



**ACTION FOR AGRICULTURE**  
REGISTERED NOT-FOR-PROFIT CHARITY

# **BANKSIA FOUNDATION 2023 NSW SUSTAINABILITY AWARDS**

*MARKETING AND COMMUNICATIONS FOR IMPACT*



# BACKGROUND AND MOTIVATION

## WHO ARE THE MOST POWERFUL COMMUNICATORS OF SUSTAINABILITY MESSAGES?

Our young people.

## HOW DO WE EMPOWER OUR YOUNG PEOPLE TO BE THE CHANGEMAKERS?

We support young people to investigate the world, recognise perspectives, communicate their ideas, take action and be 21st century global citizens.

## BACKGROUND AND MOTIVATION

Action4Agriculture is a non-profit organisation that believes that while young people may be only 20% of our population, they are 100% of our future.

Our motivation is driven by the BIG QUESTION? What matters most for young people to understand about the world so they can participate fully in its future?

With pressing issues such as protecting the environment, managing unprecedented human migration, and addressing the challenges of poverty, global health, and human rights, our future depends on our ability to work together.

Action4Agriculture aims to create a national movement of young people who are solving tomorrow's problems today and who look to the future with confidence knowing they can change it, through the lens of United Nations Sustainable Development Goals (SDGs) and our food and fibre industries.

*"Hope is the necessary catalyst for action, and that activists (and would-be activists) must hold onto hope in order to create a world more like the one they want to live in, even in the face of enormous obstacles, especially, and necessarily, in the face of uncertainty."*

– Rebecca Solnit *Hope in the Dark*.

In 2023 we launched and completed the pilot of the Young Environmental Champions (YEC) to empower young people to look at global problems and find local solutions. This program partners with the SDGs to support young people to investigate the world, recognise perspectives, communicate their ideas, and take action.

The YEC tasked our young people with creating a social or environmental impact project that would bring about positive change in their communities which they then pitched to a panel of judges. By equipping them with 21st century skills and giving them confidence to make their issues heard, the YEC is creating the employees every Banksia Award applicant will want.



# 02 APPROACH AND IMPLEMENTATION



Josh Farr explaining the program and how it works  
(click to watch)

## WHAT WE DID ...

For over a decade Action4Agriculture has been designing and delivering programs to support young people to make that vital connection between stewardship of the environment and agriculture. Our cornerstone in-school programs have been [The Archibull Prize](#) and [Kreative Koalas](#).

These successful and popular programs are initially teacher-led. In 2023 we wanted to give agency and voice to our young people and to let them take the lead. The Young Environmental Champions program was created for them with a broad range of regionally

based experts, including young role models from the agricultural sector, known as Young Farming Champions (YFC). This ensured the program was youth led, co-designed and actively incorporated the voices of young people from design to delivery as well as act as workshop co-hosts.

Drawing on our experience in the Hunter and Hawkesbury regions we launched and delivered the YEC to students in ten schools, with the aim of creating a student-led program that could be scaled and replicated.

Through in-person and on-line workshops we introduced the students to the SDGs, team building, program management, design thinking, stakeholder management, community action planning and how to effectively pitch their ideas. We gave them a leadership coach and mentors. We connected them with community projects, government agencies, volunteers and individuals who shared their visions and supported bringing their big ideas to fruition.

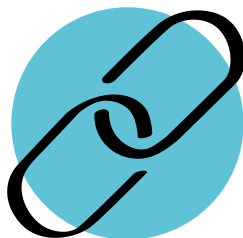
To complete the YEC journey students came together for a celebration event where they pitched their community action plans to a panel of judges and explained how the SDGs guided and informed their projects. You can view these extraordinary projects [here](#).

## THE PROGRAM FOCUSES ON THREE KEY PILLARS OF SUPPORT *NETWORKING-MENTORING-EMPOWERING*



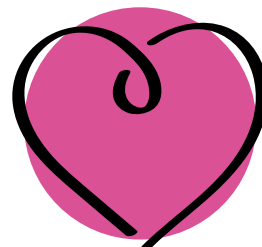
### **NETWORK YOUNG PEOPLE WITH:**

- Other young people in their region and other regions across NSW.
- Young people/role models who have successfully transitioned to higher education as mentors.
- Subject matter experts both within their community and outside their community.
- Other young people who have designed and delivered successful community projects.
- Mentors, allies, champions.



### **MENTOR YOUNG PEOPLE TO:**

- Develop new skills and knowledge.
- Create and implement their OWN solutions, relevant to their local communities and/or educational institutions.
- Be changemakers and influencers.
- Develop social capital - the friendships, community contacts, mentors and networks that build a sense of belonging now and in the future.



### **EMPOWER YOUNG PEOPLE TO:**

- Confidently design and implement action learning experiences that have a genuine impact, from start to finish.
- Build their networks.
- Have agency and voice.
- Develop succession plans and leave a legacy.

## WHO WE WORKED WITH ...

To successfully launch and run the YEC we were grateful for funding from Vincent Fairfax Family Foundation and the NSW Government's Office for Regional Youth.

To implement the YEC we drew upon our experience and relationships developed through previous in-school programs and engaged a range of diverse stake-holders including:

- **Workshop facilitators** - Josh Farr from Campus Consultancy ran seven workshops for students while changeologist Les Robinson ran a workshop for teachers giving them valuable tools to support their students.
- **Centre of Excellence in Agricultural Education** - enabled four schools in the Hawkesbury region to participate in the program.
- **Young Mentors** - students from the University of Newcastle and early-career agricultural professionals from the Young Farming Champions network provided mentorship to participants.
- **Government** - Newcastle and Maitland Councils, NSW Government's Office for Regional Youth, Hunter Local Land Services and RDA (Regional Development Australia)
- **Environmental and Community Groups** - Hunter Landcare, Greater Sydney Landcare Network
- **Environmental Champions** - AAEE (Australian Association of Environmental Educators) chair Sue Martin, Newcastle environmental advocate Alexa Stuart, Youth Community Coordinator (ORY) Dan Brown, CoastXP founder Dominic May and founder of theBEATS.org Tommy Viljoen.

## AND THEN OVERCOMING THE CHALLENGES ...

The flow on affects from the pandemic, teacher shortages, teacher overwhelm, movement of Naplan, changing rules for school excursions created challenges in the delivery of the YEC program. For example, we had schools signed up and participating but when a teacher was absent for an extended time the school had to withdraw.

In early 2023 the government announced Naplan would be bought forward from May to March, and this impacted school's ability to participate in Term 1 and also caused nominated schools to withdraw.

Another challenge was funding matched to financial years rather than calendar years. We identified that projects in schools need to run in calendar years with 6 months lead time to build the relationships and allow teachers to build the program into the curriculum.

We completed evaluation surveys and through these were able to identify areas where teachers struggled, such as program timing and number of students participating. All feedback will be used to refine and improve the YEC program in the future.

In overcoming our challenges we were grateful for the Office for Regional Youth's flexibility, which enabled us, in turn, to flex and adapt.

## FEEDBACK FROM IN-PERSON INDUCTION WORKSHOP

STUDENTS IDENTIFIED MEETING LIKE-MINDED PEOPLE AS A HIGHLIGHT OF THE PROGRAM.

*"I liked how I was able to connect to various people and meet many professionals who have interests that I share with them."*

- Student

*"...the connection with the external stakeholders ...was surprisingly good... [students] appreciated engaging with other people who made it real for them..."*

-Teacher

*"[Students] loved talking with the external stakeholders, and people from the council, finding out,... how they could... connect with them to solve problems."*

- Student

*"...giving kids exposure to external people that actually do live and breathe this stuff is invaluable for them..."*

(Teacher)

# 03 RESULTS AND IMPACT



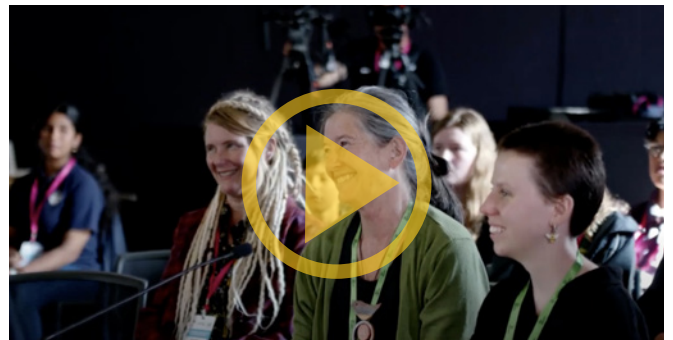
Champion Primary School - Hamilton Public School  
(click to watch)



Reserve Champion Primary School - St Brigid's Primary School  
(click to watch)



Champion Secondary School - St Joseph's College Lochinvar  
(click to watch)



Reserve Champion Secondary School - Centre of Excellence in Agricultural Education  
(click to watch)

As the evaluation report clearly shows, YEC graduates are global citizens building a sustainable and just world.

## YEC GRADUATES CAN



### INVESTIGATE THE WORLD BEYOND THEIR IMMEDIATE ENVIRONMENT

Framing significant problems and conducting well-crafted and age-appropriate research.



### REGONISE PERSPECTIVES, OTHERS' AND THEIR OWN

Articulating and explaining such perspectives thoughtfully and respectfully.



### COMMUNICATE IDEAS EFFECTIVELY WITH DIVERSE AUDIENCES

Bridging geographic, linguistic, ideological, and cultural barriers.



### TAKE ACTION TO IMPROVE CONDITIONS

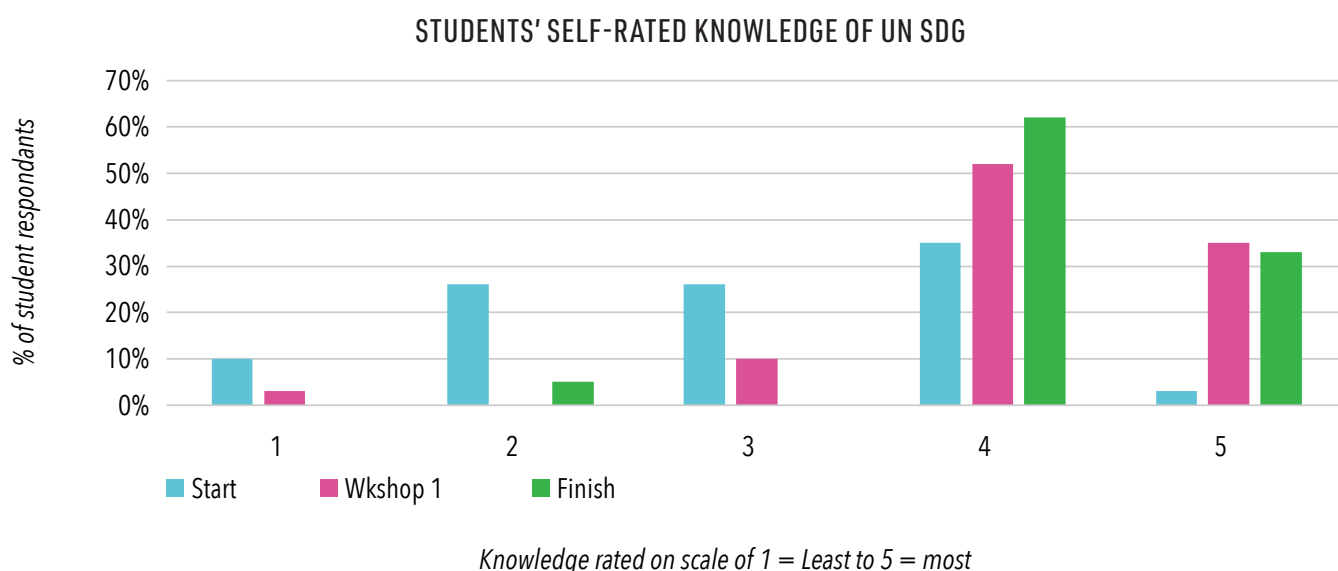
Viewing themselves as active, reflective participants in the world.

To assess the impact of our applied research program students and teachers were surveyed via entry and exit surveys, on-line workshop questionnaires and phone interviews and results were compiled in an evaluation report by Danielle Blenkhorn from Sustainable Schools. See [here](#).

The evaluation report concluded:

- The YEC is a dynamic leadership program that encouraged students to be agents of change.
- Students developed a deeper understanding of the Sustainable Development Goals
- Students appreciated opportunities to meet like-minded young people and professionals.
- The YEC provided opportunities to develop and enhance communication skills, working in and leading teams, problem solving and project planning.
- Students increased 21st century skills, including their levels of confidence in a range of areas that encourage resilience and wellbeing, being a good team member, problem solving and taking positive action.
- The hybrid delivery of in-person and online workshops provided flexible learning opportunities.

One of the driving aims of the YEC was to communicate the SDG to students. At the beginning of the program, most students rated their knowledge at a low level (62% rating 1,2 or 3). At the completion of the project, most students rated their knowledge of SDGs at a high level (95% rating 4 or 5).

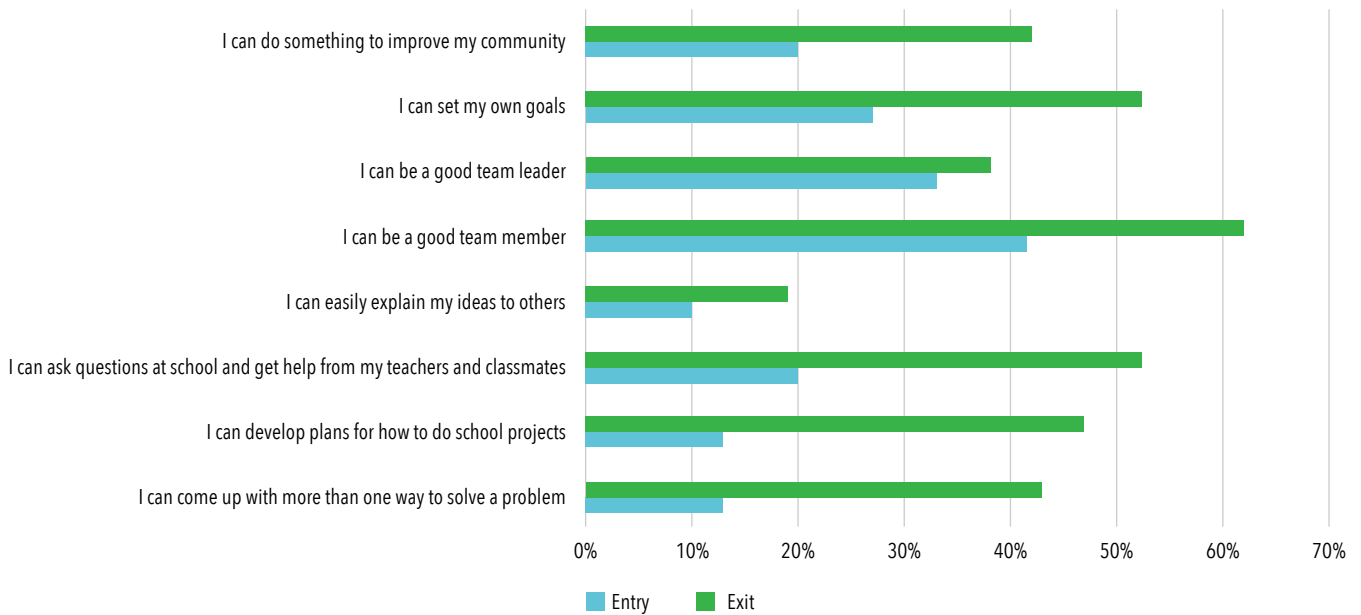


Students reported changing their thoughts or actions on sustainability because of taking part in the program. Ways students changed included:

- Increased knowledge, awareness and understanding of environmental issues.
- Improved communication and project-based learning skills.
- Empowered to take individual action to improve environmental sustainability.
- Empowered to encourage others to take individual and collective action to make positive change.

This was also reflected in the proportion of students reporting 'extremely high' levels of confidence across a range of issues that relate to resilience and wellbeing concepts.

## PROPORTION OF STUDENTS REPORTING 'EXTREMELY HIGH' LEVEL OF CONFIDENCE



The most notable increases in high levels of confidence were for the questions:

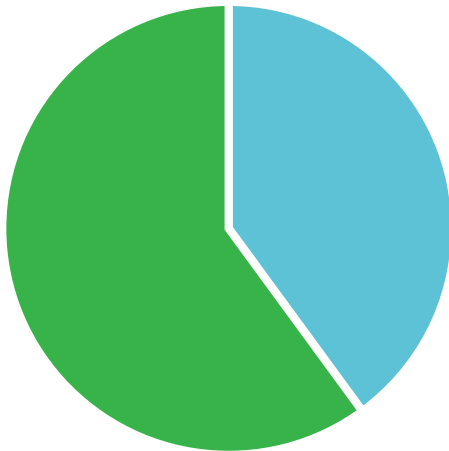
- I can ask questions at school and get help from my teacher, increase from 60% to 90% reporting high levels of confidence (50% increase)
- I can develop plans for how to do school projects, increase from 60% to 85% reporting high levels of confidence (42% increase)
- I can do something to improve my community, increase from 57% to 80% reporting high levels of confidence (40% increase)

Drilling down on this data further produced startling statistics such as the number of students identifying as confident "extremely confident" in developing plans for school projects. This figure increased from 13% at the beginning of the program to 48% at completion, representing an increase of 2.5 times.

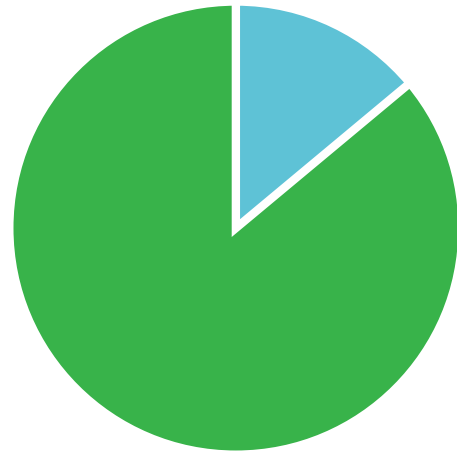
This is shown through this teacher's anecdote about a student's engagement and increased confidence as a result of the program.

***"...[A parent] rang me that afternoon to...say that she was crying at just how much her daughter had blossomed going through the program. Because it had challenged her - she had to address our assembly, she had to run our environment meetings. She had to come to that Pitch event and talk to all the people. Aside from the sustainability side of it, the opportunities to allow our kids to be involved in programs like that is really valuable..."***

I CAN DEVELOP PLANS FOR HOW TO DO SCHOOL PROJECTS  
- STARTING PROGRAM

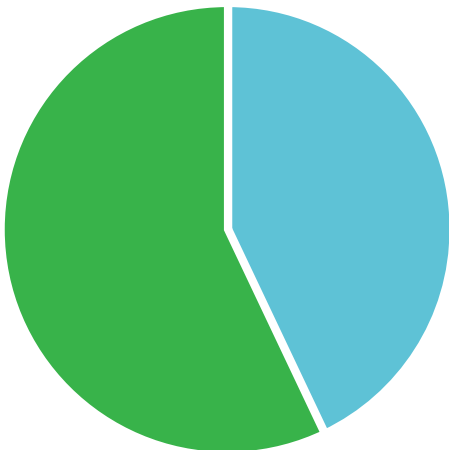


I CAN DEVELOP PLANS FOR HOW TO DO SCHOOL PROJECTS  
- COMPLETING PROGRAM

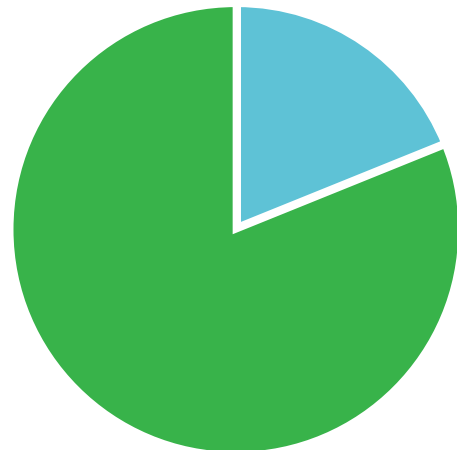


● Low confidence (not at all, slightly, somewhat) ● High confidence (Quite and extremely)

I CAN DO SOMETHING TO IMPROVE MY COMMUNITY  
- STARTING PROGRAM



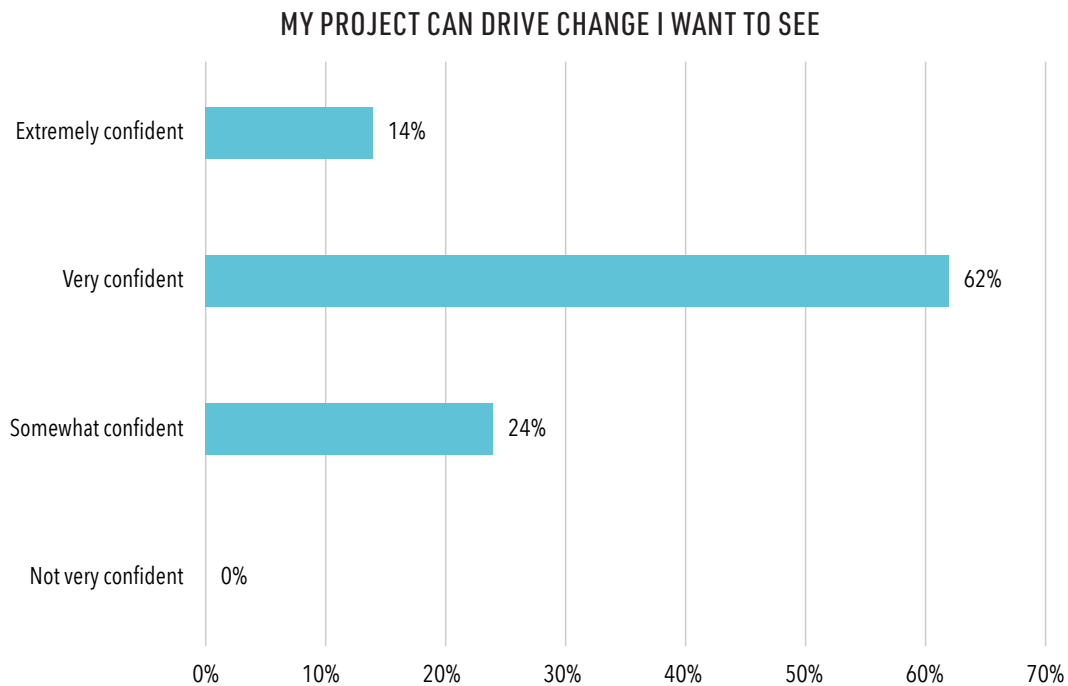
I CAN DO SOMETHING TO IMPROVE MY COMMUNITY  
- COMPLETING PROGRAM



● Low confidence (not at all, slightly, somewhat) ● High confidence (Quite and extremely)

**PERHAPS THE MOST TELLING STATISTIC IS THAT THE MAJORITY (76%) OF STUDENTS WERE EITHER 'VERY CONFIDENT' OR 'EXTREMELY CONFIDENT' THAT THEIR TEAM PROJECT COULD DRIVE THE CHANGE THEY WANTED TO SEE.**





Data aside, feedback from students and teachers reflected the success of the YEC in communicating sustainability issues and giving agency and voice to our young people.

Student comments:

***"[I have an] understanding that sustainability isn't just a yes or no but is rather a scale. This way, I have tried to go up further on the scale."***

***"You can't just tell people to change, you have to be the change."***

Teacher comment:

***"...The benefit of a project such as this is the authenticity of learning and development of real-world skills. It enables young people to engage in real world systems, to understand constraints and structures on real world problems and to engage with experts."***

# 05. INNOVATION AND LEADERSHIP

Our programs are leading the way in design, delivery and celebration. We support young people to develop, grow and evolve. We teach them the skill of looking back and reflecting and being able to identify their growth as leaders.

We bring together members of government, teachers, parents and the community to celebrate them for their leadership and contributing to people, place and planet.

*"We are often so busy that we don't take the time to celebrate our successes at the end of a project, we just hurriedly move on to the next thing. This is not the case with the Young Environmental Champions Program, which culminates in a show stopping awards ceremony attended by students, teachers, stakeholders and local dignitaries. The pride on the faces of the students when they see how valued they are for all their hard work gives me goosebumps. More importantly, it gives the students the confidence that they can continue to make a difference."*

– Jane Lloyd-Jones School and Community Engagement Officer Hunter Local Land Services

*"Vinnies supported Action4Agriculture initiatives over 18 months in the middle of the multiple lockdowns. Nonetheless, the programs continued and the disruptions didn't diminish the curiosity of students and their amazing ability to express learning creatively, culminating in an Awards and Celebration ceremony. This brought together all the schools and all of the incredibly colourful, expressive and thoughtful projects in a festival of hope and imagination. It was so inspiring to see a generation of future leaders wanting to learn more about some of their communities and worlds pressing issues like water management and climate change and want to be a part of the future solution. That is what the ceremony was all about and what it celebrated."*

– John Fenech St Vincent's Bushfire Recovery Project Manager



Whereas other in-school programs are designed and delivered by teaching staff, the YEC showcases disruption by being completely student-led within a framework of the SDGs. Students come together to focus on issues that matter to them and are supported to explore these and find real-world solutions. Along the way they learn leadership and 21st century skills to enable them to confidently approach their future.

For the students this gives free rein to their imagination:

***"I was able to open up ideas, I looked through the lens of my teammates, and by putting our brains together we have come up with an idea that may be difficult but possible to do."***

For teachers this was an innovative way to educate:

***"It is always hard as a teacher, handing over control .... [but] that's their opportunity to learn. This program allowed them ownership. They are so passionate; they come up with these ideas of how they want to change things and how they want to influence people. It so inspiring and you really get swept up in their ideas."***

In addition, YEC demonstrates disruption, innovation and leadership by:

- Encouraging students to think about global problems and act at a local level
- Empowering students to be confident communicators and collaborators and creative and critical thinkers.
- Preparing students for the green jobs of the future.
- Delivering on what teachers want – programs that engage students and show the real-world impact of their studies.
- Connecting young people with community leaders and mentors, showing them that the "adult-world" values their ideas and contributions.

Quantitative and qualitative interpretation of our survey data allows us to determine the success of the program and how it can be scaled and replicated. Danielle Blenkhorn, in the evaluation report, recommended:

***"Regional uptake of the program can be supported by existing education networks and educators, such as education officers within Local Land Services, Education Pathways Program and Regional Industry Education Program."***

With this recommendation in mind we are thrilled to announce that Sustainable Schools NSW will take ownership of the YEC program going forward in order to deliver it into schools across the state in combination with our existing Kreative Koalas program. The strength of Kreative Koalas lies with the incorporation of arts into STEM with the painting of a fibreglass koala; the strength of the YEC is a student-led program where our young people can champion issues that are important to them.

The lasting legacy of this union will be a network of young people who can effectively communicate sustainability concepts and be the leaders of change in our future. In short, our X-factor and our legacy will be that we are creating:

***THE EMPLOYEES EVERY  
BANKSIA AWARD  
APPLICANT WILL WANT.***



## **BRIGHT IDEAS FROM TOMORROW'S LEADERS**

**"LESS SOUND  
POLLUTION"**

**"I'D LIKE  
PEOPLE TO  
GENERATE THEIR  
OWN ENERGY, LIKE  
RIDING A BIKE  
CONNECTED TO  
A DYNAMO."**

**"I WOULD LIKE TO  
MAKE SURE THAT THE  
WATER THAT WE GET FROM  
FLOODS DOESN'T GO TO  
WASTE. I WANT TO CREATE A WAY  
WHERE THE WATER FROM THE  
FLOODS FOLLOWS A ROUTE WHERE  
IT REACHES A DAM AND CAN BE  
USED FOR TRANSPORTING TO  
OTHER COUNTRIES IN NEED  
AS WELL AS FOR OUR  
OWN USE."**

**"BEING A KIND AND  
DECENT PERSON TO  
THOSE HAVING TROUBLE  
AROUND YOU AND  
SUPPORTING THEM IN  
ANYTHING THEY MAY  
NEED HELP IN."**

**"YOU PUT  
RUBBISH INTO A  
MACHINE AND IT  
TRANSFORMS INTO  
ELECTRICITY."**

**"FLYING TO  
MARS AND  
STARTING TO  
TERRAFORM IT."**

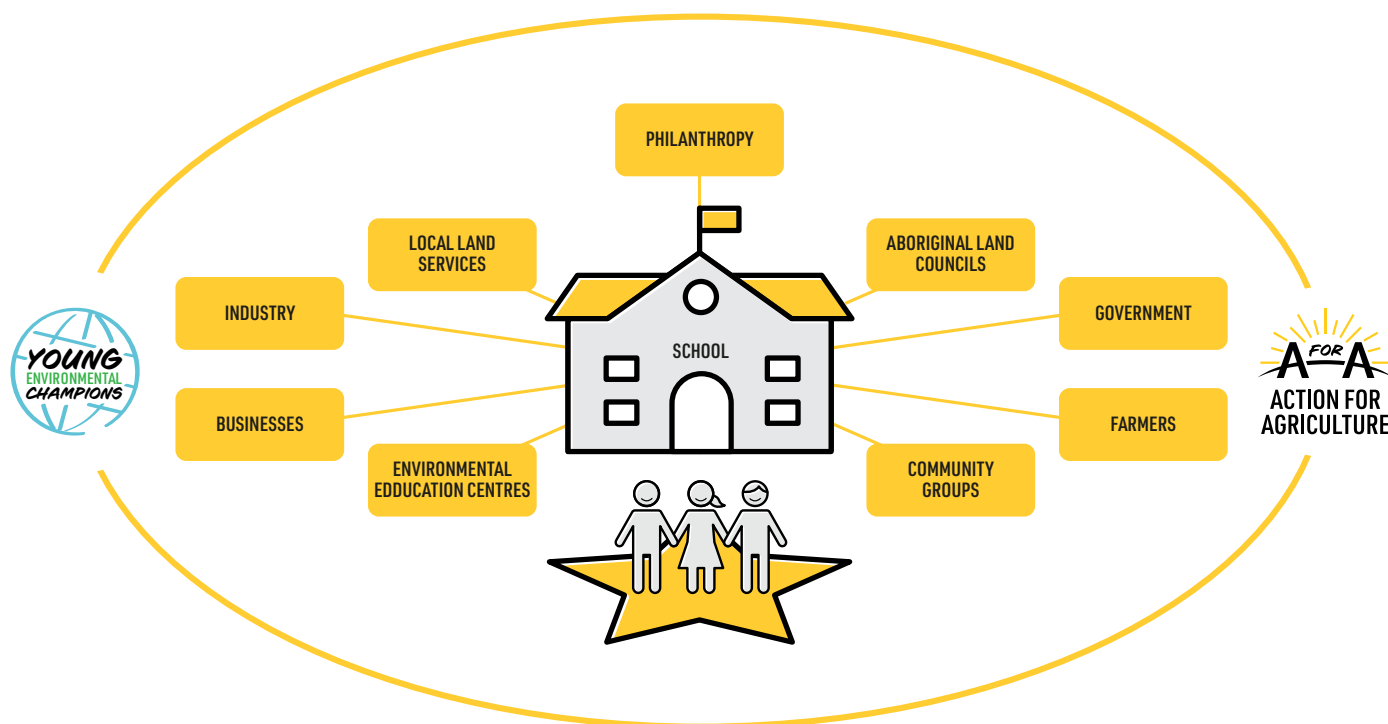
**"I WOULD  
NOW LIKE TO  
PUT MYSELF OUT  
THERE AND LET  
PEOPLE KNOW THAT  
THEY AREN'T ALONE  
WHEN IT COMES TO  
PROBLEMS IN  
SCHOOL."**

**"I WANT TO  
LET THOSE IN NEW  
ENVIRONMENTS KNOW  
HOW THEY CAN FLOURISH  
IN THEIR NEW AREA AND  
THAT THEY CAN USE THEIR  
ABILITY TO MAKE ACTIVE  
DECISIONS TO NOURISH  
THEMSELVES AS A  
LEARNER."**



# 06 COLLABORATION AND COMMUNICATION

In today's education and impact landscape, harnessing collective strength is critical to the success of supporting young people to be their best. The Ecosystem of Expertise (EoE) model encapsulates this idea by placing young people at the core, surrounded by a multifaceted network of supporters.



This model, which we designed to support our programs and others spearheading youth-led programs, positions the young person at the centre, with various stakeholders revolving around them, deriving and providing value in a symbiotic relationship.

Engagement is the lifeblood of our EoE. Building bridges with potential partners necessitates tailored strategies, ensuring resonance with their unique perspectives and objectives. Our engagement and communication techniques include hosting/attending events, speaking at local meetups, awards and celebration events, direct outreach over platforms such as LinkedIn, blog posts, YouTube videos or through personal connections and introductions.

- [LinkedIn](#)
- Our [Action4Agriculture blog](#)
- The creation of videos on [YouTube](#) to celebrate our schools and students.
- Our [Paddock Pen Pals](#) program - connecting young farmers with students

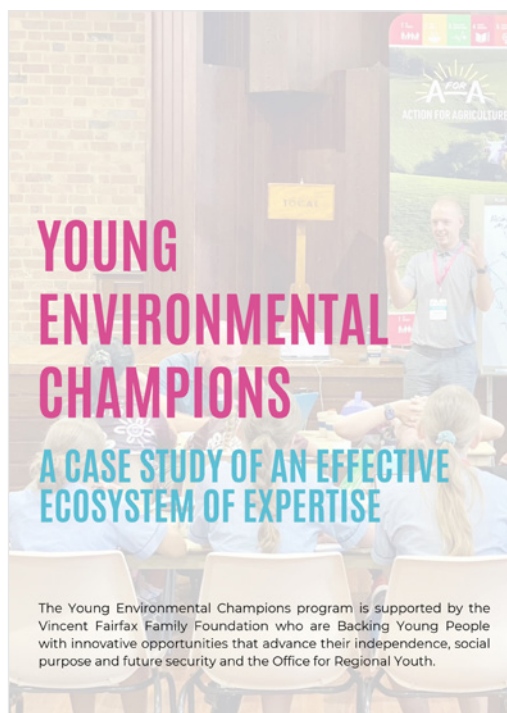
The YEC program used **Mighty Networks** to build an online community and provide an online course platform to share wins, challenges and supporting resources.

Our participants can connect and converse with each other inside Mighty Networks, we can set up media posts, group events, live stream and chat with each other as well as project mentors, like the YFC. The platform's strength lies in its core focus on community design and engagement and the powerful tools it offers to this end.

Building a robust EoE is not just an initiative; it's a commitment to future generations. By aligning diverse stakeholders towards a shared vision, we pave the way for an empowered, knowledgeable, and inspired youth.

In a pilot program such as this we learn from our mistakes and evaluate to refine our program and delivery. But rather than have those following us re-invent the wheel we share our learnings, our failures, and our success.

Examples of how we do this is through the writing of e-Books that help others replicate and multiply their impact by learning from our experiences.



[DOWNLOAD HERE](#)



[DOWNLOAD HERE](#)

## THEORY OF CHANGE

Empowerment is when young people feel hope, they have the ability and the power to take action. Empowerment happens when all aspects of the ecology (in the community) support young people to grow – focusing on their capacities and strengths – and provide opportunities for young people to serve and contribute in meaningful ways to their communities.

## PROGRAM RESULTS SPEAK FOR THEMSELVES

Our key lessons have been shared with peers through our evaluation report, which has led to our ultimate success of sourcing an organisation with the capacity to replicate and scale the program. Sustainable Schools will deliver the program into schools across NSW from 2024. This ensures our young people will have the best chance to communicate their own sustainability messages and be the change they want to see in the world.

## ONE SENTENCE SUMMARY

The Young Environmental Champions program partners with the Sustainable Development Goals to support young people to investigate the world, recognise perspectives, communicate their ideas, and take action.

## 150 WORD SUMMARY

The Young Environmental Champions program partners with the Sustainable Development Goals to support young people to investigate the world, recognise perspectives, communicate their ideas, and take action.

Delivered into primary and secondary schools, the YEC provides young people with the opportunity to identify a global problem and come up with a solution at a local level.

The program teaches our young people key 21st century skills, enabling them to become creative and critical thinkers, confident communicators and collaborators. This equips them for the jobs of today and tomorrow.

The program delivers on what teachers want: programs that engage their students and programs that show young people what they are learning at school has real-world impact.

The networks schools build through the Young Environmental Champions program illustrate to students that there are meaningful careers in this sector. The connection to community and business leaders shows young people that what matters to them is valued and respected by the "grown-up" world.

## 500 WORD SUMMARY

The challenge of preparing our youth for the future is greater than, preparing them for work. Pressing issues such as protecting the environment, managing unprecedented human migration, and addressing the challenges of poverty, global health, and human rights will demand a generation of individuals with a strong capacity to work together to solve global problems.

At Action4Agriculture we believe young people are the most powerful communicators of sustainability messages and these young people can then influence friends, family, and community.

We empower students in primary and secondary schools to be these communicators through the Young Environmental Champions program, which introduces them to the United Nations Sustainable Development Goals (SDGs) and tasks them with creating an action plan on an issue that is important to them.

Over a 10-week period the pilot of Young Environmental Champions took students from ten schools in the Hunter and Hawkesbury regions on an action learning sustainability journey.

They were supported by a broad range of regionally based experts, including young role models from the agricultural sector, known as Young Farming Champions (YFC). This ensured the program was youth led, co-designed and actively incorporated the voices of young people from design to delivery as well as act as workshop co-hosts.

Students attended in-person and online workshops, learning about the SDGs, team building, project management, design and systems thinking and community action planning. We gave them a leadership coach and mentors. We connected them with community projects, government agencies, volunteers and individuals who shared their visions and supported bringing their big ideas to fruition.

To complete the YEC journey students came together for a celebration event where they pitched their community action plans to a panel of judges and explained how the SDGs guided and informed their projects.

We were amazed at the results. Students found a diversity of projects to focus on including sustainable fishing, waste management and recycling, increasing pollinators, improving student mental health, technology to transition students to high school, community partnerships and climate action.

At Hamilton Public School students focused on SDGs 3 (Good Health and Wellbeing) and 13 (Climate Action) to create a project titled People Power. *"[We are] aspiring to improve the health of individuals and our community. We aim to clean the air and promote physical health by promoting modes of transport that are strictly people powered!"* Hamilton Public School was the worthy winner of the YEC primary section.

Winning the secondary section were students from St Joseph's Lochinvar who looked at flood mitigation due to local urbanisation and how it would affect their school, coming up with a solution that utilised the excess water through irrigation. Their project incorporated SDGs 9 (Industry, Innovation and Infrastructure) and 15 (Life on Land) and was an excellent example of how global issues can be addressed at a local level.

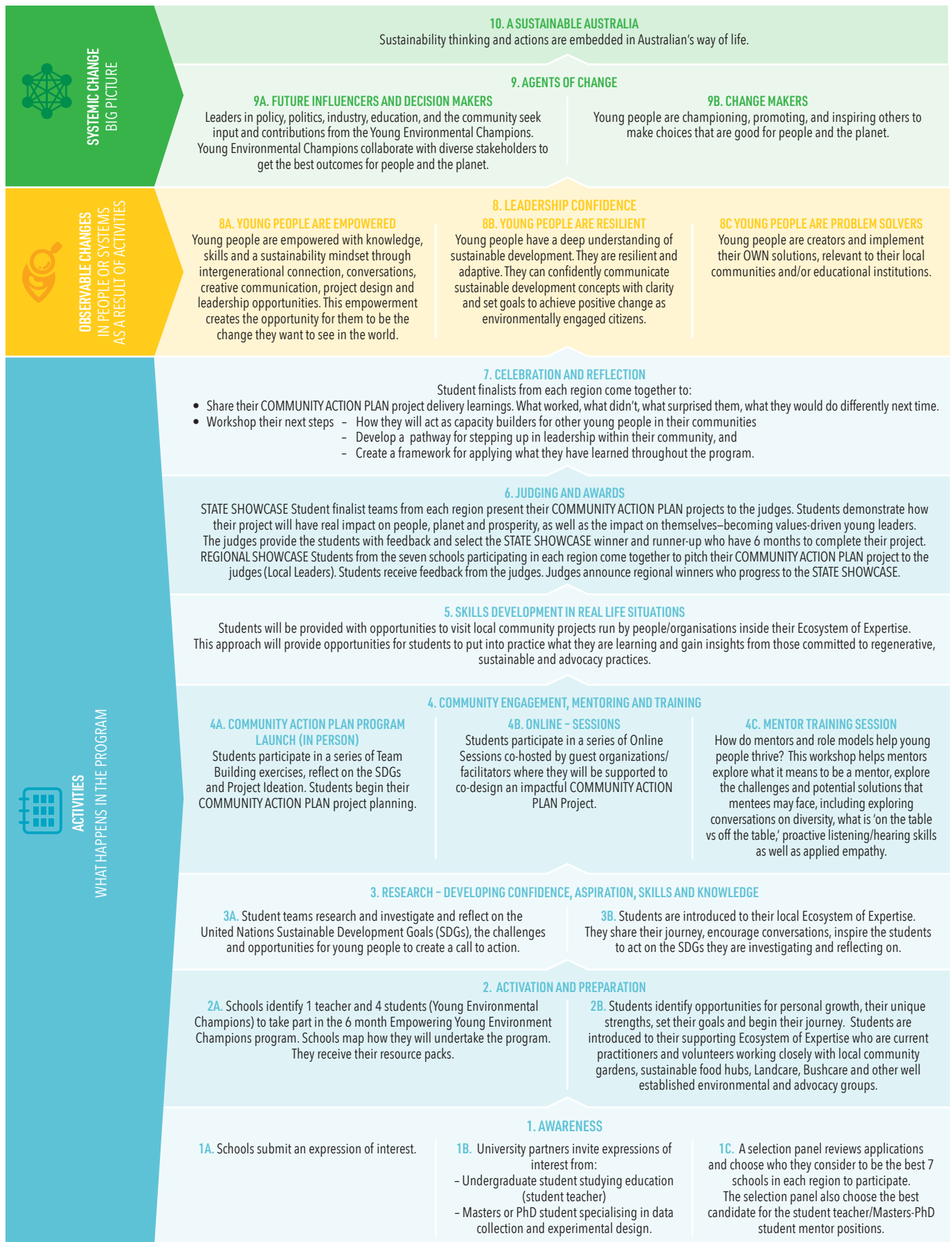
Through YEC our young people are reshaping, rewiring and reimagining the future. They are learning 21st century skills to become creative and critical thinkers, confident communicators, and collaborators. They are becoming tomorrow's leaders today and they will be the employees every applicant for a Banksia Award applicant will want on their team.

The YEC has proven so successful it will be replicated and scaled in 2024 creating a new generation of global citizens who can investigate the world beyond their immediate environment, recognise different perspectives, others' and their own, communicate ideas effectively with diverse audiences, and take action to improve conditions.



# YOUNG ENVIRONMENTAL CHAMPIONS

## HIERARCHY OF INTENDED OUTCOMES





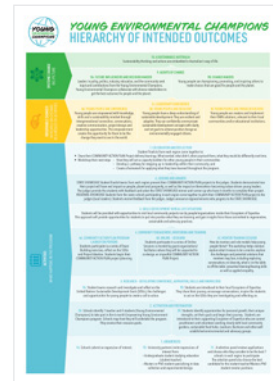
# APPENDIX

## GROUP PROJECTS AND RELATED UN SDG

GROUP PROJECTS AND RELATED UN SDG		
Project Name	Description	SDG
Tree & Biogas	This project focuses on increasing vegetable production in the school garden and biogas production in the school garden.	SDG 15: Life on Land
People Power	Reporting to improve the health of students and staff, and to improve the school environment and to improve the school environment.	SDG 3: Good Health and Well-being, SDG 12: Responsible Consumption and Production
Sustainable Fasting	Students have been investigating and comparing sustainable living practices in their communities and other students in the school.	SDG 12: Life Below Water
Responsible Education: School Waste Education	Exploring on school community about waste management and recycling program.	SDG 12: Responsible Consumption and Production
A Model Made for Students for Students	Development of a website to assist students in their learning. The website will also be used for student projects to reduce the number of students who are not attending school.	SDG 4: Quality Education
Prevention of Diseases	Conducting a survey to find out the health status of students. The survey will also be used for student projects to reduce the number of students who are not attending school.	SDG 3: Good Health and Well-being, SDG 12: Responsible Consumption and Production
Research and Program	Investigating the impact of all on the school and the school community. The project will also be used for student projects to reduce the number of students who are not attending school.	SDG 12: Responsible Consumption and Production
Healthy Water: Throwing Away	We are aware of the fact that water is a precious resource and we need to take care of it. We are also aware of the fact that water is a precious resource and we need to take care of it.	SDG 6: Clean Water and Sanitation
ACTION NOW!	We are aware of the fact that water is a precious resource and we need to take care of it. We are also aware of the fact that water is a precious resource and we need to take care of it.	SDG 12: Responsible Consumption and Production

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## YEC HIERARCHY OF INTENDED OUTCOMES



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## YEC 2023 REPORT



[DOWNLOAD HERE](#)

## YEC PROGRAM EVALUATION



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# **ACTION FOR AGRICULTURE**

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