





Organisation Mondiale pour l'Éducation Préscolaire
 Organización Mundial para la Educación Preescolar
 World Organization for Early Childhood Education

**2020 EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)
 STUDENT AWARD PROPOSAL FORM**

Complete this form in English. Submit completed form as an email attachment to Judith Wagner at jwagner@whittier.edu **and** Adrijana Visnjic Jevtic at adrijana.vjevtic@ufzg.hr
 Be sure to read the award announcement and other information about competition requirements before completing the form.

Deadline: March 13, 2020

Title of the Project	Children`s development through sustainable development
Authors(s) of the Project (Indicate whether each author is an undergraduate or master`s level student)	Marijana Tumpić, undergraduate student
College or university (Provide evidence of student status, such as photocopy of student ID card)	Faculty of Teacher Education University of Zagreb 
Name, title, and signature of faculty member supervising your project	Ivana Golik Homolak, lecturer 
OMEP national committee	Adrijana Visnjic Jevtic
Signature of OMEP national committee president	
Number of participants : Children 48 Families 8 Early childhood educators 4 Teacher education students 1 Other _____	

ABSTRACT Briefly describe your project. Include relevance to one or more aspects of sustainability (environment, economy, or equitable and just society) and to SDG 4. (Maximum 250 words)

It is well known that educational institutions are focused on children`s development. Especially kindergarten as an educational institution has the obligation to fulfill child`s needs in time when it is most vulnerable. For instance, plasticity of children`s brain depends on the amount of experience a child has went through. When inputs that a child is getting are simple, can be logically connected and always newly used, the child is able to build it`s own pillar of self-esteem, which is the main criterion for everything it does and will do later in life. In order to develop in the right way, children`s development should be sustainable. That means that it should be continuous, upgradeable, supportable and most importantly, consistent. These means can be reached if children`s environment is consistent. Teachers and early childhood educators are lucky to be able to lean on the Earth`s nature and it`s sustainability. By using the food waste as, for example, compost, children can absolve circulation of degradable substances. By shutting down the light when they are not using the room or by washing their hands in basin full of water, they are not only reducing their ecological footprint, but also being economical. As all children would be acting the same while reducing their ecological footprint and carrying about sustainable development, their cognition of the fact that we are all the same, with the same needs and obligations towards the Earth and society we are living in, will be clearer and more self-reasonable to children (SDG4).

<p>Project objective(s)</p>	<p>The overall objective of this project is to implement purpose, meaning and continuous practice, as well as tangible operations in the meaning of sustainable development into kindergarten`s everyday work and functioning. If possible, it should be an important part of kindergarten`s curriculum.</p> <p>Stages of ESD project which are to be past are:</p> <ol style="list-style-type: none"> 1) Determination of general knowledge and awareness about ecological footprint in the kindergarten among the staff (director, teachers, psychologists, pedagogues, chefs, charwomen, janitors,...). 2) Determination of existing practice in the kindergarten focused on sustainable development. 3) Data collection (water usage, electrical energy consumption, use of newly bought materials, food waste statistics). 4) Building up of extended sustainable development context and structure in the kindergarten (establishment, operating, monitoring). 5) Processes and learning focused on children to understand ecological footprint in their lives as well as reducing the ecological footprint of their kindergarten. 6) Data collection (water usage, electrical energy consumption, use of newly bought materials, food waste statistics). 7) Evaluation of the work and practice done in the last three months (teacher`s evaluation, children actions and behaviors in the meaning
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	of reducing ecological footprint or acting by sustainable development, parent's observation on the project and their implementation of sustainable development into their households).
Project outcome(s)	At the beginning of the project not all of the kindergarten's employees were well familiar with reducing ecological footprint. Only a few of them were relying on sustainable development and have focused their work on it. Ecological footprint is explained to children and they know how to use less new materials, how to recycle, how to use less energy. It is expected that by the end of this project, all of the employees will deeply understand sustainable development and be able to think of new ways to reduce ecological footprint in kindergarten or just develop their practice and work by sustainable development. In the meaning of that, children will be able to absorb what they see by a model, which is why are they likely to implement that practice in their everyday life (the practice has a purpose, a meaning and it is positive).

DESCRIPTION OF THE PROJECT (Maximum 4 pages)
<p>When people decide to care more about the nature and their own environment, they focus themselves on the amount of impact they are accumulating by using non-renewable sources or always new materials (Chertow, Esty, 1997). Our aim under ESD Project is not only to reduce our ecological footprint, but to reduce the amount of everything that we do use and don't really need. The project is based on our overall ecological behavior and awareness on ecological sources consumption. By these means, we will reduce our job on waste management, create a structure that is relevant to children who will eventually feel safer, more helpful and complacent in their kindergarten and at home as well, and economize the flow of financial sources and our own energy. How we do something is of the same relevance as what we really do ("quality education"). That is why it was important to explain the children what is ecological footprint, why are we reducing it, where should we reduce it and give them a chance to work on sustainable environment in their kindergarten by finding ways to reduce materials and energy consumption in their everyday life. This ESD Project is an umbrella for emerging educations (UNESCO, 2012). We used the book from Melanie Walsh (10 Things I Can Do to Help My World, 2008) to divide our project into 10 stages of reducing our ecological footprint and coming up with new ideas on how to use less or use only that what we really need. The project includes reducing energy consumption (turning of the lights, disconnecting small appliances from the electrical outlet), water consumption (turning off the leak while washing teeth, using a basin to wash the hands, pouring only a half of the amount of water into the cup while drinking), waste management (throwing the garbage, understanding which materials can be reused and which can't), food management (taking smaller amount of the lunch firstly and trying to eat everything taken, if not, throwing the food waste into the bin that will be used for compost or animal food, feeding the birds with bread waste), paper management (using both sides of the paper, using only two sheets of paper per day, reusing sheets of paper), focusing on the households (reorienting the kindergarten's practice on the practice at home), recycling (building the centers of activities from old materials, projects on different themes), physical movement (physical activities every day, exercising), planting (plants from seeds of fruits that were eaten), waste separation (always using the moment to separate the waste, reading picture books about waste management). These themes are separated in different cycles of project's period and will be carried out thoroughly. We will try to satisfy our needs, without endangering others. Countable results of this project will be water usage, electrical energy consumption, use of newly bought materials, food and waste statistics. But what is the most important, is that children understand nature flow and</p>

respect others. We have to give them tools and practical ways to act within the needs of nature. If this practice is consistent, proved and corroborated, it will be kept in children's future everyday life.

Chertow, M. R., Esty, D. C. (1997). *Thinking Ecologically – the next generation of environmental policy*. Yale University Press, United States of America

UNESCO. (2012). *Shaping the education of tomorrow*. Retrieved from UNESCO website <https://unesdoc.unesco.org/ark:/48223/pf0000216606> (1.3.2020)

Briefly describe how you plan to use what you have learned from this project in your future academic or professional work. (Maximum 150 words)

I have learned that everything that I do, that has a meaning and can be explained, can always be sustainable. With consistency comes sustainability, with sustainability comes order. When we have those three things, we can help the children to understand their environment – nature and society. By understanding the nature, children understand that everything that they truly need in their everyday activity, can be done in or made of nature. Love, belonging, respect and self-actualization is fulfilled within society. As a future preschool educator, I will always aim on reducing my ecological footprint by using better ways to fulfill my and children's needs. I will always try to explain why am I doing something and why should the others also do so. The real numbers can always help to understand the greatness of carrying about our nature, team-work and mutual understanding is important if we want to give the children an example of consistency.

*Additional information and updates are available
on the World OMEP website under the Practice tab: www.worldomep.org*