yes=1
- b. No=0

14. If yes, is there any follow up on the suggestions dropped in the box?

- a. Yes=2
- b. Sometimes=1
- c. No=0

15. Does your school have a library?

- a. Yes=1
- b. No=0

16. Are children encouraged to read books from the library?

- a. Yes=1
- b. No=0

17. Do you have first-aid facilities in your school?

- a. Yes=1
- b. No=0

18. Do you have a doctor on call?

- a. Yes=1
- b. No=0

19. Do you have periodic health checkups for your students? (E.g., eyesight, weight, teeth, haemoglobin level.)

- a. Yes=1
- b. No=0

20. Does your school have an Environment Policy?

- a. Yes=2
- b. No=0

Maximum points possible=38 Your total =

School Mottos

Examples of some mottos:

- •Educating students for success in a changing world
- •Quality education: A community commitment
- •Being the very best I can be rests within me.

Several Indian educational institutions have adopted their mottos from Sanskrit, such as

- •tamaso $m\bar{a}$ jyotirgamaya (Lead me from darkness to light) IIT Kanpur
- ${f \cdot}$ bhinne svaikyasya darśanam (Even in differences, see the unity) Indian Statistical Institute
- $\bullet s\bar{a}\ vidy\bar{a}\ y\bar{a}\ vimuktaye$ (It is knowledge which liberates) BITS Ranchi

Students' Participation and Empowerment

"An educational system isn't worth a great deal if it teaches young people how to make a living but doesn't teach them how to make a life" said a sage. Education - formal, nonformal and informal — is the key mechanism of empowering students by equipping them with the knowledge, skills, values and attitudes required to lead productive lives, meet life's situations and become responsible citizens of the Earth. Research has shown repeatedly that learning by doing is the best way of learning. Setting up an Eco-club, for which the government also provides funds, or signing up for WWF-India's Nature Clubs of India membership, are possible ways of providing a forum for students to get involved in action to improve their immediate environment.

- 1. Does your school have a Green club or an Eco-club?
- a. Yes=1
- b. No=0
- 2. Do the clubs undertake clearly identified activities?
- a. Yes=1
- b. No=0
- 3. Does the school have a Student Council?
- a. Yes=1
- b. No=0
- 4. Do students participate in meetings to discuss issues related with the running of the school and school life?
- a. Yes, regularly=2
- b. Sometimes=1
- c. No=0



- 5. Do you have formal student committees with different areas of responsibilities allocated to them?
- a. Yes=2
- b. No=0
- **6.** Do only student representatives/prefects/members of the Student Council participate in such meetings?
- a. Only the above=1
- b. Other students as well=2
- c. No students participate= 0
- 7. If neither of the above, is there any other mechanism or forum for students to be involved, to discuss and give inputs on issues related with the environment and school life? This could even be a newsletter or a bulletin board on which they can share their thoughts, ideas and suggestions with each other and with other members of the school community.
- a. Yes=1
- b. No=0
- 8. Are the students' suggestions considered seriously and implemented?
- a. Yes, always=2
- b. Sometimes=1
- c. No=0
- 9. Do you encourage students to discuss issues and make suggestions about school life and the environment in class?
- a. Yes=2
- b. Sometimes=1
- c. No=0
- 10.Do you put forth the students' views and suggestions at the meetings of school management/teachers?
- a. Yes, as often as possible=2
- b. Sometimes=1
- c. No=0
- 11. If you do, do you provide feedback to students about how their suggestions were received and whether they will be implemented or not?

Why Start a Green Club?

People today, especially the young people, are concerned about the environment. A Green Club is a means by which students and youth can organize themselves to learn more about this issue, and also take action to improve their immediate environment.

For teachers, it is a wonderful opportunity to create awareness, build attitudes and help students take up activities in, in a way in which the constraints of the classroom and curriculum will not allow.

A Green Club can thus help to extend the boundaries and scope of the formal educational system, encouraging creativity, and empowering students for constructive action.

Source: http://www.greenteacher.org/?page_id=280

The Daring Razia

RaziaSultana, ateenager from Nanglakhumba village in Uttar Pradesh's Meerut district, was awarded the United Nations' Special Envoy for Global Education's Youth Courage Award for Education in July 2013. The award is in recognition of her efforts to help liberate 48 children from child labour bondage and motivate them to go to school.

Razia and her siblings, too, had been engaged in stitching footballs, the main means of earning a living among the poor community who live in the village. An activist from the Bachpan Bachao Andolan managed to convince her father to send his children to school. Over the years, Razia became a crusader for education for children, much to the displeasure of most parents in the early days, but her determination has brought about a significant change in the lives of the children and won her the UN award.

 $Source: http://articles.timesofindia.indiatimes. \\ com/2013-07-13/india/40553400_1_malaladay-village-panchayat-global-education$

- a. Yes, always=2
- b. Sometimes=1
- c. No=0
- 12. Do you involve the students in keeping the school premises clean?
- a. Yes=1
- b. No=0
- 13. Do you involve the students in keeping the classroom clean?
- a. Yes=1
- b. No=0
- **14.** Do students oversee the maintenance of cleanliness in toilets?
- a. Yes=1
- b. No=0
- 15. Do you discuss issues of social relevance? These could be issues such as respecting cultural diversity, contributing to flood or drought relief, teaching an illiterate child to read, doing small tasks for their grandparents, tending to a sick bird or animal.
- a. Yes, whenever the opportunity presents itself =2
- b. Sometimes=1
- c. No=0
- 16. Do you get your students to take any action on that front and share what they have done?
- a. Yes, as often as possible=2
- b. Sometimes=1
- c. No=0
- 17. Have the students been involved in planning a toilet or classroom or constructing any structure like a hut or models at school?
- a. Yes=1
- b. No=0

18. Have your students ever run a campaign on a local issue that they would like to highlight or address?

a. Yes=1

b. No=0

19. Is the work done by the students in running the school acknowledged or rewarded at regular intervals?

Yes=1

No=0

Maximum points possible=28 Your total=





Quality teaching

ESD is less about content and more about how the content is taught. The focus of teaching is the student and her/his development and not just the exams and exam results, or the amount of course that remains to be covered. It is about ensuring that the students are learning joyfully, that they are learning in the context of their daily lives and social realities, that their opinions are challenged in a non-threatening environment; that they have the freedom and are encouraged to ask questions and discuss issues, to think independently and critically, and learn how to keep learning throughout their lives. A fundamental aspect of ESD is that it is holistic and therefore requires that students understand that everything is connected to everything else in this world, and how the subject matter and concerns of one subject are related to those of other subjects. Also, that a change, planned or unplanned, can have a series of consequences—sometimes intended, but often unintended and unexpected. The teacher uses several different methods, resources and tools of teaching-learning to prevent monotony and reach out to, stimulate and develop the different interests and abilities of each child.

This section has two sets of questions. The first has to be answered by the teachers. It should therefore be photocopied and distributed to them. The teachers should be reflective and honest while answering the questions so that the Principalcan get factual information from them. It must be made very clear to them that it is not the teachers who are being assessed but the functioning of the school. To maintain confidentiality and encourage candid answers, the teachers can be told that they do not need to put their names on their response sheets.

The second set is for the Principal, and has two sections. The first section has to be filled in after compiling the information received from the teachers. For the sake of convenience in compiling answers, the question numbers are the same in both sets. The second section of this questionnaire contains additional questions which the Principal can answer without referring to individual teachers as these are about the school as a whole.



Part 1: For Teachers

1. Do you discuss local events or happenings with your students, for example, a swarm of locusts, a weather event like a storm, the harvest festival, elections to local bodies, and link them to what you might be teaching or discuss them beyond what is in your syllabus?
a. Yes=1
b. No=0
2. Do you ever hold your classes outside the classroom?
a. Yes=1
b. No=0
3. If you do, do you make students observe (rather than just see) and explore some elements of the outdoors during the class session? Do you link what you see outdoors with what you are teaching?
a. Not applicable=0
b. Observe, Yes=1
c. Explore, Yes=1
d. Link to teaching=2
e. No =0
4. Is the main focus of your teaching on ensuring that the students do well in the exams?
a. Yes=0
b. To a certain extent=1
c. No=1
5. Do you ever take students for a Nature Walk inside or outside the school campus?
a. Yes=1
b. No=0
6. Have your students documented the biodiversity in your school compound or vicinity?
a. Yes=1
b. No=0
7. If you have been involved in some extra duties that teachers are often assigned, such as Census enumeration, do you discuss that with your students? a. Yes=1

b. No=0

8. Do you encourage students to read books other than their textbooks?
a. Yes=1
b. No=0
9. Are you encouraged to use new or different pedagogical tools and methods such as story-telling, interviews and surveys, role plays, learning activities, contextualizing topics in the curriculum with local examples?
a. Yes=1
b. No=0
10. Do you use any new or different pedagogic tools and methods (could be other than the examples listed above)?
a. Yes=1
b. No=0
11. Do you work with other teachers in a group to develop lesson plans so that they are cross-curricular?
a. Yes=1
b. No=0
12. Do you conduct any team/group-based activities for students in the classroom as a part of the curriculum?
a. Yes=1
b. No=0
13. Do you encourage debates, discussions and commentaries from students in class to help develop their ability of critical thinking?
a. Yes=1
b. No=0
14. Do you encourage students to ask questions about what is being taught?
a. Yes=1
b. No=0
15. Do you encourage students to discuss issues that interest or concern them?
a. Yes=1
b. No=0
16. Do you get students to research topics being taught in class?
a. Yes=1
b. No=0

17. Do you use materials such as videos for teaching?
a. Yes=1
b. No=0
18. Do you have access to the internet?
a. Yes=1
b. No=0
19. Are you aware of some ESD resources, such as the Green Teacher website, available on the internet?
a. Yes=1
b. No=0
20. If you do have access to the internet, do you use any web-based resources?
a. Not applicable=0
b. Yes, often=2
c. Sometimes=1
d. No=0
Maximum points possible=23
Your total=

Part 2: For the Principal

Part I This section is based on the compilation of the teachers' responses.

- 1. Do teachers discuss local events or happenings with their students, e.g., a swarm of locusts, a weather event like a storm, harvest festival, elections to local bodies, and link them to what they might be teaching or discuss it beyond what is in the syllabus?
- a. Yes, more than 50% teachers=3
- b. Yes. 20 to 50%=2
- c. Yes, less than 20%=1
- d. No=0
- 2. Do the teachers ever hold classes outside the classrooms?
- a. Yes, more than 50% teachers=3
- b. Yes, 20 to 50%=2
- c. Yes, less than 20=1
- d. No=0
- 3. If classes are held outside the classroom, how many teachers make students observe (rather than just see) and explore some elements of the outdoors during the class session? Do they link what they see outdoors with what they are teaching?

Observe

- a. Yes, more than 50% teachers=3
- b. Yes, 20 to 50%=2
- c. Yes, less than 20%=1
- d. No=0

Explore

- a. Yes, more than 50% teachers=3
- b. Yes. 20 to 50%=2
- c. Yes, less than 20%=1
- d. No=0

Link to teaching

- a. Yes, more than 50% teachers=3
- b. Yes, 20 to 50%=2
- c. Yes, less than 20%=1
- d. No=0

4. Is the main focus of teaching in the school on ensuring that the students do well in the exams?
a. Yes=0
b. To some extent=1
b. No=1
5. How many teachers take students for a Nature Walk inside or outside the school campus?
a. Yes, more than 50% teachers=3
b. Yes, 20 to 50%=2
c. Yes, less than 20%=1
d. No=0
6. Have your students documented the biodiversity in your school compound or its vicinity? (This can be based on your knowledge or on the basis of the responses of the teachers.)
a. Yes=1
b. No=0
7. If your teachers have been involved in some of the extra duties that teachers are often assigned, such as Census enumeration, do they discuss that with their students?
a. Yes, more than 50% teachers=3
b. Yes, 20 to 50%=2
c. Yes, less than 20%=1
d. No=0
8. In your school how many teachers encourage students to read books other than textbooks?
a. More than 50% teachers=3
b. 20 to 50%=2
c. Less than 20%=1
d. None=0
9. Are your teachers encouraged to use new or different pedagogical tools and methods such as story-telling, interviews and surveys, role plays, learning activities, contextualizing topics in the curriculum with local examples? (Here we are seeking your opinion. For your own interest you may compile information on what the teachers' perceptions are about whether they receive any encouragement or not.)
a. Yes=1

b. No=0

10. How many teachers do so?
a. More than 50% teachers=3
b. 20 to 50%=2
c. Less than 20%=1
d. None=0
11. Do your teachers work in a group to develop their lesson plans so that they are cross-curricular?
a. More than 50% teachers=3
b. 20 to 50%=2
c. Less than 20%=1
d. None=0
12. Do the teachers conduct any team/group-based activities for students in the classroom as a part of the curriculum?
a. More than 50% teachers=3
b. 20 to 50%=2
c. Less than 20%=1
d. None=0
13. Do teachers encourage debates, discussions and commentaries from students in class to help develop in them the ability of critical thinking?
a. More than 50% teachers=3
b. 20 to 50%=2
c. Less than 20%=1
d. None=0
14. Do the teachers encourage students to ask questions about what is being taught?
a. More than 50% teachers=3
b 20 to 50%=2

- c. Less than 20%=1
- d. None=0

15. Do they encourage students to discuss issues that interest or concern them?

- a. More than 50% teachers=3
- b. 20 to 50%=2
- c. Less than 20%=1
- d. None=0

16. Do they encourage students to research topics being taught in class?
a. More than 50% teachers=3
b. 20 to 50%=2
c. Less than 20%=1
d. None=0
17. Do the teachers use materials such as videos for teaching?
a. More than 50% teachers=3
b. 20 to 50%=2
c. Less than 20%=1
d. None=0
18. Do they have access to the internet?
a. Only computer teachers=1
b. Computer teachers and a few others=2
c. All have access=3
d. None=0
19. Are they aware of some ESD resources, such as the Green Teacher website, available on the internet?
a. Not applicable=0
b. More than 50% teachers=3
c. 20 to 50%=2
d. Less than 20%=1
e. None=0
20. If they do have access to the internet, do they use any web-based resources?
a. Not applicable=0

- b. More than 50% teachers=3
- c. 20 to 50%=2
- d. Less than 20%=1
- e. None=0

Maximum points possible=60 Your total=

Part II These questions have to be answered by the Principal.

1. Do you have a Library period in the school time table for each class?

a. Yes, for all classes=2
b. Yes, for the senior classes=1
c. No=0
2. Are students provided with facilities and coaching for physical activities such as games, sports and yoga?
a. Yes=1
b. No=0
3. Do you have classes for cultural activities such as music, dance and drama?
a. Yes=1
b. No=0
4. Is there a water body such as a river, stream, lake or pond, or a forest, Nature Park or Wildlife Sanctuary located near the school? Have the students visited it?
a. Yes=1
b. No=0
c. Not applicable because no water body or forest=0
5. Are students aware of the flora and fauna in and around the water body or in the forest?
a. Yes=1
b. No=0
c. Not applicable because no water body or forest=0
6. Are they aware of the uses that the water from that water body is put to?
a. Yes=1
b. No=0
c. Not applicable because no water body=0
7. Are they aware of the uses of the forest or the services it provides?
a. Yes=1
b. No=0
c. Not applicable because no forest=0

. No=0	
	Maximum points possible=9
	Your total=
	Maximum points possible for Section I ar
	Your total=

Diversity

Just as the world comes with different kinds of people — in terms of their physical appearance, mental sharpness, athletic abilities, language, religion — a classroom too consists of different kinds of children. Some may hail from a village, some from a town; some may be dark, some fair and some several shades in between; some may be more comfortable in a language other than the one spoken by most children in school. A child who is academically brilliant need not necessarily be also very creative (See box on multiple abilities). Some may suffer from mental or physical disabilities. We need to respect the diversity among pupils and provide an environment where their creativities and minds get ample space and opportunities to develop to their full potential. We also need to ensure that all kinds of differences, be they of gender, economic class, caste, ethnicity, language, religion or abilities, are not just tolerated but respected and appreciated. As a school is a community which can offer exposure to much greater diversity than a family, it is also the place where students, through directed as well as informal experiences and interactions, can learn to become sensitive to, understand and value the differences. (Refer to the box on school mottos: Even in differences, see the unity.)



- 1. Are there any children with disabilities studying with the mainstream in your school?
- a. Yes=1
- b. No=0
- 2. Are any special facilities available for them, e.g., ramps for wheelchair or handoperated three-wheeler cycles, or ensuring that the classes that have children with disabilities such as polio are held in rooms on the ground floor?
- a. Not applicable=0
- b. Yes=1
- c. No=0
- 3. Are they given special attention in class?
- a. Not applicable=0
- b. Yes=1
- c. No=0
- 4. Are the teachers given any training or orientation to the needs of special children, such as those who are mildly mentally challenged, blind, dyslexic, polio stricken, deaf?
- a. Yes=1
- b. No=0
- 5. Are you aware of any organizations that can offer assistance, support and guidance in dealing with children with disabilities?
- a. Yes=1
- b. No=0
- 6. Do you have students/teachers/ staff from different states, language groups, religions in your school?
- a. Yes=1
- b. No=0
- 7. Do you use their presence to bring to the attention of other students the diversity of the country?

Multiple Intelligences

The theory of multiple intelligences was put forth by a Harvard University Professor, psychologist Howard Gardner, in 1983. It challenged the conventional understanding of intelligence as something a person is born with and which can be measured by standard tests. Gardner proposed that each of us has nine different kinds of intelligences, in different measures and combinations, which make each of us different. Some of us may be very good in languages but not so good in mathematics and logical thinking; others may have excellent control over their body movements and musical abilities but may not be very good at getting along with people. The nine intelligences he identified are:

- Musical rhythmic
- Visual spatial
- Verbal linguistic
- Logical mathematical
- Bodily kinaesthetic
- $\bullet \ Interpersonal \\$
- Intrapersonal
- Naturalistic
- Existential and moral

As with most theories, this one too has its critics, but it provides a useful perspective to help teachers ensure that the stronger intelligences or abilities of the students are adequately nurtured and developed.

c. No=0
8. Do you use their presence to bring about a sense of inclusiveness in the student/school community?
a. Not applicable=0
b. Yes=1
c. No=0
9. Do you discuss their food, festivals, clothing, language, culture, racial features?
a. Not applicable=0
b. Yes=1
c. No=0
10. Is there gender parity among the teachers?
a. Yes=1
b. No=0
11. If your school is coeducational, is the male-female ratio skewed in favour of males
a. Yes=0
b. No=1
(What could be the reasons for any one gender dominating? This could be a question for discussion with the students.)
12. Do you have counselling for students in your school to help them deal with problems related with their studies and with personal problems?
a. Studies, Yes= 1
b. Personal, Yes=1
c. No=0
Maximum points possible=13
Your total=

a. Not applicable=0

b. Yes=1

Values and Attitudes

We learn and imbibe behaviour, beliefs, values and attitudes from the family and community in which we grow up and increasingly also from the mass media. A school is an important part of the community as teachers and peers have a strong influence on shaping our personalities and psyche. Much of this happens through indoctrination, that is, being told, in different ways, what is right and what is wrong. But ESD calls for a different approach — one that empowers young people to reflect on issues, think for themselves, and then decide what they should believe in and how they should act. But there are some fundamental values that promote sustainability, such as values of caring, compassion, acceptance of differences, open-mindedness. Introducing and implementing good practices based on those values in school, such as conserving water or being respectful to people considered to belong to the "servant" class, and reinforcing them with messages, sustained practice and monitoring, can lead to these becoming deeply ingrained values, attitudes and habits.



1. Do you have signs with messages of "switch off the light", "turn off the tap tightly", "report a leaking tap", "use the dustbins", "do not litter", "do not spit" in your school
campus?
a. Yes=1
b. No=0
2. Do you have a student body to look after the general cleanliness of the school?
a. Yes=1
b. No=0
3. Is there a penalty for littering?
a. Yes=1
b. No=0
4. Do you have different craft/art activities and sports for boys and girls?
a. Yes=0
b. No=1
5. While printing documents, do you print on both the sides of the sheet of paper?
a. Yes=1
b. No=0
6. Do you involve children in caring for plants and trees on the school campus?
a. Yes=1
b. No=0
7. Does the school have a policy on the treatment of animals?
a. Yes=1
b. No=0
8. Do the students and teachers address the karmacharis with respect?
a. Yes=1
b. No=0
9. If the school has a daily prayer, is its meaning ever discussed with the students?
a. Yes=1
b. No=0
c. Not applicable=0

A School Prayer

Dhara anant hain, vasundhara anant. Aakash anant, kshitij anant, pranay anant ho. Yehi hai prarthana prabhu se ki vishwa shanti ho. Yehi aradhana prabhu se ki vishwa shanti ho. Hame ye aas do, hame vishwas do, hamari aastha aur manavata. Hamari ye zameen, hamara aasman. Ruke nahin, jhuke nahin, sada anant ho.

This prayer for the well-being of the earth and the sky, for love and caring among all and for world peace is recited at The Shri Ram School, Vasant Vihar, New Delhi. It focuses on the values of sustainability, love and peace, which are all very important elements of sustainable development.

10. In the morning Assembly is there a custom of imparting some moral	/values
education, such as through a quote or by narrating a story or an inspiring related with a well-known personality which highlights a value?	ig incident
a. Yes=1	
b. No=0	
11. Do you ever take groups of students to visit a shelter for the disadvan an old age home, an orphanage, a shelter for the homeless, a shelter for cattle pounds for old and useless cattle?	O
a. Yes=1	
b. No=0	
12. Have your students ever been involved in any relief effort during a na	atural disaster?
a. Yes=1	
b. No=0	
13. Do students know about local traditions, food, performing arts, peop you ever have an ESD mela on a local theme?	oles/tribes? Do
a. Yes=1	
b. No=0	
Maximum points	s possible=13
Your total=	

Professional Development of Teachers in ESD

Teachers are the key facilitators of the formal learning process. They can make learning a joyful, stimulating and exciting experience for their students and contribute to making them learners for life. But they could also leave the children untouched by being indifferent to their jobs and their students, or even make the school experience dreary and miserable. For teachers to do a good job, they must have a pleasant and supportive environment to work in, and opportunities for professional development. If we expect teachers to build the capacity of students to work towards ESD, we must first ensure that they understand the concepts, approaches, tools and methods of ESD, and are convinced about them so that they can participate effectively in the ESD effort. In addition to formal training programs, seeing examples of best practices in ESD and what others are doing can be inspiring, enriching and educative.



1. Is there any recreation facility for the staff in the school? You need happy staff for a happy school.
a. Yes=1
b. No=0
2. Do the younger teachers have mentors among the older, more senior teachers?
a. Yes=1
b. No=0
3. Does the Principal have a time slot allotted for meeting individual or groups of teachers to discuss their school-related concerns and provide them with support and encouragement in what they are trying to do?
a. Yes=1
b. No=0
4. Are any in-service training programmes, seminars etc. conducted for the teachers of your school?
a. Yes=1
b. No=0
5. How often are these conducted?
a. On a regular basis = 1
b. Infrequent or not at all = 0
6. Have teachers of your school ever participated in an ESD workshop/training?
a. Yes=1
b. No=0
7. Do you ever organize inspirational talks for teachers of your school?
a. Yes=1
b. No=0
8. Do you subscribe to any magazine or journal for the professional development of
teachers?
a. Yes=1
b. No=0
9. Do your teachers have access to resource material, such as WWF's publication Methodologies for the Future or any of the vast amount of material developed by the

Centre for Environment Education in regional languages, for helping them integrate

ESD in their curriculum

b. Very limited=1
c. No=0
10. Do you or the education department (or some local NGO) arrange exposure tours for teachers?
a. Yes=1
b. No=0
11. Have your teachers ever been on an exposure tour?
a. Yes=1
b. No=0
12. Do you have regular staff meetings?
a. Yes=1
b. No=0
13. Does the school have any system of recognizing or rewarding outstanding teachers?
a. Yes=1
b. No=0
14. What percentage of your teachers is computer literate?
a. More than 50%=2
b. Less than 50%=1
c. None=0
Maximum points possible=16
Your total =

a. Yes=2



Our Land, Our Life

An excellent example of links between community and school is the ESD program developed by the Uttarakhand Environment Education Centre (UEEC) for rural schools of the predominantly rural and agricultural Himalayan state of Uttarakhand. In 1986, UEEC initiated a pioneering school program that actually made linkages between environment and the students' daily reality; between environmental problems and local social, political, cultural and economic determinants of these problems; and with people's livelihood issues. It also enabled the development of practical skills among students to tackle these problems effectively.

UEEC introduced a course titled 'Our Land, Our Life' in a government school in a village in Almora district, and slowly extended it to other schools. By 1992, the course had been introduced in 600 schools. To make the course meaningful and effective, it was designed in consultation with local NGOs, teachers and the local community. The major environmental issues of the region thus identified, and which the course addressed, were land degradation due to deforestation, soil erosion and water scarcity. The course also focused on the associated problems of falling crop yields, fuel-wood and fodder scarcity, the additional drudgery this implied with regard to domestic chores for women and girls, and the migration of men and boys in search of employment.

Through the use of students' workbooks and teachers' handbooks developed by UEEC and through teacher training, the course sought to introduce into the school system the local environments of people and their daily lives, enabling teachers and pupils to relate to these in tangible ways. The course elicited a strong involvement of the local community. While workbooks helped students study their village ecosystem systematically, they learnt traditional land, water and animal management techniques from the local villagers (often their own parents or neighbours) who were brought in as teachers for parts of this course.

Source: KB Chhokar and S Chandrasekharan, "Approaches to Environmental Education for Sustainability in India. In Environmental and Geographical Education for Sustainability: Cultural Contexts, edited by Michael Williams and John Chi-Kin Lee, pp.297 - 308. Nova Science Publisher, New York, 2006.

Links with Parents and School Board

- 1. Does the school have regular PTA meetings?
- a. Yes=2
- b. No=0
- c. Very irregularly=1
- 2. Are school issues discussed at these meetings in addition to discussing the progress of individual students?
- a. Yes=2
- b. Sometimes=1
- c. No=0

participates?
a. Yes=1
b. No=0
4. Does the school initiate or host meetings for the community to discuss issues related with the school?
a. Yes=1
b. No=0
5. Does the school invite members of the community to use school facilities, such as the library, auditorium or the school compound?
a. Yes=1
b. No=0
6. Does the school invite members of the community to see activities being undertaken at the school, such as vermi-composting or labelled trees?
a. Yes=1
b. No=0
Links and Integration with the Community
Links and Integration with the Community
1. Are any community events and workshops such as Blood Donation Camps, fetes/
1. Are any community events and workshops such as Blood Donation Camps, fetes/
1. Are any community events and workshops such as Blood Donation Camps, fetes/fairs or Environmental Awareness Camps organized at your school?
1. Are any community events and workshops such as Blood Donation Camps, fetes/fairs or Environmental Awareness Camps organized at your school? a. Yes=1
 Are any community events and workshops such as Blood Donation Camps, fetes/fairs or Environmental Awareness Camps organized at your school? Yes=1 No=0 Are any guest lectures and talks conducted in your school by members of the
 Are any community events and workshops such as Blood Donation Camps, fetes/fairs or Environmental Awareness Camps organized at your school? a. Yes=1 b. No=0 Are any guest lectures and talks conducted in your school by members of the community?
 Are any community events and workshops such as Blood Donation Camps, fetes/fairs or Environmental Awareness Camps organized at your school? a. Yes=1 b. No=0 Are any guest lectures and talks conducted in your school by members of the community? a. Yes=1
1. Are any community events and workshops such as Blood Donation Camps, fetes/ fairs or Environmental Awareness Camps organized at your school? a. Yes=1 b. No=0 2. Are any guest lectures and talks conducted in your school by members of the community? a. Yes=1 b. No=0 3. Does the school invite old people to share experiences, to recognize and tap into the
1. Are any community events and workshops such as Blood Donation Camps, fetes/ fairs or Environmental Awareness Camps organized at your school? a. Yes=1 b. No=0 2. Are any guest lectures and talks conducted in your school by members of the community? a. Yes=1 b. No=0 3. Does the school invite old people to share experiences, to recognize and tap into the knowledge that exists in the community?

3. Are there any forums or events to discuss community issues in which the school

- 4. Do you invite members of the community to guest lectures or other events held at the school?
- a. Yes=1
- b. No=0
- 5. Does the school have an inventory of people from your village/town/area with different skills and areas of expertise?
- a. Yes=1
- b. No=0
- 6. Does the school volunteer to help out in any community events or crises? (E.g., after floods a street play or posters about hygiene, mosquitoes, etc.)
- a. Yes=1
- b. No=0
- 7. Is the school involved in any livelihood generation activities in the community?
- a. Yes=1
- b. No=0

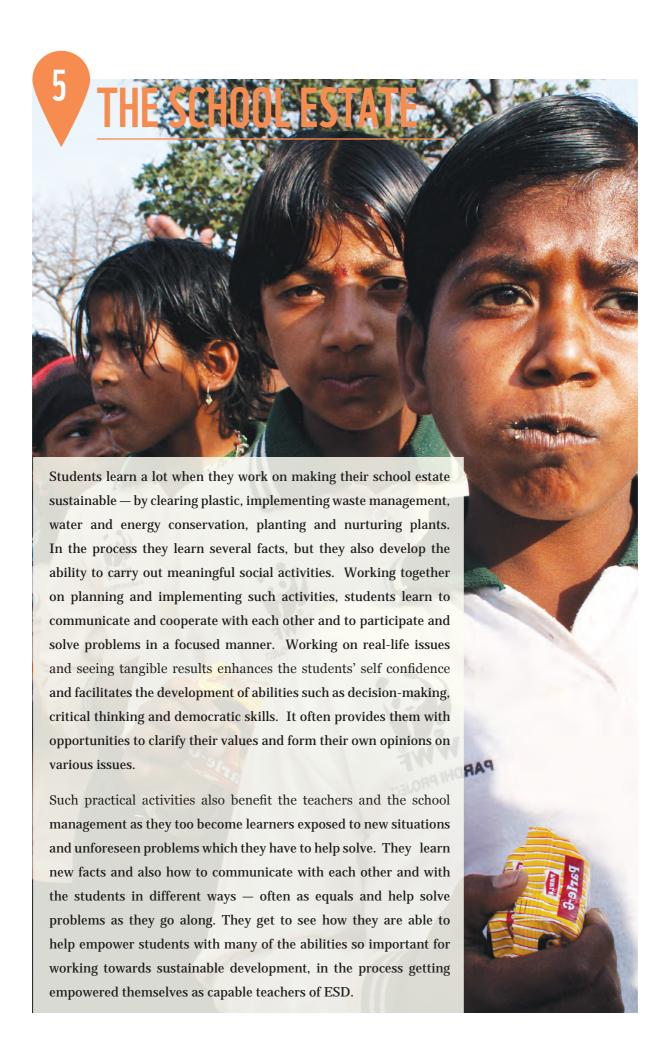
Student Action

One of WWF India's Model schools, Dhablat Laxman Higher Secondary School in Sunderbans, has devised an innovative exchange program whereby every Monday the rice starch water from the school kitchen is distributed to homes in the community for mixing with cattle feed, who reciprocate every Friday by giving cow dung to the school to be added to the vermicompost pit.

The school has also contributed to promoting livelihoods. After attending a training course at the school, a former student started a bio-fertiliser distribution business which now provides his community with a sustainable product through a sustainable business model. This school also conducted tailoring classes for the women of the village to provide an alternative to prawn-seed collection, which were being overharvested.

- 8. Are the school students encouraged to spread what they have learnt in school to the other members of their family and community?
- a. Yes=1
- b. No=0

Maximum points possible=16 Your total =



Waste Management

1. Do you have dustbins in

a. Classrooms	e. Corridors and verandas
b. School compound	f. Staff room
c. Lunch area	g. Kitchen
d. Toilets	

- a. Yes=1 for each
- b. No=0 for each

Total=

- 2. Do you segregate your waste? Do you have separate bins for biodegradable and non-biodegradable (wet and dry) waste?
- a. Yes=1
- b. No=0



Paper waste

- 3. Do you sell it to a kabadiwala?
- a. Yes=1
- b. No=0
- 4. Do you recycle it for craft activities (including those mentioned below)?
- a. Yes=1
- b. No=0
- 5. Is the paper recycled for making paper bags to sell to chemists, grocery shops etc?
- a. Yes=1
- b. No=0

- 6. Are the unused pages of students' notebooks at the end of the year used to make new ones?
- a. Yes=1
- b. No=0
- 7. Do the students sell their old textbooks to the local book/stationery shop or return to the school?
- a. Yes=1
- b. No=0
- 8. Are the students encouraged to cover their books and notebooks with old calendars/newspaper?
- a. Yes=1
- b. No=0

Plastic waste

- 9. Does the school ban the use of disposable plastic items such as plastic bags, plastic/ Styrofoam cups and plates?
- a. Yes=1
- b. No=0
- 10. Whenever there is a choice, does the school make a conscious decision to opt for biodegradables such as banana leaf or dried-leaf plates instead of plastic plates?
- a. Yes=1
- b. No=0
- 11. Has the school conducted any campaign against the use of plastic bags in their vicinity-market, road, neighbourhood?
- a. Yes=1
- b. No=0

Maximum points possible=17

Your total =

Students at Work

In the Deeporbeel Model School in Assam, students are learning to make bowls out of the fleshy stem of banana plants, a traditional art which is rapidly getting lost as even in the villages everyone buys plastic bowls and plates for events where a large number of people have to eat.

Students of the Indri and Tatri Model Schools in Madhya Pradesh ran a campaign against the use of plastic bags in their local markets and even took out a rally to raise awareness about it amongst the villagers. In Assam, students of the Salabari Model School, located near the Manas National Park, not only cleaned up their own school compound but also motivated shoppers and shopkeepers to move towards making their local market a no plastic zone.

Life of some frequently used materials

Material	Time Taken to Degrade
Glass Bottles	1 million years
Plastic Beverage Bottles	450 years
Aluminum Cans	80-200 years
Styrofoam Cups	50 years
Tin Cans	50 years
Plastic Bags	10-20 years
Newspapers	6 weeks
Orange or Banana Peels	2-5 weeks
Leaves (e.g., banana leaves as plates or plates made of dried leaves)	1-3 months
Paper	2-4 weeks

 $Source: 1. http://des.nh.gov/organization/divisions/water/wmb/coastal/trash/documents/marine_debris.pdf$

 $2.\ http://www.thatdanny.com/2008/06/06/how-long-does-it-take-a-plastic-bag-or-a-glass-bottle-to-decompose/$

Electronic waste

How do you dispose off the following items?

- 1. Old computers and accessories (tick the main method of disposal that you use)
- a. To kabadiwalas=1
- b. To agencies that collect electronic waste=2
- c. To NGOs who refurbish them for reuse by poor children=2
- d. Throw with other garbage=0
- e. Other (if it is reused or recycled in some way and give yourself 2 points)

2. CDs, DVDs

- a. Reuse in craft classes=2
- b. Sell to *kabadiwalas*=1
- c. Give to agencies/NGOs who collect electronic waste=2 $\,$
- d. Throw in garbage=0
- e. Other (mention if it is reused or recycled in some way and give yourself 2 points)

3. Printer cartridges

a. To kabadiwalas=1

- b. To agencies/NGOs who collect electronic waste=2
- c. Throw in garbage=0
- d. Other (mention if it is reused or recycled in some way and give yourself 2 points)

4. Fused and broken bulbs and tube lights

- a. Throw in garbage=0
- b. Other (mention if it is reused or recycled in some way and give yourself 2 points)



Laboratory Waste

Laboratory waste contains many hazardous and toxic materials. This is waste created by students during the process of learning. How is it disposed off in your school?

5. Broken glass

- a. Throw in garbage=0
- b. Other (mention if it is reused or recycled in some way and give yourself 2 points)

6. Chemicals

- a. Pour down the drain or throw in dustbin=0
- b. Neutralized before pouring down the drain=2
- c. Other (mention if it is reused or recycled in some way and give yourself 2 points)

7. Batteries

- a. Sell to kabadiwala=0
- b. Throw in garbage=0
- c. Give to an authorized agency for safe disposal=2
- d. Other (mention if it is reused or recycled in some way and give yourself 2 points)
- 8. Have you tried to find the name and contact information of authorised agencies for safe disposal of E-waste and batteries that might exist in your area from your State Pollution Control Board or any other source?
- a. Yes=1
- b. No=0

Maximum points possible=15 Your total =

Kitchen waste

If your school has a kitchen or serves mid-day meal, how are the following disposed of in your school?

1. Vegetable peels

- a. Throw in garbage=0
- b. Use for making compost=1
- b. Feed to animals=1
- d. Any other (if put them to any other use, please mention what that use is and give yourself 1 point)
- e. Not applicable because no kitchen=0

2. Starch water from rice

- a. Pour down the drain=0
- b. Pour into compost pit=1
- c. Use to mix with fodder for cattle/other domestic animals=1
- d. Use for starching clothes=1
- e. Any other (if put to any use other than those mentioned above, please mention what that use is and give yourself 1 point)
- f. Not applicable=0

3. Used cooking oil

- a. Pour down drain or thrown in garbage=0
- b. Filter and reuse=1
- c. Reuse several times as is=1
- d. Use for craft activities (e.g making soap, making a lamp, etc)=2
- e. Use to mix with feed for pigs, chickens and other animals=2
- f. Any other (if put to any use other than those mentioned above, please mention what that use is,
- e.g., for rubbing into iron tools to prevent rusting, and give yourself 1 point)
- g. Not applicable

4. Left-over food

- a. Throw in garbage=0
- b. Use for making compost=1
- c. Feed to animals=1
- d. Feed to the destitute=1
- e. Any other (if put to any other use, please mention what that use is and give yourself 1 point)

The next two questions apply even if your school does not have a kitchen, or offer mid-day meals

5. Waste food (jootha)

- a. Ensure that no one in the school wastes food=2
- b. Throw in garbage=0
- c. Use for making compost=1
- d. Feed to animals=1
- e. Feed to the destitute=1
- f. Any other (if put to any other use, please mention what that use is and give yourself 1 point)

6. Do you have a compost pit outside the kitchen/on the school premises?

- a. Yes=1
- b. No=0

Garden waste

7. Dry leaves, grass clippings and weeds

- a. Throw in garbage=0
- b. Burn=0
- c. Used for making composte=1
- d. Any other (if put to any use, please mention what that use is and give yourself 1 point)

Maximum points possible=9 Your total =



Sanitation

1. How many times are the urinals/toilets cleaned in a day? Ideally, the	hey should be
cleaned four times a day.	

- a. If they are cleaned 4 times, you get 5 points.
- b. If they are cleaned 3 times, you get 3 points.
- c. If they are cleaned 2 times a day, you get 2 points.
- d. If they are cleaned only once, you get 1 point.
- e. If they are cleaned once in a few days, you get 0.

2. Does the school have dedicated staff to clean the urinals/toilets?

- a. Yes=1
- b. No=0

3. What cleaning equipment does the cleaner have

a. Broom for sweeping dust	f. plastic gloves
b. Broom/wiper for sweeping water on floors	g. Cleaning cloths
c. Bucket	h. Toilet cleaning/disinfectant and germicide liquid, e.g. phenyl
d. Access to water	i. Vim or other cleaning agent for cleaning WCs and wash basins?
e. Mop	

- a. Yes=1 for each
- b. No=0 for each

Total=

- 4. Has the cleaning staff ever been trained how to clean the urinals/toilets?
- a. Yes=1
- b. No=0
- 5. Are the users (students and others) given any guidelines on how to use the urinals/toilets so as to keep them clean?
- a. Yes=1
- b. No=0
- 6. Is a person or a team of persons (students or teachers) appointed or nominated to oversee and ensure the cleaning of toilets?
- a. Yes=1
- b. No=0

a. Yes=1
b. No=0
8. Is the Student Council (if you have one) involved in overseeing and taking responsibility for any of the cleaning activities?
a. Yes=1
b. No=0
c. Not applicable=0
9. Are separate toilets for boys and girls available in your school? It is necessary to have separate facilities as one of the many reasons for girls to not attend schools is the lack of toilets for them in schools.
a. Yes=1
b. No=0
10. Does the school stock sanitary napkins?
a. Yes=1
b. No=0
11. Are there covered dustbins in the girls' toilets for disposal of used sanitary napkins?
a. Yes=1
b. No=0
12. Is there a system of hygienic disposal of used sanitary napkins?
a. Yes=1
b. No=0
13. Are the girls made aware of the special hygiene requirements during their menstrual cycle?
menstrual cycle?
menstrual cycle? a. Yes=1
menstrual cycle? $a.\ Yes=1$ $b.\ No=0$ $14.\ In\ the\ absence\ of\ running\ water\ does\ the\ school\ have\ enough\ water\ storage\ facility$
menstrual cycle? a. Yes=1 b. No=0 14. In the absence of running water does the school have enough water storage facility to flush the urinals/toilets?
menstrual cycle? a. Yes=1 b. No=0 14. In the absence of running water does the school have enough water storage facility to flush the urinals/toilets? a. Yes=1
menstrual cycle? a. Yes=1 b. No=0 14. In the absence of running water does the school have enough water storage facility to flush the urinals/toilets? a. Yes=1 b. No=0 15. If you have a flushing system in your toilets, do you use any techniques to reduce

WWF - Whole School Approach Manual

7. Is there proper drainage near hand pumps, taps and other sources of water?

16. Is there a cleaning regimen for the school to be swept and mopped/disinfected on a daily basis?
a. Yes=1
b No=0
17. Is the cooking staff required to wash hands before cooking?
a. Yes=1
b. No=0
c. Not applicable=0
18. Are children required to wash hands before eating?
a. Yes=1
b. No=0
19. Does the school provide soap and water for hand washing?
a. Yes=1
b. No=0
20. After the kitchen utensils are washed with detergent/ash/soda, are they put out in the sun to dry and disinfect?
a. Yes=1
b. No=0
c. Not applicable=0
21. Does the kitchen staff follow a cleaning regimen?
a. Yes=1
b. No=0
c. Not applicable=0
22. Is there a fumigation regimen for the school?
a. Yes=1
b. No=0
23. Does the school ensure that there are no puddles or stagnant water on the campus to prevent breeding of mosquitoes?
a. Yes=1
b. No=0
Maximum points possible=34

Your total =



Nutrition

- 1. Is the mid-day meal cooked in your school?
- a. Yes=1
- b. No=0
- c. Not applicable=0
- ${\bf 2.\ Does\ the\ menu\ focus\ on\ required\ calories\ and\ nutrition}$
- a. Yes=1
- b. No=0
- c. Not applicable=0
- 3. Are the vegetables washed prior to chopping (as they lose nutrition if washed after chopping)
- a. Yes=1
- b. No=0
- c. Not applicable=0

Suggestion for an Activity

Many local seasonal vegetables are no longer commonly grown because of a lack of commercial demand. Many of the local ways of cooking those vegetables, and also vegetables that are still grown are also dying out. Ask students to collect recipes from their own homes and from relatives, which can then be compiled as a document of local foods and cuisine. If your school has a kitchen for cooking the mid-day meal, some of these recipes could be used for cooking the available vegetables or pulses.

4.	Are	the	vegetab	les o	vercod	ked?
T .	AIC	uic	vegetab	ics o	VCI COU	mcu.

- a. Yes=0
- b. No=1
- c. Not applicable=0
- 5. Are the raw ingredients for the mid-day meal stored in clean and dry containers, safe from rodents, insects and toxic chemicals?
- a. Yes=1
- b. No=0
- c. Not applicable=0
- 6. Do you provide information to students about the nutritional value of local foods: grains, vegetables, fruits, herbs?
- a. Yes=1
- b. No=0
- 7. Do you provide information to girls who have started their menstrual cycle about appropriate nutrition?
- a. Yes=1
- b. No=0
- 8. Do you educate the mothers about nutrition, health and nutritious cooking?
- a. Yes=1
- b. No=0
- 9. Where do you source your food?
- a. Locally grown and sourced from the market or famers=1
- b. Grown in the kitchen garden at school=2
- c. Grown in distant places and transported to the local market=0
- 10. If you have a kitchen garden, do you also have a gardening class for students
- a. Yes=1
- b. No=0



Maximum points possible=11 Your total =



Water

- 1. Does the school have a source of safe drinking water?
- a. Yes=1
- b. No=0
- 2. Does the school provide safe drinking water to the students?
- a. Yes=1
- b. No=0
- 3. Is the water tested regularly to ensure that it is safe for drinking?
- 1. Yes=1
- b. No=0
- 4. If the school has a water filter or other such equipment—even water pots and buckets—is it cleaned and maintained regularly?
- a. Yes=1
- b. No=0
- 5. Do the students bring their own water bottles?
- a. Yes=1
- b. No=0

- 6. Are there any signs in the school about not wasting drinking water?
- a. Yes=1
- b. No=0
- 7. Are there any suggestions provided to students about what they should do with drinking water left over in the water bottle or glass (such as pouring it into plant beds or pots)?
- a. Yes=1
- b. No=0
- 8. Does the school provide any guidance to students about safe drinking water?
- a. Yes=1
- b. No=0
- 9. Are students aware of any water purification techniques such as the use of alum?
- a. Yes=1
- b. No=0
- 10. Are any activities in and around the school connected to the curriculum to facilitate contextual learning about drinking water, for example, in chemistry, geography, social studies, SUPW?
- a. Yes=1
- b. No=0
- 11. Are there signs in school distinguishing water for drinking from water for ablutions and other uses?
- a. Yes=1
- b. No=0
- 12. Is there a strict policy about not wasting water for drinking, in kitchen for cooking and leaning, and in toilets?
- a. Yes=1
- b. No=0

Tip Tap

Personal hygiene and healthy living is also part of a sustainable lifestyle and to promote clean toilet habits and reduce the incidence of Urinary tract infections (common in the area) a device called tip tap has been installed in ESD model schools. The device is an ingenious way to ensure the girls wash their hands after

ablutions as there is a string (attached to a water spout) which they step on when leaving the toilet so get reminded to wash their hands with the soap and water provided. Children also discuss the need for personal



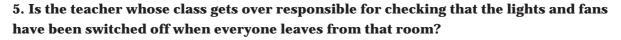
hygiene with their mothers, helping to make the older generation too aware of this critical need for a healthy, germ free lifestyle.

13. Are there signs near taps about not wasting water and about reporting leaking water taps?
a. Yes=1
b. No=0
14. Is there a regular regimen for cleaning and maintenance of all water sources in the school, e.g., water tanks, hand pumps, pipes, taps etc.?
a. Yes=1
b. No=0
15. If you have a hand pump, is it connected to a water storage facility with a tap?
a. Yes=1
b. No=0
16. Is the waste water from washing dishes/washing hands used for any other purpose such as gardening?
a. Yes=1
b. No=0
17. Is the overflow from overhead tanks or hand pump used for any other purpose?
a. Yes=1
b. No=0
18. Does your school have a rain-water harvesting system?
a. Yes=1
b. No=0
19. If yes, do you have a filtration system to make the water safe for drinking?
a. Yes=1
b. No=0
20. Do students know about water-borne diseases?
a. Yes=1
b. No=0
Maximum points possible=20

Your total =

Energy

- 1. Is there a policy to switch off lights and fans when not in use?
- a. Yes=1
- b. No=0
- 2. Is the policy strictly implemented?
- a. Yes=1
- b. No=0
- 3. Are there signs in the classrooms, toilets, staff room, corridors, laboratories, store room and office to switch off lights and fans when not in use?
- a. Yes=1
- b. No=0
- 4. Is there a penalty for not following this policy?
- a. Yes=1
- b. No=0



- a. Yes=1
- b. No=0
- 6. Are the class monitors/prefects responsible for ensuring the above?
- a. Yes=1
- b. No=0
- 7. Is the Student Council (if there is one) involved in planning for and implementing energy conservation in the school?
- a. Yes=1
- b. No=0
- c. Not applicable=0
- 8. Do you use any energy-efficient appliances in your school?
- a. Yes=1
- b. No=0

9. Does the school have any awareness programs for energy conservation for

- a. Students
 b. Teachers
 c. Karmacharis
 d. Community
- a. Yes=1
- b. No=0

Total=

Note: Data for the following two questions (10 and 11) on modes of transportation can be collected by students. This exercise could be assigned to selected students who need to be rewarded or recognized for some reason, or it could be assigned to a class, or to members of the Student Council, or to students selected according to some other criteria. The data would need to be collected in the morning when people arrive or at the end of the school day when they leave. Teams or pairs of students could be assigned to count the different modes of transport and the number of people using each mode. The raw data with the exact figures could be saved for tracking progress in the future.

10. Which is the dominant mode of transport by which more than 50 per cent students commute?

- a. Walk=2
- b. Cycle=2
- c. Cycle Rickshaw=2
- d. School bus=1
- e. Public bus=1
- f. Other motorized vehicle=0

Lighting the Future

A CFL (Compact Fluorescent Lamp) produces the same amount of light as a traditional incandescent bulb by using up to 80 per cent less energy, and it lasts approximately ten times longer. While CFLs are considerably more expensive than the traditional light bulbs, being much more efficient in the consumption of electricity, they work out to be very economical over their life. The main criticism about these bulbs is that they contain mercury which causes a disposal problem at the end of their life. On an average, a CFL contains between 1 and 4 mg of mercury. The government in now trying to encourage the establishment of recycling units in all states for the proper collection of fused CFLs and the safe recovery and recycling of the mercury.

Even more efficient are LED (light emitting diode) bulbs, which save up to 90 per cent more energy that traditional light bulbs and have a life of 25 to 30 years. They are however still very expensive and the brightness and colour of the light needs further improvement.

Sources: http://www.energystar.gov/ia/partners/promotions/change_light/downloads/Fact_Sheet_Mercury.pd; http://bestcurrentaffairs.com/w/2013/04/29/disposal-of-cfl-in-india/; http://www.which.co.uk/energy/energy-saving-products/guides/led-lights-explained/;

11. What is the dominant mode by which more than 50 per cent of the teachers commute?

- a. Walk=2
- b. Cycle=2
- c. Cycle rickshaw=2
- d. Personal motorized vehicle=0
- e. School bus=1
- f. Public bus=1
- g. Other motorized vehicle=0

12. If the mid-day meal is cooked in the school, what is the fuel used for cooking?

- a. LPG Gas=2
- b. Biogas or other biofuels such as cow dung=1
- c. Any other (wood, kerosene, coal, charcoal)=0

13. If wood or charcoal is used as the cooking fuel, how is the ash used/disposed?

- a. For washing dishes=1
- b. In compost pits=1
- c. In garden=1
- d. Cooking staff/other staff take it for personal use=1 $\,$
- e. Don't know/Throw away=0

Maximum points possible=19 Your total =



School Grounds

1. Is the school ground clean and litter-free?

- a. Yes=2
- b. Relatively clean and litter free=1
- b. No=0

2. Is there a regular regimen for cleaning the grounds?

- a. Yes=1
- b. No=0

3. Is there any area with a garden or beds for flowers and plants?

- a. Yes=1
- b. No=0

4. Are there trees in the school grounds?

- a. Yes=1
- b. No=0

5. Are the trees labelled with their names?

- a. No=0
- b. Yes, with their common names=1
- c. Yes, with their common and scientific names=2

6. Are the children aware of the value of the trees

- a. Yes, for humans=1
- b. Yes, for humans and other forms of life=2
- c. No=0

7. Do the teachers ever use the school grounds for helping children learn about biodiversity, ecosystems, or other elements from their formal curriculum?

- a. Yes=1
- b. No=0



a. Yes=1
b. No=0
9. Does the school use the ground for sports or physical education?
a. Yes=1
b. No=0
10. How many sports a re played in the school
a. None=0
b. 1-3= 1
c. More than 3=2
School Building and Restoration
11. Have the teachers and students (or the Student Council) been involved in planning
any new building in the school?
any new building in the school? a. Yes=1
a. Yes=1
a. Yes=1 $b.\ No=0$ 12. Have they been involved in the restoration or repair of any part of the school
 a. Yes=1 b. No=0 12. Have they been involved in the restoration or repair of any part of the school building?
 a. Yes=1 b. No=0 12. Have they been involved in the restoration or repair of any part of the school building? a. Yes=1

8. Is there any part of the ground earmarked as a play /sports area?

6 SCORE CARD

No.	Development Area	Maximum Score Possible	Your Score
1	School Ethos and Culture		
a	Whole School approach	38	
b	Students' participation and empowerment	28	
		66	
2	Teaching and Learning		
a	Quality teaching*		
	For Principals: Part 1	60	
	For Principals: Part 2	09	
b	Diversity	13	
С	Values and attitudes	13	
d	Professional development of teachers in ESD	16	
		111	
3	Community		
		16	
4	The School Estate		
a	Waste management		
	Paper and plastic waste	17	
	Electronic and laboratory waste	15	
	Kitchen and garden waste	9	
b	Sanitation	32	
С	Nutrition	11	
d	Water	20	
e	Energy	19	
f	School grounds, building and restoration	16	
		139	
	TOTAL	332	

^{*}Part 2A is a compilation of Part 1, which is filled in by teachers individually. Part 1 is therefore not included here to calculate the overall score for the school.

MONITORING AND EVALUATION

To keep track of the progress you are making in developing into a model school with a whole school approach, you have just completed this self-assessment exercise. This provides you with a fair idea of how well you are doing, which are your areas of strength, and also the areas where you need to put in more effort. This first self-assessment exercise also provides you with benchmark data against which you can monitor your progress. The findings can be shared with the teachers, students and parents, and ideas for improvement can be sought from them. On the basis of the findings and suggestions, a Whole School Action Plan should be made, with timelines for what you would like to achieve by the next term and what would need to be put in place over the longer term.

It is recommended that this evaluation be done towards the end of each school-term to make sure that you are making progress along your chosen path. As you go along, you can reflect on what you have achieved and what you would like to achieve; what is your vision for the future (say, the next five years), and how you can aspire to be a true model school. It is often said that ESD is a journey without a definite destination — as ones understanding of sustainable development becomes sounder, and as time and situations change, the destination that the school is trying to reach will also change. We wish you all the best on this journey.

WWF-INDIA MODEL SCHOOLS

Assam

- 1. Lokapriya G N B High School (Pobitora)
- 2. Kuthori Higher Secondary School (Kaziranga)
- 3. Salbari Higher Secondary School (Manas)
- 4. Deshbhakta Tarun Ram Phukan Middle English School (Deeporbeel)

Madhya Pradesh

- 5. Government Higher Secondary School (Indri)
- 6. Government Middle School (Indri) (Voluntarily signed up to become a model school)
- 7. Government Middle School (Tatri)

Chattisgarh

- 8. Government Higher Secondary & Middle School (Chilpi)
- 9. Government Middle School (Rajbenda)

West Bengal- Sundarbans

- 10. Dhablat Lakshman Parabesh High School
- 11. Phulbari Sitala High School
- 12. Rajat Jubilee High School
- 13. Gobindapur Junior High School

SCHOOL CULTURE AND ETHOS

Every school needs a vibrant and innovative ethos and culture, which promotes respect and a good attitude towards learning, work and the life of students. The school culture and ethos gives confidence to each and every learner and promotes self esteem and encourages them to express their views and ideas clearly.

STUDENTS' PARTICIPATION AND EMPOWERMENT

Education—formal, nonformal and informal—is the key mechanism of empowering students by equipping them with the knowledge, skills, values and attitudes required to lead productive lives, meet life's situations and become responsible citizens of the Earth. Learning by doing is the main focus.

COMMUNITY

The children are from the community and the school provides them with education which, in principle, is intended to benefit the community. But for sustainable development and ESD, the two-way relationship needs to be much stronger and richer, and each should be perceived by the other as a valued partner.



The focus of ESD is on ensuring learning. The students should be able to gain not only information and knowledge but also learn to be more sensitive to diversity. They should be able to learn to think for themselves and differentiate right from wrong. They should be able to learn how to learn.



Students learn a lot when they work on making their school estate sustainable—by clearing plastic, implementing waste management, water and energy conservation, planting and nurturing plants. In the process they learn several facts, but they also develop the ability to carry out meaningful social activities.



Why we are here

To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.

www.wwfindia.org

WWF-India Secretariat 172-B, Lodi Estate, New Delhi-110003