

SRS Satat Vikas Ke Liye Shiksha Abhiyan

an integrated program partnering hope into action.

SRS Sarva Shiksha Karyakram

a food for education program supporting inclusive learning

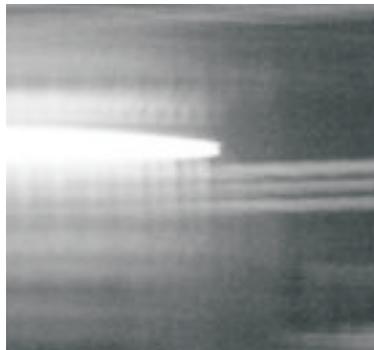
SRS Medhavi Chhatra Karyakram

a program to recognise and support meritorious students



EDUCATING sustainable development

an inclusive and equitable education that promotes
lifelong learning opportunities



sdg 4.7 - a mission for the blurred vision

TEACHING AND LEARNING FOR A SUSTAINABLE FUTURE

Creating processes to emphasize the need for stimulating a holistic, integrated and interdisciplinary approach to developing the knowledge and skills needed for a sustainable future as well as changes in values, behaviour, and lifestyles.



A REPORT

2018-2019



Bridge 47

Together for a human education
Together achieving SDG 4.7

4 QUALITY EDUCATION



In simple terms, education imparted and/or utilised in ensuring sustainable development is termed as Education for Sustainable Development (ESD). UNECE defines ESD to “promote sustainable thinking and acting. It enables children and adults to make decisions and at the same time understand how those decisions affect future generations and the life of others.” Therefore, ESD is to be mainstreamed in teacher education, assessment and education policies.

Goal 4: Quality education

Since 2000, there has been enormous progress in achieving the target of universal primary education. The total enrolment rate in developing regions reached 91 percent in 2015, and the worldwide number of children out of school has dropped by almost half. There has also been a dramatic increase in literacy rates, and many more girls are in school than ever before. These are all remarkable successes.

Progress has also been tough in some developing regions due to high levels of poverty, armed conflicts and other emergencies. In Western Asia and North Africa, ongoing armed conflict has seen an increase in the number of children out of school. This is a worrying trend. While Sub-Saharan Africa made the greatest progress in primary school enrolment among all developing regions – from 52 percent in 1990, up to 78 percent in 2012 – large disparities still remain. Children from the poorest households are up to four times more likely to be out of school than those of the richest households. Disparities between rural and urban areas also remain high.

Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education.

Transformative Education for Target 4.7

SDG Target 4.7 states “all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights,

gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

It reflects the transformative power of education by promoting global citizenship, sustainable development, human rights, gender equality, peace, and appreciation of cultural diversity. To effectively achieve Target 4.7, the strengths of each of its components must be built upon, common ground identified, and past and ongoing successes and failures learnt from.

As Target 4.7 draws from various components of transformative education, it necessarily requires multifaceted and multiple approaches. This includes utilising different disciplines to build capacity in order to engage with the complexities and uncertainties that define key interdependent global issues. The following recommendations build from those put forward in the National Declaration.

Specific recommendations

1. Support a process that creates national, and where appropriate, sub-national and regional coalitions reflecting the strengths and expertise of different components of transformative education and identify common interests, messages and actions that connect different actors in new ways to deliver outcomes of SDG 4.7

2. Further enable and create new opportunities for capacity building and upskilling of practitioners and learners linked to transformative education for sustainable development, including, revisiting assumptions and world views, unlearning and learning, holding and exploring differences and ensuring the meaningful inclusion of people who are systematically under represented and marginalized.

Indicators for 4.7

Measuring progress is challenging given the multidimensional nature of Target 4.7 and the fact that there are different understandings of the focus of this target at global, national and sub-national levels, as well as among various stakeholders. While the diversity of interpretations of the Target are inspiring, this can also present a communication challenge and can complicate measurement efforts.

All learners should acquire the knowledge and skills needed to promote sustainable development, including, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development



In measuring progress, greater clarity is required about how Target 4.7 relates to local contexts, this will assist in determining the purpose of relevant monitoring and assessment indicators and the types of indicators that are most relevant in capturing the depth of efforts and quantitative and qualitative changes required.

The current Global Indicator 4.7.1. measures inputs to the education system (i.e. the extent to which GCED and ESD are integrated in national policies, curricula, teacher education and student assessment). It is largely, but not exclusively, related to the formal education system. Efforts should be made to ensure that education undertaken in other settings (non-formal and informal) and during the life cycle are also fully recognised and that measurement ultimately supports learning.

Competencies for 4.7

Competencies linked to Target 4.7 relate to learning, engagement and critical reflection, and the use of cognitive, affective and behavioural skills and understanding. Such competencies are common to all of the components referred to in the Target and enable people to play active roles in the transformation of society at the global, national and local levels.

The Ten Targets

4.1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning

outcomes

4.2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

4.8 Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

4.9 By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.10 By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states. ■

Raising Awareness and **Encouraging** the Community **to Engage**

Developing assets for education, the call to action plan would provide solutions for policy, strategy and programme development for food loss and waste reduction. This shall empower stakeholder in starting multiple food for education programmes. An incentive to lower dropout ratio from the schools

As part of developing assets for education for sustainable development the National Campaign on Reducing Food Wastage: Don't You Waste Food (DYWF), a pan-India movement, was launched in Patna in December 2017.

DYWF is a call-to-action plan of UNDP's Sustainable Development Goals (SDG) to improve the social and economic conditions of people across the globe. The twelfth goal of SDG aims at responsible consumption and production, the thrust of which is to "reduce food wastage by 50% at production and consumption level" by 2030. The goal also highlights the underlying reasons for fast depleting resources. This is where the campaign is drawn from. The DYWF Campaign seeks to convene the most effective ideas to make an impact on food waste reduction.

The awareness programme is aimed at reducing food wastage at the individual, household and institutional level, creating an impact at the local, national and global level.

In a way, it's a testament to the incredible progress we've achieved as a species by producing an overabundance of food to ensure survival. And while we continue to make progress through technology to increase efficiencies in our food system, we're moving in an unsustainable direction, with more and more food being produced while nearly a billion people still don't have enough to eat. Tackling and realising SDG 12.3 will also benefit other goals directly. Example, Goal 1 (No Poverty), Goal 2 (Zero Hunger), Goal 4 (Education) Goal 13 (Climate Action) and Goal 14 (Life Below Water).

The campaign has been categorized into three major





phases. The ongoing phase involves building awareness and capacity in tier two cities of the country. Seminars and awareness walks are being conducted to achieve the target of reducing food wastage by 50% by year 2030.

Following the launch of the campaign in Patna, two major conclaves have been organised; in Nagpur and Ahmedabad in April and August 2018 respectively. The seminars were followed by an awareness walk on Food Waste Reduction, led by school and college students, educators, NCC cadets and officers and people from all walks of life. Presently, the campaign is being hosted in tier two cities of the country every quarter. Subsequently as we gain momentum it will be organised on a bi-monthly basis.

The fourth in the series was held in Guwahait in 2019.

Where Does it Lead to

Planned in two levels, the campaign is spread over two days. Day one is a seminar to discuss multiple aspects of food waste and conservation and the impact of it on the education. The speakers and delegates are invitees from the intelligentsia. This is followed by a press conference to discuss the outcome and the conclusion of the seminar.

Day two is a walk by the school children trying to draw the attention of people on an impending problem that is looming large, food wastage. The walk is joined by luminaries, thinkers, academicians, media people and all those who think that the food waste is an issue they need to draw and immediate stop to.

Events such as this help raise awareness of wastage of food and encourage the community to engage with children and adults on the spectrum to help them integrate fully the concept of non-wastage in their lives.

However, DYWF Campaign is only possible with the support of individuals, established organizations and institutions who are committed to open a dialouge in mobilizing effort to stop food waste, awareness.

This would increase the impact of food loss and food waste collaboration. It would also lead to coordination of world-wide initiatives on food loss and waste reduction. The call to action plan would provide solutions for policy, strategy and programme development for food loss and waste reduction.

We seek your effort and support and looking forward to make an important contribution to DYWF Campaign's ambition to inspire even more young people to reclaim their future. The DYWF Campaign seeks to convene the most effective ideas to make an impact on Food Waste reduction.

The Role We Play

We are being a catalyst to create a forum for creating awareness and informing the populace through collective and coercive action. We train children across schools and colleges by organising workshops in association with Henry Harvin Education Services **to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.** ■



Target 4.7 promotes sustainable development through **global education**

The aim is to spearhead change: reaching out to young students will enable the campaign to touch the very foundation of the society.

It is one of the most ambitious and complex SDG targets. It sits at the heart of the SDG 4 and SDG 12 experiences, and Education for Sustainable Development (ESD) Impact and its partners are stepping up to both own the Target and develop a mechanism to collect data that is missing from the reporting mechanisms currently in place.

The Target 4.7

By 2030, SRS shall endeavour to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

We believe that participating in ESD advances target 4.7, and that expanding ESD programs to others is a way of promoting global education and competencies that directly align with this ambitious target.

ESD Impact, along with its partners, is initiating a conversation in the ESD community around 4.7, through two unique initiatives. A Personal Learning Network (PLN) for ESD Directors and educators is being established to discuss the ways that ESD activities align and support global competencies. As we promote this conversation within the ESD community, a comprehensive data-gathering mechanism will be piloted by a small number of schools in 2019-2020, with a larger global role out in late 2020. The hope is to develop a method to capture, through data, something that ESD Directors and students already know: Model ESD has lasting impact on its participants by deepening global education competencies, which in turn are the foundation for the mindset and skills needed to live and promote sustainability in all its forms.

Personal Learning Network

Led by System Research Society, participants will be given a monthly reading that relates to Global Education, its place in the ecosystem, and the intersection of these competencies and goals within ESD itself. Participants will interact via social media, and receive a digital certificate at the end of the eight month discussion. The goal is to foster deeper understanding among ESD Directors about where Education for Sustainable Development fits into the Global Goals, specifically 4.7, and how the ESD community can draw attention to this alignment both with their students and other educational stakeholders.

Data Gathering Mechanism

Led by ESD Impact, delegates at several pilot schools will be provided a self-assessment tool, and asked to assess their ESD participation and its impact on a number of indicators. A final tool will be made available for the start of the 2020 school year. The goal is to gather data on the impact Model ESD has on its participants. This data will be shared with relevant UN agencies who study and track global education. It will be a long overdue contribution to the ESD community, who currently lacks hard data to back its assertions of the deep impact the program has on participants.

Our Challenge

Target 4.7 currently faces several unique challenges. The indicators underpinning this target (expressed in raw numbers of students studying curriculum with a global education component) is not universally practiced. The weaknesses of both the data and how it is gathered has reduced this target to a Tier III status. This means that without an established and comprehensive means to gather data to track progress, target 4.7 is in danger of being eliminated. The ESD Impact community is stepping up to start this conversation, support 4.7, and advocate for the importance of ESD to support global education.

Generating Effective Knowledge Base

One of the main outcomes is vouching for is to generate data. This data shall help in finding better solutions for the country and create effective roadmap for a country specific solution. This will further help in achieving our goal.

It is the objective of the campaign, as it spreads through the cities, to leave lasting imprints in the cities covered. These imprints will structure to expand and deepen the impact of the message. Towards this goal we shall forge lasting relationships with key citizens and stakeholders of these cities, who will then be the engines that will drive the message in the region.

Reducing food losses by just 15 percent would save enough food to feed more than 25 million Indian children every year at a time when one in 106 rural Indian lacks a secure supply of food.

We thereafter plan to create a body which will not only work in these cities to educate people but also bringing together the civil society to work together. ■



Promoting **Satat Vikas Ke Liye Shiksha**

The project promotes sustainable thinking and acting. It enables children and adults to make decisions and understand how those decisions affect future generations and the life of others.

Education is an important instrument to facilitate the process of sustainable development, globally. Sustainable Development Goal (SDG) 4 reads, 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

In the current scenario, Education and Sustainable Development are inter-linked and dependent on each other. The seventh point (target 4.7) of the same goal further states: "by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development."

Satat Vikas Ke Liye Shiksha

In simple terms, education imparted and utilised in



ensuring sustainable development has been named as **Satat Vikas Ke Liye Shiksha** which aims to "promote sustainable thinking and acting. It enables children and adults to make decisions and at the same time understand how those decisions affect future generations and the life of others." Therefore, **Satat Vikas Shiksha** is to be mainstreamed in teacher education, assessment and education policies.

Through SRS's national campaign, awareness is being created on **Satat Vikas Ke Liye Shiksha** at the school levels. The twelfth goal of SDG aims at responsible consumption and production, the thrust of which is to "reduce food wastage by 50% at production and consumption level" by 2030. The goal also highlights the underlying reasons for fast depleting resources. This is where the campaign is drawn from. SRS food for education program singles out schools and colleges and self help groups to identify and implement **Satat Vikas Ke Liye Shiksha**.

The awareness programme involves building awareness and capacity in tier two cities of the country. It focuses on the development and strengthening of individual competencies, enabling the individual to contribute to and participate in sustainable development processes of various kinds and dimension.

Seminars and awareness walks are being conducted to achieve the target 2030. The seminars were followed by an awareness walks led by school and college students, educators, NCC cadets and officers and people from all walks of life.

SRS Education for Sustainable



Development improves the quality of life through education. SRS Education for Sustainable Development's programs promote individual and collective change: Our training programs improve adult education, help displaced peoples, and reduce violence through conflict resolution.

How do we do

SRS Education for Sustainable Development takes keen interest in building the skills, knowledge and resources of local groups so they can accomplish their missions effectively.

We use experiential and engaging teaching techniques to help people and organizations develop skills that build on the learners' context (cultural, linguistic, geographic, and economic), and include vital information about life and livelihoods—health, agriculture, small business development—that learners can put to immediate use.

Founded to meet the needs of the educationally disadvantaged, SRS Education for Sustainable Development has worked in over 15 districts in Andhra Pradesh and Telengana apart from for different states like Bihar, Maharashtra, Gujarat and Assam.

Working in concert with private, public, and non-governmental organizations, SRS Education for Sustainable Development initiatives support effective local management and promote partnerships between local organizations.

Medhavi Chhatra Karyakram

Under this programme, meritorious and talented students are awarded scholarships by SRS on a regular basis. In an annual event, those who have secured first, second or third position in class IX examination are recognized for their outstanding performance and felicitated.

The idea is to motivate them further for next year's board examination. Most of these students belong to not so privileged background. Therefore, this programme also financially supports them in continuing their education further.

Over the years, it has been observed that such initiatives



have created a positive impact in these young minds. They feel highly motivated and focused.

The percentage of students passing each year has been increasing. School drop-out rates have considerably gone low. In the schools where mid day meals are being served every day, scholarship acts as an additional motivational factor.

With the exponentially growing population and constant struggle for food, clothing and shelter in our country, educational development is emerging out as a serious concern.

At least 62.1 million children are out of school in India. The 2011 Census estimated the figure at 84 million—nearly 20% of the age group covered under the Right to Education (RTE) Act. The annual average dropout rate at the primary school level in the country was 4.13 per cent since past few years. The main reason is lack of financial resources. SRS provides free mid day meal every day at various schools across the country.

The society provides and distributes school uniform and other school/ study material to economically not so privileged school going children. Many families of these children are also being supported on monthly basis. ■



Rashtriya Satat Vikas Shiksha Abhiyan - Education for Sustainable Development (ESD)

working to strengthen **access to all levels of education** and training for the less fortunate

An integrated program to educate reach and train people across the country aimed at integrating the principles and practices of into all aspects of education and learning. It also aimed to encourage changes in knowledge, values and attitudes with the vision of enabling a more sustainable and just society for all.

Transformative education fosters engaged, active and critical learners and builds constructive and democratic approaches to difference. SRS **Rashtriya Satat Vikas Shiksha Abhiyan** or Education for Sustainable Development (ESD) is dedicated to improving the lives of the poor through education and social and economic development programs. The projects demonstrate a wide range of our work to reduce poverty through education.

SRS Education for Sustainable Development's continued progress in livelihoods trainings; using technology to improve the quality of education at every level through curricula development, teacher support, and local partnerships; and developing interventions to help vulnerable youth and adults continue their education and live healthier lives.

In 2016 SRS Education for launched multiple new projects, to establishing workplace education for adult learners.

Developing Assets

At first it sounds like a phrase from The Wall Street Journal, an estate planning objective, or a corporate growth strategy. But what does "developing assets" have to do with SRS Education for Sustainable Development and its work with poor populations in our India who have low literacy skills and lack basic education?

If we step beyond our customary notion of assets as economic holdings and think of assets as the things everyone needs in order to be secure and self-reliant, then 'developing assets' characterizes SRS Education for Sustainable Development's work very aptly.

For individuals, the fundamental assets are good health; knowledge of sound health practices, reproductive options, and sustainable agricultural practices; literacy, numeracy, and business and civic participation skills; income; and access to credit. SRS Education for Sustainable Development has helped thousands of people to develop and sustain these assets.

To the extent that communities learn how to grow their crops in more profitable, environmentally sustainable ways, how to administer their local school system, or how to advocate for their shared interests, they create valuable assets. SRS Education for has had great success in helping communities develop and sustain these assets.

In-country non-governmental organizations and other local institutions increase their effectiveness and impact by developing their assets: program staff capacities, managerial competence, sound financial systems, and effective boards. By training their staff members, coaching their managers, and helping these organizations build management and accountability systems, SRS Education for helps local organizations develop their assets.

In fragile democracies, a citizenry that participates actively in public affairs is an asset that will stabilize and sustain the society. When a country increases the percentage of its girls who attend school, improves the status of women, and expands their economic options through non-formal educational opportunities, it makes investments that benefit not just the girls and women, but all of us. SRS Education for is fostering the development of those assets.

As you learn about our work, you will see SRS Education for Sustainable Development at work-in a variety of settings-helping to develop the assets of individuals, communities, local institutions, and societies. And just as these individuals, communities, and societies are using their assets to improve their lives and the prospects for their children, we hope you will be inspired to be our partner in helping them to succeed.

There is an immediate need for a shift in our lifestyles and a transformation of the way we think and act. To

achieve this change, we need new skills, values and attitudes that lead to more sustainable societies.

Education systems must respond to this pressing need by defining relevant learning objectives and learning contents, introducing pedagogies that empower learners, and urging their institutions to include sustainability principles in their management structures.

The 2030 Agenda for clearly reflects this vision of the importance of an appropriate educational response. Education is explicitly formulated as a stand-alone goal – Goal 4. Numerous educations related targets and indicators are also contained within other Goals (SDGs).

Education is both a goal in itself and a means for attaining all the other SDGs. It is not only an integral part of sustainable development, but also a key enabler for it. That is why education represents an essential strategy in the pursuit of the SDGs.

Our program identifies indicative learning objectives and suggests topics and learning activities. It also presents implementation methods at different levels, from course design to national strategies. The aim is not to be prescriptive in any way, but to provide guidance and suggestions that educators can select and adapt to fit concrete learning contexts.

Core Expertise

SRS Education for combines extensive technical knowledge with evidence-based approaches that consider the needs of everyone we serve. We specialize in the following areas:

Basic Education to Support Life Skills Training,





Sustainable Agriculture/Food Security and Basic Education to Support Life Skills Training

To grow into well-functioning adults, it is critical that youth learn key life skills. Life skills include critical and creative thinking, decision-making, effective communication, as well as skills for developing healthy relationships and a positive self-concepts.

Life skills help people make responsible and informed choices and can promote healthy lifestyles as well as career skills.

According to WHO, life skills may be defined as “abilities for adaptive and positive behavior, that enable individuals to deal effectively with the demands and challenges of everyday life... Every school should enable children and adolescents at all levels to learn critical health and life skills.”

Unfortunately, however, many children do not have access to education that provides such life skills training. SRS Education for Sustainable Development works with partners—including ministries of education, schools, and NGOs, to develop life skills curricula and training approaches—to assist programs to more effectively integrate and teach life skills to students in both formal schools and nonformal settings.

In Telangana and Assam, SRS Education for Sustainable Development is supporting the National Life Skills Education Policy by developing a teacher training curricula with a three-tiered classification of life skills including general life skills, pre-vocational skills, and career skills.

In Bihar, SRS Education for Sustainable Development created integrated literacy curricula whereby out-of-school students learned literacy skills using materials that taught them key life skills—from health and cleanliness to avoiding being trafficked—while learning to read.

Sustainable Agriculture/Food Security

Agriculture is a source of livelihood for 40 percent of today's global population, according to the United Nations. Sustainable local agriculture, forestry, and fisheries can

provide nutritious food for communities, generate incomes, support rural development, and protect the environment. But food security and agriculture as a source of livelihood are under threat by unsustainable practices, loss of crop diversity, and environmental degradation worldwide.

SRS Education for Sustainable Development promotes sustainable agriculture and natural resource management within rural farming communities by providing training and technical support to farmers. Sustainable agriculture is an approach to agriculture that is ecologically sound, economically viable, and contributes to social justice in farming communities.

SRS Education for Sustainable Development also works with community groups and schools to train youth and their care-givers in sustainable agricultural practices that increase nutrition for students, families, and entire communities and also provide a livelihood, as well.

Although our education work spans a wide range of issues, our focus is always on building the capacity of our partners to implement successful programs

Education for Sustainable Development

Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all.

Education for Sustainable Development (ESD), is a program that defines education that encourages changes in knowledge, skills, values and attitudes to enable a more sustainable and just society for all.

Education for Sustainable Development (ESD) is an inclusive and equitable quality education that promotes lifelong learning opportunities, encourages changes in knowledge, skills, values and attitudes to enable a more sustainable and just society for all.

Rashtriya Satat Vikas Shiksha Abhiyan (ESD) is based on the principles and values that underlie Sustainable Development. It deals with the well-being of all four dimensions of sustainability – Environment, Society, Culture and Economy using a variety of pedagogical techniques that promote participatory learning and higher-order thinking

skills. It promotes lifelong learning and is locally relevant and culturally appropriate.

It is based on local needs, perceptions and conditions, but acknowledges that fulfilling local needs often has international effects and consequences; engages formal, non-formal and informal education. It accommodates the evolving nature of the concept of sustainability and addresses content, taking into account context, global issues and local priorities.

It builds civil capacity for community-based decision-making, social tolerance, environmental stewardship, an adaptable workforce, and a good quality of life. It is interdisciplinary. No single discipline can claim ESD for itself; all disciplines can contribute to ESD.

What Is Education For Sustainable Development

Education for Sustainable Development (ESD) processes emphasize the need for stimulating a holistic, integrated and interdisciplinary approach to developing the knowledge and skills needed for a sustainable future as well as changes in values, behaviour, and lifestyles.

ESD Is About Learning

Respect, value and preserve the achievements of the past, appreciate the wonders and the peoples of the earth, live in a world where all people have sufficient food for a healthy and productive life, assess, care for and restore the state of our planet, create and enjoy a better, safer, more just world, be caring citizens who exercise their rights and responsibilities locally, nationally and globally.

Education for in early childhood education

Children are the basis for all dimensions of sustainable development. They have a right to thrive, develop to their full potential, and live in a sustainable world. As such, children should be at the center of the post-2015 Goals.

Children's growth and development is profoundly shaped by the educational, social, and economic opportunities afforded them by adults in a range of contexts.

Decades of evidence has shown that early childhood is a critical stage of human development, laying down the foundations of brain architecture and functioning. Early experiences in the home and in communities interact with genes to shape the nature and quality of the brain,

supporting the development of a range of early skills, including cognitive, social, self-regulation, and executive function skills.

Each of these skills is predictive of school success, higher earnings, participation in communities, and reduced odds of delinquency, crime, and chronic and non communicable disease.³ Later skills build cumulatively upon these early skills, resulting in higher returns on investment in early development.

The capacity of nations to grow, innovate, and strengthen depends on a healthy and productive population. Therefore, the large number of children starting life at severe risk threatens all other Goals.

What is sustainability in Early Childhood Education

Practicing sustainability empowers children to construct knowledge, explore values and develop an appreciation of the environment and its relationship to their worlds. This lays the foundations for an environmentally responsible adulthood.

Education for Sustainable Development

Sustainability in Education is often referred to as Education for Sustainable Development (ESD), which is Education for allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

It relates to the subject of education for Sustainable Development (ESD) for Early Childhood Education (ECE), the case that Education for Sustainable Development (ESD) offers the field of early childhood a valuable base upon which to begin addressing some substantial contemporary concerns.

ESD promotes the incorporation of local and indigenous understandings in formal education, given: (i) broadening appreciation of the reality that early childhood education is characterised by diversity in early values and practices across socio-cultural contexts, and; (ii) global interest in and commitment to early childhood education, the field is not only in need of, but also well-placed to adopt this key principle of ESD.

What are School Leaders Doing

A sustainable school can help prepare young people for a lifetime of sustainable living through its teaching, learning,





and assessment, as well as its day-to-day practices. School leaders are fostering this culture by

Taking a whole-system approach to sustainability, placing it at the heart of the ethos of the school, demonstrating it in management practices, operations, and facilities, and embedding it in teaching and learning, and promoting it in communities.

Developing an ESD school plan or integrating sustainability within the existing school plan. Providing professional learning for educators and staff in sustainability issues and practices. Also developing leadership models, management practices, and policies that reflect environmental, economic, social, and cultural considerations. Promoting sustainability in the school in ways that help students to understand the factors that affect their well being and improve their capacity for sustainable living.

What do we do

Rashtriya Satat Vikas Shiksha Abhiyan ESD empowers students to take action, individually and collectively, to effect change now and in the future. Educators are supporting students in the classroom by

Providing opportunities for critical thinking about emerging issues (e.g., climate change, poverty reduction, biodiversity), while problem solving for sustainable solutions; assisting students to become effective citizens and change agents by addressing the ESD learning outcomes. Using pedagogical approaches to facilitate participatory and learner-centred education that develops critical thinking, active citizenship, systems thinking, inquiry, active learning, problem solving, and futures thinking, emphasizing both local and global contexts.

We encourage students to take an active role in the classroom, school, and community to effect positive change and to minimize negative environmental, economic, social, and cultural impacts on future generations. We also help in assessing the impact of students' actions in enhancing sustainability, reflecting on the impact of students' actions on learning, understanding, and changed behaviour.

We provide teaching and learning for a Sustainable Future which provides professional development for student teachers, teachers, curriculum developers, education policy makers, and authors of educational materials.

Education – a key instrument to achieve the SDGs

Embarking on the path of will require a profound transformation of how we think and act. To create a more sustainable world and to engage with sustainability related issues as described in the SDGs, individuals must become sustainability change-makers. They require the knowledge, skills, values and attitudes that empower them to contribute to sustainable development.

Education, therefore, is crucial for the achievement of sustainable development. However, not all kinds of education support sustainable development. Education that promotes economic growth alone may well also lead to an increase in unsustainable consumption patterns.

The now well-established approach of Education for Sustainable Development (ESD) empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations.

Rashtriya Satat Vikas Shiksha Abhiyan (ESD) aims at developing competencies that empower individuals to reflect on their own actions, taking into account their current and future social, cultural, economic and environmental impacts, from a local and a global perspective. Individuals should also be empowered to act in complex situations in a sustainable manner, which may require them to strike out in new directions; and to participate in socio-political processes, moving their societies towards sustainable development.

Rashtriya Satat Vikas Shiksha Abhiyan (ESD) has to be understood as an integral part of quality education, inherent in the concept of lifelong learning: All educational institutions – from preschool to tertiary education and in non-formal and informal education – can and should consider it their responsibility to deal intensively with matters of and to foster the development of sustainability

competencies. ESD provides an education that matters and is truly relevant to every learner in the light of today's challenges.

Rashtriya Satat Vikas Shiksha Abhiyan (ESD) is holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment. Thus, ESD does not only integrate contents such as climate change, poverty and sustainable consumption into the curriculum; it also creates interactive, learner-centred teaching and learning settings.

What ESD requires is a shift from teaching to learning. It asks for an action-oriented, transformative pedagogy, which supports self-directed learning, participation and collaboration, problem-orientation, inter- and transdisciplinarity and the linking of formal and informal learning. Only such pedagogical approaches make possible the development of the key competencies needed for promoting sustainable development.

Rashtriya Satat Vikas Shiksha Abhiyan is explicitly recognized in the SDGs as part of Target 4.7 of the SDG on education. With its overall aim to develop cross-cutting sustainability competencies in learners, ESD is an essential contribution to all efforts to achieve the SDGs, enabling individuals to contribute to by promoting societal, economic and political change as well as by transforming their own behaviour.

ESD can produce specific cognitive, socio-emotional and behavioural learning outcomes that enable individuals to deal with the particular challenges of each SDG, thus facilitating its achievement. In short, ESD enables all individuals to contribute to achieving the SDGs by

equipping them with the knowledge and competencies they need, not only to understand what the SDGs are about, but to engage as informed citizens in bringing about the necessary transformation. ■





We at System Research Society (SRS) would like to thank all of you for being so generous in sponsoring our efforts to reclaim our future. It truly means so much to us. World over, when so much is being done in the effort to reinstate our human ideology, we in India are trying to make a concerted effort to add our contribution to it. That you have helped us raise our hopes, we are thankful. It is you who helped us to dare to think beyond the time we live. It is you who have given us the strength to think beyond our own selves. We look forward to your continuous support. Again, thank you so much for your generosity. We are so grateful. We appreciate support and we want to say a big THANK YOU! The least we can ever do is to say thank-you to all, in gratitude. ■

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Rashtriya Satat Vikas Ke Liye Shiksha Abhiyan

The campaign enables by providing a platform for centralising and sharing information, developing analysis, creating necessary coordination mechanisms and supporting capacity building on sustainable capacity.

An initiative that seeks to reach people globally by retracing their relationship sustainable education and the reiterating the need to live it.

To help reach our goal of actively supporting and enhancing the work of the Uns' efforts on SDGs, our 'Educating for SDGs project contributes to the 2030 Agenda in the following ways:

We connect with educators responding to a call to action plan within education to meet the Sustainable Development Goals.

We point to open and accessible resources, lessons plans, and projects directly aligned to the Sustainable Development Goals.

We advance the work of the SDGs in relation to education through advocacy and outreach and higher education stakeholders, defined as educators, students, parents, and community members. ■

institutions the program has been initiated

PATNA

1. St. Josephs Convent High School (50 children)
2. Notre Dame Academy (50 children)
3. St Michaels High School (50 children)
4. Loyola High School (50 children)
5. St. Xaviers College (35 children)
6. NCC Directorate, Bihar & Jharkhand (100 cadets)

AHMEDABAD

1. Shreyas Foundation (50 children)
2. Shri Narayan College of Commerce, Gujarat University (60 children)
3. Kendriya Vidyalaya (100 children)
4. NCC Directorate, Gujarat, Dadra Nagar Haveli, Diu and Daman (100 cadets)

GUWAHATI

1. St. Stephen's School (35 children)
2. NCC, Directorate North East Region (100 cadets, Guwahati & Shillong)
3. Delhi Public School (40 children, 20 delegates in the seminar)
4. Royal Global University, School of Mass Communication (20 children)
5. Royal Global School (55 children)





service makes us smile

SRS envisions creating an alternative paradigm that ensures individual welfare, sustainable economic growth and consequential social prosperity.

People think that `about us' have to sound formal to gain credibility and trust. But most people find it easier to trust real human beings, rather than a description that sounds like it came from an automation. Hence trying to sound too professional on our 'about us' page sounded stiff, not-so-safe copy. Instead we decided to make sure our copy blends in with the works and talks about who really we are to drive home the point that we are people with a passion for creating values in human life. Serving makes us happy.

SRS stands for System Research Society that advocates overcoming of social and economic barriers, to help individuals reach their desired goals. Propelled by meaningful social interactions, it vouches to achieve sustainable change.

The Mission

Empowering mankind globally by creating awareness.

The Vision

Shaping the future for an equitable living, discovering means for a possible sustainable change and sharing the

knowledge with the world. Ultimately, the goal of the organization is to help usher in a more compassionate and equitable world for all.

The Organisation

System Research Society (SRS) is an organisation for uplifting lives. Through responsible promotion and by creating ripples of awareness every individual is tried to be touched, through capacity building, research, publicity, publishing, holding conferences and seminars to derive sustainable change. It envisions creating an alternative paradigm that ensures individual welfare, sustainable economic growth and consequential social prosperity. At SRS, empowerment is driven through awareness.

The Work

SRS stimulates collective participation as a tool to propound causes of global concern. SRS inspires solidarity of the community to serve humanity by collating individual skills, time and resources to bring about sustainable change. It initiates and inspires the youth to become leaders and agents of change through grassroots public service opportunities.

To meet its mission of empowerment, SRS makes living, sharing and working in everyday life, an experience to foster the development of service, learning opportunities, becoming a focal point of change.

Along with spreading awareness and capacity building, the organisation feeds the hungry from its soup kitchens and food banks under its various food programmes; the weekly and the monthly food programmes, the relief support programme and the mid-day meal programme for the children of the economically not so privileged sections. Other than that the organisation takes care of orphans, educate children, run weekly clinics and organize free health and eye camps from time to time. With the initiatives around six lakh people are fed every year.

The Commitment

SRS is committed to establish a platform which is humanitarian, and responsible, providing effective services and opportunities that account for development, enhancement in quality of lives and its experiences, and to tie the thread of humanity with compassion, mutual respect and inclusivity. ■



our actions **serve humanity**

Spread across India in Delhi, UP, Rajasthan, Telengana, Karnataka, Kerala and Maharashtra, SRS on ground projects empower people at basic levels

We're a community that believe that everyone deserves quality life. We're reshaping the landscape of human life by creating awareness to empower them guided by our hundred percent promise of empowerment.

Our Approach

We build safe ecosystems, support individuals with innovative resources and provide them with supportive programs in order to increase outcomes. As a data-driven organization, we rigorously monitor the effectiveness of every program, project and pilot that we implement.

We value freedom — and real freedom requires an economy that works for everyone. Freedom means being able to make a living and have time for a life — time to take a loved one to the doctor, attend a parent/teacher conference, spend time with family, and retire in dignity.

We, at SRS work to make sure that everyone gets a fair shake, so we all have the freedom to join together in union and negotiate a fair life.

In alignment with the principles of the organisation, many direct and indirect self-funded activities are carried out in seven states of this country.

Daily Food Programme

Around 3500 people are fed; nutritious, wholesome, freshly prepared meals prepared in our community kitchens. The daily food programme channelizes hygienic food, prepared under strict supervision, to those in need.

The process manifests daily through our kitchens in Delhi, Hyderabad, Noida, Ajmer and Vishakhapatnam.



Mid-Day Meal Programme

Through Mid-day meal programme, we ensure that the children, belonging to economically not so privileged backgrounds, attend school regularly. Everyday a different menu is served.

Along with this, meritorious students are awarded with financial aid in the form of scholarships.

Weekly Food Programme

Like all other initiatives, the weekly food programme is a people centric initiative that serves food at certain identified locations. Through this people are given required nourishment while they return to their homes after having toiled for the day. In NOIDA, Vishakhapatnam, Hyderabad and Trivandrum regularly carry out this and similar programmes. We have been conducting rehabilitation camps in Telengana and Andhra Pradesh

Monthly Support

As a core responsibility, fundamental support, both financial and foundational, is given to thirty two orphans in Delhi and fifty orphans in Hyderabad. The idea is to strengthen their capabilities as individuals and is taken care of by SRS, by providing for their education expenses. Many families are also being supported on monthly basis.

Relief Support

During times of natural calamity or a disaster, emergency relief camps have been supplied with food, water and medicine support at site. Emergency Food Relief programmes have been effectively organized in time and with available resources to cater to on-ground needs. ■

System Research Society

(a not-for-profit registered under the societies act 1860)

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The Project | Laying down the Foundation

To help reach the SRS goal of supporting and enhancing the work of the UNs' efforts on SDGs, our 'Educating for SDGs' project contributes to the UN 2030 Agenda.

SRS connects with educators responding to a call to action plan within education to meet the Sustainable Development Goals.

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SRS Vision

Shaping the future for an equitable living, discovering means for a possible sustainable change and sharing the knowledge with the world. The ultimate goal of the organisation is to help usher in a more compassionate and equitable world for all.



Food wastage is a problem that needs urgent attention. It is a problem that perhaps many of us have contributed towards during our lifetimes. Food for education enables us to keep hundreds of children in school year after year