

# ESD Project Summary Sheet

## Basic Information

Title of project <i>(should be concise and within approximately 25 words)</i>			
New Zealand India Sustainability Challenge			
Submitting RCE			
RCE Delhi			
Contributing organization(s) <i>(Individual RCE member organizations and/or non-members)</i>			
TERI (The Energy and Resources Institute)			
Author(s) and affiliation(s)			
Ms Ragini Kumar			
Format of project <i>(manuscript or audiovisual)</i>	PPT	Language	English
Keywords <i>(3-5 key concepts included in the case study)</i>			
Youth, Sustainability, Sustainable Development Goals, Leadership, Skills, Empowerment, Resilience, Mobilization			
Date of submission <i>(or update, if this is an update of an existing case study)</i>		NA	
Web link <i>(of the case study or lead organization if available for more information)</i>		<a href="https://www.studyinnewzealand.govt.nz/nzisc">https://www.studyinnewzealand.govt.nz/nzisc</a>	

## Geographical & Education Information

Country <i>(where site(s) or activities described in the case study are located – if multiple, please list all participating countries)</i>									
India and New Zealand									
Location(s) <i>(subnational units and/or cities within the country or countries – leave blank if specific location(s) cannot be identified)</i>									
Delhi NCR, Tamil Nadu, Maharashtra									
Longitude/latitude or Google Maps link <i>(if location is identified)</i>									
Ecosystem(s) <i>(please place an "x" in all appropriate boxes)</i>									
Forest		Grassland		Agricultural	x	In-land water	x	Coastal	
Dryland		Mountain		Urban/Peri-urban	x	Other (Please specify)			
Level of Education <i>(please place an "x" in all appropriate boxes)</i>									
Primary		Higher	x	TVET		Youth (Informal)			
Secondary		Teacher Ed.		Community		Other (Please specify)			
Socioeconomic and environmental characteristics of the area <i>(within 50 words)</i>									
Description of sustainable development challenge(s) in the area the project addresses <i>(Within 50 words)</i>									
Since the project has multiple locations- the sustainable development challenges also vary. The different challenges being approached by the youth projects include: energy access and clean energy, waste management, sustainable consumption and sustainable lifestyle.									

## Contents

<p><i>Note: The following fields are used for information about activities described in the project or the production of the project itself, and contents may vary depending on the nature of the case project. For example, a project about on-the-ground teaching or training may include the rationale, objectives etc. for the activities; a case study about an ESD-related policy may describe the policymaking process; or a toolkit may address particular practices used within ESD. Please make an effort to fill as many fields as possible.</i></p>			
Status (“ongoing” or “completed”)	Ongoing	Period (MM/YY to MM/YY)	June 2017 to March 2018
<p>Rationale (<i>why activities or policies described, or information shared through the educational practices/material are needed – within 50 words</i>)</p> <p>There are many challenges that the world is facing today, like climate change, lack of access of clean water and sanitation, energy crisis, food insecurity and other environmental and societal challenges. Since the Sustainable Development Goals (SDGs) have been formally adopted by the world in 2015, the governments have been calling out to youth for meaningful participation in decision making and implementation of post 2015 agenda. The post 2015 document recognizes that young men, women and children are critical agents of change. To ensure the country’s progress in achieving these goals, youth from diverse backgrounds need to take up leadership roles. Keeping the above background as the premise, RCE Delhi (The Energy and Resources Institute- TERI) in partnership with Education New Zealand, C/o New Zealand High Commission launched the ‘New Zealand- India Sustainability Challenge’(#NZISC) in May 2017. It is an innovative and a first of its kind competition connecting students from India and New Zealand.</p>			
<p>Objectives (<i>goals of activities or policies described, teaching or learning outcomes – within 50 words</i>)</p> <p>The objective of this challenge is to encourage scalable and sustainable solutions to address environmental and societal challenges. The programme aspires to inspire the younger generation to become champions for a cause. This project essentially focuses on using innovative educational approaches to help youth understand, address, mitigate, and adapt to the impacts of climate change. It also aims to encourage the changes in attitudes and behaviours needed in different stakeholders to pave way in the direction of sustainable development, and build a new generation of climate change-aware citizens.</p>			
<p>Activities and/or practices employed (<i>within 50 words</i>)</p> <p>45 Shortlisted teams competed amongst one another and presented a comprehensive report on their campaign at the regional rounds which were held in Delhi, Mumbai and Bangalore between August - September. The evaluators identified by the organizers, shortlist two teams from each regional round for the finale to be held in December 2017. These finalists (6 teams from across India) have got an opportunity to work alongside their New Zealand counterparts (students) . 3 Universities from New Zealand namely, the University of Canterbury, the University of Otago and the University of Waikato have partnered for this initiative. Selected students from the identified New Zealand Universities are physically working with the Indian teams for two weeks before the final round of the NZISC which is on 7 December 2017 in New Delhi. The top Indian team of this challenge will win a three week internship at the aforementioned New Zealand Universities.</p>			
<p>Results (<i>within 50 words</i>)</p> <p>Through this project we wish to empower a cadre of youth who shall be ready to take up challenges affecting societies at large. The immediate expected outcomes of the project include:</p> <ol style="list-style-type: none"> <li><b>1. Awareness on global social, economic and environmental challenges and in-depth understanding of issues taken up by the teams</b></li> <li><b>2. Enhancement of interdisciplinary and intercultural skills of youth to climate change mitigation as well as adaptation</b></li> <li><b>3. Develop a sense of professional and ethical responsibility in youth towards the achievement of Sustainable Development Goals (SDGs).</b></li> </ol>			

**4. Imparting different leadership skills in the youth for the advancement of ESD.**

**5. Output documents of youth projects implemented in terms of case studies, research papers and reports etc.**

**6. Possibility of up scaling projects and Campaigns run by colleges /universities with the support from state/ multi-lateral sponsorship and International Networks like GAP and RCE UNU-IAS.**

Lessons learned *(factors in success or failure, challenges and opportunities – within 40 words)*

Project - ongoing

Key messages *(within 40 words)*

The project is a unique challenge has brought together Indian and New Zealand university students to solve pressing environmental and sustainability challenge.

Through this Sustainability Challenge, Indian students have had an opportunity to work alongside their New Zealand counterparts to develop scalable, sustainable solutions to problems facing the environment and society.

The solutions will also inspire the next generation of young leaders to identify problems around their campuses and communities, by designing appropriate solutions through the use of innovative sustainable practices.

Relationship to other RCE activities *(if the project is related to any other RCE collaborative activities, regional plans, working groups, etc.)*

NA

Funding *(any relevant information about funding of activities or projects described in the case study)*






Funded by Education New Zealand C/o New Zealand High Commission

## Contributions to Global Agendas

UN Sustainable Development Goals (SDGs) (<https://sustainabledevelopment.un.org/sdgs>)

Please place an “X” in the “direct” or “indirect” boxes next to any of the UN Sustainable Development Goals to which the work described in this case study contributes as appropriate. Note: please mark only those that the case actually has made or is making a contribution, not those to which it could make a potential contribution in the future.

SDG	Description	Direct	Indirect
 1 NO POVERTY	End poverty in all its forms everywhere		x
 2 ZERO HUNGER	End hunger, achieve food security and improved nutrition, and promote sustainable agriculture		x
 3 GOOD HEALTH AND WELL-BEING	Ensure healthy lives and promote wellbeing for all at all ages	x	
 4 QUALITY EDUCATION	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all		x
 5 GENDER EQUALITY	Achieve gender equality and empower all women and girls		x
 6 CLEAN WATER AND SANITATION	Ensure availability and sustainable management of water and sanitation for all		x
 7 AFFORDABLE AND CLEAN ENERGY	Ensure access to affordable, reliable, sustainable and modern energy for all	x	
 8 DECENT WORK AND ECONOMIC GROWTH	Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all		x
 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation	x	
 10 REDUCED INEQUALITIES	Reduce inequality within and among countries		x
 11 SUSTAINABLE CITIES AND COMMUNITIES	Make cities and human settlements inclusive, safe, resilient and sustainable	x	
 12 RESPONSIBLE CONSUMPTION AND PRODUCTION	Ensure sustainable consumption and production patterns	x	

	Take urgent action to combat climate change and its impacts	x	
	Conserve and sustainably use the oceans, seas and marine resources for sustainable development		x
	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss		x
	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels		x
	Strengthen the means of implementation and revitalise the global partnership for sustainable development		x