

A young boy with short brown hair and a slight smile is sitting at a wooden desk in a classroom. He is wearing a bright blue long-sleeved shirt and patterned shorts. He is holding a blue folder or book. The background shows several other wooden desks and chairs, and a blue wall. The lighting is warm and natural.

# SWAROVSKI WATERSCHOOL

# GLOBAL REPORT 2021



# ABOUT THIS REPORT

We are proud to share our annual report, which provides an overview of the Swarovski Waterschool program and the results achieved in collaboration with our partners across the globe in 2021.

A strong focus on both people and the planet is the cornerstone of the Swarovski Waterschool efforts to achieve sustainable development, and that is why we place particular emphasis on our contribution to the Sustainable Development Goals (SDGs).

For more information on the Swarovski Waterschool and to download our free teaching material, please visit:

[swarovskiwaterschool.com](https://swarovskiwaterschool.com)

If you have any questions or require further information, please contact us at:

[office.waterschool@swarovski.com](mailto:office.waterschool@swarovski.com)

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# MESSAGE FROM THE WATERSCHOOL TEAM

With the publication of our Global Report 2021, this is a good time for us to reflect on the past year. At the beginning of the year, we were hopeful that the global pandemic would start to ease and we'd be able to get back to working the way we were used to. Unfortunately, that wasn't the case.

While we did have some normality and open schools for various periods of time in countries like Australia, Austria, and the USA, the situation was still very different and challenging in other parts of the world. In Uganda, for example, schools remained closed for the second consecutive year.

Our partners have continued to do their best to adapt to the circumstances, educating students wherever and whenever it was possible—in person, virtually via WhatsApp, or via radio. The improvement of water and sanitation facilities continued to ensure that students have adequate amenities when they come back to school.

On a very positive note, we were able to successfully launch the Swarovski Waterschool Australia pilot project together with local partner Earthwatch Australia. The program educates children in the greater Sydney area and urban Melbourne about sustainable water use, but also brings them in contact with the traditional owners of the land, giving them an insight into the precious cultural heritage of Indigenous Australians. Launching a new Waterschool location during a pandemic was certainly a new experience for us, but again, we could not have wished for a better partner, who adapted to the situation so smoothly.

As stated in the recent Sustainable Development Goals report by the United Nations, COVID-19 has wiped out 20 years of education gains, and far too many schools still lack adequate water and sanitation facilities (which is one of the keys to tackling the pandemic). This is challenging news but at the same time gives us additional motivation to continue the work we're doing with our partners to create positive change.

We would like to thank all our amazing partners on the ground for the resilience they have shown again this past year, and we would also like to thank everyone at Swarovski for the ongoing dedication to supporting this important cause.

**The Swarovski Waterschool Team**

# OUR MISSION

THE SWAROVSKI WATERSCHOOL EMPOWERS CHILDREN AND THEIR COMMUNITIES AROUND THE WORLD TO BECOME WATER AMBASSADORS BY PROVIDING TOOLS AND TRAINING THAT ADDRESS THEIR LOCAL WATER CHALLENGES.

## GLOBAL WATER CHALLENGES:



**2 BILLION**  
PEOPLE

lack safely managed drinking water.



**3.6 BILLION**  
PEOPLE

lack safely managed sanitation.



**2.3 BILLION**  
PEOPLE

lack basic hygiene facilities.



**2.3 BILLION**  
PEOPLE

live in water-stressed countries.



Less than  
**1%**

of the world's water resources are drinkable.

# ABOUT THE PROGRAM

The Swarovski Waterschool program was established in Austria in 2000. What began as a local project has since evolved into a global initiative. It now operates within watershed areas of eight of the world's major rivers—Danube, Ganges, Yangtze, Nile, Amazon, Chao Phraya, Mississippi, Parramatta—in eight countries: Australia, Austria, Brazil, China, India, Thailand, Uganda, and the USA.

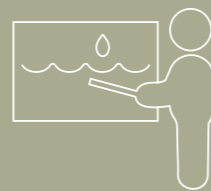
With the support of our local partners, the Waterschool reaches children between the ages of eight and 18, and through them also their families and communities. It improves access to safe and reliable sources of water and adequate sanitation while also providing the tools and education for the next generation.

Our students develop a lifelong passion for the subject and become ambassadors to communicate the message of sustainable water use and protecting nature.

SINCE 2000:



**760,000**  
students educated  
around the world.



**15,000**  
teachers engaged globally.



**2,500**  
schools involved  
along eight of the  
world's major rivers.



Young people aged  
eight to 18 trained with  
the Waterschool to become  
water ambassadors.





# HOW WE WORK

PROVIDING ACCESS TO SAFE WATER  
AND SANITATION FACILITIES.

EDUCATING TEACHERS, STUDENTS, AND  
COMMUNITIES ABOUT THE PRINCIPLES  
OF SUSTAINABLE WATER MANAGEMENT,  
HYGIENE, AND THE ENVIRONMENT  
SUPPORTED BY OUR SWAROVSKI  
WATERSCHOOL TEACHING MATERIAL.



## SWAROVSKI WATERSCHOOL TEACHING MATERIAL

The Swarovski Waterschool teaching material “Drops of Knowledge for Rivers of Change” engages students and teachers in a practical and imaginative way, both in and out of school.

Children and their teachers learn through experiments and local action, as well as through games, music, and theater.

To download our free teaching material, go to: [swarovskiwaterschool.com](https://swarovskiwaterschool.com)



“IT HAS BEEN REALLY REWARDING TO FINALLY BE DOING THE WORK WE PLANNED TO DO.

IN THE BEGINNING, I DIDN'T KNOW IF I WOULD BE ABLE TO GO TO OTHER COMMUNITIES AND SPEAK IN FRONT OF EVERYONE, BUT NOW I FEEL REALLY COMFORTABLE AND I FEEL THAT THE MORE I TEACH, THE MORE I LEARN.”

ARIANE

## ARIANE, 18

UIUÉ YOUTH GROUP,  
BERURI—AMAZONAS, BRAZIL

Ariane is 18 years old and has been actively involved with the Waterschool project since she was 13. She has participated in two youth meetings and trained to become a water guardian.

In 2021, Ariane organized and led workshops in three other communities. Each workshop helped the communities get a step ahead in understanding the importance of preserving water and taking action to help protect the environment.

In a letter to the project team, Ariane says: “I live in a small community by the Purus River, and I am very happy to be Amazonian and to do what I do—learning and passing on knowledge as a water guardian. I am thankful for the opportunity to be able to collaborate in creating a better future.”



A photograph of several students in blue uniforms and hats working in a wetland area. They are using long-handled tools to clear or maintain the vegetation near a body of water. The background features tall, slender trees with white bark, likely eucalyptus, and a calm body of water reflecting the surrounding greenery.

# GLOBAL OVERVIEW 2021

STUDENTS EDUCATED  
[20+ HOURS OF TRAINING]:  
**21,800**

ADDITIONAL STUDENTS  
AND COMMUNITY  
MEMBERS REACHED:  
**166,000**

# GLOBAL OVERVIEW 2021

## USA

In 2021, SWS USA engaged with students through a variety of measures.

With the ongoing COVID-19 pandemic, learning looked a little bit different to how it was in previous years.

Most of the SWS engagement with students was virtual, though SWS USA was able to host two sessions of Camp Waterschool, a four-day summer camp for students aged between 10 and 12.

## AUSTRIA

SWS Austria had to deal with remote learning at school at the beginning of the year, and external activities conducted by the rangers of the Hohe Tauern National Park, such as the Waterschool program, were not possible. Before the summer break, rangers were able to return to schools and deliver the program in person.

One highlight was certainly the successful project conducted with Teach for Austria educating students from eastern Austria using a hybrid model comprising online engagement and a project day outdoors.

Demand for the Waterschool program was high after the return to school in fall but was immediately hit again by rising COVID-19 numbers and the switch back to remote learning.

## INDIA

Despite the severe impact of the pandemic, SWS India was able to achieve most of the project targets.

As a COVID-19 response, contactless handwashing stations were installed in schools and water and sanitation facilities were repaired.

School closures and remote learning meant that engagement with teachers and communities switched over to online platforms like WhatsApp.

In-person student engagement was limited to outdoor workshops in the summer.

## AUSTRALIA

SWS Australia completed its pilot program in 2021 amid the challenges of the global pandemic.

Despite school closures, adapting to remote learning, and not being able to meet educators in person, the program was a huge success.

Technology was utilized to educate teachers and young Australians on the local environment and Indigenous culture and history, and a late transition back to classroom learning enabled students to create and film peer-teaching workshops to share what they had learned with other students across Australia.

In 2022, the SWS Australia program will continue in the greater Sydney area, incorporating education on both fresh (river) and salt (ocean) water.



# GLOBAL OVERVIEW 2021

## BRAZIL

SWS Brazil in the Amazonas region was committed to improving water and sanitation facilities to welcome students back after the COVID-19 pandemic.

Even though COVID-19 restrictions and the biggest flood in history within the area brought additional challenges, two innovative solar-powered water capture and purification systems were installed for the first time in the region, providing access to pure water for communities that used to collect and drink water directly from the muddy river.

The educational activities were led mainly by the youth groups, raising awareness of waste management and water care in nearby communities. A radio program run by the youth water ambassadors broadcast information and education to the rural area around Santarem.

32 handwashing facilities were installed in line with protocols to mitigate the spread of COVID-19.

## UGANDA

Implementation of the program activities during 2021 was challenging as schools were closed for two consecutive years (2020 and 2021) due to the pandemic.

Nevertheless, SWS Uganda continued to work on infrastructure projects within the schools even though the pandemic also caused the cost of building materials to rise.

School facilities did benefit the wider community with access to safe water during this difficult time. Schools will open again in January 2022 and teachers will face the challenge of catching up on two years of education.

## CHINA

2021 witnessed a lot of progress for SWS China despite the difficulties resulting from the COVID-19 pandemic.

Schools remained open to a large extent and engagement with communities was limited but still possible. Activities related to World Water Day and China Water Week had to be adapted as outdoor activities were limited due to restrictions, but classroom engagement continued as normal in most of the schools.

## THAILAND

SWS Thailand faced school closures and lockdowns like other SWS locations. During this time, a workplan for the next phase of the SWS program was developed.

In December 2021, a workshop was conducted during which the SWS project team introduced and discussed the project plan with various stakeholder groups from the government, other NGOs, and teachers. Implementation of the project will start once schools open up again in January 2022.





# SUSTAINABLE DEVELOPMENT GOALS

“THE GLOBAL COMMUNITY IS AT A CRITICAL MOMENT IN ITS PURSUIT OF THE SDGs.

MORE THAN A YEAR INTO THE GLOBAL PANDEMIC, MILLIONS OF LIVES HAVE BEEN LOST, THE HUMAN AND ECONOMIC TOLL HAS BEEN UNPRECEDENTED, AND RECOVERY EFFORTS SO FAR HAVE BEEN UNEVEN, INEQUITABLE, AND INSUFFICIENTLY GEARED TOWARDS ACHIEVING SUSTAINABLE DEVELOPMENT.

THE CURRENT CRISIS IS THREATENING DECADES OF DEVELOPMENT GAINS, FURTHER DELAYING THE URGENT TRANSITION TO GREENER, MORE INCLUSIVE ECONOMIES, AND THROWING PROGRESS ON THE SDGs EVEN FURTHER OFF TRACK.”

ANTONIO GUTERRES, SECRETARY GENERAL OF THE UNITED NATIONS

Source

# SUSTAINABLE DEVELOPMENT GOALS

The 17 Sustainable Development Goals (SDGs) were adopted by all United Nations Member States in 2015 and are an essential part of the 2030 Agenda for Sustainable Development.

They recognize that ending poverty and other forms of deprivation must go hand in hand with strategies that improve health and education, reduce inequality, and spur economic growth—all while tackling climate change and working to preserve the oceans and forests.

The Swarovski Waterschool seeks to join the worldwide efforts and support the framework of the SDGs by focusing on three Goals and their corresponding targets.

On the following pages, we first give an overview of the current status of Goals 4, 6, and 17 from a global perspective, and then give examples of how the Waterschool program supports that framework locally.

**4** QUALITY EDUCATION    4.1   4.4   4.5   4.7   4.a   4.c



**6** CLEAN WATER AND SANITATION    6.1   6.2   6.3   6.4   6.5   6.6   6.a   6.b



**17** PARTNERSHIPS FOR THE GOALS    17.3   17.7   17.9   17.16   17.17



# ENSURE INCLUSIVITY AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL.



THE PANDEMIC HAS WIPED OUT THE EDUCATION GAINS ACHIEVED OVER THE PAST 20 YEARS, WITH DEVASTATING CONSEQUENCES FOR CHILDREN’S LEARNING AND WELL-BEING.

2017–2019  
PRIMARY SCHOOLS WORLDWIDE:

1/5+

do not have access to basic drinking facilities.



1/3+

lack basic handwashing facilities.



2/3+

do not have access to electricity, with even lower rates of Internet access and computer availability for pedagogical purposes in schools.



HUNDREDS OF MILLIONS  
OF CHILDREN + YOUNG PEOPLE

are falling behind in their learning, which will have long-term impacts.



2/3

OF STUDENTS WORLDWIDE

are still affected by full or partial school closures.

The most vulnerable children and those unable to access remote learning are at increased risk of never returning to school and of being forced into child marriage or child labor.



IN 2020

AN ESTIMATED 101 MILLION  
ADDITIONAL CHILDREN + YOUNG PEOPLE

fell below the minimum reading proficiency level.



## AUSTRALIA

107 students from 12 schools from SWS Australia created and filmed water education peer-teaching workshops. Eight schools created Minecraft worlds with an Acknowledgement of Country, Aboriginal language, stories, artefacts, artwork, and traditional knowledge relating to sustainable land and water management practices.

This was facilitated by the organization Indigital, which connected schools and teachers with a Darug knowledge holder and educator to help them learn about Aboriginal language, culture, and history, and then pass on this information to their students.

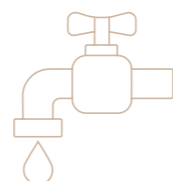
The Kids Teaching Kids Virtual Conference provided a nationwide platform for students to present their workshops, encouraging others to conserve and protect the environment with a call to action.



## BRAZIL

32 handwashing stations were distributed to urban schools and schools on the banks of the Amazon, Tapajós, and Arapiuns rivers to provide access to proper hand hygiene as one of the tools to prevent the spread of COVID-19.

8,000 students, 16,000 community members, and 640 teachers benefited from these new facilities.



## BRAZIL

The Rivers of Knowledge radio program was continued in 2021 to provide information and education about the sustainable use of water and other topics related to the protection of the environment, and was broadcast to the most remote communities that have no access to telephone or internet.

37 programs were broadcast in 2021, involving the young people taking part in the SWS Brazil program and reaching approx. 50,000 community members.

The programs were also made available on digital platforms like Spotify.

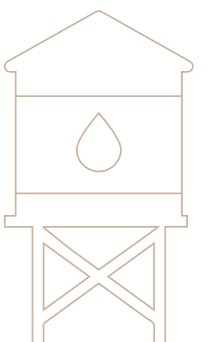


## UGANDA

SWS partner AWEC continued to work on school infrastructure despite the COVID-19 lockdowns.

Six water tanks (20,000 liters) will enable children to enjoy safe water when schools open again in 2022. During the lockdowns, community members were already able to collect safe water from the tanks.

The new water tanks will also enable children to wash their hands when entering school compounds and while at school in order to follow the required Standard Operating Procedure (SOP) to combat the spread of COVID-19.



# INDIA

SWS India has established Eco Wash clubs in 55 schools across Narora and Hastinapur. Students that attend the Eco Wash clubs engage in water conservation activities such as maintaining kitchen gardens in schools, composting, practicing and promoting handwashing, participating in Give Up Plastic campaigns, personal hygiene, and testing drinking water in their schools.

Through this intervention, 12 schools have stopped the use of plastics within the school area and two schools have reduced waste by 50%.

The change in attitude of 750 students from ten model schools following the five-day class was evaluated via pre- and post-assessment questionnaires:

BEFORE:

34%  
OF STUDENTS

were concerned about the water situation in their village.

AFTER:

93%  
OF STUDENTS

BEFORE:

14%  
OF STUDENTS

mentioned that they will try to save water or discuss water-saving techniques with their peers.

AFTER:

69%  
OF STUDENTS

reported that they will start to conserve water, reduce plastic use, and plant trees.





“I AM A REPRESENTATIVE OF THE WATERSCHOOL PROJECT AT OUR INDIGENOUS SCHOOL.

IT IS WITH GREAT JOY AND SATISFACTION THAT I TALK ABOUT THE IMPORTANCE OF THIS PROJECT, AS IT BROUGHT GREAT CHANGES IN TERMS OF HYGIENE, WATER, TREE PLANTING, AND WASTE DISPOSAL.

THANKS TO THE PROJECT, WE HAD SEVERAL WORKSHOPS ON HOW TO TAKE CARE OF WATER, GARBAGE, AND MAKE ORGANIC FERTILIZER. THE PROJECT HAS ENRICHED OUR KNOWLEDGE AND CONTRIBUTED TO OUR CHILDREN HAVING A BETTER EDUCATION.”

SANDRA MARIA DOS SANTOS PEREIRA, TEACHER—SANTARÉM, BRAZIL

# ENSURE AVAILABILITY AND SUSTAINABLE MANAGEMENT OF WATER AND SANITATION FOR ALL.



OVER THE PAST CENTURY,  
GLOBAL WATER USE  
HAS INCREASED AT MORE  
THAN TWICE THE RATE  
OF POPULATION GROWTH.

GOOD WATER QUALITY ASSESSED IN:

72%  
OF RIVERS + LAKES  
+ AQUIFIERS

ACROSS

89  
COUNTRIES +  
TERRITORIES

1/5  
OF THE WORLD’S RIVER BASINS

are experiencing rapid increases  
or decreases in surface water area.

FROM 2020:

GLOBAL POPULATION LACKING  
SANITATION FACILITIES:

3.6 BILLION

GLOBAL POPULATION LACKING  
DRINKING WATER:

2 BILLION

GLOBAL POPULATION LACKING  
HYGIENE FACILITIES:

2.3 BILLION

GLOBAL POPULATION LACKING  
BASIC HANDWASHING FACILITIES:

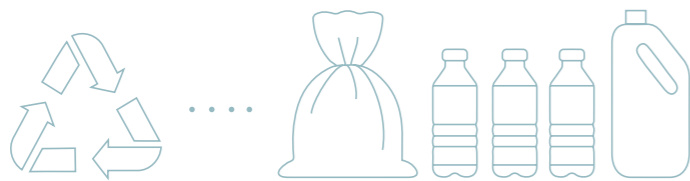
1 IN 3 PEOPLE

## BRAZIL

28 remote communities now have active initiatives to improve solid waste management.

Communities have to deal with their garbage, most of it plastic, which is usually burned or ends up in the water.

All involved communities have taken part in workshops and took part in campaigns to reduce plastic waste, which has led to the prevention of more than a ton of plastic being dumped in rivers and forests.



## CHINA

SWS China has established an Education for Sustainable Development Activity Center and a Young Monks' Waterschool at Dongzhulin Monastery in Yunnan Province.

The monks often teach local people about the phenomenon of natural interconnected relationships from the perspective of Buddhist philosophy and scientific aspects.

Young monks often use scientific tools provided by SWS to collect data on water quality so as to tackle pollution promptly before it affects local communities. They have also planted thousands of local tree saplings, such as juniper, pine, and willow, around the monastery.

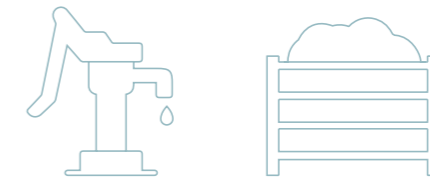
## UGANDA

20 Community-Based Waterschool Coordinators (CBC) have been trained to engage and educate community members in sustainable water management such as the reuse of water for cleaning or agriculture, as well as sanitation and hygiene improvement at a household level.

14 groups with a total of 420 members are now active and following sustainable practices.

## INDIA

During the last 3-year project phase SWS India constructed five model compost units and repaired ten hand pump foundations with soak pits in the state of Uttar Pradesh, benefiting 1,290 households.





# BRAZIL

1,109 community members and students have benefited from different types of facilities that support access to drinking and cooking water.

SWS Brazil has installed filters and dispensers in schools so students have clean water to drink. Roofs have been upgraded with rainwater collection systems for cooking, and the maintenance of water wells will allow the whole community to access potable water.

A solar-powered river water collection and purification system has been developed specially for the project and serves as the only source of potable water for 173 people in two communities.

1,109  
COMMUNITY MEMBERS + STUDENTS

benefited from access to water for drinking and cooking.



173  
PEOPLE IN 2  
COMMUNITIES

benefited from a solar-powered river water collection and purification system.



“I TAKE SAFE WATER TO BE THE SOURCE OF MY LIFE. I LOOK BACK AT THE TIMES WHEN WE USED TO FETCH WATER FROM THE PONDS THAT WERE CONTAMINATED, FULL OF GERMS, AND WE WOULD DRINK, BATHE AND WASH WITH IT WITHOUT TREATMENT.

MOST OF THE STUDENTS GOT SICK AND MISSED CLASSES, WHICH AFFECTED OUR MOTIVATION TO STUDY AND OUR ACADEMIC PERFORMANCE.

WE GREATLY APPRECIATE THE WATER TANKS FROM THE SWAROVSKI WATERSCHOOL, WHICH NOT ONLY LOOKS AT OUR PRESENT BUT ALSO AT THE FUTURE OF OUR WELL-BEING.

IT IS IMPORTANT TO ENSURE THAT ALL SCHOOLS HAVE SAFE WATER TO STOP AND ERADICATE WATER BORNE DISEASES, ESPECIALLY IN THE RURAL AREAS.”

KEFEEZA SUSAN, HEAD GIRL, ST.PIUS SECONDARY SCHOOL—UGANDA



# STRENGTHEN THE MEANS OF IMPLEMENTATION AND REVITALIZE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT.



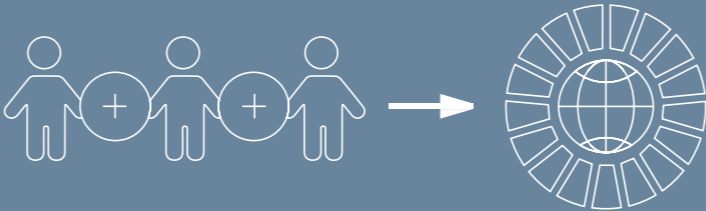
THE FINANCIAL IMPACT OF THE COVID-19 PANDEMIC IS LEADING TO DEBT DISTRESS IN COUNTRIES AND TERRITORIES AND LIMITING THEIR FINANCIAL AND POLITICAL CAPACITY FOR CRITICAL INVESTMENTS IN RECOVERY (INCLUDING ACCESSING VACCINES), CLIMATE CHANGE, AND THE GOALS, WHICH THREATENS TO PROLONG RECOVERY PERIODS.

THE PANDEMIC HAS DRAWN ATTENTION TO THE CRUCIAL ROLE OF GLOBAL PARTNERSHIPS.

IN 2018

56 OUT OF 114  
COUNTRIES AND TERRITORIES

reported overall progress towards strengthening multi-stakeholder partnerships for development with a view to achieving the Goals.



IN 2019

ONLY 1/2

OF THE WORLD'S POPULATION

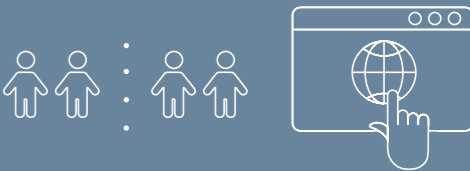
was online—with a large digital divide between the regions:

85%

OF THE POPULATION IN EUROPE + NORTH AMERICA

20%

OF THE POPULATION IN THE LEAST DEVELOPED COUNTRIES





## AUSTRIA

SWS Austria started the project “Drops of Knowledge for Rivers of Change” in cooperation with the NGO Teach for Austria, with seven classes from five schools totalling 175 students.

Each class chose a topic and was then virtually coached by SWS Austria on topics relating to water in all areas of life, and was provided with exciting activities and experiments.

At the end of the summer semester, schools were able to visit streams nearby and spend a day with a ranger seeing in practice what they had learned throughout the year. Due to its great success, this project will be continued in 2022.



## USA

SWS USA has partnered with the Southern Illinois University history department, Western Illinois University’s Illinois Institute for Rural Affairs, and the organization Watershed Cairns.

Working with these institutions, SWS USA will expand to reach students throughout the Illinois River watershed. Students of the SWS will participate in activities exploring the past and current health of the river while learning about historical uses, such as fisheries that sustained life in small towns along the river prior to the reversal of the Chicago River.

Students will go on field trips to the river, where they will conduct water sampling and analysis, and create an art piece chronicling their experiences with the SWS.



## THAILAND

56 on-site and 23 online participants from 25 organizations representing various stakeholders (schools, local government, communities and NGOs) were part of a workshop conducted by SWS Thailand to plan the next phase of the project starting in 2022.

Representatives from the NGO Teach for Thailand saw the benefit of community engagement in water development and water education.

The NGO IMPECT, which advocates for Indigenous mother-tongue language lessons in the school curriculum, expressed interest in the possibility of integrating water topics into their language lessons.



## INDIA

TV18, one of India's top news networks with a viewership of approx. 700 million, has launched the Mission Paani campaign, which aims to facilitate conversations so that sustainable water use and conservation stay at the top of public consciousness, and to work toward behavioral change regarding water consumption. As part of this campaign, SWS and its local partner, WWF-India, launched the Mission Paani Waterschool Curriculum.

The curriculum, which is based on the local SWS India curriculum, will be available in three different regional languages, as well as Hindi and English. Mission Paani is aiming to partner with educational institutions to promote the curriculum and hopes to reach millions of students across the country.



## CHINA

SWS China has established the Bazhu Conservation Learning Center (CLC) to empower local communities with knowledge on traditional culture, local biodiversity, sustainable management of non-timber forest products, and sustainable agriculture.

Bazhu has also established itself as one of China's first Community Nature Reserves, making a valuable contribution to addressing the complex issues faced by communities on the Tibetan Plateau.

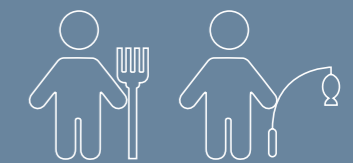
SWS China visited 37 sites of the Bazhu River's sources to confirm that water resources were safe and clean for the 1,700 villagers. A team of 12 people from the Bazhu CLC patrol the entire river once a month to take water samples to identify any potential pollution and risks, and to solve the issues promptly.

37  
SITES ALONG  
THE BAZHU RIVER



visited and checked to  
ensure safe water for

1,700  
VILLAGERS



A team of

12  
PEOPLE

patrols the river once  
a month to ensure safe  
water and monitor  
any issue.



# JORAVAR SINGH, 13

UPPER PRIMARY SCHOOL—ROOTH BANGAR,  
BULANDSHAHR, INDIA

Joravar Singh is a Young Environmental Leader and an active member of the Eco Wash club studying in class 8 in Rooth Bangar. Through Eco Wash club activities, he trains his fellow classmates on the importance of handwashing and proper handwashing techniques.

Joravar always considers the environment and thought waste segregation would be one important step toward reducing pollution stress on the river Ganges. With this in mind, he started separating the dry and wet waste produced by his household.

He also persuaded his family members to separate the waste from the house and put it in a compost pit. After the first pit was full, he dug another pit. He then started putting the prepared compost from the first pit in a small garden created in the courtyard of his house.

His mother shares: “Joravar used to come home and tell us that there is very little water on this Earth. The Ganges is not clean for us nor for the organisms living in it. We should all try to save water. He has also made compost by digging a pit behind the house. We like his thinking.”



“I TEACH OTHER STUDENTS ABOUT  
HANDWASHING METHODS.

I ALSO MADE A COMPOST PIT AT HOME  
AND EXPLAIN TO THE PEOPLE OF MY VILLAGE  
WHY SAVING WATER IS IMPORTANT  
AND HOW SMALL ACTS COULD SAVE  
A HUGE AMOUNT OF IT.

WHENEVER I SEE SOMEONE USING WATER  
IN AN IRRESPONSIBLE WAY, I IMMEDIATELY  
TELL THEM ABOUT THE IMPORTANCE  
OF SAVING IT”

JORAVAR SINGH

Swarovski Waterschool’s educational work empowering children and their communities to become water ambassadors is complemented by the vision and work of the Swarovski Foundation, which was set up in 2013 to honor the philanthropic spirit of Daniel Swarovski, who founded the crystal business 127 years ago in the Tyrolean Alps.

The Swarovski Foundation’s mission is to achieve a more inclusive, equitable, and sustainable society by supporting charitable initiatives and organizations that foster culture and creativity, promote human empowerment, and preserve the environment.

Like the Swarovski Waterschool, the Swarovski Foundation is committed to supporting the 17 Sustainable Development Goals set out by the United Nations, and focuses on the eight key goals that most closely link to its partners’ work and the communities they reach. We believe in the power of the global goals to shape a better world.

swarovskifoundation.org
 @SwarovskiFoundation



Photo Credit: DANNY COPELAND, BLUE MARINE FOUNDATION, ITALY.

“TO ACHIEVE LASTING CHANGE,  
YOU MUST THINK NOT ONLY  
OF YOURSELF BUT ALSO  
OF OTHERS.”

DANIEL SWAROVSKI

SINCE INCEPTION IN 2013:

We have reached  
1.4 MILLION  
PEOPLE



Supporting  
61  
CHARITABLE ORGANIZATIONS



Across  
49  
COUNTRIES



Committing to  
8  
SUSTAINABLE DEVELOPMENT GOALS





“COLLABORATION WITH THE WATERSCHOOL PROGRAM ENABLED YOUNG PEOPLE IN THE WESTERN SYDNEY AREA TO IMMERSE THEMSELVES IN NOT ONLY INDIGENOUS CULTURE, LANGUAGE, AND LORE BUT TO GAIN INVALUABLE KNOWLEDGE AND CONNECTION ABOUT THE IMPORTANCE OF WATER LITERACY AND WHAT THAT MEANS FOR THEIR OWN FUTURES.”

CASSANDRA ROWE, COMMUNITY CONNECTIONS COORDINATOR,  
INDIGITAL SCHOOLS—AUSTRALIA



# SWAROVSKI CRYSTAL SOCIETY

Established in 1987, the Swarovski Crystal Society targets crystal lovers and provides its members in over 100 countries with privileged access to a brilliant crystal lifestyle.

Since its inception, over 500,000 crystal enthusiasts have joined this unique program that offers exclusive Swarovski crystal products and gifts, preferential information, and unique experiences, including direct engagement in the Swarovski Waterschool program.

A proportion of membership fees and the proceeds from SCS exclusive products are donated to support Waterschool projects.

“WATER IS THE SOURCE OF LIFE THAT CANNOT BE REPLACED BY ANYTHING ELSE. WITHOUT WATER, THERE IS NO LIFE ON EARTH, LET ALONE HUMAN CIVILIZATION AND DEVELOPMENT. UNFORTUNATELY, DUE TO POORLY JUDGED ACTIONS SUCH AS OVER-CONSUMPTION OF RESOURCES AND INDUSTRIAL POLLUTION, FRESH WATER IS BECOMING MORE AND MORE SCARCE AROUND THE WORLD, AND THIS IS WORRYING. FROM NOW ON, WE SHOULD ALL TAKE ACTION TO CONSERVE WATER.”

LI TIANJIAO, 11, STUDENT—YUNNAN, CHINA



