

FDRE ENVIRONMENT, FOREST & CLIMATE CHANGE  
COMMISSION



Share More  
Consume Less

# Manual for School Environmental Clubs

2019



Supported by:



based on a decision of the German Bundestag

## **Acknowledgments**

The development of this manual has been facilitated by UNEP, as part of the Support for Advancing and Measuring Sustainable Consumption and Production (SCP) in Ethiopia for a Low-Carbon Economy project, for use by the Government Federal Democratic Republic of Ethiopia to promote sustainable youth lifestyles. The Environment, Forest and Climate Change Commission facilitated and coordinated the process of validation and adoption of the Manual.

Queries with regard to this document should be directed to: Director General - Environmental and Social Impact Assessment, Environment, Forest and Climate Change Commission, Addis Ababa.

Supervision, Technical Editing and Support: Shiferaw Negash Bira, Teshome Abune Holat, Genene Mulugeta Nedi and Azenega Seifu Beyene (Environment, Forest and Climate Change Commission), Patrick Mwesigye, Sylvia Munuhe and Nelson Kimanzi (United Nations Environment Programme, Nairobi) and Beatriz Martins Carneiro (United Nations Environment Programme, Paris),

Technical Experts: Shiferaw Negash Bira, Teshome Abune Holate, Genene Mulugeta Nedi, Azenega Seifu Beyene, Tolosa Yadessa Terfa and Habtamu Denboba Araro (Environment, Forest and Climate Change Commission), Patrick Mwesigye, Mari Nishimura and Nelson Kimanzi (United Nations Environment Programme, Nairobi), Beatriz Martins Carneiro (United Nations Environment Programme, Paris) and Dr. Nebiyeleul Gessese, UNEP Consultant

Cover Design & Layout: UNON Publishing Services Section – ISO 14001-certified

© Copyright Environment, Forest and Climate Change Commission of the Federal Democratic Republic of Ethiopia 2019

This publication may be produced in whole or in part and in any form for educational or non-profit purposes without special permission from the copyright holder provided acknowledgment of the source is made. The Environment, Forest and Climate Change Commission of the Federal Democratic Republic of Ethiopia would appreciate receiving a copy of any publication that uses this publication as a source. No use of this publication may be made for resale or for any other commercial purpose whatsoever without prior permission in writing from the Environment, Forest and Climate Change Commission of the Federal Democratic Republic of Ethiopia.

## Foreword

It is now established that Africa has the youngest population in the world. By 2055, the continent's youth population (aged 15-24), is expected to be more than double the 2015 total of 226 million. Today, Africa has an estimated population of 1.2 billion people of which 107 million are Ethiopians of which 60% are under the age of 25. This ranks Ethiopia as the second most populous country in Africa and twelfth in the world.

The potential to influence the quality of life for the more 60 million youth in the next few years could have a critical impact on the ability of the country's natural resources to sustainably meet the needs of the growing population. This means that investment in the capacity of the youth population to make informed choices on sustainable consumption and production decisions will go a long way in ensuring that their decisions promote sustainability in the country.

This manual is the result of concerted efforts by different stakeholders in the country to identify actions that are not only relevant and within the means and abilities of the country but also are practical to ensuring transformative behavioural change in the lifestyles of youth. With the existing school environment clubs as an entry point, the manual will go a long way in strengthening the ability of these clubs to model and form responsible and well-informed consumers and producers who are mindful of the finite state of the available resources that need to be conserved for future generations.

The manual is a major boost to the efforts of the Federal Democratic Republic of Ethiopia to implement the Climate Resilient Green Economy (CRGE) Strategy to ensure that the country is resilient in the face of increasingly adverse effects of climate change. A healthy environment is conducive for a vibrant society and a thriving economy, the three pillars of the SDGs.

My sincere appreciation is extended to our partners that contributed to this highly participatory process of developing the manual. I am particularly indebted to the ministries and state entities in the Federal Democratic Republic of Ethiopia and the United Nations Environment Programme (UNEP), that committed time, technical assistance and resources to ensure that a practical manual for school environmental clubs is developed. It is my hope that, with the heightened understanding, we can enhance our collective commitment to bringing up responsible and sustainability conscious generations for posterity.



**H.E. Prof. Fekadu Beyene**  
**Commissioner, Environment, Forest, and Climate Change Commission of Ethiopia**

## Acronyms

<b>BAU</b>	business as usual
<b>CCE</b>	Climate Change Education
<b>CRGE</b>	Climate Resilient Green Economy Strategy
<b>EESD</b>	Environmental Education for Sustainable Development
<b>EFCC</b>	Environment, Forests and Climate Change commission
<b>ESD</b>	Education for Sustainable Development
<b>FDRE</b>	Federal Democratic Republic of Ethiopia
<b>IMP</b>	Illick's Mill project
<b>IPCC</b>	International panel for climate change
<b>MoE</b>	Ministry of Education
<b>T.G.I.F</b>	Turn Grease into fuel
<b>UNDP</b>	United Nations Development Program
<b>UNEP</b>	United Nations Environment Program
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNFCCC</b>	UN Framework Convention on Climate Change

# Table of Contents

Foreword.....	3
Acronyms.....	4
<b>1. Introduction.....</b>	<b>6</b>
1.1 General objective.....	8
1.2 Specific objectives.....	8
<b>2. Environmental Education.....</b>	<b>9</b>
2.1. What is Environmental Education.....	9
2.2. Goals of Environmental Education.....	10
2.3. Guiding Principles of Environmental Education.....	11
2.4. Benefits of Environmental Education.....	11
<b>3. Environmental Clubs.....</b>	<b>13</b>
3.1. Meaning of Environmental Clubs.....	13
3.2. The Purpose of Environmental Clubs.....	13
3.3. Benefits of Environmental Clubs.....	14
<b>4. Sustainable Consumption and Production.....</b>	<b>19</b>
4.1 Sustainable Consumption and Production Principles.....	20
4.2 Eco- labels.....	20
4.3 Examples of Youth Making a Difference in their Communities.....	21
<b>Annexes.....</b>	<b>23</b>
Annex 1: Sample Bylaws.....	23
Annex 2: Sample Officer Roles.....	26





# Chapter One

## Introduction

The world is currently facing serious environmental challenges. Unsustainable use of natural resource and associated environmental impacts affect basic ecosystem services as provision of food, water and nutrient cycle. Large amount of resources will be needed for creating a decent life for growing population in developing economies. Development pathways could be either sustainable or business as usual (BAU) with conflicting goals. Therefore, it becomes necessary to take care of people today as well as future generations by following the sustainable development pathways challenge can be solved by less environmental impacts, fair distribution among people locally and globally, also save resource for future generations.

Planet Earth is facing a severe global crisis. Economic and social development is putting an unbearable strain on our environment. Inefficient production and consumption patterns, together with uneven distribution, have widened the existing gap between North and South.

Global warming has been great challenge for earth and its populations. Climate change poses challenges to growth and development. It will amplify existing risks and create new risks for natural and human systems. Risks are generally greater for disadvantaged people and communities in countries at all levels of development. Increase magnitudes of warming increases the likelihood of severe, pervasive and irreversible impacts for people, species and ecosystems. Continued high emissions would lead to mostly negative impacts for biodiversity, ecosystem services and economic development and amplify risks for livelihoods and for food and human security.

The risk is very severe in Africa and other least developed countries where their livelihood and income are depend on climate sensitive primary sector such as agriculture and fisheries, sectors which are affected by rising temperatures, rising sea levels and erratic rainfall. Stress on water resources, reduced crop productivity, and changes in the incidence and geographic range of vector- and water-borne diseases are identified as a key risk in Africa. According to IPCC AR5 report,. Climate change challenges fundamental social and economic policy goals such as growth, equity and sustainable development. Ethiopia is also one of LDCs which has been severely affected by impact of climate change.

Drought, Floods and soil erosion are the three major climate related hazard in country. Drought is a critical climate related hazard in Ethiopia, frequently occurring in many parts of the country. Major floods, leading to loss of life and property, have occurred in different parts of the country in different period. The other major climate related hazard is soil erosion, linked strongly to rainfall in the hills and highlands.

Enhancing the awareness and understanding of individuals/ citizens about the environment including the relationship of humans to the natural world, is highly contribute to address the serious environment and global warming challenges currently the world encounter. In this regard Environmental education plays an important role through fosters the development of the skills, attitudes and motivations that enable citizens to make informed decisions and take responsible actions that incorporate environmental considerations.

Inculcating children and youth in environmental education is an important and effective strategy to address environmental and climate challenges facing the world because they constitute a large proportion of the people. It is also create an opportunity to intervene at a key developmental stage of life and children can be an important influence on the environmental behavior of their parents.

Children and youth constituting this implication is clear Environment and Climate Change is a critical issue for Ethiopia's youth constituting over half of the nation's population and who likely continue to encounter the multifaceted adverse impacts of environment and climate change in the foreseeable future.

Schools are the convenient place to teach and equip children and youth students in environmental and climate change issue as they make up a substantial proportion of the children and youth by encouraging them to engage in formal environmental education and school club. Nearly 30 million (over 27%) of the nation's total population is enrolled in 41,310 schools in the year 2014/15 according to the National Background Study (GoE, 2017).

Strengthening Environmental club play a vital role to build a green and resilient economy by enhancing awareness and understanding of school community about environmental, climate change, and sustainable consumption and production issues. This also changes the life styles and values of school community.

This manual is designed to assist students to start and maintain a successful environmental club. It suggests many activities that clubs can pursue and where to go for help.

It encourages students to study the local environment and to contribute to solving environmental problems. In so doing, students will be playing an important role in Environmental Education for Sustainable Development (EESD).

(EESD) involves among other things, understanding the consequences of human actions for the earth and its resources; understanding decisions and actions that can be taken locally and globally to encourage sustainable living and to avoid unsustainable practices, taking personal responsibility for living in a sustainable way.

An environmental club is an ideal place for students to gain these understandings. Through (EESD), the club promotes environmental literacy as well as raises the quality of student's total educational experience. By promoting the study and actions on issues that really interest students, environmental club increases their participation in all areas of learning.

### 1.1 General objective

The objective of school environmental club is to help students become environmentally conscious and enable participation in school clubs to develop environment friendly skilled, and attitudes dedicated and responsible citizens who are willing to work, individually and collectively towards achieving high quality of life and environment.

### 1.2 Specific objectives

- To help students acquire an awareness and sensitivity to the total environment and its problems
- To help student acquire experience in using their acquired knowledge and skills in taking thoughtful, positive action toward the resolution of environmental issues and problems
- To guide students establish and strengthen school environmental clubs
- To encourage students participation in Environmental clubs
- To help student acquire a set of values and feelings of concern for the sustainable production and consumption and participate in environmental maintenance and improvement.





# Chapter Two

## Environmental Education

### 2.1. What is Environmental Education

As educational process, environmental education.(EE)deals with man’s relationship with his natural and man-made surroundings. Environmental education has been defined in a number of ways. However, since the early 1970s, they have all tended to emphasize similar points to those in the Nevada Conference of the International Union for the Conservation of Nature and National Resources. Accordingly,

*“Environmental education is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture and his biophysical surroundings”.*

Environmental education, therefore:

1. Is a process that allows individuals to explore environmental issues, engages in problem solving, and takes action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions. EE is a process in which individuals gain awareness of their environment and acquire knowledge, skills, values, experiences, and also the determination, which will enable them to act - individually and collectively to solve present and future environmental problems.

2. Provides learners with awareness and knowledge about the environment including the relationship of humans to the natural world, and fosters the development of the skills, attitudes and motivations that enable learners to make informed decisions and take responsible actions that incorporate environmental considerations. Environmental education, therefore, entails practice in decision-making and self-formulating of a code of behavior about issues concerning environmental quality. Proceedings of the Organization of American States Conference on Education and Environment in the Americas, 1971, stated:

*“Environmental education involves teaching about value judgments and the ability to think clearly about complex problems - about the environment which are as political, economic, and philosophical as they are technical.”*

3. Focuses on children and youth is a particularly important because it’s an opportunity to intervene at a key developmental stage of life and because children can be an important influence on the environmental behavior of their parents. In summary environmental education is an action process related to the work of almost all subject areas. It is concerned with the dynamic relationships between man and nature

## 2.2. Goals of Environmental Education

The overall goal of environmental education is to generate environmental action so as ‘to improve all ecological relationships including the relationship of humanity with nature and people with one another’ (Belgrade Charter, 1975).

The first Intergovernmental Conference on Environmental Education organized by UNESCO in co-operation with UNEP was held at Tbilisi, Union of Soviet Socialist Republics, in 1977. According to the Tbilisi Conference, the goals of environmental education are the following:

- To Foster clear awareness of, and concern about economic, social, political and ecological interdependence in urban and rural areas;
- To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment; and
- To create new patterns of behavior of individuals, groups and society as a whole towards the environment.

Environmental education objectives endorsed at Tbilisi are as follows:

- **Awareness:** to help social groups and individuals acquire an awareness and sensitivity to the total environment and its allied problems; knowledge: to help social groups and individuals gain a variety of experience in, and acquire a basic understanding of, the environment and its associated problems;
- **Attitude:** to help social groups and individuals acquire a set of values and feelings of concern for the environment, and the motivation for actively participating in environmental improvement and protection,
- **Skills:** to help social groups and individuals acquire the skills for identifying and solving environmental problems;
- **Participations:** to provides social groups and individuals with an opportunity to be actively involved at all levels in working towards resolution of environmental problems.

## 2.3. Guiding Principles of Environmental Education

The Tbilisi Conference also stated the guiding principles of environmental education which are as the following:

Environmental education should:

- Consider the environment in its totality - natural and built, technological and social (economic political, technological, cultural historical, moral, aesthetic);
- Be a continuous lifelong process, beginning at the pre-school level and continuing through all formal and non-formal stages;
- Be interdisciplinary in its approach, drawing on the specific Content of each discipline in making possible a holistic and balanced Perspective;
- Examine major environmental issues from local, national, regional and international points of view so that students receive insights into environmental conditions in other geographical areas;
- Focus on current and potential environmental situations, while taking into account the historical perspective,
- Promote the value and necessity of local, national and international cooperation in the prevention and solution of environmental problems;
- Explicitly consider environmental aspects in plans for development and growth;
- Enable learners to have a role in planning their learning experiences and provide an opportunity for making decisions and accepting their consequences;
- Relate environmental sensitivity, knowledge, problem-solving skills and values clarification to every age but with special emphasis one environmental sensitivity to the learner's own community in early years;
- Help learners discover the symptoms and real causes of environmental problems;

- Emphasize the complexity of environmental problems and thus the need to develop critical thinking and problem-solving skills;
- Utilize diverse learning environments and a broad array of educational approaches to teaching/learning about and from the environment with due stress on practical activities and first-hand experience.

To achieve the goals and objectives of environmental education, it was seen that environmental education needs to be planned nationally. In the formal school, environmental education concepts may be carefully integrated with different subject areas in a creative and functional manner. However, it requires careful planning and implementation strategies.

## 2.4. Benefits of Environmental Education

Environmental Education connects us to the world and teaches us about both natural and human made environments. EE raises awareness of issues impacting the environment upon which we all depend, as well as actions we can take to improve and sustain it. EE has many benefits for youth, educators, schools, and communities.

Among the benefits of Environmental Education are:

### 1. Heightening the imagination and enthusiasm

EE is hands-on, interactive learning that sparks the imagination and unlocks creativity. When EE is integrated into the curriculum, students are more enthusiastic and engaged in learning, which raises students' achievement in core academic areas.

### 2. Learning transcends classroom

Not only does EE offer opportunities for experiential learning outside of the classroom, it enables students to make connections and apply their learning in the real

world. EE helps learners see the interconnectedness of social, ecological, economic, cultural, and political issues.

**3. Enhancing the critical and creative thinking skills**

EE encourages students to study, investigate how and why things happen, and make their own decisions about complex environmental issues. By developing and enhancing critical and creative thinking skills, EE helps foster a new generation of informed consumers, workers, as well as policy or decision makers.

**4. Supporting the tolerance and understanding**

EE encourages students to investigate varying sides of issues to understand the full picture. It promotes tolerance of different points of view and different cultures.

**5. Meeting the state and national learning standards for multiple subjects**

By incorporating EE practices into the curriculum, teachers can integrate science, math, language arts, history, and more into one rich lesson or activity, and still satisfy numerous state and national academic standards in all subject areas. Taking a class outside or bringing nature indoors provides an excellent backdrop or context for interdisciplinary learning.

**6. Declining the bio phobia and nature deficit disorder**

By exposing students to nature and allowing them to learn and play outside, EE fosters sensitivity, appreciation, and respect for the environment. It combats “nature deficit disorder” ... and it’s FUN!

**7. Encouraging the healthy lifestyles**

EE gets students outside and active, and helps address some of the health issues we are seeing in children today, such as obesity, attention deficit disorders, and depression. Good nutrition is often emphasized through EE and stress is reduced due to increased time spent in nature.

**8. Strengthening the communities**

EE promotes a sense of place and connection through community involvement. When students decide to learn more or take action to improve their environment, they reach out to community experts, donors, volunteers, and local facilities to help bring the community together to understand and address environmental issues impacting their neighborhood.

**9. Taking a responsible action to the better environment**

EE helps students understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future.

**10. Empowering Students and teachers are**

EE promotes active learning, citizenship, and student leadership. It empowers youth to share their voice and make a difference at their school and in their communities. EE helps teachers build their own environmental knowledge and teaching skills.





# Chapter Three

## Environmental Clubs

### 3.1. Meaning of Environmental Clubs

Environmental Club is a group of concerned students, teachers and volunteers that are committed to raising awareness about environmental issues and to reducing environmental impact as individuals, a school community, and as citizens of the world.

### 3.2. The Purpose of Environmental Clubs

The purposes of Environmental club are to:

- Create awareness of environmental protection, conservation, preservation, and restoration
- Provide students with the opportunity to learn more about their surroundings, participate in environmental activities at school and in the community.
- Promote environmental awareness and develop social and life skills.
- Increase student awareness of environmental issues and give them power to make change.
- Provide opportunities for students to become directly involved in a variety of activities relating to the environment.
- Promote environmental awareness and empower students to take action and work toward building a sound environmental ethic.

### 3.3. Benefits of Environmental Clubs

Students will be benefited by:

- Expanding their eco-consciousness and gain knowledge about the environment.
- Perform actions to improve their environment.
- Help to solve local environmental problems.
- Educate others about the environment.
- Enjoy oneself and have fun.
- Learning about green technology.
- Meeting and collaborating with other school clubs from varying socio-economic backgrounds and cultures.
- Developing leadership skills.
- Finding their voice.
- Stretching their expectations of self.
- Positively impacting their peers, families, schools and communities.
- Creating and building upon a vision of a sustainable future.
- Opportunities to engage politicians, leaders, peers and educators.
- Participating in a grass roots movement to sustain the planet.
- Participating in field trips.

Educators will be benefited by:

- Gaining access to a wide network of volunteers to aid in projects, provide classroom lectures, hands-on teaching assistance, and guide field trips as well as nearby nature walks;
- Participating in guided field trips
- Connecting classrooms with practical activities (science, technology, engineering, art and mathematics)
- Accessing a dynamic events calendar offering teacher workshops ,training and information on upcoming events;

The Environment will be benefited by:

- Starting and sustaining a grass roots movement committed to acting on behalf of a sustainable earth can benefit the Environment.
- School Environmental club will educate children in environmental sustainability and give them access to the natural world around them to create a lasting connection with the health of the planet.
- Protecting environment enhance ecosystem services such as regulation, provision, supporting and culture.

#### 3.3.1. Procedure to Establishing Environmental School Clubs

##### 3.3.1.1. Steps to Form Schools Environmental Clubs

###### **Step 1: Talk to Your School how to establish an Environment Club**

Ask your school how to start a student organization or club. Typically, schools require student organizations to adopt a set of by-laws or rules, have a core-group of officers, a faculty advisor and agree to abide by school rules and set a vision and mission.

###### **Step 2: The Basics of Setting-Up an Environment Club**

- *Recruit 4-6 core people to help you:* find a few friends or class mates or teacher at your school to help you with the club. This core group can form your leadership team.
- *Appointment of a temporary chairman or president:* at first you will need to assign a temporary leader to preside over the drive to form the club. This may or may not be the person who serves as permanent chairman or president.
- *Election of temporary officers:* the members should discuss which officer appointments are necessary for your club. Decide whether you want a president or chairman; whether you want a vice president; whether



you need a treasurer; and whether you need someone to keep the minutes of each meeting.

- *Preparation of by-laws or rules:* Decide upon a committee to write the by-laws or rule booklet.(Annex 1)
- *Adoption of by-laws or rules:* once the by-laws or rules are written to everyone’s satisfaction, you will vote to adopt them.
- *Election of permanent officers:* at this time you can decide if your club has enough officer positions or if you need to add some positions. Some of the positions you should consider are listed below.

<b>President:</b>	Leads meetings
<b>Vice president:</b>	Supports the president and helps plan events
<b>Secretary:</b>	Records and reads minutes
<b>Treasurer:</b>	Handles funds
<b>Auditor:</b>	Audit finance
<b>Historian:</b>	Keeps a picture book and notes
<b>Publicity Officer:</b>	Makes and distribute

### Step 3: Review and sign the bylaws.

Complete the bylaws and print and put for record

### Step 4: Prepare for first meeting and publicize.

Spread the word and call for your first meeting! It is helpful to have a game plan-- a calendar of events or topics for discussion. While all the planning doesn’t have to be done before the club first forms, it helps to have at least a basic idea of what sorts of topics you will cover, activities you will do, and speakers you will host before you get started. A science teacher or local Environmental office manager or expert could make a speech.

To have meetings you will need to reserve a meeting room. Most schools allow student groups to use classrooms or meeting rooms for their gatherings. A meeting room or classroom which holds 20 to 40 people is ideal for a meeting (Roles and Responsibilities permanent officers attached in Annex 2).

### 3.3.1.2 General order of a meeting

You can use these steps as a guideline for your meetings. Your specific style can be less formal, or even more formal, according to your goals and tastes. These also works for regular meetings

1. Welcome everyone, ask new members to introduce themselves.
2. Pass around the register for those present to sign it; collect dues. (Decide: when do they pay these? Monthly? Weekly?)
3. Ask the coordinator/chairperson to recap the last meeting for those who missed it (doesn’t need to be minutes of meeting, just brief recap).
4. Ask for questions, comments and make clarifications.
5. Ask for updates on what has taken place since the last meeting.
6. Review progress; ask members for their comments on progress or lack of progress; get suggestions for continuance, for improvements.
7. Re-organize actions by doing the following: a) List all actions with time deadlines b) Add names of those responsible for each action c) Ensure that everybody in the club is doing something.

8. After this business session is completed, have a game or something “fun” done by some member (previously prepared). Or
9. Share some environmental information with the whole club. Discuss it by asking questions: who, what, when, where, why, how? Or do some work on the project at this time.

### 3.3.1.3 School Environmental Club Program

The club will include one or many of the following programs.

**Table 1: School Environmental Club Programs**

Program Name	Purpose
School Club	Establish and support after school and classroom clubs where students can participate in environmental projects and gain exposure to the environment and sustainability principles
Field Trips	Facilitate a eco-educational field trips
School Projects	Engage in an eco- projects
Youth Leadership Training	Offer leadership workshops, seminars, and conferences to develop and train students focusing on developing the next generation of environmental leaders.
Ask an Expert or Guest speaker	Establish partnerships with universities, corporations, and foundations to create video shorts designed to improve environmental awareness
Eco Share	Inspire and empower youth to share information through articles, photographs, film, blogs, forum chats, Facebook, Twitter, Skype, U-Tube and social networking to increase collective eco-consciousness

Source: Ministry of Education, Ethiopia

### 3.3.1.4 Suggested Activities for Environmental School Clubs

#### 3.3.1.4.1 Choosing Appropriate Activities for Your Club

Making decision for your club’s project or activity is the first step in planning the activity. The challenge lies in finding the right activity for your own club. Here are some areas to consider when making your choice:

- What you want to achieve
- Select priority activities
- The number of people in your club
- The time of year most appropriate for the activity
- The rules and regulations at your school.
- The time needed to complete it
- The amount of money needed.

If the activity being considered will not fit well with these considerations, choose another activity or project!

N.B. Start small, involve everyone in planning, work together and enjoy it.

#### 3.3.1.4.2 Organizing Your Chosen Activity or Project

- Make a list of jobs to be done and who will be responsible for each.
- Make up a timetable with deadlines.
- Inform your teachers in writing.
- Schedule an evaluation meeting after the activity.
- Send out “thank you” notes to those who helped you.

#### 3.3.1.4.3 Educating others

- Prepare an environmental literacy campaign: get posters put up on bulletin boards, send home a newsletter to parents, have photos on exhibition: do this for different themes each month of the year.
- Prepare and carry out assemblies for the school community on the different environmental days in the school year: National Peace Day, Desertification Day,

Heritage Week, Earth Day, World Water Day, World Environment Day, forest Day, etc.

- Mini media and social media
- Prepare and run a school environmental quiz, drama, poster, and Essay and poetry competition with prizes for winners.
- Prepare some environmental games for students to play and learn with.
- Maintain an Environmental Notice Board with interesting news on the environment and set up Environmental Corners in the library.
- Organize a mini-conference or rally on an environmental issue in your community.
- Arrange for interesting people to speak on a topic or issue
- Prepare and show an environmental video of your campus focusing on any aspect of the environment, e.g., the natural, the buildings, etc.
- Do research on interesting local issues and topics, and make presentations, or have debates.

#### **3.3.1.4.4 Activities: Working Outdoors**

- Identify a local environmental problem, propose solutions and act where possible to solve the problem.
- Go on field trips to interesting areas, e.g., heritage sites, national parks
- Have a “clean-up” day of in your community.
- Manage the resource of the school with respect to use of water, electricity, and paper; give your recommendations to the principal; assist with fund-raising to remedy the situation.
- Prepare and care for a school vegetable garden; beautify the school grounds with ornamental plants that do not require much watering.
- Prepare a compost heap, bag compost, and use it in the school garden, or at home
- Sort garbage (remove paper, plastic, glass, composting materials) and recycle (i) recycle paper to make new paper for cards or notes (ii) sell bottles to recyclers

- Set up a Litter Control campaign on campus (put up dust bins and garbage containers.
- Organize fund rise program” – a walkathon to raise money, for example, for planting trees around the fence line of the school, or for repairing leaking water pipes, toilets, faucets.
- Visit a home for the elderly and entertain them or assist in personal grooming or simple tasks.
- Campaign for mass mobilization

#### **3.3.1.4.5 Follow up and Monitoring**

Clubs are required to undertake monitoring and follow-up the implementation of planned activities to ensure the progress of their activities.

#### **3.3.1.4.6 Discussion or Meeting Topic Ideas**

Discuss:

- How to be more eco-friendly in your home.
- Ways to reduce the amount of water we use every day.
- How to make recycling easier at your house, at school, and in your community. Then implement.
- About alternative sources of energy (wind, solar, geothermal, etc.) and their benefits as well as the challenges associated with lessening our reliance on fossil fuels (political reasons, not cost-effective in the short term, governmental reluctance, etc.). Brainstorm potential speakers and field trips.
- How to compost (i.e., resources, best practices, different ways to compost, and benefits of composting). Start composting at home, school and/or your community.
- How to be more eco-friendly when gift giving. “Green Gift”:
- About Ecological footprints and what each club member can do to reduce their own footprint.
- About Green Transportation and making it work for you: Instead of driving consider biking, walking, riding or taking public transportation.

- How to reuse everyday products: Example: Instead of throwing out plastic bags from your lunch, take them home and reuse them.
- How to eat green in a way that works for your family and budget.
- About the green initiatives in your city and how your Club can get involved.
- Effects of climate change in your backyard: and how you see climate change affecting your surroundings (i.e., animals, humans, extreme weather events, etc.).
- About animals on the endangered species list.
- About urban gardens and help members learn how to create and sustain them.
- About the controversy surrounding genetically modified foods.
- About nuclear issues: nuclear power, nuclear weapons, radiation accidents, nuclear safety and waste management, and nuclear fallout. Request speakers.
- About ozone depletion and what Club members could do to prevent it.
- About Integrated solid waste management
- About Environmental pollution (air, soil, noise and water) and how to reduce.
- How to pack a waste free lunch bag. Start doing this.
- About less common types of pollution (light, noise, visual) and how these affect your everyday life. Think of steps we can take to target the sources of these pollutants in order to lessen their negative impact in our communities.
- About the importance of clean water on both local and a global level.
- About how climate change and climate instability affects people's ability to have access to clean water for drinking, cooking, and growing food.
- Integrated forest management



# Chapter Four

## Sustainable Consumption and Production

Planet Earth is facing a severe global crisis. Economic and social development is putting an unbearable strain on our environment. Inefficient production and consumption patterns, together with uneven distribution, have widened the existing gap between North and South.

Young people today constitute an important group within our consumer societies, and the habit they develop now will play a decisive role in future consumption patterns. Their decisions as consumers exercise a growing influence on markets and lifestyles. Therefore, they deserve special attention in efforts to change our wasteful consumption patterns into ones that are more towards sustainable development.

Sustainable Consumption and Production (SCP) is about “the use of services and related products, which respond to basic needs and bring a better quality of life while minimizing the use of natural resources and toxic materials as well as the emissions of waste and pollutants ...

The concept of Sustainable Consumption is complex and its definition is sometimes hard to pin down!

Most definitions have the following common features:

- Satisfying human needs
- Favoring a good quality of life through decent standards of living
- Sharing resources between rich and poor
- Acting with concern for future generations



- Looking at the ‘cradle-to-grave’ impact when consuming
- Minimizing resource use, waste and pollution

## 4.1 Sustainable Consumption and Production Principles

- Improve quality of life without increasing environmental degradation and compromising resource needs for future generations
- Reduce material intensity, wastes, emissions from extraction, production, distribution, consumption and disposal activities
- Promote shift to materials with lower material and energy intensity.
- Apply life

Generally Production and consumption of goods/services require the use of material and energy from the environment and results in release of wastes and emissions to the environment. It is clear that we must stop and reverse this trend if we want to avoid being overwhelmed by rubbish. We have to end long-term ways of preventing waste for two basic reasons:

- The more waste, the more potential pollution;
- Garbage is full of materials that can be reused and recycled: less waste, more money! How can we rethink waste? First, use less! Second, consider the product’s design. Redesigning products to minimize or even prevent creating waste must also be part of the solution. To further explore the complex issue of eco design, try visiting these and other sites.

These are simple ways to reduce the amount of waste we produce in our everyday lives. Remember the 5 R’s of recycling:

- **Refuse** unnecessary packaging and encourage manufacturers to stop over-packaging their products.

- **Return** bottles and refillable containers whenever you can; buy returnable bottles if possible.
- **Reuse** and refill as much as you can. Items such as envelopes, bottles and plastic bags can all be reused. Take unwanted clothes to a charity shop - not only are you recycling but someone else will appreciate and benefit from them.
- **Repair** things rather than throw them away.
- **Recycle** paper, cans and bottles by taking them to your local recycling center.

We should look at what and how we produce and consume. But in order to do so without too much cost, we - as consumers - need:

- clear information;
- accessible sustainable products & services;
- adequate infrastructures

## 4.2 Eco- labels

**Eco:** relates to ecological or environmental terms. Eco-labeling a product signifies that standard requirements (of that product) for environmental attributes have been met.

Eco-label (green label): a visual communication tool indicating environmentally preferable products and services. Eco-labeling promotes economic development while at the same time promoting:

- environment responsibility
- social responsibility
- economic responsibility
- life cycle approach transparency
- assured credibility of the affiliated eco-label

Organic Standards provides requirements for minimizing use of external inputs and promotes natural agro-ecosystem health. Organic standards found suitable for coffee sector in Ethiopia.



**Figure 1: Ethiopian Labelled coffee**



## 4.3 Examples of Youth Making a Difference in their Communities

### 4.3.1 Project .Turn Grease into Fuel (TGIF) .

Westerly Innovations Network/Westerly Middle School, Westerly, Rhode Island these groups of middle school students, who are passionate about community service, decided to do their part in tackling global warming by creating a sustainable project to collect the town's waste cooking oil, refine it into bio-fuel, and then distribute it.

The students presented their project to the local town council and convinced them to place a grease receptacle at the town's transfer station to collect waste cooking oil from residents. The group also convinced 64 local restaurants to donate their waste cooking oil, which is a by-product of fried food. To collect the waste oil from restaurants and the transfer station, the students collaborated with a local company to collect the waste oil and bring it to a biodiesel refinery where waste cooking oil is recycled into bio-fuel. Funds received from the refinery for the recycling of the waste oil were used

to purchase Bioheat®, a bio-fuel, from a local distributor to give to local charities.

This project has been, and continues to be, a success for the environment and local families in need of heating assistance. To date, this project has collected over 36,000 gallons of waste oil and produced 30,000 gallons of bio-fuel a year, which eliminated 600,000 pounds of carbon dioxide from being released into the atmosphere. The students have donated 4,000 gallons of Bioheat® to local charities and helped 40 families with emergency heating assistance.

Another important part of the project is educating school children and local residents about energy alternatives. The students have made numerous presentations to the local elementary school and local residents to encourage them to participate in the T.G.I.F. project and to teach them about alternative energy sources, the town's recycling program, and global warming.

### 4.3.2 Steps to a More Sustainable School Josh Rubin, Syosset, New York

When Josh entered Solomon Schechter High School of Long Island, he was surprised that there was no recycling program in his school. Paper, plastic and aluminum were constantly discarded into the trash to be hauled away to a landfill; however, the lack of recycling was not due to a lack of awareness. For almost 40 years, the environmental movement and the media have brought light to issues like air and water pollution, conservation, and deforestation. Locally, towns on Long Island have required residential recycling of newspapers, plastic containers, and aluminum containers. Al Gore's documentary film "An Inconvenient Truth" was a very popular film after its release in 2006, and yet so many people still found recycling and active conservation to be too inconvenient. Many were still skeptical and they did not believe that their personal actions or individual efforts would make a difference.

Josh investigated and he found a private company called Royal Recycling that was willing to pick up the school recyclables for free. The school now recycles paper, plastics, aluminum, and cardboard on a weekly basis. In addition, the club led a successful boycott this year of the lunch program's disposable trays.

The club began with 8 charter members and has grown to include more than 50 students from a total population of 180 students. Teachers at the high school are active partners in the project and have helped to facilitate the collection of paper, bottles, ink cartridges and used battery drives. Each week, members of the club collect recycling bins from each classroom. In the past year alone, more than 7 tons of paper, cardboard, plastic, and aluminum collected from Solomon Schechter High School were recycled.

Josh's work with the club has shown that the school's efforts to recycle really do make a difference. Students, teachers, and administrators are more aware of how their actions can improve the environment. Working together, Josh and club members have taken measurable steps to increase recycling at the school and are actively promoting how to make their school as eco-friendly as possible.

### 4.3.3 Illick's Mill Project

*Illick's Mill Partnership for Environmental Education, Bethlehem, PA:* the Illick's Mill Partnership for Environmental Education is an innovative consortium that has transformed Illick's Mill in Bethlehem, Pennsylvania into a thriving community environmental center. Illick's Mill was a grist mill built in 1856 that was later abandoned. Junior and high school students and one dedicated teacher from Liberty High School launched the Illick's Mill Project (IMP) to finish the restoration of Illick's Mill into an environmental education center. With funding raised by IMP, the mill reopened in 2009 as a Stream Science and Environmental Education

Center due to the hard work and dedication of many students. The mission of the center is to serve as a home for environmental action to preserve and protect the Monocacy Creek watershed and its abundant wildlife, and to provide a model of environmental sustainability and technology.

IMP students participate in a non-traditional classroom course at the local high school that emphasizes inquiry-based learning, with learning objectives based on community needs. During the yearlong course, the students organize events and membership drives, write grants, create presentations, engage in environmental work, and learn how to run a nonprofit organization and an environmental education center. This year's students have been recognized as the "new pioneers" of the center. In recent months, they have designed, built, and planted four native gardens, wrote a mission statement for the center, and are currently developing curriculum for courses taught at the center. Under their inspiring leadership and enthusiasm, the Illick's Mill Partnership for Environmental Education has evolved from a restoration effort to a site now focused on full-time environmental education and action.

Under the supervision of IMP students, along with members of the supporting consortium, the education center is now open to the public and hosts habitat preservation, bird watching, fly fishing, water quality monitoring, green technology efforts, and stream bank restoration. Through the committed efforts of students and others, Illick's Mill serves environmental groups across the Lehigh Valley, and in turn, has become an exciting center for environmental learning throughout the community

### References:

school in Environmental club in Wisconsin

<http://www.epa.gov/education/what-environmental-education>.



## Annexes

### Annex 1: Sample Bylaws

#### Article 1: Club Mission

- Increase eco-consciousness by learning about Environment, Sustainable development
- Provide a positive forum in which students can be creative, innovative, and develop leadership skills
- Positively impact peers, families, schools, communities and planet by participating in community service projects
- Promote school environmental activities and community projects
- Participate in field trips to increase knowledge about eco related issues
- Bring noted speakers to School to inspire and educate peers about sustainability
- Participate in habitat restoration
- Increase school-wide energy efficiency and waste management
- Inspire others by participating and planning Earth, Environment, Forest and water day events, projects and competitions
- Participate in legislative policy and changes to protect the planet
- Establish and support projects which protects environment
- Draft and submit grant proposals to various foundations to raise funds for sustainability projects at your school or within your community
- Establish and maintain an e-newsletter and/or regular submit articles to School min-media or local FM radio stations for broadcast

- Adopt a physical location for regular habitat restoration or clean-up
- Become experts in a particular estuary, wetlands, desert, green technology, waste management, etc. and

### **Article 2: Code of Ethics**

- All individual members will be responsible for their actions and be respectful of other members.
- All members will continuously work to improve their knowledge and skills to benefit themselves, their Club
- Members will act as representatives of club and will not engage in activities harmful to the mission or vision of club
- Members shall abide by the student code of conduct published by your school and/or school district.
- The club shall operate in accordance with current school policy.

### **Article 3: Membership**

- Membership is open to any currently enrolled school student.
- Membership is open to any current faculty and staff at School.
- At this time, only enrolled students are allowed to run for club offices.
- Clubs shall not discriminate based upon race, religion, gender

### **Article 4: Officer Positions**

- The officers of this club shall be President, Vice President, Secretary, Treasurer, Historian, and Publicity Officer. Officer positions may be deleted or established by a majority vote of the club.
- Officers will be elected for one year by a vote of the club at the beginning of each term year.
- If an officer position opens for any reason, the club will hold elections at the next club meeting.
- Officers must attend every club meeting (they have one excused absence every quarter).

### **Article5: Officer Tasks**

- President - is the principal officer and therefore responsible for leading the club in meetings and activities in accordance with guidance established by your school and these bylaws.
- Vice President - will assist the president in club management, will supervise club meetings in the absence of the president, and will carry out other duties assigned by the President.
- Secretary - will keep minutes of club meetings, maintain the attendance roster for the club, and maintain club membership records with the names and email addresses of all current members.
- Treasurer - receives and disburses all club funds, maintains a current balance sheet, makes a financial report to the club twice a year or whenever the faculty sponsor or President believes it is necessary.
- Historian - creates and maintains a book of photos, newsletters, committee notes, programs from community services projects, letters from the community, any written accolades, and anything else of historical significance to the club.
- Publicity Officer - responsible for reporting and promoting club activities and community events

### **Article6: Faculty Sponsors**

- The club needs at least one faculty, administrative or adult sponsor (additional faculty sponsors are allowed).
- Sponsors may vote in meetings and participate in all club activities.
- A sponsor must be present at all club meetings.
- A sponsor will be responsible for organizing elections at the beginning of each school year.
- A sponsor will work closely with the club officers in business matters of the club



### **Article 7: Meetings**

- General meetings will be held monthly during school months.
- At least one adult sponsor is required to attend each meeting.
- Current members may bring up new business during the open forum portion of regularly scheduled meetings.

### **Article 8: Dues**

- The Club Treasurer will collect the annual membership dues of \_\_\_\_\_ at the beginning of each school
- The dues will go toward expenses the club program
- Dues will be deposited into the club's school account and maintained by the Treasurer.

### **Article 9: Voting**

- All proposed changes to these bylaws must be approved by a \_ majority vote by members of the club.
- Each member that has paid dues may vote.
- Any member may bring up an issue during the open forum portion of the club meeting and ask it to be put to a vote.

### **Article 10: Club Activities**

- Community Service Projects – the members of the club will participate in community service projects to expand their eco-consciousness, help teach people in the community about the mission of their club, and positive impact their community and planet It is recommended that the club engage in at least two events per year. Examples include habitat restoration, environmental clean-up, Earth or environment Day activities, recycling events, speaking engagements etc.

- Field Trips- a large body of educational research supports that field trips are a key component of school instruction. They are not an add-on, or something that can be eliminated or reduced without serious consequences for student academic achievement.
- Fundraisers - proceeds from fundraisers will be deposited into the club's school account and be used for club activities projects and events.

### **Article 11: Changes to Bylaws**

- Articles in this set of bylaws may be deleted or modified by a majority of the club.
- Changes to the bylaws will be done as amendments.

### **How to Use the Bylaws**

These sample bylaws are to serve as a template for the rules and regulations of Club. All clubs are free to use these articles as they are listed or add or remove articles as they apply to the specific club.

## Annex 2: Sample Officer Roles

### 1. President – Roles and Responsibilities:

- Conduct monthly meetings during school year.
- Attend all club meetings (if unable to attend due to illness or emergency the president needs to contact the Vice-President to run the meeting in their place).
- Make sure all club meetings are fun, organized, start and end on time, and follow the agenda you set at the beginning of the meeting.
- Lead the club in meeting and activities in accordance with guidance established by the School and bylaws.
- Sustain and/or increase the membership
- Help to execute successful projects that address the needs of your eco community.
- Help to develop the leadership skills of the other Club officers as well as members of the Club.
- Delegate tasks to club officers and members of the club and ensure such tasks are completed timely and in line with the mission and vision of the Club.
- Evaluate and set attainable goals for the club.
- Inspire the officers and members of the Club.
- Present with a report at the end of each academic semester detailing the activities of the Club and number of members during the past semester and indicating their future goals and any needed assistance and/or support from club.
- Helping all officers fulfill the goals of their club position and providing guidance and encouragement.
- Meet regularly with faculty or parent advisor to go over monthly agenda, community service projects, and any club issues.
- Conduct elections of new officers and help all candidates who are running to understand about the roles and responsibilities of the positions. Elections should be scheduled in April to allow the new officers to learn about their offices and formulate club and project ideas for the coming year.

### 2. Vice President – Roles and Responsibilities:

- Assist the President in club management and will supervise club meetings in the absence of the president.
- Attend all club meetings (if unable to attend due to illness or emergency the vice president needs to inform the club officers and read the meeting notes to get caught up on club business and project progress).
- Assist the President in any way he or she needs and become familiar with presidential duties should he or she be absent at club meetings or community service projects.
- Help spread the word about the club to students at your school and help them decide if the club is right for them.
- Give advice, support, and encouragement to all officers and members of the Club.

### 3. Secretary – Roles and Responsibilities:

- Keep minutes at club meetings.
- Attend all club meetings (if unable to attend due to illness or emergency the secretary needs to inform another club officer to keep minutes at the meeting).
- Maintain the attendance roster for club meetings and community projects.
- Maintain club membership records of all current members including: name, address, phone and email contacts, grade level, birthday, Club joining date, any officer positions held, and eco related interests.
- Maintain all other important club record files including: copy of the Club guidebook, bylaws, past achievement reports, past monthly reports, past and current rosters of members and officers.
- Give advice, support, and encouragement to all officers and members of the Club.
- Help spread the word about the Club to students at your school and help them decide if the club is right for them.



#### **4. Treasurer – Roles and Responsibilities:**

- Receives and disburses all club funds.
- Attends all meetings (if unable to attend due to illness or emergency the treasurer needs to inform another club officer about his or her absence).
- Maintains a current balance sheet of club funds.
- Lead and organize fundraisers to raise funds for the Club.
- Makes a financial report to the club twice a year or whenever the faculty sponsor or president thinks it is necessary.
- Give advice, support, and encouragement to all officers and members of the Club.
- Help spread the word about the Club to students at school and help them decide if the club is right for them.

#### **5. Historian – Roles and Responsibilities:**

- Attends all meetings (if unable to attend due to illness or emergency the historian needs to inform another club officer about his or her absence).
- Takes photos and/or video at club meetings, community project events, field trips, and any other club event.

- Creates and maintains a book of photos, newsletters, committee notes, programs from community services projects, letters from the community, any written award, and anything else of historical significance to the club.
- Responsible for creating any award certificates given to officers or members for outstanding service to the Club.
- Provide necessary documentation to any other officer to aid in the completion of their duties.
- Give advice, support, and encouragement to all officers and members of the Club.
- Help spread the word about the Club to students at school and help them decide if the club is right for them.

#### **6. Publicity Officer – Roles and Responsibilities:**

- Attends all meetings (if unable to attend due to illness or emergency the historian needs to inform another club officer about his or her absence).
- Responsible for publicizing the club, fundraising events, community service projects, and club members.
- Lead and organize projects designed to promote the Club and work to build a list of local media contact



**Federal Democratic Republic of Ethiopia,  
Environment, Forest and Climate Change Commission**

