



School Engagement Project



Integration of SDGs in:

- ☒ Curriculum
- ☒ Student Engagement

SDG focus

- ☒ Goal 4 – Quality Education
- ☒ Goal 17 – Partnership for the Goals

What did we do?

In line with WCC Aeronautical and Technological College, Inc. Binalonan's commitment to sustainability and global citizenship, we launched the initiative "From Global Goals to Local Actions: A Sustainability Orientation." This project aimed to enhance the awareness and understanding and integration of the United Nations Sustainable Development Goals (SDGs) among primary students.

WCC ATC collaborated with three different local primary schools to conduct an engaging and interactive seminar for two days. The orientation targeted students from Grade 5 and Grade 6, focusing on raising awareness of the 17 SDGs and their relevance in everyday life. The session included discussions, activities, and real-life examples to demonstrate how small actions contribute to achieving global sustainability goals.



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What are the benefits and outcomes?

1. **Increased SDG awareness:** Students gained a foundational understanding of the UN SDGs and their importance in achieving a more sustainable future.
2. **Enhance community collaboration:** The initiative strengthened partnerships between WCC ATC Binalonan and primary schools, fostering a shared commitment to sustainability.
3. **Student engagement in sustainability:** The interactive format encouraged students to think critically about their role in global sustainability efforts.
4. **Integration of sustainability concepts:** The orientation laid the groundwork for incorporating sustainability discussions into elementary education.

What barriers or challenges did you encounter in embedding this aspect of the SDGs into your work and how did you overcome them?

- 1. Limited prior knowledge of SDGs:** Many students had little to no background on sustainability concepts. To address this, we designed the orientation with simplified explanations and interactive activities.
- 2. Budget limitations:**
- 3. Time constraints:** Scheduling conflicts with the school calendar and students' academic commitments made it challenging to find an ideal time for the seminar. We addressed this by coordinating closely with school administrators to select the most suitable date and time.
- 4. Sustaining interest and follow-through:** While enthusiasm was high, maintaining long-term engagement required continuous efforts. We tackled this by proposing to conduct this seminar yearly in different schools.

What are your conclusions and recommendations for others?

Embedding sustainability education at primary students is crucial for developing responsible future leader. We recommend the following best practices for institutions looking to implement similar initiatives:

- 1. Customize learning materials:** Tailor sustainability discussions to the age group and background of the participants.
- 2. Leverage interactive approaches:** Use engaging approaches such as games, and trivia questions to enhance engagement and retention of information.
- 3. Encourage long-term integration:** Advocate for continuous sustainability education through follow-up activities.

By fostering sustainability awareness at a young age, we are empowering the next generation to take meaningful action toward achieving the SDGs.