

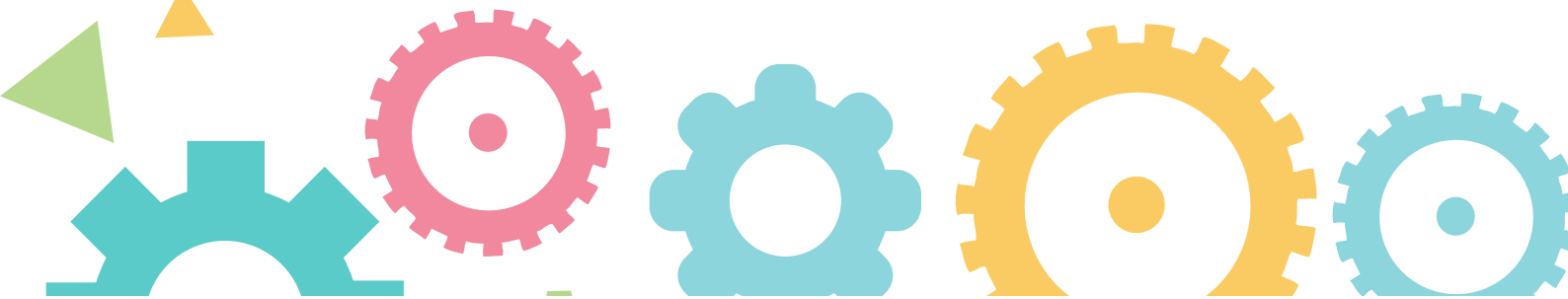
RCE ASIA-PACIFIC

SDG YOUTH CHALLENGE 2019



Youth for the Goals: Social Equality

FINAL REPORT



SDG YOUTH CHALLENGE

YOUTH FOR THE GOALS

Today's youth face extraordinary global challenges. 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 2030 Sustainable Development Goals (SDGs) are a global call to action by the United Nations. These 17 goals address issues of climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities, and are interconnected. Our "Youth for the Goals" Challenge combines these to take on this global agenda.

The RCE Asia-Pacific SDG Youth Challenge "Youth for the Goals" is an international, place-based initiative run annually that connects youth leaders

working in their own communities to a larger global platform. The Challenge was developed and driven by the RCE Asia Pacific youth leaders, Ms Brittany Hardiman from Western Sydney University (RCE Greater Western Sydney) in Australia and Ms Emmy Yuniarti Rusadi from Universitas Gadjah Mada (RCE Yogyakarta) in Indonesia.

The aim of the initiative is to engage and empower local youth leaders to implement their own place-based project on issues that mattered to them. To be eligible for participation youth leaders were required to be under the age of 35 years (defined by the UN as youth). This gave young people a voice, motivation and 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 or team in line with the Challenge theme (the select Sustainable Development Goals) and delivered in 6 months. Using a peer-peer learning model,

youth drove change from a grassroots level incorporating Education for Sustainable Development (ESD) principles in their projects. The focus of the Challenge was on Climate Change and Life Below Water - SDGs 13 and 14 - in 2018, and No Poverty, Clean Water and Sanitation and Reduced Inequalities - SDGs 1, 6 and 10 - in 2019. Both of these yearly themes are areas of great concern for youth in the region and have profound, inter-linked effects on one another. They are also underpinned by education and partnerships - SDG 4 and 17.

Over the last 2 years, the Challenge has directly engaged with 13,547 youth plus thousands of community members, across 33 individual sustainability projects in Australia, America, Colombia, India, Indonesia, South Korea, Malaysia, Mexico and Vietnam. Youth-led sustainability projects over the years have been broad and included beach clean-ups, documentary filming and screenings, art installations and exhibitions, youth

WESTERN SYDNEY
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REGIONAL CENTRE OF EXPERTISE
ON EDUCATION FOR
SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY



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UNIVERSITY**

conferences, school workshops and DIY activities, technological and app innovations, training courses, conservation camps, community consultations and inclusive e-sports competitions. Youth were also engaged in a virtual Youth Summit at the conclusion of each Challenge, giving them the opportunity to share their projects to a global audience. The initiative fosters not only awareness of the SDGs amongst young people as well as global citizenship and earth stewardship, but youth leaders develop valuable skills in project management, communication skills, social media and marketing, partnership building and network, shared amongst a young community of practice.

This report highlights the work from the 2019 SDG Youth Challenge 'Youth for the Goals: Social Equality' projects, which focused heavily on social sustainability, inclusion and equality.

2019



2018



"I am so incredibly proud to share our achievements in this years report. Our Challenge projects has reached over 18,500 people in 2 years through direct involvement. We are actively working together to transform our world, region and local place. Every year I am amazed by the drive and passion of these young leaders and their incredible work in mobilising and educating on sustainability and the Sustainable Development Goals. I cannot wait to see what is yet to come."

Ms Brittany Hardiman

A-P Regional Youth Leader,
RCE Greater Western Sydney
(Western Sydney University),
Australia

"If you ask who wants to change this world, the answer is real and exact. It is YOUTH. To revise the world condition also depends on youth. The RCE Asia Pacific Youth Network has encouraged thousands of youth around the globe and been noticed as one of global power so far. A pride, yet a hope, would be for this to be continued stronger. Keep supporting us, keep supporting youths to build a brighter, more sustainable future through the SDGs."

Ms Emmy Yuniarti Rusadi

A-P Regional Youth Leader,
RCE Yogyakarta (Universitas
Gadjah Mada), Indonesia



**SUSTAINABLE
DEVELOPMENT GOALS**

2019 CHALLENGE HIGHLIGHTS

YOUTH FOR THE GOALS



10

youth-led projects addressing the United Nations Sustainable Development Goals (SDGs) 2030

4,773

youth were directly involved and engaged in the Challenge through youth-led projects



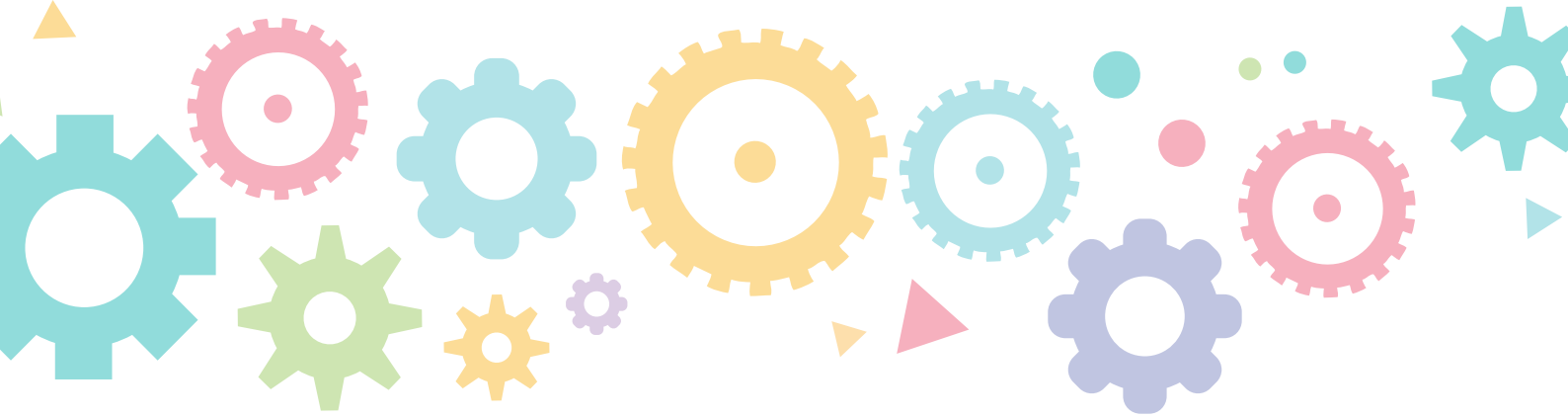
This years Challenge projects focused on SDG 1, 6 and 10

3,108

non-youth (parents, community members, teachers, etc) were directly involved and engaged in the Challenge through projects

2x Award Finalists

The SDG Youth Challenge was a finalist in the 2019 Okayama ESD Awards and the 2019 Green Gown Awards Australasia



PROJECT LIST 2019

Project Title	RCE/Affiliation and Country	SDG Challenge Goal/s focus
Campaign to Reduce Gender Inequalities in Villages of Nashik District*	Abhivyakti Media for Development, India	Reduced Inequities (SDG 10)
Conflict Prevention, Creative Problem Solving and the SDGs *	RCE Atlanta, America	No Poverty and Reduced Inequities (SDG 1 & 10)
Empowering Students for Environmental Justice	RCE Greater Portal, America	Reduced Inequities (SDG 10)
Freedom in Education Packs	RCE Greater Western Sydney, Australia	Clean Water and Sanitation (SDG 6)
Green Schools, Green Communities	Teach for Green, India	Clean Water and Sanitation and Reduced Inequities (SDG 6 & 10)
Let's Learn and Act Now	RCE Lucknow, India	Clean Water and Sanitation (SDG 6)
Reduce Inequalities amongst People with Disabilities*	RCE Central Semenanjung, Malaysia	Reduced Inequities (SDG 10)
Short of Their Destination: Next Steps for the Migrant Caravan	RCE Atlanta and RCE Mexico-USA Borderlands, Americas	No Poverty and Reduced Inequities (SDG 1 & 10)
Sports Exergaming for youth with physical disabilities	RCE Central Semenanjung, Malaysia	Reduced Inequities (SDG 10)
Tongyeong Youth Network Projects*	RCE Tonygeong, South Korea	No Poverty and Reduced Inequities (SDG 1 & 10)
Youth-led Earth Day River Restoration and Clean-up	RCE Greater Portal, America	Clean Water and Sanitation and Reduced Inequities (SDG 6 & 10)

* indicates no final report was submitted by the youth leader and as such no details have been outlined in this report.

PORTLAND, USA

EMPOWERING STUDENTS FOR ENVIRONMENTAL JUSTICE

PROJECT HIGHLIGHTS



21

youth participated in the training workshops, along with another 9 non-youth.



3

train-the-trainer workshops coordinated for students and other community participants.

“With the motto ‘Educate ~ Empower ~ Engage’ this sustainability education project addresses the need to build greater student capacity and leadership development related to pressing environmental justice issues in our communities. This train-the-trainer model transcends campus and discipline-specific sustainability issues and provides the knowledge, tools, and strategies necessary for participants to be able to engage proactively and empathetically, with campus and community needs, through innovative problem-solving. The workshop aimed to prepare students to be able to host their own trainings within their communities, allowing for exponential collective impact.”

Ms. Melanie Mejia, youth project leader

ABOUT THE PROJECT

Delivered to students and other community members by a PhD student, the train-the-trainer workshop series focused on Environmental Justice - an important equity issue that the students who advocated for the workshop viewed as connecting to Goal 10. This was the third in a train the trainer workshop series, with the other two workshops being ‘Hope and Resilience’ and ‘Facing Climate Change’. Using RCE Greater Portland’s model to “empower” participants in its delivery, the facilitator

provided and empowered all who attend the capacity to facilitate and lead future workshops on these subjects.

The methodology of the workshop was to educate, empower and engage students. Firstly, students were educated on the history and meaning of environmental justice. The workshop looked at ways sustainability can be decolonized and how historical trauma in the U.S. contributes to environmental injustices and discussed forms of privilege in the U.S. that relate to inequalities (SDG 10) that cause

PROJECT TEAM

Project leaders: Ms. Melanie Mejia

Representing: RCE Greater Portland (Greater Portland Sustainability Education Network)

environmental injustices. The second part of the workshop was to “empower” participants: Students learned about themes of resistance. The final part of the workshop was to “engage” participants, and actions for moving forward were discussed. The method of discussed used was Talanoa, a Pacific word used to express participatory and exclusive dialogue. The facilitator described this methodology as a form of storytelling that leads to consensus building and decision making. This allowed for creating a space for students to share their stories, devoid of blame, in hopes that others can learn and benefit from their experience.

This project was a finalist in the Association for the Advancement of Higher Education (AASHE) Sustainability Award 2019.

PROJECT PARTNERS

The planning of these workshops was facilitated by students from Portland Community College, Portland State University and Reed College within RCE Portland’s College Network. The program was awarded a \$2,200 ASPCC District Student Council Grant to assist with the facilitation of the workshop. Non-students were also charged a small fee to participate.

FUTURE PLANS

The Train-the-Trainer workshops have been shared with over 40 participants during 2019 across all three workshops. The program aims to offer these workshop multiple times in the future, with differing facilitators all using the developed manual. It is also intended that the students will be empowered to share this message further beyond just the attendees.

“We hope that it becomes very incorporated into the social norm and becomes a topic that many citizens and students are literate about discussing and taking action on.”, youth project leader.

GOALS AND TARGETS

CHALLENGE FOCUS



10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

OTHER SDG INTERCONNECTIONS



WESTERN SYDNEY, AUSTRALIA

FREEDOM IN EDUCATION PACKS

PROJECT HIGHLIGHTS



12

youth engaged in educational awareness talks about the SDGs

“My project innovation was developed during my scholarship trip by the New Colombo Plan to Northern India and Nepal where I visited communities, both in the cities and within rural regions. I realised that many school girls were leaving education upon menstruation as the toileting facilities were limited with little privacy. Only 3-5% of women within cities have access to sanitary products. After research and contemplation I created the idea of The Freedom in Education Pack for young Indian girls to keep them in school.”, Mrs. Michelle Boyle, youth project leader



ABOUT THE PROJECT

Inspired by an international mobility experience to Lucknow, India that looked deeper at sustainable development and in particular Clean Water and Sanitation (SDG 6), this project was developed. The Freedom in Education pack targets girls around the age of 10 years old in government schools in Lucknow. The pack includes reusable, washable sanitary towels, a wash bag, UV technologies and materials that were antibacterial and an information kit in language. Australian companies donate the reusable washable sanitary towels, and materials for wash bags. A Western Sydney academic, Dr Michelle Ryan, assisted with the project to scientifically test the effectiveness of the UV technology. Through lab testing it was found to work.

In late 2019, Michelle was awarded the role of Millennium Fellow Campus Director at Western Sydney University, developed by the United Nations Academic Impact. This leadership role has allowed her to continue her project work, as well as supporting

and educating another 11 other WSU students all working on local SDG projects as part of the Millennium Fellows program. Western was one of only two in Australia to be selected.

Due to her passion and success in collaborating and coordinating this project and others, Michelle was the 2019 winner of the Community Engagement Award presented by The Academy at Western Sydney University.

PROJECT PARTNERS

This project has engaged with a number of local partners. Project partners included Little Aussie Monsters, UV Consultancy in Melbourne, Lucknow University and Ricky Rickards Materials who donated their expertise and items for the project.

FUTURE PLANS

Although the technology worked to kill bacteria, the cost and government restrictions on UV lights in India make it unfeasible for this project at the moment.

PROJECT TEAM

Project leader: Mrs. Michelle Boyle

Representing: Western Sydney University and RCE Greater Western Sydney

Photo credit to: Michelle Boyle

However, this project is looking at the possibility of distributing the Freedom Packs to homeless and remote aboriginal communities within Australia. Michelle has also continued connections with Lucknow partners donating a range of items, pictured below.

“This year has been awe inspiring - having been ignited by the RCE network. The RCE SDG Challenge has spurred me on to raise 230kg of donations to the Indian and Nepalese slums - which went back with students traveling to Lucknow this year, on the same trip I took in 2018. This started with me attempting to collect 100 pencil case filled with stationary but grew into maternity goods and kids clothing. I managed to get two large corporations, plus Western staff and students, to donate the goods. I am looking forward to what the future holds and doing more work with the SDGs.”, youth project leader.

GOALS AND TARGETS

CHALLENGE FOCUS

6

CLEAN WATER
AND SANITATION

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

10

REDUCED
INEQUALITIES

10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

OTHER SDG INTERCONNECTIONS

4

QUALITY
EDUCATION

5

GENDER
EQUALITY

Photo credit to: Dr Michelle Ryan

DELHI, INDIA

GREEN SCHOOL GREEN COMMUNITY

PROJECT HIGHLIGHTS



7,964

youth engaged in the project, including local schools, university students and community groups since 2018



3,982

community members, parents and school teachers have been involved since 2018



4,102

trees planted over the last three years across Delhi and Champawat

PROJECT TEAM

Project leaders: Mr. Ajay Kumar and Mr. Abhishek Chanchal

Project team: Mansi Sharma

Representing: Teach for Green

“Teach For Green is working at the grass root level of India to develop ownership and mindset towards environmental sustainability so that young minds and communities can follow sustainability practices. We are taking steps to educate future generations to not only think of solutions to reduce pollution, food security, improve waste management, encourage water conservation, increase energy efficiency, etc but also help them realize the implications of future disasters; so as to inculcate in them a sense of belonging to the surrounding environment and to tackle any environmental issues that arises, effectively.” **Mr. Ajay Kumar, youth project leader**

ABOUT THE PROJECT

Teach for Green is a social enterprise which is working relentlessly to promote sustainable environments. The Green School Green Community is in its third year of running. The program holds environmental education classes in government schools, based on experiential learning or Do-It-Yourself (DIY) sustainability activities. The approach is to build awareness and knowledge of sustainability through effective experiential learning towards energy, waste, food, agricultural indigenous solution and practices in a student's daily life with activity based pedagogy, that is both very simple and cost effectively. The project has been running for three years in Delhi and surrounding cities in India.

Over the course of the program 40 government schools have participated. There has been a 30% reduction in plastic use in 30 communities through awareness programs. Around 2,500 kitchen gardens planted in 3 years in

Delhi and Champawat. Students have also planted 4,102 trees in the last 3 years, built 3,970 solar lamps and other green equipment and made and distributed 2,000 seed balls to fill in barren land and open spaces throughout their communities. Students from all backgrounds irrespective of their socio-economical status came together and performed these activities on a same level promoting this as a entire community issue.

In its delivery, the program trains and uses young fellows to lead school-based workshops. This year the project team also hired a young intern to assist with the project coordination and delivery, while gaining valuable employability skills.

PROJECT PARTNERS

Project partners included Wipro (project funder), Goonj, Pravah and Environics Trust who supported the project. The project received donor funding and raised money crowd funding equivalent

to \$7,000 USD (Rs. 500,000).

FUTURE PLANS

The project team is deeply committed to a long-term plan to create a long-lasting impact in their local communities. In order to achieve this goal the project needs to run for multiple years, and intends too. The group will continue to work with all the major stakeholders, the majority of which includes the school teachers and students along with the local community, for environmental sustainability of the region.

"We are trying to address pressing issues in our society. We wish for a future where everyone is environmentally conscious and aware about their surroundings and mother planet earth.", youth project leader.

GOALS AND TARGETS

CHALLENGE FOCUS



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



10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

OTHER SDG INTERCONNECTIONS



Photo credits to: Teach for Green

LUCKNOW, INDIA

LET'S LEARN AND ACT NOW

PROJECT HIGHLIGHTS



1,450

youth engaged in SDGs education and activities through the project, including local schools and university students.



1,050

community members in SDGs education and activities, including women and the elderly.



360 litres

of water a day saved through leak invention. The community were also educated on how to fix leaking taps.

PROJECT TEAM

Project leaders: Ms. Ruchira Nigam and Mr. Asif Ahmad Siddiqui

Project team: Mr. Mayank Singh (University of Lucknow)

Representing: RCE Lucknow and University of Lucknow

“The SDGs are an urgent call to shift the world onto a more sustainable path. All the 17 SDGs are interconnected. At present, the planet is facing threat of climate change impacts and it’s very important how we manage our fragile natural resources, eradicate poverty and foster peace, have inclusive societies so that everyone can contribute in economies to prosper. In short, this is the greatest chance we have to improve life for future generations. Our project aimed to reach out to young people and the community for sensitisation and initiating discussion on sustainability for ensuring how we act together in fulfilling SDGs.” **Ms. Ruchira Nigam and Mr. Asif Ahmad Siddiqui, youth project leaders**

ABOUT THE PROJECT

This project aimed to reach out to young people and the local community to educate on sustainability to take actions towards the SDGs. The project team held group discussions and gave the community (school and university students, elderly and women leading households) a background on what, why and how of all 17 SDGs could relate to their own personal life. Detailed discussions focused on Clean Water and Satiation (SDG 6) and how each person can act towards meeting the goals targets in their own sphere. Through partnership building between government officials, the community, local media and other stakeholders the project was a success.

Youth and the community were engaged and educations about the SDGs through a series of activities: poster making, slogan writing, drama skits, signature campaign “Leave No One Behind”, student surveys and keynote lectures. The project team also

created an targeted awareness and education campaign, flip charts and pamphlets for SDG 6 to create a better understanding of the issues and thinking towards solution among the youth and the urban community. The team also fixed a number of facilities to prevent leaks and water wastage. An estimated 2,500 people were directly engaged and educated during project, mostly youth. The message was also spread further with a news article in the Lucknow’s local Pioneer newspaper.

PROJECT PARTNERS

Project partners included the University of Lucknow which provided support and access to existing stakeholders to assist with the project and a base platform to carry out activities with the student body. The Centre for Environment Education, which is lead organisation of RCE Lucknow, provided guidance and mentorship to the team in planning and facilitating the activities. The Centre for Biodiversity and Wildlife Research and Conservation, a NGO, also helped

with planning and implementation of the project, and provided support of the man power to successfully carry out our project action plan. The project had no funding, and the support of the three partners with their time and resources was completely in-kind.

FUTURE PLANS

The youth leaders plan to continue the partnerships and focus their efforts under SDG 6. The aim to keep encouraging more and more youth to move a step forward towards sustainability helped the youth leaders. The project aims to expanded into other areas of Lucknow city and also proceed with different more effective tools in our education strategy.

“Our hope is for better facilitation, communication and education campaign on SDG to create a better understanding of the issues and thinking towards solution among youth and urban community and their relevancy with the common life increases will be better so that peoples can adopt them easily in future.”, youth project leaders.

GOALS AND TARGETS

CHALLENGE FOCUS



6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all, and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.

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

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

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

OTHER SDG INTERCONNECTIONS



Photo credits to: Mr.Mayank Singh, Ms.Ruchira Nigam and Mr.Asif Ahmad Siddiqui.

CHIHUAHUA, MEXICO/ATLANTA, USA

SHORT OF THEIR

DESTINATION: NEXT

STEPS FOR THE

MIGRANT CARAVAN

PROJECT HIGHLIGHTS



60+

students from both Mexico and America worked on various aspects of the project, including collecting items for donation



200

'survival kits' (personal hygiene items and a blanket) were handed out to migrant communities in Chihuahua, along with food and clothing

"The main objective of this project is to shed a light on the people that have been left floating until politicians figure out what to do with them. While governments discuss what's best for their country, men, women and children are left to starve, with no access to education, no job opportunities and what seems to them, no future. This topic is of importance because it concerns the global community. In order for someone to decide to leave their country the way these migrants did there has to be a significant reason. By providing education we can help them with the right tools."

Ms Brittany Foutz and Ms Melissa Sanchez, youth project leaders

ABOUT THE PROJECT

The Honduran migrants that have arrived in Chihuahua, Mexico and have not made it to the United States are not going anywhere - not because they don't want to but because they don't have the resources to do so. This has significantly increased the levels of poverty and inequality not only in Chihuahua but also in surrounding border states. The high levels of poverty and the unimaginable levels of inequality in their home countries is what made these people flee to another country in the first place.

In understanding these issues, this project had three main objectives: (1) to

provide education to the migrants that had crossed the border or arrived in Mexico to assist them with the right tools that they need to go back to their home country and prosper; (2) to help provide the migrants with job opportunities in Chihuahua; and (3) to help them find homes. In just 8 months, the youth-leaders were able to successfully reach out to local businesses to help the migrants get jobs in the local industrial business in Chihuahua. They also reach out to local school and universities to help them get scholarships to continue their education. They also develop INFONAVIT - a government housing program, and work with Seguro popular - governmental health services to assist

PROJECT TEAM

Project leaders: Ms. Brittany Foutz and Ms. Melissa Sanchez

Representing: RCE Greater Atlanta and RCE Borderlands Mexico-USA

with access to medical attention. They also establish a partnership with La Casa del Migrante - a local NGO that assists migrants with law initiatives. The youth leaders had help and led a team of youth to achieve these outcomes. There were 9 students from CIERVO student group in Mexico, and 50+ undergraduate and graduate students connected with the RCE Greater Atlanta network. These students were involved in a variety of aspects on the project.

PROJECT PARTNERS

This project was co-developed and co-delivered by 2 partnering RCEs. Melissa worked closely with CIERVO, a group created by university students to help the less fortunate in her community. This student group gave out food, clothing, and a "survival kit" with personal hygiene items and a blanket to the migrants in Chihuahua. Brittany worked with a partnership involving the International Rescue Committee, the United Nations Centre International de Formation des Autorités et Leaders, CIFAL Merida, Kennesaw State University School of Conflict Management, Peace-building and Development Ph.D. students, and students connected to the RCE. All of these organisations partnered to secure resources for the immigrants. The project and project partners have helped ten people secure employment, with another dozen securing education. Many more people are still working on interview techniques and developing their skill-sets through this project.

FUTURE PLANS

This project is set to continue. The youth leaders want to work with other RCE locations to develop awareness, including and expanding to the newly created RCE Salisbury (still awaiting official RCE endorsement). They are coordinating efforts with them. The goal is get more individuals migrating more jobs.

"This is the first year running the project. It's quite a new conflict but we are turning this into a long-term project due to the challenge. In Atlanta, we are still working on resources, and I've [Brittany] now been coordinating efforts in the Washington, D.C. area in the U.S. So, it's still existing. Our hope for the future is to see greater engagement with sustainable development, and expand our partnership around the SDG's.", youth project leaders.

GOALS AND TARGETS

CHALLENGE FOCUS



1.A Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular the least developed countries, to implement programmes and policies to end poverty in all its dimensions.

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



10.6 Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable, and legitimate institutions

OTHER SDG INTERCONNECTIONS



Photo credits to: Melissa Sanchez

CENTRAL SEMENANJUNG, MALAYSIA

SPORTS

EXERGAMING

PROJECT HIGHLIGHTS



81

youth with physical disability engaged in project, participating in training sessions and e-sport competitions



25

community members (35 years and older) also participated in training and competitions



4

e-sport exergaming competitions were held across Malaysia in Kelantan, Terengganu, Selangor and Pahang

“Our project delivered an exercise training program called ‘exergaming’ for communities with physical disabilities who are predominantly wheelchair users. We ran exergaming exercise training programs and hosted competitions across the western part of Malaysia. The aim of our program is to motivated youth with physical disabilities to sustain a more active lifestyle, inculcate team work, promote social responsibilities, as well as hone their leadership skills.” **Dr. Maziah Mat Rosly, youth project leader**

ABOUT THE PROJECT

E-sports exergaming (exercise gaming) is a type of video-based game that requires active bodily movements for gameplay. This genre of games was introduced with the goal of improving health and fitness among sedentary video game lovers. This project focused on utilising the PlayStation 3 Move console as a platform to promote sports exercise, social cohesion, training and competitions among individuals with physical disabilities. After careful consideration, feedback and round table discussions with participants, Boxing was selected as the e-sports activity.

Young people with physical disabilities, who are predominantly wheelchair users, from the Western part of Malaysia took part in this national e-sports exergaming competition. They were coached with basic wheelchair skills, exergaming mechanics and rigorous training for several weeks in order to prepare them for the e-sports competitions. Training courses included exergame skill, high intensity fitness classes, team building exercises and health classes. The project team also delivered home-based visits

and training sessions with participants. The knowledge transferred through this e-sports exergaming programme motivated them to sustain a more active lifestyle, inculcate team work, promote social responsibilities, as well as hone their leadership skills.

These e-sports exergaming competitions are unique, in a way that males and females compete within the same category and are able to form mixed gender teams during competitive team play. They worked together to teach each other various new techniques to push forward their teams to victory. The final league saw 2 final participants compete for the title as the star player. Amazingly, the final round saw a 24 year old female compete with a 21 year old male in a long battle for victory. After 15 rounds of Move Boxing fights, the 21 year old male who goes by the pseudonym ‘Danchou’ emerged victorious.

Feedbacks from the participants reported that exergaming provided them better immersion, motivation and enjoyment as opposed to conventional exercise training. Achievements obtained during exergaming, in the gaming

PROJECT TEAM

Project leaders: Dr. Maziah Mat Rosly

Project team: Ir. Hadi Mat Rosly, Aina Mohd Jai, Dr. Amir Farid Aminuddin and Ismail Mohd Khairuddin

Representing: RCE Central Semenanjung and University of Malaya

environment, provided them a sense of progressive development, empowered enthusiasm and adherence to exercise. It was demonstrated to yield broad positive effects, given the high appeal of gaming among youths in general. These can include improving exercise participation, transferable skill acquisition and motivating engagement.

The project was part of an existing research project and was presented at the University of Malaya's Academic-Community Engagement International Conference 2019.

PROJECT PARTNERS

This project had support from a number of partners. These include: Persatuan Spinal Pantai Timur (East Coast Spinal Cord Injury Association), a non-governmental organisation catering for communities with spinal cord injury, and Bangi Centre for Vocational Training and Rehabilitation for Individuals with Disabilities (Pusat Latihan Pemulihan dan Perindustrian, Bangi) who provided venues for exergaming training. The project was also successful in securing funding from The Community and Sustainability Centre at University of Malaya and a Knowledge Transfer Programme Grant to the value of USD\$15,623 to support the program and competition costs.

FUTURE PLANS

The project youth lead aims to continue to develop more games for e-sports exergaming and adapt it for individuals with physical disabilities in Malaysia. She would also like to start a social enterprise related to exergaming to apply commercial strategies whilst maximizing social contribution and coordinate. The goal is to also host another national and in the future an international e-sports exergaming competition for more youth with disabilities.

"My hope for our future is to see further equality in sports and exercise participation despite your gender, age, disability types and social background. I would like to see my program be used more broadly and host an international disability e-sport competition.", youth project leader.

GOALS AND TARGETS

CHALLENGE FOCUS



10.2: We want to empower and promote the social, economic and political inclusion of predominant wheelchair users to be equal to that of able-bodied, irrespective of age, sex, race, ethnicity, origin, religion or economic or other status.

10.4: Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality in e-sports participation for disadvantaged communities.

OTHER SDG INTERCONNECTIONS



Photo credits to: Aina Mohd Jai and Maziah Mat Rosly

OREGON, USA

YOUTH-LED EARTH DAY RIVER RESTORATION AND CLEAN-UP

PROJECT HIGHLIGHTS



84

volunteers, mostly youth, engaged in the clean-up including local schools, university students, private industry representatives and local residents/families



952kg

of mixed rubbish was picked-up, recorded and recycled or disposed of



4

years of running this project in the local community

PROJECT TEAM

Project leaders: Ms Serena Dressel , Ms Michelle Bates and Mr Dustin Boomer

Representing: RCE Greater Portland (Greater Portland Sustainability Education Network)

“In its fourth year the Youth-led Earth Day River Restoration and Clean-Up event added additional emphasis on environmental justice and partnerships. This year we had 84 volunteers participated in an event led by six partner organizations, including the RCE, focused on reducing marine pollution, while other volunteers maintained the park through invasive ivy removal and trash pick-up. This project relates to multiple Sustainable Development Goals by addressing environmental justice concerns that are affected by the environmental disadvantage of the location of the park and surrounding neighborhoods.” Ms Serena Dressel, youth project leader

ABOUT THE PROJECT

The Youth-led Earth Day River Restoration and Clean-Up event addresses the health of Portland Oregon's communities and natural resources, while promoting partnerships and conversations around the distribution of environmental benefits and burdens. Addressing the cleanliness of areas along the riverbanks in Portland is particularly important due to the fact that a major river runs through the downtown metropolis and other industrial and non-industrial neighborhoods of Portland, before flowing miles onward into Oregon. The name “Portland” suggests and it describes the relationship Portland has traditionally had with its river: a sight of commerce and trade that led to pollution before becoming reclaimed as a site of recreation (though trade and boat travel is still popular along the river daily).

This particular event examines the environmental pollution occurring at a large park that is located at the confluence of two rivers- including a river that is home to salmon populations that are culturally significant to local indigenous populations. Though this beautiful park has trails and beaches for recreation, the juxtaposition of pollution is evident not only on the shores, but as park-goers look at the passing oil barges and other large ships that frequently cause waves to lap onto the shores of the park. The clean-up of this park is important because it is located in an industrial neighborhood.

Led by college youth from the Environmental Club Coordinators at Portland State University, the event was a partnership between six organisations, with the event into a week of activities during Portland State University's

annual Earth Week calendar of events. . This year 84 people participated in the clean-up. Volunteers filled 14 bags which average 150 – 200lbs (68 - 90 kilograms), collected around 100lbs of Styrofoam in large chunks, found 25 - 30lbs of scrap metal, picked up 102 cigarette butts, as well as other rubbish like car tires, coolers, decoy ducks, propane tanks, traffic cones and other hazardous waste. The litter was then sorted into a waste audit for a brand call-out, as well as cans being recycled and the funds donated. The cans that were found equated to about five dollars that we plan to donate to OPAL Environmental Justice Organization. The majority of the volunteers present were youth, though there was intergenerational representation of volunteers, including a few senior citizens and a few families with children.

PROJECT PARTNERS

Multiple project partners were involved. These included: SOLVE who helped with advertising to the greater public within network of clean-up events; Portland Parks and Recreation which allowed the use of a public park, and providing park staff as support; the Student Activities and Leadership Programs Student Community Engagement Center Portland State University which helped advertise the event to students as a part of Earth Week; CDP a global renewable energy and carbon reduction partner; and Free Geek a local electronic recycler. Some funding was secured from the Environmental Club at Portland State University to help run the event.

FUTURE PLANS

This clean-up event will continue to run annually in Portland. The RCE Greater Portland College Network has and will continuously work towards having a greater programmatic focus on environmental justice oriented events.

“We hope that environmental justice becomes very incorporated into the social norm and becomes a topic that many citizens and students are literate about discussing and taking action on.”, youth project leader.

GOALS AND TARGETS

CHALLENGE FOCUS



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



10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

OTHER SDG INTERCONNECTIONS

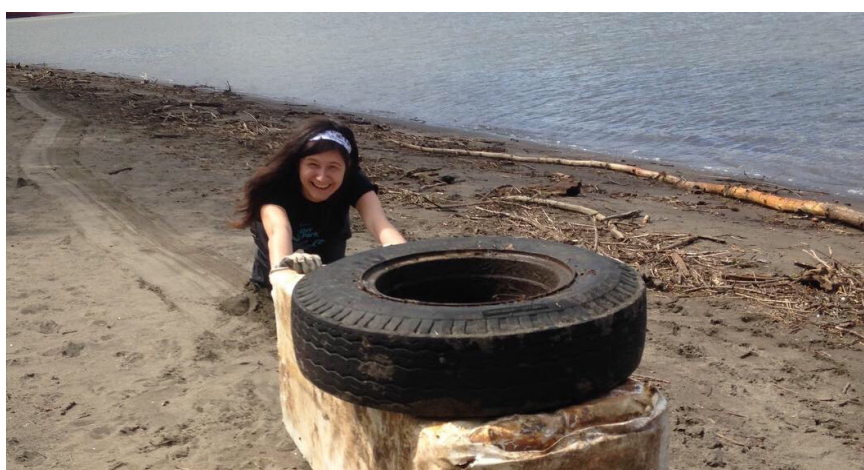
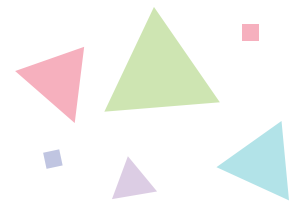


Photo credits to: Serena Dressel



CONCLUSION AND LESSONS

YOUTH FOR THE GOALS

“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 our local issues.”, youth project leader (2018)

The aim of the SDG Youth Challenge is to mobilise and motivate youth across the region to get involved and take action. Each project is distinctive yet are all working towards a common goal which unites them. 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 and the RCE network more generally. Giving youth leaders ownership of their own projects and empowering and supporting them through the process.

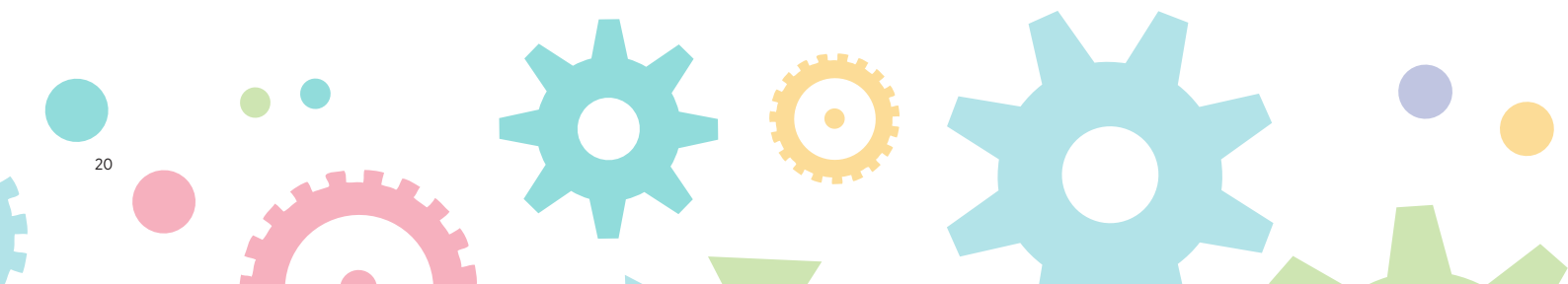
This Challenge has a global impact and models how to successfully mobilise existing sustainability networks to engage

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 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.

Lessons learned from this project from feedback of the youth participants is that projects often evolve and change - many found that their original ideas couldn't/ wouldn't work, needed more research or couldn't be completed alone and had to come up with ways around the obstacles they encountered (see next page). However, all reported that this was a great learning exercise for them. Lessons learned from the coordinating team for this

project include it is necessary to take the time to work individually with each project, so that providing assistance and support is relevant and contextualized. It is also necessary to motivate and encourage which was done virtually via WhatsApp and social media. Working internationally was not as hard as expected with regular contact and with most participating members for the most part being in time zones where the working day overlapped somewhat.

Although projects run a six month period (February to September), youth leaders are encouraged to continue their work in this space, and to stay connected. Due to the continued success of these youth-led projects the SDG Youth Challenge will run again in 2020. The new focus will be on SDG 11 (Sustainable Cities and Communities), SDG 12 (Sustainable Consumption and Production) and SDG 15 (Life on Land).



Thinking of getting involved in our Challenge? Our project youth leaders were asked to share advice and lessons they had learnt through this experiences, any factors they saw in their projects success or failure and if there were any challenges they had to overcome. Here are their insights:



WANT TO GET INVOLVED?

RCE YOUTH 2020 SDG YOUTH CHALLENGE

Youth for the Goals: SDG 11, 12 and 15

EXPRESSIONS OF INTEREST ARE NOW OPEN FOR 2020!

Submit your short project plan online before Wednesday, 25th January 2020 to participate in next the SDG Youth Challenge

(Submit via <https://forms.gle/3cf4xZqQo4Fc2hQu8>)



STARTS ON 1 FEBRUARY 2020

SUBMIT YOUR PROJECT PLAN ONLINE

AND JOIN OUR YOUTH COMMUNITY