



# RCE SDG YOUTH CHALLENGE 2020 PROJECT REPORT

*YOUTH FOR THE GOALS:  
RESILIENT COMMUNITIES AND PLANET*

*(SDG 11, 12 AND 15)*

JANUARY 2021

**11** SUSTAINABLE CITIES  
AND COMMUNITIES



**12** RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



**15** LIFE  
ON LAND





## RCE SDG YOUTH CHALLENGE

# INTRODUCTION

*“Young people are powerful agents of change. We grow as leaders when we are educated and empowered to participate in decision-making, of which the RCE network is and can support. The RCE SDG Youth Challenge is an exemplar of how youth across continents, using a place-based approach linked to a global platform, can work together to create impact and mobilise their young peers. Each project is distinctive, yet, we are all working towards a common goal that unites us. The Challenge is a learning curve transforming us from individuals into young leaders, and for some the first time many have coordinated a project, developed partnerships, pursued funding, advocated for change and took action. I am proud of what we have and will continue to achieve through our collective focus.”*

**MRS BRITTANY HARDIMAN**

**SDG CHALLENGE COORDINATOR,  
RCE GREATER WESTERN SYDNEY  
(WESTERN SYDNEY UNIVERSITY),  
AUSTRALIA.**

Today’s youth face extraordinary global challenges. Worsening modern conflicts, climate change, increasing gaps of inequality, and now the global COVID-19 pandemic. Youth are bombarded with messages about their future and challenged to make positive change, yet are not often given the chance to constructively do so at a meaningful local level. The Regional Centre of Expertise (RCE) network was established in 2003 as a global multi-stakeholder network acknowledged by United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS). There are over 175 recognised RCEs that form a global learning space for Education for Sustainable Development. At the 2016 Global RCE Meeting in Indonesia, the RCE Youth Network was established with the aim to advocate for youth representation and involvement in the global network. For the Asia-Pacific region, the mechanism for this success is the RCE Sustainable Development Goals (SDG) Youth Challenge. The Challenge was set up and co-designed by Brittany Hardiman (RCE Greater Western Sydney, Australia) and Emmy Yuniarti Rusadi (RCE Yogyakarta, Indonesia, who has since moved on) as youth for youth program; a first of its kind across the RCE network.

The RCE SDG Youth Challenge “Youth for the Goals” is an ongoing, international youth-led project-based initiative that connects youth leaders working in their own communities connected to a larger global platform that includes mentoring support and peer validation. The Challenge supports and empowers young leaders to have a voice while gaining valuable experience in learning to be the drivers of change in their communities and how to effectively mobilise their

peers. Each project is shaped by its youth leader and/or youth team, with support and guidance from their parent RCE or organisation, to address the needs of their communities in line with the annual theme. Each project is a unique interpretation of how youth want to tackle sustainable development and education in a wide variety of ways. Using a peer-peer learning model, youth drive change from a grassroots level incorporating Education for Sustainable Development (ESD) principles and addressing the Sustainable Development Goals. All projects are underpinned by cross-cutting themes of SDG 4: Quality Education and SDG 17: Partnerships.

The first year the Challenge was only open to RCEs from Asia-Pacific region, but has since become a global initiative reaching all four RCE regions of the network and beyond, with additional projects from global NGOs and international agencies.

The first RCE SDG Youth Challenge (in 2018) was themed on SDG 13 Climate Action and SDG 14 Life Below Water. The second Challenge (in 2019) was themed on SDG 1 No Poverty, SDG 6 Clean Water and Sanitation and SDG 10 Reduced Inequalities. This year, the Challenge was themed on SDG 11 Sustainable Cities, SDG 12 Responsible Consumption and Production and SDG 15 Life on Land. To date, the RCE SDG Youth Challenge has engaged directly with 20,036 youth and a further 4,846 non-youth (parents, teachers, community members) through 47 individual youth-led sustainability projects across 12 countries (Australia, Belarus, Colombia, India, Indonesia, Kenya, Malaysia, Mexico, Nigeria, South Korea, United States, and Vietnam).

# RCE SDG YOUTH CHALLENGE 2020

## SUMMARY

The 3<sup>rd</sup> annual RCE SDG Youth Challenge 2020 “Youth for the Goals: Resilient Communities and Planet” was hosted by RCE Greater Western Sydney (hosted by Western Sydney University). It focused on localised action to address SDG 11 Sustainable Cities, SDG 12 Responsible Consumption and Production and SDG 15 Life on Land. Commencing in February 2020, this year's youth-led sustainability projects have been broad and included virtual workshops and training, restoration activities, design competitions, e-learning activities, and policy contributions.

The Challenge still persisted despite the impacts of COVID-19, with many projects changing their original project plans to adapt to worldwide lock down orders and the new ways of online learning, working and engaging, predominately via social media. To address this, the Challenge timeline was extended to the end of November 2020. Consequently, the virtual Youth Summit was postponed. It has been a significant challenge, but also an opportunity for the youth leaders to learn new skills, develop creative ideas and expand their reach.

This report “Youth for the Goals: Resilient Communities and Planet” highlights their outcomes and achievements, as reported on by each project lead and endorsed by their parent RCEs or organisation.

### PROJECTS ALIGNED TO THE SDG THEME OF:



### PROJECTS ADDRESSED ADDITIONAL SDGs AND THEIR TARGETS:



### PROJECTS CROSS-CUT THROUGH:



In particular **SDG 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.

### THE SUSTAINABLE DEVELOPMENT GOALS



The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. The 17 Sustainable Development Goals (SDGs) are an urgent call for action to end poverty, improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. (United Nations, 2016)

# RCE SDG YOUTH CHALLENGE 2020

# PROJECT REACH

THIS YEAR IN NUMBERS...

## 13

youth-led sustainability projects worked towards local action for the SDGs.

## 6,489

youth were directly involved and engaged directly through the Challenge projects.

## 114K +

people reached through various digital platforms and mediums.



## RCE SDG YOUTH CHALLENGE 2020

# PROJECT LIST

PROJECT TITLE	RCE/AFFILIATION	SDG CHALLENGE THEMES
Green Volunteer School *	Belarusian State Pedagogical University (Green Office), RCE Belarus, Belarus	SDG 11, 12 and 15
From Zero to Gazebo!	RCE Central Semenanjung, Malaysia	SDG 12
The Green Vision of 5 Rs	RCE Central Semenanjung, Malaysia	SDG 11, 12 and 15
Divestment from Fossil Fuels in Portland Colleges	RCE Greater Portland, United States of America	SDG 11 and 12
Waste Not: Making a stand against waste	RCE Greater Western Sydney, Australia	SDG 12
ACTION 4 DSLRe: Action for Development & Sustainable Living via Responsibility	RCE Lucknow, India	SDG 11, 12 and 15
World Rivers Day 2020: Roles of youth	RCE Kuching, Malaysia	SDG 12
World Wetlands Day Celebration 2020: Wetlands and biodiversity	RCE Penang, Malaysia	SDG 12 and 15
Restorative Justice Efforts on the Delmarva Peninsula	RCE Salisbury, United States of America	SDG 11
Ruang Tumbuh: Providing green space in school based on environmental education and character development	RCE Yogyakarta, Indonesia	SDG 11 and 15
<b>EXTERNAL ORGANISATIONS</b>		
Community-Based Adaptation and Mangrove Restoration Project	Innovea Hubs, Nigeria	SDG 12 and 15
Sarengan Co-Farming for Youth	Sarengan, Indonesia	SDG 11 and 15
Creation of Sub-Terrabeab Water Reservoirs for Environmental Sustainability *	Wote Technical Training Hub, Kenya	SDG 11, 12 and 15

\* indicates no final report was submitted, and as such no details have been outlined in this report.

## RCE CENTRAL SEMENANJUNG, MALAYSIA

# FROM ZERO TO GAZEBO!



*“Waste is an important issue for youth. There is this saying in Bahasa Melayu that says “Melentur buluh biar lah dari rebungnya” which means you must teach and educate important lessons in life at the earliest point possible. Our role as the project team was to guide and facilitate the high school students of SMK Jalan Kebun, Shah Alam, to transform their school waste into something useful. The schools partnered up with us and brainstormed what would be the best waste solution. From the discussion we came up with the zero to gazebo idea! The program ran at a minimal cost and also supported STEM skills development and SDG knowledge.”*

**DR. SR ZAFIRAH AL SADAT ZYED, PROJECT LEAD**



### 6 types

of different materials were re-purposed to create a gazebo



### 8

high school students leaders pitched their ideas for the waste project



### 40

students participated in SDG 12 workshops

#### PROJECT SUMMARY AND ACTIVITIES

Zero to Gazebo was a school-based program that focused strongly on waste generation through prevention, reduction, recycling, and reuse. The high school involved, SMK Jalan Kebun, Shah Alam, had a lot of extra materials, that were taking up space and could be transformed into something useful for the school, at a minimal cost. The school has a designated teaching space, or in Bahasa Melayu “Laman”, that is solely for the purpose of STEM (Science, Technology, Engineering, Mathematics) that needed some improvements. The project had two objectives. Firstly, was to empower the school community to turn recyclables into something useful, and secondly to embed useful skills such as to plan and manage an attractive “Laman STEM” to ensure that the school community utilized the space.

Students were firstly engaged through a workshop discussion on SDG 12: Sustainable Consumption and Production. They then participated in group task and present their ideas through a site analysis workshop. The winning idea saw students, teachers and parents were all actively involved in the construction of the gazebo, erected on the school site.

#### OUTCOMES AND HIGHLIGHTS

The project engaged with high school students, teachers, principal, the Parents and Teachers Association, as well as representatives from UMCares.

A total of 40 high school students participated in the initial workshop. Emphasis was given on the importance of turning waste to something that is useful and with value. A smaller group of students took the lead for the project design of the gazebo itself. The leadership group was comprised of 8 committed students, with the engagement of the whole school community and support and guidance from the project team.

The students collected recycled materials from the school compound. These recycle materials included wood and cement which were used to build the gazebo structure. Banners and bottles were also collected and re-purposed to build a roof and form the walls for shade. Cardboard was used to make a sturdy chairs and tables for the students to use in the space. The gazebo was painted to make it aesthetically pleasing with an added touch of old ship ropes on the columns. All the components were from waste materials, with the exception of from the screws, nuts and bolts that holds the frame of the gazebo together.

The students were assisted by the Parents and Teachers Association of the school to help to build the gazebo structure. Since, the gazebo has become the focal point of the school and is being used as an outdoor classroom, meeting space and a place for students to rest, chat and eat during recess.

*“The students showed great leadership*



High school students working on the construction of the gazebo.

Credit: Dr. Sr Zafirah Al Sadat Zyed

and teamwork. The success of this project started from their ideas and completed due to their hard work. They were very creative to solve their problems in Laman STEM and incorporated using waste materials to further utilize and make the Laman STEM attractive.” Dr. Sr Zafirah Al Sadat Zayed

This project was funded by the Community and Sustainability Centre, Universiti Malaya, under the UMCares program.

#### KEY PARTNERS

The project had tremendous support from the Community and Sustainability Centre, Universiti Malaya. RCE Central Semanjung provided the project team mentorship and contacts for the local school, and was heavily involve in the project to ensure all the activities carried out went smoothly. Key partners also included PIBG (Parents and Teachers Association) of SMK Jalan Kebun, Shah Alam, as well as the community members surrounding the school. A special acknowledgment goes to Mr. DIY Sdn. Bhd for his in-kind contribution to the project providing equipment from his hardware stores for the students to use during the project.

#### FUTURE PLANS

This project has now concluded. This is mainly due to the early school closure in Malaysia due to increased COVID-19 daily cases. The longevity of the project is however secured in continued use and showcasing of the gazebo.

*“Personally, our hopes for youth and a sustainable future holds to the most important virtue: consistency. Consistency is not just about doing the same thing all over again. Consistency is also about doing the right thing and adapting to changes, persevere through hardships as well as having a constant goal of making the world a better place for all living things. We had a good experience throughout this project that would enable us to pursue a similar project in the future. We hope youth will consistently work towards a sustainable future and face the future challenges with a strong heart.”* Project team

**REGION:** Asia-Pacific  
**COUNTRY:** Malaysia  
**LOCATION:** Kuala Lumpur

**PROJECT LEADS:**  
Dr. Sr Zafirah Al Sadat Zayed

**PROJECT TEAM:**  
Dr. Yong Adilah Shamsul Harumain  
Sr Dr. Nurshuhada Zainon

#### CHALLENGE THEME SDGs:



**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.

#### ADDITIONAL SDGs:



**4.4:** 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.

**4.A** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

Students and teachers using newly constructed gazebo. Credit: Dr. Sr Zafirah Al Sadat Zayed



# RCE CENTRAL SEMENANJUNG, MALAYSIA

# THE GREEN VISION OF 5R



*“The consumerism culture has been a widespread trend both nationally in Malaysia and internationally. This project provides constructive planning and management of resources towards sustaining all life on land, promote responsible consumption and production as well as planning for sustainable cities and communities. Workshops, hands-on activities and online materials were used to engage youth and the wider community to show the current dire need to reduce, reuse, recycle, repair and recover resources. As a millennial, working individually to achieve such goals, there is an undying desire to preserve and conserve such valuable resources for future generations.”*

**DR. MAZIAH MAT ROSLY, PROJECT LEAD**

## PROJECT SUMMARY AND ACTIVITIES

With increasing global population the consumption trend is increasing, leading to higher wastage accumulation and limited resources for renewal. It is estimated that each Malaysian individual produces at least 1kg of waste daily, with an effort to recycle products at a shocking 1% per total consumption. This project aims to conserve available resources, limit accumulation of wastage, increase product efficiency and protect all life on land through the 5Rs (Reduce, Reuse, Repair, Refuse, Recycle). The main objective was to promote and ingrain these invaluable practices by educating and disseminating information to the local community and youth.

Youth and the wider community were engaged in the project activities via workshops, e-magazine articles, websites, online serious games and webinars for the local communities in the Klang Valley, and beyond. These engagements provide participants with information and knowledge regarding the current need to reduce, reuse, recycle, repair and recover resources.

## OUTCOMES AND HIGHLIGHTS

The project used a range of face-to-face and online activities. The COVID-19 pandemic greatly affected the progress and design of the project, with almost all activities being conducted online to accommodate for the movement control order in Malaysia.

An interactive face-to-face 1-day workshop was held in February and was attended by 128 college students, accompanied by 3 teachers. The workshop educated them on the importance of sustainable lifestyles and green technology at a local disability centre.

A series of online materials were also produced. Two websites were created as part of the project with more than 1,000 hits over the project period. The first was created to inform and educate youth and the local community on the 5R habits in order to create responsible consumption and production. A total of 88kg of paper, plastics and tin can waste was collected from the local community of Petaling Jaya, door to door around the neighborhood. Four members of the community then transported the collected materials to a local recycling center. The second website was created to inform and educate youth in the local community regarding the importance of maintaining and protecting all life on land. There was an emphasis in proper pet care, in order to reduce strays within the community. This was supported by four food donations to animal shelters within the community, in order to help sustain the stray animals housed there during lockdown. Both websites were set up with the intention of self-directed learning. A collection of zero - minimal waste lifestyle and green technology books and articles are provided for online readers to go through. Additionally, an e-news article focusing on green technologies was disseminated via a digital magazine to several thousand

 **88kg**  
of paper, plastics and tin can were collected and recycled over a period of 6 months.

 **128**  
college students participated in a 1-day sustainability workshop

 **4,000+**  
people engaged online with various materials over the project period



The 'Green Vision of 5Rs' project logo

university alumni.

A concept has also been developed and pitched to create an online 'Serious Game' based on health and environment sustainability. The game would be catered towards green technology usage to reduce wastage, unnecessary consumption and responsible production. The proposal was presented to over 94 participants at an international virtual conference.

#### KEY PARTNERS

The project has largely been undertaken independently, with support from Universiti Malaya.

#### FUTURE PLANS

This project will continue on, and is currently sourcing funding. Consultation and feedback from Serious Games Association and Sultan Idris Education University regarding developing an online game-based learning platform for a greener technology has been ongoing. This software is currently in development with several international collaborators and funding is being negotiated.

A piece on creating sustainable and green technological solutions has been accepted as a scientific conference

abstract, and further plans are being made to design multiple structural green communities with green infrastructures features that reduce wastage and preserve biodiversity.

*"In order to sustain future generations' needs and all life on land, the issue of conservation, recycling materials, reducing wastage and increasing efficiency of equipment used must be planned methodically. I wish for a more robust digital society that can function remotely, using greener technologies and reduce carbon footprint. The community should take part holistically in maintaining the wellbeing of all life on land. This will create a harmonious community that is caring and safe."* Dr. Maziah Mat Rosly

**REGION:** Asia-Pacific  
**COUNTRY:** Malaysia  
**LOCATION:** Kuala Lumpur

**PROJECT LEADS:**  
Dr. Maziah Mat Rosly

#### CHALLENGE THEME SDGs:



**11.2:** By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons



**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.



**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.

#### ADDITIONAL SDGs:



**9.1:** Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all.

**9.4:** By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities.

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5R workshop hosted for college students and their teachers. Photo credit: Dr Maziah Mat Rosly

# DIVESTMENT FROM FOSSIL FUELS IN PORTLAND COLLEGES



*“We are actively supporting leadership roles at our RCE College Network member’s institutions which advocate for their institution’s divestment from fossil fuel investments. We believe institutional divestment from holdings which promote activities like fossil fuel development and re-investment in forms of “green capital” which instead promote sustainable development are vital for nourishing present and future communities in the greater Portland area. This issue is especially important for youth as they will be growing into a world shaped by the actions of today’s institutions; youth are members of these academic institutions and thus share a role in deciding how they operate.”*

**MICHELLE BATES, BILLY FISH AND SERENA DRESSEL, PROJECT TEAM**

## PROJECT SUMMARY AND ACTIVITIES

RCE Greater Portland has a College Network (CN) made of members from local colleges and universities, both public and private. This network, through this project and others, is advocating for divestment from fossil fuel investments. The objectives of this project were, generally, to support and link the efforts of individual student leaders at each college and university thereby promoting structural changes which encourage sustainable development, to increase institutional memory and sustainability of projects, and to link the efforts of multiple institutions across the greater Portland area in the hopes that collaboration and shared knowledge would build regional inertia for divestment campaigns and action.

Over 100 youth attended, discussing how Reed should respond to climate change as a community. Following the event, the Reed Sustainability Committee (a joint student, faculty, staff committee) began re-evaluating its mission statement and presented its ideas at a faculty meeting; however further progress was tabled by the pandemic. Work also continues on to link efforts around campus to ensure Reed administration followed through on its divestment promises, develop a student Climate Justice Coordinator position, and to ensure that institutional memory of work completed prior to this year is maintained. Additionally, Reed’s president also announced the establishment of full-time staff Sustainability Coordinator position to push for structural change at Reed College.

## OUTCOMES AND HIGHLIGHTS

This project increased awareness of fossil fuel divestment movement with number of students and community members by initiating educational workshops and conversations.

*“At PSU we have definitely made some significant progress but have a long way to go. Due to the nature of our institutional processes and the demands of the current time on administrators, this multi-year process will require that we continue to motivate and excite the local community about the idea of divesting PSU’s endowment for fossil fuels with the goal of continuing to work towards divestment and the continued effort in not supporting organizations that contributing to climate change.”* PSU Representative.

One such college network is run by Portland State University (PSU). At PSU, they passed a resolution affirming Associated Students of Portland State University (ASPSU) support for divestment of fossil fuels and making the endowment more easily accessible - which gives the project leverage over the administration and have teamed up with the Student Sustainability Center’s Cultural Task Force to continue building the PSU Divest coalition.

At Reed, another college network, a youth-led community event was held in February on divestment, namely “Reed Union: Community Responsibility in a time of Climate Crisis”. The event featured 5 speakers, including one youth speaker, with participants from Reed, Lewis and Clark College, and other institutions.



4

workshops held on fossil fuel divestment



10+

students were involved in redesigning Reed’s sustainability frameworks and strategies



200+

youth participated in a community event on the climate crisis and divestment



Fossil fuel development day on campus.

Credit: Michelle Bates

*“At Reed College we are creating the staff Sustainability Committee position and forming a committee to re-evaluate the choice of Wells Fargo as Reed’s operating bank. We are working on continued connection between disparate individual students and student groups to make a unified front for divestment and other sustainability projects, and passing on institutional memory and continued making progress on projects like the Climate Action Plan, Sustainable Investor Network membership, student Climate Justice Coordinator position, etc. Shared knowledge with other institutions and RCEs to encourage others to initiate divestment action.”* Mr Billy Fish, project lead and Reed student.

More than 200 people, predominately youth, were also involved in discussions around divestment over the project period. Further advancements were made through smaller, targeted initiatives, such as the involvement of students within institutional committees and programs. Two Student Sustainability Coordinators and one Student Senator were involved in re-evaluating the Sustainability Committee Mission Statement and Bylaws at Reed. A student was also involved in writing a Reed Climate Action Plan (ongoing), helped by other Reed students. Several students were involved through a student organisation called Greenboard to continue student activism pushing for the Reed administration to follow through on its divestment promises and to join a sustainable investor network. Students are also advocating to form a “green student publication” which focuses on climate issues, and sustain institutional memory about past and present climate action. Several students also worked to create a Sunrise Hub at Reed to accomplish divestment goals.

The impact of COVID-19 was quite substantial due to the social distancing regulations limiting in-person programs, as well as the virtual options.

### KEY PARTNERS

Key partners at Portland State University were: Associated Students of Portland State University, the Student Sustainability Center, the Institute for Sustainable Solutions, the College of Urban and Public Administration outside 350PDX the Divest Ed.

Key partners at Reed College were: Reed Student Senate, the Student Sustainability Coordinators who led the Sustainability Committee Meetings, Greenboard, Sunrise Reed, Reed Administration and the Board of Trustees.

### FUTURE PLANS

This youth-led project will continue on until divestment is achieved across the network. At Reed, this will look like a transition and divestment, hiring of the Sustainability Coordinator, and investment in sustainable capital through membership with a sustainable investor network instead of portfolios which include fossil fuel investments. For Portland State University, this will require a return to campus, but will involve further investigation in to the endowments, financial records, and methods of divestment.

*“We want to have a planet that is more sustainable and equitable. Youth are empowered to demand their cities or communities grow in a way that promotes racial and climate justice and ensures that its citizens can live healthy and meaningful lives.”* Project team

**REGION:** The Americas  
**COUNTRY:** United States of America  
**LOCATION:** Oregon, Portland

### PROJECT LEADS:

Ms. Michelle Bates  
Mr. Billy Fish  
Ms. Serena Dressel

### CHALLENGE THEME SDGs:



**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.

**11.B:** By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and development and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels.



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

**12.7:** Promote public procurement practices that are sustainable, in accordance with national policies and priorities.

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

**12.C:** Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities.

### ADDITIONAL SDGs:



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



Fossil fuel development day on campus. Credit: Michelle Bates

## RCE GREATER WESTERN SYDNEY, AUSTRALIA

# WASTE NOT: MAKING A STAND AGAINST WASTE



*“RCE Greater Western Sydney collaborated with Western Sydney Regional Organisation of Councils to engage Western Sydney students in creating a waste avoidance campaign for our region. Waste is a big issue for WSROC member councils and this project was an opportunity for young people to help. There were many creative poster entries that encapsulated WSROC’s ‘Waste Not’ briefing. Consumption and waste is a huge issue for us, and being able to communicate effectively with the wider community about overconsumption is extremely important.”*

**BRITTANY HARDIMAN, PROJECT LEAD**

### PROJECT SUMMARY AND ACTIVITIES

Australia is one of the top ten producers of waste per capita in the world. While the most effective way of reducing waste is to avoid creating it in the first place, this message often becomes lost in the daily routines and circumstances of everyday life. The ‘Waste Not’ design competition was a collaboration that put a spotlight on young Western Sydney designers, inviting them to creatively explore new ways with waste. The design competition, namely ‘Make a stand against waste’, was open to Design and Communication students at Western Sydney University. Students were tasked to create their own original designs that vividly illustrates their perception on waste avoidance and reducing overconsumption. The artworks were judged through a blind-review process by an external panel on how effectively they communicated the message of waste avoidance and on the creativity of their design. Prizes, relevant to the students studies, were awarded to the winning designs.

three runners up (“Waste of Space”; “Bag of Waste Not”; and “The Throw-away Society”). A small in-person celebration event was held with key stakeholders and students, with a larger audience of WSROC member councils and university staff, joining via Zoom.

*“The competition is a result of the productive collaboration between WSROC and Western Sydney University. We achieved a mutual goal of engaging Western Sydney’s next generation in the waste problem. Bold and creative ideas as to how we can avoid waste in the first place were depicted through the range of quality artworks received. The artworks have been shared with nine Western Sydney Councils to promote waste avoidance in the community.”* Regional Waste Education Officer, WSROC

The designs have already been featured across the university’s 7 main campus sites. Fortunately, as the competition was coordinated virtually, COVID-19 had minimal impact. Social media and student e-learning sites were used for promotion, and the designs were submitted electronically.

### KEY PARTNERS

This project was a collaboration between Western Sydney University Sustainability Education team and Dr Alison Gill in the School of Humanities and Communication Arts, and the Western Sydney Regional Organisation of Councils Ltd (WSROC).

This project was funded by WSROC



9

member councils (of WSROC) featuring artworks across Western Sydney



11

design competition entries



*‘Make a stand against waste’ promotional banner, circulated through social media to students and the wider community.*

*Credit: WSROC*

### OUTCOMES AND HIGHLIGHTS

The inaugural competition drew 11 entries. Received submissions included themes of reducing single-use plastic reliance, retrofitting and repurposing old household items, choosing sustainable fashion options or shopping second hand, and the smarter ways individuals and households can be more sustainable through waste reduction, recycling and consumption. One winning student design (“Get Nude with Your Food”) was awarded, with

Waste Education Team through the NSW Government.

**FUTURE PLANS**

This project will continue with the concept shifting from a competition-based initiative to an integrated part of the Design curriculum at Western to support the longevity and increase student exposure to sustainability.

*“My hope is that young people will continue working on localised actions that make a real impact in their communities. Creating supportive environments and bringing other young people along on our journey, in a meaningful way, towards sustainable development is critical for our future. From reducing waste to fighting for social justice, all our efforts matter.”*

**REGION:** Asia-Pacific  
**COUNTRY:** Australia  
**LOCATION:** Western Sydney, New South Wales

**PROJECT LEAD:**  
 Mrs. Brittany Hardiman

**PROJECT TEAM:**  
 Dr. Alison Gill (project advisor)  
 Ms. Reyhaneh Behboudi (project partner)

**CHALLENGE THEME SDGs:**

-  **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.

**ADDITIONAL SDGs:**

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



Winning artwork, 'Get Nude With Your Food' by Zoe Merrick.



One of the runner up artworks, 'Bag of Waste Not' by Soppira Tang.

Western Sydney University design competition winner and runners up with their artworks. Credit: WSROC



# WORLD RIVERS DAY 2020: ROLES OF YOUTH



*“River health is a huge problem, and lack of awareness is making it worse. The majority of participants were thankful for the opportunity to open their minds to a problem they saw as ‘not urgent’. Youth learnt how important their role is to protect the rivers and were motivated to do so. We at RCE Kuching are working to be leaders and a bridge with the community and find solutions to the problems we face.”*

## RCE KUCHING YOUTH PROJECT TEAM

### PROJECT SUMMARY AND ACTIVITIES

Two thirds of the rivers in Malaysia are categorized as polluted (Khalid et al. 2018). In Sarawak alone, out of the 64 rivers which are monitored for their water quality status, only 5 are classified as ‘clean’, whilst the rest are either ‘slightly polluted’ or ‘polluted’ (Natural Resources and Environment Board Sarawak 2018). Rivers in Sarawak provide fresh water for consumption, recreation, industrial use and even means of public transport. In response, this project aimed to bring awareness on how important rivers are and how they are being affected by waste, while empowering youths to learn and be part of the efforts to help protect our rivers. It also aimed to bring awareness on how land-based sources contribute to almost 80% of marine litter. A half-day virtual forum was held in September and youth from Malaysia and the Asia-Pacific who came together to celebrate and learn more about World River Day.

### OUTCOMES AND HIGHLIGHTS

Over 300 young people from different

universities in Malaysia and RCEs across Asia-Pacific participated in the forum. Three expert speakers gave insights on the importance of youth and our rivers. Since the forum, there has been an increase in youth who want to be part of the RCE Kuching youth team, and increase collaboration with other RCEs across the world also working on rivers.

### KEY PARTNERS

The Natural Resources and Environment Board Sarawak was an active partners in the event, and one of the speakers. Sarawak Research Society also took an active role as one of the speakers.

### FUTURE PLANS

The project plans to have a more hands-on, interactive event next year.

*“We hope more youths join the cause and help in solving problems that the communities face. We need to educate create awareness on how important sustainability is in developing sustainable communities, with youth being at the frontline of these efforts.”* Project team



# 300

youth from Malaysia and beyond participated in a virtual forum

**REGION:** Asia-Pacific  
**COUNTRY:** Malaysia  
**LOCATION:** Kuching

#### PROJECT LEADS:

Mohamed Arshad Azeerdeen  
Charmaine Lee Sian Ling  
Le Ta Hoang Nhi  
Mandy Chen Wei Xing

#### PROJECT TEAM:

Fasyawa Philia Dita Kusnandang  
Alicia Danielle Sammy  
Lai Jie Ying  
Vanessa Sia Leh Peay  
Venessa Bong Yi Woan  
Wong Li Xin  
Ting Kee Hong

#### CHALLENGE THEME SDGs:

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

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

**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.

#### ADDITIONAL SDGs:

**14.2:** 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.

#### FOLLOW FOR MORE:

Watch the event: <https://fb.watch/1YqJ6NPQYg/>



RCE Kuching youth team. Credit: RCE Kuching

# ACTION FOR DEVELOPMENT AND SUSTAINABLE LIVING VIA RESPONSIBILITY



*“Our project, ACTION 4 DSLRe, used various communication tools and media to reach out to our local community for sensitization and personal action of the SDGs. We looked deeper at the improper, unsustainable ways of production and consumption which leads to the imbalanced environment and gives a negative and indisposed effect on climate change, which drives to the destruction of the environment. Being the youth of the Lucknow University, we tried to cover all the youth of the campus. This was the great chance to improve the life for future generations, foster peace, and have inclusive societies so that everyone can contribute in economies to prosper.”*

**RUCHIRA NIGAM AND ASIF AHMAD SIDDIQUI, PROJECT LEADS**

## PROJECT SUMMARY AND ACTIVITIES

ACTION 4 DSLRe was an outreach program designed for youth, as well as community members, for sensitization and initiating discussion on sustainability and the SDGs. The project's core aim was to sensitize youth and community members on the SDGs, and their relevancy with the common life, so that people can adopt them easily. Through this, it looked at how each person can act towards meeting the SDGs and their targets in their own sphere of life. Participants adopted their very own hand print actions to act upon SDGs as part of the project. Activities included a drive-by car campaign, the use of social media and website for a wide range of online competitions and quizzes, Zoom discussions and digital hand print actions.

approximately 100,000 people, predominantly youth, through direct and indirect touch points. It provided the whole Lucknow community with the opportunity to meaningfully engage with the SDGs and empowered them to make their life better in future by taking action. A successful car campaign on World Sparrow, Butterfly and Tiger Day, in March, was organized with the support of Institute for Wildlife Sciences at the University of Lucknow. This campaign covered whole Lucknow city, visiting 19 sites. A survey was taken at the same time to measure the population of local sparrows, and through interactions with locals and observations it was found that home gardens and agricultural fields were supporting sparrow biodiversity.

*“The initiative provided the local community with an idea how SDGs are able to make their life better in future. Youth are also involved with the same motive so that with the joint efforts of one’s experience and other’s skills can make society experience uniqueness with SDGs and can be a better example for others. Working with the communities and youth, who haven’t any such experiences and knowledge about the initiative, always need an innovative way to make them comfortable with that, so that the motive of our initiative should be achieved in due time. Approach of the initiative was not only decided by leaders and experts but many of the issues resolved in area and campus were result of their own skills, ability and experience, which was in them but they just need the right way, so that it should be done in effective and sustainable manner and the idea to ‘leave no one left behind’ is followed truly.” Ruchira*

Detailed discussions and social media posts were also used to take a deeper look at SDG 11: Sustainable Cities and Communities, SDG 12: Responsible Consumption and Production and SDG 15: Life on Land. This was to encourage everyone, mostly youth, to be aware of wastage and overconsumption of natural resources. It also aimed to sensitize the youth and people for good health and wellbeing which depends upon proper and balanced consumption of resources. Discussions were also had on how to manage our fragile natural resources to eradicate poverty.

## OUTCOMES AND HIGHLIGHTS

This project had a huge reach of



Awareness campaign on tigers and public promotion materials

Credit: Team Prayas

*Nigam, project lead.*

The COVID-19 pandemic was a huge challenge for this project. As a result the project team, with support from RCE Lucknow, decided to change the strategy from field-based program in to a digital platform with the motive to connect with youth, while maintaining social distancing. As such, the project re-launched their website, Facebook page and Instagram. The social media platforms were used to share original and inspirational videos, interviews and animated content to maintain the connect with youth regularly during lockdown. Online competitions and quizzes were also used to maintain engagement and invite youth participation. The project website also used blogs, written by the project leaders and team members.

The project was also featured in the local newspaper, The Pioneer, outlining the teams efforts on the SDGs.

**KEY PARTNERS**

The Centre for Environment Education (CEE), lead organization of RCE Lucknow, guided the challenge team in planning and facilitating the activities. The University of Lucknow provided a base platform to carry out activities and education campaigns, providing pathways to the urban community. The Centre for Biodiversity and Wildlife Research and Conservation, a local NGO, helped continuously in the planning and implementation of the project, as well as providing support and man power to successfully carry out the project.

**FUTURE PLANS**

This project has now concluded, however, RCE Lucknow and the youth will continuously work upon SDGs in to the future to create impact in their local area.

*“According to us ‘young people’ have always been a determining factor in the development process. The concept of sustainability aims to create a secure future for the next generations. It is the youth being the subject of social development and reflecting, even the smallest changes in the society, who become the driving force of social development. Indirectly for achieving a sustainable future, youth as workers, scientists and researchers have the opportunity to contribute for achieving Sustainable Development Goals which will end poverty and hunger, improve health and education, make cities more sustainable, combat climate change, as well as protecting oceans and forests.”*

Project team



Social media page featuring youth interviews on a wide range of SDG topics.

**REGION:** Asia-Pacific  
**COUNTRY:** India  
**LOCATION:** Lucknow, Uttar Pradesh

**PROJECT LEADS:**  
Ms. Ruchira Nigam  
Mr. Asif Ahmad Siddiqui

**PROJECT TEAM:**  
Mr. Mayank Singh  
Ms. Prerana Upadhyay  
Ms. Ankita Maurya  
Ms. Snehal Lele  
Ms. Madeeha Zaidi

**CHALLENGE THEME SDGs:**



**11.4:** Strengthen efforts to protect and safeguard the world's cultural and natural heritage.



**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.

**12.2:** 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.

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



**15.7:** Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products.

**15.9:** By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts.

**FOLLOW FOR MORE:**



@effortsforsdg



@prayas\_effortsforsdg



https://prayas-sdg.webnode.com

# AWARENESS CAMPAIGN

## ON THE OCCASION OF SPARROW, ENVIRONMENT DAY



Awareness campaigns and sparrow survey held across Lucknow. Credit: Team Prayas

# WORLD WETLANDS DAY CELEBRATION 2020: WETLANDS AND BIODIVERSITY



*“Our project was aimed at educating and raising awareness on the importance and value of wetlands in Malaysia. There is a real need to restore, manage and conserve mangrove ecosystem since they are considered to have an outstanding significance or critical importance. We did this by conducting reforestation activities in the mangrove ecosystem of Merbok, successfully engaging Universiti Sains Malaysia youth and the local community in volunteerism and community engagement. This awareness is crucial to bring about change and an event like this is an important avenue to educate the masses about biodiversity, climate change and sustainable development.”*

## RCE SEJAHTERA YOUTH PROJECT TEAM



37

youth from USM volunteered to restore local wetlands



220

mangrove seedlings were planted along the Merbok River

## PROJECT SUMMARY AND ACTIVITIES

Wetlands are rich with biodiversity. Latest estimates show a global decline in biodiversity, while wetlands are disappearing three times faster than forests. In many parts of the world, mangroves are also being threatened and converted for other land uses and activities. With this in mind, RCE Sejahtera Youth (RSY) members led a hands-on program in partnership with local NGO Kelab Pendidikan Puncak, and the Kedah Forestry Department to celebrate World Wetlands Day in February. The project focused on educating and raising awareness on the importance and value of wetlands in Malaysia, wetlands conservation and climate change.

A group volunteered their time to undertake hands-on reforestation activities in the mangrove ecosystem of Merbok. The Merbok Mangrove Forest Reserve is managed by Kedah Forestry Department, and has been gazetted as part of the Jerai Geopark, a geopark of national importance. Activities included planting, a river clean-up, recreation and learning about the local biodiversity of Sungai Merbok.

## OUTCOMES AND HIGHLIGHTS

A total of 47 individuals (made up of 37 youth RYS members from the Universiti Sains Malaysia and 10 community members) undertook the restoration activities over a 2-day camp. The group successfully planted 220 mangrove

seedlings, namely Bakau Minyak (*Rhizophora apiculat*), on the respective wetland site.

During the planting, swimming and river raffling activities, informal discussions and formal workshops were had on the importance of the mangrove forest to its surrounding areas and its link to issues such as climate change.

Feedback received by the team was overwhelmingly positive about the program:

*“Most of the content provided gave them awareness about the biodiversity, climate change and sustainable development. We were able to instill new knowledges about the mangrove forest ecosystem and climate change. They [participants] also suggested that they would be glad and preferred to do this program again in the future. A total of 100% of the participants agreed that this program does give an impact to all who had joined it.”*

This project was funded by RCE Penang.

## KEY PARTNERS

RCE Penang was a key partner in this project, guiding and supporting the challenge team in planning and facilitating the activities. They co-funded the events, with the participants self-funding the remaining program cost. RCE Penang also sponsored the transport, food, camp site and seedlings for replanting.



Volunteer youth planting mangrove seedlings.

Credit: RCE Penang

Kelab Pendidikan Puncak and the Kedah Forestry Department were key to the on-ground delivery and activities.

## FUTURE PLANS

The first phase of the project has now concluded, and the project team is looking at the second phase for implementation next year. Pending the on-going impacts of COVID-19, the program may take a more virtual approach to raising awareness about mangrove conservation or may continue with further plantings.

*“Everyone was happy with World Wetland Day and they were expecting more projects like this from RSY. The forests are highly diverse and support much*

*ecosystem services that help provide for the community. We hope that our participants and people around the world can practice sustainable living and understand how much of an impact they have on ecosystems, and nature. It is important to continue to protect and conserve the ecosystems. We youths should take the effort to do more programs like this frequently to assist the conservation of mangrove ecosystem of throughout wherever it is pertained.”*  
Project team

**REGION:** Asia-Pacific  
**COUNTRY:** Malaysia  
**LOCATION:** Merbok, Kedah

### PROJECT LEADS:

Nurul Athirah Binti Mohamad Sahabudin  
Nurul Aija' Binti Ishak  
Nur Nazurah Binti Othman  
Muhammad Amirul Syaqqi Bin Izam  
Nurin Athirah Binti Mat Azam  
Noor Amirah Binti Norizan

### PROJECT TEAM:

Siti Nor Anis Binti Amran  
Nurul Amirah Binti Ramli  
Imilia Shafika Binti Shaharul Razi  
Amanda Bangan Anak Alam  
Nor Hasnina Binti Hatta  
Nurul Athirah Binti Hasran  
Joyce Jeya Bharathy A/P Bala Chanthiran  
Nur Alia Syafinaz Binti Asrul Syafik  
Sarmiladevi A/P K.Bhaskaran  
Noor Aribah Bt Mohd Yusoff  
Zaidharith Bin Zafhian

### CHALLENGE THEME SDGs:



**11.4:** Strengthen efforts to protect and safeguard the world's cultural and natural heritage.



**12.4:** 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.

**15.9:** By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts.

### ADDITIONAL SDGs:



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



**14.2:** 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.

### FOLLOW FOR MORE:



@rcsejahterayouthofficial



Group photo of participants. Credit: RCE Penang



Volunteer youth planting mangrove seedlings. Credit: RCE Penang

# RESTORATIVE JUSTICE EFFORTS ON THE DELMARVA PENINSULA



*“Our RCE focuses, in part, on communities in our local areas that experience the highest high school dropout rates, where the social reproduction of poverty is endemic. The citizens of the Delmarva Peninsula, by large, have lower levels of educational attainment and lower incomes in our local area, which can lead to other social impacts. This project particularly addresses the concerns of our young, vulnerable populations, working with a local alternative school, Choices Academy. We need agents of positive change, to turn the paradigm on its side, and help incorporate restorative justice in our schools to address and improve behaviours.”*

**DR. BRITTANY FOUTZ, PROJECT LEAD**

## PROJECT SUMMARY AND ACTIVITIES

This project focused on the young, vulnerable populations in the Delmarva Peninsula, Salisbury. The citizens, by large, have lower levels of educational attainment and lower incomes, compared to the surrounding region. Rates of success in achieving higher education of any kind in postgraduate institutions (community colleges and/or universities) in these communities is a long-standing issue. As such, RCE Salisbury has been focusing its efforts on this community, and for this particular project worked in a local alternative school, known as Choices Academy, on a restorative justice initiative. Restorative justice is defined “a way of dealing with crime that emphasizes taking responsibility for the effect of your crime on others, and trying to do something that makes things better for the victims.” (Cambridge English Dictionary, 2020)

The objective of the project were to incorporate restorative justice initiatives and principles, such as using peacekeeping and truth circles, to help keep our students, teachers, and communities safe, and apply these to add value of our life on land. All participants of this project were able to incorporate this restorative justice philosophy in ensuring the conservation, restoration, and sustainable use of our local youth population.

## OUTCOMES AND HIGHLIGHTS

This project has examined the complex dynamics that play out of many of our local schools. It engaged with middle and high school students from the

Academy through Restorative Justice and Appreciative Inquiry workshops which focused on trust-building and bonding exercises, development, and much more on SDG 16: Peace, Justice and Strong Institutions through restorative justice practices, and spoke about the importance of quality education (SDG 4).

Five youth were involved in setting up and implementing this project, in partnership with a practitioner from the Choices Academy. Both the middle and high school students and their teachers found that restorative justice is like recycling: ‘when the students gets suspended in a conflict, you can’t just throw them away’.

*“At Choices Academy, participants of this project saw that students would get suspended and they were never able to really understand what had happened in the conflict. They go through that process of suspension or going to jail, but they’re, essentially, just thrown away. This is, unfortunately, the school-to-prison pipelines. However, if they go through the restorative justice system, that’s like recycling. Once being recycled and put back into the community, one can understand what one did and why one did it, and the harmed party gets to understand what happened as well.”* Dr. Brittany Foutz, project lead

COVID-19 impacted the project, however, the youth leaders were able to adjust to the circumstances that were presented. The public-school system moved to online delivery due to the pandemic. Through this mechanism, the project was able to maintain a very small digital presence with



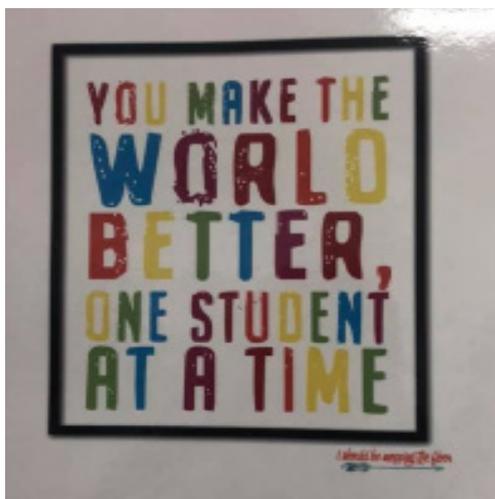
5

youth leaders from were involved in the delivery of the project



30

middle and high school students participated in workshops



Build board at Choices Academy.

Credit: Dr. Brittany Foutz

the Academy and to continue working on this initiative.

### KEY PARTNERS

The Bosserman Center of Conflict Resolution was a key partner of this project, the host location of RCE Salisbury. The Bosserman Center is non-profit organization geared towards conflict resolution on a local and global scale with an association with Salisbury University. The mission of the Bosserman Center for Conflict Resolution is to promote a systems-based approach to the effective analysis and practical resolution of social conflict. The Choices Academy was also a key stakeholder.

### FUTURE PLANS

This project will be an ongoing initiative for RCE Salisbury. The team is hoping to be able to go back to the Academy within the near future. In the meantime, they are working on building a stronger the connection with the practitioners of the Bosserman Center of Conflict Resolution and at the Choices Academy. Youth project leaders plan to develop a greater formal relationship with Choices Academy supported by the Salisbury University's Department of Conflict Analysis and Dispute Resolution's Practicum Directors.

*“Our overall hopes for youth and a sustainable future are to reduce the risk of the youth re-offending or entering into a deeper level of involvement within the juvenile justice system. We want restorative justice to translate to hope, regardless of one’s background.”* Project team



*Build board from the students at Choices Academy. Credit: Dr. Brittany Foutz*

**REGION:** The Americas  
**COUNTRY:** United States of America  
**LOCATION:** Salisbury, Maryland

**PROJECT LEAD:**  
 Dr. Brittany Foutz

**PROJECT TEAM:**  
 Ms. Christa Peek  
 Mr. Nicholas Rea  
 Ms. Francesca Falasca  
 Mr. Roberto Orellana  
 Dr. Brian Polkinghorn (project partner)

### CHALLENGE THEME SDGs:



**11.1:** By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums.

**11.3:** By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries.

### ADDITIONAL SDGs:



**4.A:** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.



**16.1:** Significantly reduce all forms of violence and related death rates everywhere.

**16.A:** Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime.



*Choices Academy basketball trust building exercise. Credit: Dr. Brittany Foutz*

# RUANG TUMBUH: SCHOOL-BASED ENVIRONMENTAL EDUCATION PROGRAM



*“Ruang Tumbuh is a platform providing the informal learning materials focused on a wide range of environmental issues for kids, including COVID-19. It was built in collaboration with academics and the community. This collaborative approach helped us take our sustainability program on to a digital platform using social media. We connected throughout our digital platforms, and we are able to reach more people across Indonesia, sharing knowledge on the environment delivered through education.”*

**AHMAD FAJAR MAULANA, PROJECT LEAD**

## PROJECT SUMMARY AND ACTIVITIES

Ruang Tumbuh was a digital platform that provided freely-open environmental and COVID education content for elementary school students through virtual learning, utilizing Education for Sustainable Development (ESD) principles. COVID-19 has affected not only economics but also education. Since students were not allowed to attend face-to-face classes, school from Home (SfH) programs had its own obstacles such as the teacher’s competencies with technology, student’s readiness to engage within the online classes and the content focuses solely on the formal syllabus in the school curriculum. Bridging this gap, Ruang Tumbuh was built and became a digital platform to bring informal learning materials (outside of the school curriculum) to support ESD. A group of academics and students at the Gajah Mada University developed the social media-based platform and hosted a number of virtual youth events.

Yogyakarta. The team worked together to build their local networks and host a number of virtual events for young people from May to October. While COVID-19 greatly impacted the project original plan, fortunately, nearly all activities were shifted to online.

Social media, Instagram and YouTube was used for engagement. A number of interactive videos were created for use as a learning materials for students. Four webinars and two Instagram Live sessions were also held as the platform to discuss environment issues during the SfH phase. The reach of the digital content was more than 10,000 impressions. The virtual events were attended by more than 100 people, mostly youth. Speakers included experts from a range of local non-profits organisations, and each webinar featured on a different theme. These included: (1) youth empowerment, (2) waste management during a pandemic, (3) problem solving during and after the pandemic and (4) green activities to do during the pandemic.

Once schooling had resumed, the youth team carried out hands-on workshops. A total of 164 elementary students from six classes (in grade 1-3) partook in the program “Growth Room”. The program focused on health and wellbeing (eating well, hand washing and wearing masks), as well as introducing SDGs to the students and teachers. Each student was given a mask and a copy of the Growing Room Pocket Book which contains information about the program, COVID-19, games, and Do-it-Yourself tutorials. A pilot was also conceptualised at another elementary school looking at the scope of



4

webinars held for youth on environmental issues and awareness



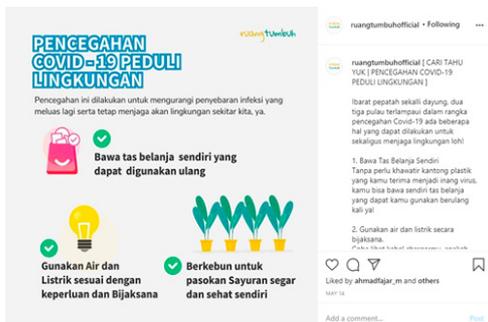
164

elementary students participated in hands-on COVID workshops



10K+

digital reach via social media throughout the project



A Instagram post on COVID-19 mitigation by taking environmental care-related actions.

Credit: Zulfikar Putra

## OUTCOMES AND HIGHLIGHTS

The project team consisted of 10 passionate youth from Tegal and

incorporating green space in to the school environment for learning and teaching but halted due to the pandemic.

They presented their project as part of the 2<sup>nd</sup> International Conference On Community Engagement and Education for Sustainable Development (ICCEESD) 2020. This project was funded by the Directorate of Community Service, Gadjah Mada University, under the Education for Sustainable Development Grant scheme.

### KEY PARTNERS

Universitas Gadjah Mada, particularly Directorate of Community Service, was a key partner for this project. They provided seed funding, assistance with project development and partnerships with local schools. A number of non-profit

organsatons were also active partners - Ruang Tegal Muda, Daur.id, Raih Cita and Ayo Nandur provided their time as presenters, and Bumi Cita provided literacy book for students.

### FUTURE PLANS

This project will evolve and shift its focus from elementary students to older youth in Yogyakarta and beyond.

*“We are highly passionate to give back to the community. We started in Yogyakarta as a base camp and developed our ideas, meanwhile Tegal will be our innovation laboratory. We really hope to all youth here and overseas, as friends, that we can create some sustainable collaboration for any issues.”* Project team

**REGION:** Asia-Pacific  
**COUNTRY:** Indonesia  
**LOCATION:** Yogyakarta

**PROJECT LEADS:**  
Ahmad Fajar Maulana

**PROJECT TEAM:**  
Yusuf Abdul Aziz  
Meiranti Nibrastanti  
Muthia Silti Sajidah  
Novita Laela Sumbara  
Ibnu Jamalul Lail  
Mussadad Hasbi A.  
Hillary Sekar P.  
Anisa Ramdhani  
Yudho Mahdi Syifai

### CHALLENGE THEME SDGs:

**11** **11.7:** By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities.

**15** **15.9:** By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts.

### ADDITIONAL SDGs:

**3** **3.D:** Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.

**4** **4.6:** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

### FOLLOW FOR MORE:

 Ruang Tumbuh

 @ruangtumbuhofficial

 Ruang Tumbuh Official



## INNOVEA HUBS, NIGERIA

# COMMUNITY BASED ADAPTATION AND MANGROVE RESTORATION PROJECT



*“There is no doubt therefore that the earth is getting warmer and human beings are mainly to be blame are the primary causes of global warming. Our project is trying to address this issue by education and training African youth and the wider community on climate action, and establishing a local Green Growth Hub. The Green Growth Hub is a strategic engagement of ideas and stakeholders towards a transformational and transitional approach to ecology development which produces effective formulations of projects through simulated ideas as the outputs for economic, environmental and human growth and development for SDGs.”*

**SAMUEL ADUNREKE, PROJECT LEAD**



**57 ha**

of land secured was secured for a Green Growth Hub



**170**

mangrove seedlings were planted at three pilot sites



**448**

participants, mainly youth, undertook various capacity building workshops

### PROJECT SUMMARY AND ACTIVITIES

Greenhouse gas emissions are widely acknowledged as the primary causes of global warming. The global increases are due primarily to fossil fuels, land use changes and agriculture. Recognising these impacts, Innovea Hubs was set-up as a committed youth-led organisation to support climate action, as well as the social and community development objectives as member organization of the Youth Constituency of UNFCCC- United Nations Framework on Climate Change.

Through this initiative, Innovea Hubs have jointly acquired 57 hectares of land with a number of partner organisations and local Geo-Co-operatives for the purpose of establishing a Green Growth Hub. Since July 2019, the set-up of the Hub has included tenure agreements, stakeholder meetings, calls and contributions on community level through community meetings and establishment of an implementation working group. The aim is to use the site to pull together effort and promote the use of green growth hubs and climate change across Africa through local community actions.

As part of the Hub's activities this year, restoration activities have been a major focus. A pilot has been taken place at Jabi Lake FCT Abuja, Port Harcourt Rivers State and Riverine Communities in Ondo State. They also co-hosted a series of capacity

building workshops for young people and the community on climate change, and contributed towards a number of national climate policy documents.

### OUTCOMES AND HIGHLIGHTS

Nearly 200 mangroves have been planted across the three pilot sites. These hands-on activities were undertaken by 178 school students, who were also engaged in a wide range of volunteering opportunities, education programs and project development through the Nigeria Youth Climate Group.

Innovea Hubs also supported a number of capacity building workshops for young people. They co-hosted, in partnership with 11 other organisations, a 'Joint Civil Society Green Growth Training and Masterclass' for African climate change enthusiasts to education youth on how to take further actions for climate and SDGs in their communities. A total of 148 registrants, predominately youth aged 18 - 25 years old, partook in this workshop. They also ran a 4-week training workshop on climate action. The participants undertook training in a wide range of thematic areas including Disaster and Risks Management and Policy Approach to contribute towards developing UNDP Nationally Determined Contributions (NDC), which are country's plans on climate change. Over 170 participants, mostly youth, from 48 African countries



Volunteer youth working on mangrove planting at Jabi Lake in celebration of 'International Volunteer Day'.

Credit: Nigeria Youth Climate Network

undertook the 4-weeks training.

Through the Hub, four local Agriculture Geo-Cooperatives were also engaged in the adoption of different adaptation practices through organic agriculture, urban agriculture, and other use of natural resources through education programs offered. Over 100 youths have been engaged in Climate Smart Agriculture practices through hydroponics, soilless farming, green houses and screen houses construction in order to adapt to farming outside the constraints laid through lack of access to arable farmlands in cities.

Innovea Hubs has also co-signed the ‘The Global Call for The Rights to Healthy Environment to the COP Presidency’ which includes signatory from the Civil Society Organizations across the world. They also joined 37 Youth Civil Society Organizations in Nigeria and contributed to the documentation of a Youth Policy Document towards validating a Youth Climate Action Manual with the NDC United Nations Development Programme and the Federal Ministry of Environment.

COVID-19 impacted the project, however, the project team was able to adjust to the circumstances that were presented, moving to host virtual workshops.

Part of this project was funded by ANYL4PSD (Africa Development Bank) Civil Society Group.

**KEY PARTNERS**

There were a number of key partners were involved in various aspects of the project.

Training and capacity building workshops were supported by Soilless Farm Labs, UN Food Systems Summit Youth Focus Group, FUTA SDGs Hub and UN Major Group for Children and Youth UNMGCY SDG 7 Constituency. Project design and management was supported by the Federal Ministry of Environment, YALI Federal University of Technology through Akure Hub Leadership, SLYCAN Trust Ltd., and SLYCAN Trust Ltd. (Sri Lanka). The ANYL4PSD (Africa Development Bank) Civil Society Group helped with partnership for regional integration.

**FUTURE PLANS**

This project will continue, with plans plan to establish more Green Growth Hubs within schools. They have a goal to plant over 25,000 mangroves by mid-year 2022 and to work further with local agriculture companies to train youth on sustainable climate smart farming practices to expand their training offerings, once funding is secured.

*“Youth are the driving forces toward a defined society. They need to be shaped towards their roles. By providing them with training and capacity development, we would better expose young people to developing proper relationship and understanding with their environment. It is imperative to adjust and create an enabling environment for youth innovations in areas of climate change, economic growth, and sustainable cities which are areas that directly impact on the lifestyles of youth; and to thrive in order to attain a more inclusive growth where no one is left behind.”* Mr Samuel Adunreke

**REGION:** Africa  
**COUNTRY:** Nigeria  
**LOCATION:** Ondo State

**PROJECT LEAD:**  
Mr. Samuel Adunreke

**PROJECT TEAM:**  
Innovea SDGs Climate Working Group

**CHALLENGE THEME SDGs:**

-  **12.2:** By 2030, achieve the sustainable management and efficient use of natural resources.
-  **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.

**ADDITIONAL SDGs:**

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

**FOLLOW FOR MORE:**

-  @innoveahubs
-  @InnoveaHubs
-  @InnoveaSDGs



Cross-section of students trained in Screen House Farming concepts. Credit: SFarmLabs

## SARENGAN, INDONESIA

# SARENGAN CO-FARMING FOR YOUTH



*“Food is the most essential need of human being. The farmer population in Indonesia is ageing, and with a lack of available local food the need to import from other countries will not help to sustain food resilient in Indonesia, not to mention the higher price and carbon footprint from transportation. That is why we encourage youth to be part of the solution and become a hero and help food resilient by becoming a youth urban farmer. Through online discussions and social media we engaged with youth to share knowledge, practices, and empower them.”*

**RAHMAT HIDAYAT, PROJECT LEAD**

### PROJECT SUMMARY AND ACTIVITIES

By 2030, Indonesia is estimated to have a larger youth population, by approximately 180 million. While a great majority of these will work in standard employment streams, a deficit of farmers and farmland in Indonesia is expected to decrease by up to 200 thousand hectare. This will create issues for food supply and food security. To address this issue now, Sarengan Co-Farming has designed an online platform for young people (targeting millennials) to help support food resilience in Indonesia. The platform promotes urban organic farming and a farm-to-table lifestyle to youth through education. In turn, the project also promotes sustainable living, to reduce the carbon footprint and promote healthier food choices.

University student across Yogyakarta and the local community were engaged using a range of social media campaigns, online material and discussions to educate and promote urban farming practices. A prototype aquaponics system was also set up through a cooperative system as a demonstration of how to grow local food in an urban setting. Sarengan Co-farming members are consist of five youth from Universitas Gadjah Mada, and Universitas Islam Indonesia.

The initiative was coordinated by five youth members from interdisciplinary background, including architecture, industrial engineering, psychology, and agriculture, the group worked together to develop and deliver research and resources. Every member contributed by providing material for our online

educations, such as research, interviews, and graphic design.

### OUTCOMES AND HIGHLIGHTS

Sarengan Co-Farming has reached more than 300 young people in Yogyakarta, via their Instagram, learning about urban farming and farm to table lifestyle.

Supporting this, was a face-to-face organics workshops held in early March. Due to COVID, four online discussions, namely 'Bincangkebun' or FarmTalk, were held from August - November. They were streamed on Instagram Live, and turned into an accessible resource on Instagram TV. Each session focused on urban farming for youth, with a young urban farmer as the speaker. A further online discussion, 'Planterpreneur' was also held in October, that focused on that focused on providing opportunities for youth to start a green business, as well as becoming an urban farmer. This discussion hosted by Sarengan and invited young entrepreneur that already set up a business called - Besukaku.id, as they also become urban farmers. More than 100 youth participated in total across the online sessions.

A prototype aquaponics system was also established as a demonstration and planted with microgreens. Half a kilo of food was harvested during the pilot research period.

The project team was also successful in being selected as part of the competitive startup program of 'Start-up Weekend Indonesia's program. The program offered professional mentorship from



## 0.5kg

of microgreens grown as part of prototype urban aquaponics farming model



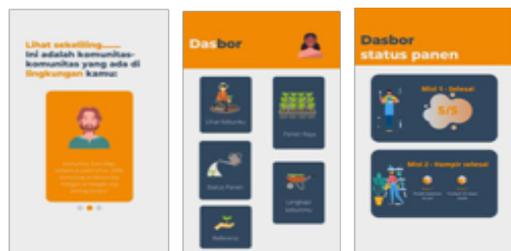
## 100+

youth participated in four online discussions on urban farming



## 300

youth were engaged via social media



Sarengan Co-Farming Project's prototype MVP app design

Credit: Rahmat Hidayat

Google for startups and LindungiHutan (a successful local community start-up) to mentor Sarengan Co-farming. After the mentorship program, Sarengan Co-farming successfully designed a minimum viable product (MVP) and a pitch deck for future collaborations with other stakeholders.

*“It was very exciting because we learned to verify our idea and gained skills in to run a project on an online platform, and designing user interface for our future online apps.”*

This project was funded collectively by Sarengan Co-Farming members. The aquaponic system received seed funding from Amikom University, Yogyakarta through its Community Development Program.

This project was significantly impacted by COVID-19, however, the youth leaders were able to adjust to the circumstances and turn their original hands-on project plan into a digital education campaign.

### KEY PARTNERS

Amikom University, Yogyakarta were a key stakeholder, providing funding for research on the prototype aquaponic system. The five youth members also collectively co-funded aspects on the project research and production out of their own pockets.

The Start-up Weekend Indonesia program was also key in providing mentorship and guidance to the project team. The program assisted with the development of an circular economy for the Sarengan Co-Farming organisation in the future, as well as knowledge about making MVPs for our future farming application products.

### FUTURE PLANS

This project is committed to continuing to grow in the future. Plans are already being made to support a circular economy model, online app and to build collective farm as farm lab for youth.

*“Sarengan Co-Farming believes that the younger generation can play a role as heroes of food resilient and reshaping farming in Indonesia. By combining technology and social media to strive towards the SDGs in Indonesia, we can achieve a lot.” Project team*

**REGION:** Asia-Pacific  
**COUNTRY:** Indonesia  
**LOCATION:** Yogyakarta

**PROJECT LEAD:**  
Rahmat Hidayat

**PROJECT TEAM:**  
Azizah Nur Ilmi  
Putri Amalia  
Renesa Balgis Safarosa  
Uswatun Khasanah

### CHALLENGE THEME SDGs:



**11.a:** Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning.



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



**15.9:** By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies, and accounts.

### ADDITIONAL SDGs:



**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

**2.3:** By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists, and fishers, including through secure and equal access to land, other productive resources, and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment

**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.

### FOLLOW FOR MORE:



@sarenganhub  
@sarengan.cofarming



Pilot aquaponic set up growing micro-greens. Credit: Rahmat Hidayat



## CONCLUSION AND LESSONS

# YOUTH FOR THE GOALS

This Challenge has a global impact and models how to successfully mobilise existing sustainability networks to engage with youth in a meaningful and empowering way. It takes on the global agenda for sustainable development directly through education and partnerships to localise the goals for each place. The initiative targets youth at all levels of formal and informal learning and from a wide range of social contexts and cultural backgrounds, to transform education delivery and to develop knowledge, skills, values and behaviours needed for sustainable development.

When asked the key lessons our youth leaders had learned during this their projects to pass on to future projects, three key themes emerged: team work is essential, as is collaboration and partnerships; know and inspire your target audience; and monitor and evaluate your project as you go. In the overall coordination of the overarching RCE SDG Youth Challenge, there are also three emerging themes: working across countries (and multiple timezones) can be challenging but rewarding; use existing platforms and networks to leverage collective effort, rather than reinventing the wheel; and young people do amazing things when nurtured and given the opportunity to lead.

The RCE SDG Youth Challenge was further recognised by the RCE network by hosting an all-youth webinar to celebrate International Youth Day on 12 August 2020. Brittany, SDG Challenge Coordinator, was the co-host and organiser of the webinar, sharing the role with a student from RCE Srinagar, India. The theme was 'Youth and Sustainability in a COVID Era'. It was attended by over 120+ virtual participants (youth and non-youth). The webinar featured 18 youth presenters from Australia, Bangladesh, China, India, Indonesia, Japan, Malaysia, New Zealand and Thailand. The presentations strongly highlighted young peoples' efforts in supporting ESD and COVID recovery, growing partnerships and addressing the SDGs. It also showed how RCEs are working to build young people's capabilities, particularly women and Indigenous peoples, by sharing their wisdom and supporting practical and engaging activities to improve livelihoods.

Although projects run an eight month period (February to November), youth leaders are always encouraged to continue their work in this space, and to stay connected. Due to the continued success of these youth-led projects, and the impacts faced by COVID-19, the SDG Youth Challenge will run again in 2021. The focus will be again on SDG 11 (Sustainable Cities and Communities), SDG 12 (Sustainable Consumption and Production) and SDG 15 (Life on Land), to give youth leaders a second chance at their original project plan, and for new youth-led projects to join.

### 1 TEAM WORK, COLLABORATION AND PARTNERSHIPS ARE ESSENTIAL

*"First and foremost, it is vital to embrace the importance of teamwork between the committees as well as the respective partnership team in making this project a fruitful one. Throughout the project, the committee and partners portrayed constant cooperation and support to make this project a successful one." - RCE PENANG*

*"By going virtual we were able to collaborate with other RCEs across the world who are facing the same problem and are working towards similar solutions. We were able to involve our stakeholders regardless of the movement restrictions." - RCE KUCHING*

*"Teamwork make the dream work. We could not have done it without the support of the school especially the principal, teachers, students, and parents. Additionally, support from UMCares and Mr. DIY Sdn. Bhd. who have contributed to the success of the project." - RCE CENTRAL SEMENANJUNG*

### 2 KNOW AND INSPIRE YOUR TARGET AUDIENCE

*"The target audience of our initiative is basically youth, which comes from all type of cultures and backgrounds in India. And when we talk with local communities, our household women's are more connected with our initiative rather than male that makes our initiative more emphasizing on ground level. These should be more focused". - RCE LUCKNOW*

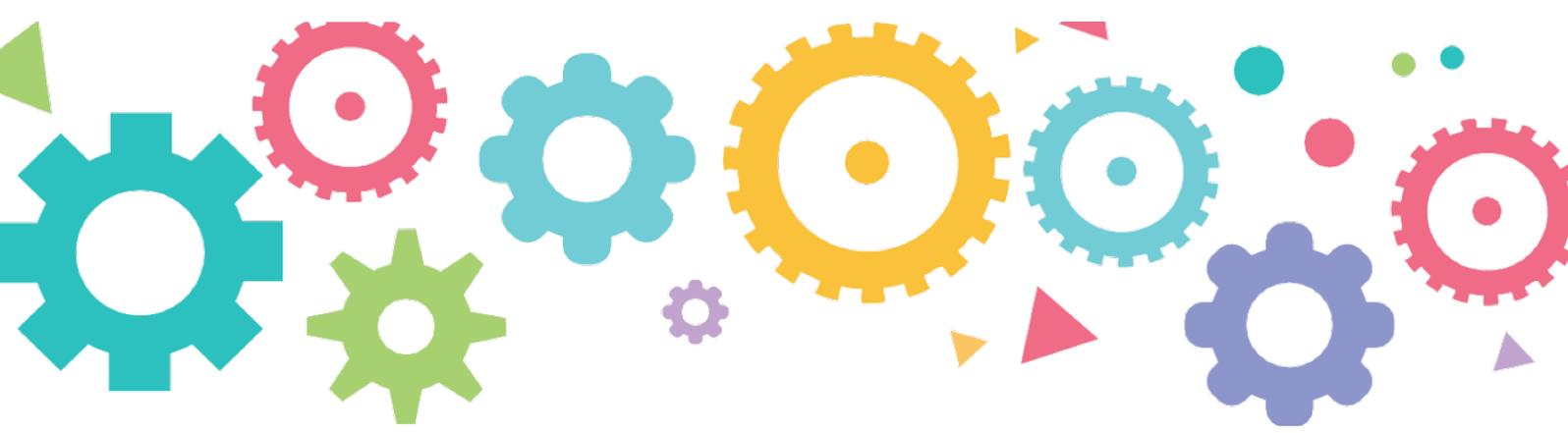
*"We have learned that this process is very reliant on administrative partnerships and willingness to relay information, and that different systems and processes prevent some of our goals being accomplished, especially in a completely remote setting". - RCE GREATER PORTLAND*

*"Never underestimated the ideas and creativity of young people in solving problems during challenging times." - RCE CENTRAL SEMENANJUNG*

### 3 MONITOR AND EVALUATE YOUR PROJECT AS YOU GO

*"Success of a project partly relies on efficient monitoring" - INNOVEA HUBS*

*"I have learnt an important skill during this program, that my communication skill needs to be improve, and it has, by working through some struggles and challenges with my teammates". - RCE YOGYAKARTA*



Join the 2021  
**RCE SDG YOUTH CHALLENGE:**  
**Youth for the Goals**  
**Resilient Communities and Planet**



EXPRESSIONS OF INTEREST ARE NOW OPEN FOR 2021!

Submit your short project plan online to participate in next the SDG Youth Challenge!

Projects need to address the targets underpinning SDG 11, 12 and/or 15, and may link to any other SDG.

Apply online: <https://forms.gle/isxp8CW6rXjiSc6R6>