

Sub-regional Sustainable Development Strategy for South Asia (SSDS SA Youth) document "We Hold Our Future" provides new light for the youth to be a part of the Sustainable Development (SD) activities in South Asia (SA) Region. TUNZA's South Asia Youth Environment Network (SAYEN) Secretariat at Centre for Environment Education (CEE), India in close cooperation with UNEP organised a number of consultations with the youth networks from Bangladesh, Bhutan, India, Nepal, Maldives, Pakistan and Sri Lanka to focus on their vision and goal for SD strategy for SA sub-region. The SAYEN Secretariat provided the expertise towards developing this document, leading to the growth and sub-regional cooperation among youth environmentalists and their organisations in SA countries to address the transboundary environmental issues.



We Hold Our Future

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We Hold Our Future



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Foreword



**Achim Steiner,
UN Under-Secretary-General and
Executive Director,
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Chapter 25 of Agenda 21 called on the international community to actively involve youth in environmental protection and promoting Sustainable Development. In 2003, the UNEP Governing Council adopted the TUNZA Youth Strategy to engage young people in environmental activities. Through capacity building, creating environmental awareness, and facilitating information exchange, TUNZA aims to foster a generation of environmentally conscious citizens who are capable of positive action. With the support of UNEP and the Government of Norway, the South Asia Youth Environment Network (SAYEN) Secretariat, based at the Indian Centre for Environmental Education, has facilitated the process of developing a youth perspective on Sustainable Development for the sub-region. *We Hold Our Future* outlines the vision of South Asia's youth.

SAYEN brought young people from seven countries in South Asia together to outline their vision and objectives and to discuss key economic, social and environmental challenges that have a direct impact on youth. Referring to the 2003 SAYEN publication *Children of the Monsoon*, the youth emphasized that if we continue to destroy forests, poison rivers, pollute the air and churn out hazardous or poorly managed waste, the Earth will soon be uninhabitable.

Young people are concerned that South Asia is facing an erosion of traditional cultures and values which is leading to drastic changes in lifestyle and consumption patterns, especially among the young. Together, they

identified goals for Sustainable Development in South Asia. To achieve a sustainable lifestyle, they set a target to 'Live Simply so that others may Simply Live'. They emphasized the need to develop strong cultural ties among all nations and to create awareness of cultural heritage and traditional sustainable and eco-friendly lifestyles. To this end, the youth want policy makers to give them access to information, vocational training programmes, participation in policy forums, and investment in capacity building. They are committed to bringing about the necessary positive changes they want to see in the world.

I truly believe that as the leaders of future, young people are key players in the global sustainable development agenda. As you go through this publication, take note of the goals that youths are setting for themselves. With the right support, they can take actions to conserve and nurture their local natural resources. The young people involved in UNEP's TUNZA programme know that every individual can make a difference and that, acting collectively, we can make a big difference.

Preface



**Kartikeya V. Sara bhai,
Director,
Centre for Environment Education,
India**

Every fifth person in this world is a South Asian! With rapidly growing economies and one of the youngest populations, what happens in this region is critical for the future of the Planet. The voices of the youth give us some of the most important messages.

"We Hold Our Future" is written by young people who are part of SAYEN, the South Asian Youth Environment Network. The publication focuses attention on the way the youth understanding the eight key areas of concerns and articulates what can be done about these. CEE, which act as the SAYEN secretariat is proud to be associated with this publication and strongly recommends its use. This needs to be shared not only in the region but all over the Globe.

We recognize that the current development paradigm, as seen in developed societies, has led to an ecological and Carbon foot print that is unsustainable. As we in this region rapidly continue our development programmes, we need to make the right choices.

The Youth bring with them tremendous energy and We at CEE launched a "Hand Print" campaign at the 4th International Conference on Environmental Education (ICEE) to capture this positive action. This book is full of Hand Print activities and the message "Increase your Hand Print and Decrease your footprint" needs to be widely disseminated and acted upon.

Acknowledgements

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It would not have been so interesting and easy to initiate the Youth Version of the Sub-regional Sustainable Development Strategy for South Asia without passion and enthusiasm of all representatives of the Youth Network, moral support from policy-makers, and technical support from Center of Environmental Education (CEE) in attempt to envisage our future planet and take action for promotion of the sustainable life style. The NSDS Project Secretariat of the Regional Resource Center of Asia and the Pacific of the United Nations Environment Programmes (UNEP) at the Asian Institute of Technology expresses gratitude to the Centre for Environment Education for organizing a series of youth programmes and workshops for the the South Asia Youth Environment Network (SAYEN). The NSDS Project Secretariat also acknowledges the environmental and educational organizations of Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka that has provided the coordinated support as national focal point for strengthening SAYEN. A number of youth members from SAYEN are appreciated for their active participation too.

The NSDS Project Secretariat further extents special thanks to Governments, Ministries of Environment, Ministres of Youth Affairs and Sports, intergovernmental institutions and educational organizations of for taking into consideration and assisting in capability building for and actual activities initiated by youth participants and for the Royal Government of Norway for technical and financial support.

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**for a
Bright Future**

Introduction

Introduction

Thank you my friend for choosing this document as a guide to a bright future!!

South Asia: Where it is?

Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka, a developing sub-region with a vivid and ancient culture, makes up South Asia. South Asia is populous, housing about a fifth of world's population, toiling away on farmlands for living.

Varied climatic regimes and topography mark South Asia on the world map. The world's highest mountains, plateaus, varied forest covers, rivers, lakes, islands, coasts, deserts, marshes, coral-reefs, coastlines and other ecologically fragile areas like mangrove forests and wetlands – we have them all. This means the area is teeming with rich faunal and floral biodiversity, with many endemic, migratory and exotic species as well.

South Asia: Is all well here?

Sadly, my friend the answer is a big "NO". A young lady penned these few lines – sharing her pain and anguish but yearning for a better and sustainable tomorrow.

The sun is losing its glow;
and the welkin its azure.
The horizons are darkening;
her strength is weakening.

"Save her!" from these savage dangers,
from tortures and agony too painful to bear.
Let her stay as charming and mystical,
so that you can give tomorrow a beautiful,
abode to live in

Rachita Shukla, India

Sustainable Development – hmmm...What is that?

Sustainable Development is ...

"Development that meets the needs of the present without compromising the ability of future generations to meet their own needs"
(Brundtland Commission 1987)

It's clear then, what you do today must not rob the future generation's ability to meet their needs. So, to make today's development process sustainable, we must integrate environmental stewardship, economic development and the well-being of all people—not just for today but for countless generations to come. It must conserve the cultural and natural biodiversity of the region and must anchor in deep spiritual outlook of 'live and let live'.

Listen to this...

According to the International Institute for Sustainable Development (IISD), Sustainable Development is a challenge facing governments, non-governmental organizations, private enterprises, communities and individuals.
(http://www.unep.org/tunza/youth/What_you_always_wanted_to_know/SD/index.asp)

Two major events in the recent past have lucidly articulated the sustainable challenges and priorities for the global community over the next decade. These include the United Nations Millennium Declaration, New York, 2000 and the World Summit on Sustainable Development (WSSD), Johannesburg, 2002.

Are there any Sustainable Development priorities in South Asia?

For sure there are priorities. These have been highlighted in the National and South Asian State of the Environment reports (SoE), including the South Asian Strategy Paper. Further, the United Nations Environment Program (UNEP) provided a platform to dialogue on the Asia-Pacific Environment Policy. This dialogue identified and articulated emerging concerns in the South Asian region.

Key environmental concerns of South Asia include:

- (1) Livelihood security (food, water, energy, and income)
- (2) Environmental disasters (trends of their occurrence, impact on ecosystems, loss incurred)
- (3) Industrial Pollution (growth, distribution, and waste generation)
- (4) Urbanization (growth of cities, migration, population, and economic growth),
- (5) Biodiversity (Biological wealth and threats)
(*State of Environment ,2001 report*)

Livelihood security (food, water, energy, and income)

Extreme poverty is still the reality for a major part of the South Asian population. In 2001 the number of people living on less than US\$1 a day in South Asia was 428 million. From poverty stems many other problems. These include hunger and malnutrition that hampers the growth of the children. Poverty creates other related diseases, the impact of which leads to many physical and mental disabilities. It also gives rise to social problems like crime.

Environmental disasters (trends of occurrence, impact on ecosystems, loss incurred)

Environmental degradation is critically linked with environmental disasters. This degradation triggers certain disasters and makes others worse. And catastrophes hit areas with severe deforestation, erosion, over-cultivation and over-grazing of marginal lands! Further, our vulnerability to natural disasters is growing as populations spiral, while urban growth is planned inadequately.

Industrial Pollution (growth, distribution, and waste generation)

Industrialization and Urbanization get associated with higher incomes, improved health, higher literacy, improved quality of life and other benefits. But these pave way for certain environmental and social ills. The air, water and land get polluted while there is lack of access to safe food, water and shelter. Industrial disasters also cause prolonged physical and psychological trauma. And to top all this, our culture and values get diluted.

Urbanization (growth of cities, migration, population, and economic growth)

Increased Urbanization and setting up of new industries has made life easier. But other impacts are visible. The amount of waste generated has increased. Lack of water treatment plants means effluents get disposed into water bodies. This deprives a majority of the population from getting safe and clean drinking water. Another aspect is the constantly growing dependence on energy sources . There has been a sharp rise in gas and petrol prices, while increased usage and over-exploitation of resources is a major threat.

Biodiversity (Biological wealth and threats)

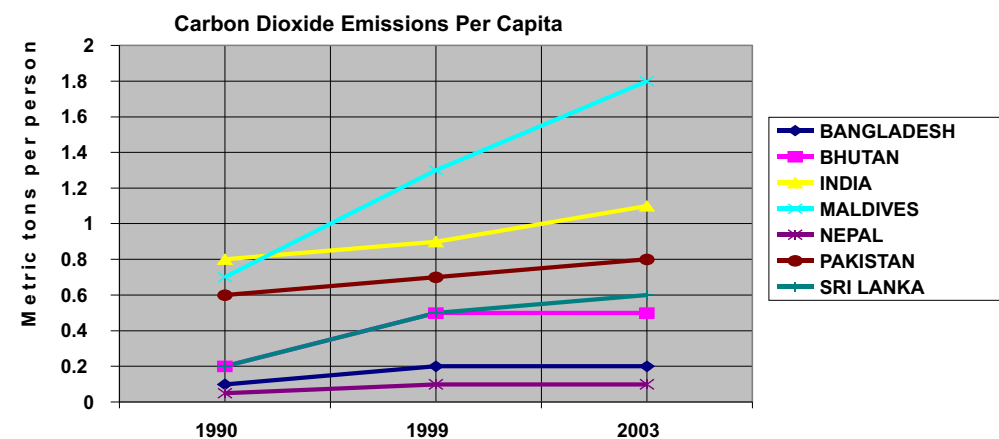
South Asian sub-region has an ancient, diverse and rich natural heritage. The varied climatic regimes and topography is marked by almost all types of ecosystems. The area is full of rich faunal and floral diversity with many endemic, migratory and exotic species as well. But our activities have led some of these eco-systems to the verge of extinction!

Climate Change

An Emerging Concern!!!

Amongst the myriad human-induced environmental issues plaguing the planet today, Climate Change has assumed cross-cutting proportions, and has emerged as the greatest environmental concern threatening the continued existence of life on earth.

Though Climate Change is a regular phenomenon in the Earth's history, it usually occurs over millions of years and provides sufficient time for adaptation. A chief reason for climate shift is the accumulation of Green House Gases (GHGs) in the atmosphere. Today Climate Change is occurring hundreds of times more rapidly entirely through human intervention, undermining the ability of species to adjust to rising temperatures and shifting ecosystems.



Global warming has caused such rapid melting of glaciers and polar ice that the West Antarctic and Greenland ice sheets are in danger of thawing completely, raising sea levels by at least 45 feet. The evidence is already mounting. Eleven of the last twelve years (1995-2006) rank as the hottest years, with 2004 being the hottest and 1998 being the second.

It has become a cross cutting issue of such proportions, that no national, regional, or community level policy is exempt from considering climate change for survival. Human health will be adversely affected in many ways, with higher temperatures from manifestation of vector-borne diseases which will propagate rapidly in warmer climates to malnutrition and starvation. Melting glaciers will initially increase frequency of floods and later cause water shortages.

Further exacerbating this situation, will be reduced rains in the tropics and subtropics, shifting seasons and more intense extreme weather scenarios. Crop yields will drop primarily in the tropics and subtropics, because of decreasing rainfall and reduced soil moisture, and this will leave hundreds of millions of people dependent on agriculture without a livelihood.

A positive effect on Climate Change can be produced only through joining the global campaign against Climate Change and pressurizing policy makers locally, nationally and internationally to adopt measures to control Climate Change.

Look at these facts

1. Global average air temperature near the Earth's surface rose $0.74^{\circ} \pm 0.18^{\circ} \text{C}$ ($1.33^{\circ} \pm 0.32^{\circ} \text{F}$) during the twentieth century.
2. Global surface temperatures are likely to increase by 1.1° to 6.4°C (2.0° to 11.5°F) between 1990 and 2100.
3. Since 1979, land temperatures have increased about twice as fast as ocean temperatures (0.25°C per decade against 0.13°C per decade).
4. The West Antarctic and Greenland ice sheets are projected to disappear if the temperatures rise above a further 1.2°C . This will cause sea levels to rise by 20 meters or 70 feet, submerging nearly 40 per cent of land areas.
5. In South Asia alone, the agricultural produce is expected to drop by 30% this century because of climate change.
6. The Gangotri glacier, the origin of the Ganges River in South Asia, has receded over a kilometer in the last 50 years due to global warming. The glacier is expected to dry up soon, as a result of which the Ganges will experience significant shortage in flows, affecting nearly 350 million people in its basin.
(<http://data.giss.nasa.gov>)

Are you part of this problematic web? As a youth do you see your future disintegrating? Do youth have an opportunity to play a role in Sustainable Development? Well YES. But before we detail out the opportunity to play a role, let's learn about ourselves first. Shall we?

Listen to this.....

Who are we as "YOUTH"?

The United Nations General Assembly defined 'youth', as those persons falling between the ages of 15 and 24 years inclusive. This definition was made for International Youth Year, held around the world in 1985. (<http://www.un.org/esa/socdev/unyin/qanda.htm#header>)

By this definition, children, therefore, are those persons under the age of 14. But, Article 1 of the United Nations Convention on the Rights of the Child defines 'children' as persons up to the age of 18. This was intentional. It was hoped that the Convention would provide protection and rights to as large an age-group as possible - there was no similar United Nations Convention on the Rights of Youth! Within the category of "youth", it is also important to distinguish between teenagers (13-19) and young adults (20-24), since the sociological, psychological and health problems they face may differ. (<http://www.un.org/esa>)

Let's go back in time and see how the role of YOUTH has emerged.

The United Nations Conference on Environment and Development (UNCED) was held in Rio de Janeiro in 1992. Here, a global commitment was made for Sustainable Development. Later, the United Nations General Assembly, in its Resolution 55/199 of 20 December 2000, called world leaders to a Summit to undertake a ten-year review of the progress of the implementation of AGENDA 21, a comprehensive plan of action to be taken globally, nationally and locally by organizations of the United Nations System, Governments, and Major Groups in every area in which human impacts on the environment.

If you look at Agenda 21, the role of youth in Sustainable Development is mentioned in Chapter 25.

The youth too echo this sentiment

"As children of South Asia, we have discussed the situation in our region and we realize that our forests are being destroyed, rivers being poisoned, air

being polluted, unmanageable waste is being churned out.....if this continues to go on for another few years, soon our Earth will have no space for us or other forms of life."
(*Children of the Monsoon, UNEP, 2003*)

Has any opportunity been created for the YOUTH to play a role in Sustainable Development in South Asia?
Well, the answer once again is YES.

The UNEP Asia Pacific Office took the lead. The South Asia Youth Environment Network (SAYEN) was set up in July 2002. It is linked to "Tunza", the UNEP long-term strategy of involving children and Youth. Sustainable Development in South Asia is the vision of the network with the objectives to involve youth in decision-making processes and advocacy for Sustainable Development.

SAYEN then initiated local, national, inter-country and sub-regional projects related to Sustainable Development issues. These included:

1. Conducting awareness programmes, action projects and campaigns related to Sustainable Development
2. Documentation of best practices
3. Development of locale-specific educational materials, and
4. Providing capacity-building opportunities for youth through internships

Today, SAYEN is identified as the model youth network of UNEP. SAYEN is also helping several other agencies to initiate youth programmes.

Want to know more...

Then visit:
UNEP www.unep.org
SAYEN www.sayen.org

How did this document emerge to create an opportunity for the YOUTH to play a role in Sustainable Development in South Asia?

"Children of the Monsoon", a critical document was launched by UNEP in 2003. In this document, the youth have highlighted some of the key environmental concerns in South Asia. This helped clearly understand how youth could contribute in mitigating the concerns.

As SoE, UNEP has been supporting the development of Sub-regional Sustainable Development Strategy (SSDS) and National Sustainable Development Strategy (NSDS). It was decided then to concurrently develop a SSDS, South Asia—Youth Perspective. This document would clearly spell out what youth can do and/or influence to achieve Sustainable Development in South Asia.

The process of development of SSDS, South Asia—Youth Perspective started with an Inception Workshop in Colombo, Sri Lanka in May 2006, (See Annexure I for list of participants). During the workshop, an outline of the SSDS document was developed. The outline of the document was shared with other youth in South Asia. They were encouraged to provide their inputs to the document. Also, the participants from the inception workshop continued interacting and helped develop the first draft. The draft SSDS, South Asia—Youth Perspective document was shared at a regional consultation organized during November 2006 at Colombo (See Annexure II for list of participants). The document was revised based on the inputs from the regional consultation and additional action plans were provided. Finally, at a three-day Editorial Workshop organized at Bangalore, India in May 2007, the SSDS, South Asia—Youth Perspective was given a final shape (See Annexure III for list of participants). This version was then shared with youth from South Asia and UNEP for their final views.

"I do not know my future,

But I definitely know who holds it"

(A participant, SSDS Youth Editorial Workshop, Bangalore, India 2007)



About the Goals

About the Goals

South Asian Youth have identified the following eight goals for achieving Sustainable Development. Action plans towards the same have also been suggested.

Goal 1

'Live Simply' so that others may 'Simply Live'!



There is a pervasive and accelerating influence towards attending a convenient way of living in all spheres including industry, technology, economics, lifestyle, diet, language, religion and values, emphasizing on expediency and resulting in wastage of resources. Media and advertisements have contributed a major share to this. Alan M Eddison had once truly said: *"Modern technology, Owes ecology, an apology"*. "Traditional way" encourages living in harmony with nature but slowly these values are deteriorating. Having identified this goal, youth have suggested steps to achieve sustainability that include encouraging regional level entrepreneurship initiatives and promoting the local products in an appealing manner, emphasizing sustainable means of transport.

Goal 2

Wasting Away: Are we?



The problem of solid waste in our countries is due to high content of non-biodegradable material particularly in our domestic wastes. Our consumerist behaviour focusing on "convenience" and "use and throw" practice plays a vital role. Our traditional "reuse" and "recycle" philosophy is slowly deteriorating. Disposal of waste anywhere but "Not in My Back Yard" is more prevalent today. Today, e-waste is an additional waste in our bins. The youth in South Asia believe in cutting out on the use of polythene bags, and promoting the practice "best out of waste". They give high priority to treating waste as a "resource" and implementing waste segregation and proper disposal system for each category of waste.

Goal 3

A Leak makes our future Bleak!



"We never know the worth of water till the well is dry", Thomas Fuller, 1732. Since antiquity water has been a symbol to express devotion and purity but of late, this natural bounty has been exploited, mistreated and contaminated. Access and availability of potable water has been identified as one of the key goals by the young people in South Asia. According to them accessibility to safe, clean water is one of the biggest challenges as ground water is getting depleted and rivers are getting polluted. Hence to protect our water resources, the youth have set their targets and emphasized on promoting sustainable water consumption practices by creating awareness.

Goal 4

Resources are our Treasure, let's Use them in Wise Measure.



"Nature provides a free lunch, but only if we control our appetites", William Ruckelshaus, Business Week, 18 June 1990. With the population in South Asian countries continuing to grow by leaps and bounds, there has been an increasing pressure on the arable land, water, energy and biological resources to provide enough to 'man' while supporting the viable ecosystems. This issue of over utilization of the natural resources has been highlighted in this goal. Actions for sustainable use of resources have been suggested.

Goal 5

Do we respect our Culture and Tradition?



The South Asian countries are facing a threat to traditional cultures and values because westernization is in vogue. Youth have identified this as a concern as it has led to drastic cultural changes in the region. According to them, preserving one's cultural assets is every individual's duty. Thus, developing strong cultural ties among all the nations, creating awareness on the cultural heritage and following the traditional sustainable and eco-friendly way of living are being emphasized.

Goal 6

Don't be a Fool: Go to School!



Education is the fundamental method of social progress and reform. A society can formulate its own purposes through education, can organize its own means and resources, and thus shape itself with definiteness in the direction in which it wishes to move. Low literacy rate in many South Asian countries has been compounded by problems such as geographic isolation, social and ethnic tensions, inadequate national infrastructure and non-supportive economic policies. A major section of the society does not have access to Information and Communication Technology (ICT). Thus, focus in this goal is laid upon achieving universal primary education particularly ensuring the education of girl child. Action plans also have been suggested for the inclusion of non-formal or vocational education in the schools targeting rural and under privileged youth.

Goal 7

(F)risky aren't We?



"It is bad enough that people are dying of AIDS, but no one should die of ignorance." Elizabeth Taylor (an English Actress. 1932-1975). HIV/AIDS is believed to retard the sustainable growth of the South Asian region. The youth have advocated the cause of spreading awareness among the masses on sex and sexually transmitted diseases. Problems such as drug addiction should be handled by creating awareness and health education.

Goal 8

Making Governance Work !



Our cities today are concrete jungles. This causes associated problems such as air pollution, depleting water table, reducing urban green spaces and reducing biodiversity. Unplanned urban growth and poor governance are its major causes. The youth have decided to work towards creating more livelihood opportunities for the rural youth so as to reduce or prevent migration towards the urban areas. The creation of eco-friendly buildings into the urban areas, awareness and actions to eradicate corruption in the South Asian Countries would ensure sustainable governance.

Sustainable Lifestyle.



Goal

Sustainable Lifestyle

'Live Simply'
so that others may
'Simply Live'!

'Live Simply'

'Live Simply' so that others may 'Simply Live'!

Human beings have achieved tremendous technological and intellectual advancement, which could have reduced our dependence on and exploitation of nature. Yet, the global economy still exploits the natural resources at a very high unsustainable rate. Discrimination at home, and at the workplace is still prevalent. The focus for this millennium is to make the living sustainable. How can we achieve this?

My Goal

I will strive to ensure Sustainable Lifestyle (environmental, socio-economic and cultural) among youth.

Linkages with South Asian Association for Regional Cooperation (SAARC) Development Goals (SDGs) and Millennium Development Goals (MDGs)

(SDG)
Goal 6: Reduce social and institutional vulnerabilities of the poor, women, and children.

What led me to take this goal for myself and the youth such as you, my friend?

Look at these facts

Ecological Footprints (2004)

The Ecological Footprint is a tool for measuring and analyzing human natural resource consumption and waste output within the context of nature's renewable and regenerative capacity or bio-capacity. It represents a quantitative assessment of the biologically productive area (the amount of nature) required to produce the resources (food, energy, and materials) and to absorb the wastes of an individual, city, region, or country.

Country	Footprint*
Bangladesh	0.50
Nepal	0.57
Pakistan	0.67
India	0.76
USA	9.57

*Global hectares per capita.

Humanity's total ecological footprint increased to 13.2 billion global hectares, growing by 147 million global hectares between 1999 and 2000. The United States now has the world's largest footprint at 9.57 hectares (23.7 acres) per person, while developing countries like Bangladesh and Mozambique have ones of 0.53 hectares (1.3 acres) per capita - barely 1/20th of the US footprint. A Sustainable Footprint would be 1.88 hectares (4.6 acres).
http://www.youthxchange.net/main/b139_ecological-footprint-g.asp

Combating Child Labour

A study, conducted by CUTS (Consumer Unity and Trust Society) on "Eradicating child labour while saving the child: Who will pay the costs?" in 1999 estimated cost of displacing child labour in India at \$18.94billion.

Increasing Use of Cellular Phones

At the beginning of 2000, India had 1.6 million cell phone subscribers; today there are 125 million — three times the number of land lines in the country. With 6 million new cell phone subscribers each month, industry analysts predict that in four years nearly half of India's 1.1 billion people will be connected by cell phone. That explosive growth has meant greater access to markets, more information about prices and new customers for tens of millions of Indian farmers and fishermen.
<http://news.thomasnet.com/IMT/archives/2006>

This means unsustainable living is a pressing problem, because:

1. Rapid development is leading to changing lifestyles and increasing consumerism
2. Prevalence of social ills like female foeticide, child labour and trafficking
3. Degradation of traditional knowledge
4. Rapid increase in population

I am sure... you want to understand the context better...

Despite several international treaties that governments have pledged their support for, there is still a great inequality between the 'haves' and the 'have nots'. Youth are victims of unsustainable planning and government policies. The caste system, although officially abolished, is still present in many parts of South Asia and especially in India, dividing communities. Rapidly developing economies have led to a vast increase in incomes, and this has led to a corresponding change in lifestyle to consumerism. The planet does not have enough resources to support heavy consumption by the entire population. This is largely unsustainable in the long term.

Most South Asian countries are facing a threat to traditional culture and degradation of traditional knowledge and values because of increasing globalization. Technological advancement and increasing urbanization has led to drastic changes in lifestyle and consumption patterns, especially of youth. Demand for resources like water and energy has skyrocketed in the past years. Consumption patterns have changed from bio-degradable commodities to mostly materials either being non-degradable themselves or having non-biodegradable packaging.

The question going through your mind now, my friend will surely be : TELL ME WHAT CAN BE DONE?

To achieve sustainable lifestyles, people's attitude need to change. Lifestyle patterns should be made more sustainable. All human beings need to be treated with respect and equality. Discrimination has led to an unbalanced growth of the population as a whole, with the marginalized being uneducated and trapped in poverty while the rest prosper because of their

ethnicity. Youth have the access to information and the voice to appeal to their government leaders to address the policies that fail to address the social and the cultural needs of its people.

Youth, sensitive to such matters, should carry out awareness campaigns at their schools. Prejudice against minorities is a serious factor that impedes the social development of communities. Although the minorities are constitutionally entitled to equal rights, in actual practice this principle is not always respected. Also, communities should begin to vigorously implement sustainable ethics into their daily tasks.

Increased awareness should be spread regarding one's cultural heritage and local products with emphasis on promoting their use in daily life. It is necessary to orient youth against the over-exploitation of resources and to make their lifestyles and consumption patterns more sustainable. Schools should present indigenous culture to youth, both at the primary and secondary schools level and to teachers with the background resource materials so as to include indigenous culture, history and origin in the school curriculum.

Check out these important things to do

1. Encourage youth to appreciate and use more local products through promotional campaigns.
2. Influence youth to make their lifestyle pattern more sustainable.
3. Promote campaigns in schools, colleges and universities to grow respect amongst youth for indigenous cultures and values.

Targets

1. Social equality in all spheres, especially in employment and access to basic services by 2011.
2. The full integration of ethics on sustainable lifestyles in curricula of all academic levels by 2015.

Act Now

1. **This is what we need to do:** Provide alternate livelihood options related to Sustainable Development

We can

- Motivate youth to choose livelihood options related to Sustainable Development.
- Provide basic information regarding various options available and their future prospects.
- Organize vocational training programmes on Sustainable Development, emphasizing the use of local materials and on producing marketable products.
- Encourage institutes to adopt these modules, and professionals in such institutes to be trained and oriented to these modules.
- Provide soft loans through micro-credit to individuals interested in undertaking such programmes.

It's been done and it's possible !

Gram Nidhi
Gram Nidhi- eco enterprises for sustainable livelihoods was proposed by CEE and was awarded as the Development of Market Place project of the World Bank. The micro-finance scheme is utilized to provide the three E's: Extension service, Economic support and Environmental awareness. Furthermore, these three E's are applied to empower women in their communities by giving them training on entrepreneurial ideas and skills with the aim of making them self-sufficient.

Ramesh Savalia, CEE, India

- 2. This is what we need to do:** Provide youth with opportunities to refine their ideas.

We can

- Encourage youth to share their ideas with the SAYEN Secretariat.
- Encourage youth with promising ideas to undertake internship with SAYEN, during which they can refine their ideas and make them marketable.
- Provide support to youth to experiment further with the idea and explore and develop markets for the same.

- 3. This is what we need to do:** Ensure good and sustainable productivity in agriculture.

We can

- Encourage young farmers to replace inefficient practices with efficient ones.
- Document sustainable agricultural practices and share them at appropriate levels.
- Share sustainable enterprises like Organic Farming and other farm enterprises that can provide income for youth.

Deep impact!

Farmers' suicides
Farmers committing suicides due to crop failures and debt pressure is becoming a common phenomenon. In several parts of India, in most of the cases, the reasons are mono cropping and using a particular pesticide to which pests become resistant after a few crops. Appropriate mixed varieties of crop could be selected to avoid failures.

Gopal Jain, CEE, India

From 2000 to 2003, several farmers cultivating rice in Hambantota, a district in the Southern province of Sri Lanka, committed suicide because of suffering from poverty, and inability to repay loans. The crops were also affected by plant pathogens causing diseases. The fertilizer price also increased, because of which farmers could not grow the crops and were unable to get a harvest and repay loans. The government provided low interest loans to the farmers, and also reduced fertilizer prices.

Dilini Samarajeewa, Sri Lanka

It's been done and it's possible !

Training Programme on Biofertilizers Use and Technology.
Regional Biofertilizer Development Centre (RBDC), Imphal is a regional centre under National Biofertilizer Development Centre, Ghaziabad, Department of Agriculture and Cooperation, Ministry of Agriculture, Govt. of India. It organizes a large number of training programmes, demonstrations and field days for promotion of biofertilizers and for transfer of

biofertilization technology. In all, 2 Regional Conferences, 3 refresher courses, 16 orientation courses, 54 extension staff training, 15 dealers training and 365 demonstrations cum field days have been organized during the last 10 years' period.

Prakshal Mehta, India

4. This is what we need to do: Encourage regional-level entrepreneurship initiatives.

We can

- Develop a regional level entrepreneurship programme where training will be provided to institutions interested in offering entrepreneurship programmes to youth.
- Develop and implement marketing strategy wherein goods and products developed by the entrepreneurs can be marketed in the sub region by providing seller-friendly market conditions.

It's been done and it's possible !

Amul (Anand Milk Union Limited)

Amul promoted economic success in India through self-sustenance. It is a grass root movement which gave freedom to farmers by giving total control over procurement, production and marketing. Before Amul, milk farmers in India were dependent on middlemen to sell their milk which was often sucking the life out of the farmers rather than providing them with one. Amul eliminated the middle man factor and put the profits directly into the pockets of the farmers.

Sapna Mulki, Kenya (during her internship with CEE, India)

It's been done and it's possible !

Shilpgram - the Rural Arts and Crafts Complex

Situated 3 km west of Udaipur in Rajasthan is Shilpgram - the Rural Arts and Crafts Complex. Spread over an undulating terrain of 130 bighas (70 acres) of land and surrounded by the Aravallis, the Complex is conceived as a living ethnographic museum depicting the lifestyles of the folk and tribal people of the West Zone of India.

Within this complex, huts of the member states are constructed incorporating traditional architectural features of different geographical and ethnic groups residing within the West Zone. One of the important objectives of Shilpgram is in the sphere of increasing awareness and knowledge of rural life and crafts, specifically, for the younger generation. Special emphasis is laid on workshops for children on arts, crafts, theatre and music.

A Crafts Bazaar in the fashion of a traditional '*haat*' was setup where visitors could buy traditional crafts from the Zone. Craftsmen were invited periodically to demonstrate their skills and sell the crafts to the visitors at the Shilpgram. In these traditional huts, household articles of everyday use -whether terracotta or textile, wooden or metal, along with decorative objects and agricultural or craftsmen's tools, etc. are displayed with appropriate signages and explanatory details. The objective is to give a realistic glimpse of the people and their belongings representing Unity in Diversity.

Prakshal Mehta, India.

5. This is what we need to do: Promote local products amongst youth through methods that appeal them.

We can

- Make locally available products like textiles and others popular among youth by organizing events and exhibitions, museum-displays, fashion shows, concerts, etc. that appeal to them.
- Conduct awareness programmes regarding contribution to national income from such products.

It's been done and it's possible !

Fashions

In Bangladesh, designers like Tam A, Bb R, Emd H, have used their creative genius to encourage locally-made products for clothing. They have fused western designs, which are popular not only for their style but also for comfort, with locally produced materials. These fashion outfits have won the heart of the youth.

Safwan Shabab, Bangladesh.

In Bhutan, textile centres and weaving centres were opened for the promotion and accessibility of the traditional hand woven textiles. Annual fashion shows including a lot of youth (models) and weavers from around the country were organized by the textile museum in the capital. “Mawongpas”, a group of young Bhutanese were involved in creating and exhibiting designs and garments with the traditional textiles.

Kinley Om, Bhutan.

6. This is what we need to do: Make observation of national cultural traditions and practices compulsory on certain days of national importance.

We can

- Mobilize youth organizations towards conducting awareness programmes related to the importance of different aspects of national culture.
- Conduct presentations/discussions with different stakeholders including the Government.
- Organize campaigns and event for public awareness.

It's been done and it's possible !

Wearing Of Traditional Attire

The Royal Government of Bhutan, in order to preserve the unique identity made it compulsory for all the Bhutanese to wear the national dress. Bhutan's sixth five-year plan (1987-1992), included a code of traditional Bhutanese etiquette called “*driglam namzhag*”. The dress element of the code required all the citizens to wear the “*gho*” (a knee length robe for men) and the “*kira*” (an ankle length dress for women) in the following context: inside and outside dzong premises (fortress, monastries), all government offices, all the schools, all the monastries and at the functions and public congregations.

Kinley Om, Bhutan.

7. This is what we need to do: Promote sustainable transport system with safe and environmentally friendly modes of transport.

We can

- Encourage the use of bicycle amongst youth by organizing campaigns informing them about the benefits of cycling.
- Initiate Public Use Bicycle (PUB) programmes wherein cycles can be rented for small distance journey via the use of pre-purchased cards or codes.
- Organize cycle rallies across the city to promote use of cycles and spread messages about the harmful effects of motor vehicles.
- Advocate redesigning of existing roads to provide a safe and convenient environment for non-motorized modes of transport. This also results in the improved efficiency of public transport vehicles and an enhanced capacity of the transport corridor when measured in number of passengers per hour per lane.
- Promote and celebrate ‘World Car Free Days’.
- Introduce effective public transport to reduce the number of private vehicles on road.





Wasting Away: Are we?

Wasting Away: Are we?

Wasting Away: Are we ?

The volume of waste is increasing at an alarming rate. Be it waste from homes, industries, hospitals, farmlands and even our old used computers – the e-waste as they call it. Scattered all over, it's not a sight one likes to behold. Our immediate reaction is that the municipal authorities or the concerned government body is sitting idle or doing little or perhaps nothing. But remember, my friend, we too are part of this problem. What is really contributing (including us) to this problem of excess waste? Why can't this waste be better managed?

My Goal

I manage my solid waste efficiently and I plan to reach ZERO WASTE in South Asia by adopting the 3Rs (Reduce, Reuse, Recycle).

Linkages with SDGs and MDGs

(SDG)

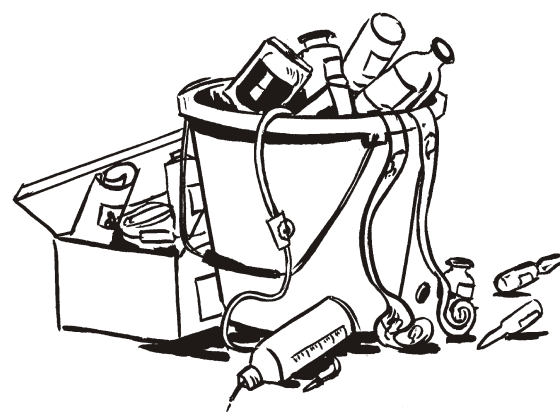
Goal 22: Ban on dumping of hazardous waste, including radio-active waste.

What led me to take this goal for myself and the youth such as you, my friend?

Look at these facts

- The total amount of municipal solid waste generated in the region amounted to about 700 million tonnes per annum in the mid-1990s. (*SoE South Asia report, 2001, UNEP*)
- In South Asian countries the per capita waste generation ranges from 0.3-0.9 kg/person/day.
- A 1999 World Bank report predicted that the total volume of municipal solid waste alone that is generated in Asia and the Pacific will be more than double by the year 2025, greatly surpassing capacities of existing waste treatment facilities.

- In New Delhi, India, 3,880 tonnes of garbage is produced each day, yet only 2,420 tonnes is collected for disposal. Dhaka in Bangladesh collects about 50 per cent of the waste produced in the city.(SoE South Asia report, 2001, UNEP)
- The ratio between municipal and industrial solid waste generation is less than 1:3 in South Asian countries while in developed countries such as Australia and Japan it is 1:8.
- 80 per cent of e-waste from the US was shipped to India, Pakistan and China(in 2005) due to cheap labour and poverty, no stringent law on imports, lack of healthcare awareness and easy income.
- Public health threats and outbreak of diseases are caused primarily due to poor sanitation conditions, waste handling and disposal facilities. About 22 human diseases are linked to improper solid waste management. The plague outbreak in Surat, India is a good example of a city suffering due to the callous attitude of the local body in maintaining cleanliness in the city.



More facts

Sources and Types of Municipal Solid Waste	
Typical waste generators	Types of solid waste
Single and multi-family dwellings	Food wastes, paper, cardboard, plastics, textiles, glass, metals, ashes, special wastes (bulky items, consumer electronics, batteries, oil, tires) and household hazardous wastes
Stores, hotels, restaurants, markets, office buildings	Paper, cardboard, plastics, wood, food wastes, glass, metals, special wastes, hazardous wastes
Schools, government hospitals, prisons	Paper, cardboard, plastics, wood, food wastes, glass, metals, special wastes, hazardous wastes
Street cleaning, landscaping, parks, beaches, recreational areas	Street sweepings, landscape and tree trimmings, general wastes from parks, beaches, and other recreational areas

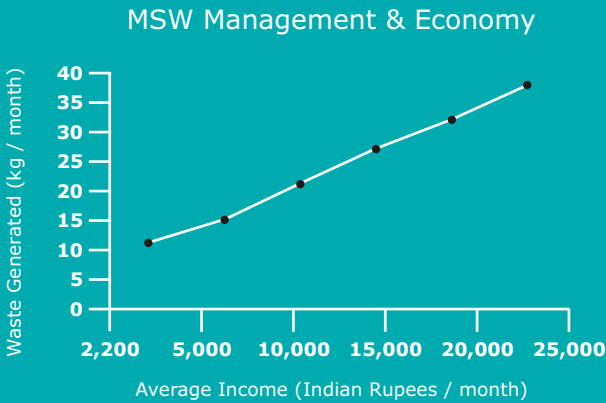
This means solid waste management is a pressing problem, because of:

- Changing lifestyles
- Increasing population
- Rapid urbanization
- Inefficient waste collection
- Lack of infra-structure for waste management
- Our mantra of "Not In My Back Yard" (NIMBY)

I am sure... you want to understand the context better...

- As incomes increase, lifestyles change. This change in itself often causes an increase in the volume and diversity of waste that we generate. Today, “convenience” drives our purchases. We have begun preferring material goods with larger non-biodegradable components including excessive and fancy packaging. Added to this is the domestic waste, infectious waste (medical and organic), industrial solid waste and hazardous waste. The “Not In My Back Yard” syndrome called NIMBY, further adds to the problem. We callously dump waste in other people’s backyard.

A study done on Correlation of Per Capita Income with Waste Generation by Mr. C. Visvanathan, Environmental Engineering and Management Program, Asian Institute of Technology, Thailand, came up with following conclusion:



Studies show that for every Indian Rupees 1,000 (US \$ 1 = Rupees 47) increase in monthly, solid waste generation increases by a kilogram

What then is the impact as population grows and urbanization is rapid?

- We prefer convenience. Tin cans, plastic bottles, plastic bags, synthetics and other such items make life much more convenient. Then we easily throw them away. These materials continue to stay a long time in the environment since they are resistant to any type of natural degradation either by air, water, soil or microbes. Hence, they pile up and add to pollution.

- Common household items such as paints, cleaners, oils, batteries, and pesticides contain hazardous components. These are, most of the time, disposed by pouring them down the drain, on the ground, into storm sewers, or putting out with the trash. The dangers of such disposal methods might not be immediately noticeable, but improper disposal of these wastes can pollute the environment and pose a threat to human health as hazardous chemical content can seep into and contaminate our water sources. Also it has the potential to cause physical injury to sanitation workers, contaminate septic tanks or wastewater treatment systems if poured down drains or toilets, and present hazards to children and pets if left around the house. E-waste is another category of waste that needs to be handled carefully.

The question going through your mind now, my friend, will surely be – TELL ME WHAT CAN BE DONE?

To begin with, efficient waste management is the answer. UNEP promotes increased life-cycle oriented approaches to address production and consumption related issues. In short, it means stimulating recycling and reuse of products, and reduce materials and energy use during production and consumption.

Check out these important things to do:

- Influence youth to practice the 3R Concept in everyday practices and develop a more sustainable pattern of consumption.
- Reduce usage of non-biodegradable materials for domestic purposes.
- Refuse use of polythene
- Ensure proper means of disposal of hazardous wastes into landfill sites.
- Recycle to maximum extent.
- Proper management of e-waste.



Important thought!

It's important to practice "3 R's" We as Youth should encourage the use of products that are less toxic or contain less packaging, using reusable containers and other reusable items without depending on polythene bags, maintaining and repairing products, participating in recycling programs, and buying products made from recycled materials. This also means exploring options of recycling e-components that cannot be repaired.

Targets

1. Reduce generation of non-biodegradable wastes by one-third by 2011.
2. Increase re-usage of recyclable materials by double by 2011.
3. Proper management of hazardous waste by 2015.

Act Now

1. **This is what we need to do:** Advocate banning polythene bags because its usage leads to clogging of pipes and drains, besides suffocating aquatic life and proliferating germs.

We Can

- Orient youth and organizations working with youth about hazards of using polythene bags.
- Encourage youth to minimize their use of polythene in day-to-day life.
- Organize signature campaigns/blogs to promote the above action and present it before the government.

It's been done and it's possible !

Banning of plastic bags

- The Royal Government of Bhutan banned the sale of plastic bags and "Doma" (pan) wrappers and homemade ice-cream pouches on 24th April 1999. Realizing that plastic cannot be entirely banned, the Ministry of Trade and Industry started with banning the most hazardous items like the carry bags and "Doma plastic wrappers".

- Awareness programmes were initiated by the Royal Society for the Protection of Nature (RSPN), for encouraging the use of eco-friendly bags and for educating the local people regarding the harmful effects of plastics.
- The Ministry of Trade and Industry encouraged the private sector to produce paper bags as an alternative resulting in the setting up by an entrepreneur of a paper recycling industry in the capital.

Kinley Om, Bhutan

2. **This is what we need to do:** Strengthen reuse and recycling especially of non-biodegradable waste to the full potential. As a result, minimize dumping in landfills with other wastes.

We Can

- Orient youth on importance of reusing and recycling, especially non-biodegradable waste.
- Encourage them to start the practice with them self.
- Involve them in developing educational materials including print and audio/video.
- Organize awareness programmes involving youth, focusing on actions such as:

1. Reuse glass bottles and jars in kitchen and gardens for several purposes.
2. Sell old newspapers, plastic materials and metal to recyclers [pastiwala].
3. Exchange old clothes for utensils.

It's been done and it's possible !

Once is not enough: Reuse and Recycle.

Centre for Environment Education, Ahmedabad, India took up a project called "Rochak" (a term in Hindi meaning interesting, when written in reverse order reads as Kacharo, meaning garbage) focussed on making garbage interesting. CEE developed "A Way for Garbage", a four and a half minute film targeting youth. The film showcased our rich tradition of reusing and recycling. The film was used as an Audio/Video material to create awareness among college youth about importance of reusing and

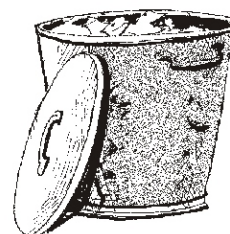
recycling. Other educational material included a slide show on “No Concern, Why Bother?”, video spots on actions individual youth can take such as drinking cold drinks from bottles instead of cans, using both sides of paper and using cloth bags and an exhibition on “A Day in Our Life” emphasizing the garbage that we as youth generate during each hour of the day, and best way to manage it. Emphasis through all the media was to reduce, reuse, recycle and recover.

Gopal Jain, CEE, India

- 3. This is what we need to do:** Campaign to increase the usage of alternatives for non-biodegradable disposables in theatres, public gardens, playgrounds and railways, as disposable plastic and styrofoam cups litter public spaces and pollute the water bodies and the lands around the railway tracks.

We Can

- Sensitize youth and youth organizations about the hazards of non-biodegradable disposables.
- Encourage them to stop such use in railways and other public places like hotels, restaurants, theatres, clubs, etc, and to adopt degradable options such as *pattals* (leaf plates) and *kullars* (small pots or cups made of clay or mud).
- Organize signature/blogs campaign to promote the use of biodegradable options and present it before the government.
- Adopt other methods such as writing articles in newspaper and magazines, conducting poster making competitions, performing street plays to promote banning of non-biodegradable disposable materials.
- Promote pottery as an option. An effective implementation would lead to a shift of business from the plastic industry to the potter industry. This would also provide employment to millions of potters and associated sections of the society.



It's been done and it's possible !

Kullars in the Indian Railways

Minister of Railways, Government of India, has proposed a notification to replace plastic cups with earthen '*kullars*' or clay cups, in railway catering services in all trains and stations throughout India. These *kullars* will be used for serving beverages and traditional Indian drinks such as '*Chaach*', '*Lassi*' and '*Mattha*'. If implemented in total it will result in a net yield of Rs. 1,600 crore to the potters during one fiscal year, according to ASSOCHAM (The Associated Chambers of Commerce and Industry of India).

Vikram Aditya, India

- 4. This is what we need to do:** Promote best-out of waste to make valuable materials

We Can

- Conduct skill-based workshops to reuse glass bottles and other such waste materials by making decorative items out of them and thereby to reduce the waste reaching landfills.
- Provide livelihood training, financial support through micro credit that could support entrepreneurial activities to be undertaken by interested organizations.

It's been done and it's possible !

Designing Shopping Bags

In 2002, “Design Your Own Shopping Cloth Bag” competition was organized in Ahmedabad, India by CYWEN (Club of Youth Working for Environment) in association with HOPE (Blind People’s Association) to promote the “Say No To Plastic” campaign as part of the Clean Up the World campaign. It was identified that many of the people do not have cloth bags at homes. Thus, in order that they have a cloth bag, the competition was organized. Participants were encouraged to use the cloth bags developed by themselves.

Sapna Mulki, Kenya (during her internship with CEE, India)

5. This is what we need to do: Campaigns by youth for keeping housing societies and communities clean, reduce waste piles, thus making the surroundings aesthetic and disease free.

We Can

- Orient youth organizations and clubs towards waste management at the local and regional level.
- Train them for waste segregation in separate bins for recyclable waste, hazardous waste, e-waste and bio-degradable waste and its proper disposal.

It's been done and it's possible !

Organized Rag Picking

The Clean Ahmedabad Campaign was spearheaded by the Self-Employed Women's Association (SEWA) rag pickers. The campaign propagated the concept of waste segregation. Presently 43 SEWA rag pickers collect segregated dry waste constituted of paper, plastic, glass, iron, bone, shoes and PET bottles, with most of them selling to the recycling industries.

Jyotsana, India

Clean Up Campaigns

The Clean Up The World campaign is a community based environmental programme that aims to inspire and empower individuals from all over the world to conserve their environment. Every year between the 20th and 22nd of September, concerned individuals come out to clean up the natural environments in their local communities and also promote environmental education.

The Clean India Campaign focuses on mobilizing school going students for the cause of environmental protection and awareness through neighbourhood cleanup camps, small scale community projects, campaigns and environment assessment. It is sustained by a core group of students who train other students. The campaign calls upon the public to adopt small sustainable habits such as closing/ switching off taps and lights when not in use, creating backyard compost pits and so on.

Sapna Mulki, Kenya (during her internship with CEE, India)

6. This is what we need to do: Campaigns for better waste management in slums and relocation of squatter settlements as efficient disposal of sewage and other bio-degradable wastes is the need of the hour.

We can

- Undertake campaigns to sensitize youth on waste management concerns within legitimate slums and encroachments.
- Advocate campaigns for systematically relocating encroachments and other illegal settlements to places with well-established water, sewage systems, waste collection systems, transport and treatment plants.

It's been done and it's possible !

Adopt a slum

The "Adopt A Slum" project CLEAN-India involves schools in the betterment of urban slums ensuring sanitation, health care, better environment and integrated development. It also aims to create awareness regarding the status and problems of the urban slums among students.

The Water Sanitation and Hygiene (WASH) programme had teams of local youth volunteers in India to create awareness about sanitation and hygiene, using alternative media such as theatre, religious songs, dance and story telling. The WASH campaign seeks to involve the youth in studying and surveying water and sanitation facilities in their own buildings, schools, colleges and campus by reviewing existing by-laws for buildings in residential commercial areas in regards to sanitation.

Adopt a stream

In Bhutan, schools in the capital (Thimpu) have each adopted a running stream or drain, and the youth is involved in cleaning them.

Sapna Mulki, (during her internship with CEE, India)

7. This is what we need to do: Research projects for safe and cost effective ways for disposal of e-waste and hazardous waste.

We can

- Promote developing and undertaking R&D projects to experiment with low cost technologies and develop efficient ways of safe e-waste and hazardous waste management.
(It is estimated that 20-50 per cent of the solid waste generated remains uncollected, even though up to half of the local operational expenditures often goes towards waste collection.)

Comment

Dealing With Organic Waste

Inadequate collection and disposal of waste poses a serious health risk to the population and is an obvious cause of environmental degradation in most cities of the developing world. Mixed municipal solid waste is dumped either indiscriminately in the neighbourhood or, if collected by a waste collection service, disposed of in uncontrolled dumpsites. The organic fraction of this waste, often contributing to more than 50% of the total waste amount, threatens the health of residents as the indiscriminate waste dumps attract rodents and other disease carrying vectors. Organic waste is also responsible for pollution of soil and water bodies through leachate, and in the process of uncontrolled anaerobic degradation it contributes to global warming by methane which is produced .

A possible step in mitigating these detrimental effects is enhancing resource-recovering activities of the organic waste fraction. An obvious treatment and recovery option for organic waste is composting. However, before strategies can be developed on how to proceed, it is necessary to understand the existing organic waste management practices and try to assess current and potential markets for the converted organic waste.

Organic waste if dealt with properly (i.e. cleared properly and stored) will no longer pose an environmental threat and can be used for useful purpose as well.

According to a study conducted in Karachi on the awareness level among the stakeholders about composting, the compost that was produced, and its characteristics was very low. The absence of current and past exposure to compost and allied products was considered to be a major hindrance in its utilisation. The failure of composting was example of an ineffective marketing strategy and concept. In order to make composting a viable option, it is important that small-scale demonstration projects should be developed and supported. Commercial and financial viability of composting will require careful estimation and planning.

Javeria Khan, Pakistan





A Leak makes
our
future Bleak !

A Leak makes our future Bleak!

A Leak makes our future Bleak!

Water is the elixir of life. It is needed every single day for drinking, cooking, agriculture, industrial processes, sanitation, cleaning and many other purposes. Water scarcity affects one third of the world's population. How can we manage water better to make it more accessible and safe for all purposes?

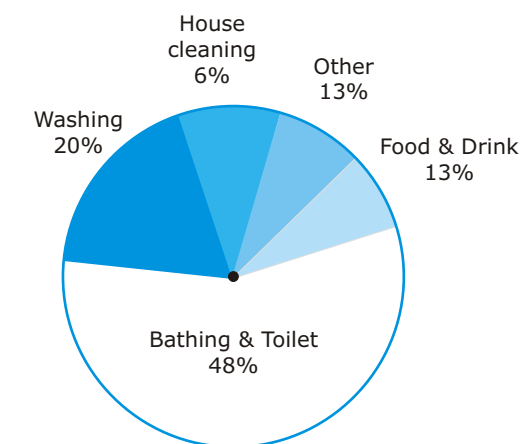


Fig: Quantification of water for various uses

(http://www.itt.com/waterbook/images/pie_chart.gif)

My Goal

I will ensure universal availability and accessibility to clean and safe water for domestic purposes.

Linkages with SDGs and MDGs

(SDG)

Goal 18: Acceptable level of water and soil quality. (MDG)

Goal 7: Ensure environmental sustainability

Target 10 - Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation

What led me to take this goal for myself and the youth such as you, my friend?

Look at these facts

- Clean water is essential for life, but over a billion people (a sixth of the world's population) do not have access to safe drinking water.
- A big gap in access to sanitation exists between urban and rural areas. Less than half the urban population in India has access to adequate toilet facilities, and sewage treatment is virtually nonexistent, creating one of India's most serious environmental problems-surface and ground water contamination. The situation is virtually the same in Nepal, Bangladesh and Sri Lanka. *(SOE South Asia, 2001, UNEP)*
- In Dhaka, Bangladesh, the groundwater table has gone down to 25 m due to over exploitation. Excessive pumping has led to arsenic contamination in West Bengal, India and Bangladesh. *(Making Cities Work, 2000,USAID)*
- Due to geological reasons, some areas have reported groundwater quality problems, such as presence of Fluorides (India), Nitrates (Nepal and India), Arsenic (India and Bangladesh), Chromium (Sri Lanka) and Iron (Chittagong, Sylhet and Rajshahi in Bangladesh and some pockets in India). India, Pakistan and Bangladesh also face the problem of groundwater salinity in some areas. *(SOE South Asia, 2001, UNEP)*
- Water Quality

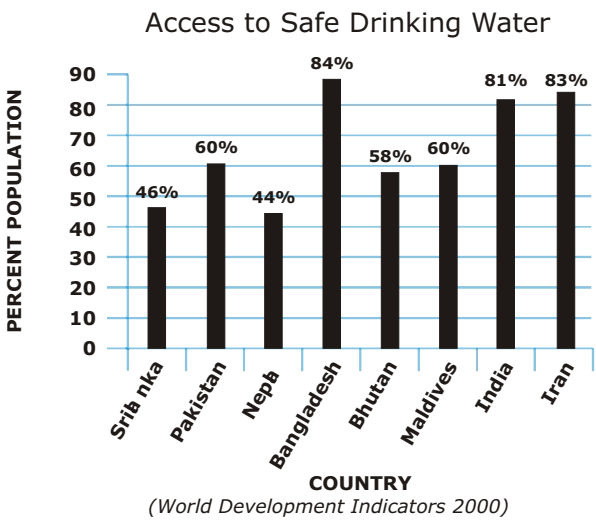
Water Quality Issues

Quality Issues	South Asia
Pathogenic agents	1-3
Salinisation	0-1
Fluoride	0-1
Heavy metals	0-1
Sediment load	0-2
Organic Matter	1-3
Nitrate	0-1
Eutrophication	0-1
Pesticides	0-1
Acidification	0

Note:
0 - No pollution or irrelevant.
1- Some pollution, water can be used if appropriate measures are taken
2- Major Pollution
3- Severe pollution affecting basic water uses
(SOE South Asia, 2001, UNEP)

- According to 5th Citizen's Report, Center for Science and Environment (CSE), New Delhi, in India, nearly 44 million people are affected by water quality problems either due to pollution or the prevalence of fluoride, arsenic or iron deposits, or due to ingress of salt water.
- It is estimated that in India, some 1.5 million children under five years of age die each year due to water-borne diseases. Waterborne diseases cost the country 73 million working days every year and US \$600 million annually in health care and lost production. *(SOE South Asia, 2001, UNEP)*
- UNEP report predicted that from 1985 to 2000, agricultural withdrawal of water per capita will increase by 29 per cent, domestic withdrawal by 150 per cent, and industrial withdrawal by 186 per cent. *(SOE South Asia, 2001, UNEP)*

Water woes!!!



This means 'safe water' is a pressing problem, because:

- Rapid urbanization and industrialization are creating areas of excessive usage and shortage of supply.
- Harvesting of rainwater is inefficient and insufficient .
- Discharge of effluents, sewage and other wastes into water bodies creates pollution.
- Large quantities of water is wasted during storage, transport and supply.

I am sure... you want to understand the context better...

- Urbanization and Industrialization are the two main factors contributing to the depletion and pollution of our water bodies. Though South Asia receives plentiful rainfall, most of the runoff water becomes flood water during the peak monsoons, and flows out into the sea instead of recharging the groundwater. This is due to lack of storage structures where rains occur. Inefficient methods for managing water, inadequate recharge of groundwater and disposal of waste water into water bodies means less supply of safe drinking water.
- The universal provision of easily accessible, safe, clean water is one of the biggest and most important challenges facing the region today, with nearly a billion people not having access to safe drinking water. Apart from disease and death, the lack of clean water close to people's homes is time consuming and affects livelihood and quality of life. In many areas, human power and time is wasted in carrying water over long distances.
- New, clean, and safe sources of water are getting scarce.
- Mismanagement of water bodies adds to pollution through solid waste from households and industries. Municipal authorities are unable to effectively treat solid waste from both domestic and industrial sources often leading to leakage of toxic chemicals into water supplies. This further affects water availability and groundwater.
- Groundwater extraction is very common in India, Bangladesh and Pakistan. Groundwater withdrawals have exceeded the rate of recharge and as a result, in coastal areas, the mixing of seawater into the aquifers is a common occurrence. Over usage is common in India, particularly in Tamil Nadu and Gujarat. The pricing policies and subsidies for electric power for withdrawing groundwater too have led to over exploitation.
- Rainfed agriculture constitutes the major economic activity in South Asian countries. Water is essential for agricultural production in order to improve food security. This calls for the integrated management of river basins in order to use water resources in a sustainable manner. The potential of Himalayan water resources for agricultural uses is enormous but underutilized. The potential for hydropower is immense, and this could supply a significant proportion of the energy need of agriculture.

- Water resource management will therefore be a challenging task in South Asian countries. It includes participatory irrigation management, rainwater harvesting, water saving, water storage etc coupled with information technology tools.

The question going through your mind now, my friend, will surely be – TELL ME WHAT CAN BE DONE?

To start with, water conservation methods should be advocated and adopted at all levels. Over-exploitation of water resources, inefficient water conservation methods, wastage of water due to leakage during storage, transport and supply should be reduced eventually. Water bodies should be treated as sacred entities.

Check out these important things to do

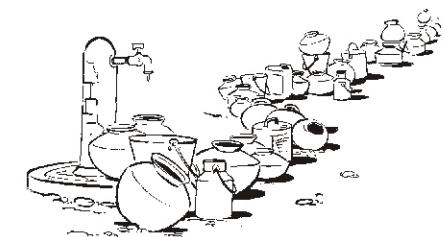
1. To maximize access to safe water for domestic purposes.
2. To protect sources of groundwater recharge and implement/monitor sustainable extraction processes.
3. To ensure and encourage participation and representation of youth for effective distribution of water.

Targets

1. Increase by half-the percentage of people having access to safe, clean and adequate water for domestic purposes by 2011.
2. Secure sources of availability of water increased by 50 per cent by 2011.
3. Protect all water bodies from encroachment and pollution by 2011 and revive water bodies wherever possible by 2011.

Act Now

1. **This is what we need to do:** Ensure youth participation in water conservation.



We can

- Conduct awareness programmes on the importance of rainwater harvesting as most rain water is lost as runoff and is mainly responsible for the water crisis.
- Provide trainings at planning and architectural institutions to make provisions for rain water harvesting in as many upcoming and future constructions as possible.

It's been done and it's possible !

Setting Up Rain Centers

The Centre for Science and Environment (CSE), a New Delhi, India-based NGO working on environmental and developmental issues, set up the second Rain Centre in Meerut, Uttar Pradesh, India on July 25, 2004. This was done in association with Janhit Foundation, a local Non Governmental Organization (NGO) . Rain Centre is basically a permanent exhibition that helps people easily understand the process of rainwater harvesting. Explained simply, it means catching and holding rain where it falls. One can store the rainwater in a tank or use it to recharge groundwater. The first Rain Centre was set up by CSE in the south Indian state of Tamil Nadu in the year 2002.

Arpita Shukla, India.

2. **This is what we need to do:** Implement rainwater harvesting as a water conservation strategy and also help the people use this as an alternative livelihood option.

We can

Develop and disseminate Behavior Change Communication towards creating a demand for rainwater harvesting.

- Conduct internship and traineeship programmes in various institutions towards capacity building of youth for rainwater harvesting. Such students would also be encouraged to undertake these as a livelihood option.

It's been done and it's possible !

Low-cost "Rainwater Harvesting" Technology

Muthukandiya is a village in Moneragala district, one of the drought-stricken areas in the "dry zone" of southern Sri Lanka, where half the country's population lives, about 18 million people. In 1998, communities in the district discussed water problems with Practical Action South Asia. What followed was a drought mitigation initiative based on a low-cost rainwater harvesting technology already used in Sri Lanka and elsewhere in the region. It uses tanks to collect and store rain channeled by gutters and pipes as it runs off the roofs of houses. To date, 37 families in and around Muthukandiya have storage tanks. Evaluations show clearly that households with rainwater storage tanks have considerably more water for domestic needs than households relying entirely on wells and ponds.

Dilini Indunil Samarajeewa, Sri Lanka

3. **This is what we need to do:** Spread awareness among people towards such religious and other practices that pollute water bodies.

We can

- Organize regional and national level campaigns where water quality testing will be carried out before people to sensitize them on water pollution and conservation issues.
- Encourage youth organizations to undertake "Save Our Water Bodies" campaigns, particularly during festivals during which water bodies are used as dumping grounds.

It's been done and it's possible !

Friends Of The Bagmati

In November 2000, Prince Philip, the Duke of Edinburgh, launched the Friends of the Bagmati (FOB) movement to save the environment of Bagmati and other rivers in Nepal.

FOB is committed to save the rich natural, cultural and heritage significance of Bagmati River from pollution and other threats. FOB has been carrying out various activities ranging from advocacy to awareness with the active

participation of all the responsible stakeholders from policy planners to local women groups. FOB has been trying to achieve synergy to protect the sacredness and bring life back to Bagmati by combining the strengths of intellectuals, interested organizations and local communities. By using the sacred Bagmati river as an exemplar project, the Friends strive to tap the emotions of both the faith communities and the community at large, and channel these emotions into a sustainable effort involving commitment, imagination and creativity.

Deepti Khakurul, FOB, Nepal

4. This is what we need to do: Water conservation through efficient rules and regulations regarding water consumption.

We can

- Undertake advocacy activities to make water a regulated commodity. Governments will be encouraged to incorporate this into building regulations.
- Pressurize authorities to levy high charges on citizens who consume more than twice the WHO standards (70 litres per person per day) for daily individual requirement for water.

It's been done and it's possible !

The Gujarat Water Regulatory Commission (GWRC) Bill, 2006, drafted with the help of The Energy and Resources Institute (TERI), Delhi-based sustainable energy group, will soon be presented to the state cabinet for its approval.

Officials claim the regulatory framework will bring clarity to the roles of various government bodies involved in water distribution, boost private sector investment, improve productivity and efficiency in the sector, and also address the cost aspects. Aiming at an economic costing of water, the Bill includes municipal bodies and industrial users in its ambit.

Sapna Mulki, Kenya (during her internship with CEE, India)

5. This is what we need to do: To introduce and promote sustainable water consumption practices in agriculture.

We can

- Organize internship and short-duration training programmes to empower youth organizations on water conservation practices in agriculture.
- Encourage youth organizations to conduct awareness programmes for farmers where water and energy linkages, methods and processes for efficient water pumping and usage in agriculture will be demonstrated.

It's been done and it's possible !

- The South Asia Regional Initiative for Energy Cooperation and Development (SARI/Energy) project launched in 2000 aimed at sustainable water extraction and eco-friendly lifestyles. As part of this, SAYEN undertook a project to involve youth in India and Sri Lanka to develop ideas that could reform wasteful water behavior.
- Some of the behavioral practices suggested by youth were reuse of grey water for irrigation and watering of lawns, avoiding water wastage by closing taps when not in use, rainwater harvesting, maintenance of bathroom fixtures, replacement of showerhead with ultra low flow version, and energy saving irrigation techniques such as drip irrigation.
- Joint exhibitions by youth from India and Sri Lanka allowed sharing of information on energy and water use.

Sapna Mulki, Kenya (during her internship with CEE, India)

Substituting Flood Irrigation

Gannoruwa is a village, six miles away from Kandy, Sri Lanka. The area receives an average rainfall of 2000-2500mm. The area consists of red-yellow podzolic soil, about 1.25 acres of which was cultivated with beet, cabbage, brinjal and similar annuals including lime and papaw. The land used to be flood irrigated using about 60,000 liters of water. A drip irrigation system was introduced. This was a pressure compensated and non-draining type, with a flow rate of 2 liters per hour. Water is supplied directly to the root zone saving 5000-6000 liters of water. In this method water application

efficiency is 85%. After the advent of drip irrigation, water requirement was drastically reduced, and helped deplete the groundwater to a lesser degree.
Amarakoon, Sri Lanka

6. This is what we need to do: Undertake appropriate measures against certain industries that are responsible for deterioration of water quality and quantity.

We can

- Encourage youth organizations to undertake research projects with appropriate agencies involved in studying the impacts of industries on water sources through water quality checks.
- Undertake advocacy and civil society campaigns for closing industries which do not match the quality standards. Efforts would be documented and shared with others through SAYEN so as to encourage others to take on such projects

It's been done and it's possible !

The single largest Coca-Cola bottling plant in India was shut down due to adverse impacts of its activities on quality and quantity of water in the village of Plachimada, Kerala. The action resulted from huge protests from the villagers. The plant had initially been closed till June 15, 2004 by the Kerala state Government. However, the Plachimada bottling plant has been unable to open because the local village panchayat is refusing to re-issue a license for Coca-Cola to operate.

Jyotsana, India



Conservation



Goal

Conservation

Resources are our Treasure,
Use them in Wise Measure.

Resources are our treasure, lets use them in measure.

Resources are our Treasure, lets Use them in Wise Measure.

It's hard to absorb, but it's a fact, friends, that our ever increasing needs are posing a severe threat to the biodiversity of the sub-region. And as we all can observe in our surroundings, over the years, human actions have led to drastic changes in prime biodiversity habitats, resulting into severe habitat loss and degradation. Our changing lifestyles, our irresponsible behaviour towards environment, and our lack of awareness towards this problem has led to irreparable damages to our natural wealth.

My Goal

I plan my actions to conserve the natural resources by causing minimum possible harm to the natural resources and to work towards reversal of existing trends of resource degradation.

Linkages with SDGs and MDGs

(SDG)

Goal 17: Acceptable level of forest cover

Goal 20: Conservation of bio-diversity

Goal 21: Wetland conservation

(MDG)

Goal 7: Ensure environmental sustainability.

Target 9 - Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources



What led me to take this goal for myself and the youth such as you, my friend?

Look at these facts

- There are as many as 100 million species on Earth, of which only 1.7 million have been identified.
- Occupying an area of approximately 44,49,060 sq. km (only 3.2 per cent of the world's land area). South Asia accounts for nearly 15.6 per cent of the global floral and 12 per cent of the faunal diversity. (SoE-2001)
- South Asia has significant biodiversity that is not only vital for the ecological balance of the region but also to the world. It has 3 of the 25 hotspots in the world namely Himalaya, Indo-Burma, Western Ghats and Sri Lanka.
- The Intergovernmental Panel on Climate Change (IPCC, 2001) appraised relevant published studies of biological systems. Of a total of 59 plants, 47 invertebrates, 29 amphibians and reptiles, 388 birds, and 10 mammal species, approximately 80 per cent showed changes in the biological parameters measured consistent with global warming predictions, while 20 percent showed changes in the opposite direction.
- Though the exact number is impossible to determine, an unprecedented mass extinction of life on Earth is occurring. Scientists estimate that between 150 and 200 species of life forms become extinct every 24 hours.
- More than 60 per cent of the world's people depend directly on plants for their medicines.
- According to the World Resources Institute, the biggest cause of extinction is loss of habitat.

This means threat to biodiversity is a pressing problem, because of

1. Severe anthropogenic pressure (change in lifestyle, poverty, unemployment) on natural resources.
2. Disappearance of indigenous and traditional knowledge and values.

I am sure... you want to understand the context better...

- The mass extinction of species is due, in large measure, to humankind's unsustainable methods of production and consumption. We can observe very well how the world is progressing today and it's easy to conclude that we are creating a big imbalance in the environment with our activities. Our growing needs and changing lifestyles are affecting our surroundings badly. The effects from human activities, as opposed to those occurring in natural environments without human influences, are snowballing rapidly.
- From overpopulation to deforestation, human activities are threatening the existence of the other species with which we share this Earth. The predominant causes for the loss of biodiversity and the degradation of biological resources include large-scale clearing and burning of forests, destruction of coral reefs, destructive fishing practices, over harvesting of plants and animals, the illegal trade in endangered species of wild fauna and flora, indiscriminate use of pesticides, draining and filling of wetlands, air pollution, and the conversion of wild lands to agricultural and urban uses.
- Many indigenous knowledge systems are at risk of becoming extinct because of the rapidly changing natural environments and fast paced economic, political, and cultural changes on a global scale. Traditional practices are vanishing, as they become inappropriate for new challenges or because adapt too slowly. However, some practices also disappear because of the intrusion of foreign technologies or development concepts that promise short-term gains or solutions to problems without being capable of sustaining them.
- Adaptation to newer technology and concepts has created a threat to the traditional and indigenous knowledge base. This is getting lost with no chance of revival. Also, when it comes to priority listing, problems faced by the developing countries, poverty, health and education are on top, while the environment is hardly considered as an area of serious concern. So the need of the hour is to recognize the importance of environment as an area of concern and work towards its conservation and preservation.

The question going through your mind now, my friend will surely be – TELL ME WHAT CAN BE DONE?

While every segment of society is responsible for maintaining the environmental integrity of the community, young people have a special interest in maintaining a healthy environment because they will be the ones to inherit it.

The mobilization and participation of youth in environmental protection is vital to achieving an ecological balance.

Integrating environmental education into mainstream education has been one of the most influential approaches to gain the attention of youth for the environment.

Youth have been quickly drawn to the struggle by advocating for clean neighbourhoods to attending international youth forums that discuss the future of the environment. There are several youth wildlife clubs in South Asia that are geared toward self-education and campaigning. Sustainability is the foundation of many of the teachings.

At the government level, areas can be declared as "protected" to save them from indiscriminate exploitation.

Several countries in the region - particularly India, Sri Lanka and Bhutan have a history of traditional conservation practices. Indigenous knowledge has much to teach the modern population on how to have greater respect for the environment and its meaning to humankind. Several community-based organizations and NGOs have integrated traditional knowledge into their awareness campaigns as a means to go back to their cultural roots and at the same time promote environmental well being.

Check out these important things to do:

1. Encourage eco-friendly and sustainable practices amongst youth.
2. Work towards survival of natural habitats and protect biological diversity and natural wealth
3. Promote renewable energy use by youth.

Targets

1. Increase contribution of renewable energy to the total energy consumption by 33 per cent within the next five years.
2. Increase areas covered by natural habitats to above 33 per cent by 2011.
3. Increase youth participation in protected areas and natural habitats management by 2011.

Act Now

1. **This is what we need to do:** Preserve the valuable traditional knowledge through proper documentation.

We Can

- Encourage youth associated with SAYEN to document traditional knowledge.
- Provide basic support for the documentation
- Share and use documented knowledge appropriately.

It's been done and it's possible !

Honey Bee Network

The Honey Bee Network of SRISTI (Society for Research and Initiatives for Sustainable Technologies and Institutions) based in Ahmedabad, India, aims to identify, recognize, respect and reward innovative individuals or groups who, through their own efforts, have evolved sustainable answers to issues of development, particularly natural resource management.

Documentation of informal innovations plays a central part in this endeavor. They are trying to stem knowledge erosion, a threat sometimes as serious, if not more, as resource erosion through documentation. Documentation of people's knowledge systems have been pursued by (i) learnings must be shared with the people in their language (ii) innovations must be identified by the names and addresses of the individuals who generated them. SRISTI has collected about 5300 informal innovations from 2300 villages within India and the Honey Bee Newsletter extends the network to 75 countries.

Prakshal Mehta, India

It's been done and it's possible !

Baidik

CEE conducted a project "*Baidik*" which involved documentation of some of the traditional knowledge and practices through involving local NGOs. These NGOs documented traditional knowledge within their respective areas. This has helped understand 'why' of certain practices.

Gopal Jain, CEE, India

2. **This is what we need to do:** To devise a proper system to maintain biodiversity registers.

We Can

- Encourage youth organizations to work towards maintaining biodiversity registers.
- Empower and train youth to act as data collectors.
- Maintain and share information on documented biodiversity.

3. **This is what we need to do:** Promote a sustainable lifestyle among the youth.

We Can

- Conduct awareness programmes on importance of sustainable lifestyles.
- Document and share case examples related to sustainable lifestyles of youth in the sub-region.
- Encourage youth to incorporate such practices in their individual daily activities.



It's been done and it's possible !

'Asal' Stores

This is a unique concept fashioned by two youngsters, Mithun and Shripal in Ahmedabad, India. Unlike other youth who look for jobs after their education, these boys began an environmental friendly store named 'Asal' which means real in Hindi. Asal premises work as residence and workplace for this duo. They have renovated the entire house to suit an eco-friendly lifestyle. Rainwater harvesting structure and a storage tank provides water for all purposes. There is no electricity connection in the entire store. Castor oil Lamps and manually operated fans are used. The eco-friendly materials used for the architectural design keeps the temperature 10 to 15 degrees cooler indoors. The flooring is done with mud and cow-dung, with walls plastered with lime.

The store sells organic products. Food grains, pulses and spices all grown organically, home made *ghee*, sesame oil, *khadi sugar*, saffron from Kashmir and Iran, and other such consumable items are very popular here. Things used in Indian puja, glass lamp shades, soaps free of detergent and heavy chemicals, hand woven and spun clothes, naturally dyed clothes, incense sticks and perfumes free of alcohol and synthetic essence, and brass, copper, metal utensils are also available. The shopping is packed, not in plastic bags but in hand-made cloth bags and paper bags. Apart from selling, the store takes huge orders for traditional lamps and lampshades , and has been involved in the documentation of traditional knowledge onto palm leaves.

Gopal Kumar Jain, India

- 4. This is what we need to do:** Promote entrepreneurial activities related to renewable sources of energy amongst youth.

We Can

- Encourage youth to undertake entrepreneurial activities related to renewable sources of energy.
- Develop and offer training programmes towards this through existing institutions in the respective countries.
- Provide soft loans to youth to undertake such activities through micro-credit systems.

- 5. This is what we need to do:** Encourage more and more youth to participate in protected area management.

We Can

- Develop training programmes to orient youth towards protected area management.
- Encourage institutions to offer the programme to youth in their respective areas.
- Provide basic support for participation in such programmes .
- Initiate mechanisms for sharing of knowledge.
- Advocate youth participation in protected area management.

It's been done and it's possible !

Young Biologists Association of Sri Lanka

The Young Biologists Association of Sri Lanka conducted a workshop in April 2004 on protected area management in Sinharaja rainforest, situated in the low country wet zone. The Sinharaja rainforest is a World Heritage site. During the workshop, the participants collected solid wastes such as plastic, metals, and polythene bags from the rainforest. There were 56 youth participants in the workshop. After the workshop, the participants created awareness amongst villagers residing in the rainforest as well as visitors on pollution and natural resource conservation.

Dilini Indunil Samarajeewa, Sri Lanka

Nature Laboratory

"*Anubhav*" is a program of ANALA Outdoors (a NGO in Ahmedabad, India) which offers an outdoor laboratory for school children to gain deeper understanding of nature through personal experience. The children of today are much hampered by their lack of direct experience with Nature. To hold a black beetle in one's hand or to touch a caterpillar may seem a limited and unimportant nature adventure to an adult but to a child who has never done so before it becomes an opens a window to the vast, wonderful world of nature. To reinstate the study of nature to its rightful place is the aim of *Anubhav* (which is the hindi word for experience) along with introducing the participants to the responsibilities of our social and democratic system.

Wricha Desai, India



Do we respect
our Culture and Tradition?

Do we respect our Culture and Tradition?

Do we respect our Culture and Tradition?

There is a widespread ignorance among us about our culture, traditions, and customs. This is leading to a communication gap. The fragile peace and harmony among the South Asian countries is not a good sign. All this is not helping our cause- a better understanding amongst the youth of the SAARC countries and help respect each others culture and values. But remember my friends; our negligence too is linked with this problem.

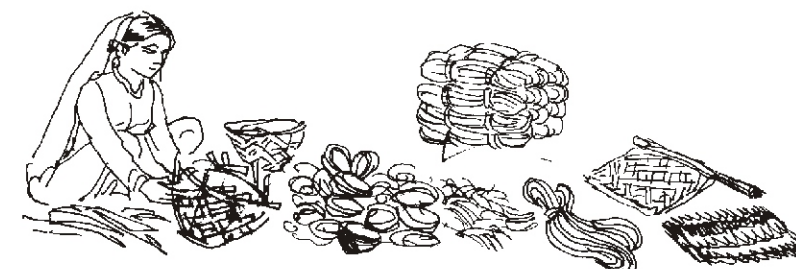
My Goal

I want to ensure mutual understanding and trust between youth of the SAARC nations and help respect each other's culture and values by respecting my own culture, and creating peace and harmony with my neighbours.

SAARC is trying to deal with this problem by providing a platform for South Asians to work together towards a common cause and to accelerate economic growth, social progress and cultural development in the region and give all individuals the opportunity to live with dignity and to realize their full potential. SAARC has provided a platform for the citizens of South Asia to address development issues unique to the region.

Linkages with SDGs and MDGs

(MDG) Goal 8: Developing a global partnership for development.
Target 16 - In cooperation with developing countries, develop and implement strategies for decent and productive work for youth.



What led me to take this goal for myself and the youth such as you, my friend?

- Regional cooperation
- Economic growth
- Social growth
- Mutual respect for each other's culture and values
- Peace and harmony

The question going through your mind now, my friend, will surely be – TELL ME WHAT CAN BE DONE?

First of all, it is really important to promote frequent and regular sharing of ideas, experiences, social and cultural values amongst youth. Youth from the sub-region should be given opportunities to share ideas on common concerns (such as HIV/AIDS and substance abuse). SAARC has initiated exchanges of youth among countries in the field of education, community development, sports and culture. The SAARC Youth conferences have allowed youth from different walks of life to share their ideas and experience. The conferences have bridged the gap that has long been ignored.

The idea of South Asia Peace Corps has been initiated and it desires to organize an international youth forum's music festival that would bring together youth and artists for the common cause of Sustainable Development in the South Asia region.

Check out these important things to do

1. Show respect for your culture and other people's culture.
2. Promote frequent sharing and exchange of ideas, experiences, social and cultural values among the youth.
3. Initiate an alliance of South Asian youth in a coalition such as South Asia Peace Corps and a South Asia Youth Caucus.
4. Host sporting events and extra curricular activities such as a South Asia Youth Concert / Festival.

Targets

1. Establish the South Asia Youth Caucus recognized by respective governments by 2010, comprising Youth representatives from all SAARC nations.
2. Hold the first South Asia Youth Concert/Festival by 2009 and host it every two years subsequently.
3. Form the South Asia Peace Corps by 2009 and engage it in cross border social activities.

Act Now

1. **This is what we need to do:** Hold the South Asia Youth Caucus to share ideas on common concerns.

We Can

- Establish a South Asia Youth Caucus comprising of youth representatives from South Asian countries.
- Arrange meeting of the Caucus once every year.
- Discuss issues of common concern.
- The Caucus will be recognized by the respective governments and will share their suggestions at the SAARC members meeting.

It's been done and it's possible !

The Indus Water Treaty: A Study In Effective Regional Cooperation
The Indus Water Treaty was signed by India and Pakistan in 1960. The objective of the treaty is to negotiate an equitable allocation of the flow of the Indus River and its tributaries between India and Pakistan and to develop a rational plan for integrated watershed development. The Indian Independence on 15 August, 1947 divided the river waters and created an international dispute between the new nations of India and Pakistan. The conflict was exacerbated by the heavy reliance of Pakistan on Indus waters, the origins of which were in Indian territory. To resolve the conflict, negotiations on sharing of Indus waters were initiated in May, 1952. These negotiations produced an outline determining total water supplies divided by catchments and use, water requirements of cultivable irrigable areas in each country, calculation of data, and preparation of cost estimates. After

several years of continuous negotiations, the Indus Water Treaty was finally signed in Karachi, Pakistan on 19 September 1960 and government ratifications were exchanged in Delhi in January 1961.

The outputs of the treaty included agreements on distribution and utilization of Indus rivers, provisions for construction of water management structures, settlements of financial allocations, and provisions for data exchange and cooperation. The treaty also established the Permanent Indus Commission, made up of one Commissioner of Indus Waters from each country. The successful negotiation of the agreement on sharing of the Indus waters was a demonstration in continuous engagement, effective diplomacy and productive cooperation between India and Pakistan.

Vikram Aditya, India

2. This is what we need to do: Organize Youth Concerts/Festivals

We Can

- Host South Asia youth festival/concerts.
- Provide opportunities to share each others culture and tradition.
- Plan so that festival/concert can be held along with the SAARC ministers meeting. This will also help in strengthening economic and social initiatives among the SAARC member countries.
- Organize exchange programmes towards this.

It's been done and it's possible !

South Asian Music Festival

Small World Music Society presented its fifth annual South Asian Music Festival (April 20 - May 18, 2007) in Toronto. Celebrating South Asian culture through music, the series displayed the diverse range of sounds being performed by contemporary South Asian artists. From traditional to cutting edge, from emerging artists to celebrated stars, the festival offered the audiences a month-long journey through a remarkably rich musical landscape.

Two of the most revered names in Indian classical music, Zakir Hussain and Shivkumar Sharma, opened the series for on April 20th. The highlights include Kiran Ahluwalia's CD release concert, celebrating her new disc, Wanderlust. The series culminated with the contemporary and fusionary experience of New York's Karsh Kale.

Tandava music band, which is inspired by the folk and classical music of India and Bangladesh, and has created acoustic world music that bridges the ancient and the contemporary were also among the performers. Prashant John, born in Lahore and raised in Bangladesh, Tandava's founder has performed and collaborated with musicians in India, Bangladesh, S.E. Asia and North America in genres from folk, rock, and jazz to world music. His evolving compositions, while influenced by Indian, Pakistani and Bengali music, combine the styles and instrumentation of a variety of cultures. Tandava's unique blend of instruments, musical sensibilities, and ethnic traditions results in an original voice, created from and reflecting our rich intercultural environment.

Prakshal Mehta, India

3. This is what we need to do: Establish South Asia Peace Corps

We Can

- Involve youth for building up of the peace and harmony among SAARC member countries.
- Form South Asia Peace Corps by interested youth participating and facilitating activities. The corps will meet and discuss disturbed situations and strategies to build in peace. Such programmes and activities will be developed and implemented.

It's been done and it's possible !

South Asian Association for Regional Cooperation (SAARC)

Recognizing the need for greater regional cooperation and unity in the South Asian region, the leaders of the South Asian nations established SAARC. Its charter was formally adopted on 8th December 1985, by the Heads of State or Government of Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka.

- The association provides a platform for the people of South Asia to work together in a spirit of friendship, trust and understanding.
- It aims to promote the welfare of the people of South Asia and to improve their quality of life through accelerated economic growth, social progress and cultural development in the region.

Gopal Jain, CEE, India

Romancing Rajasthan

Routes 2 Roots is an NGO that seeks to bring together people, cultures and values across the SAARC countries and particularly between India and Pakistan. Recently they organized an event, 'Romancing Rajasthan', in collaboration with the Indian Council of Cultural Relations (ICCR). Held in Pakistan, it introduced the country to the culture, food, art and craft of this colorful Indian state. Due to the conflicts between the two countries in the past it had become almost impossible for ordinary Pakistanis to visit India, or for people from India to visit Pakistan. With close family ties, cultural affinity and common roots, the people were deprived of the opportunity to learn and enjoy more about the other country. Thus when they came in contact with their (common) roots, they were very receptive to the same and had shown great appreciation and gratitude to the organisation.

Aparna Susarla, India

Hero Honda Sa Re Ga Ma Pa Challenge 2007

Hero Honda Sa Re Ga Ma Pa Challenge 2007 is a musical reality show to bring out the best singing talent across the geographical boundaries moving on to a global level. The show has also been sub-titled "*Sangeet ka Pratham Vishwa-Yudh*" (Music's first world war) in which 24 participants are chosen from all around the world, which including countries like Pakistan, USA, Canada and the United Arab Emirates. This gives the youth from various nations, an opportunity to spend quality time with their counter parts, mingle among themselves and also they get a platform where they can share their views, opinions and cultural heritage. The participants from various countries understand the cultural patterns, traditions and life styles of their counterparts which in itself is a great achievement. Participants like Amanat Ali from Pakistan and Mauli Dave from Houston, USA have become the favourites of several people irrespective of the countries they belong to.

Aparna Susarla, India



Don't be a Fool
go to School!!!

Don't be a fool – go to school!!

Don't be a Fool – go to School!!

A stable and well-paid job in developing nations in South Asia is a great struggle for most people, especially for those without a complete education. Providing low-skill jobs for rapidly industrializing South Asian countries is a huge task. It requires sensitivity and sincere concern to provide the unskilled labour market with jobs that can support their families and allow them to invest in a secure future for their children and themselves.

Rural dwellers are at greater disadvantage due to lack of adequate and efficient infrastructure compared to the urban dwellers. Basic skills that are marketable and sustainable and that can help youth to be self-sufficient and provide for their families are missing in the education system. In rural areas, developing such skills among the youth can help to keep them contented and thereby prevent wasteful migration. Furthermore, it will also break the cycle of future uneducated generations.

My Goal

I will plan to work towards incorporating quality education in the educational institutions and ensure adequate building infrastructure for schools, colleges and universities.

Linkages with SDGs and MDGs

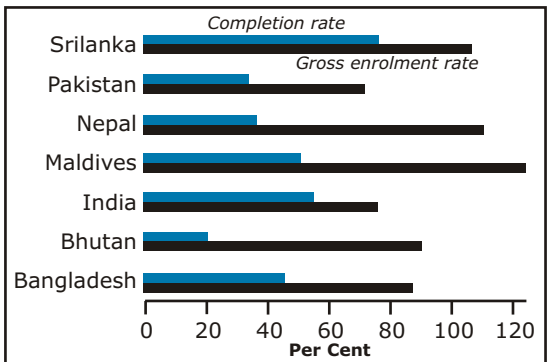
(SDG)
Goal 13: Access to primary/ communal school for all children, boys and girls.
Goal 14: Completion of primary education cycle.
Goal 15: Universal functional literacy
Goal 16 Quality education at primary, secondary and vocational levels
(MDG)
Goal 2: Achieve universal primary education

What led me to take this goal for myself and the youth such as you, my friend?

Look at these facts

- In South Asia 42,294,000 (36.7per cent) children were out of primary schools in 2001.
- The adult literacy rate in South Asia is 48 per cent which is the lowest in the world.
Thus, the region has the massive share of the world's total illiterate population.

Fig. 13: Primary School Enrolment and Completion Rates



Literacy Rates for 15-24 year-olds in South Asia	
	Per Cent
Bangladesh	50.3
India	74.8
Maldives	99.2
Nepal	63.8
Pakistan	59.6
Srilanka	97.2

(World Development Indicators 2005)

	Adult and Youth Literacy Rate	Youth Literacy Rate	Male Youth Literacy Rate	Female Youth Literacy Rate
Country	2003	2003	2003	2003
Bangladesh	41.1	50.3	58.3	41.7
India	61.3	74.8	81.3	67.8
Maldives	97.2	99.2	99.2	99.3
Nepal	44.0	63.8	78.7	47.5
Pakistan	41.5	59.6	73.1	45.4
Sri Lanka	92.1	97.2	97.3	97.1
World	--	86.8	--	--

(United Nations Human Development Report 2003, <http://hdr.undp.org/reports/global/2004>)

In South Asia

- Literacy rate of women(in per cent) is lowest of all other regions of the world (Latin America/ Caribbean- 80, Asia/ Oceana - 61, Arab states - 39, Sub Saharan Africa - 34, South Asia - 27)
- The disparity between genders with regard to literacy (in per cent) is highest of all regions (27 for female and 55 for male)
- The gender gap in primary school enrolment is approx. 29 per cent. (<http://www.cwin.org.np>)

This means existing education instruments are ineffective because of

- Low literacy rates among women and children, especially in rural areas.
- Conventional education systems with lack of professional and practical skills.
- Absence of basic life skills education.
- Lack of access to information and technology.

1. There is high pressure for academic performance on students from a very early age, with college choices and future salaries hanging in the balance. But many schools fail to prepare children on two fronts—by not providing them healthy environments to do their best, and by neglecting to integrate the environment into their curriculum, particularly in terms of outdoor learning and using the natural world as a teaching tool. Making people conscious about the state of environment around them and the need to conserve it should start at the fundamental levels of education. Educational institutes should be information hubs for dissemination of environmental awareness, and should instill the values of Sustainable Development in youth.
2. Use of computers has contributed a lot to the development of education and communication. The gradual introduction of technology in rural classrooms will provide rural students with the same facilities as urban youth. It also allows an opportunity for rural youth to share their opinions and ideas with the rest of the world through the internet.
3. Today, Information and Communication Technology (ICT) is one of the basic building blocks of modern society. Education should enhance personality development, imbibe culture and values, and develop practical and professional knowledge and skills, along with reading, writing and numeracy. ICT provides learners a vast store of knowledge beyond classrooms, as well as multimedia tools to add to this store of knowledge. ICT incorporated into educational curricula provides access to better educational facilities necessary to prepare young people to play efficient roles in modern society and to contribute to an intelligent nation. There is however need for caution in using ICT to avoid over exposure to wasteful or immoral practices.
4. Education and training are recognized as being of vital importance to a nation's economic and social future. Equipping the youth (irrespective

of sex, caste, colour, ethnicity, religion, language and socio-economic status) with relevant vocational training will not only help them in getting employment to support themselves and their families, but also improve their quality of living.

5. There is a need to shape and stimulate innovation and transformation at the school level and build expectation and infrastructure for the transfer of this knowledge to the system as a whole. The capacity building of the mediums of knowledge dissemination aims at the same because it is the teachers who inspire and influence the students in many ways. They equip learners with life skills that enhance social and educational development. Capacity Building aims at bringing teacher education into direct alignment with the Sustainable Development issues and other life-oriented skills.
6. A green curriculum should promote provision of basic amenities (sanitation facilities, water and electricity supply, sufficient recreation facilities) and quality materials such as textbooks (correcting factual errors and regularly updating the contents), activity based approach for long-term learning, and trained teachers for the same.

Check out these important things to do

- Integrating information and communication technology (ICT) courses and vocational trainings for both boys and girls in the educational institutions to create more employment opportunities.
- Increase enrollment of children especially girls into primary school.
- Ensure quality capacity building programmes for teachers to raise standard of education in institutions.
- Advocate for a Green Curriculum in educational institutions



Targets

1. Ensure that every school in South Asia, including rural schools, is equipped with a computer and includes computer-based education by 2012.
2. Mobilize youth organizations and the media (such as youth publications) to influence the formulation of a National Building Code for Educational Institutes by 2009.
3. Integrate environmental education into school curricula by 2009.

Act Now

1. **This is what we need to do:** Promote education to all, particularly out-of-school children from slums and rural areas.

We Can

- Conduct awareness programmes regarding importance of education.
- Set up new schools with adequate infrastructure to impart basic education, primarily to the less privileged ones. Such schools will be encouraged to provide education in an informal manner so that children and school dropouts can develop their personal skills while becoming literate.
- Encourage youth to act as educators and teach children during their spare time.
- Develop resource materials for educators and share with youth interested in undertaking such programmes. To make programmes more appealing, it would be wise to emphasize linkages between existing activities of children. Promising children could be provided vocational training.
- Use advocacy to promote education will be done and minimum learning level for each job/activity could be strengthened through appropriate initiatives.
- Motivate those who don't have access to education to attend classes at mosques, churches, temples, etc.

It's been done and it's possible !

Government Initiatives In India

The District Primary Education Project, a Central Government funded scheme started in 1994/95 in India, with inputs from the participating state governments, emphasizes on importance of education at the primary level.

The Government of Andhra Pradesh, India has initiated The Andhra Pradesh Primary Education Project (APPEP), which will help the Government in tracking public expenditure in elementary education and testing inputs and incentive approach in the state on a pilot basis. The project adopts a two-pronged strategy of improving classroom transactions by training the teachers and giving a new dimension to school construction activities.

Vikram Aditya, India

Sarva Shiksha Abhiyan

The '*Sarva Shiksha Abhiyan*' (SSA) (Hindi for The Education for All Movement), is sometimes referred to as "each one teach one". This is a flagship programme of the Government of India for achievement of universalization of elementary education in a time bound manner, as mandated by the 86th amendment to the Constitution of India making free and compulsory education to children of ages 6-14 (estimated to be 205 million in number in 2001) a fundamental right. The programme aims to achieve the goal of universalization of elementary education of satisfactory quality by 2010.

The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

Aparna Susarla, India

2. **This is what we need to do:** Provide rural and underprivileged youth with economic and material support for education.

We Can

- Motivate the urban youth to give resources that they have no use for, to rural and other underprivileged youth in order to increase student enrollment in such areas. The concept is to turn someone's waste to another person's resource with minimal expenses.

It's been done and it's possible !

ECCA's Efforts

Environmental Camps for Conservation (ECCA) is a NGO that attempts to raise awareness on isolated communities in Nepal, and other underprivileged rural areas. The School to School Campaign under the School Environment Improvement Program is one of ECCA's most effective initiatives.

The School to School campaign encourages urban students to donate materials like old uniforms, stationary, water bottles, shoes, etc., which they discard at year end. ECCA acts as a conduit and facilitates delivery of these donations to rural school children.

Bijita Shrestha, Nepal

3. This is what we need to do:

- To impart quality education taking youth's interest into account
- To provide youth with opportunities to explore their own creativity and potential.

We Can

- Conduct informal quality education programmes which impart life skills trainings where the teaching/learning process is primarily guided by the students themselves. Skills like music, dance, art, craft, embroidery, stitching, culture and sports, which are integral to the learning process, will help students discover their own potential along with acquiring academic excellence. All classes will be informal.

It's been done and it's possible !

Open Classrooms

The Krishnamurti Schools are not merely engaged in imparting academic education, but also to cultivate an understanding of the whole psychological structure of human beings. The various Krishnamurthy schools in India are, Rishi Valley School, Chittor; Rajghat Besant School, Varanasi; The School, Chennai, The Rishi Valley School, Bangalore; Sahyadri School, Pune; Nachiket, Uttarkashi and Bal Anand, Mumbai.

The Rishi Valley Land Care Project involves the staff, students and interested visitors in afforestation, water conservation and soil regeneration programmes, besides protection and documentation of the plant, bird and animal life of the valley.

The School in Chennai sends its students to visit the school farm situated in Kilapakkam village encouraging them to spend time living together and sharing work as cleaning, cooking, etc.

The Valley School, Bangalore has successful implementation of the "Open Classroom" initiative where vertical groups of children from class I to IV can learn together. The open classroom helps the students to explore a variety of foundational skills, besides it also provides an opportunity for them to direct their own learning.

Jyotsana, India

4. **This is what we need to do:** Capacity building of teachers for strengthening Environment Education (EE) in schools.

We Can

- Encourage institutions to capacity build teachers for EE. This would include orienting them to the varied approaches and methodologies for EE, and providing resource materials to support the same.
- Use advocacy for having such experience as an essential criterion for selection of EE teachers.
- Provide best teacher awards to prominent and promising teachers.
- Develop Green Curriculum incorporating the basics of environment and its dynamics, its importance, problems, alternatives and solutions. This will be made a part of the school curriculum.

It's been done and it's possible !

Green Teacher

CEE with Commonwealth of Learning has launched a year-long open and distance mode Diploma course 'Green Teacher' in India. The course includes four basic modules. There are two contact sessions also to facilitate interaction of participants with EE experts. Project work, assignments and end-of-year written test are used as evaluation methods for the course.

Gopal Jain, CEE, India

5. This is what we need to do: To orient school curriculum to infuse EE.

We Can

- Undertake a thorough analysis of the school curriculum with reference to the inclusion of EE. This assessment would assess the level of orientation among teachers, text books, facilities in schools and involvement of parents and community.
- Encourage youth to further strengthen EE in schools through volunteering. As educators, youth would be encouraged to participate in EE activities in the schools.

It's been done and it's possible !

EE In Schools

With support from UNEP, CEE is working on a project, EE in Schools in Nepal and Maldives. As part of this, the primary school curriculum in the two countries would be analyzed and a report on the same would be generated emphasizing how to green the curriculum in the two countries. Guidelines to Green Curriculum in South Asia would also be developed which could be used by government in the respective countries to green their curriculum. The project also involves developing of a report on Youth to Schools in these two countries.

Gopal Jain, CEE, India

It's been done and it's possible !

Conservation Strategy

In 2006, the Green Brigade of President College, a boys school, in Colombo district, Sri Lanka conducted a three-day workshop on protected area

management. The workshop was called '*Haritha Nimna*'. The workshop targeted a protected area in the up country called Horton Plains National Park. It was a threatened area because of an invasive plant species called Ulex. Four schools from the Colombo district participated in this workshop – President College, Isipathana College, Yashodhara Balika Mahavidyalaya and Vidyakara Balika Vidyalaya. On the first day, they climbed one of the highest mountains in Sri Lanka called Thotupala Kanda to identify the species and study the biodiversity of the National Park. They spent the last two days of the workshop in removing the Ulex from the national park in a controlled manner.

Dilini Indunil Samarajeewa, Sri Lanka

7. This is what we need to do: To incorporate Sustainable Development principles into all development activities.

We Can

- Orient youth to Sustainable Development for re-orienting SD in their programmes. A number of youth are involved in development programmes conducted by NGOs in rural and urban areas and in the government.
- Conduct a two-month internship followed by a six months project for youth working with organizations in development-related activities. This could be offered as a certificate course for the youth.

It's been done and it's possible !

Internships

I am a student of Masters in Development Communication. It's a two-year degree course specializing in Development Communication. We have a unique internship program for a month in an NGO to get practical training. This internship helps us to understand the working of the NGO and their role in the society. It's a very helpful internship in terms of practical training, which makes us acquainted with various kinds of working atmospheres and people. It also gives us opportunities to work on hard-core developmental issues for which theories are not enough to understand.

Wricha Desai, India

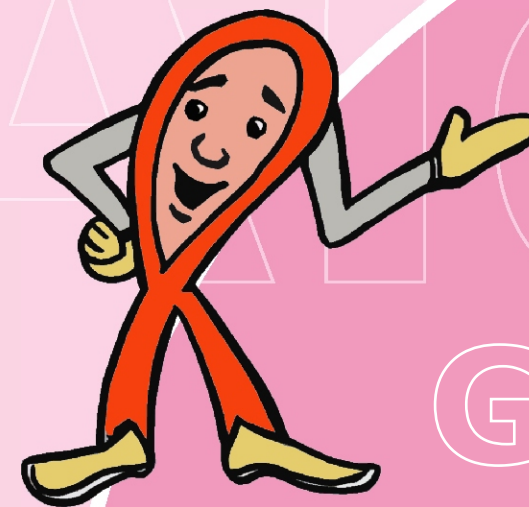
It's been done and it's possible !

International Internships

I was one of the eight participants in the International Internship for Young Development Professionals on Disaster Management organized by Centre for Environment Education (CEE), India and South Asia Youth Environment Network (SAYEN), supported by Swiss Agency for Development and Cooperation (SDC).

During the course of my internship I have had the opportunity to interact with the stalwarts in this field with the highest level of expertise and experience. The workshops and activities improved my personal abilities and made me a more confident person. I was placed with an NGO and during this field placement I got a practical insight on the lives of Tsunami affected people. The internship helped me enhance my skills as a Disaster Manager and develop my understanding on concepts such as Disaster Preparedness and Management, Sustainable Development and other related aspects.

Aparna Susarla, India



Goal

Aids

(F)risky, aren't We?

(F)riskey, aren't we?

(F)riskey, aren't we?

Human Immunodeficiency Virus (HIV) is a retrovirus that causes Acquired Immuno Deficiency Syndrome (AIDS), a condition in humans in which the immune system begins to fail, leading to life-threatening opportunistic infections.

United Nations Population Fund (UNFPA) says "HIV/AIDS has become a disease of young people, with young adults aged 15-24 (that's us!) accounting for half of some 5 million new cases of HIV infections each year".

Risky sexual behavior such as casual and unsafe sex and substance abuse (specially sharing of needles) is a leading cause for prevalence of HIV/AIDS in youth today and is often due to uninformed decisions and result of peer pressure.

UNAIDS claims that we are most vulnerable to HIV/AIDS, because of our limited life oriented skills. The willingness to take risks like sharing needles to inject drugs is also very high. This is common to most drug users of all age groups. The organization mentions that we are also prone to many other situations that are forced upon us like sex trade, sex tourism and sexual abuse by adults.

My Goal

I will prevent HIV/AIDS from spreading by avoiding substance abuse and refraining from risky sexual behavior and will also encourage my peers to do the same.

Linkages with SDGs and MDGs

(MDG)
Goal 6: Combat HIV/AIDS malaria and other diseases.

What led me to take this goal for myself and the youth such as you, my friend?

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Look at these facts

- Almost 54 per cent of the population in South Asia and South East Asia combined is below the age of 25 years This very group has 2.1 million young people (15-24 years of age) living with HIV/AIDS (*Youth and HIV/AIDS in South and East Asia, UNAIDS, Nov 2003*)
- Every day an estimated 6000 youth become infected with HIV/AIDS that is one every fourteen seconds. The majority of them are young women. In South Asia 62 per cent of young women and 38 per cent of young men are living with HIV/AIDS, totaling up to 1100000 people. (*The State of World Population, UNFPA, 2003*)
- In Nepal alone, where half of the country's 50000 injecting drug users are 16-25 years old, the incidence of HIV/AIDS among people who inject drugs climbed from 2 per cent in 1995 to nearly 50 per cent in 1998. (*The State of World Population, UNFPA, 2003*)
- Some of our countries are jammed between the world's two largest areas of illegal opium production. Within the sub region itself, illegal opium and cannabis cultivation, heroin and hashish production, trafficking and diversions of precursor chemicals and drugs take place.
- United Nations Office on Drugs and Crime (UNODC) reports that the number of drug abusers is estimated at over 4 million in the sub-region, with an accelerating spread among youth. The risk of a rapid escalation of drug abuse, trafficking and production in the sub-region is high (*UNODC South Asia Programme: Situational Report*)

This means we are particularly vulnerable to AIDS, because of

- Risky sexual practices and patterns like casual and unsafe sex
- Sharing of needles while administering drugs
- Limited reproductive health services for young people
- Societal pressure and expectations

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I am sure... you want to understand the context better...

- Increasing changes in sexual practices and patterns in youth often leads to transfer of STDs (Sexually Transmitted Diseases) and HIV. With a larger number of youth practicing casual and unsafe sex, the probability of contracting HIV is higher. Additionally, limited reproductive health services for young people are additional problems for youth who would like to make informed decisions.
- Societal pressure and expectations is another leading cause leading to youth indulging in substance abuse. In our adolescent years, when drug abuse is most prevalent, friends might expect and pressurize us to try drugs or we may try it simply to fit in or to imply that we can hack it.
- Sharing needles for drug use is a highly prevalent way of spreading HIV because the virus is injected directly into the blood stream. Mixing drug use with sex for money provides a bridge for HIV from injecting drug user to the wider community. This is not only a growing health issue but also a developmental crisis. Additionally, addiction to drugs also causes a rapid deterioration of mental and physical stamina in youth.

The question going through your mind now, my friend, will surely be – TELL ME WHAT CAN BE DONE

Awareness is the key- It brings about a behavioral change among youth to combat HIV and substance abuse. Practicing abstinence till marriage, being faithful to your partner and using contraceptives correctly and consistently are ways of avoiding AIDS. Moreover, simply by talking to someone your own age about AIDS and substance abuse helps.

A growing concern for preventing the discrimination of HIV/AIDS patients in the work place is underway. In ignorant societies, issues associated with HIV/AIDS are prejudiced towards people who carry the virus. Attitudes need to be changed so that all can be treated equally and there can be equal effort to promote the welfare of the community as a whole.

Check out these important things to do:

1. Advocate inclusion of sex and hygiene education into the school curriculum to create an informed student population.
2. Create awareness amongst youth regarding substance abuse and HIV/AIDS.
3. Advocate for establishment of more rehabilitation centers and proper medical facilities to deal in particular with substance abuse cases and HIV/AIDS treatment.
4. Help prevent discrimination of HIV/AIDS patients in employment and society.
5. Continue practicing religions, be open minded for knowledge.

Targets

1. Ensure that all schools and colleges in South Asia, including those in rural areas, appoint a Student Counsellor to assist students and discuss about HIV/AIDS and substance abuse concerns by the year 2009.
2. Ensure that all South Asian governments formally add sex and hygiene education courses into their national curriculum by 2009.
3. Encourage media involvement and greater youth participation to setup detoxification and rehabilitation centers in every public hospital by 2010.

It's been done and it's possible !

In Bangladesh, there are non-formal education and skills development classes for adolescent girls. This promotes awareness literacy and equips them with critical life skills training and it would also improve the participants' reproductive health knowledge and strengthen their self-confidence.

Safwan Shabab, Bangladesh

Act Now

1. **This is what we need to do:** Prevent HIV/AIDS transmission

We can

- Organize capacity building workshops among youth to establish communication channels for better information sharing regarding causes, transmission and other issues related to sexual and reproductive health.

My bid for life....

As I sit alone and look back, what I have on my life rack.
Things I have done, places I have been, playing my life on a distorted screen.
Sitting in the last row, I watch the show.
Walking down the memory lane, I meet my strengths and weakness insane.
I recall the times, when I survived the edge of the knife.
I lost my son, I lost my wife, the cause, was the demon in disguise.
When my heart broke, my demon healed the sores.
But I fail to realize, the danger, the curse of monster's anger.
It was not a panacea, but an evil parasite.
Plaguing every minute, of my mortal life.
But now I must stand tall, determined to battle all.
At last I am victorious, the demon is dead and I am a hero.
The demon was just my chemical dependency, which took away all my decency.
So I made a wise choice, Now I can live a free life.

Shishir Tiwari, India

2. This is what we need to do: To spread awareness about STDs (Sexually Transmitted Diseases)

We can

- Approach reproductive health care units to conduct awareness campaigns on STDs.
- Call qualified teachers to counsel the people and mobilize drugs for free distribution among the communities.
- Provide training on sexual and reproductive health to conduct activities in the area of prevention of HIV/AIDS.

An Interview

Name: Khuvalidh Ahmed

When did you start using drugs and how long did you use it for?

I started using drugs around 1990 AD during the days when I was studying in N. Velidhoo away from my parents. Most probably I used drugs for more than 12 years.

What is the reason for this?

My friends were using it and asked me to use it as well.

How did you stop using drugs?

The cops caught me red-handed while I was using drugs in 2002 in Malé.

What happened afterwards?

I was sent to jail for 6 years. Later on I was taken to Malé and was asked if I was willing to join rehabilitation. I agreed immediately and then I was sent to the rehabilitation center at K. Himmafushi.

Did you get support from anybody else? My family, my friend and my very special girl friend (now my wife) they all trusted me and supported me through this.

How is life now?

It's really good now I am married and have a baby boy. Life could not be any happier. My wife is still the greatest support for me.

Muhusin, Maldives

3. This is what we need to do: Stop wrong beliefs, misconceptions and discrimination of people suffering from AIDS and drug abuse.

We can

- Establish resource centers that distribute reading, audio and visual material which give detailed and full information about the nature of disease to prevent social discrimination.
- Establish rehabilitation centers to provide shelter, psychological recovery to patients and addicts, and help them to battle their addiction by providing counseling services.

It's been done and it's possible !

Dip Jyoti Samuha Pariwar
Life Giving and Life Saving Society in Nepal helps and counsels the AIDS patients to overcome the shock and learn how to live with the virus instead of letting it destroy them psychologically. The Dip Jyoti Samuha Pariwar organization started by Dilip Thapa, an AIDS patient himself, deals with the seven D's associated with the virus, i.e. drugs, difficulties, damage, danger, destroy and death. It involves school children in education workshops on HIV/AIDS for their development. It also creates sensitivity towards a group of people who have continued to be abused by their communities mostly due to prejudice and lack of awareness on transmission of the disease.
Anup Thapa, Nepal

- Present proposals to combat the problem before the Parliament, to frame new stringent laws for drug trafficking and strengthen the existing ones. Case examples would be documented and shared.

It's been done and it's possible !

Government Initiatives
Government of India promulgated the Tobacco (Regulation of Production, Supply and Distribution) Act, 1975. The Act provides specific instructions to advertising of tobacco with the statutory warning "Cigarette smoking is injurious to health". The Food Adulteration Prevention Rules, 1990, necessitate that all smokeless tobacco products should have the warning "Tobacco chewing is injurious to health". The Supreme Court of India banned smoking in all public places and public transport.

The Framework Convention on Tobacco Control (FCTC) is a global treaty currently being negotiated by governments which will address trans-national and trans-border issues, such as global advertising, smuggling and trade. Narcotics Control Board (NCB) of Maldives, under the guidance of its Advisory council took the initiative in conducting a Rapid Situation Assessment of the drug scenario in the Maldives to address the issues of prevention and intervention and ultimately contribute towards the formulation and development of a national master plan.
Vikram Aditya, India

Anti Smoking and Alcohol Consumption Related Legislation in Sri Lanka

The President of Sri Lanka created a new legislation banning smoking in all public areas in the country in January, 2007, such as streets, buses, inside buildings, schools, hospitals, railway stations, bus halt etc. The law also stated that no alcohol could be consumed during Vesak festival week, the major festival of Buddhists. Further, the law also adds that no alcohol or tobacco could be sold to any person below the age of 12 years within Sri Lanka.

In Bhutan also, smoking is banned.

Dilini Indunil Samarajeewa, Sri Lanka

We can

- Demonstrate healthy lifestyle through regular exercise, attend sport classes (traditional and national games); and demand government and private sector to build stadiums and gyms.
- Organize competitions between schools, university, cricket games, chess and dance classes.





Making Governance Work !

Can we ensure through Governance?

Planned Urban Growth: Can we ensure through Governance?

Most of us enjoy city life, with access to internet, use of mobile phones, education, sport and recreation facilities and medical services. When cities grow, the environmental impact increases. It is especially important that city plans are executed in a manner so that everyone has at least a clean, safe and comfortable living environment with adequate water, energy, transport and waste management facilities.

My Goal

I participate in planned urban growth through good governance. I participate in city, town and village planning meetings and encourage my friends to learn more and promote the usage of green development mechanisms in urban planning.

Linkages with SDGs and MDGs

(SDG)

Goal 4: Ensure a robust pro-poor growth process.

Goal 7: Ensure access to affordable justice.

Goal 8: Ensure effective participation of poor and of women in anti- poverty policies and programmes.

(MDG)

Goal 7: Ensure Environmental Sustainability

Goal 8: Develop a Global Partnership for Development



What led me to take this goal for myself and the youth such as you, my friend?

Look at these facts

- According to the World Bank, 50 per cent of Indian urban dwellers live in slums and squatter settlements and these areas grow at twice the rate of urban areas.
- In India, 25 per cent of the country's poor live in urban areas and 31 per cent of the urban population is poor. (<http://www.finance.indiamart.com>)
- In Nepal and Sri Lanka, 19 per cent and 28 per cent respectively of their urban populations, fall below the poverty line. (SOE South Asia 2001, UNEP)
- By 2020, Mumbai, India is forecast to be the world's second-largest urban agglomeration. Dhaka, Bangladesh is projected to move up from 10th to 4th position in the world rankings on world's largest urban areas.
- By 2015 the number of cities in developing countries with 1 million or more residents is expected to reach 400, more than quadruple the number of such cities in 1975.
- The urban population in the developing world is expected to double to 4 billion by 2025, accounting for about 90 per cent of global population growth. In contrast, rural population will grow slowly and stop when it reaches 3 billion. (http://www.ifpri.org/2020/focus/focus03/focus03_02.asp)

This means urban management is a pressing problem because

- Rapid rural to urban migration
- Corruption in city planning processes
- Rising Poverty
- Unplanned housing development

I am sure... you want to understand the context better...

Due to the rapid rate of rural to urban migration, local authorities are unable to mobilize resources to meet the needs of new migrants into the city, thus giving rise to slums with unhealthy environment and a large number of

people living in extreme poverty conditions. Poor organization of urban planning does not eliminate social disparity; besides, the greedy nature of some officials to acquire wealth with every opportunity causes corruption. Corruption has also promoted erratic development which often leads to the construction of unsafe buildings that do not meet building codes or even city planning regulations. Such infrastructural hazards have caused the loss of lives from sudden collapse of poorly built offices or apartment buildings. Government activities need to be more transparent in order to ensure that the right decisions are made and financially right projects are supported. It should also allow inclusion of more innovative ideas in new city development plans.

Then what is the impact of chaotic population growth and rapid urbanization?

- Migration causes proliferation of slums and associated urban problems such as unavailability of clean and safe drinking water, polluted air, lack of appropriate green spaces, energy, and food and livelihood insecurity.
- Unsafe construction activities increase risks on human life and property. Widespread corruption in the city planning processes further accelerates the environmental, social and economic problems.

The question going through your mind now, my friend will surely be – TELL ME WHAT CAN BE DONE?

To begin with, Planned Urban Growth is the answer! Villages, towns, and cities need to be sustainable with ensured food security; sustainable buildings, good quality goods, eco-friendly transportation, clean roads and other infrastructure facilities. The infrastructure and buildings should consume electricity without wasting it; appropriate building materials from local resources are increasingly being favored by architects and building owners. Good city planning should also be able to provide access to health services, education centers, and decent employment opportunities. Simultaneous growth of villages and small towns with greater amenities and opportunities for "green" employment reduces pressure on cities.

Youth can systematically participate in city, town and village planning meetings, and help to spread information on decisions that government leaders make for the city. Youth can also communicate with all stakeholders to develop planning strategies, and ways to involve and consult with the public on urban planning issues. Media and technology is a powerful tool, which youth can use to reach out to a greater mass and bring about collective change towards well being.

Check out these important things to do

1. Promote youth participation in governance through providing opportunities to become a part of the decision-making processes at relevant levels, as well as train them as leaders and future responsible citizens. Youth can be instrumental in policy making as they can bring in unique perspectives, technologies, innovative ideas and experiences.
2. Promote and encourage youth participation in developing policies through providing appropriate suggestions and advocacy of ideas while policies are being formulated.
3. Work towards incorporation of green building mechanisms in potential urban planning through youth participation.

The Voice of Youth

"We are the youth of today. We have the potential, the power, the ideas, the enthusiasm and the eagerness to make a difference. We live in an age where information is literally at our fingertips. So all we have to do is invest our energies towards a positive direction, that is, to save our planet."

(Children of the Monsoon, UNEP, 2003)

Targets

1. All new urban zones are water and energy efficient and emit minimum of non-recyclable wastes by 2011.
2. Conduct at least five campaigns about the decision making process for youth by 2011.
3. Rate of growth of cities is equalled by growth of small towns and villages by 2011.

Act Now

1. **This is what we need to do:** Education and Training in planning schools for proper urban planning system.

We Can

- Organize meets/workshops for planners to share their experiences with reference to proper urban planning
- Document and share case examples related to efficient eco-buildings and constructions. These could also be part of the curricula of planning schools. Awards for most efficient buildings could also be provided.
- Encourage planning schools to incorporate training opportunities for people in planning and development sector for making upcoming urban settlements better planned in terms of their geometry, location (away from airports, industries, ecologically fragile areas, etc), infrastructure (disaster resistant), energy consumption (solar heaters, rain water harvesting), efficient and safe waste disposal, using more of locally available construction material.
- Influence Government to infuse courses related to eco-friendly architecture and construction in urban planning curricula in universities and technical institutes and higher education systems in South Asia.
- Undertake advocacy towards making a compulsory training programme on organized system of waste pick up and consumption patterns in all urban settlements

It's been done and it's possible !

NOS Plan
Centre for Environment Planning and Technology (CEPT), Ahmedabad India has integrated sustainable urban planning in their existing Post Graduate Diploma programme, and around 100 students participate annually in urban planning and designs. Regular summer training, curricula project and placements are provided to students to understand sustainable urban planning. NOS Plan, an annual event of all planning schools in India is organized once every year in which competitions related to sustainable and efficient urban planning is conducted.
Gopal Jain, CEE, India

2. This is what we need to do: Sustainable Urban settlements

We Can

- Encourage people working in planning and development sector to make urban settlements sustainable by creating green zones and avenue plantations.
- Organize awareness programmes
- Organize/ participate in conferences to present papers on sustainable urban settlements

It's been done and it's possible

Hulhumale, Maldives

Life was cramped on a remote cluster of tiny coral islands in the Indian Ocean, so the Maldives reached for a solution -- build a new island from scratch.

Reclamation of Hulhumale began on October 16, 1997 on the Hulhulé-Farukolhufushi lagoon by the Ministry of Construction and Public Works (MCPW). The project was then continued by a Belgian Joint Venture Company, International Port Engineering and Management (IPEM) and Dredging International (DI). All the works involving reclamation and coastal structure development covered in Phase I was completed by June 2002.

Muhusin, Maldives

Ecotel Hotel

The Project of the Orchid and Lotus Suites Hotels in Mumbai, Maharashtra is one of its kinds in creating eco-friendly hotels. The Orchid is Asia's first five star hotel that has been certified as an 'Ecotel Hotel'. It is based on the values of the 3R's of reduce, reuse and recycle. Besides water saving systems it has a sewage treatment plant for recycling waste water and incorporates drip irrigation. The hotel is practicing eco-friendly steps in terms of construction, furniture, decoration and air-conditioning.

Jyotsana, India

3. This is what we need to do: Youth as Anti Corruption Squads

We Can

- Play a key role in combating corruption by adopting innovative strategies to identify the areas in which corruption takes place and survey the corrupt practices which occur.
- Encourage the refusal to pay bribes and/or report requests for bribes from public officials.
- Write and send articles on corruption to the media or start a newsletter by youth.
- Form anti-corruption clubs in schools/colleges that organize social events, stimulate group discussions, request courses on anti-corruption, governance and ethics be included in the curriculum, publicly declare schools/colleges a "corruption-free zone".
- Research and disseminate information on government procedures and entitlements to the citizenry.

4. This is what we need to do: Create livelihood options for the rural youth

We Can

- Provide the rural youth with infrastructure and employment opportunities.
- Promote vocational education among the youth in the rural areas.

It's been done and it's possible

Grameen Bank

The Grameen Bank is a microfinance organization and community development bank started in Bangladesh that makes small loans (known as microcredit) to the impoverished without requiring collateral. The system is based on the idea that the poor have skills that are under-utilized. The bank also accepts deposits, provides other services, and runs several development-oriented businesses including fabric, telephone and energy companies. The organization and its founder, Muhammad Yunus, were jointly awarded the Nobel Peace Prize in 2006. Grameen Bank is best known for its system of solidarity lending.

Gopal Jain, CEE, India

Fourth ICEE

The Youth Working Session, “Youth: Trendsetters of ESD” at the fourth International Conference on Environment Education (ICEE), jointly organized by CEE, UNEP, South Asia Youth Environment Network (SAYEN), Bayer A.G. and Earth Charter Youth Initiative (ECYI), brought together about 80 young people from about 40 countries across the world representing several youth networks such as SAYEN, ECYI, Oxfam International Youth Parliament (OIYP), Sustain US, World Water Youth Alliance, Rwanda Environmental Conservation Organisation (RECOR) amongst many others.

Youth Definition of Sustainability

The participants were divided into three groups

- Group 1 Values and Principles Group
- Group 2 Environmental integrity or Technical Group
- Group 3 Action Oriented Group

The three groups wrote down and also sketched their perspective of sustainable development. The perspective of all the participants was taken into account in all the three components. The following ideas came up from the respective groups

Group 1 – Values and Principles Group

To ensure fairness and equal opportunities for all human beings, no matter, of gender, race, sexual orientation, religion or ethnicity

By embracing religious diversity and building cultural understanding, we can live together peacefully and in harmony with the environment.

Assure that the cultures, traditions, mother tongues and heritages are presented and respected and they are not a barrier for mitigation and development.

Group 2- Environmental integrity / Technical

Ensuring environmental integrity through implementation of best practices leading to healthy/progressive/secure/happy future generations

Life is not about having more but being happy, satisfied and celebrate the joy.

SD could fundamentally based on equality and ethics to ensure peace and cultural progress thus taking care of the needs, coexistence, interdependence and mutual tolerance, thus resulting in joy, happiness and satisfaction at an individual level as well as at a larger level.

Group 3- Action Oriented Cluster

Work together to create an engaged and empowered population that is committed to continued learning and preserving life for the present and the future.

The participants also sketched a ‘Tree of Sustainability’– a visual representation of their understanding of Sustainable Development.



Tree of Sustainability



Our Voices : Canvas designed by youth participants with their messages on SD.

Recommendations from the Youth Workshop at ICEE



Youth: Trend setters of ESD Working Session Recommendations

- 1 In our daily life, we take a number of decisions based on our knowledge and resources available. At policy level, our involvement is limited, though it matters a lot as it has a large impact on our lives. We are neither trained nor do we have enough opportunities and thus our perspectives are not taken into account while policies are getting formulated and implemented. We are creative, innovative, enthusiastic and have a different perspective to SD based on our experience. Thus, we can provide invaluable inputs in policy formulation and implementation. International agencies such as UNEP, UNDP and World Bank should facilitate the process and make it happen world wide.

Thus, youth recommend that,
"Youth must be included and trained to participate in all decision making processes to contribute meaningfully to making sustainable choices."

- 2 Learning is a continuous process and people of different age-groups, strata and stages need to work together for meaningful learning. We have to move away from the conventional 'teacher-learner' approach. The 'peer to peer' learning model should be adopted which follows the principle - "Education for life; education through life; education throughout life". There is always so much to learn pertaining to different individuals. Hence, education has be a two-way process that includes self acquisition of knowledge, concepts and skills apart from transmission and allows development of both the learner and the teacher.

Thus, youth recommend to,
"Adopt a mutual, collaborative and intergenerational learning model."

- 3 Education begins at home. Education cannot be restricted to the class room sessions because there is so much that we learn from our parents, family and community at large. Certain values and principles socio-culturally inherited influence our action. Thus, it becomes important to incorporate these elements of education in all levels apart from formal education.

Thus, youth recommend to,
"Integrate ESD into all forms of education, including community based education, so that education is relevant, appropriate and accessible."

- 4 There is a need to bridge the gap between the developed and the developing countries in the context of technology transfer. The developed nations possess the capacity to invest in R&D and come up with state-of-the art technology which is eco-friendly and sustainable, helping the industry develop products at low cost. However, they do not share these technologies with the developing countries as they latter do not have the adequate purchasing power. For a sustainable world, the developed nations should move away from this profit making approach and help the relatively pool nations by sharing efficient technologies and using it effectively.

Thus, youth recommend to
"Use education as a tool to shift the mindset of the nations from profit making paradigm towards developing the world sustainably."

- 5 Values and principles of sustainability such as valuing and sharing the resources of Earth, equity, interdependence, freedom, justice, integrity, peace and harmony should guide our day-to-day actions. Incorporating these values into the education system will encourage their implementation in everyday life.

Thus, youth recommend to

"Incorporate the values of sustainability into learning processes, and focus on putting these values into everyday practice."

- 6 At times, curriculum on environment education is seen as additional burden for students and thus little or no attention is paid to the subject. These are seen as an extra subject to study and score good marks in examination. Whereas, young people should themselves decide what should be in their curricula and how it should be taught? Thus, a participatory approach should be adopted in which the youth are consulted and involved.

Thus, youth recommend that,

"There must be involvement of youth in the curricula development."

- 7 SD issues needs to be integrated within and across all departments in Government and policies and all need to work together for the same.

Thus, youth recommend that,

"There should be inter and intra-sectoral implementation of SD policies across all systems of governance."

- 8 There have been many conferences in the past and many young people have put forth their recommendations several times, but most of the time these 'voices' have disappeared unheard. Thus, the youth at the Tbilisi plus 30 Conference want to make sure that their voices are heard and these recommendations are adopted by all stakeholders and also implemented effectively.

Thus, youth recommend that,

"Urge nations to develop a schedule for the implementation of Ahmedabad Recommendations and a system of transparency and accountability towards the same."



Annexure

ANNEX I Inception Workshop, 16th-20th May, 2006 Colombo, Sri Lanka

Youth Participants:

- | | |
|---------------------------|------------|
| 1. A.A. Nanayakkara | Sri Lanka |
| 2. Abdul Muhusin | Maldives |
| 3. Anup Thapa | Nepal |
| 4. Bijita Shrestha | Nepal |
| 5. B.N. Weerasekara | Sri Lanka |
| 6. C. Abeysekra | Sri Lanka |
| 7. C.N. Pereira | Sri Lanka |
| 8. D.M. Karunaratna | Sri Lanka |
| 9. D.N. Ranasinghe | Sri Lanka |
| 10. G. Sirimath Sivakumar | Sri Lanka |
| 11. Ramisha H. Khan | Sri Lanka |
| 12. Kinley Om | Bhutan |
| 13. M. Vikram Aditya | India |
| 14. P. W. Udaya Chanaka | Sri Lanka |
| 15. Safwan Bin Shabab | Bangladesh |
| 16. S.M.J. Bandara | Sri Lanka |

Facilitators:

1. Gopal Kumar Jain, Programme Coordinator, Youth Programmes, CEE, India
2. R. Rajamani, Advisor, SAYEN, India
3. Sanjay Joshi, Consultant for the Project, Ahmedabad, India
4. Subroto Sinha, Environment Affairs Officer, UNEP ROAP, Bangkok

ANNEX II Regional Consultation Meet, 23rd- 25th November , 2006 Colombo, Sri Lanka

Youth Participants:

- | | |
|--------------------------------|------------|
| 1. Dayan Karunaratne, | Sri Lanka |
| 2. Dilini Indunil Samarajeewa, | Sri Lanka |
| 3. Mohamad Shujau, | Maldives |
| 4. Sophia Malik, | Pakistan |
| 5. Uzayr Hafiz, | Bangladesh |
| 6. Yogendra Chitrakar, | Nepal |

Facilitators:

1. Aida N Karazhanova, Programme Officer, Capacity Building, UNEP RRC.AP, Bangkok
2. Gopal Kumar Jain, Programme Coordinator, Youth Programmes, CEE, India
3. R. Rajamani, Advisor, SAYEN, India
4. Sanjay Joshi, Consultant for the Project, Ahmedabad, India
5. Subroto Sinha, Environment Affairs Officer, UNEP ROAP, Bangkok

Annex III Editorial Workshop
16th- 20th May, 2007 Bangalore, India

YOUTH PARTICIPANTS

- | | |
|-----------------------|------------|
| 1. Dilini Samarajeewa | Sri Lanka |
| 2. Kinley Om | Bhutan |
| 3. Prakshal Mehta | India |
| 4. Vikram Aditya | India |
| 5. Utsav Maden | Nepal |
| 6. Uzayr Hafiz | Bangladesh |

FACILITATORS

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2. Gopal Kumar Jain, Programme Coordinator , Youth Programmes, CEE, India
3. Sanjay Joshi, Consultant for the Project, Ahmedabad, India

Annexure IV – Abbreviations

AIDS	Acquired Immuno Deficiency Syndrome
AIESEC	Association Internationale des Etudiants en Sciences Economiques et Commerciales
ASSOCHAM	Associated Chambers of Commerce and Industry of India
CEE	Center for Environment Education
CEPT	Centre for Environment Planning and Technology CSE
CSC	Center for Science and Environment
CUTS	Consumer Unity and Trust Society
CYWEN	Club of Youth Working for Environment
DI	Dredging International
ECCA	Environmental Camps for Conservation, Nepal
EE	Environment Education
FCTC	Framework Convention on Tobacco Control
FOB	Friends of the Bagmati, Nepal
GWRC	Gujarat Water Regulatory Commission
HIV	Human Immuno deficiency Virus
HOPE	Blind People’s Association
ICT	Information and Communication Technology
IES	Indian Environmental Society
IISD	International Institute for Sustainable Development
IPEM	International Port Engineering and Management
MCPW	Ministry of Construction and Public Works
MDGs	Millennium Development Goals
NCB	Narcotics Control Board
NGO	Non Governmental Organization
NIMBY	Not In My Back Yard syndrome
NSDS	National Sustainable Development Strategy
PUB	Public Use Bicycle
R&D	Research and Development
RBDC	Regional Bio fertilizer Development Centre, Imphal
RSPN	Royal Society for the Protection of Nature, Bhutan
SAARC	South Asian Association for Regional Cooperation
SARI	South Asia Regional Initiative
SAYEN	South Asia Youth Environment Network
SD	Sustainable Development
SDGs	SAARC Development Goals
SEWA	Self-Employed Women’s Association
SoE	State of the Environment

SRISTI	Society for Research and Initiatives for Sustainable Technologies and Institutions
SSDS	Sub-regional Sustainable Development Strategy
STDs	Sexually Transmitted Diseases
TDSTotal	Dissolved Solids
UNCED	United Nations Conference on Environment and Development
UNDESD	United Nations Decade on Education for Sustainable Development
UNEP	United Nations Environment Programme
UNFPA	United Nations Population Fund
UNODC	United Nations Office on Drugs and Crime
USAID	United States Agency for International Development
WASH	Water Sanitation and Hygiene
WHO	World Health Organization
WSSD	World Summit on Sustainable Development

HAND PRINT™
Action Towards
Sustainability

Increase your Handprint!

Decrease your Footprint!

The Handprint, launched at the Ahmedabad Conference, the 4th ICEE, is a measure of an individual's action towards environment and sustainable development. The concept embraces the conference recommendations and carries forward the spirit of hope, enthusiasm and commitment to action.

The world today recognizes the need to reduce its ecological footprint. The need is for 'positive action'. There are many drivers of change; Education for Sustainable Development is one of them. ESD changes the way people relate to our environment and to society and each other.

The Handprint is a tool that measures action at the individual, community, national and global level. The Handprint tool helps evaluate an individual's positive action on all the three aspects of sustainability: environment, society and economy; and to improve the conditions for life on our planet today, and in the future.

The Handprint concept was developed by CEE based on a school project of CEE Andhra Pradesh. The hand used as a symbol for this campaign is that of little girl, Srija, ten years old at the time, from the Holy Mary School in Hyderabad. Today, people have taken this concept further and added new meaning to it. The concept has grown and further evolved in South Africa, Canada and in many other parts of the world.

Share your ideas, actions for sustainability and more on the Handprint website www.handsforchange.org Every action towards sustainability counts!

