The Lord God took the man and put him in the garden of Eden to till it and keep it. (Genesis 2,15)
A brief guide to the SDG self-assessment tool

This tool is a simple and quick way of gathering information about how your current work contributes to the UN agenda. Just follow these few steps as you go through the process.

WHAT

Each Sustainable Development Goal (SDG) has a set of targets and indicators attached to it. The self-assessment will guide you through a process of gathering information about how the work you are currently doing is linked to these targets and indicators. This assessment tool is not a scientific tool that measures actual quantitative or qualitative results of your work. Rather it is designed to:
1) raise your awareness of the SDGs, their targets and indicators;
2) show how your work is interlinked with the SDGs and how you are contributing to their achievement;
3) help you identify the concrete steps you may want to undertake to widen and deepen the work you are presently doing.

WHO

The assessment tool is meant for any church or church-related organization that finds it useful. It can be used by a congregation, institution or organization or it can be completed from a regional perspective (e.g. diocese) or from a national or international perspective. When filling out the user information, it is important to communicate and understand clearly what level you work at (local, regional or international) and who you represent. The questions in this tool are formulated in “you” form. “You” in this context means the church, organization or institution you represent, not you personally.

WHY

Seeing the links between your activities and the SDG targets and indicators will help you to:
1) look at your work from a fresh perspective, namely that of the UN Agenda 2030 for Sustainable Development;
2) make the work you are doing more visible locally, nationally and globally;
3) help you inform your current and potential funding and implementation partners about what you have accomplished;
4) identify work results that can guide future planning.

The results of the questionnaire may surprise you. You are quite likely contributing to many SDGs without knowing it! No matter how big or small your contribution is: All steps taken towards meeting the goals are important!

HOW TO COMPLETE THE SELF-ASSESSMENT TOOL

1) Call together an assessment team to answer the questions in the self-assessment form.
2) Include staff from different management levels, project and administrative staff, and representatives of the communities you serve.
3) Print enough copies of the assessment form for everyone to read and follow up the discussion. Appoint one person to note down the team’s answers to the questions.
4) Gather copies of policies, guidelines, Standard Operating Procedures and any other tools that your staff uses in their day-to-day work. This will help you answer the questions.
5) Take notes of your observations and of any activities that you are running which are not
mentioned in the assessment tool. The questions in the assessment tool arise from the UN targets and indicators so they will not cover the full range of activities in which your organization is engaged.

6) Answer all the questions. If your organization does work related to the activity listed, tick ‘yes’ and answer any related sub-questions. If a question does not apply to you, simply select ‘not yet’ and move to the next question. By selecting ‘I don’t know’ you can skip the question and come back to it later. Please note that the assessment is not finalized as long as there are questions with ticks in ‘I don’t know’ boxes.

7) Many questions cover a range of different options. If your answer to one of the options is ‘yes’, you can tick ‘yes’ for the entire question.

Let’s get started!
USER INFORMATION

Your country: ____________________________________________

Name of your church/institution/organization: ________________________________

Name and position of the contact person: __________________________________

Email address: ________________________________________________________

How would you describe your organization (Please select all that apply):

☐ International
☐ Regional
☐ National
☐ Local
☐ Other (please specify) ___________________________________________________

Your organization has operations in (Please select all that apply):

☐ Developing country
☐ LDC (least developed country)
☐ Developed country
☐ Not applicable ______________________________________________________________________

Which of the following best describes institution/organization?

☐ Church
☐ Ecumenical organization or network
☐ Church-based development organization / Faith-based organization (FBO)
☐ Specialized service institution (school, hospital etc.)
☐ Other — please explain ______________________________________________________________________

Names and positions of those who participated in the self-assessment process:

Name ____________________________________________     Position __________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________
A. Within your church/organization, you raise awareness/educate on the impacts of climate change in your living environment

- **YES**
- **NOT YET**
- **I DON'T KNOW**

**+1 POINT!** skip to question B

### SUSTAINABLE DEVELOPMENT GOALS

**GOOD JOB!** You are contributing to the following targets and indicators

#### 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

- **YES**
- **+1 POINT!**

#### 12.2 By 2030, achieve the sustainable management and efficient use of natural resources

- **YES**
- **+1 POINT!**

#### 12.2.1 Material footprint, material footprint per capita, and material footprint per GDP

#### 12.2.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP

#### 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

- **YES**
- **+1 POINT!**

#### 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

- **YES**
- **+1 POINT!**

#### 12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

#### A.a
You discuss the impacts of climate change in your church/organization

- **NOT YET**
- **YES**
- **+1 POINT!**

#### A.b
Your church/organization keeps track of the actions that your local/national government and/or the international community are doing to fight climate change

- **NOT YET**
- **YES**
- **+1 POINT!**

#### A.c
When you plan your work and develop your budget, you pay attention to climate-related and environmental impacts

- **NOT YET**
- **YES**
- **+1 POINT!**

#### A.d
You base your communication and activities related to climate change on factual and reliable information sources

- **NOT YET**
- **YES**
- **+1 POINT!**
B. You actively promote environmentally responsible behavior in relation to transport and energy consumption, in order to limit your church’s/organization’s climate footprint

- YES
- NOT YET
- I DON’T KNOW

+1

skip to question C

B.a
You have a climate/environment (or “green office”) policy that spells out your commitment to aspects such as energy saving and decarbonization

B.b
You encourage the use of public transport, bicycles, carpooling etc. among your staff members and participants to your events/activities thereby limiting the use of private cars

B.c
You encourage the reduction of air travel and choose other alternatives where possible (e.g. teleconferences or use of other means of transport)

Sustainable Development Goals

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

12.2 By 2030, achieve the sustainable management and efficient use of natural resources

12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

GOOD JOB!
You are contributing to the following targets and indicators

12.2.1 Material footprint, material footprint per capita, and material footprint per GDP

12.2.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP

12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

Sustainable Development Goal 13
Take urgent action to combat climate change and its impacts

Waking the Giant
SDG Self-Assessment Tool
Sustainable Development Goal 13
Take urgent action to combat climate change and its impacts

**B.d**
Your church/organization compensates the emissions of professional flights and/or other activities

**B.e**
You take measures to systematically reduce the energy consumption within your organization (e.g., limit the use of lights or electrical appliances) and/or you have switched to sustainable energy sources (solar, wind or water power etc.)

**SUSTAINABLE DEVELOPMENT GOALS**

**GOOD JOB!**
You are contributing to the following targets and indicators

- **13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning**
  - 12.2 By 2030, achieve the sustainable management and efficient use of natural resources

- **7.2 By 2030, increase substantially the share of renewable energy in the global energy mix**
  - 12.2 By 2030, achieve the sustainable management and efficient use of natural resources

- **7.2.1 Renewable energy share in the total final energy consumption**
  - 12.2.1 Material footprint, material footprint per capita, and material footprint per GDP

- **12.2.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP**
C. Your church/organization actively promotes and practices sustainable waste and water management to reduce/limit its climate footprint

YES □ NOT YET □ I DON’T KNOW □ +1

C.a You have a climate/environment (or "green office") policy that spells out your commitment to aspects such as recycling, water saving etc.

NOT YET □ YES □ +1 POINT!

SUSTAINABLE DEVELOPMENT GOALS

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

12.2 By 2030, achieve the sustainable management and efficient use of natural resources

12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

C.b Within your church/organization you encourage responsible behavior related to food consumption (e.g. prioritizing vegetarian food, reducing food waste)

NOT YET □ YES □ +1 POINT!

GOOD JOB! You are contributing to the following targets and indicators

12.2.1 Material footprint, material footprint per capita, and material footprint per GDP

12.2.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP

12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse
Sustainable Development Goal 13
Take urgent action to combat climate change and its impacts

**C.c**
You have organized your church’s/organization’s waste management in a sustainable way by reducing, re-using and recycling (e.g. using reusable water bottles, avoiding single-use plastic items)

**C.d**
Within your church/organization, you take action to save water (e.g. avoiding unnecessary water usage, recycling waste water, repairing any leakages without delay)

**C.e**
The sanitation facilities of your church/organization are safe and sustainable to people and to the environment (no contamination of water sources and soil)

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**Sustainable Development Goals**

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

---

**GOOD JOB!**
You are contributing to the following targets and indicators

6.3.1 Proportion of wastewater safely treated
6.3.2 Proportion of bodies of water with good ambient water quality

6.4.1 Change in water-use efficiency over time
6.4.2 Level of water stress: freshwater withdrawal as a proportion of available freshwater resources

6.2.1 Proportion of population using (a) safely managed sanitation services and (b) a hand-washing facility with soap and water

---

**NOT YET**

**YES**
3 POINT!
D. You inform people on the impacts of climate change and what can be done to mitigate/reduce them

- YES
- NOT YET
- I DON'T KNOW

+1

skip to question E

D.a You discuss the impacts of climate change with church members, communities etc.

Sustainable Development Goals

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

GOOD JOB!
You are contributing to the following targets and indicators

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

D.b You produce and/or distribute information on climate change and environmental issues

12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

D.c You teach or preach about climate change, climate justice and/or natural disasters

12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

Sustainable Development Goal 13
Take urgent action to combat climate change and its impacts

Waking the Giant
SDG
Self-Assessment Tool

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including climate change education, are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment
**Sustainable Development Goals**

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

7.2 By 2030, increase substantially the share of renewable energy in the global energy mix

12.2 By 2030, achieve the sustainable management and efficient use of natural resources

12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

**GOOD JOB!**

You are contributing to the following targets and indicators

6.3.1 Proportion of wastewater safely treated

6.3.2 Proportion of bodies of water with good ambient water quality

6.4.1 Change in water-use efficiency over time

6.4.2 Level of water stress: freshwater withdrawal as a proportion of available freshwater resources

7.2.1 Renewable energy share in the total final energy consumption

12.2.1 Material footprint, material footprint per capita, and material footprint per GDP

12.5.1 National recycling rate, tons of material recycled

12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

---

**D.d**

You educate people on practical ways to behave more environmentally friendly, e.g. how to:

- reduce their greenhouse gas emissions
- sustainably manage waste (i.e. reducing, re-using, recycling)
- sustainably manage water (e.g. water harvesting, water saving, sanitation)
- make use of sustainable energy sources
E. You support initiatives that enhance food security and/or sustainable farming (activities that help people adapt to the changing climate)

YES ☐  NOT YET ☐  I DON’T KNOW ☐  +1

skip to question F

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SUSTAINABLE DEVELOPMENT GOALS

GOOD JOB!
You are contributing to the following targets and indicators

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round

2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality

15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally

15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world

15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species

---

E.a You build people’s knowledge and skills on sustainable farming techniques, e.g.:
- agroforestry
- crop rotation
- weather resistant crop production thereby helping them to adapt to the changing climate

NOT YET ☐  YES ☐  +1 POINT!
Sustainable Development Goal 13
Take urgent action to combat climate change and its impacts

**E.b**
You support people who depend on agriculture and are affected by climate change in developing alternative sources of livelihood (e.g. through micro loans, promoting small businesses)

**NOT YET**

**YES**

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance

**GOOD JOB!**
You are contributing to the following targets and indicators

1.4.1 Proportion of population living in households with access to basic services
F. You take action to preserve nature

- YES
- NOT YET
- I DON’T KNOW

+1

F.a You sensitize people about the importance of preserving nature (forests, green spaces, vegetation, lakes, rivers etc.)

SUSTAINABLE DEVELOPMENT GOALS

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements

15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally

15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world

15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species

GOOD JOB!
You are contributing to the following targets and indicators

12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment

15.1.1 Forest area as a proportion of total land area

15.2.1 Progress towards sustainable forest management

15.3.1 Proportion of land that is degraded over total land area
F.b You engage in direct action to preserve or restore nature (e.g. by planting trees, taking care of natural reserves)

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements

15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase forestation and reforestation globally

15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world

6.6.1 Change in the extent of water-related ecosystems over time

15.1.1 Forest area as a proportion of total land area

15.2.1 Progress towards sustainable forest management

15.3.1 Proportion of land that is degraded over total land area
G. You actively engage in preventing and providing assistance in case of natural disasters

YES □ NOT YET □ I DON’T KNOW □

+1

G.a You have assessed the risks (likelihood and impact) of possible disasters (induced by climate change) for your church/organization

NOT YET □ YES □ (3 POINTS)

G.b Your church/organization has a disaster/emergency preparedness and response plan that includes a climate risk assessment

NOT YET □ YES □ (3 POINTS)

G.c You inform and prepare people in your community for possible disasters due to climate change (awareness raising, risk assessment, preparedness and response plans)

NOT YET □ YES □ (3 POINTS)

SUSTAINABLE DEVELOPMENT GOALS

GOOD JOB!
You are contributing to the following targets and indicators

13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

13.1.1 Number of deaths, missing persons and directly affected persons attributed to disasters per 100,000 population

11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations

11.5.2 Direct economic loss in relation to global GDP, damage to critical infrastructure and number of disruptions to basic services, attributed to disasters

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations

11.5.2 Direct economic loss in relation to global GDP, damage to critical infrastructure and number of disruptions to basic services, attributed to disasters
### Sustainable Development Goals

#### G.d
You provide support to people who are affected by disasters induced by climate change (e.g. humanitarian aid, psychosocial/pastoral support), taking into account any specific needs of women and men

<table>
<thead>
<tr>
<th>NOT YET</th>
<th>YES</th>
<th>1 POINT!</th>
</tr>
</thead>
</table>

#### G.e
You assist people in adapting to new situations after climate related hazards/natural disasters, paying attention to any specific needs of women and men

<table>
<thead>
<tr>
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<th>YES</th>
<th>1 POINT!</th>
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<tr>
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</tr>
</tbody>
</table>

#### 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters

5.1 End all forms of discrimination against all women and girls everywhere

<table>
<thead>
<tr>
<th>NOT YET</th>
<th>YES</th>
<th>1 POINT!</th>
</tr>
</thead>
</table>

#### 11.5.1 Number of deaths, missing persons and directly affected persons attributed to disasters per 100,000 population

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<tbody>
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#### 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters

5.1 End all forms of discrimination against all women and girls everywhere

<table>
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<th>YES</th>
<th>1 POINT!</th>
</tr>
</thead>
</table>

#### 11.5.2 Direct economic loss in relation to global GDP, damage to critical infrastructure and number of disruptions to basic services, attributed to disasters

<table>
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<tr>
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</thead>
</table>
H. You advocate at the local, national or international level for enhanced climate action

YES □ NOT YET □ I DON’T KNOW □

+1

H.a
You actively demand for climate concerns to be included/strengthened in public policies

NOT □ YES □ + POINT!

H.b
You participate in public debates/manifestations etc. in order to influence your government to raise their ambition to mitigate climate change impacts

NOT □ YES □ + POINT!

H.c
You advocate at local and/or national level for better and sustainable waste management systems (e.g. recycling facilities)

NOT □ YES □ + POINT!

SUSTAINABLE DEVELOPMENT GOALS

13.2 Integrate climate change measures into national policies, strategies and planning
13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management
12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

GOOD JOB!

You are contributing to the following targets and indicators

13.2.1 Number of countries that have communicated the establishment or operationalization of an integrated policy/strategy/plan which increases their ability to adapt to the adverse impacts of climate change, and foster climate resilience and low greenhouse gas emissions development in a manner that does not threaten food production (including a national adaptation plan, nationally determined contribution, national communication, biennial update report or other)

11.6.1 Proportion of urban solid waste regularly collected and with adequate final discharge out of total urban solid waste generated, by cities
12.5.1 National recycling rate, tons of material recycled
Waking the Giant
SDG
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SUSTAINABLE DEVELOPMENT GOALS

6.4.13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

13.2 Integrate climate change measures into national policies, strategies and planning

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

6.6.1 Change in the extent of water-related ecosystems over time

15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements

15.1.1 Forest area as a proportion of total land area

15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world

15.3.1 Proportion of land that is degraded over total land area

GOOD JOB!
You are contributing to the following targets and indicators

6.3.1 Proportion of wastewater safely treated

6.3.2 Proportion of bodies of water with good ambient water quality

6.4.1 Change in water-use efficiency over time

6.4.2 Level of water stress: freshwater withdrawal as a proportion of available freshwater resources

H.d You advocate at local and/or national level for public authorities to strengthen sustainable water management and use

H.e You advocate at local and/or national level for better protection and/or restoration of nature
Sustainable Development Goal 13
Take urgent action to combat climate change and its impacts

H.f
You advocate at local and/or national level for the rights of those affected by climate change and climate-induced natural disasters

SUSTAINABLE DEVELOPMENT GOALS
GOOD JOB!
You are contributing to the following targets and indicators

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance
YOUR RESULTS

1) To calculate your results, simply count all the boxes where you have answered ‘yes’. This will show you how many different activities you conduct related to the Sustainable Development Goal 13.

### IN THIS SECTION, IT IS POSSIBLE TO ANSWER ‘YES’ ON 41 ACTIVITIES

**Your total:** /41

2) Establish a list of targets that you contribute to: Go back to your responses and check – on the right hand side – which of the targets of the Agenda 2030 you are meeting and with how many different activities. Based on that, complete the following graphic. For each activity that you responded to with a ‘yes’ you may color one field for the corresponding target(s) below.

<table>
<thead>
<tr>
<th>Targets under SDG 13 – Take urgent action to combat climate change and its impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</td>
</tr>
<tr>
<td>13.2 Integrate climate change measures into national policies, strategies and planning</td>
</tr>
<tr>
<td>13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targets under SDG 1 – No Poverty</th>
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</thead>
<tbody>
<tr>
<td>1.4 by 2030 ensure that all men and women, particularly the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership, and control over land and other forms of property, inheritance, natural resources, appropriate new technology, and financial services</td>
</tr>
<tr>
<td>1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targets under SDG 2 – End hunger, achieve food security and improved nutrition and promote sustainable agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round</td>
</tr>
<tr>
<td>2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality</td>
</tr>
</tbody>
</table>
### Sustainable Development Goal 13

**Take urgent action to combat climate change and its impacts**

#### Targets under SDG 3 – Good health and well-being

- **3.9** By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination

#### Targets under SDG 4 – Quality education

- **4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

#### Targets under SDG 5 – Gender equality

- **5.1** End all forms of discrimination against all women and girls everywhere

#### Targets under SDG 6 – Clean water and sanitation

- **6.2** By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
- **6.3** By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally
- **6.4** By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity
- **6.6** By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

#### Targets under SDG 7 – Ensure access to affordable, reliable, sustainable and modern energy for all

- **7.2** By 2030, increase substantially the share of renewable energy in the global energy mix

#### Targets under SDG 11 – Make cities and human settlements inclusive, safe, resilient and sustainable

- **11.5** By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations
- **11.6** By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management
### Targets under SDG 12 - Sustainable consumption and production

<table>
<thead>
<tr>
<th>Target</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.2</td>
<td>By 2030, achieve the sustainable management and efficient use of natural resources</td>
</tr>
<tr>
<td>12.5</td>
<td>By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse</td>
</tr>
<tr>
<td>12.8</td>
<td>By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</td>
</tr>
</tbody>
</table>

### Targets under SDG 15 - Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

<table>
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<tr>
<th>Target</th>
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</tr>
</thead>
<tbody>
<tr>
<td>15.1</td>
<td>By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements</td>
</tr>
<tr>
<td>15.2</td>
<td>By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally</td>
</tr>
<tr>
<td>15.3</td>
<td>By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world</td>
</tr>
<tr>
<td>15.5</td>
<td>Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species</td>
</tr>
</tbody>
</table>
Select a target that you are particularly strong at and explain – in your own words and giving concrete examples – how you contribute to it:

<table>
<thead>
<tr>
<th>Target:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your contribution:</td>
</tr>
</tbody>
</table>
3) Share your results with others! The Waking the Giant team will be happy to share about your work on our website, along with contributions that other churches and church-related organizations are making worldwide to meeting the SDGs.

Upload your results online, by completing our web-based self-assessment tool under: https://wakingthegiant.lutheranworld.org/sdg-self-assessment-tool

OR:
Scan and e-mail your completed questionnaire to: WakingtheGiant@lutheranworld.org

OR:
Mail your form to:
The Lutheran World Federation
Waking the Giant / Leena Luukkonen
P.O. BOX 2100
CH-1211 Geneva 2, Switzerland

Submitting your results is voluntary but much appreciated: the more results are submitted, the more visibility the work of churches and church related organizations can gain globally.

4) After submitting your results, you will receive an official Waking the Giant Assessment Certificate. It will be sent to the address you noted in the user information section.
5) If you upload your results online, your report will be saved, and you are welcome to update your assessment any time.

AFTER COMPLETING THE ASSESSMENT – NEXT STEPS

Gather your team to discuss the results of the self-assessment process.
• Was the result as you expected and what was surprising about it?
• How easy or difficult did you find it to connect your work and the SDG targets and indicators?
• Do you do any activities that are linked to the goals and their targets, but that were not mentioned in the assessment tool? Which ones?

Agree whether to focus your discussion on activities or on SDG targets.
• For activities or targets that you are already working on, how can you deepen your work?
• For activities or targets that you are not yet working on, do you see anything you might to add to your current work?