

ACTION CHALLENGE NUMBER ONE



SCHOOL AGENDA 21

prepared by
The Rescue Mission Action Team
March 1994

How was Agenda 21 made? There's no better to find out than to make one yourself. Because schools in many countries consume tons of energy, resources and children's time, we feel you would do well to make an Agenda for your schools in the 21st Century. Your work will provide an important contribution to your district's Local Agenda 21. The UN has asked for all Local Agenda 21s to be ready by 1996. Every Agenda 21 approaches problems in the same way. First it gets information about what's going on. It calls this the Basis for action. Second, it looks at what needs to be done: what goals need to be set, what Objectives? Third, what Action needs to be taken to achieve those goals? Fourth, what is the Cost of taking those actions? - and how is that cost to be paid? We call this the B.O.A.C. method - and it's a great way for looking at any problem.

TAKE A VERY SIMPLE EXAMPLE:

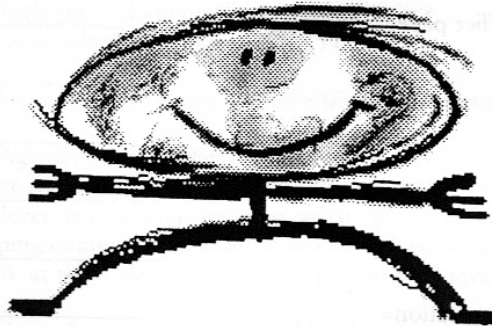
BASIS FOR ACTION: I'M HUNGRY; I WANT AN ICE-CREAM;

OBJECTIVE: PLEASURE!

ACTION: FIND ICE-CREAM STORE; PERSUADE PARENTS TO GIVE MONEY;

COST: FIND OUT SHOP PRICE, OR COST TO MAKE YOUR OWN.

You will notice that there is a close link between Action and Cost. Often you cannot take the Action until you have discovered the Cost + a way to pay it. This, as we've noticed, is why so many actions in Agenda 21 have not been taken. Think about this as you prepare your School Agenda 21. Remember: Practice the art of the Possible!



THE SCHOOL AGENDA 21

Take a class or group of 20+ kids, and split them into five teams(4-5 in each). Appoint a reporter for each. Follow these steps:

1. Get permission from your Head Teacher and the cooperation of the Staff!
2. Get answers to the questionnaire. Write up results for homework;
3. Brainstorm Objectives with the entire group.
4. Brainstorm what Actions need to be taken to achieve those objectives
5. Calculate the cost;
6. Present your school Agenda 21 to representatives of the whole school including staff for discussion and comment;
7. Adjust your final document based on those comments and arrange a presentation to your local, state or provincial government authority + press & media.
8. Be sure to send a copy of what you do to Rescue Mission Headquarters so that we can compare results for the next Action Update!

BASIS FOR ACTION

Name of School: _____

Country _____

1. ENERGY: How much carbon per pupil does your school pump out into the atmosphere? You can very easily find out by getting hold of last year's fuel bills from your school administrator, finding out the number of therms, "kilowatt hours" (Kwhs.) and/or litres/gallons of oil your school used in the year, then multiply the total by the magic carbon-per-unit figure. The result is the total amount of carbon your school pumped out; divide by the number of students to get the carbon-per-student ratio. Clear? Try it!

1. Electric: _____ total Kwhs. for 1993 x 2.5 = _____

2. Gas: _____ total Therms for '93 x 12 = _____

3. Oil: _____ total gallons for '93 x 20 = _____

total litres for 1993 x 5 = _____

TOTAL carbon emitted: _____ = _____ Lbs.

divide by _____ (the number of students at your school) = _____ Lbs. Carbon per student

NOTE: Several schools tested this questionnaire and the results were interesting. The three British Schools had almost identical carbon per student ratios of around 1250 lbs. per student; BUT the school in Finland, a much colder country, had a carbon per student ratio of 677 lbs. per student, practically half the UK schools. Shows that perhaps Finnish schools are better insulated than British ones.

2. TRASH: Gather one day's trash and pile it in a flat, dry place. Sort it into heaps and weigh each one using a bathroom scales. Separate any trash that is currently recycled and weigh this separately. Be sure to indicate Lbs. or Kilograms;

ITEM	Weight in Lbs./Kgs	Recycled
1. Recyclable Paper (Newspapers, cardboard etc.)=	_____	_____
2. Other paper (books, magazines, office paper, packaging etc.)=	_____	_____
3. Metal - cans etc.=	_____	_____
4. Glass - bottles, jars etc.=	_____	_____
5. Plastics - bags, jars, packaging=	_____	_____
6. Clothing, rags etc.=	_____	_____
7. Compost - waste food, peelings, vegetation=	_____	_____
8a. Other rubbish that can be recycled =	_____	_____
8b. Other rubbish that cannot be recycled =	_____	_____
TOTALS:	_____ Lbs./Kgs.	_____
Divide TOTALS by _____ (number of students)=	_____ Waste-per-student	

NOTE: In the original questionnaire, we asked schools to weigh a week's worth of refuse. Since this amounted to several tons, we decided to scale it back to one day's but if you are feeling strong, go for a week's worth: the ratios will be more accurate.

3. **TRANSPORTATION:** Make a full-page chart with columns drawn in like this; then make several copies of it. Interview students and staff to find out how they get to & from school. You don't need to interview everyone: a sample of 15-20% is fine

Name:	Miles from School	walk;	bicycle;	bus;	train;	car-pool;	private car
Totals:							

Total no. of miles/kms.() ÷ Total no. questioned:()

= Average distance travelled per person, per day;

Express each total as a %
of the number questioned: .

NOTE: In the pilot tests, amazing things were discovered - kids in UK using cars to take them 100 yds. to school, very few using buses, bikes or carpools.

4. **ECO-SENSITIVITY OF YOUR SCHOOL:** Explore the ways your school is taking care of the environment around it:

	YES	NO
1. Does your school use recycled paper for exercise books, notepads etc.	_____	_____
2. Does your school have a vegetarian alternative at meal times? - what % of students take it? _____ %	_____	_____
3. Is there an environmental club? - how many members? _____	_____	_____
4. Does your school celebrate Earth Day?	_____	_____
5. Does your school have a nature reserve or special eco-project?	_____	_____
6. Does your curriculum include lessons on Environment?	_____	_____
7. Are students made responsible for cleanliness and hygiene in your school?	_____	_____
8. Are there other ways in which your school displays eco-sensitivity?	_____	_____

Add notes about any of the items which you have ticked "YES".]

5. **DEVELOPMENT:** Complete change necessary to make the Questionnaire usable in developing as well as developed countries. Adjust as follows:

The Key difference between Agenda 21 and almost every other eco-book is that takes into account the need for development. To prepare your Agenda 21, it is important to know what your school is doing to support development needs. If your school is in a developed country, focus on what you are doing to support the needs of the developing world; if you are in a developing country, look at what links you have forged with the developed world and delete words as necessary. Also, look at what your school is doing to help disadvantaged people in your own community.

	YES	NO
1. Is your school twinned with a school in the developed/developing world?	_____	_____
2. Does your school collect money for Aid agencies? - does your school receive funds and/or equipment from Aid Agencies?	_____	_____
3. Is there a Third World Shop or outlet for Third World goods at your school? - does your school raise funds through direct trade with developed countries?	_____	_____
4. Does your school organize community service projects for disadvantaged people in your community?	_____	_____
5. Does your curriculum include lessons on Sustainable Development?	_____	_____
6. Does your school organize exchanges or trips to the developing world? - does your school organize trips or exchanges with the developed world?	_____	_____
7. Are there any other bridges of assistance or support between your school and those in the developed/developing world?	_____	_____

Add notes about any of the items you have ticked "YES".

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OBJECTIVES:

This where you get to Dream!

- Imagine your school as you would like it to be in - say - 2035 when your grand-children are set to go there. How would you like to see it changed? Look carefully at the results on the Questionnaire: what changes do the results suggest? - in the buildings? - in the curriculum? - in how students and staff get to school in the most eco-friendly way?
- How will your school be of greater support to schools in the developing world?

Do not, at this point, even think about how you are going to do any of these things. Just analyse carefully what you think a 21st Century school ought to be like, then dream! Get each member of your group to write down a list of no more than 10 Objectives. Discuss them in the whole group; then make a list of the ten which the majority feel to be the most important. You can do this by giving each member ten votes, making up a sheet with all the Objectives listed, and asking each member to tick those they feel important.



ACTION:

Now get real! What actions could you take

to see these objectives achieved. YOU - students and staff, not some distant government, local, city, or national. List the actions you personally could take over the next year to achieve some of these objectives. That list can be as long as you can make it. THEN - in small type at the end - modestly make your suggestions for what governments might do. No more than ten proposals.



COST:

What is all this going to cost? Money, obviously, -

but don't think just in money terms. Think about people and/or skills needed. If you want new courses in schools, think about the cost of training new teachers, building new colleges. If you want to have computer links between schools, think about the need for expanded phone systems, more trained engineers, more satellite systems. Think about the capacity your country, town, city must have to accommodate your ideas.

Also think about how to do your actions at no cost - or for the kind of money you can raise through bake sales, or begging money off your parents. These are the actions that come first, and they are often the most valuable.

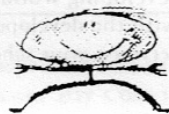


WHAT NOW?

Get your Rescue Mission Reporter's Cards!

Write up a tidy presentation of your school Agenda 21 using illustrations where possible (remember a picture tells a thousand words!) Send it to us. As long as it meets the criteria set by the United Nations, we shall send up to five Rescue Mission Reporters cards to enable you to pursue future Action Challenges with greater credibility in your community.

Before you send it off, we do urge you to present your Agenda to the whole School; discuss it with staff and the students; then adjust and edit based on comments. Also, present it to your Local Government and Press. Send it to:



Rescue Mission Headquarters, The White House, Buntingford, Herts, UK SG9 9AH