

# ASIA-PACIFIC SDG YOUTH CHALLENGE

## 2018 FINAL REPORT



REGIONAL CENTRE OF EXPERTISE  
ON EDUCATION FOR  
SUSTAINABLE DEVELOPMENT



ACKNOWLEDGED BY



UNITED NATIONS  
UNIVERSITY

**GOAL 14**  
LIFE BELOW  
WATER

**GOAL 13**  
CLIMATE  
ACTION

**RCE  
YOUTH**

## Youth for the Goals: Climate Action and Life Below Water

# 1<sup>st</sup> Asia-Pacific RCE SDG Youth Challenge 2018 on “Youth for the Goals: Climate Action and Life Below Water”

Co-hosted by RCE Greater Western Sydney (Western Sydney University), Australia and RCE Yogyakarta (Universitas of Gadjah Mada), Indonesia

Co-ordinated by RCE Asia-Pacific Youth

**WESTERN SYDNEY**  
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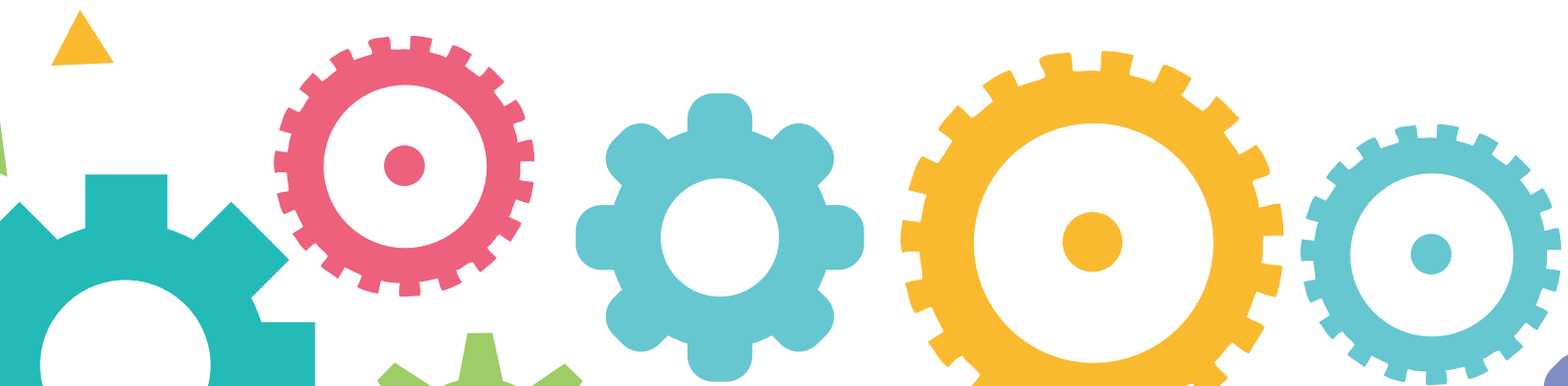
## CONTACT US

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# FOREWORD

Today young people face grand challenges but are very capable to offer unique perspectives and ideas, in addition to advocating for their priority interests but often don't get heard. Youth have the strengths to be empowered as stakeholders, caretakers and leaders for Asia-Pacific.

The Regional Centre of Expertise (RCE) network was established in 2003 as a multi-stakeholder global education network and is endorsed by the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS). It wasn't until a decade later that youth were formally invited to participate in the network. In November 2016, youth were given the opportunity to attend and hold a youth session at the 10th Global RCE Meeting in Yogyakarta, Indonesia. From here the RCE Youth Network was created with a small group of 10 international youth leaders. The RCE Asia-Pacific Youth network is co-coordinated by Ms Brittany Hardiman, RCE Greater Western Sydney, Australia and Ms Emmy Yuniarti Rusadi, RCE Yogyakarta, Indonesia. Our drive is to empower youth to take action, get involved with their RCE and to work collaboratively on projects that address local issues in their region.

Our first major project was the Asia-Pacific Youth Sustainable Development Goal (SDG) Challenge 'Youth for the Goals: Climate Action and Life Below Water' which aimed to inspire and mobilise on-ground projects led by youth for youth (35 years and younger) through a peer to peer model. The projects were to address the needs of their community, while addressing and educating participants on the SDGs and encompassing the UNSECO Global Action Priority (GAP) Area 4: Empowering and mobilizing youth.

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by the United Nations. These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected – often the key to success on one will involve tackling issues more commonly associated with another (UNDP, 2018). This SDG Youth Challenge takes on this global agenda.

*"I am so incredibly proud of the achievements of all of those who participated in our first Asia-Pacific SDG Challenge. When Emmy and I first set up this Challenge we weren't sure what to expect, but it has surpassed my wildest imaginings. My hope is that these projects keep their momentum and continue to mobilise the SDGs to achieve a significant impact on our world. We are actively working to shape a new future and what we have collectively achieved should be celebrated, and I hope that this report is just that."*

Ms Brittany Hardiman, A-P Regional Youth Leader  
RCE Greater Western Sydney, Australia

*"All the things done along 2016 to 2018 in RCE Asia-Pacific Youth especially SDG Challenge proved me many things. The teamwork, when imagination could lead reality, youth empowerment not only using "mouth" but truly effort with communities. I am blessed that together with Brittany and all spiritfull persons, this RCE AP Youth can grow more than we expect. Do not stop, this is still the beginning!"*

Ms Emmy Yuniarti Rusad, A-P Regional Youth  
Deputy Leader  
RCE Yogyakarta, Indonesia

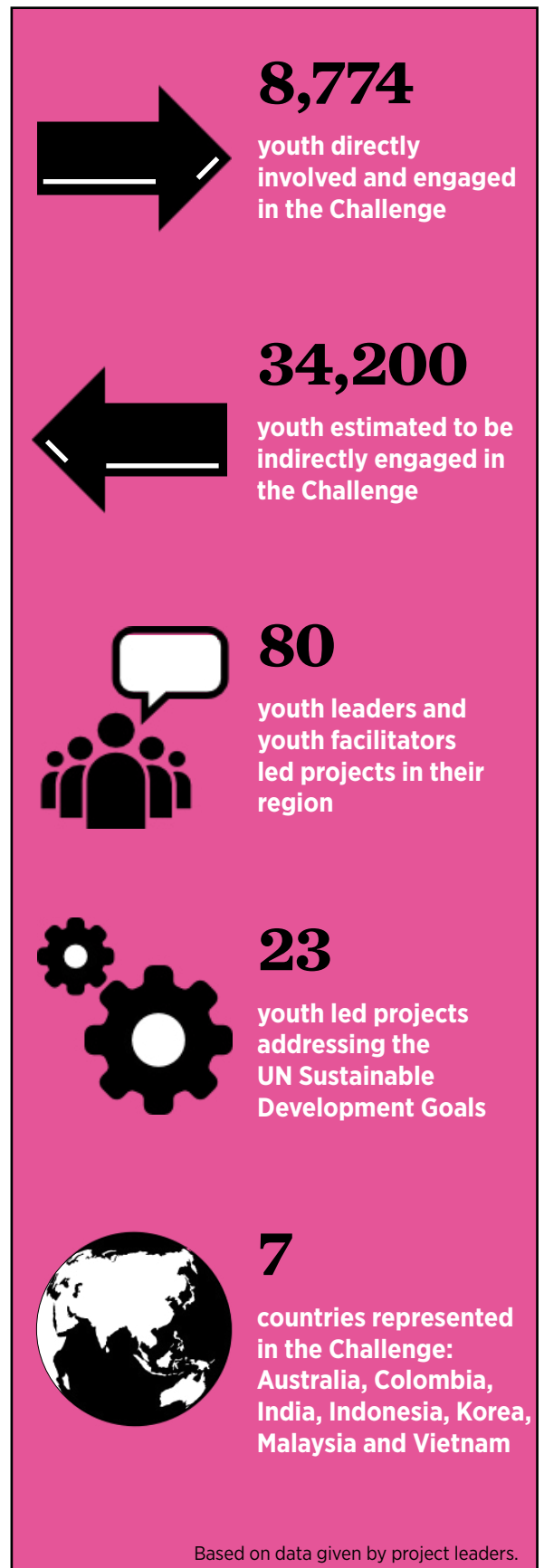
# SUMMARY

**TODAY IS A CRITICAL TIME FOR THE WORLD'S YOUTH. NOT ONLY DO WE FACE EXTRAORDINARY CHALLENGES, SUCH AS MAN-MADE CLIMATE CHANGE, GROWING POPULATION AND HEALTH IMPACTS, LARGE-SCALE SOCIAL ISSUES OF WAR, POVERTY AND INEQUALITY, BUT WE ALSO POSSESS MANY POWERFUL TOOLS TO SOLVE THESE PROBLEMS, ESPECIALLY WITH THE AVAILABILITY OF NEW TECHNOLOGIES AND SOCIAL MEDIA. WE NEED YOUNG LEADERS TO TAKE ACTION FOR THE GLOBAL GOALS.**

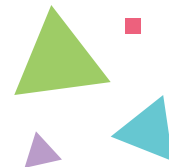
The first Asia-Pacific Youth Sustainable Development Goal (SDG) Challenge was aimed to inspire and mobilise on-ground projects led by youth for youth (35 years and younger). The projects were to address the needs of their community, while addressing and educating participants on the UN SDGs. The projects were centred around SDG 13: Climate Action and SDG 14: Life Below Water, but also looked at the interaction of the other 17 goals. Youth worked over together a 6 month period with youth to address and discussion the issues as well as explore proactive and positive solutions to address the challenges facing their region.

Led by the Asia-Pacific Regional RCE Youth Leaders (RCE Greater Western Sydney and RCE Yogyakarta) via the Regional Centre of Expertise (RCE) network, all youth were invited to participate in an open call. Participants involved in the Challenge were not only from RCE's but also connected with the UNSECO Education for Sustainable Development and Global Citizenship network. In total, the SDG Challenge had an expression of interest from 31 projects, with 23 of these still continuing to the conclusion of the program with 1 outside of the Asia-Pacific region.

At the conclusion of the project a Virtual Youth Summit was held to share their stories and projects to a global audience and to celebrate their achievements. Collectively we achieved an engagement of nearly 40,000 youth participants across the Asia-Pacific region. This 2018 report showcases the projects and youth leaders involved.



# PROJECT LIST



PROJECT TITLE	RCE/AFFILIATION AND COUNTRY
Youth for Environmental Sustainability (YES) Malaysia	RCE Central Semenanjung, Malaysia
Facilitating Learning on WASH (FLOW)	RCE Delhi, The Energy and Resource Institute, India
Green School, Green Community	RCE Delhi, Teach for Green, India
Mobilizing students, youth and communities towards action oriented approach for sustainable development	RCE Delhi, India
Gippsland Sustainable Schools Expo 2018: Waste Not, Want Not – Do More With Less	RCE Gippsland (subcommittee of Gippsland Climate Change Network), Australia
Learning from Environmental Champions in Vanuatu	RCE Greater Western Sydney, Western Sydney University, Australia
The Plastic Lid Project	RCE Greater Western Sydney, Western Sydney University, Australia
Empowering the forest communities to reforest*	RCE Penang, Malaysia
International Beach Clean Up	RCE Penang, RCE Sejahtera Youth, Malaysia
Tasmanian Youth Climate Leaders Conference	RCE Tasmania, Education for Sustainability Tasmania, Australia
Knowledge to The World (KTW)*	RCE Tonygeong, Republic of Korea
1. Blue School and Blue Tonygeong* 2. Clean Streets in Tonygeong* 3. Gardening everywhere* 4. Healing Book Project* 5. Steps toward conservation of marine ecosystems and environmentally friendly communities* 6. Sustainable Seas Youth Club*	RCE Tonygeong, Chungryol RCE Youth Clubs, Republic of Korea
Cart Care for Flood and Small Flood	RCE Yogyakarta, Indonesia
Sancang Conservation Service Camp	RCE Yogyakarta, KPA Biocita Formica, Indonesia
Sekolah Ilalang: A youth agricultural platform to improve regeneration of smart farmers in the face of climate change.*	RCE Yogyakarta, Indonesia
Chay Nhat (Run and Pick-up) project	UNESCO ESD Youth Leader, Vietnam
Youth Participation in SDG14: Towards a Healthy Ocean 2018	World Youth Foundation, Malaysia
Know how to be a superhero of the planet	RCE Bogota, Colombia <i>Outside of Asia-Pacific region</i>

\*This indicates no final report supplied by project leader and as such no details have been outlined in this report.

*“We have been actively engaging high school students in introducing the SDGs.”*

## SNAPSHOT



640

youth engaged between 13 - 35 years old



20

youth facilitators trained for peer-peer workshops

## GOALS AND TARGETS

13

CLIMATE ACTION



**SDG 13:** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

7

AFFORDABLE AND CLEAN ENERGY



**SDG 7:** Double the global rate of improvement in energy efficiency by 2030.

# YOUTH FOR ENVIRONMENTAL SUSTAINABILITY (YES) MALAYSIA

*Kuala Lumpur, Malaysia  
RCE Central Semenanjung*

This project was led by Dr Zul Ilham Bin Zulkiflee Lubes, with support from Dr. Adi Ainurzaman Jamaludin and Mr Mohd. Idham Hakimi Razali. The project aimed to educate youth in high schools and University about the importance of climate action (via energy literacy) toward environmental sustainability and realisation of SDGs. Occupants' behaviour is the low-hanging fruit which requires low cost but comes with a long-term effect especially when the energy literacy could be passed down as a transferable climate action skill from one youth to another. Awareness booths, poster and video competitions, climate change and energy efficiency workshops were all used for knowledge sharing through a peer-peer teaching model to engage local high school students, University of Malaya students and the Orang Asli (Aboriginal) Community from the region. More than 1000 brochures on the SDGs, 800 button badges and eco-bags, 100 solar kits and 50 solar lights distributed. The project received partial fundings from UMCares (University of Malaya Community and Sustainability Center of approximately USD\$2,500 (RM10,000), Sustainability Science Research Cluster and 50 solar lights were donated by Panasonic Management, Malaysia. The hope is that this project will continue to grow with further support and partnership, and plans to extend the project to other RCEs worldwide.

*“It is hoped that youth community would continue climate action activities after initial introduction by Youth for Environmental Sustainability (YES) Malaysia.”, Dr Illham*

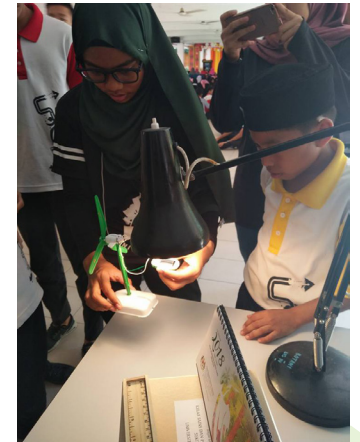


Photo credit: Dr Zul Ilham

*“Development of safe water supply infrastructure for the vulnerable communities and creating improved knowledge, attitude and practices amongst the primary beneficiaries with respect to WASH is the essence of the project.”*

## SNAPSHOT



400

school teachers representing 10 schools participated in WASH workshops



14,000<sup>+</sup>

estimated beneficiaries from the project

## GOALS AND TARGETS



**SDG 14:** By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution.



**SDG 6:** By 2030, achieve universal and equitable access to safe and affordable drinking water for all and 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

## FACILITATING LEARNING ON WASH (FLOW)

*Bhubaneswar, India*

*The Energy and Resources Institute (TERI), RCE Delhi*

Growing focus on Water, Sanitation and Hygiene (WASH) across the world has brought to light the issues of accessibility to safe water. Water quality has become a matter of global concern and its significance is increasing day by day, as risks of degradation are directly related to socioeconomic impacts. Water and climate change are inextricably linked, as the effects of climate change are first felt through water- through droughts, floods, storms etc. These natural disasters thereby lead to destruction of water supplies, or contaminating water that is available, putting millions of lives at risk. Therefore to tackle this climate change, we need to increase equitable access to water sources and improve sanitation. Providing these can strengthen economic growth, environmental sustainability and aids poverty reduction.

With this in mind, RCE Delhi - Ms Monmi Barua, RCE Delhi youth focal point, along with Ms Taru Mehta, Fellow, TERI and Ms Livleen Kahlon, Associate Director, TERI - coordinated the ‘Facilitating Learning on WASH (FLOW)’ in association with Bharti Infratel Ltd. This project aimed to translate awareness and knowledge into action by educating school children and youth on Water, Sanitation and Hygiene issues. It also aims to provide access to safe water solutions to targeted schools through installation of WASH infrastructure. The project is currently

being implemented across India in Indore, Ranchi, Bhubaneswar, Jammu, Guwahati and Panipat.

Multiple workshops were held at local schools throughout the year. Through infrastructure intervention, awareness and training programmes for school students, teachers and parents on WASH issues and implementation of community or school action projects, the expected reach was more than 14,000 beneficiaries in Bhubaneswar alone (400 school teachers representing 10 schools), creating a multiplier effect. A Facebook page was created to share the project live and connect with a viral audience. Curriculum on WASH has been published which has been disseminated for teachers to use as part of their school curriculum and each school has set up a WASH Committee to create ownership of the infrastructure installed. Infrastructure included water purification system, water platforms with drinking water taps and rain water harvesting structure has also been ensured as a part of the project to provide students with access to safe water. The project plans to start with Phase 2 in 2019 reaching out to more schools and cities.

*“This is a seminal moment in the history of India as bold changes are unleashing a host of new opportunities to create a 21<sup>st</sup> Century nation. The present time is that of transformation of minds, values, relationships, people, families, cultures, economics and most importantly environment. Today, therefore is an opportunity to empower the youth to fashion a tomorrow based on ideas oriented and committed to making lives better on the planet-economically, socially, politically and environmentally. Equipped with the modern education and technological know how, today’s youth has the utmost ability and potential to compete*

*with any individual of any age group. They have the potential and charisma to effect change in the status quo of the society around SDGs and for this reason precisely, maximum engagement of youth is being sought through thematic projects, aimed at providing the youth with tools to influence and catalyze SDGs.”, Ms Monmi Barua*



Photo credit: Ms Monmi Barua



*“The youth need to understand the challenges and to build ownership. People need to change their attitudes to create a sustainable future and work collective to resolve the local issues.”*

## SNAPSHOT



5,000

youth engaged between 10-19 years old

## GOALS AND TARGETS



**SDG 13:** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.



**SDG 4:** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.



**SDG 12:** By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.

## GREEN SCHOOL, GREEN COMMUNITY

Champawat, India

Teach for Green, RCE Delhi

This project ‘Green School, Green Community’ was led by Ajay Kumar, with Abhishek Kumar Chanchal and Pratibha Baveja, Teach for Green as part of RCE Delhi. Champawat lies in the southeast region of Uttarakhand, India which is facing the effects of climate change. The livelihood opportunities are limited and people have lack of ownership of the environmental problems facing the region. The purpose of this program was to foster young leadership qualities, responsibilities, and ownership among young students in order to influence and build a self-reliant community.

The Green School, Green Community Program holds environmental education classes in government schools, based on experiential learning or Do-It-Yourself (DIY) activities. The approach is to build awareness and knowledge through effective experiential learning towards energy, waste, agricultural indigenous solution and practices in a student’s daily life with activity based pedagogy, that are both very simple and cost effective. Through this project a team youth fellows was created. These fellows were trained to become local change makers, by making them aware of the environmental and social issues, discussing solutions and putting them into action like designing a solar lamp themselves, being sensible towards cleanliness and hygiene and undertaking energy, water and waste audits in their communities. The youth fellow team worked with 5,000 students directly, and were able to reduce the plastic waste by almost two-thirds (60%) in 1,200 household and produce around 1,700 different kind

of solar products designed during the workshops. The program received funding of ~ USD\$12,300 from various organisations and individual donors. This project plans to continue over the next 2 years and expand to more than 30 schools, engaging more youth fellows in the process.

*“We are strategically planning to achieve sustainable development by building relationships with school, community and environment, mentoring students to become change makers and giving ownership among people to take steps to conserve the Mother Earth.”, Mr Kumar.*



Photo credit: Mr Ajay Kumar

*“The project created awareness on a wide scale for the people of Delhi towards SDG 13 and 14 and sustainable development”*

## SNAPSHOT



2,500+

people engaged both youth and other community members

## GOALS AND TARGETS

13

CLIMATE ACTION



**SDG 13:** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

14

LIFE BELOW WATER



**SDG 14:** Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in UNCLOS

4

QUALITY EDUCATION



**SDG 4:** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development.

# MOBILIZING TOWARDS ACTION ORIENTED APPROACH FOR SUSTAINABLE DEVELOPMENT

*Delhi (National Capital Region), India  
RCE Delhi*

This project was led by Mr. Mohammad Atif Aleem, with support from Ms Momni Barau from RCE Delhi. Through this project youth and non-youth from schools, Universities and communities in the Delhi National Capital Region (NCR) were engaged in an action oriented approach where competitions, games and interactive sessions and workshops were held to generate solutions and effective measures for SDG 13 and 14. The purpose of these activities was to educate them on sustainable development and make them aware of the challenges and scope of tackling climate change and preserving life below water. There were around 2,500 participants and prizes were awarded to the most effective and viable solutions from some of the workshop sessions. Social media was also used to encourage youth to participate to learn more about sustainable development generally, as well as specifically in climate change and life below water, and to also build a knowledge network providing a platform for both experts and students to interact with each other on the topics of sustainable development.

*“Our hopes are positive as we believe that youth is a focal point and a driver in steering development and building a sustainable environment around it. We are optimistic that they would take care of our*

*environment.”, Mr Aleem.*



Photo credit: Mr. Mohammad Atif Aleem

*“Waste Not, Want Not – Do More With Less engaged youth to reduce their reliance on plastics and other products and keeping our waterways litter free for marine life, to keep food out of landfill and learn about renewables and reducing energy consumption, as well as growing plants and identifying bug and birds.”*

## SNAPSHOT



500

primary school students engaged between 5-12 years old

## GOALS AND TARGETS

13

CLIMATE ACTION



**SDG 13:** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

**SDG 13:** Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities.

14

LIFE BELOW WATER



**SDG 14:** Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels.

# GIPPSLAND SUSTAINABLE SCHOOLS EXPO 2018

Gippsland, Australia

RCE Gippsland

This project ‘Gippsland Sustainable Schools Expo 2018: Waste Not, Want Not – Do More With Less’ was led by RCE Gippsland, a subcommittee of Gippsland Climate Change Network. Led by Ms Jessie Ablett, this project has support from representatives from Baw Baw Shire Council, Bass Coast Shire Council, Wellington Shire Council, Latrobe City Council, Gippsland Waste and Resource Recovery Group, ResourceSmart Schools, Federation University and Department of Environment, Land, Water and Planning (DELWP).

The Sustainable Schools Expo has engaged and educated primary school students on sustainability annually since 2014. This years theme was ‘Waste Not, Want Not – Do More With Less’. The 1-day expo targets local primary school students and consists of a range of keynote discussions, student panels and interactive workshops. This year 500 primary school students from first year primary school through to Year 6 attended, representing 14 schools across Gippsland attended. A total of 40 staff members, 10 volunteers and 19 workshop presenters also attended. Workshops included art projects such as decorative door hanger and Boomerang Bags to encourage the reduction of single use plastic bags, sculpture and mural making from recycled materials, interactive sessions sorting beach rubbish and making electricity from lemons, as well as educational workshops about biodiversity (bugs and birds), worm farms & composting and water in the environment.

*“We aim to align the Sustainable School Expo’s with the UN’s Sustainable Develop Goals to ensure the future leaders of our region, Gippsland, are equipped with the knowledge and skills they need to live a sustainable life.”, Ms Ablett.*



Photo credit: Ms Jessie Ablett

*“Ni-Vanuatu are at the frontline of climate change and plastic pollution. They are suffering from these global issues but environmental champions and their communities are also fighting and are determined that they will not give in.”*

## SNAPSHOT



2

environmental documentaries produced by 10 Western Sydney students

## GOALS AND TARGETS



**SDG 13:** Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities.



**SDG 14:** By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans local and marginalized communities.



**SDG 12:** By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.

# LEARNING FROM ENVIRONMENTAL CHAMPIONS IN VANUATU

*Vanuata, Pacific Islands  
RCE Greater Western Sydney*

This initiative provided 10 undergraduate Western Sydney University students with a unique life and work experience in Vanuatu through the Australian Government New Colombo Plan (NCP) funding. Students studying communication and media were able to engage with real-world sustainability initiatives as interns with the Vanuatu office of the Australian non-government organisation Live & Learn in the Pacific Region. Students spent four weeks during July in a number of different villages in North Efate and Nguna-Pele creating two short documentary films that focus on sustainable development and community-based adaptation to climate change. The work was done in partnership with local champions from the community-based Tasivanua Environmental Network and Nguna-Pele Marine and Land Protected Area Network in support of their work to conserve and manage natural resources and build long-term resilience activities that will benefit future generations. In addition to the 10 students, the documentaries engaged with 6 Vanuatu environment champions, 1 of which was a youth, and approximately 30 local school students who participated in sustainability education and activities as part of the film process. The group is now planning the outreach for the films, available to watch online and have set up a fund to support the two networks whose work was documented in the films.

*“We need to hear more about the experiences of those at the frontline of climate change. In Vanuatu the responses by these affected communities to climate change were inspiring and we all learnt so much from them. Building direct connections between students and small island communities can be transformative and nurture relationships that may be critical to addressing climate change.”, Western Sydney University students*

Watch the short student documentary [‘Helti Fuja’](#) and [‘Tasi Vanua’](#) on YouTube.



Photo credit: Dr Tanya Notley

*“The Plastic Lid Project is raising awareness of the impacts of plastic waste, the UN SDGs, and encouraging individuals and communities to be more mindful with their waste.”*

## SNAPSHOT



5,000

people engaged in the project, including youth, by collecting lids



20,000

bottle top lids collected and saved from landfill

## GOALS AND TARGETS



**SDG 14:** By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution.



**SDG 11:** 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.



**SDG 12:** By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse.

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

# THE PLASTIC LID PROJECT

*Western Sydney, Australia  
RCE Greater Western Sydney*

‘The Plastic Lid Project’ (TPLP) was led by Ms Naomi Kroll, Founder and Western Sydney University student. Through TPLP, thousands of plastic bottle-top lids were collected, that would usually end up in landfill, for a large-scale artwork called ‘Drowning in Plastic’. The artwork is a tangible illustration of the epidemic of plastic waste in our oceans and highlights the need to press for environmental sustainability. Over 5,000 people have been involved collecting lids, with 28,000 people exposed to the project. Over 1,000 Western Sydney University students and staff over 8 campuses, 19 businesses, 3 music festivals, a youth group, a school with 1,200 students, the Sustainable Development Solutions Network Western Sydney, and the Tomra Cleanway Return & Earn Scheme were all involved in collecting a total of 20,000 bottle-top lids. The program also ran a Facebook page, which included updates on the project but also posts about waste reduction tips, the impact of our waste, what the SDG’s were and more to engage youth. This large scale artwork will become a traveling display, featuring at a number of community and school events across Western Sydney, including the Youth Eco Summit.

*“My dream is that we can continue to empower and encourage our friends and family and colleagues to be courageous and mindful in their actions. To inspire them to believe they can make a difference through their individual sustainable actions.”, Ms Kroll.*

Follow [The Plastic Lid Project](#) on Facebook.

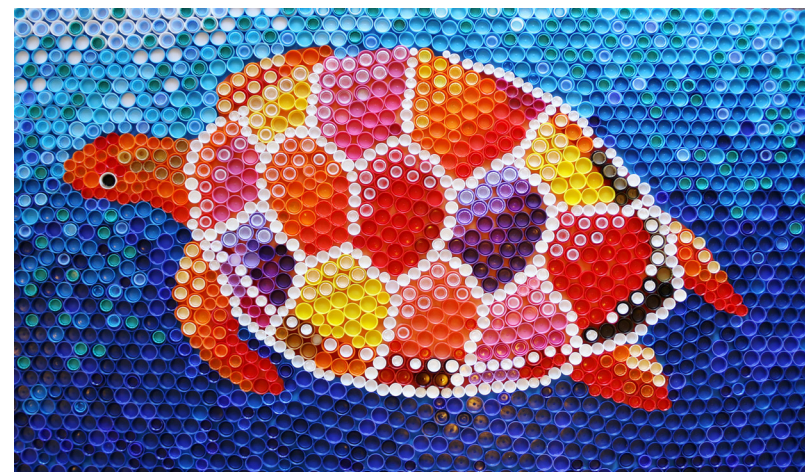


Photo credit: Ms Naomi Kroll

*“We NEED to encourage people to take part in environmental activities and volunteering, increase public awareness and protect and preserve our natural environment.”*

## SNAPSHOT



60

youth engaged between 19-26 years old volunteered



60.15kg

of waste collected, catalogued and disposed

## GOALS AND TARGETS



**SDG 14:** By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution.



**SDG 15:** 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



**SDG 17:** Enhance the global partnership for sustainable development to support the achievement of the sustainable development goals in all countries, in particular developing countries.

## INTERNATIONAL BEACH CLEAN UP

*Gelugor (Penang), Malaysia  
RCE Penang*

This program was coordinated by the RCE Sejahtera Youth Club, with 19 youth members and their advisors, led by Ms Nur Diyana Shahirah. The ‘International Beach Clean Up’ programme is part of a global environmental movement and is important as an educational programme for all participants, from all different backgrounds. The programme also aligns with the Penang State Government’s campaign of “Greener & Cleaner Penang”. This project involved 60 youth volunteers from Universiti Sains Malaysia, in collaboration with Reef Check Malaysia to collect, segregate and record the waste collected through the Clean Swell apps on their devices. The volunteers collected 60.15kg of waste during the clean up. After cataloguing the waste the most dominant form of items collected was single use plastic bags with a total of 1,764. Other items included cigarette butts (616), food wrappers (220), plastic bottles and beverage cans (198), plastic drink straws (180), plastic and foam containers (124), fishing gears (19) and other miscellaneous items (350+). In addition, the RCE Sejahtera Youth Club also interviewed the local community and volunteers to see their level of understanding and awareness of marine pollution and held a brainstorming workshop to discuss means of waste reduction and how to increase public awareness. Participants from the clean up said that they gained awareness on our impact on nature, more so than they realised before. This has inspired them to run further activities with local community members, non-government organisations and other youth around SDG 14

*“We hope that our participants and people around the world can practice sustainable living and try to reduce their amount of waste. For example, using reusable food containers and tumblers instead of plastics and polystyrenes, no straws at restaurants and quit smoking as well because we found a lot of cigarette butts that not just cause pollution to the water but also land and air. We are looking forward for greener Universiti Sains Malaysia, a greener Penang, a greener Malaysia and thus a greener world.”, Ms Shahirah.*



Photo credit: Mohammed Arief Alba



Photo credit: Nur Hidayah Zainuddin

*“The conference was an initiative that aimed to equip students with the skills and inspiration to launch on ground projects that addressed the SDGs in their schools and communities.”*

## SNAPSHOT



2,500

youth engaged between 13 - 18 years old from 25 local high schools

## GOALS AND TARGETS

13



**SDG 13:** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

4



**SDG 4:** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development.

11



**SDG 11:** 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.

17



**SDG 17:** Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries.

# TASMANIA YOUTH CLIMATE LEADERS CONFERENCE

Tasmania, Australia  
RCE Tasmania

The Tasmanian Youth Climate Leaders Conference was the first state wide conference that aimed to ignite interest and inspiration towards the Sustainable Development Goals and Climate Action. Students from all over Tasmania come together to hear from keynote speakers and be equipped with the skills to become climate leaders. They were then connected with incredible mentors from a range of backgrounds to develop a ten week project to address goals 13 and/or 14 in their schools and communities. These projects were aimed at not only making a difference to themselves but to their schools, community and the environment. Approximately 300 students participated in the program, from 25 high schools simultaneously from Hobart, Devonport, Launceston, Burnie, the Tasman Peninsula, Circular Head and New Zealand. Over 10 weeks students lead their own school projects and were supported by skilled mentors. These students re-convened across the state to present to each other and showcase their successes, challenges and impacts as well as launching their projects beyond the Climate Leaders Conference. Student projects ranged from running waste expos, community talks, multi-cultural gardens, banning plastic straws in their canteens, video creations and carbon audits and research, and engaged a further 2,400+ youth as a result. These projects are continuing to be run by the schools, and plans for a 2019 conference are underway already.

*“My hopes for the future around sustainable*

*development is that the opportunities presented to address the goals are taken to optimize the opportunity to revolutionize our global systems towards one that is more sustainable, just, equal and powered by 100% renewable energy.”, Mr Toby Thorpe*

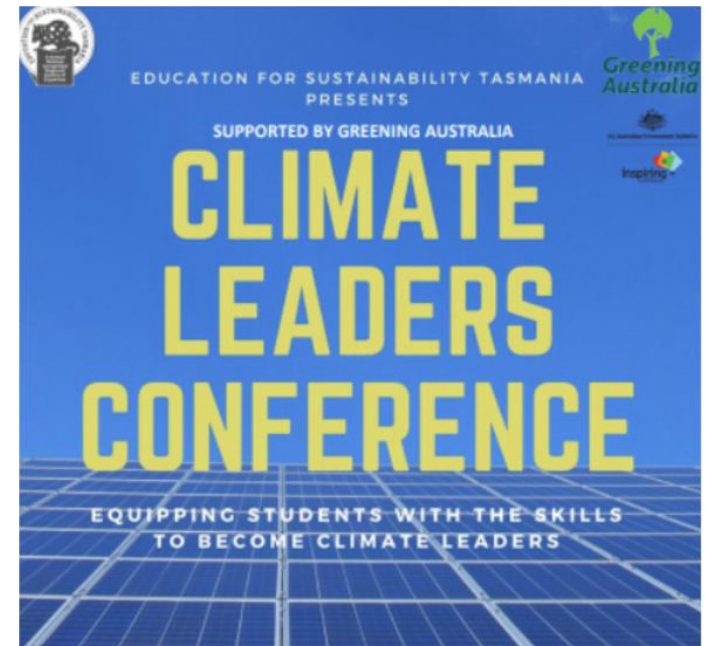


Photo credit: Mr Toby Thorpe

***“Indonesian Youth for Cart Care (IYFCC) is an innovation community-based approach to educate about floods, raise awareness around climate change, the environment and other social benefits of mitigation and adaptation.”***

## SNAPSHOT



12

youth were involved in the project team aged 18 - 23 years old.

## GOALS AND TARGETS



**SDG 13:** Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

**SDG 13:** Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing state, including focusing on woman, youth and local and marginalized communities.



**SDG 3:** By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination



**SDG 12:** By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.

# CART CARE FOR FLOODS AND SMALL FLOODS

Semarang, Indonesia

RCE Yogyakarta

Semarang City is the capital of Central Java Province that is feeling the negative impact of climate change. Bandarharjo a northern Semarang sub-district is one area that often experiences floods and small flood disasters. This has an impact on the physical, environmental and social conditions of the local community. Various efforts have been made by the government, among others, to repair roads, water channels, and the provision of pumps however, this is not optimal due to lack of community participation. As a result the Indonesian Youth for Cart Care (IYFCC) was established in the local community to check the health of the environment routinely, socialisation for floods prevention, and also a learning tool for youth to help maintain their local environment.

The ‘One Step Closer’ program, made up of a team of 12 youth, visited residents’ homes, surveyed, and educated residents about prevention and treatment of floods and flood risks. They also discussed climate change mitigation, adaptation, impact reduction and early warning to raise awareness on impacts of future floods could be reduced for the community. The project team, led by Ms Nadya Devira Indraswari and Ms Alfisna Fajru Rohmah has since formed an ongoing youth committee focussed on socialisation program, namely “I am disaster response”, is building a social media presence and are collecting donations to continue their work in the community. The group

had hoped to use a cart, a traditional mode of transport (also known as a Delman), to visit survey flood effect communities but this mode of transport was not feasible (hence the name).

*“The IYFCC team wants to educated more people about sustainable development goals, especially SDG 13 : Climate Action. We hope more young people care about the environment, especially in sustainable development. So, in the future grandchildren can live better lives than we are.”, Ms Rohmah.*



Photo credit: Nadya Devira Indraswari and Alfisna Fajru Rohmah

*“We wanted to teach how important it is to keep mangroves in coastal areas and keep the nature because it will save us from disaster.”*

## SNAPSHOT



# 750

mangrove seedlings planted by youth for coastal protection

## GOALS AND TARGETS

13

CLIMATE ACTION



**SDG 13:** Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing state, including focusing on woman, youth and local and marginalized communities.

14

LIFE BELOW WATER



**SDG 14:** By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution.

**SDG 14:** Conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information.

15

LIFE ON LAND



**SDG 15:** 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.

# SANCANG CONSERVATION SERVICE CAMP

Bandung, Indonesia

RCE Yogyakarta

Inspired by 12 years of involvement in the site and noticing its increasing environmental degradation (rising tide and coastal erosion), the program aimed to provide youth with coastal area conservation education. This project was led by Hana Syarifah, with Mohammed Haekal Ramadhan and Aginda Zahra Fauziyah and was supported by the Ministry of Environment and Forestry of Indonesia. Over a 2-day camp, youth from junior high school student and community groups participated in workshops and field trips including bird watching and mangrove ecosystem observation, discussions on the issues and the solutions to marine pollution and habitat conservation, as well as a full day of planting small mangrove seedlings along the coastal area to reduce the risk of erosion in a fun, social environment. The camp group planted 750 mangroves, with follow up maintenance quarterly. It is hoped that the project as annual event. Additionally to the camp, the group also created an activity book for the Ministry of Environment and Forestry of Indonesia and plan on using it to educate every school in the Southern Garut area about mitigation and how to maintain coastal area and protect the mangroves.

*“I hope that when we build a property and cut down the trees we know the effect for ourselves and environment itself. Sometimes we forget to keep the nature and in this earth not only human, but there are animals and plant.”, Ms Syarifah*



Photo credit: Ms Hana Syarifah

Photo credit: Dr Zul Illham

*“We have constantly taken more than what we have given back to the Ocean. Time to take action to contribute by protecting the ocean from plastic pollution.”*

## SNAPSHOT



300

youth engaged between 5 - 35 years old



1,000kg

of waste collected

## GOALS AND TARGETS



**SDG 14:** By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution.



**SDG 3:** By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being



**SDG 4:** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development.

## CHAY NHAT PROJECT

Vung Tau City, Vietnam

UNESCO ESD Youth Leader

Vungtau city is well-known as a tourist destination located in Southeast of Vietnam. With the significantly rising number of tourists, this industry creates more job opportunities for locals and develops the local economy, however it is posing a new threat to the environment with more plastic entering into the ocean, polluting our beaches. Led solely by Mr Nguyen Tan Phat this project was a call to action for the ocean as well as future generation by addressing this plastic pollution in his hometown covering a course of activities, such as running an ocean clean-up; education; and sales of tote bag for fund-raising. It targeted anyone, who has a strong passion for the environment and/or fitness, health and wellbeing. The translation of ‘Chay Nhat’ from Vietnamese literally means a fusion of running and picking up the trash. The project successfully mobilized over 300 participants, both local and overseas tourists to join the project (youth and non-youth), running collectively over 500 kilometres and cleaned up over 1,000 kilograms of plastic waste. The most common items collected were single-use plastic bags, plastic straws, bottle caps and plastic utensil. The program also had an educational focus with 8 discussions held with high school and University students, 1,000 Likes on project’s Facebook page, 3 published articles on project, including one from UNESCO Bangkok, and media coverage on local television. The program also sold and gave away over 300 reusable tote bags to reduce single-use plastic bag consumption. This project plans to form a team to both maintain the current activities and scale up the project in other beach cities within Vietnam into 2019 and beyond.

*“I am hopeful that the concept of sustainable development will be incorporated into formal, informal, and non-formal form of education so that the students, as future generation, can be aware of the concept, which can enable them to come up with initiative and take action to promote sustainability. In addition to education, my hope includes the support of local government to the youth. In my observation, if youth is empowered to promote SDG through their project but there is not much government’s assistance, resource, or infrastructure available to them, the impact of their project would not be that great. Therefore, the support of government matters.”, Mr Nguyen Tan Phat*

Follow the [Chay Nhat](#) project on Facebook.



Photo credit: Mr Nguyen Tan Phat

*“This project embeds in the society values and awareness on marine pollution and the adverse effect towards the ocean and SDG 14 from a young age by organising coastal clean-up initiatives. It educates and demonstrates to youths practical actions to conserve the ocean and their responsibility in ensure a sustainable future.”*

## SNAPSHOT



90

youth engaged between 10 - 24 years old

## GOALS AND TARGETS



**SDG 14:** By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution.

**SDG 14:** By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans.



**SDG 4:** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development.

# YOUTH PARTICIPATION IN SDG 14: TOWARDS A HEALTHY OCEAN 2018

Malacca, Malaysia

World Youth Foundation

The ocean may be far away from some of us, and we may not see, think or deal with it on a daily basis or even for years. But in fact, we are so much more dependent on it than we think. This misconception is mainly stemming from a lack of awareness and knowledge about the oceans, seas, lakes and rivers among young people in particular and society more generally. Oceans are becoming more polluted every year. This pollution stems from human activities and can be found at all points across the ocean. Recognizing that youth participation is fundamental for accelerating the progress of the SDG 14 and to prevent further threats to the ocean, youth were engaged in this project which targeted the issue of marine litter in Malaysia through a half-day beach clean-up. The youth had hands-on experience of the situation of marine litter in the oceans, how marine litter affected them and the marine life, and were aware of what SDG 14 is about and how it seek to promote conservation and sustainable use the oceans, seas and marine resource for sustainable development.

This project ‘Youth Participation in SDG14: Towards a Healthy Ocean 2018’ was led by the World Youth Foundation (UNSECO) coordinated by 9 youth members, and in collaboration with Malaysian Nature Society (MNS) and Alor Gajah Municipal Council (MPAG). The target area for our project was Pengkalan Balak Beach in Malacca, Malaysia especially around the area where the fishermen

land their boats and also where they sell their catch. These areas are found to be littered with mainly plastic rubbish. A total of 90 youth participated in the project ranging from school children, local community, school teachers, MNS members and MPAG staff. The project conducted a briefing on SDG 14, ocean pollution and marine litter, importance of a clean beach and separating recyclable and non-recyclable wastes, as well as a hands-on beach clean up to collect and sort waste. It created awareness and knowledge among youth on just how much dependent they are on the oceans and empowered them to play an active role in promoting SDG14 towards a healthy ocean. Additionally the World Youth Foundation organised a Youth Participation in SDG14: Towards A Healthy Ocean 2018 Summit with paper presentations and breakout sessions, as well as planning on holding an International Conference on Youth, Ocean and SDG 14 in mid-2019 comprising of capacity training workshops, breakout sessions as well as 2 beach clean-ups with all the participants.

*“Ocean education starts from a young age at home and schools to instil good practices. Our wish is to see more youth playing a part in conserving the oceans by making conscious efforts and practicing sustainable habits. We want to raise a generation of youth who are caring toward the oceans and preserving a healthy marine environment. Marine litter will significantly reduce in the near future through cooperation from individuals, local government and nations. Ultimately, we want to see the UN Sustainable Development Goal 14 of the 2030 Agenda for Sustainable Development fulfil its objectives successfully.”*, Ms Patricia Sasidaran



*“Youth are interested in working together; we just need to join forces, time and energy to do so.”*

## SNAPSHOT



34

youth engaged between 18 - 35 years old



1

youth ESD network established as a result of the program

## GOALS AND TARGETS



**SDG 13:** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.



**SDG 4:** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development.

# KNOW HOW TO BE A SUPERHERO OF THE PLANET

*Bogotá, Colombia*

*RCE Bogota*

This project was led by Ms Andrea Cerón Bermúdez, with support from Ms Ángela Vargas and Mr Manuel Alexander Cerón. The project linked experts, companies and all the “superheroes” - youth, adults and elders who want to be involved in their local region but are not sure how too. Engaging with University students, teachers and members of local environmental networks the project team held a youth leadership workshop that focused on Education for Sustainable Development (ESD). During the workshop University students worked on activities to familiarise themselves with SDGs and work out an area they worked or would like to work on further as leaders. Through peer-peer sharing the project team passed on knowledge they had learnt at a leadership workshop to assist with and deepen leadership skills and education of the importance of the goals so that these new youth “superheros” could promote their knowledge of the SDGs with their local community. From this workshop a ESD Youth network was established with 34 members within the University, with another youth workshop to be held in December 2018.

*“My hope for the future is that people become aware of the problem of our planet and I have faith that the social media, community efforts and some good politicians will keep spreading the word and*

*mobilising for better actions. We need to work together.”, Ms Bermúdez.*



Photo credit: Ms Andrea Bermúdez

# CHALLENGES AND LESSONS LEARNT

The aim of this SDG Youth Challenge was to mobilise and motivate youth across the region to get involved and take action. It also provided the youth with important soft skills that will be beneficial in their later careers, and also widen the knowledge of the SDGs, GAP and the RCE network more generally. This report hopes to inspire other young people to take action, and also to share some of the lessons learnt by our participants.

## CHALLENGES

Our achievements aren't without their difficulties. With many youth having competing priorities between education, work and social life fitting something else can be tricky.

*"The balance of time for this project was challenging. Since I have my full-time job, which has nothing to do with my project, I sometimes cannot balance the time for my job and for this project. Therefore, I was striving to be committed to the project as much as I can. For instance, I devoted at least 2 hours daily to work on the project and my weekend time to host the running and ocean clean-up event."*

## ENGAGEMENT

Getting people involved and passionate about this agenda can be hard and tiring. Having existing contacts and networks can really help, as can social media to share your message more broadly.

*"We had good collaborations with District Education Office and local networks. This helped in introducing candidate schools but the agreement and full support from School Principals is very important."*

*"A poster and link for registration were released through WhatsApp group and social media for volunteer registration. We met up for a short briefing session before the project was held so that they will have a clear understanding of their roles and objectives on the day of the event."*

*"Our main way of communication was through Facebook page. This included updates on the project but also posts about waste reduction tips, the impact of our waste, what the SDG's were and more. To build this audience, I invited friends and promoted the page on other channels".*

*"We did a range of engagement activities to obtain interest from schools. The first was to develop a 'Save the Date' flyer that was sent to all schools (through emailing lists or calling the school). Another flyer was developed that was a 'Register Now' invitation and also detailed the list of workshop activities the schools can enrol in to participate on the day. A final call to the schools was conducted if they registered their interest, although hadn't registered their numbers."*

## LESSONS LEARNT

Your project will change and evolve over time. Be flexible with your project, be passionate in your beliefs and above all work collectively to achieve change.

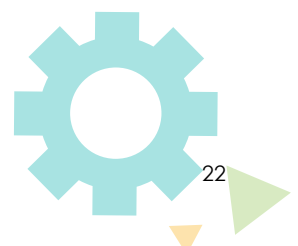
*"The biggest lesson I learnt from running this project is that it's okay to change and shift the project as it goes. Being adaptable and persevering is the most important thing at the end of the day."*

*"At personal level, I think self-motivation and courage are important factors to sustain the energy for the project. Along this project, I encountered a lot of ups and downs since many people, including my friends, gave me negative feedback on what I was doing, which was tough to me and consequently affected my mood and energy a lot. However, going through that experience helped me to realize that finding the concrete meaning of the project, along with strong passion, would enable me to keep my positive energy to move forward."*

*"Working with partners is better than working alone. To organize and coordinate a workshop, you have to look for different partners that have similar goals. Partnership with universities or teachers that have similar objectives, may help in the achieving of goals."*

## CONCLUSION

*"There was no one-point conclusion and this has been great learning for all involved. The most important thing is the impact we made from the youth based initiatives can make people move and be aware of this big issues.", Ms Emmy Yuniarti Rusad.*



***WANT TO GET INVOLVED?***

# 2019 YOUTH SDG CHALLENGE

## Youth for the Goals

**EXPRESSIONS OF INTEREST ARE  
NOW OPEN!**

NEXT CHALLENGE COMMENCES IN FEBRUARY 2019

