



YOUNG ENVIRONMENTAL CHAMPIONS

YOUNG ENVIRONMENTAL CHAMPIONS RESULTS AND IMPACT



RESULTS AND IMPACT



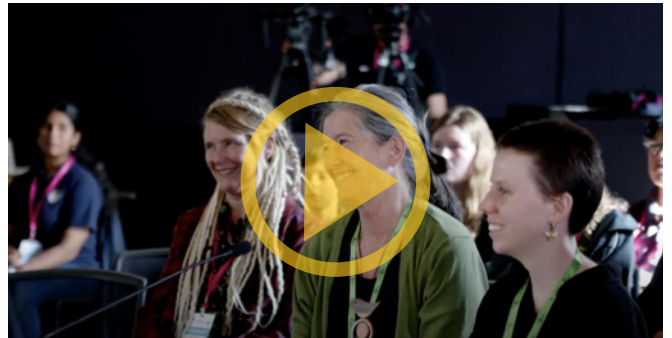
Champion Primary School - Hamilton Public School
(click to watch)



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. See survey evaluation report [here](#).

YEC GRADUATES CAN



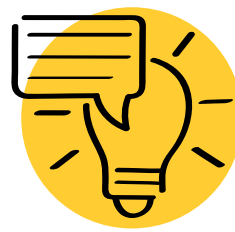
INVESTIGATE THE WORLD BEYOND THEIR IMMEDIATE ENVIRONMENT

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

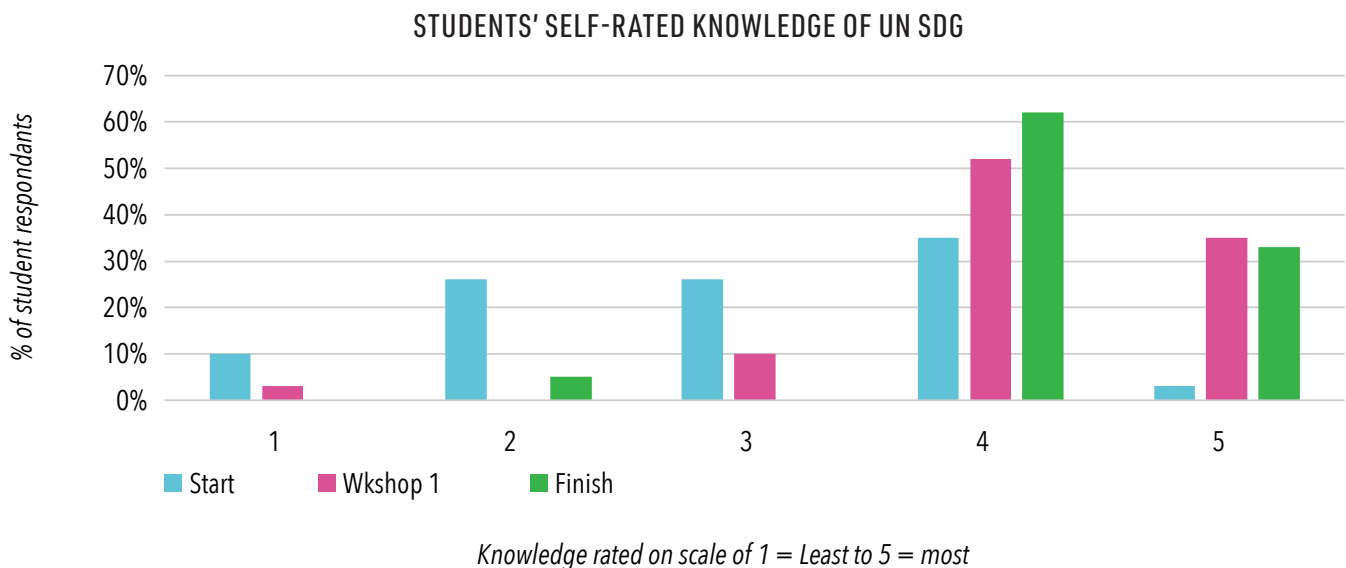
Viewing themselves as active, reflective participants in the world.

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).

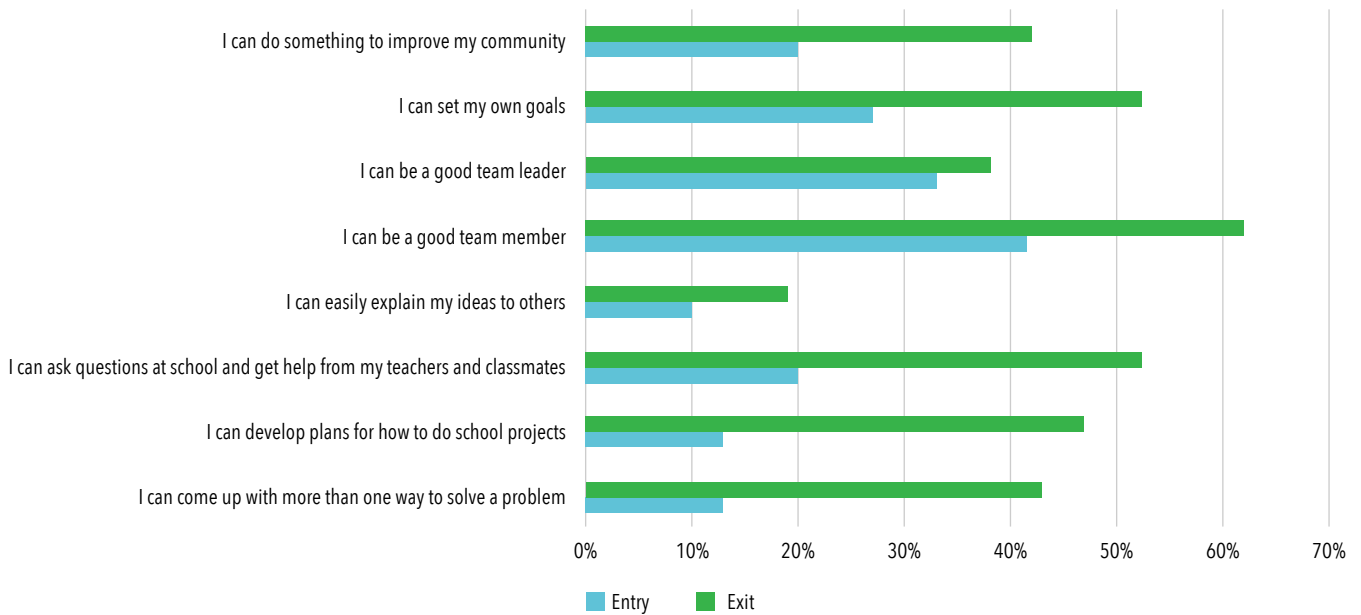


Students reported changing their thoughts or actions on sustainability because of taking part in the program. Ways students changed included:

- 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:

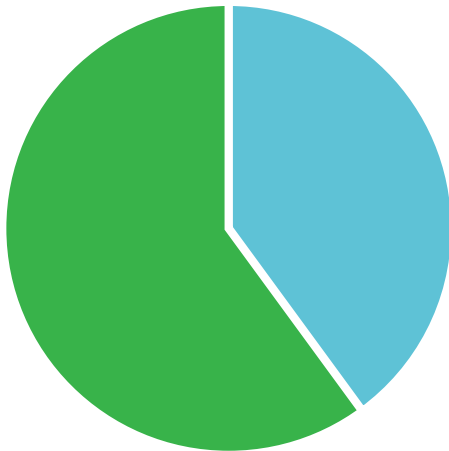
- I can ask questions at school and get help from my teacher, increase from 60% to 90% reporting high levels of confidence (50% increase)
- I can develop plans for how to do school projects, increase from 60% to 85% reporting high levels of confidence (42% increase)
- I can do something to improve my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

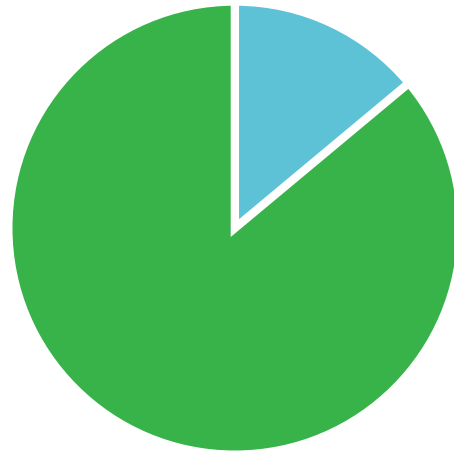
This is shown through this teacher's anecdote about a student's engagement and increased confidence as a result of the program.

"...[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

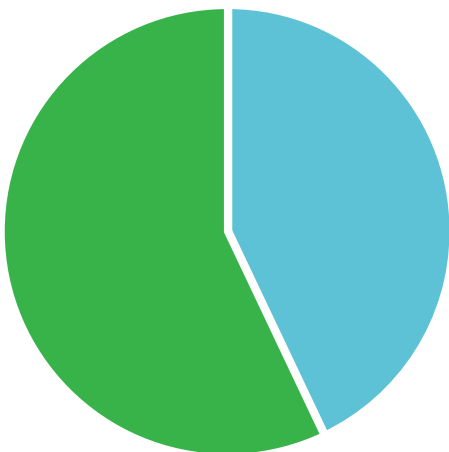


I CAN DEVELOP PLANS FOR HOW TO DO SCHOOL PROJECTS
- COMPLETING PROGRAM

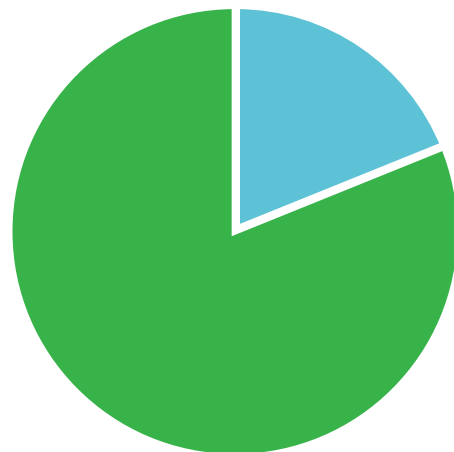


● Low confidence (not at all, slightly, somewhat) ● High confidence (Quite and extremely)

I CAN DO SOMETHING TO IMPROVE MY COMMUNITY
- STARTING PROGRAM



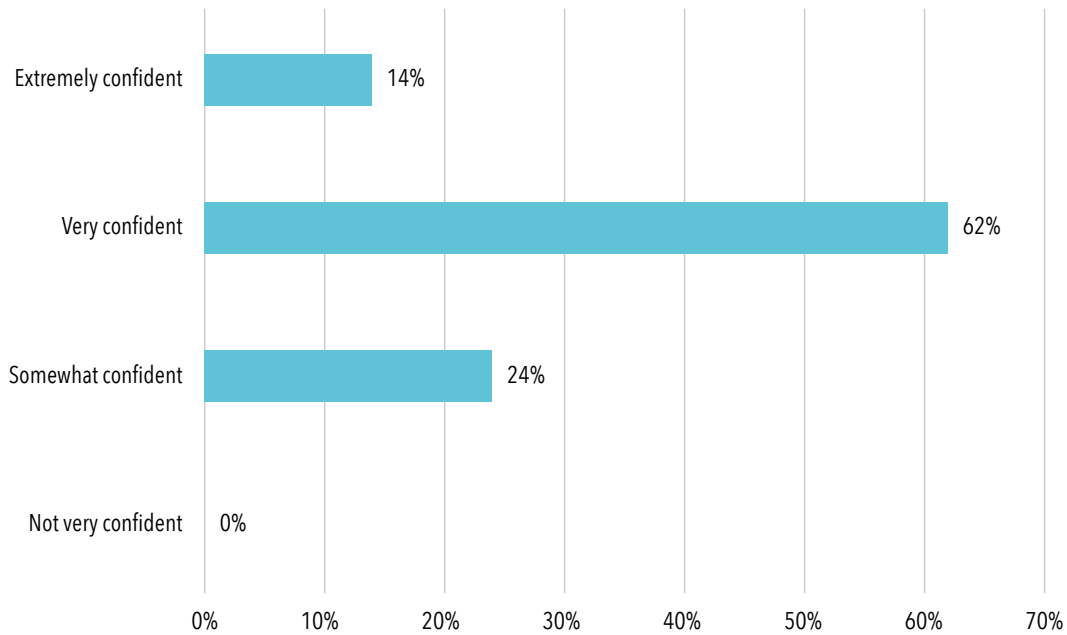
I CAN DO SOMETHING TO IMPROVE MY COMMUNITY
- COMPLETING PROGRAM



● 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.

MY PROJECT CAN DRIVE CHANGE I WANT 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."



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