



SDGs LAB

Impact Report

2021/2022

EMPOWERING YOUTH FOR A SUSTAINABLE FUTURE



SDGs LAB is a project of the Foundation for Environmental Stewardship

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Note on maps: All maps included in this publication are stylized and not to scale. They do not reflect a position by FES on the legal status of any country or area or the delimitation of any frontiers.

A kudos to our incredible staff that made this happen and a standing ovation to Amanda Sarellas, Miranda Podolinsky, and Jessica LeBlanc, the main authors of this report.

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What are the UN SDGs?



The United Nations Sustainable Development Goals (SDGs) are a collection of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all". The SDGs were set up in 2015 by the United Nations General Assembly and are intended to be achieved by the year 2030. They are included in a UN Resolution called the 2030 Agenda or what is colloquially known as Agenda 2030. The SDGs follow and expand on the Millennium Development Goals which ended in 2015.



LAUNCH
ACTIVATE
BOOST

What is SDGs LAB?

SDGs LAB is an educational and skills training program delivered to multiple educational institutions in customized ways. SDGs LAB aims to raise awareness about the UN SDGs to ensure that students from a wide diversity of academic purviews have a foundational understanding of what the goals are, how they came to be, and how youth can become better advocates and champions of sustainable development in their communities. SDGs LAB empowers students to become sustainability changemakers.

This virtual certificate program takes a multi-session approach that combines asynchronous modules and live interactive sessions, often spaced out over a few days. The SDGs LAB is a one-time multi-day event brought to individual schools as they request to host and have FES deliver this program directly to their students and community. FES staff coordinate and deliver the entire program from start to finish.

What is SDGs LAB?

Where did we come from? Where do we go?

FES has been delivering SDGs training to educational institutions since 2017. In the beginning, we travelled across Canada delivering what at the time was called SDGs Youth Training Program (2017-2019). We toured Canadian post-secondary education institutions and delivered in-person awareness building, guest speaker, and community building events. Then COVID-19 hit and we pivoted our program into a virtual, multi-session certificate program that we called SDGs LAUNCH (2020/2021). SDGs LAUNCH thrived and we expanded delivery to the US, the UK, and private high schools. With this momentum we invested more capacity into SDGs LAUNCH for the 2021/2022 academic year and imagined even more robust programming. We expanded LAUNCH into 3 separate but linked programs to be referred to as LAB:



Our revamped educational SDGs skills training that we continued to tour around this past year (2021/2022)



A plan to develop mobilization workshops for schools (not to be delivered until 2023)



A case competition / proposal submission for funding to support youth to kick start their SDG projects (2021/2022)

Since its inception, the program has been to:



120+

educational institutions across Canada, the United States, and the United Kingdom, engaging with

12,000+



participants

Note: This past year, we delivered SDGs LAUNCH across North America and the UK and opened up BOOST to Canadian students and youth. This report reflects on our statistics and findings from this past year.

Where did we go in 2021/2022?



Disclaimer

At FES we are all about adaptability and delivering programming that works and makes sense. Our agility is why we were able to not only stay afloat during the pandemic, but actually thrive and expand. We continue to adapt and develop programming to ensure that it's the best version it can be, providing the most impact where needed.

Therefore, we're pivoting again and re-strategizing last year's vision for LAB, and removing the former versions of ACTIVATE (what it was planned to be) and BOOST (request for proposal program). For the 2022/2023 Academic year, the LAB program will be rebranded to reflect the three sessions that previously lived under the LAUNCH program:



For the purpose of this report, we will be using the term SDGs LAB consistently throughout to reflect our programming, mainly SDGs LAUNCH which is our skills training program. The outline of our programming in this report is not reflective of the changes that will be made for the next academic year.

Key Numbers



LAUNCH
ACTIVATE
BOOST

What are the stats?

How we gathered our data

To gather data and feedback on our program, two surveys were sent to our collaborators. A "Host Feedback Survey" was sent to our main point(s) of contact throughout the program. These people were referred to as "hosts" and worked with us throughout the entire process from start to finish i.e. sales, coordination, event execution, and post-event follow-up. They were usually professors, department leads, or coordinators.

The other survey distributed was a "Post-Event Survey", which was sent to each attendee after participating in our program. These attendees were predominantly students (mostly at the undergraduate level), although some included high school students, master's students, professors, faculty and community members.

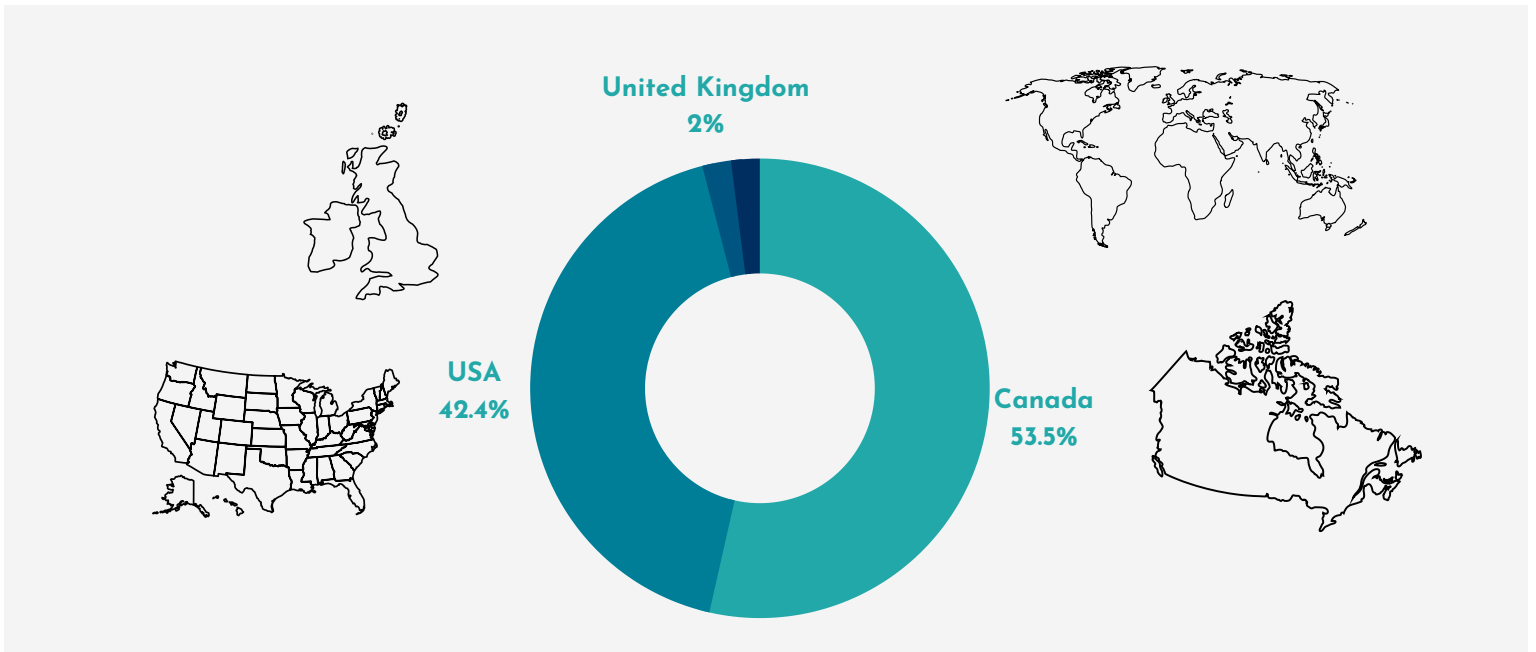
In addition to the surveys, registration numbers and participant attendance was tracked to the best of our abilities by restricting access to our Zoom or Hopin platforms and requiring a code.

Note: Given that most of our sessions were run virtually, there is a potential for error in the calculations of this data. We understand that participants could have been using one computer to present our program to multiple people in a physical space; we do not require cameras to be on, so this is reasonable to assume. We also ran many programs using a hybrid model, meaning that the host streamed our program to a live audience in one physical space. At some of our sessions, it was difficult for hosts to take attendance records, given the scale of their events. So although we have the data presented within this report, there is a high potential that our reach is larger than recorded.

Where we've been

(percentages rounded to the nearest 10th)

We went to over 3 countries!



United States of America

- Connecticut (1)
- Florida (3)
- Georgia (1)
- Hawai'i (1)
- Indiana (1)
- Iowa (1)
- Massachusetts (1)
- Michigan (2)
- Minnesota (1)
- New York (1)
- Pennsylvania (1)
- Washington (1)



United Kingdom

- South West (1)



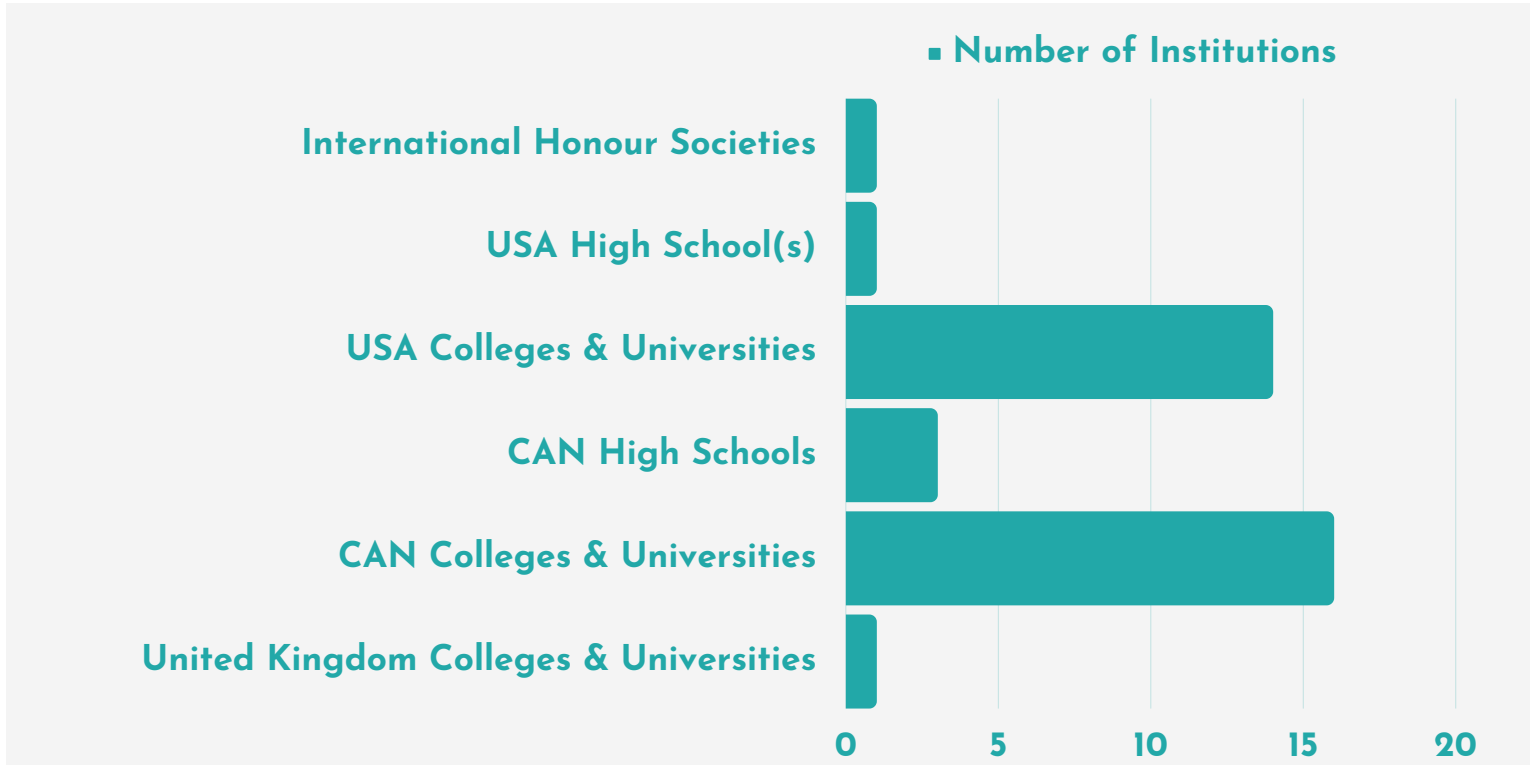
Canada

- British Columbia (4)
- Ontario (10)
- Manitoba (1)
- New Brunswick (1)
- Nova Scotia (and international partnerships) (3)

Where our participants were from:

USA = 237 (43%)
 Canada = 168 (30%)
 China = 22 (4%)
 India = 19 (3%)
 Peru, Colombia, Vietnam, and Philippines = 7 (1%)
 Germany, United Kingdom, Nigeria, Russian Federation, and Mexico = 5 (1%)
 Australia = 4 (1%)
 Other = 53 (10%)
 Did not respond = 67

We showed up to 35 host institutions!



25 of these host institutions were new customers (69.4%)

2 host institutions booked multiple trainings in 2021/2022 academic year (5.6%)

Who we engaged with

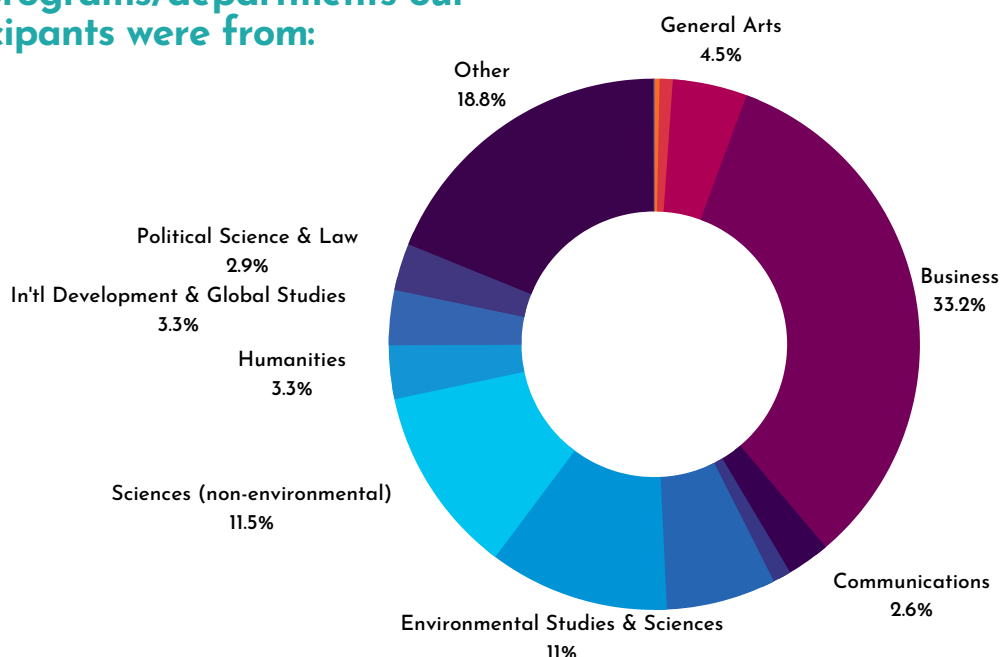
2,752

people registered for SDGs LAB events

1,966

people attended the event on the day-of and received certificates

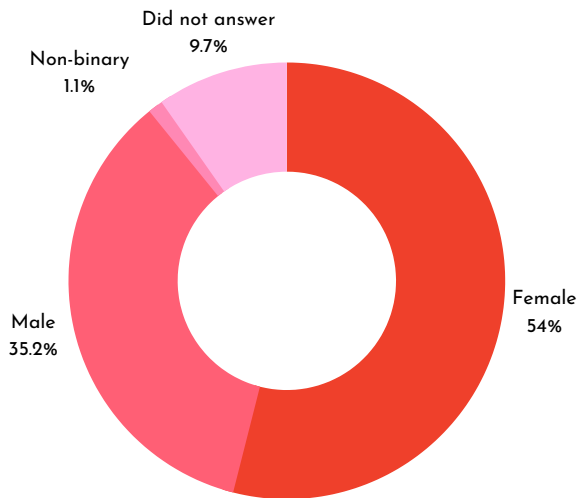
Top programs/departments our participants were from:



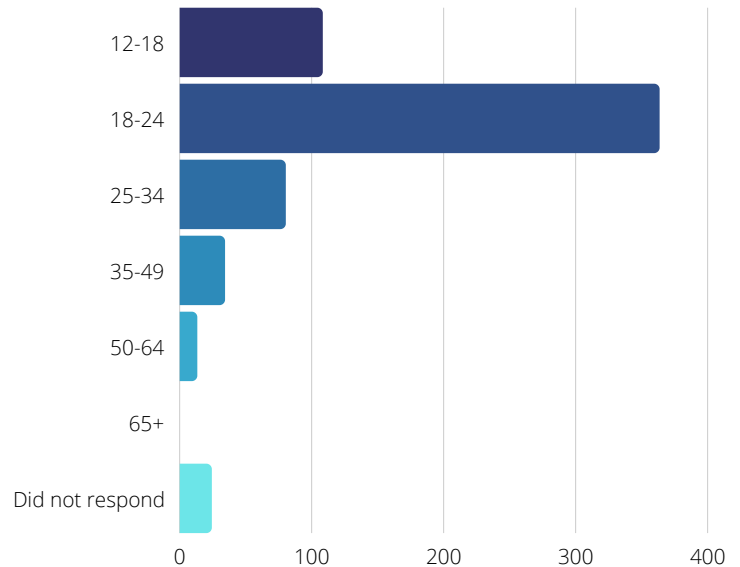
Engagement levels of participants before attending SDGs LAB:

How engaged are you with the SDGs?	Percentage (out of all true attendees)
No idea what they really are, ready to learn!	53.13%
I have a superficial understanding of them	22.57%
I know all about them but I'm not currently taking action on them	10.63%
I'm an SDGs advocate and I take action in small ways	8.69%
Huge expert, huge advocate, I run my own SDG initiatives!	2.24%
Unknown (Did not answer)	2.65%

Gender Identities among our participants



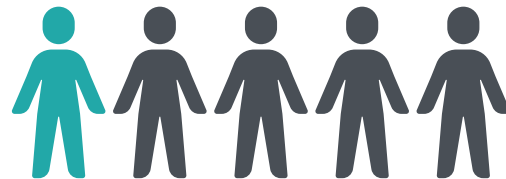
Age representation among our participants



BIPOC representation among our participants

1 in 5 participants identified as a BIPOC (Black, Indigenous, or Person of Colour).

27.03% of surveyees did not respond.



2SLGBTQ+ representation among our participants

1 in 10 participants identified as a member of the 2SLGBTQ+ community.

26.55% of surveyees did not respond.

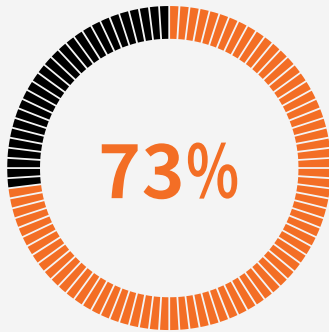


How did people feel about the program?

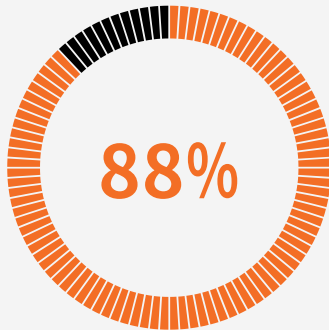
Post-Event Survey Responses

623

Total Surveyees

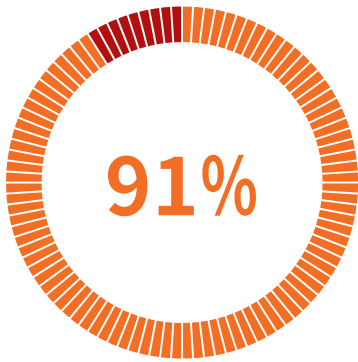


of respondents "feel more empowered to share and discuss the SDGs with their friends to create a more inclusive, equitable, prosperous, and sustainable future"

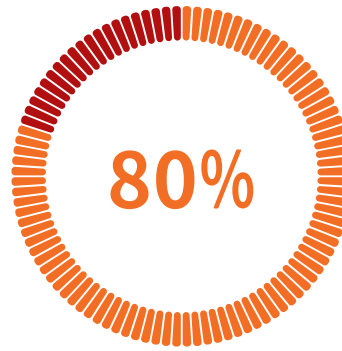


of respondents reported that they "wished they had been trained to take action on sustainable development concepts like climate change before entering University/College"

Note: Although we distributed Post-Event Surveys at the end of every event, excluding Seneca College and Northwood University, not every attendee filled out the survey and/or answered all of the questions. Therefore, the total number of surveyees is not reflective of all participants, and the average results of each question will vary depending on how many people answered it. Even though 623 participants completed the survey, not every individual responded to all 26 survey questions. The overall percentage for each question is based on the number of responses to the question, not the total number of surveyees.



of respondents said that SDGs LAB met their expectations



of respondents are likely to recommend the event to a friend or colleague (this includes rankings 3, 4, and 5)

WE ASKED: "WHAT DID YOU EXPERIENCE AT THE SDGs LAB?"... HERE ARE THEIR RESPONSES

NO. OF RESPONSES (FOLKS COULD CHECK MULTIPLE BOXES)

I understand the holistic and indivisible nature of the SDGs

457

I learned about career options in sustainable development (such as clean technology, green finance, gender equity advocacy, etc.)

336

I networked with like minded individuals

295

I built my resume through this professional development

180

I recognized the importance of gender equality in sustainable development

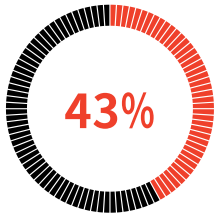
403

I recognized the importance of the inclusion of minority groups in sustainable development

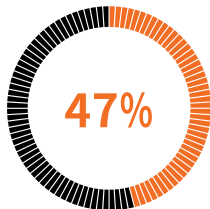
437

I recognized the importance of combating climate change for sustainable development

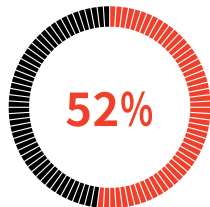
490



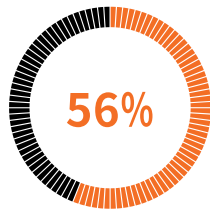
of respondents said "WOW, I learned so many things" from the event.



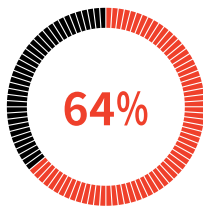
of respondents had never heard of the UN SDGs before participating in SDGs LAB



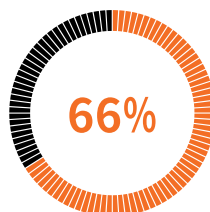
of respondents were not aware of a specific course or program at their post-secondary institution that discussed the SDGs



of respondents "gained an entirely new understanding of what [the SDGs] are and how to engage with them".



of respondents felt the SDGs LAB training improved the chances of them getting a job



of respondents said they are "very/extremely likely to take action (e.g. advocacy and local implementation) on the SDGs"

What parts of our program were the most engaging?

The survey data was separated into Fall 2021 and Winter 2022. In Fall 2021, there were 54 survey respondents and 569 in Winter 2022, equaling our total surveyee amount of 623. Our programming and content were continuously updated and synthesized appropriately for each host institution's context and audience. Therefore, each response reflects their unique and customized session. For some host institutions, we added additional sessions, including a UN Guest Speaker, Panel Discussions, Mentoring, and Case Competitions. Not all of these sessions are reflected in the data. The below statistics do not include panel discussions, mentoring, or case competitions (additional sessions to our standard SDGs LAB program). In Fall 2021, there were 54 surveyees that participated in the UN Guest Speaker session and 18 in Winter 2022.

Fall 2021

The most engaging parts of the SDGs LAB Program according to our participants:

1. Steve's Talk + Q&A (49%)
2. Action Plan Workshop (31%)
3. UN Guest Speaker (16%)
4. Localization Session (4%)

Winter 2022

The most engaging parts of the SDGs LAB Program according to our participants:

1. Steve's Interactive Keynote (41%)
2. Action Plan Workshop (38%)
3. Localization + Q&A (21%)
4. UN Guest Speaker (0%)

Note: For the written above, 1 means this session was ranked the most engaging by surveyees, 2 means this session was ranked as second most engaging, 3 means this session was ranked as third most engaging, and 4 means this session was ranked as fourth most engaging. See percentages for exact breakdown.

BOOST



LAUNCH
ACTIVATE
BOOST

What happened with BOOST?

BOOST was originally planned to be presented in the form of a case competition. This case competition would take place over a weekend and be open to students across Canada. After much consultation and discussion, it was concluded that many people at the time felt a significant amount of virtual burn-out due to the rise of the remote world. As a result, BOOST transitioned from a traditional "case competition" to a request for proposal program.

BOOST 2022 became a nationwide request for proposal program that provided a sustainability-centered experiential learning opportunity for youth from all academic backgrounds. Applicants were challenged to put their SDG skills and knowledge to practice by developing policy-focused programs or projects that approached one of the following cases:

CASE 1 **No Poverty & Reduced Inequalities**

CASE 2 **Climate Action & Good Health & Wellbeing**

CASE 3 **Waste Reduction & Responsible Consumption**

The winning team received **\$5000** to help get their project off the ground and four mentorship sessions on:

General Support

Strategy Development

Project Management

Tailored Support

BOOST Panelists

To help form ideas and influence proposals, SDGs LAB organized 3 panels of experts on each of the cases that participants and SDGs LAB alumni could attend. The following panelists gathered to share their knowledge and experience:

CASE 1



Tom Cooper (he/him)

Director, Hamilton Roundtable for Poverty Reduction



Chloe Halpanney (she/her)

Research Associate, Social Research and Demonstration Corporation



Khulud Baig (she/her)

Director, Policy & Community Engagement - Women's National Housing and Homelessness Network, and Policy Advisor - Keepers of the Circle

CASE 2



Kim Perrotta (she/her)

Executive Director, Canadian Health Association for Sustainability & Equity



Owen Luo (he/him)

Medical Student Interested in Social Medicine and Sustainable Healthcare



Katie Hayes (she/her)

Senior Policy Analyst - Health Canada, and Lecturer - University of Toronto, Trinity College

CASE 3



Belinda Li (she/her)

Director of Innovation Food Systems Lab - Simon Fraser University



Jenna Phillips (she/her)

Sustainability Commissioner - Waterloo Undergraduate Student Association, University of Waterloo, and Founder of "Clean the Air" podcast



Madison Maguire (she/her)

Head of Operations (Ontario) Second Harvest

BOOST Grantee

Many Green Hands - York University

Many Green Hands (MGH) from York University was selected as the BOOST 2022 request for proposal grantee! Over the next year, MGH co-founders, Jenny and Taylor, will work alongside FES to continue growing their project.



MGH is an organization that promotes sustainable food gardening in hopes to increase food security and decrease the environmental impacts of industrial agriculture.



Our project aims to make composting more accessible, robust and easily visible to YorkU students. First, we will increase the frequency of composting stations in areas on-campus that are well-known and often frequented by students (e.g. residences), as well as in on-campus student housing. Our second strategy will be to create advocacy materials to disseminate educational content on food-waste management and sustainability.



Key Takeaways



① Cross-departmental collaboration

"There is a need for more cross-departmental collaboration for the SDGs and institution-wide integration of sustainability concepts and principles."



During our outreach, we continued to find that SDGs education is still siloed within higher educational institutions. Often only a few departments discuss and teach about them, and "sustainability" as a concept is frequently pigeon-holed as just an environmental science or international development topic of study. Many students, educators, and administrators do not realize how interdisciplinary and holistic the SDGs are and how they relate to and apply to all academic purviews. Due to the decentralized structure of universities and colleges, we found that even when individual departments did have their own sustainability courses and initiatives, they often lacked a unified approach in connecting with sustainability efforts across campus in other departments.

In our registration survey, we asked attendees what program and/or department they were in. Although not everyone answered the question, the top 5 departments included (excluding "Other" which had 18.77% of the responses): Business = 417 (33.17%), Non-Environmental Sciences = 144 (11.46%), Environmental Studies/Sciences = 138 (10.98%), Engineering & Technology = 84 (6.68%), General Arts = 57 (4.53%).

Although collaborating with environmental-focused departments, most participants, as seen in the statistics above, were from departments outside this purview. Our survey results demonstrate the need for further cross-departmental education on SDGs:

- 47% of surveyees did not know that the SDGs existed before participating in SDGs LAB
- 56% of surveyees gained an entirely new understanding of what the SDGs were
- 52% of surveyees were unaware of a specific course/program at their post-secondary institution that discussed the SDGs
- Before our programming, surveyees said they approximately engaged with about 2-3 people about the SDGs. This low engagement is a result of multiple reasons, with one being that people choose not to engage in these conversations due to a lack of information/knowledge on the topic.

Many of the host institutions we ran SDGs LAB at said they invited us due to the lack of SDG integration and sustainability efforts within curriculums and extracurriculars across departments. The SDGs fall into all academic purviews. They relate to every class, and we need every department to be included in the learning and conversations about inter-sectional sustainability. We know faculty are stretched for capacity, and even if they are on board with sustainability, they often do not have the time to research how to integrate the concepts into their specific curriculum. So a turn-key and low-touch introductory event like the SDGs LAB is a great resource that any department can leverage to fill this gap.

Some of the positive feedback and comments we received from surveyees in departments outside of international development and environmental services:

“This helped me understand sustainability a lot better. I never realized it ran so deep...”

Motion Picture & Film

“Informative and educational sessions, I wish you could get more people to participate because everyone should know more about sustainability! Many people thought using reusable cups and bags or using paper instead of plastic bags is already enough, but there is so much more they can do!”

Food & Beverage

“It was a great opportunity for me to learn, especially about fields I usually don’t engage in. I look forward to seeing you all again!”

Other

“Great sessions. The SDGs [LAB] provided a wealth of knowledge on how businesses can and should operate now and into the future.”

Accounting

“Thank you for providing and presenting this event. I learned so much and this challenged me to take action. I enjoyed it immensely!”

Medical Practice

② Faculty engagement

Faculty training is a missed opportunity - there is no guide on integrating SDGs into curriculum.

After extensive outreach and campaigning, it was determined that these past two years have stretched thinly the capacity of many faculties. Faculty have little to no capacity to embed our programming or the SDGs into their curriculum due to a lack of time, staff, resources, money, bandwidth, and knowledge. Sustainability falls outside of one's main job description, meaning it usually is not prioritized unless someone is willing to take on the responsibilities associated with it in addition to their current roles and duties. As a result, sustainability and SDG integration often slips through the cracks within an institution as it is not made top priority, creating a need for internal support and external training.

Case:

At the end of 2021, we developed a Faculty Engagement Guide to help bridge the gap between faculty members and SDGs education training. It was created as a tool for the hosting partner to use when reaching out to and encouraging their fellow faculty to support the SDGs LAB coming to their school. The guide enabled more of our hosting partners to connect with colleagues across the institution and get more buy-in and support from them. The guide offers tips and tricks on how to effectively host an SDGs LAB, attract attendees, host and engage virtually, and how to leverage the program differently depending on one's specific context and needs.

For example, it walked through how faculty could support attendance by offering extra credit to their students for participating, creating reflection assignments about the SDGs and how they intersect with their class, and even creating robust assignments and case projects about community engagement and social entrepreneurship.

Since introducing the Faculty Engagement Guide, there has been a significant increase in capacity and interest from educators to integrate sustainability and the SDGs in various departments. As a result, this guide fostered many conversations and increased partnerships for sustainability internally within the school and externally amongst the community, therefore increasing the program's overall impact, engagement, and participation.



③ Youth engagement barriers to action

After reflecting on our survey responses, we recognized that there are various mental, physical, and emotional barriers that prevent youth/students from taking action. It begins with understanding the SDGs and the role that they, as youth, play within them. Many people find it difficult to comprehend how the SDGs are interconnected with their discipline and/or careers, and even more so, struggle to translate these high-level concepts and big picture conversations into local ones. With eco-anxiety and climate grief on the rise, it's more impactful to focus our attention and resources on tangible, context-specific action. Some common barriers seen throughout our surveys and jam board discussions included:

MENTAL

- People disengage in SDGs action due to being consumed by their personal problems, and lack the mental capacity to address and solve “global” issues as well.
- Lack of awareness about the issues at hand and limited knowledge about misinformation/ fact-checking.

PHYSICAL

- Many youth simply do not have enough time in their busy schedules (school, work, hobbies, extra curriculars, socials, etc.) to take action towards the SDGs.
- Lack of opportunity to engage in such activities and events.

EMOTIONAL

- Some choose to disengage because they do not have any passion, emotional inclination, or interest in the SDGs to motivate them to take action.
- Youth feel unheard and not taken seriously by elder leaders, professionals, etc.

Our Localization seminar aims to break down these barriers by showing youth that there is a way to turn these large-scale global issues into local and tangible ones. Instead of focusing on the “high-level” content, our sessions focus on action that is attainable for youth to implement into their daily lives. We discuss how all disciplines and careers are connected to the SDGs, how social media can be used as an effective tool for advocacy, how to identify false information, and how youth have the power and ability to make a change right within their local communities and schools.

As a result of our training and localization seminar, many students felt more empowered and confident to challenge these barriers and take action in their personal lives, education, and careers.

On a scale from 1 (very unlikely) to 5 (very likely), 66% of respondents feel pretty likely (rankings 4 and 5) to take action on the SDGs after our training

64% of surveyees feel that the training improved their overall chances to get a job

On a scale from 1 (not at all) to 5 (heck ya), 73% of people (rankings 4 and 5) felt more empowered to share and discuss the SDGs with peers post-training

"This event was so empowering"
- Student, Century College

Key Lessons Learned



LAUNCH
ACTIVATE
BOOST

Why students won't discuss the SDGs with friends/community

1

Lack of information on the topic

As our surveys and consultations indicate, many students are not familiar with the SDGs or they feel they only have superficial knowledge of the subject. The SDGs LAB was functioning well to raise awareness and understanding about what the SDGs are, but this past year, we added extra resources and sessions like Localization and the Lens Library, to really make sure that students understand WHY they should know about the SDGs and what the information should be used for.

2

Close-minded and unlikely to change behaviours

Polarization is happening all around us, and those in higher education institutions are not immune. For a couple of schools that we worked with, even the word "sustainability" was contentious, and we had to approach the conversations from different lenses to engage with students that usually dismiss conversations labelled as "sustainable". For many, this word still holds stereotypes which pose as barriers to engaging new people in the conversation and any encouragement to change behaviours.

3

"Just a bunch of buzzwords and empty solutions"

Students are tired of learning about social and environmental issues without tangible solutions they can engage with or support. Climate anxiety, news burnout, and eco-grief are all real, and we must be mindful that this burden and the consequences are being put mostly on youth. This is why the program has grown from just an awareness-building conversation about the SDGs to localization and action planning.

Many respondents said that they have approximately engaged in conversation with **2-3 people** about the SDGs prior to the training. Students felt that since the training, they started having more discussions with close friends and communities.

What respondents wished SDGs LAB did more of

1 Increased Engagement

When we first transitioned to virtual delivery during the pandemic we converted our speaker sessions to pre-recorded videos that we would stream live to a school. Some students shared that they wished there was an opportunity to engage more with speakers and have a greater discussion with one another. People felt it was a lot of talking, which made some lose focus, and would have preferred more time allocated to breakout rooms. A suggestion was to spend more time discussing specific action plans on campus and to share ideas with one another. During December of 2021, we took this feedback and immediately pivoted by converting the most information-heavy session to an online course format that students could engage with asynchronously. This spared us more time during the live synchronous sessions to have more discussion-based information sharing. With each school, we continued to tweak our presentations and how we delivered them to see how best to keep students engaged virtually. We found that Google Jamboards worked extremely well for discussions!

Next Steps: We will continue to try to find the balance between the flexibility and comfort that everyone likes about asynchronous virtual programming and also the need for spaces and in-person collaboration. Our current approach is to deliver each program with a bit of both.

2 More Interactive Components

Participants wanted increased interaction with one another and wished the sessions had more hands-on activities, such as Kahoot and quizzes. As well, students felt it would have been beneficial to include more practical examples and activities.

Next Steps: We plan to integrate more games and icebreakers to help get the conversations going a little easier. When people start sharing, we are able to suggest more practical concepts that relate to their context.

50%

of 217 respondents felt that SDGs LAB should have "less content and more breakout room time"

Access to more resources prior to and post-event

Participants wanted more background information given to them prior to the event but also afterwards. Students like to be prepared beforehand and thought that a summary document, the video recordings, and copy of some of the slides, would be valuable resources that could be used for future reference.

Next Steps: This one came as a surprise because there are so many pre and post-event resources that are shared with students including summary documents, links to organizations and resources to further engage with, and the workbook. This feedback lets us know that there is a missing link in the chain of communication about said resources that are available. Moving forward, we plan to communicate and share these resources more directly to hosts and students.

Constructive Feedback

(and what we're going to do about it)

"Video resources are more informative and engaging than pdfs. Would appreciate it in the future if we could get the meetings recorded."

Previously we have not shared recordings for proprietary reasons. We hope that we might have the capacity to create condensed summary videos to provide in tandem with our PDF and resource list summaries that are shared after the event.

"Would be nice if there was some way after the event to stay connected with the other attendees or be able to reach out to them."

We are working to build out our social media to give program participants outlets that they can stay connected on. But furthermore we are going to send around an opt-in contact sheet post-workshop to encourage students to stay more connected.

"I think it would have been interesting to see what local NGO's are around that could support us with our projects"

We always encourage each school to host a local panel in tandem with the program. Unfortunately most schools do not. This feedback is further validation that these localized examples and cases are wanted from the students who engage with this content!

SDGs LAB in Action

COOL CASES FROM 2021/2022



LAUNCH
ACTIVATE
BOOST

Check out some of the meaningful sustainability initiatives and projects that our participants have implemented since completing SDGs LAB!

BREAKING NEWS

ALBERT COLLEGE GOES GREEN

After engaging in SDGs LAB in the 2020/2021 school year, the grade 10 science class of 2021 was tasked with picking an environmental initiative that could significantly impact and benefit Albert College. Since the beginning of the pandemic, the school provided students with single use water bottles as a way to reduce the exposure to and spread of COVID-19. As a result, students were using on average three or more water bottles per day. A majority of these bottles were not recycled, meaning they ended up in the landfill. With this in mind, the class decided that the usage and waste of single use water bottles would make the biggest impact.

During SDGs LAB, a small group of students began to think critically about the amount of plastic waste their school was disposing of. Following our workshops recommendations for consensus building, students researched and conducted numerous surveys across the school, and results indicated that about 94.4% of students felt that Albert College should be plastic-free.

Due to the overwhelming agreement that plastic should be removed from the school, Albert College has since provided students with reusable water bottles as a demonstration of their commitment to environmental sustainability. They hope to continue reducing the amount of their school's plastic waste through their reusable bottle program, while continuing to bring awareness to the environmental issues of single use, disposable plastic.



**BREAKING
NEWS**

BISHOP FEEHAN'S RAIN GARDEN

After being fired up and working hard all year, a group of 5 students (all class of 2024) from Bishop Feehan High School have followed through on their project - a Rain Garden!

The students participated in SDGs LAB back in 2020/2021 and since then have been extensively researching, planning, and negotiating to get their garden up and running.

As of June 2022, the rain garden has officially been planted and includes primarily native plants around a storm drain to filter contaminants from runoff before it enters the school's waterways. This new addition to Bishop Feehan will allow rainwater to slowly filter into the ground, replenishing underground water supplies.

They are eager to continue growing their garden while bringing awareness to the project and expanding school participation.



BREAKING NEWS

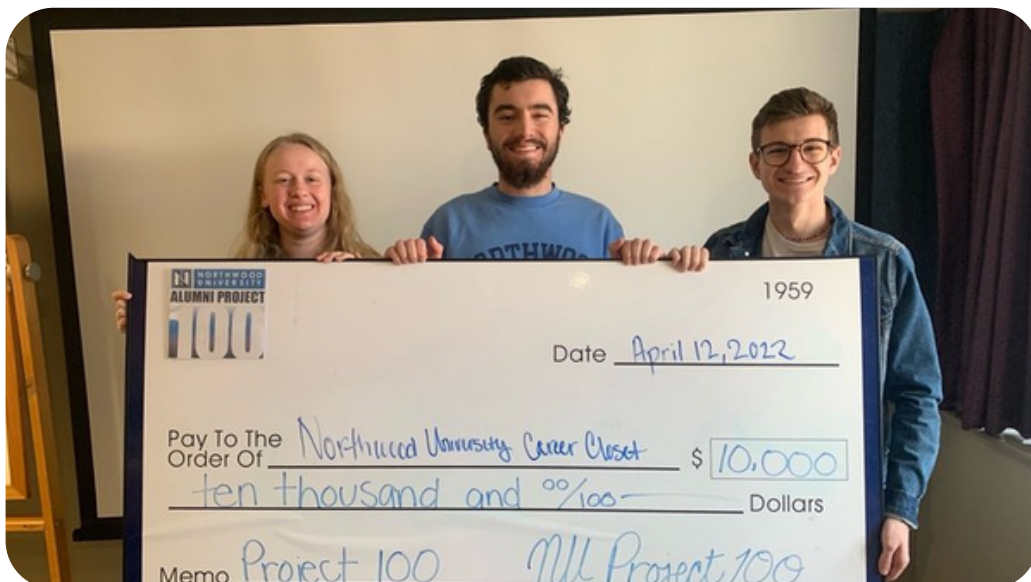
NORTHWOOD UNIVERSITY'S SDGs COMMUNITY PITCH

Professor Chelsea Butcher's Sustainability Science class from Northwood University (NU) participated in the SDGs LAB this recent year (2021/2022).

The class is working on a NU Career Closet for the community to come and acquire business attire for job interviews and more. Students reached out to the community to garner donations of all sizes of neutral and basic apparel, including blazers, blouses, dress shirts, dress pants, khakis, and much more, in addition to accessories such as briefcases, ties, watches, dress shoes, etc.

Some of the students who attended our programming pitched their SDGs project to The Alumni Project 100 group, where twice a year, 100 alumni collectively donate \$100 each, awarding the best idea a total of \$10,000. It just so happened that the NU Career Closet group WON!

Since their victory, the group has received a lot of community support and attention. They were even invited by a local television station to speak about their proposal and win. We could not be any more excited for this group of students, NU, and their SDGs project.





**A huge and immense thank you to all
of our supporters, allies, and
challengers we have met along this
journey!**

**We look forward to working and
growing with you next year!**

“The true test of commitment to Agenda 2030 will be implementation.

We need action from everyone, everywhere.

Seventeen Sustainable Development Goals are our guide. They are a to do list for people and the planet, and a blue-print for success.”

- BAN KI MOON, FORMER UNITED NATIONS SECRETARY-GENERAL



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