



Children for Sociological and Environmental Stewardship



Weaver bird nest making a complex engagement to ensure that the offspring are protected from their natural predators

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Children for Sociological and Environmental Stewardship

We call on all children of this country to stand and be counted. A small start in the right direction would help set the ball rolling. We ask you therefore to organise yourselves in groups of 15 to 25 with the help of a teacher(s) as facilitators and send in a one page entry having a maximum of 500 words covering the following

- A. What in your opinion is the most important problem related to sustainable dignified livelihoods that needs to be addressed? (100 words)
- B. What is the solution you envisage? (100 words)
- C. What are your recommendations related to the steps to arrive at this solution? (150 words)
- D. What have you done / propose to do to work towards the solution you have proposed. (150 words)

Date for submission of the entries: 2nd October 2024.

Date for submission of a short video : 14th November 2024

Zoom meeting in chat rooms based on thematic submissions: **10th December 2024**. All schools submitting entries are expected to participate. Depending on the number of entries, each thematic group will have one or more chat room.

Sharing of stories prepared by the schools: **26th January 2025**

Send your group entries to Managing Trustee IELA at the following email ID ielaindia15@gmail.com with the following details:

Name of school/organisation:

Name and Contact number of the Principal/ Organisation in Charge:

E - Mail ID of the school / Organisation:

Name of the participants in the group with the following details:

Age (as on 30 June 2024): Years months

Gender (Male / Female / Not to Reveal):

Class in which Studying:

Name of the facilitator(s) :

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Despite the many technological developments that have changed the world bringing people closer together, many challenges stare us in the face which threaten life on earth. The ice caps are melting causing sea levels to rise and putting coastal areas under threat. War, civil strife engulfs many parts of the globe causing an unprecedented 110 m to be forcibly uprooted from their homes. The world biodiversity is fast depleting, damage to pollinators threaten global production of foodgrains.

As per provisions of the United Nations Sustainable Development Goals (SDGs), SDG 6 (Clean Water and Sanitation), SDG 7 (Affordable and Clean Energy), SDG 13 (Climate Action), SDG 14 (Life below Water) SDG 15 (Life on Land) in particular and all SDGs in general call for public participation in conservation, restoration, monitoring and management of natural resources. India's 'National Action Plan on Climate Change' as well as the 'State Action Plan on Climate Change' of each state and union territory also provide provisions for required actions to achieve the Agenda 2030 of the SDGs.

In India's education system, environmental studies (EVS) subject is a part of the school curriculum from primary to secondary classes (before opting for optional subjects). Similarly, environmental studies have been introduced as a compulsory course at undergraduate level at all branches of undergraduate degree. But the lack of practical observations, hands-on experiences, skills of observation & documentation and contribution in problem solving attempts, is leading to generation of 'qualified learners' but not the 'learned & concerned' youngsters that would have personal & civic attitude towards respect of nature and its conservation.

According to the IUCN Invasive Alien Species (IAS) are one of the biggest drivers of global biodiversity loss and (native) species extinction. In India the loss of local biodiversity and its ecosystem services due to invasive alien species worth more than 1532 crore rupees. About 66% of country's natural systems are threatened by invasive alien species.

To turn this around requires a concerted effort of all. Unless something is done on an urgent basis. The Children, Tomorrow's Leaders face the challenge of a new world order distinctly regressive from the one they grew up in, something that the rapidly changing technological world cannot prepare us for.

We therefore call on all children of this country to stand and be counted. A small start in the right direction would help set the ball rolling. To develop this understanding we suggest that each child prepares their answer around one SDG after getting an idea of the interrelationships between each SDG (given in detail below). The answer also has to be develop keeping in mind a certain topic (which we have suggested below) so as to be a part of larger team while still keeping one's own ideas and identity intact. We therefore ask the teachers to organise the children into one or three groups (topic wise) and with the help of a teacher(s) as facilitators and send in a one page entry in relation to the SDG and topic chosen having a maximum of 500 words for each entry for each child. The clubbing of all the entries under a topic will also try to knit together all the entries under a particular topic covering the following.

A. What in your opinion is the most important problem related to sustainable dignified livelihoods that needs to be addressed? (100 words)

B. What is the solution you envisage? (100 words)

C. What are your recommendations related to the steps to arrive at this solution? (150 words)

D. What have you done / propose to do to work towards the solution you have proposed. (150 words)

Since we believe change is an individual and collective process, we have a mix of both individual and group work to be undertaken by the children with facilitation by the teacher in charge. Since we understand that a group may not be able to come up with a coherent articulation of the 17 Sustainable development Goals we are suggesting groups each covering a topic suggested below with a recommendation on which SDGs to club together to develop an integrated perspective of the particular topic suggested. If the number of volunteer teachers and students are more, you take on the task of clubbing the outputs of the three topics into a collective output of the school/ institution with summary for the collective output as well. Teachers/ facilitators should take note of the children taking leadership roles and helping facilitate the development of individual outputs into a collective output on the topic and from there to the totality of the SDGs. It is expected that 1-4 children selected by the schools themselves will be the ambassadors for the school for further exercises to be undertaken on joint platforms with other schools. However each SDG and each topic is expected to have a group of children willing to take leadership and these children will be part of exercises undertaken by the school with the various departments/ institutions in the District.

Topics:

The topics suggested are as follows

A. The relevance of the sustainable development goals to bring about change and how you as children can engage meaningfully with the sustainable development goals.

<https://worldslargestlesson.globalgoals.org/>

B. Issues related to conservation of Nature and biodiversity, the steps you can take to protect the ecosystem in which you live and the specific ecosystem services you want to address

<https://www.millenniumassessment.org/en/index.html>

C. Development of partnerships to achieve a particular goal (peace, technology development, nurture of nature, ecosystem stewardship for sustainable livelihoods, education for all, health and overall well being).

Each school can prepare on at least one but they are free to prepare on all three topics. The submissions addressed to the Managing Trustee IELA have to be sent to the following email id

ielaindia15@gmail.com

Deadlines:

Date for submission of the entries: 2nd October 2024. The process can be part of the programme for the school where the group(s) can share their outputs before a larger audience of school children at assembly for instance or in the class (facilitated by the teacher(s) in charge. IELA will award

certificates of participation to all the children participation, jointly in collaboration with the respective school/ institution.

Date for submission of a short video (not more than 10 minutes)/ Poster/ Photograph collage of original photos/ other forms of communication namely essay, poems, drawings outlining the work you are doing/ propose to do: **14th November 2024**. It is expected that this process will lead for a clearer conception of a children's perspective to sustainable development and what constitutes dignified livelihoods.

Zoom meeting in chat rooms based on thematic submissions: **10th December 2024**. All schools submitting entries are expected to participate (one to four children as pointed out below). Depending on the number of entries, each thematic group will have one or more chat room.

Sharing of stories prepared by the schools: **26th January 2025**: The strategy for sharing this with UNICEF, NCERT, SCERT, District administration will be worked out with the school.

The above process is a preliminary one aimed at building collective leadership in the schools, in the specific region/state and across the country as well. Based on the experience the schools will be better prepared to engage with the International process known as the Conference of Parties of which India is a signatory. Our target right now is to prepare the school/ organisation for submission to the process for COP 30 (to be held in Brazil in November next year). For the process of actually participating in Brazil, we can facilitate the schools to link up with PRATYeK who prepared the first expression of concern by students from India on agenda 2030 at Geneva. PRATYeK also prepared a submission for COP 27 through the ADvocal report

https://www.nineismine.in/wp-content/uploads/2022/10/ADvocal-Adolescent-Voices-Seeking-Ecological-Rights-For-All-Children_compressed.pdf

This was followed by zoom meeting of children

<https://en.tattvanews.com/national/children-demand-ecological-rights-at-the-no-cop-out/>

IELA followed this up with an exercise with children in Chhota Udepur of Gujarat

<http://ielaind.org/wp-content/uploads/2017/05/Report-of-UPR-process-in-Chhota-Udepur-for-COP-27-in-Egypt.pdf>

This exercise builds on these processes in order that children can better prepare for COP30 in Brazil.

Development of Subtopics around the SDGs

In order to develop the topics listed above it is suggested that groups be formed each taking 7 SDGs

Group A: Topic 1 and 3

Suggested SDGs to be covered SDG 1, 3, 4, 5, 10, 16 and 17

Group B : Topic 1 and 2

Suggested SDGs to be covered SDG 2, 3, 6, 8, 10, 11 & 12

Group C: Topic 1 and 3

Suggested SDGs to be covered SDG 4, 7, 9, 13, 14, 15 and 17

SDG 1: No Poverty

The UN define 7 targets and 14 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/1>

Keeping this in mind what would you consider as poverty in your District and the road map to make a major dent on poverty in the district by 2030. What are the steps you can take to make this change ?

SDG 2: Zero Hunger

There are 8 targets and 13 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/2>

Considering issues related to SDG 1, overproduction and increasing costs of production of agricultural produce would you define the issues here differently ? What would be the reasons for agreeing to the UN approach and what would be the reasons for disagreement. How can we make progress along the lines you choose ?

SDG 3: Good Health and Overall Well Being

There are 13 targets and 27 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/3>

Would you consider this SDG to be central to the entire development path we should be undertaking, give your reasons for and against. Keeping your answer in mind, how can we make the progress we desire ?

SDG 4: Quality Education

There are 10 targets and 11 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/4>

Keeping in mind the overall concerns of sustainable development what in your opinion is quality education for all ? What would constitute real learning options for the disadvantaged and how can this be facilitated.

SDG 5: Gender Equality

There are 9 targets and 14 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/5>

In today's world, what constitutes gender equality and why ? Does the individual quest for identity and sense of self matter in such determination of equality give reasons either way. Given your understanding what would be a way to realise this equality ?

SDG 6: Clean Water and Sanitation

There are 8 targets and 11 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/6>

Why is this SDG becoming important in today's world ? Given this understanding of the history, what would be the way to seriously address this question ? What can you do to take this forward ?

SDG 7: Affordable and Clean Energy

There are 5 targets and 6 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/7>

In a world where electricity has become ubiquitous why is this SDG important ? How does this question change the way we look at the development trajectory ? What can we do to make progress along the lines of your understanding ?

SDG 8: Decent work and Economic Growth

There are 12 targets and 17 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/8>

Are Decent work and Economic growth compatible conceptually ? Give reasons for your answer. Is real economic growth about related to the cash economy or something else ? Is the health of the economy, health of human beings and health of nature related to each other ? If so what is the connection ? If not why ?

SDG 9: Industry Innovation and Infrastructure

There are 8 targets and 12 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/9>

Given the developments in renewable energy and advancements in technology related to mobiles, geo spatial tools, can there be a different conception of Industry which helps to

modernise the countryside (minus biodiversity loss and ecological destruction) instead of the city ? Give reasons for your answer for and against. How can you work towards the solution you propose ?

SDG 10: Reduced Inequality

There are 10 targets and 11 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/10>

In a world where the gap between the rich and poor is widening, is such a goal even possible ? If so what are the factors that would force the world to move in this direction ? Can you act as a catalyst for change ? If so how ? If not why not ?

SDG 11: Sustainable Cities and communities

There are 10 targets and 15 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/11>

What is meant by islands of prosperity amidst oceans of poverty ? Are sustainable cities possible without sustainable countrysides ? What would be the first steps to align the city and the countryside ? You can you contribute to this change ?

SDG12: Responsible production and consumption

There are 11 targets and 13 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/12>

Is responsible production compatible with the productivity goal ? If yes how ? If not why ? Where and how does advertising play a role ? Do we need to relook some of these aspects or can this be brought about through 'business as usual' . In what way can you contribute to the solution you define ?

SDG 13: Climate Action

There are 5 targets and 8 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/13>

What would be the ways to mitigate instead of adapt to climate change ? Is this at all a realistic goal to have ? Are there places in your District where such options can be seen in essence form ? If yes, what can we do to expand their sphere of influence ? If no what can be done create such pockets of change ?

SDG 14: Life below water

There are 10 targets and 10 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/14>

How important is life below water to us ? <https://www.youtube.com/watch?v=pflGvrUqeIA>

What would happen if such initiatives were to grow and deepen ? What can be done in your District to develop our understanding on this further ? How can you contribute ?

SDG 15: Life on Land

There are 12 targets and 14 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/15>

Can you relate life forms on land to the nature of the terrain ? What are the issues you can identify in your District ? Does urbanisation/ concretisation change the diversity which can be found ? Give reasons for your answer for and against. What can you do to give impetus to the solutions you identify ?

SDG 16: Peace Justice and Strong Institutions

There are 12 targets and 23 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/16>

A tree that bends, does not break. Can a creative application of this principle be applied to achieve the goals we seek ? If not, do we need unbending individuals to create strong institutions ? the answer might not be one or the other, it might be a mix of both. How will you implement your answer in practise ?

SDG 17: Partnerships

There are 19 targets and 25 indicators <https://knowsdgs.jrc.ec.europa.eu/sdg/17>

From the number of targets, it appears that the UN considers this to be the most important goal. Is it so ? Then why ? If not then why not ? Does partnership mean submergence or enhancement of one's identity ? Give reasons for both. In what way would you proceed to implement your answer by 2030 ?