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EMPOWERSDGs

TRAINING CURRICULUM FOR YOUTH WORK PROFESSIONALS AND YOUNG PEOPLE

2023-3-ES02-KA210-YOU-000181358

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1. Introduction

• ABOUT THE PROJECT

The EMPOWER SDGs project aims to promote social inclusion among young people with fewer opportunities in Europe through the use of video games and gamification techniques aligned with the 17 Sustainable Development Goals (SDGs). This project seeks to foster active dialogue, enhance the competencies of youth workers, and cultivate socially aware EU citizens, with a specific focus on vulnerable youth.

The primary objective of this activity is to develop a comprehensive training curriculum that equips both youth work professionals and young people with the knowledge, skills, activities, and tools required for effective SDGs learning. **The Training Curriculum is an educational tool designed to help learners understand the basic concepts of the 2030 Agenda and the 17 Sustainable Development Goals (SDGs). It also serves as a guide for youth work professionals in implementing non-formal education activities with young people from disadvantaged backgrounds.**

This activity aligns with several strategic objectives (SOs) of the project:

- SO1: Promote active dialogue and interaction among project partner members and European youth, especially young people with fewer opportunities, to achieve the SDGs of the 2030 Agenda at local, national, and international levels.
- SO2: Develop the knowledge, skills, and competences of youth work professionals and young people regarding the 17 SDGs using innovative educational resources.
- SO3: Create non-formal educational activities that actively promote participation of young people with fewer opportunities and stimulate political debate around sustainable development and youth participation.

• PUBLICATION PREPARATION

The development of the Training Curriculum involved several key steps. The first step was organisation of four national consultative meetings with the aim to collect feedback from youth workers in Spain, Serbia, Greece and Turkey about the concept, structure and content of the publication. Therefore, youth workers had a chance to shape the publication before the consortium started working on it, and hence the process was made inclusive, thoughtful and participatory. Youth workers were also asked to contribute with non-formal educational activities that were included as practical instructions and suggestions for readers. The consultative process included speaking to more than 20 youth workers. Once a report from the consultative process was finalised, ARKA organised an online meeting to discuss the publication concept and propose next steps with a timeframe. ARKA led the writing process and coordinated collection of inputs from everyone in the consortium, while the partners contributed with specific chapters and non-formal educational activities (via their youth workers). Once the first draft of the publication was ready, both the partners and the previously involved youth workers were given an opportunity to read the draft and provide

comments, which were integrated, before the final version of the publication was published in November 2024.

- **READERS / PUBLICATION BENEFICIARIES**

The development and implementation of the Training Curriculum are designed to benefit two primary groups:

Youth work professionals

Who they are: Professionals working with young people, particularly those from vulnerable backgrounds, including but not limited to youth workers, trainers, facilitators, educators, mentors, etc. (hereinafter: youth workers).

How they benefit from this publication: Youth workers will gain access to a well-structured and user-friendly curriculum that provides essential knowledge and tools related to the 2030 Agenda and the 17 SDGs. This resource will enhance their capacity to educate and engage with young people effectively, fostering a deeper understanding of global goals and how to achieve them.

Young people with fewer opportunities[1]

Who they are: Young individuals aged 15 to 30 from marginalised communities or disadvantaged backgrounds, including those at risk of social exclusion. As per Erasmus+ programme, these youth groups may include young people facing:

1) Geographical barriers
2) Economic barriers
3) Social barriers
4) Cultural differences
5) Educational barriers
6) Disability related barriers (physical, mental, intellectual or sensory impairments)

How they benefit from this publication: Young people gain access to an engaging and interactive educational tool that breaks down complex SDG concepts into manageable and understandable modules. Through activities, quizzes and visual aids, they can learn about the SDGs and how to actively participate in addressing global and local challenges, fostering a sense of responsibility and empowerment.

LET'S START EXPLORING!

[1] In this publication, the term “young people with fewer opportunities” is used interchangeably with terms “vulnerable youth”, “marginalised youth”, “young people from marginalised communities” and “young people from disadvantaged backgrounds”.

2. UN agenda 2030 and Sustainable Development Goals

- **ABOUT THE SDGs**

The development and adaptation of the Sustainable Development Goals (SDGs) is the result of decades of efforts by countries and the United Nations. At the first UN Conference on the Human Environment in Stockholm in 1972, environmental issues received significant global public and political attention, leading to the creation of the United Nations Environment Programme (UNEP), a set of principles and a plan of action.

In 1983, the Brundtland Commission, also known as the World Commission on Environment and Development (WCED), or the UN Special Commission on the Environment, was established under the leadership of Dr Gro Harlem Brundtland to guide countries towards **sustainable development**. The Commission's 1987 report, "Our Common Future", defined sustainable development as meeting the needs of the present without compromising the ability of future generations to meet their own needs, and linking social, economic, cultural and environmental issues.

At the 1992 Earth Summit in Rio de Janeiro, more than 178 countries adopted "Agenda 21", a comprehensive plan to promote global sustainable development.

In 2000, at the Millennium Summit in New York, 189 world leaders signed the Millennium Declaration to commit to achieving the **Millennium Development Goals (MDGs)**, measurable goals to reduce extreme poverty and other global problems by 2015. The MDG Fund contributed directly and indirectly to the achievement of the MDGs.

The MDGs were:

1) *Eradicate extreme poverty and hunger*
2) *Achieve universal primary education*
3) *Promote gender equality and empower women*
4) *Reduce child mortality*
5) *Improve maternal health*
6) *Combat HIV/AIDS, malaria and other diseases*
7) *Ensure environmental sustainability*
8) *Develop a global partnership for development*



Discussions on a post-2015 agenda have continued with a focus on building a sustainable world where environmental sustainability, social inclusion and economic development are equally valued. The Rio+20 Conference (United Nations Conference on Sustainable Development) in 2012 agreed in a document called "The Future We Want" to set the stage for the **Sustainable Development Goals (SDGs)**[2], which aim to continue the momentum of the MDGs beyond 2015. A global consultation was held, both offline and online, with the aim of developing a new people-centred development agenda. The process involved the active participation of civil society organisations, citizens, scientists, academics and the

[2] More information at: https://www.undp.org/sustainable-development-goals

private sector from around the world, the "My World" survey and specialised panels. The results of these consultation processes were summarised and presented by the UN Secretary-General. Watch the following informative video about transition from MDGs to SDGs: CLICK HERE.

- **United Nations Agenda 2030**

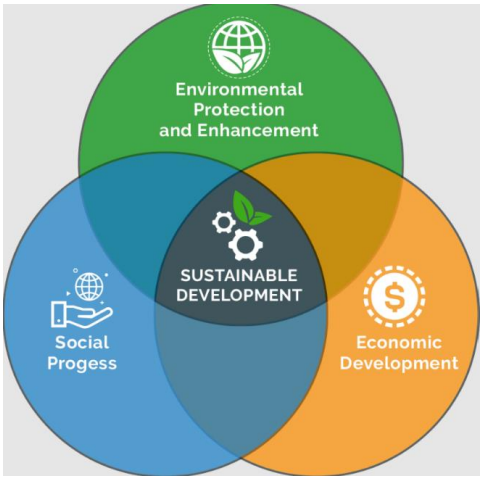


In July 2014, the UN General Assembly Open Working Group (OWG) proposed a document with 17 goals for approval, forming the foundation for the SDGs and the 2030 Agenda. The UN Agenda was approved by the General Assembly in September 2015 and aims to respect human rights, justice, equality, and non-discrimination, grounded in the Universal Declaration of Human Rights. The **United Nations Agenda 2030**[3] includes 17 Goals with 169 targets and has inspired numerous events, publications, and actions. The 17 SDGs reflect an understanding that sustainable development everywhere must integrate economic growth, social well-being, and environmental protection. The 2030 Agenda also includes recommendations on how nations should proceed in the implementation of the goals. The SDG Fund, building on the MDG Achievement Fund's experiences, facilitates the transition to the SDGs, aiming for a sustainable and inclusive world.

- **Sustainable development**

However, before analysing each of the 17 SDGs, we need to have a deeper understanding of what sustainable development is.

Sustainable development aims to meet the needs of the present without compromising the ability of future generations to build an inclusive, sustainable and resilient future for people and the planet. It requires harmonising economic growth, social inclusion and environmental protection for well-being of individuals and societies. Poverty eradication is essential for sustainable development, which requires equitable economic growth, the reduction of inequalities and the sustainable management of natural resources and ecosystems.



the

[3] More information at https://www.un.org/sustainabledevelopment/development-agenda/

- **The 17 Sustainable Development Goals (SDGs)[4]**



SDG #1 - No Poverty: End poverty in all its forms by 2030. Despite progress, some 736 million people still live on less than $1.90 a day and many lack food, clean water and sanitation. Women are disproportionately affected by lower levels of paid work, education and property ownership, as well as the many threats posed by climate change. Fighting poverty means targeting the most vulnerable and supporting communities affected by conflict and climate-related disasters.

SDG #2 - Zero Hunger: Ending hunger and malnutrition by 2030. Undernourishment has been halved in the last two decades due to economic growth, increased agricultural productivity, environmental degradation, drought and loss of biodiversity. Efforts include promoting sustainable agriculture, improving agricultural productivity, supporting smallholder farmers and ensuring equitable access to land, technology and markets.



SDG #3 - Health and well-being: Ensuring healthy lives and promoting well-being for all. Health is linked to economic and social factors, urbanisation, climate change and emerging health challenges such as noncommunicable diseases. Universal health coverage is critical to ending poverty and reducing inequalities.



SDG #4 - Quality education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Disparities in education persist between rich and poor households and between rural and urban areas. The goal is to achieve free primary and secondary education for all children by 2030, with equal access to vocational training and higher education, and to eliminate gender and wealth disparities.



SDG #5 - Gender equality: Achieving gender equality and empowering all women and girls. Discrimination against women and girls, sexual violence and exploitation, unequal sharing of unpaid care and domestic work, and discrimination in public office are major obstacles to sustainable development. Efforts include ending violence and exploitation and promoting equal rights to land, property and resources.



[4] More information about all SDGs available here: https://sdgs.un.org/goals

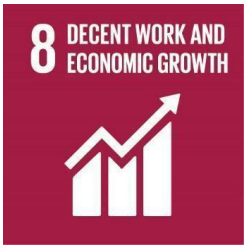
SDG #6 - Clean water and sanitation: Ensure the availability and sustainable management of water and sanitation for all. Increasing droughts and water stress highlight the urgency of investing in water infrastructure, sanitation and hygiene promotion to protect water-related ecosystems.





SDG #7 - Affordable and clean energy: Ensure access to affordable, reliable, sustainable and modern energy for all. As the population grows, so does the demand for energy and an economy dependent on fossil fuels. Investing in renewable energy and improving energy efficiency is essential to achieve this goal by 2030.

SDG #8 - Decent work and economic growth: In developing countries, the middle class accounts for more than 34 per cent of total employment. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. Addressing unemployment, especially among young people, and promoting entrepreneurship are key strategies to eradicate forced labour, slavery and human trafficking.



SDG #9 - Industry, innovation and infrastructure: Building resilient infrastructure, promoting inclusive and sustainable industrialisation and fostering innovation. With more than half of the world's population now living in cities, mass transport and renewable energy are becoming increasingly important, as are the growth of new industries and information and communication technologies. Technological progress is essential for finding sustainable solutions to economic and environmental challenges, fostering innovation and entrepreneurship, and ensuring equitable access to information and knowledge.



SDG #10 - Reducing inequalities: Reducing inequality within and between countries. Income inequality has risen globally, requiring policies that empower lower income earners and promote the economic inclusion of all, regardless of gender, race or ethnicity. This includes better regulation of financial markets, development assistance and facilitating safe migration and mobility of people.



SDG #11 - Sustainable cities and communities: Making cities and human settlements inclusive, safe, resilient and sustainable. By 2050, two thirds of humanity - 6.5 billion people - will live in cities. Making cities sustainable means creating career and business opportunities, safe and affordable housing, and building resilient societies and economies. Urbanisation requires significant changes in the way cities are built and managed, including investment in public transport, green spaces and inclusive urban planning.



SDG #12 - Responsible consumption and production: Ensure sustainable consumption and production patterns. Reducing ecological footprints involves managing natural

resources efficiently, reducing toxic waste and pollutants, and promoting recycling, especially in agriculture, which is a major consumer of fresh water.



SDG #13 - Climate action: Take urgent action to combat climate change and its impacts. Climate change is a global threat with significant economic losses from climate-related disasters. Strong political will, investment and technology are needed to limit global temperature rise.

SDG #14 - Life below water: Conservation and sustainable use of oceans, seas and marine resources. The oceans are vital to global systems, but face pollution and acidification. The protection of marine and coastal ecosystems, the sustainable use of marine resources and the strengthening of conservation through international law are essential.



SDG #15 - Life on land: Protect, restore and promote sustainable use of terrestrial ecosystems, manage forests, combat desertification and halt biodiversity loss. Addressing wildlife trafficking and habitat loss is essential for biodiversity, global food and water security, climate change mitigation and adaptation, and peace and security.



SDG #16 - Peace, justice and strong institutions: Promoting peaceful and inclusive societies, ensuring access to justice for all, and building effective and accountable institutions. Some regions enjoy peace, security and prosperity, while others are mired in seemingly endless cycles of conflict and violence. Reducing violence and crime, ending conflict and insecurity, protecting human rights and promoting the rule of law are crucial.



SDG #17 - Partnerships for the Goals: Strengthening the means of implementation and revitalising the global partnership for sustainable development. Improving access to technology and knowledge, coordinating debt management policies, and promoting investment and international trade are essential to achieving these goals.



- **Implementation of SDGs**

The **Addis Ababa Action Agenda**[5] outlines the policies that will support the implementation of the SDGs and the Agenda. Implementation and success will also depend on countries' own sustainable development policies, plans, strategies and financing, and will be country-led. All stakeholders, including governments, civil society and the private sector, must contribute to the realisation of the new agenda. In addition, while the SDGs are not legally binding, they do require countries to establish national frameworks for their achievement and to monitor progress through quality, accessible and timely data collection.

The High-Level Political Forum[6], the central platform for reviewing progress on the SDGs, the annual reviews of SDG progress, and the SDG Summit (a high-level political forum under the auspices of the UN General Assembly), held every four years, provide an overview of global implementation efforts to date, highlighting areas of progress and where further action is needed.

In summary, the 2030 Agenda and its 17 SDGs - a groundbreaking roadmap for global progress - integrate economic, social and environmental dimensions to build a more equitable, inclusive and sustainable future. These goals, which range from ending hunger and poverty to halting climate change and preserving biodiversity, are based on decades of international work and are driven by the values of justice and human rights. Achieving these challenging goals will require strong policy frameworks, a commitment to leaving no one behind, and coordinated action across all sectors of society.

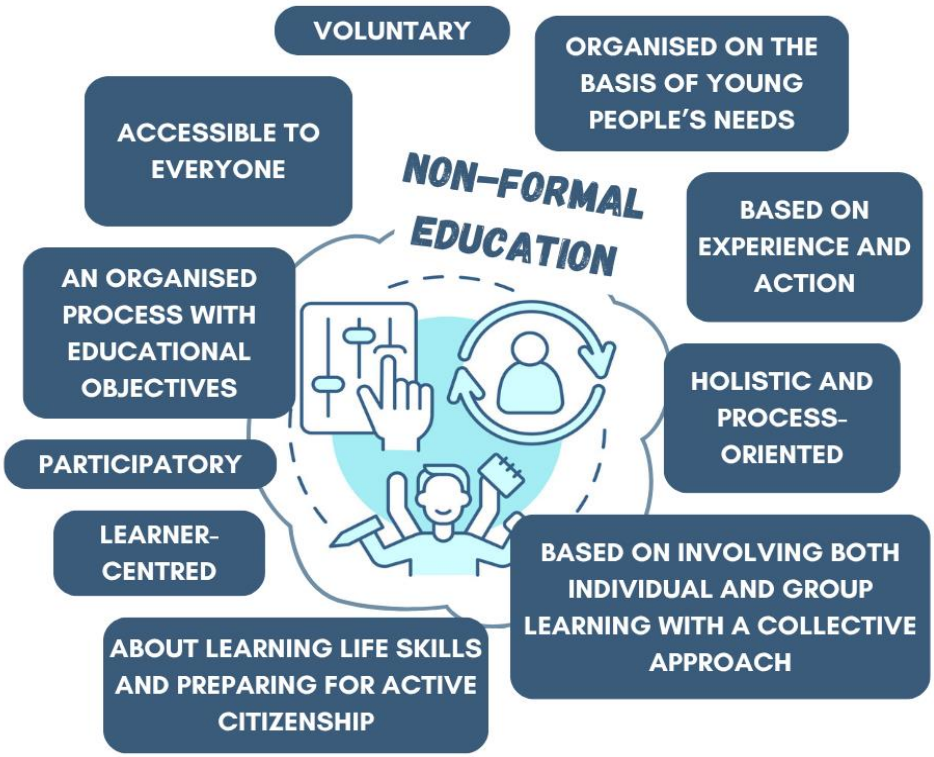
[5] More information at: https://sustainabledevelopment.un.org/index.php?page=view&type=400&nr=2051&menu=35
[6] More information at: https://hlpf.un.org/

3. Connections between the UN Agenda 2030 and non-formal education

- **Education: formal, non-formal and informal**

As per the ***World Programme of Action for Youth (WPAY) of the United Nations***[7], one of the priorities member states of the UN should work on is education. There are typically three types of education: (1) **Formal education** (learning that happens in academic context), (2) **Non-formal education** (learning that happens in structured spaces outside of the classroom), and (3) **Informal education** (unintentional learning that happens spontaneously in everyday life).

This **Training curriculum** focuses on non-formal education as an integral part of young people's personal and social development. In the world of youth civil society organisations and non-governmental organisations, we understand **non-formal education** as planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum.[8] Non-formal education is what happens in places such as youth organisations, sports clubs, drama clubs, youth centres, and other spaces where young people meet to implement their activities and projects, play games, discuss, go camping, play music and make drama.



[7] More information at: https://social.desa.un.org/issues/youth/wpay

[8] *T-Kit 6: Training Essentials. Second edition*. (2021). EU-CoE Youth Partnership. Council of Europe and European Commission.

Figure 1: Principles of non-formal education[9]

Non-formal education can happen in various ways: projects, training courses, seminars, workshops, campaigns, presentations, study sessions, conferences. But a common denominator of all non-formal educational activities is building **competences**, i.e. knowledge, skills and attitudes/values.

1) **Knowledge** is increased awareness of theoretical background about topics such as human rights, democracy, social inclusion, peacebuilding, etc. Some examples of knowledge we build through HRE is about the concepts of freedom, justice, equality, human dignity, non-discrimination, democracy, universality, rights, responsibilities, interdependence and solidarity; the distinction and co-relations between civil / political and social / economic rights; the idea that human rights provide a framework for negotiating and agreeing modes of behaviour in the family, at school, in the community, and in the wider world; the role of human rights and their past and future dimension in one's own life, in the life of communities, and in the lives of other people around the world; different ways of viewing and experiencing human rights in different societies, different groups within the same society, and the various sources of legitimacy – including religious, moral and legal sources; main social changes, historical events and reasons leading to the recognition of human rights; the rights recognised in major international instruments that exist to implement the protection of human rights, such as the United Nations Declaration of Human Rights (UDHR), the United Nations Convention of the Rights of the Child (CRC), and the European Convention on the Protection of Human Rights and Fundamental Freedoms (ECHR); and the human rights safeguarded in their national or state constitutions and laws and the bodies responsible for their monitoring at the national level.
2) **Skills** encompass specific practical knowledge, methods and tools that young people can use to apply the theoretical knowledge gained. Some examples include active listening and communication: being able to listen to different points of view, to advocate one's own rights and those of other people; critical thinking: finding relevant information, appraising evidence critically, being aware of preconceptions and biases, recognising forms of manipulation, and making decisions on the basis of reasoned judgement; the ability to work cooperatively and to address conflict positively; the ability to participate in and organise social groups; the ability to recognise human rights violations; acting to promote and safeguard human rights both locally and globally.
3) **Attitudes and values** come as a consequence of increased knowledge and developed skills when young people start to change their attitude(s) towards a certain topic, a group or a concept, embracing new values that promote social cohesion, mutual respect and equality. Some examples include a sense of responsibility for one's own actions, a commitment to personal development and social change; curiosity, an open mind and an appreciation of diversity; empathy and solidarity with others and a commitment to support those whose human rights are under threat; a sense of human dignity, of self-worth and of others' worth, irrespective of social, cultural, linguistic or religious

[9] Adapted from *T-Kit 6: Training Essentials. Second edition*. (2021). EU-CoE Youth Partnership. Council of Europe and European Commission.

differences; a sense of justice, the desire to work towards the ideals of universal human rights, equality and respect for diversity.

- **Non-formal education and SDGs**

Non-formal education, together with human rights education and intercultural learning is a powerful tool to also promote the UN Agenda 2030 and the Sustainable Development Goals. Through educational youth activities we can not only empower young people to become agents of change, but also to be multipliers of such competences and educate their peers to join the global efforts to a more sustainable and equitable future.

When we talk about the role of non-formal education in achievement of Agenda 2030 and the SDGs, we can look at it from different angles, such as:

- If we focus on SDGs 1, 2, 4, 5, 8, 10, 16 and 17, we usually talk about the economic and social angles of sustainable development that are focused on equality, access and justice. Therefore, we can explore **human rights education and intercultural learning** as tools to implement Agenda 2030 and achieve SDGs.
- If we focus on SDGs 3, 6, 7, 9, 11, 12, 13, 14 and 15, we usually talk about the environmental angle of sustainable development that is focused on the planet and resources. Therefore, we can explore **education for sustainable development or environmental education**.

All angles of non-formal education in relation to sustainable development are discussed below. Furthermore, in Chapter 5, this **Training Curriculum** offers multiple examples of activities that are based on non-formal education that support all angles of young people's involvement in Agenda 2030 and SDGs.

- **Human rights education and intercultural learning**

Non-formal education encompasses different thematic areas of education, including Human Rights Education and Intercultural Learning, among others.[10]

Human Rights Education (HRE) is also recognised by UN WPAY as one of the proposed actions. In 1993 the World Conference on Human Rights declared human rights education as "essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace". In 1994 the General Assembly of the United Nations declared the UN Decade of Human Rights Education (1995-2004) and urged all UN member states to promote "training dissemination and information aimed at the building of a universal culture of human rights". As a result, governments have been putting more efforts into promoting HRE, mainly through state education programmes. Because governments have concern for international relations, maintaining law and order and the general functioning of society, they tend to see HRE as a means to promote peace, democracy and social order. The importance of HRE for young people and youth organisations was also recognised by the Council of Europe through the adopted Charter on Education for Democratic Citizenship and Human Rights Education

[10] Compass: Manual for Human Rights Education with Young People (2023). Online version. Council of Europe (accessible at https://www.coe.int/en/web/compass)

(2010), which defined HRE as “education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms”. As per Council of Europe’s views, HRE works in three ways:

- **We learn ABOUT human rights** to increase knowledge about human rights (including what they are, and how they are safeguarded or protected). This is the initial phase of HRE and it starts with what young people already know, what their opinions and experiences about and with human rights are. This is the basic step that enables them to find out more, discover new human rights, their interconnectedness and universality, and learn from the experiences of their peers.
- **We learn THROUGH human rights** to identify and recognise the context in which human rights are protected and promoted, but also violated. In this step, young people are taken through experiential learning (see picture below) during which they are taken step by step through a specific educational activity (role play, discussion, simulation, brainstorming, debate, other) during which they expand their learning about human rights on a practical example or in a specific situation. This step enables young people to experience human rights and partake in peer discussions from which they learn more about rights of other social groups or particular context. This step also helps young people to understand that human rights learning has to be consistent with human rights values (e.g. participation, equity, freedom of thought and expression, etc.) and that in human rights education the process of learning is as important as the content of the learning.
- **We learn FOR human rights**, by developing skills, attitudes and values of young people to apply human rights values in their lives and to take action, alone or with others, for promoting and defending human rights. This step supports young people to translate their learning into actions that fight against discrimination, inequality, injustice and violations of human rights.

HRE is not only a moral right, but also a legal right under international law. Article 26 of the **Universal Declaration of Human Rights**[11] states that everyone has a right to education and that "education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace".

Ultimately, human rights education contributes to building a **human rights culture** in societies. Young people play a key role in building a human rights culture, to promote basic human rights values and act as multipliers of human rights knowledge, skills and attitudes.

Another area of action of the UN WPAY is “Promoting mutual respect and understanding and the ideals of peace, solidarity and tolerance among youth”. Apart from human rights education that inevitably contributes to building tolerance, respect and sense of togetherness, **intercultural learning** also plays a pivotal role in non-formal education,

[11] More information at: https://www.un.org/en/about-us/universal-declaration-of-human-rights

contributing to an increased sense of mutual understanding and respect in multicultural youth groups. Intercultural learning develops understanding between different cultures through exploring similarities and differences between cultural elements and peoples. Lack of intercultural understanding often leads to racial discrimination, intolerance, denigration and violence locally and globally. Sad illustrations of the problems that can arise from people's inability to respect and live with those of other cultures are the experiences of racism, discrimination and violence that can be found in all societies. These often lead further to unequal treatment and access to political, economic and social rights and fundamental freedoms, as well as unequal sharing of resources. Therefore, a rights-based approach is very valuable in intercultural learning as it provides young people a chance to experience different cultures through interactive activities and experiential learning, thus leading to a human rights culture.

- **Education for sustainable development**

In the youth sector around the globe, **education for sustainable development** has gained importance especially with the rise of climate action movements and youth activities. In literature and practice, this thematic orientation is sometimes called **environmental education**. The environment provides us with goods and services that maintain our lives and lifestyles. However, it has long been clear that we live on a planet with finite resources, and that mankind's actions are having grave consequences for the health of the environment and well-being of humanity. From this perspective, questions concerning further economic development need to be balanced against their cost to mankind and the natural world as a whole. Environmental education aims to bring these questions to public attention, and to encourage greater care and respect for the natural resources of the world.

If we want to take a human rights perspective to environmental issues, one starting point could be Article 25 of the UDHR, namely the right to an adequate standard of living including adequate food, clothing and housing. Since the life of mankind is dependent on a healthy and sustainable environment, consideration for the human rights of people throughout the globe, and of future generations, brings environmental issues to the forefront. Human rights values of justice and equality are at the core of the idea of sustainability. Today, some people even speak of the need for official recognition of environmental human rights as a new generation of human rights (following political, civic, social and economic rights).

Education for sustainable development emphasises the need to take a holistic view on environmental and development issues. Education for sustainable development, according to UNESCO, aims to help people to develop the attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon those decisions. During 2005-2014, UNESCO led the initiative “Decade of Education for Sustainable Development” with an aim to integrate the principles, values, and practices of sustainable development into all aspects of education and learning, in order to address the social, economic, cultural and environmental problems we face in the 21st century.

Young people have always been and still are the primary agency of the movements advocating for a more sustainable planet and more just societies. Although many young people and youth organisations have acted intentionally to address environmental issues since the creation of civic movements, the most widespread global climate protests and action began in 2018. Following the authorities’ failure to adequately act on the challenges caused by the climate crisis, then 15-year-old Greta Thunberg from Sweden started the “School strike for the climate” that evolved into Fridays for Future[12] movement engaging school children and youth around the globe. This marked just the beginning of the globally spread awareness among young people and detrimental influences of societies on the environment. Such efforts have been not only exhibited in non-formal educational activities, protests and rallies, but also in court law cases. Most recently, we have seen young people actively standing up against their own countries to protect the environment, such as the case of six Portuguese young persons who claimed that the effects of climate change violate

[12] More information at: https://fridaysforfuture.org/

their right to life (Article 2) and right to respect for private and family life (Article 8) guaranteed in the European Convention on Human Rights (ECHR) when examined in the light of the Paris Agreement on Climate Change, as well as prohibition of discrimination (Article 14) together with the aforementioned rights. They brought their case to the European Court on Human Rights in Strasbourg against 27 EU Member States, the United Kingdom, Switzerland, Norway, Russia, Turkey and Ukraine.[13]

[13] Read more about the case at https://hudoc.echr.coe.int/eng#{%22fulltext%22:[%22portugal%22],%22sort%22:[%22kpdate%20Descending%22],%22languageisocode%22:[%22ENG%22],%22documentcollectionid2%22:[%22GRANDCHAMBER%22,%22CHAMBER%22,%22DECISIONS%22],%22itemid%22:[%22001-233261%22]}

4. Participation of young people with fewer opportunities

Social inclusion and accessibility are incredibly important when it comes to involvement of young people with fewer opportunities (i.e. young people from marginalised communities). There are usually 4 main concepts when we talk about inclusion:

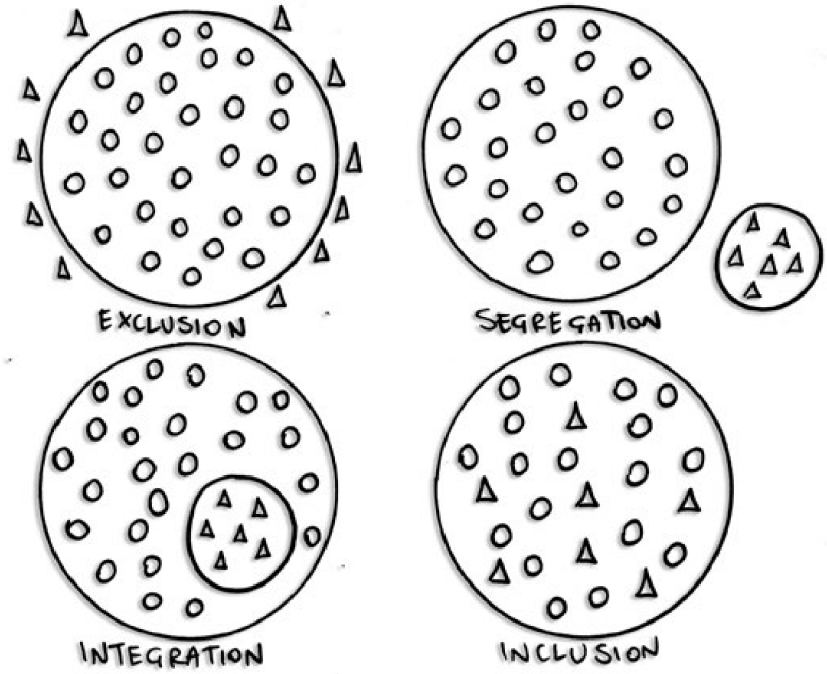


Figure 2: Main concepts of inclusion[14]

Firstly, **social exclusion** is a process that prevents individuals, groups or communities from accessing the rights, opportunities and resources that are normally available to members of society and which are key to social inclusion.[15] It is associated usually with poverty and lack of financial resources, but it is actually connected to many other factors such as gender, disability, social status, sexual orientation, ethnicity, religion, cultural background, etc. Social exclusion of young people can lead to long-term impact on their political, economic, social and cultural participation, on their physical and mental health, as well as their general living conditions. In communities seriously affected by economic and social problems, social exclusion can mean the younger generation is trapped in a cycle of poverty wherein they suffer from insecure living conditions, unhealthy lifestyles they are compelled to adopt, and social and political isolation.[16]

[14] Taken from *T-Kit 8: Social Inclusion*. (2017): EU-CoE Partnership in the Field of Youth. Council of Europe and European Commission

[15] Pantea M.C. (2014): *Summary report on the 2013/14 social inclusion country templates*. EU-CoE Partnership in the Field of Youth. Council of Europe and European Commission.

[16] T-Kit 8: Social Inclusion. (2017): EU-CoE Partnership in the Field of Youth. Council of Europe and European Commission.

When we talk about young people who are socially excluded, we are usually referring to the following groups:

- young people with migrant backgrounds;
- young people with disabilities;
- young people with low educational levels;
- young people living in remote or rural areas;
- young people with low household income;
- young (ex-)offenders;
- young people abusing drugs or other substances;
- early school leavers or young drop-outs;
- young people leaving care (minors in transition to adulthood);
- homeless youth;
- young LGBTIQ+ people;
- young women;
- young Roma people (and other ethnic minorities);
- young NEET people[17];
- other groups.

In societies with physical boundaries and borders are installed to keep one community away from another, there is social **segregation**. Segregation can lead to extreme social exclusion, as it does not allow for any interaction between the divided societies. Segregation is particularly seen in multicultural societies with different religions or ethnic minorities, or in conflict-affected regions, that are not ready to work on mutual understanding and dialogue, not to embrace their own diversity.

Integration refers to the act of bringing someone into an existing group or system, without particularly taking into account their needs and desires. It reconciles differences between the majority and minority groups by creating a sense of coherent entirety. If well-achieved, integration is acceptable as it can provide a genuine harmony – an equilibrium – between different groups. However, in integration processes, typically, those who do not "fit" the mainstream (the majority) will have to assimilate, at least in part. This means they have to accept (some of) the values and practices of the majority group in order to be socially accepted. Depending on the circumstances, integration could become another word for assimilation. However, oftentimes, integration is a result of a negotiation process and reconciliation of many factors between the majority and minority groups. While integration is better than segregation or social exclusion, it is not an ideal system, because it still

[17] The term NEET youth stands for young people who are not in employment, education or training, and therefore are at risk of becoming socially excluded, and individuals with income below the poverty-line and lacking the skills to improve their economic situation. Learn more at: https://www.oecd.org/en/data/indicators/youth-not-in-employment-education-or-training-neet.html

involves some trade-offs for both sides and it does not necessarily ensure full equality. In other words, integration can lead to a silent segregation.

And finally, we come to **social inclusion**, which is a term used widely in social and educational policy making to express the idea that all people living in a given society (should) have access and participation rights on equal terms. This means, on the one hand, that institutions, structures and measures should be designed positively to accommodate diversity of circumstances, identities and ways of life. On the other hand, it means that opportunities and resources should be distributed so as to minimise disadvantage and marginalisation. In the sphere of European youth work and non-formal education, inclusion is considered an all-embracing strategy and practice of ensuring that people with fewer opportunities have access to the structures and programmes offered.

- **Social inclusion of young people with fewer opportunities**

Young people with fewer opportunities are young people that are at a disadvantage compared to their peers because they face one or more of the situations and obstacles mentioned in the non-exhaustive list below. In certain contexts, these situations or obstacles prevent young people from having effective access to formal and non-formal education, transnational mobility and participation, active citizenship, empowerment and inclusion in society at large. When we speak of exclusion, we would normally refer to reduced access to:

- housing;
- economy/work;
- health;
- culture;
- education.

Consequently, young people with fewer opportunities are the ones facing social, economic or geographic obstacles, dealing with educational difficulties or cultural differences, having health problems or disabilities.

No youth policy can ignore the situation of young people, particularly those at greater risk of exclusion, poverty and marginalisation. Young people living in disadvantaged neighbourhoods, due to precarious conditions, lack faith in a promising future, are far from institutions and are outside of the mainstream. Without intervention, they will always stay trapped in a cycle of poverty. Moreover, social exclusion will also lead to discrimination and intolerant attitudes, especially when it comes to minority and migrant groups living on the outskirts of the big cities. But youth workers and youth organisations can significantly contribute to ensuring the access to social rights of young people. There are 3 important aspects of people's situations are to be underlined[18]:

1) **Multiple insecurities**: the most vulnerable young people are often facing a number of different insecurities in their lives at the same time, for example: unemployment,

[18] *T-Kit 8: Social Inclusion*. (2017): EU-CoE Partnership in the Field of Youth. Council of Europe and European Commission.

discrimination and isolation, or inadequate housing, health problems and inconsistent education and training. In this sense, understanding intersectionality is crucial. Intersectionality, as a framework for understanding how group's and individual's identities result in a combination of discrimination and privilege. Intersectionality manifests as multiple discrimination at the same time, and is very important when working with the young people with fewer opportunities. If a person with a disability is also an unemployed refuges woman, her identity could be misjudged and lead to oppression by the community. Therefore, understanding the community young people with fewer opportunities identify with (and oftentimes, multiple groups at the same time) plays a vital role in approaching them to participate in sustainable development processes.

2) **Persistence**: if such multiple insecurities endure over the long term they can build up and compound one another, for example: inadequate housing can lead to poor health; discrimination can lead to unemployment or problems at school; family break up to isolation;
3) **Erosion of rights and responsibilities**: eventually people's basic social, economic, cultural, civil and political rights and responsibilities are undermined or under threat wholesale. It is difficult to succeed at school if you face discrimination on a daily basis. Without a basic education how will you find a decent job? Without a decent job how will you afford adequate housing? When your confidence is shattered and people do not understand your situation it is very difficult to join in cultural or civil activities. All these pressures can put intolerable strain on family life. This sort of vicious circle can go round and round, in the end affecting every part of a person's life.

In these kinds of circumstances, it becomes very difficult for young people to enjoy their fundamental rights and freedoms that most of us take for granted. As social rights (such as access to education, access to employment, access to affordable housing, right to healthcare, right to social protection and others) are an integral part of everyday life, ensuring the access of young people to basic rights is at the core of youth work activities and practices. Consequently, youth workers and youth organisations can offer tailored support to these young people, especially as part of non-formal learning settings, information and opportunities for participation and integration into the local community.

- **Young people and SDGs**

The Sustainable Development Goals (SDGs), established by the United Nations in 2015, provide a comprehensive blueprint for achieving global peace and prosperity by 2030. Central to these goals is the principle of 'leaving no one behind', yet young people with fewer opportunities often remain marginalised. To address issues leading to their exclusion, it is crucial to create platforms for political engagement, such as youth councils, youth organisations and advocacy campaigns. Social engagement can be promoted through community service, volunteering, and mentorship programs. Economic opportunities should be enhanced with skill development, training programs, and support for young entrepreneurs. Cultural engagement can be fostered through arts and cultural programs, as well as intercultural exchange initiatives. By implementing these inclusive strategies, we can ensure that no young person is left behind and that all have the chance to thrive and contribute to their communities. Their active participation is not only a moral imperative, but also a strategic necessity for achieving the SDGs.

This part of the Training curriculum aims to explore the critical role of involving young people with fewer opportunities in sustainable development initiatives, and examining how their engagement can contribute to each of the 17 SDGs.

SDG	Involvement in SDG implementation / realisation
SDG 1 (no poverty)	Youth participation intersects deeply with this SDG as youth from impoverished backgrounds have first-hand insights into the causes and effects of poverty, making their participation invaluable to the development of effective poverty reduction strategies. For example, a young person who has experienced homelessness can offer critical insights into the gaps in social services and propose innovative solutions to address these issues. However, most often, homeless youth are not aware of let alone involved in such processes. Youth workers and youth organisations working on poverty reduction can ensure pathways to hear from homeless youth and make tailored support for them.
SDG 2 (zero hunger)	In the area of eradicating hunger, engaging young people in agricultural or other food production initiatives can promote innovation and sustainability and address food security in their communities. Young farmers who have grown up in rural areas can develop new farming techniques that increase crop yields and reduce waste, ensuring a stable food supply for their communities. Many young people with fewer opportunities (and most often homeless youth, NEET youth, young Roma) can be subject to starvation and poor living conditions. Youth workers and youth organisations working with these social groups could advocate for better living conditions and access to self-employment which can help these young people establish a minimum wage to support themselves and their families.

SDG 3 (health and wellbeing)	Young people with fewer opportunities are nowadays often associated with health and well-being challenges and problems that concern mental health issues, sexual and reproductive health and rights (especially those of young women) and substance abuse issues. Inclusive health policies that involve these young people can lead to more effective and accessible health services. For example, young people with lived experience of mental health challenges can help design programmes that are more responsive to the needs of their peers. Youth NGOs can advocate for free access to psychological counselling for young people. Youth organisations which work with young addicts can advocate for better substance abuse prevention programmes.
SDG 4 (quality education)	Education is one of the most critical areas where youth participation is essential for their own development but also prosperity of the society. By participating in education reform processes, young people can help develop relevant and inclusive curricula and ensure that education systems meet the needs of all students. For example, students from underserved communities can advocate for more resources and support for schools in their communities, improving educational outcomes for all. Access to education should be ensured to all young people, despite their ethnical, cultural, religious, geographical or other background, their race, sex, gender, age or any other personal characteristic. Youth organisations have the obligation to ensure that non-formal learning opportunities are open to all young people who want to become active citizens.
SDG 5 (gender equality)	Gender equality can be advanced by empowering young women and girls from disadvantaged backgrounds to advocate for their rights and challenge discriminatory norms. For example, a young girl who has experienced gender-based violence can become a powerful advocate for change, raising awareness and pushing for stronger protections. Youth organisations that work in the area of gender equality can develop and implement programmes that empower young women (and men) to advocate for women's rights.
SDG 6 (clean water and sanitation)	Young people from some marginalised communities (e.g. Roma communities) live in poor conditions and are subject to not having clean water. Youth NGOs can advocate for better access to clean water and sanitation and promote sustainable water management practices. Young people in areas with limited access to clean water can lead efforts to protect water sources and improve sanitation infrastructure, ensuring that their communities have safe and reliable water.

SDG 7 (renewable energy)	Similarly to SDG 6, some young people with fewer opportunities (e.g. Roma communities or very rural/remote villages) do not have access / have limited access to electricity. Young people can also drive the adoption of renewable energy solutions through their participation in clean energy initiatives, particularly in underserved areas. For example, a young entrepreneur in a rural village could develop a solar energy project that provides electricity to homes and schools, improving quality of life and reducing dependence on fossil fuels.
SDG 8 (decent work and economic growth)	Decent work and economic growth play a vital role for young people with fewer opportunities as it enables them access to employment, hence access to wage to support their life. By promoting decent work and economic opportunities for often marginalised youth, we are reducing inequalities and promoting economic growth and inclusion. By providing training and support to young people from disadvantaged backgrounds, communities can unlock new sources of talent and innovation to drive economic progress. Youth organisations can also advocate for more traineeship and apprenticeship opportunities for young people with fewer opportunities.
SDG 9 (industry, innovation and infrastructure)	In industry, innovation and infrastructure, young innovators offer fresh perspectives that can lead to more resilient infrastructure and sustainable industrialisation. For example, young engineers might design more efficient and environmentally friendly building materials that reduce construction costs and environmental impact. Youth NGOs can support young people with fewer opportunities to engage in entrepreneurial initiatives, by increasing their competences for entrepreneurship and innovation. Mapping talents among marginalised youth can prove relevant for their society as innovators may emerge. Securing seed funding for their ideas can greatly improve their level of engagement in society and in return contribute to societal development.
SDG 10 (reduced inequalities)	Policies to reduce inequalities also require the active participation of young people with fewer opportunities, to ensure that they address the root causes of inequality. Young people who have experienced discrimination or exclusion can highlight systemic issues and advocate for more equitable policies. Youth NGOs should advocate for equal opportunities for all young people to get engaged in non-formal and formal education, training, employment, leisure time, funding opportunities and other.

SDG 11 (sustainable cities and communities)	Sustainable cities and communities can become more inclusive and resilient through youth participation in urban planning. For example, young urban planners can prioritise affordable housing and green spaces, creating more liveable and sustainable cities. Ensuring inclusive societies is a prerequisite for continuous involvement of young people with fewer opportunities. Inclusive and sustainable cities take into account the needs of all citizens.
SDG 12 (responsible consumption and production)	Youth participation in responsible consumption and production can promote sustainable practices that benefit the environment. Young activists can lead campaigns to reduce waste and promote recycling, helping to create a culture of sustainability. Although young people with fewer opportunities are not by default interested in this (as they have "bigger fish to fry" i.e. ensure access to fundamental social rights), they should be concerned for their environment. Disadvantaged communities can also be an inspiration point for recycling and reuse, i.e. changing the purpose of some things.
SDG 13 (climate action)	In climate action, we have witnessed on multiple occasions that young people are often at the forefront of such movements and discussions, making their participation crucial to advancing global efforts to combat climate change. For example, young climate activists can mobilise their peers to advocate for stronger environmental policies and participate in community-based conservation projects. However, young people with fewer opportunities are sometimes not very concerned and involved in these initiatives, which is why youth NGOs should ensure that their voice is also included in the strategies to fight climate change, as their communities are often affected by natural disasters that happened as consequences to climate change (e.g. floods, fires, hurricanes, other).
SDG 14 (life on Earth)	In the conservation of marine resources and terrestrial ecosystems. Youth participation is essential to promote sustainable practices and protect biodiversity. Young environmentalists can lead initiatives to clean beaches, plant trees and protect wildlife, ensuring that natural ecosystems thrive. Some rural and remote areas depend on specific biodiversity species, so although it does not seem like marginalised youth should be concerned by preserving and protecting our biodiversity, they can be greatly impacted by its loss. Youth NGOs working in the field of biodiversity should ensure that needs and opinions of young people with fewer opportunities are also included in policy and decision making.
SDG 15 (life below water)	

SDG 16 (peace, justice and strong institutions)	Peace, justice and strong institutions benefit from the inclusion of young people with fewer opportunities in governance, leading to more equitable and effective institutions. Young people from diverse backgrounds can offer new perspectives on justice and human rights, helping to create more inclusive societies. This concerns all marginalised young people, regardless of their background, experiences and competences. Youth NGOs must ensure they have a seat at the governance table and in related discussions.
SDG 17 (partnership for the goals)	Partnerships for the goals will be strengthened by building networks with and among young people, ensuring that their voices are integral to the implementation and monitoring of the SDGs. By fostering collaboration and solidarity with young people from all marginalised communities, we can create a more just and sustainable future for all. Youth workers and youth NGOs play a crucial role as intermediaries between those who implement the goals and young people.

In conclusion, the active participation of young people with fewer opportunities is essential to achieving SDGs. Addressing the barriers to their engagement and implementing strategies to increase their participation can ensure that these young people are not left behind. By providing education, capacity building, access to resources and support networks, and fostering community engagement, we can empower and enable these young people to contribute meaningfully to sustainable development. Their unique perspectives and innovative ideas are critical to building a sustainable and inclusive future for all. Ensuring their active participation not only promotes social justice, but also drives the inclusive progress envisioned by the SDGs.

- **Involving young people with fewer opportunities online**

In the wake of COVID-19 pandemic, there was an expansion of digital tools that even nowadays support youth work, especially with international youth groups. When organising online activities with young people with fewer opportunities, we need to consider the nature of online spaces:

- Technological inequality
- Technical capability varies massively
- Remote working removes barriers for some and creates them for others
- Online safety is a thing!!!

When choosing and building accessible activities start with the activity and not the needs. Choose an activity that meets your objectives, that is interesting and enjoyable. And only then adapt it in such a way to accommodate the context and the needs of your group.

While facilitating an online activity, there are some DOs and DON'Ts to be considered:

DOs	DON'Ts
• Be clear about your expectations and the space etiquette • Understand in-built access features • Offer captioning and sign language • Plan for longer breaks • Give trigger warnings • Read stuff out • Allow re-joining • Allow for multiple input methods (chat functions are generally accessible) • Allow speakers to turn on visuals • Where possible have someone on hand just to support access and provide individual support • Try to maximise functionality in one environment so people don't have to move from one platform or screen to another	• Don't force people out of a platform • Don't mix a lot of platforms • Don't assume that people know how to use the system or software you have chosen

REMINDERS

- It is your responsibility as a facilitator to know what your platform can do and how to do it: Do not rely on your participant knowing.
- If a participant knows what they need from a platform, listen to them
- Platforms vary in accessibility for those with visual impairment
- Big names tend to have best inherent access features
- Do you have auto captions or can you provide speech-to-text/palantypists?
- Have you got sign language interpreters?
- Can you minimise clicking?
- Can you offer a degree of remote control?

In recent years, many in-person non formal learning programmes also include the use of various online platforms and tools in their activities. Persons with disabilities may need adaptations to use technology and online platforms. This includes screen readers, voice to text software, closed captions, communication software falling under augmentative and alternative communication (AAC), assistive hardware, alternative fonts or input methods and more. When choosing the platforms and tools you want to use for your activities, It's important to know how accessible they are.

Before using a platform and its accessibility features, familiarise yourself with them, check with your participants and keep in mind the advice from above. Some of the most commonly used platforms and their accessibility features are presented in the table in Annex A , but the quality of these features may vary. In Annex A you will find a table with analysis of accessibility features of the most used online platform.

5. Inclusivity and Accessibility Guidelines

These guidelines were developed with the aim to help youth workers and youth organisations to ensure that their non-formal educational activities are inclusive and accessible for young people from marginalised communities and to ensure prerequisites for safe space and realisation of their full potential. It assesses multiple barriers to participation (as per Erasmus+ programme for youth) and provides guiding questions and suggestions about how to overcome a particular obstacle and ensure youth participation. These barriers include:

- *Geographical obstacles*
- *Economic obstacles*
- *Social obstacles*
- *Educational obstacles*
- *Cultural obstacles*
- *Disability-related obstacles*
- *Other (potential) obstacles*

However, we have to highlight the *limitations of these guidelines*, as they does not provide a perfect or a full recipe for ensuring equal participation of young people with fewer opportunities. However, it serves as a reminder to think about various aspects that could prevent participation from happening in the first place, and inspire you to think how to best approach overcoming the imposed obstacles.

Furthermore, there could be more aspects than the ones in our guidelines that you would want to consider when planning and organising your activity, so this list can vary from case to case. Therefore, it is important to familiarise yourself with the participants' needs and background in the activity preparation phase, in order to better understand how you can support them.

To support your journey in discovering the needs and adjusting your activities, in Annex B of this publication you will find a template of **access needs form** that you can use to ask your participants about their needs in a respectful and thoughtful manner. When collecting data via this access needs form be aware that you are gathering personal data, so all information should be treated as strictly confidential, and be kept only until you really need it (for example, you can delete it from your database after the activity finishes). Also, keep in mind that this information should not be shared with others during your activities, unless you have the participant's consent, so always make sure to ask them beforehand.

Geographical barriers to participation

Where are your participants coming from? Are they coming from remote or rural areas, that are less serviced with public transport? Do they need any assistance in preparing their travel itinerary for the activity? Organisations sometimes recommend the best routes to these young people on how to reach the activity venue/accommodation. If there are multiple people from similar area, you might want to connect them so they can travel together. If there is no public transport in that remote area, you might want to make an exception and reimburse a taxi ride to the nearest bus/train station.

Economic barriers to participation

Can your participants afford to buy themselves tickets to attend your activity? Some long-term unemployed youth and beneficiaries of social welfare cannot afford to buy their tickets. Some organisations opt for buying pre-paid tickets for them in advance, and in return ask for their written commitment of attending the activity in full.

Are any of your participants employed/studying? How can you ensure participation in the activity does not jeopardise their job/studies? Some young people often study and work at the same time, but they should not be deprived of the opportunity to participate in a training or similar and sometimes they take vacation days to attend an activity. More often, we see young people who need to attend an online exam or a work meeting during the activity.

Are you working with homeless youth? How can you ensure they feel welcome in the group? Do you need to buy travel tickets for them? What kind of support do they need to take part?

Social barriers to participation

Are any of your participants single parents or just recently started a family? Do they need to take their baby with them? Do they need their spouse to join the activity so they can take care of the baby? Some organisations, if the budgetary means allow, invite the other parent to come as a personal assistant to the parent who is partaking in an activity, in order to take care of the baby during activity hours.

What is the gender distribution in your group? How can you ensure safe space for all participants to freely express themselves? Some organisations find it very important to allow participants to share their pronouns at the very beginning of the activity. Others opt for not doing so being afraid that they might force someone to share more than they would like. It is important to ensure safe space regardless of genders present at the activity and to make sure there is a mechanism to tackle discrimination if it occurs. This is why often organisations have a “safe person” or a “safe committee” that could mediate in cases of disputes and feeling unsafe during the activity (not only because of gender discrimination, but other forms of discrimination and intolerance in general).

Are you working with NEET youth? What are their specific needs? NEET category can be very diverse itself, so it is important to know what type of NEET youth you have in your group (e.g. a young Roma person who is not in education, employment or training, because they are a single parent with an infant baby). If you are not familiar with their background, it is always best to ask what kind of support they need to come and partake in your activity, and even offer some things (such as prepaid tickets) in advance to them.

Educational barriers to participation

Do you have participants with learning difficulties (e.g. ADHD, dyslexia)? How can you support their learning process? You might want to consider more breaks in the programme or shorter sessions, as well as sending all learning material in advance or after the activity.

Are you working with school dropouts, early school leavers or young people with poor school performance? What are their specific needs for equal participation and learning experience? You might need to adapt your programme to their needs in order not to exclude them during the activity.

Cultural barriers to participation

Is your group religiously diverse? Do your participants need a prayer room during the activity? Some organisations offer prayer rooms during the activities by creating a quiet space in the activity venue and making sure participants know where it is. Others opt for finding the nearest religious houses and communicating them to the participants. When it comes to religious prayer, different religions have different prayer times, so you might want to consider how these times affect your programme. If you are not sure, you can always ask your participants whether they have any particular prayer times during your activity that you need to consider and be flexible about.

Is your activity taking place during a religious or cultural holiday? Does this affect their diet (e.g. fasting during Ramadan)? It is important to understand if participants want/need space during the activity to share traditions and customs regarding the religious/cultural holiday, and to plan this in your programme. In other situations, it is also important if such events affect the dietary regime of participants and be flexible towards participants' customs during that period. If you are not sure, you can always ask your participants about this.

What is the level of English in your group? Do all participants have a working level of English and can easily follow your programme? Do you need to adapt some parts of the programme or even translate so participants better understand (e.g. specific terminology, more visuals)? It is important to understand that activities with only native English speakers are very rare in youth projects. Therefore, you might want to reassure your group that perfect English is not expected of them and to support them in expressing their thoughts and feelings, when necessary. Moreover, Erasmus+ programme offers linguistic support to those who want to improve their language skills, so you might also want to ensure your participants are aware of this feature.

Do you have participants who come from ethnic minorities (e.g. Roma)? How will you ensure they feel welcome in the group? It is obvious that you will not always know if you have representatives of ethnic minorities in your group before you actually speak to them in the activity, but it is important to be attentive to whichever specific needs they might have to partake (e.g. economic obstacles, health issues, disability, social status, other).

Are you working with young immigrants and refugees, or descendants of immigrants and refugees? How will you ensure they feel welcome in the group? How will you ensure they feel safe to share their stories without being discriminated against? Similar to ethnic minorities, you might not be aware of the background of your participants unless they share this with you and the rest of the group. Therefore, you want to stay informed about the participants' profile and ensure that your activity does not trigger/hurt them in any way (e.g. through an exercise you do or a discussion you facilitate).

Disability-related barriers to participation

Do you have participants with any kind of physical disability? If you are not aware of these aspects before you start an activity, it is always advised to ask participants directly if they have any specific accessibility-related needs. This way, you can ensure that your physical venue is accessible (e.g. has an elevator or a ramp). Participants always appreciate asking before assuming their needs □

Do you have hard-of-hearing or deaf participants? Can you afford *palantyping* (speech-to-text) services or sign interpreters? Some countries offer these services for their participants attending activities even abroad, so make sure to check that in close communication with your participants. Erasmus+ programme offers additional budget to ensure assistive tools and services (budget category - Inclusion support).

Do you have participants with visual impairment? How can you ensure their full participation in the activity? Oftentimes we need to adjust our educational material (e.g. pictures with adequate and complete oral/written descriptions, and avoid saying unclear things like "over there" when explaining the room layout etc.) if there are blind or a person with a visual impairment in the group, or send them all educational materials in advance that they can read with their assistive tools online. In this case, materials need to be in an accessible format such as Word. For online activities, check if your tool/platform is accessible.

Other (potential) aspects to consider

Do you have any dietary restrictions and/or preferences in the group (vegetarians, vegans, keto, allergies, other)? Who needs to know this information (e.g. kitchen of the youth centre preparing the food)? How will you make sure participants know their restrictions/preferences have been taken into account (e.g. having labels on food in the kitchen)?

Do your participants have any (chronic) medical conditions you should be aware of (e.g. POTS, epilepsy, diabetes, etc)? What type of information should you have in such cases (e.g. how to support participants in the case of medical emergency)? Be aware that this is confidential information participants share with you, so you also want to consider how and for how long you keep this data.

6. Non-formal education activities

In addition to the theoretical information about SFDGs, youth participation and participation of young people with fewer opportunities, this publication offers a set of non-formal educational activities that youth workers can implement in their daily work with young people. This Chapter presents a total of 20 youth participatory activities based on non-formal education methodology, which aim to raise competences of young people with fewer opportunities in relation to sustainable development and SDGs.

Each activity is presented with information about SDGs covered, so youth workers can thematically select the ones they need. Moreover, we included the activity complexity level (from beginner to advanced), duration (in minutes) and group size (ideal number of participants) needed to implement the activity.

Moreover, the activity description includes activity objectives, materials needed for delivery, preparation steps, step-by-step instructions with duration of each step, debriefing and evaluation, further reading links (that can help youth workers familiarise with the topic and prepare them for delivery) and handouts (material to print and/or use during the activity).

Lastly, some handouts in the activities descriptions have active Canva links to designs used to prepare the activities, which youth workers can use and adapt to their needs.In case of any problems with the links, please contact AHORA ONG at ahoraong@gmail.com.

Name of the Activity	**SDG Awareness Quiz**
SDGs covered	All
Complexity level	Beginner
Duration	45 minutes
Group size	Any size, with groups of 3-5 people
Objectives	1) To increase knowledge and awareness of the SDGs. 2) To encourage teamwork and communication between participants.
Materials	● Printed quizzes or a PowerPoint/ Canvas presentation or use Kahoot application ● A scoreboard (can be a whiteboard or paper). ● Prizes for the winning team (optional).
Preparation	● If a Kahoot application is to be used, questions should be included and used in the application. ● If a presentation with slides is to be prepared, it should be prepared so that each slide has 1 question. ● If a prize is to be awarded, it should be taken in advance.
Instructions, methodology and timing	**Step 1 (5 min): Introduction** Explain the rules of the quiz and the scoring system. Divide participants into teams of 3-5. **Step 2 (10 mins): Quiz Round 1** Each team answers one set of questions. Rotate through the teams, giving each a chance to answer. **Step 3 (10 mins): Quiz Round 2** Introduce more challenging questions. Each correct answer gives the team points. **Step 4 (10 mins): Final round** A rapid-fire round where teams answer as many questions as possible in a set time. **Step 5 (5 mins): Scoring and Prizes** Tally the scores and announce the winning team. Award prizes if available.
Debriefing and evaluation	**Discuss the importance of each SDG covered in the quiz.** "Let's discuss the importance of each Sustainable Development Goal (SDG) covered in our quiz. We'll explore why these goals are essential for global progress and how they address critical issues such as poverty, education, climate change and equality. For example, SDG 1 aims to eradicate poverty in all its forms, which is fundamental to achieving sustainable development. Similarly, SDG 4 focuses on quality education, ensuring inclusive and equitable education for all. By discussing each goal, we can better understand their interrelationships and their impact on creating a sustainable future." **Ask participants what new information they have learned.**

	Now let's reflect on the experience of the quiz. I would like to ask each of you to share any new information or insights you gained from taking part. What surprised you the most? Did you learn anything about the SDGs or specific targets that you did not know before? For example, did you discover new facts about SDG 13's focus on climate action or SDG 5's emphasis on gender equality? Your feedback will help us understand knowledge gaps and areas where more awareness is needed. **Evaluate the effectiveness of the game in raising awareness of the SDGs.** "Next, let's evaluate how effective the quiz game was in raising awareness of the Sustainable Development Goals. How engaging did you find the game format? Did it help you better understand the meaning and details of each SDG? Were the questions challenging enough to make you think deeply about the issues? In addition, consider whether the game motivated you to learn more about the SDGs and take action in your own community. Your evaluation will be valuable in improving future educational activities aimed at promoting sustainable development."
Further reading and useful information	https://sdgs.un.org/goals https://myworld2030.org https://www.un.org/sustainabledevelopment/sustainable-development-goals/
Handouts	
CANVA: https://www.canva.com/design/DAGKuDc0xjc/zrD0hoHUwNmwc4e9Fc9xbg/view?utm_content=DAGKuDc0xjc&utm_campaign=designshare&utm_medium=link&utm_source=editor (see below)	

Question 1: Which SDG aims to ensure inclusive and equitable quality education for all, aiming to eliminate disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations?

- **A) Zero Hunger**
- **B) Quality Education**
- **C) Clean Water and Sanitation**
- **D) Affordable and Clean Energy**

Question 2: What is the main objective of SDG 5, which focuses on achieving gender equality and empowering all women and girls by eliminating all forms of discrimination, violence, and harmful practices against them, ensuring equal participation and opportunities in political, economic, and public life?

- **A) Gender Equality**
- **B) Industry, Innovation, and Infrastructure**
- **C) Climate Action**
- **D) Life Below Water**

Question 3: SDG 12 is dedicated to which aspect of sustainability, emphasizing the need to ensure sustainable consumption and production patterns by promoting resource and energy efficiency, sustainable infrastructure, and providing access to basic services, green and decent jobs for all, and improving life quality while reducing environmental degradation?

- **A) Responsible Consumption and Production**
- **B) Good Health and Well-being**
- **C) Decent Work and Economic Growth**
- **D) Peace, Justice, and Strong Institutions**

Question 4: Which SDG focuses on ending poverty in all its forms everywhere, including extreme poverty, by implementing nationally appropriate social protection systems and measures for all, ensuring equal rights to economic resources, and access to basic services, ownership, and control over land and other forms of property, inheritance, natural resources, and appropriate new technology and financial services?

- **A) No Poverty**
- **B) Sustainable Cities and Communities**
- **C) Life on Land**
- **D) Reduced Inequality**

Question 5: What is the primary goal of SDG 13, which aims to take urgent action to combat climate change and its impacts, focusing on strengthening resilience and adaptive capacity to climate-related hazards and natural disasters in all countries, while also integrating climate change measures into national policies, strategies, and planning?

- **A) Clean Water and Sanitation**
- **B) Gender Equality**
- **C) Climate Action**
- **D) Affordable and Clean Energy**

Question 6: SDG 7 aims to ensure access to affordable, reliable, sustainable, and modern energy for all, focusing on increasing the share of renewable energy in the global energy mix, improving energy efficiency, expanding infrastructure, and investing in clean energy technologies for sustainable development. Which SDG is this?

- **A) Quality Education**
- **B) Affordable and Clean Energy**
- **C) Peace, Justice, and Strong Institutions**
- **D) Industry, Innovation, and Infrastructure**

Question 7: Which SDG addresses the issue of responsible consumption and production, advocating for the efficient use of natural resources, reduction of waste generation, adoption of sustainable practices in manufacturing and consumption, and the promotion of sustainable lifestyles to ensure sustainable development and minimize environmental impact?

- **A) Zero Hunger**
- **B) Sustainable Cities and Communities**
- **C) Life Below Water**
- **D) Responsible Consumption and Production**

Question 8: What is the aim of SDG 6, which seeks to ensure availability and sustainable management of water and sanitation for all, including access to safe and affordable drinking water, sanitation, and hygiene facilities, as well as addressing water scarcity, quality, wastewater treatment, and water-use efficiency across all sectors?

- **A) Gender Equality**
- **B) Clean Water and Sanitation**
- **C) Life on Land**
- **D) Reduced Inequality**

Question 9 : Which SDG promotes sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all, focusing on promoting policies and measures that create opportunities for entrepreneurship, job creation, and sustainable livelihoods, while also addressing social protection, rights at work, and safe working environments?

- **A) Decent Work and Economic Growth**
- **B) Quality Education**
- **C) Climate Action**
- **D) Life Below Water**

Question 10: SDG 16 is dedicated to promoting peaceful and inclusive societies for sustainable development, providing access to justice for all, building effective, accountable, and inclusive institutions at all levels, and ensuring responsive, inclusive, participatory, and representative decision-making processes. Which SDG is this?

- **A) Peace, Justice, and Strong Institutions**
- **B) Life on Land**
- **C) Reduced Inequality**
- **D) Zero Hunger**

Question 11: Which SDG aims to conserve and sustainably use the oceans, seas, and marine resources, focusing on the protection and restoration of marine and coastal ecosystems, reducing marine pollution, and regulating harvesting and overfishing to ensure the long-term sustainability of marine resources and ecosystems?

- **A) Life Below Water**
- **B) Zero Hunger**
- **C) Good Health and Well-being**
- **D) Sustainable Cities and Communities**

Question 12: What is the primary objective of SDG 2, which aims to end hunger, achieve food security and improved nutrition, and promote sustainable agriculture by ensuring access to safe, nutritious, and sufficient food for all, promoting sustainable food production systems, and implementing resilient agricultural practices?

- **A) Industry, Innovation, and Infrastructure**
- **B) Clean Water and Sanitation**
- **C) Zero Hunger**
- **D) Gender Equality**

Question 13: SDG 8 focuses on promoting sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all, by fostering policies and measures that stimulate economic productivity, investment, and innovation, while also addressing unemployment, underemployment, and decent work deficits. Which SDG is this?

- **A) Affordable and Clean Energy**
- **B) Decent Work and Economic Growth**
- **C) Quality Education**
- **D) Reduced Inequality**

Question 14: Which SDG aims to protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss, recognizing their importance for sustainable development?

- **A) Life Below Water**
- **B) Life on Land**
- **C) Sustainable Cities and Communities**
- **D) Peace, Justice, and Strong Institutions**

Question 15: What is the main goal of SDG 11, which aims to make cities and human settlements inclusive, safe, resilient, and sustainable by providing access to adequate, safe, and affordable housing, basic services, public spaces, and transportation systems, while also promoting sustainable urbanization, environmental conservation, and disaster risk reduction?

- **A) Peace, Justice, and Strong Institutions**
- **B) Sustainable Cities and Communities**
- **C) Decent Work and Economic Growth**
- **D) Gender Equality**

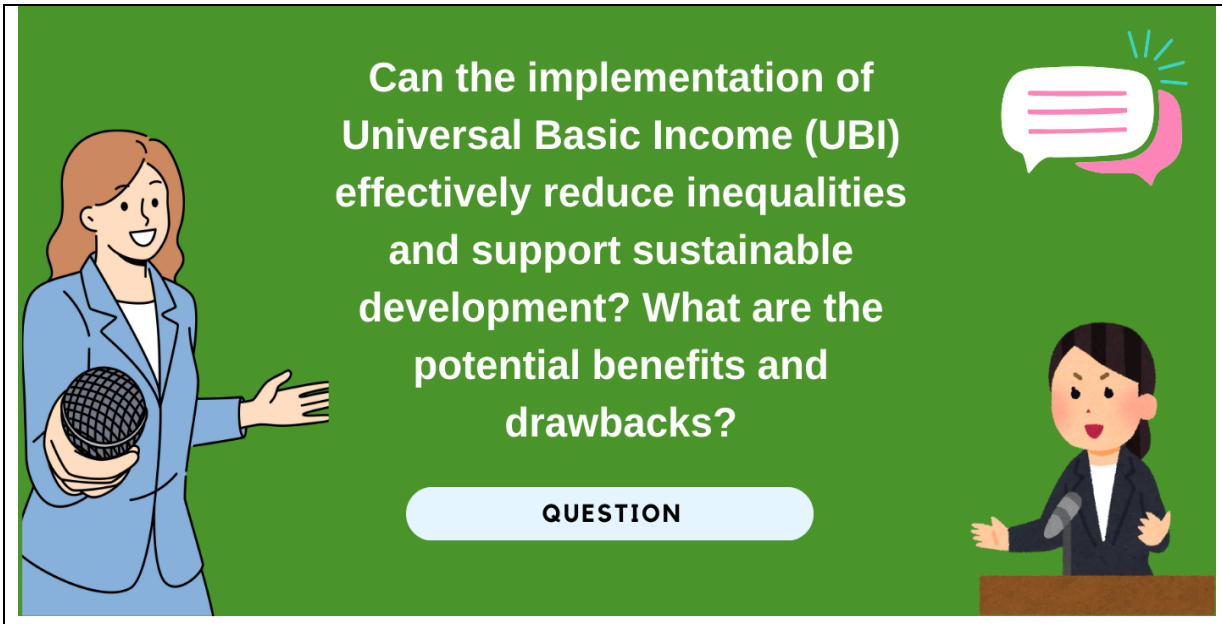
KEY ANSWER:

1- B
2-A
3-A
4-A
5-C
6-B
7-D
8-B
9-A
10-A
11-A
12-C
13-B
14-B
15-B

Name of the Activity	**SDG Role Play Debate**
SDGs covered	SDG10, SDG13
Complexity level	Beginner
Duration	90 minutes
Group size	10- 20
Objectives	1) To develop critical thinking and public speaking skills. 2) To consider different perspectives on global issues.
Materials	● Role cards with different stakeholder perspectives. ● Debate format guidelines. ● A timer. ● A leader for evaluation.
Preparation	● Create role cards for different stakeholders (e.g. government officials, NGO representatives, group leaders). ● Prepare debate topics related to the SDGs.
Instructions, methodology and timing	**Step 1 (10 min): Introduction** Explain the format of the debate and assign roles to the participants. **Step 2 (15 min): Preparation** Participants prepare their arguments based on their assigned roles. **Step 3 (50 mins): Debate** Opening statements (10 min): Each side presents its opening arguments. Rebuttals (20 min): Participants respond to each other's arguments. Questions (10 min): Members of the audience ask questions. Closing statements (10 min): Each side summarises its position. **Step 4 (15 min): Discussion** Engage in a group discussion about the different perspectives presented.
Debriefing and evaluation	● Evaluate the clarity, logic and coherence of each group's arguments. ● Look for well-supported points with credible evidence and examples. **Creativity and Innovation:** ● Evaluate the originality and creativity of the arguments presented. ● Look for unique perspectives or innovative solutions proposed by the groups. **Engagement and Participation:** ● Monitor the level of engagement of all group members. ● Ensure balanced participation with contributions from all team members. **Rebuttals and counter-arguments:** ● Evaluate the effectiveness of each group's rebuttals to the opposing team's points. ● Look for the ability to anticipate the opponent's arguments and counter them thoughtfully.

	Persuasiveness: ● Evaluate how convincing and persuasive each group's arguments are. ● Look for persuasive language, emotional appeal and rhetorical strategies. **Teamwork:** ● Observe the teamwork and cooperation within each group. ● Look for signs of good communication, mutual support and coordinated effort.
Further reading and information	**Debate Rules:** ● **Structure and Timing:** Each debate typically consists of opening statements, rebuttals, and closing statements. ● **Opening statements:** Each group has a set amount of time (e.g. 5 minutes) to present their initial arguments. ● **Rebuttals:** Each group then has a set amount of time (e.g. 3 minutes) to rebut the arguments of the other group. ● **Closing statements:** Each group is given a final opportunity (e.g. 2 minutes) to summarise their arguments and reinforce their position. **Order of speaking:** ● Groups take turns speaking, following the order of opening statements, rebuttals and closing statements. ● Ensure a balanced participation by alternating speakers within each group. **Preparation:** ● Groups should research their topic thoroughly and prepare their arguments and rebuttals in advance. ● Use credible sources to support points and anticipate possible counter-arguments. **Respect and etiquette:** ● Maintain a respectful tone throughout the debate. ● Avoid interrupting speakers and allow everyone to finish their points. ● Personal attacks and derogatory remarks are strictly forbidden. **Judging and Scoring:** ● Judges score on pre-defined criteria such as quality of argument, creativity, engagement, rebuttals, persuasiveness and teamwork. ● They provide constructive feedback to help participants improve. **Overview/Background about SDGs:** ● **SDG 13** aims to take urgent action to combat climate change and its effects. This goal highlights the need to reduce greenhouse gas emissions, build climate resilience, and integrate climate action into policies and planning. Key targets include: **Strengthening Resilience and Adaptive Capacity:** Improve resilience to climate-related hazards

	and natural disasters in all countries; Enhance adaptive capacities, particularly in vulnerable communities. **Integrating Climate Change Measures:** Integrate climate change measures into national policies, strategies, and planning; Foster cooperation among countries to tackle climate-related issues. **Education and Awareness:** Improve education, awareness, and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning. **Importance of SDG 13:** Addressing climate change is crucial for sustainable development and poverty eradication; The impacts of climate change disproportionately affect the poorest and most vulnerable communities, making climate action essential for achieving equity and justice. ● **SDG 10** aims to reduce inequality within and among countries. It focuses on empowering and promoting the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, economic, or other status. Key targets include: **Income Growth:** Achieve and sustain income growth of the bottom 40% of the population at a rate higher than the national average. **Social, Economic, and Political Inclusion:** Promote the inclusion of all, ensuring equal opportunities and reducing inequalities of outcome; Eliminate discriminatory laws, policies, and practices. **Global Financial Markets and Institutions:** Improve the regulation and monitoring of global financial markets and institutions; Enhance representation and voice for developing countries in decision-making processes. **Migration and Remittances:** Facilitate safe, orderly, and responsible migration and mobility of people; Reduce the transaction costs of migrant remittances to less than 3%. **Importance of SDG 10:** Reducing inequality is essential for fostering social cohesion and ensuring sustainable economic growth; Inequality can undermine economic development, increasing poverty and social instability; Addressing inequality helps create fairer societies where everyone has the opportunity to thrive. ● Further readings: https://sdgs.un.org/goals, https://myworld2030.org and https://www.un.org/sustainabledevelopment/sustainable-development-goals/
Handouts	
CANVA : https://www.canva.com/design/DAGKuYhbfmM/Kz5VZmueq-XOIEaBftWPEQ/view?utm_content=DAGKuYhbfmM&utm_campaign=designshare&utm_medium=link&utm_source=editor	

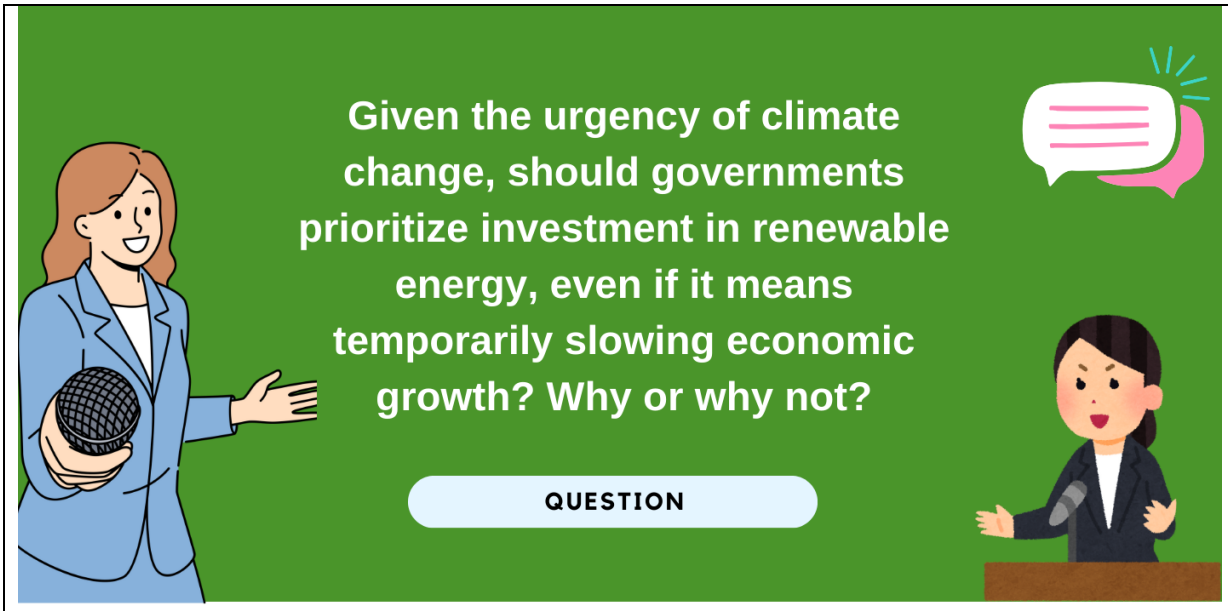


GROUP A

Advocate UBI, highlighting its role in reducing poverty, promoting equality and supporting sustainable development.

GROUP B

Critical of UBI, discussing potential economic drawbacks such as inflation and the risk of discouraging work.



GROUP A

Argue in favour of prioritizing investment in renewable energy, emphasizing the long-term environmental and economic benefits.

GROUP B

Argue against, focusing on the need to maintain economic growth and explore alternative, less disruptive environmental solutions.

Name of the Activity	SDG Poster Campaign
SDGs covered	All
Complexity level	Beginner
Duration	120
Group size	10-20
Objectives	1) To creatively express ideas related to the SDGs. 2) To raise awareness and advocacy. 3) To develop the ability to work as a team 4) To strengthen the ability to use digital applications and design
Materials	● Reference materials on the SDGs. ● Digital application for design ● Digital tools such as computer, tablet
Preparation	● Gather materials. ● Prepare an introduction to the SDGs and the importance of awareness campaigns.
Instructions, methodology and timing	**Step 1 (10 min): Introduction** Explain the purpose of the poster campaign and give an overview of the SDGs. **Step 2 (90 min): Group work** Divide the participants into small groups. Each group chooses one SDG to focus on for their poster. Groups design and create a poster that promotes their chosen SDG. **Step 3 (20 min): Presentation** Each group presents its poster and explains its design and message.
Debriefing and evaluation	Discuss the different approaches to raising awareness of the SDGs. Ask participants what they have learned about their chosen SDG. Evaluate the creativity and effectiveness of the posters.
Further reading and information	Creating an attractive and impressive poster involves several key elements that ensure it catches the eye and communicates effectively. Here are five rules to follow: **1. Clear and Compelling Headline** **Rule:** Use a bold, large font for the headline to grab attention. **Tip:** Make sure the headline is concise and conveys the main message or theme of the poster. It should be the focal point and set the tone for the rest of the content. **2. Visual Hierarchy** **Rule:** Organise content in a way that guides the viewer's eye through the poster in a logical order. **Tip:** Use different font sizes, weights, and colours to establish a hierarchy. Important information should stand out, while less critical details can be smaller and more subdued. **3. High-Quality Images and Graphics** **Rule:** Incorporate high-resolution images and graphics that are relevant to the poster's message.

	Tip: Avoid clutter by using a few impactful images rather than many small ones. Ensure that images are properly aligned and integrated into the design. **4. Consistent Color Scheme** **Rule:** Choose a cohesive color palette that reflects the theme and purpose of the poster. **Tip:** Use contrasting colors for text and background to enhance readability. Stick to a limited number of colors to maintain a clean and professional look. **5. Minimal Text and White Space** **Rule:** Keep text to a minimum and use white space strategically to avoid overwhelming the viewer. **Tip:** Use bullet points, short paragraphs, and simple language. Ensure there is enough space between elements to make the poster easy to read and visually appealing. By following these rules, your poster will be more likely to attract attention and leave a lasting impression on its audience. Further readings: ● https://sdgs.un.org/goals ● https://myworld2030.org ● https://www.un.org/sustainabledevelopment/sustainable-development-goals/
Handouts	N/A

Name of the Activity	**SDG Board Game**
SDGs covered	**SDG1, SDG3, SDG4, SDG6, SDG13**
Complexity level	Beginner
Duration	60 minutes
Group size	Any size, 4-8 per bord
Objectives	1) The aim of this activity is to familiarize participants with the Sustainable Development Goals (SDGs) in a fun and interactive way. 2) Through the game, participants learn about the importance of the SDGs and what can be done to achieve them, while developing their strategic thinking and collaboration skills. 3) At the end of the game, participants are expected to have learned more about the SDGs and understand how they can apply this knowledge to their own lives.
Materials	● Customized board game (similar to Monopoly) with SDG-related challenges. ● Dice. ● Game pieces. ● SDG challenge cards.
Preparation	● Design and print the board game and challenge cards. Ensure the game rules are clear and easy to follow. **<u>SDG Board Game Instructions and Additional Rules</u>** **Game Setup** 1. **Players**: The game is designed for 4-8 players. 2. **Board**: Place the customized SDG board game on a flat surface. 3. **Pieces**: Each player chooses a game piece. 4. **Dice**: Use a standard six-sided die. 5. **SDG Challenge Cards**: Shuffle the SDG challenge cards and place them in a deck face down. 6. **Starting Point**: All players place their pieces at the 'Start' position on the board. **Basic Rules** 1. **Objective**: The goal is to collect the most SDG points by completing challenges related to the Sustainable Development Goals (SDGs). 2. **Turn Order**: Players take turns in a clockwise order. 3. **Movement**: On their turn, a player rolls the die and moves their piece forward the corresponding number of spaces. 4. **Landing on Spaces**: ○ If a player lands on a space with an SDG symbol, they draw a challenge card from the deck and follow the instructions on the card. ○ If a player lands on a 'Chance' space, they draw a Chance card (if included) with random effects (e.g., move forward, move backward, lose a turn, etc.).

	Challenge Cards 1. **Types of Challenges**: ○ **Questions**: Answer a question related to an SDG. ○ **Tasks**: Complete a small task or activity related to an SDG. 2. **Points**: Successfully completing a challenge earns the player SDG points as specified on the card. 3. **Passing**: If a player cannot complete the challenge, they do not earn points and their turn ends. **Additional Rules** 1. **Double Roll**: If a player rolls a double (both dice showing the same number), they get an extra turn after completing their current turn. 2. **Special Spaces**: Some spaces on the board might have special instructions or bonuses related to specific SDGs. Follow the instructions provided on the board for these spaces. ● **End of the Game**: The game ends after a predetermined number of rounds or when all challenge cards have been used. Players count their SDG points, and the player with the most points wins.
Instructions, methodology and timing	**Step 1 (10 min):** Introduction ● Explain the rules of the game and how to play. **Step 2 (45 min):** Game Play ● Players take turns rolling the dice and moving their pieces around the board. ● When landing on certain spaces, players draw a challenge card related to an SDG (e.g., answer a question, complete a task). ● The goal is to collect the most SDG points by completing challenges. **Step 3 (5 min):** Conclusion ● The player or team with the most points at the end wins.
Debriefing and evaluation	Discuss the challenges encountered in the game. Ask players how the game increased their knowledge of the SDGs. Evaluate the engagement and learning outcomes.
Further reading and information	N/A
Handouts	
SDG 1: Eradicate poverty ● Question: What are some ways to reduce poverty in your community? ● Task: Describe a project that could help alleviate poverty in your community. **SDG 3: Good health and well-being** ● Question: Name three ways to promote good health and well-being. ● Task: Perform a simple exercise routine for one minute. **SDG 4: Quality education** ● Question: Why is quality education important for sustainable development? ● Task: Explain a concept you have learned in school to another player as if you were a young child. **SDG 6: Safe water and sanitation**	

- Question: What are the benefits of access to safe water and sanitation?
- Task: Demonstrate how to wash your hands properly to ensure they are clean.

SDG 13: Climate action

- Question: What can individuals do to combat climate change?

Task: List five actions you can take to reduce your carbon footprint.

Name of the Activity	**SDG Digital Escape Room**
SDGs covered	SDG4, SDG9, SDG12, SDG13, SDG17
Complexity level	Intermediate
Duration	90 minutes
Group size	4-6 participants per group
Objectives	1) To develop problem-solving and collaboration skills through digital puzzles and challenges. 2) To increase awareness and understanding of specific SDGs. 3) To enhance digital literacy and sustainable thinking.
Materials	Computers or tablets with internet access. Digital escape room software or platform. Pre-designed digital puzzles and clues related to the SDGs. Timer.
Preparation	● Design or select a digital escape room platform. ● Create puzzles and challenges that incorporate elements of the SDGs covered. ● Ensure all devices are set up and tested with the digital escape room software.
Instructions, methodology and timing	**Step 1 (10 min): Introduction** ● Explain the concept of a digital escape room and the importance of the SDGs covered. ● Provide a brief overview of how to navigate the digital platform. ● Divide participants into groups of 4-6 members. **Step 2 (75 min): Digital Escape Room** ● Each group works together to solve a series of puzzles and challenges within the digital escape room. ● The puzzles will cover the following SDGs: 1. **SDG 4: Quality Education** ■ Puzzle: Solve a cryptogram about the benefits of quality education for all. 2. **SDG 9: Industry, Innovation, and Infrastructure** ■ Puzzle: Match images of innovative technologies with their descriptions. 3. **SDG 12: Responsible Consumption and Production** ■ Puzzle: Complete a digital jigsaw puzzle that forms a picture of a sustainable product lifecycle. 4. **SDG 13: Climate Action** ■ Puzzle: Solve a riddle about the causes and effects of climate change. 5. **SDG 17: Partnerships for the Goals** ■ Puzzle: Decode a message that highlights the importance of global partnerships. ● Groups must complete all puzzles to "escape" the room before the time runs out. **Step 3 (5 min): Conclusion**

	• Gather all participants to discuss the experience and solutions to the puzzles. • Highlight the importance of each SDG covered in the escape room. • Announce which groups successfully escaped and acknowledge their efforts.
Debriefing and evaluation	Discuss the challenges faced during the escape room and how participants overcame them. Ask participants how the activity increased their understanding of the SDGs and improved their digital skills. Evaluate the engagement and teamwork displayed during the activity.
Further reading and information	**Digital Literacy Resources** 1. **Digital Literacy Fundamentals** - This guide provides a comprehensive overview of digital literacy, its importance, and how to develop these skills. ○ Digital Literacy Fundamentals by MediaSmarts 2. **Digital Literacy Framework for K-12 Schools** - A detailed framework that outlines essential digital literacy skills for students. ○ Digital Literacy Framework by Common Sense Education 3. **European Digital Competence Framework for Citizens (DigComp)** - An extensive framework that identifies the key components of digital competence. ○ DigComp by the European Commission 4. **Google's Digital Garage** - Offers free online courses to improve digital literacy, covering various topics from basic digital skills to data analysis. ○ Google's Digital Garage **Resources on the SDGs Covered** **SDG 4: Quality Education** 1. **UNESCO - Education for Sustainable Development** - Information on promoting quality education for sustainable development. ○ UNESCO: Education for Sustainable Development 2. **Global Partnership for Education** - An organization focused on ensuring quality education for children in developing countries. ○ Global Partnership for Education **SDG 9: Industry, Innovation, and Infrastructure** 1. **United Nations Industrial Development Organization (UNIDO)** - Resources on sustainable industrial development. ○ UNIDO 2. **World Economic Forum - Innovation** - Articles and reports on innovation and infrastructure development. ○ World Economic Forum: Innovation **SDG 12: Responsible Consumption and Production** 1. **UN Environment Programme - Sustainable Consumption and Production** - Information on promoting sustainable practices. ○ UNEP: Sustainable Consumption and Production 2. **Sustainable Development Knowledge Platform** - Detailed information on SDG 12. ○ Sustainable Development Knowledge Platform: SDG 12

	SDG 13: Climate Action 1. **Intergovernmental Panel on Climate Change (IPCC)** - Comprehensive reports and resources on climate change. ○ IPCC 2. **NASA Climate Change and Global Warming** - Data and information on climate change and its impacts. ○ NASA: Climate Change and Global Warming **SDG 17: Partnerships for the Goals** 1. **United Nations - Partnerships** - Information on the role of partnerships in achieving the SDGs. ○ United Nations: Partnerships 2. **SDG Partnership Platform** - A platform to promote and track partnerships for sustainable development. ○ SDG Partnership Platform
Handouts	
Escape Room Instructions and Tips: ● "Work together as a team and communicate effectively." ● "Pay attention to details in each puzzle and clue." ● "Manage your time wisely to complete all challenges within the time limit."	

Name of the Activity	**Gender Equality Debate**
SDGs covered	SDG 5
Complexity level	Intermediate
Duration	60 min
Group size	5 - 15 participants (different gender identities and sexual orientations)
Objectives	1) To deepen understanding of gender equality issues. 2) To develop critical thinking and public speaking skills. 3) To explore diverse perspectives on gender-related topics. 4) To identify ways to promote gender equality in different contexts. 5) To enhance empathy and solidarity.
Materials	Debate topic cards (examples below) Timer Notepads and pens Printed SDG 5 description (example below) Handouts with gender equality statistics and information (example below)
Preparation	Prepare and print the debate topic cards. Set up the room with a space for the debate and seating for the audience. Print handouts with relevant information about gender equality and SDG 5.
Instructions, methodology and timing	**Step 1 - Introduction (10 min):** ● Explain the concept of gender equality and its importance. ● Introduce SDG 5 and discuss its goals and targets. ● Highlight key statistics and facts on gender equality globally and locally. ● Explain the rules of the debate: - Each debate will consist of an opening statement, a rebuttal and a closing statement from each team. - Allow 5 minutes for each opening statement, 3 minutes for each rebuttal and 2 minutes for each closing statement. - After the debate, the audience can ask questions and give feedback. ● Divide participants into small groups of 5 people (taking into account that the group will consist of men, women and/or LGBTQ+ participants). ● Distribute the debate topic cards to each team **Step 2 - Debate Preparation (10 min)** ● Teams assign roles, e.g. 1 male representative/ speaker, 1 female representative/ speaker and/or 1 LGBTQ+ representative/ speaker and 2 audience members (moderate according to your participants). ● Each team reads their topic card and prepares their arguments. **Step 3 - Debate Activity (30 min):** Carry out the activity. Youth workers act as facilitators. Encourage teams to use statistics and examples to support their arguments and share their thoughts on the debates. Focus on the different perspectives presented and

	discuss possible actions that individuals and communities can take to promote gender equality. **Step 4 – Debriefing and evaluation (10 min)** See below.
Debriefing and evaluation	Youth workers should observe participants during the activity to assess the level of engagement and the effectiveness of the learning process. This feedback can be used to refine and improve the activity for future sessions. Gather all teams together and discuss the learning objectives. Evaluate whether the learning objectives have been met by asking participants specific questions about the SDGs: • Have you gained a better understanding of the importance of SDG 5? • How do the arguments presented relate to real-world issues of gender equality? • How can you promote gender equality in your community? • How did working in teams and in a playful way influence your learning experience? Distribute evaluation questionnaires (online or printed) on the success of the activity, e.g. if it was interesting and engaging, what they enjoyed most, if they worked together effectively during the activity, what would you like to change or suggest something new.
Further reading and information	https://sdgs.un.org/goals https://myworld2030.org/ https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Handouts

TOPIC 1:
GENDER QUOTAS
IN LEADERSHIP
POSITIONS



Example Statement A:
Argue in favor of implementing gender quotas in leadership positions to ensure equal representation.

Example Statement B:
Argue against gender quotas, suggesting that merit-based selection is more important.

TOPIC 2:
EQUAL PAY FOR
EQUAL WORK



Example Statement A:
Argue that legislation enforcing equal pay for equal work is necessary to close the gender pay gap.

Example Statement B:
Argue that market forces and individual negotiations should determine salaries, not legislation.

TOPIC 3:
GENDER ROLES
IN FAMILY LIFE



Example Statement A:
Argue that traditional gender roles in family life should be redefined to promote equality.

Example Statement B:
Argue that traditional gender roles have value and should be maintained for family stability.

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Debate Topic Cards Examples (above):
https://www.canva.com/design/DAGH0ItKqPY/sTQ1Jwa0o8HCOk5MWi5xAw/view?utm_content=DAGH0ItKqPY&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview

SDG 5 Description Example (below):
https://www.canva.com/design/DAGH0I85dmQ/rCVXIvSFZOxdHi69yxKLXw/view?utm_content=DAGH0I85dmQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview



Gender Equality Statistics and Information Examples:
https://unstats.un.org/sdgs/report/2022/SDG_report_2022_infographics.pdf (page 5)

Name of the Activity	Community Mapping
SDGs covered	SDG3, SDG4, SDG 8, SDG 9, SDG 11
Complexity level	Intermediate
Duration	90 min
Group size	10 – 20 participants
Objectives	1) To deepen understanding of the specific SDGs. 2) To explore the local community and identify areas of improvement. 3) To understand the concepts of sustainable cities and communities. 4) To encourage civic engagement and problem-solving.
Materials	Large papers or poster boards Local maps Markers and stickers Glue Cameras or smartphones for taking photos (optional)
Preparation	Gather all necessary materials in an accessible area (e.g. large tables). Print out local maps and gather any relevant community data or resources. Prepare an example map to demonstrate the activity. (See below)
Instructions, methodology and timing	**Step 1 - Introduction and Brainstorming (20 min)** ● Introduce the SDGs covered in this activity: SDG 11 (Sustainable Cities and Communities), SDG 4 (Quality Education), and SDG 3 (Good Health and Well-being), SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure). ● Explain the concept of community mapping and its importance in understanding and improving local areas. ● Discuss how mapping can help identify community strengths, resources and areas for improvement. ● Divide participants into small groups (4-5 participants per group). ● Provide each group with a local map, markers, stickers, etc. ● Explain the process: - Each group will take a specific area of the community to map. This can be based on different neighbourhoods, streets or community sectors (e.g. education, health, recreation). - Each group must map their assigned area, noting key features and issues using symbols and colours to represent different aspects of the community (e.g. green markers or stickers for parks, red markers or stickers for problem areas that need improvement, blue markers or stickers for community resources such as schools). For example, "In our mapped area we found three parks (green stickers) but noticed a lack of recycling bins (red stickers)". - If possible, the groups can walk around their assigned area to collect data and take photos to include in their maps (if so, re-plan the activity schedule accordingly).

	- In the end, the maps should include both positive features and areas for improvement. **Step 2 - Data Collection and Mapping (30 min)** Carry out the activity. Encourage participants throughout the activity. **Step 3 - Creating the Community Map (15 min)** ● Each group should transfer their findings to the large sheets of paper or poster boards. ● Encourage creativity in representing different elements using colours, stickers, photos, etc. ● Groups should also highlight areas that are in line with the SDGs, such as sustainable practices, educational opportunities (e.g. vocational training centres, universities, schools), health initiatives (hospitals, mental health centres), employment opportunities (markets, industrial areas), etc. **Step 4 - Presentations (10 min)** ● Once the maps have been completed, have each group present their findings to the whole group. ● Encourage discussion on the similarities and differences between the areas mapped. ● Discuss how the community can address the identified challenges (e.g. projects) and build on its strengths to achieve the SDGs. ● Encourage participants to think about how they can contribute to these projects and promote the SDGs locally. **Step 5 - Debriefing and evaluation (15 min)** See below
Debriefing and evaluation	Youth workers should observe participants during the activity to assess the level of engagement, teamwork and effectiveness of the learning process. This feedback can be used to refine and improve the activity for future sessions. Gather all teams together and discuss the learning objectives. Evaluate whether the learning objectives have been met by asking participants specific questions about the SDGs: - What did you learn about your community? - Were there any surprises or unexpected findings? - How did the mapping activity help you understand the specific SDGs? - What are the resources and strengths of your community? - What are the main challenges or areas for improvement? - How can you use this information to promote sustainable development in your community? - How did working in teams and in a playful way influence your learning experience? Distribute evaluation questionnaires (online or printed) on the success of the activity, e.g. if it was interesting and engaging, what they enjoyed most, if they worked together effectively during the activity, what would you like to change or suggest something new.

Further reading and information	https://sdgs.un.org/goals https://myworld2030.org/ https://www.un.org/sustainabledevelopment/sustainable-development-goals/ https://mappingforchange.org.uk/

Handouts

Community Map Example:



Name of the Activity	**Sustainability Art Project**
SDGs covered	SDG 13, SDG 14, SDG 15 (Life on Land)
Complexity level	Beginner
Duration	90 min
Group size	10 – 20 participants
Objectives	1) To deepen understanding of the specific SDGs. 2) To raise awareness about environmental issues and sustainability. 3) To encourage creative expression and collaboration among participants. 4) To inspire participants to think about practical solutions to environmental challenges.
Materials	Large papers or poster boards Markers, coloured pencils and paints Scissors, glue, and tape Recycled materials (e.g., cardboard, plastic bottles, metal cans, old books and magazines, buttons, fabrics) Natural materials (e.g., leaves, stones, seashells)
Preparation	Gather all necessary materials in an accessible area (e.g. large tables). Prepare a sample artwork to inspire participants. See examples below.
Instructions, methodology and timing	**Step 1 – Introduction and Brainstorming (20 min)** ● Introduce the SDGs covered in this activity: SDG 13 (Climate Action), SDG 14 (Life Below Water), and SDG 15 (Life on Land) and discuss the importance of these goals and how art can be a powerful tool to communicate, promote sustainability and raise awareness about climate change. ● Show the sample artwork in order to inspire the participants and explain how they convey messages about sustainability. ● Divide participants into small groups (4-5 participants per group). ● Provide the groups with materials. ● Each group will brainstorm ideas for their art project focusing on one or more of the presented SDGs. **Step 2 – Creating the Art Project (50 min)** Carry out the activity. Throughout the process, encourage participants to collaborate and use recycled and natural materials to emphasise sustainability. Also, think about local environmental issues and how they can be addressed through their art. **Step 3 - Exhibition (10 min)** ● Once projects are completed, have participants display their artwork around the room. ● Conduct an exhibition where each group presents their artwork, explaining the concept, the SDG it addresses, and the message it aims to convey. **Step 4 - Wrap-up and Discussion (10 min)**

	See below
Debriefing and evaluation	Youth workers should support the participants during the activity to assess the level of engagement and collaboration. This feedback can be used to refine and improve the activity for future sessions. Therefore, at the end of the activity: ● Gather all the teams together and discuss the goals that trhey have learnt in this activity. ● Evaluate whether the learning objectives have been met by asking participants specific questions about the SDGs: - How did the art project help you understand sustainability? - How did working in teams and in a playful way influence your learning experience? - How can art influence people's views on environmental issues? - What actions can you take to contribute to the goals of SDG 13, 14, and 15? ● Distribute evaluation questionnaires (online or printed) on the success of the activity, e.g. if it was interesting and engaging, what they enjoyed most, if they worked together effectively during the activity, what would you like to change or suggest something new.
Further reading and information	https://sdgs.un.org/goals https://myworld2030.org/ https://www.un.org/sustainabledevelopment/sustainable-development-goals/ https://www.earth911.com/inspire/diy/

Handouts

Paintings with recycled material:



Birthday Cards from recycled material:



Flower pots or pen holders from plastic bottles:





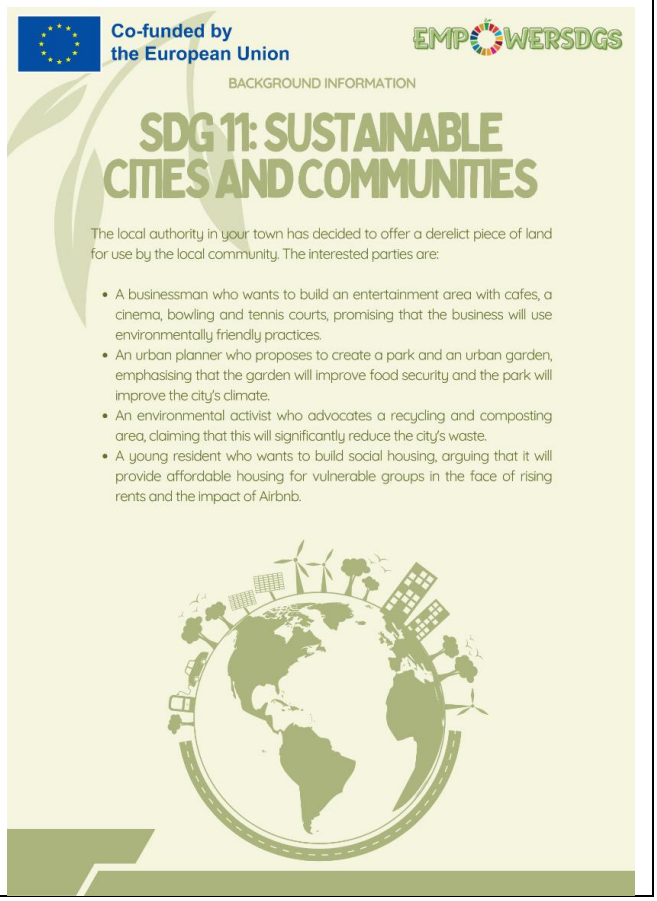
Name of the Activity	**Role-Playing Debate**
SDGs covered	All
Complexity level	Advanced
Duration	60 min
Group size	16 – 20 participants
Objectives	1) To deepen understanding of SDGs. 2) To develop communication, problem-solving and critical thinking skills. 3) To foster empathy and perspective-taking. 4) To enhance creativity and imagination.
Materials	Role cards (e.g., government officials, activists, community members)
Preparation	Develop background information on specific SDGs, such as the examples provided Create the role-play cards using the examples provided Print the background information and role play cards Prepare the venue, e.g. prepare a room for a round-table discussion
Instructions, methodology and timing	**Step 1 – Introduction and Role Distribution: (10 min)** ● Divide the participants into small teams of 4 members each. ● Youth workers will act like moderatos in the round tables. ● Explain the rules of the role-playing: - Each participant must stay in character and argue from their assigned perspective. - Respectful communication is required at all times. ● Distribute the background information and the role-play cards. **Step 2 – Preparation (10 min)** ● Each participant should read his role card and fully develop his character's perspective. Then, taking turns, each person should present his proposal for the roundtable discussion and engage in a dialogue by asking and answering questions. The aim is to convince the other participants that his proposal is the most beneficial for the community. **Step 3 - Debate (30 min)** Carry out the activity. Encourage participants throughout the process. **Step 4 - Wrap-up and Discussion (10 min)** See below
Debriefing and evaluation	Youth workers should support the dialogue and the participants during the activity to assess the level of engagement and effectiveness of the learning process. This feedback can be used to refine and improve the activity for future sessions. Therefore, at the end of the activity: ● Gather all the teams together and discuss the goals that they have learnt in this activity. ● Evaluate whether the learning objectives have been met by asking participants specific questions about the SDGs:

	- Did you understand the significance of the SGDs presented? - Did you realise the impact in our community? - How did you feel representing your character's perspective? - What challenges did you face while advocating for your proposal? - Were you inspired by the small actions we can take to make a difference? - How did working in teams and in a playful way influence your learning experience? • Distribute evaluation questionnaires (online or printed) on the success of the activity, e.g. if it was interesting and engaging, if the time was sufficient, which was the most challenging part, what they enjoyed most, if they worked together effectively during the activity, what would you like to change or suggest something new.
Further reading and information	https://sdgs.un.org/goals https://myworld2030.org/ https://www.un.org/sustainabledevelopment/sustainable-development-goals/

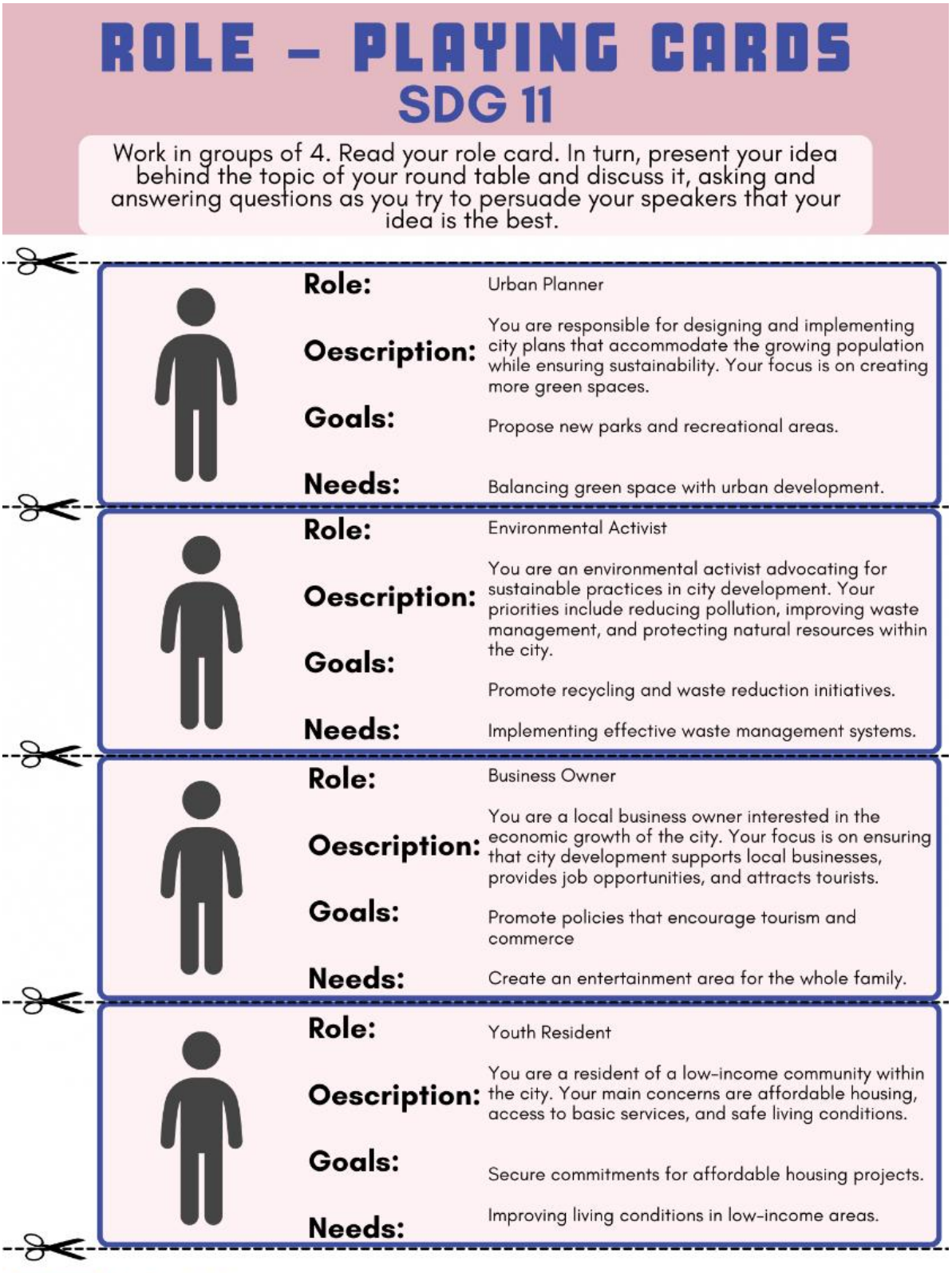
Handouts

Example templates (below):
https://www.canva.com/design/DAGHtzLOODM/Q60bnQvhxDnoyVAYQkiDjw/view?utm_content=DAGHtzLOODM&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview





Example template for role-play card:
https://www.canva.com/design/DAGHuY6YFEM/OvVP80ctpzFRTb2HhUb_fQ/view?utm_content=DAGHuY6YFEM&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview



Name of the Activity	**SDGs Treasure Hunt**
SDGs covered	All
Complexity level	Beginner
Duration	60 min
Group size	10 – 20 participants
Objectives	1) To introduce participants to the SDGs 2) To encourage teamwork and problem-solving 3) To provide a fun, engaging way to learn about global issues
Materials	SDG cards (one for each goal covered) Clues for each SDG card A prize for the winning team (optional)
Preparation	Print SDG cards (frond and back side) Hide the cards in various locations around the activity area Prepare smart clues leading to each hidden card: e.g. clue for SDG 1: "Find the place where we store our meals. There, you'll find a key to ending poverty." Print the clues
Instructions, methodology and timing	**Step 1 – Introduction and Instructions (10 min)** ● Divide the participants into small teams (4-5 members each). ● Explain the rules of the treasure hunt: - Teams will follow clues to find hidden SDG cards. Each card represents one of the SDGs they need to learn about. - Teams must stay together throughout the treasure hunt. - Each clue must be solved in order before moving on to the next. - Teams cannot take or hide SDG cards from other teams. - The first team to find the most of the SDG cards and return to the starting point wins. ● Distribute the first clue to each team. **Step 2 - Treasure hunt (40 min)** Carry out the activity. Encourage participants throughout the process. **Step 3 - Debriefing and evaluation (10 min)** See below
Debriefing and evaluation	Youth workers should observe participants during the activity to assess the level of engagement, teamwork and effectiveness of the learning process. This feedback can be used to refine and improve the treasure hunt and the activity for future sessions. Therefore, at the end of the activity: ● Gather all the teams together and discuss the goals they found. ● Evaluate whether the learning objectives have been met by asking participants specific questions about the SDGs:

	- Can you name three SDGs and explain their importance? - How do you think achieving these goals can impact the world? - What was the most surprising thing you learned about the SDGs? - Which SDG do you think is most important in your life and/or community and why? - How can you contribute to achieving these goals in your community? - What small actions can you take to support one or more of the SDGs? - How did working in teams and in a playful way influence your learning experience? ● Distribute evaluation questionnaires (online or printed) on the success of the activity, e.g. if it was interesting and engaging, if the time was sufficient, what they enjoyed most, if they worked together effectively during the activity, what would you like to change or suggest something new.
Further reading and information	https://sdgs.un.org/goals https://myworld2030.org/ https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Handouts

SDGs cards for printing and cutting



End poverty in all its forms everywhere by ensuring equal access to economic resources, services, and support systems.	End hunger, achieve food security, improve nutrition, and promote sustainable agriculture.	Ensure healthy lives and promote well-being for all at all ages, focusing on reducing mortality and improving healthcare systems.	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.	Achieve gender equality and empower all women and girls, eliminating discrimination and violence against them.	Ensure availability and sustainable management of water and sanitation for all.

Co-funded by the European Union

EMPOWERSDGS



Ensure access to affordable, reliable, sustainable, and modern energy for all.	Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.	Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.	Reduce inequality within and among countries by promoting social, economic, and political inclusion of all.	Make cities and human settlements inclusive, safe, resilient, and sustainable.	Ensure sustainable consumption and production patterns by reducing waste and promoting resource efficiency.

Co-funded by the European Union



Take urgent action to combat climate change and its impacts through education, innovation, and adherence to international agreements.	Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.	Protect, restore, and promote sustainable use of terrestrial ecosystems, manage forests, combat desertification, and halt biodiversity loss.	Promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable institutions.	Strengthen the means of implementation and revitalize the global partnership for sustainable development through cooperation and collaboration.

Co-funded by the European Union

EMPOWERSDGS

Example for clues template:
https://www.canva.com/design/DAGHdTfT8jQ/_C7tcsTCqm1SahG2atkZqA/view?utm_content=DAGHdTfT8jQ&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview



Name of the Activity	**Building Bridges**
SDGs covered	SDG 1, SDG 8, SDG10
Complexity level	Intermediate
Duration	120 minutes
Group size	20
Objectives	1) To foster empathy and understanding of the challenges faced by people with disabilities. 2) To encourage creative thinking in designing inclusive work environments. 3) To promote teamwork and problem-solving skills.
Materials	Materials such as LEGO, playdough, straws, tape Accessibility feature cards Timer Flipchart or whiteboard Markers
Preparation	Prepare accessibility feature cards with different workplace accommodations (e.g., wheelchair ramps, braille signs, ergonomic furniture).
Instructions, methodology and timing	**Step 1 (10 min): Introduction** Introduce the concept of accessibility and its importance in the workplace. Discuss how it relates to the SDGs, particularly SDG 1, 8, and 10. **Step 2 (15 min): Instructions** Divide participants into teams of four. Hand out the accessibility feature cards to each team and explain that they will have to design a model of an inclusive workplace using the building materials provided. **Step 3 (5 min): Group agreement** Each team selects one card and discusses how they can incorporate the feature into their workplace model. **Step 4 (20 min): Building the models** Teams start building their models. Encourage them to think creatively about how to make the workplace accessible for everyone. **Step 5 (45 min): Presentations** Once the models are complete, each team presents their design to the group, explaining how the features work and why they are important.
Debriefing and evaluation	● What did you learn about the importance of accessibility in the workplace? ● How did it feel to work on creating an inclusive environment? ● What challenges did you face, and how did you overcome them?
Further reading and information	World Health Organization (WHO) Policy on Disability This document outlines WHO's commitment to inclusivity and integration of disability across all program areas, contributing to the implementation of global commitments like the 2030 Agenda for Sustainable Development Diversity and Inclusion This video looks at the different facets of diversity that are frequently overlooked or ignored, demonstrating that diversity encompasses all individuals.
Handouts	N/A

Name of the Activity	**Cultural Mosaic**
SDGs covered	SDG 4, SDG 10, SDG16
Complexity level	Intermediate
Duration	120 minutes
Group size	5-10
Objectives	1) To explore and celebrate the diverse cultural backgrounds of participants. 2) To enhance understanding of the impact of culture on individuals' perspectives and experiences. 3) To encourage dialogue and exchange of cultural knowledge.
Materials	World map or globe Markers and flip chart paper Music player and a selection of world music Cultural exchange worksheets
Preparation	Provide the worksheets for participants to share information about their own cultures (check worksheet)
Instructions, methodology and timing	**Step 1 (10 min):** Introduce the concept of cultural diversity and its importance in fostering a vibrant and inclusive community. Discuss how this relates to the selected SDGs. **Step 2 (15 min):** Divide participants into pairs or small groups. Distribute the cultural exchange worksheets and ask them to fill out information about their own cultural background. **Step 3 (5 min):** Invite participants to place a marker on the world map or globe representing their cultural heritage. **Step 4 (20 min):** Participants share their cultural exchange worksheets with their group, discussing traditions, languages, and unique aspects of their cultures. **Step 5 (45 min):** Facilitate a cultural sharing session where participants can teach each other words from their languages, share traditional stories, or discuss cultural practices.
Debriefing and evaluation	● How does learning about different cultures enrich our understanding of the world? ● In what ways can we create more inclusive spaces that honour diverse cultural expressions? ● What actions can we take to ensure cultural diversity is respected and celebrated?
Further reading and information	What is diversity? Diversity refers to the variety of differences among people, which can include characteristics like race, ethnicity, gender, disability, sexual orientation, gender identity, national origin, language, and socioeconomic status. **In the workplace, diversity means having a team made up of people with different experiences and perspectives.** Diversity is not just about numbers; it's about the richness it brings to an organization and society.

	What is cultural diversity? Cultural diversity refers to the variety of cultures, traditions, languages, and ways of life that exist within a society or across different societies. It encompasses the distinct spiritual, material, intellectual, and emotional characteristics that define different groups of people.

Handouts

Cultural DIVERSITY

Use this worksheet to tell more about your culture and the traditions of your family

1 Language my family and I speak

2 My favourite tradition

3 My favourite traditional food

4 Clothes worn in my culture

5 Holidays celebrated in my culture



Name of the Activity	**Energy for All**
SDGs covered	SDG 7
Complexity level	Advanced
Duration	120 minutes
Group size	20 participants (divided into delegations)
Objectives	1) To understand the importance of affordable and clean energy. 2) To explore renewable energy sources and their benefits. 3) To brainstorm solutions for energy challenges faced by communities around the world. 4) To discuss the challenges and opportunities of energy storage and distribution.
Materials	Information cards about different renewable energy sources (solar, wind, hydro, geothermal, biomass). World map. Creative materials (paper, markers, scissors, glue) for creating energy solution models.
Preparation	Prepare the information cards with facts about each renewable energy source. Set up stations for each energy source with relevant materials.
Instructions, methodology and timing	**Step 1: Introduction (10 minutes)** ● The moderator introduces the activity, explaining the importance of SDG 7 and its impact on global sustainability. ● Participants are briefed on the objectives and outcomes expected from the activity. **Step 2: Formation of Groups (5 minutes)** Participants are divided into five groups, each representing a different renewable energy source: solar, wind, hydro, geothermal, and biomass. **Step 3: Research and Discussion (20 minutes)** ● Each group receives an information card detailing the benefits and challenges of their assigned energy source. ● Groups discuss the potential of their energy source and how it can be implemented affordably and sustainably. **Step 4: Identification of Target Regions (15 minutes)** ● Using the world map, groups identify regions that would most benefit from their renewable energy source. ● They consider factors like climate, geography, and economic conditions. **Step 5: Project Planning (30 minutes)** Groups plan out a clean energy project, considering infrastructure, community impact, and environmental benefits. **Step 6: Model Creation (30 minutes)** ● Groups use creative materials to build a model or visual representation of their energy project. ● The model should illustrate how the project works and its benefits to the community. **Step 7: Presentation (10 minutes)**

	• Each group presents their project to the rest of the participants. • They explain their project design and expected outcomes.
Debriefing and evaluation	• The moderator leads a debriefing session, discussing what was learned and how these ideas can be applied in real-world scenarios. • Participants reflect on the role of affordable and clean energy in achieving sustainable development.
Further reading and information	Renewable Energy Energy is central to both the problem of climate change and its solution. A significant portion of the greenhouse gases that warm our planet comes from the production of energy, specifically the burning of fossil fuels like coal, oil, and gas. These fossil fuels are the primary drivers of global climate change, responsible for over 75% of greenhouse gas emissions and nearly 90% of carbon dioxide emissions. Currently, fossil fuels still dominate, accounting for more than 80% of global energy production. However, the share of renewables is increasing, now providing about 29% of electricity. Accelerating the transition to renewable energy is essential for a healthy and sustainable future.

Handouts

RENEWABLE ENERGY CARDS

1. Solar Energy

a. **Benefits**:

i. Inexhaustible Supply: The sun provides a vast amount of energy that will not run out for billions of years

ii. Low Operating Costs: Once installed, solar panels require little maintenance and provide free energy from the sun

iii. Environmental Benefits: Solar energy produces no emissions during operation and reduces reliance on fossil fuels

iv. Energy Independence: Solar power can reduce dependence on foreign energy sources and increase domestic energy security

b. **Challenges**:

i. High Upfront Costs: The initial investment for solar panel installation can be significant

ii. Intermittency: Solar energy is only available when the sun is shining and can be affected by weather conditions

iii. Storage Limitations: Storing solar energy for use during non-sunny periods requires battery systems, which can be expensive

iv. Geographic Limitations: Solar energy potential varies by location, with some areas receiving more sunlight than others

2. Wind Energy

a. Benefits:

i. Renewable: Wind is a plentiful resource that regenerates naturally and is inexhaustible

ii. Clean: Wind turbines produce electricity without emitting greenhouse gases or pollutants

iii. Cost-Effective: The cost of wind energy has decreased significantly, making it competitive with traditional energy sources.

b. **Challenges**:

i. Visual and Noise Impact: Wind turbines can affect landscapes and generate noise, which may be considered a nuisance by nearby residents

ii. Wildlife Disruption: Birds and bats can be harmed by turbine blades, raising environmental concerns

iii. Variable Energy Production: Wind energy depends on wind speed and can be unpredictable, requiring backup systems for consistent supply

3. Hydro Energy

a. Benefits:

i. Stable and Reliable: Water flow is generally consistent and predictable, providing a steady energy source

ii. High Efficiency: Hydroelectric power plants convert about 90% of the energy in flowing water into electricity

b. **Challenges**:

i. Environmental Impact: Dams can disrupt local ecosystems, affecting fish migration and water quality

ii. Displacement: Large hydro projects may require the displacement of communities and changes to the landscape

4. Geothermal Energy

a. **Benefits**:

i. Consistent: Geothermal energy is always available, regardless of weather conditions

ii. Small Footprint: Geothermal plants typically use less land per megawatt than other renewable energy sources

b. **Challenges**:

i. Location Specific: Geothermal energy is most viable in areas with high geothermal activity, limiting its widespread use

ii. Drilling Risks: The drilling process can release greenhouse gases trapped underground and may trigger earthquakes

5. Biomass Energy

a. Benefits:

i. Versatile: Biomass can be converted into different forms of energy, such as heat, electricity, and biofuels

ii. Carbon Neutral: When sourced sustainably, biomass can be a carbon-neutral energy source

b. **Challenges**:

i. Land Use: Growing biomass crops may compete with food production and lead to deforestation

ii. Emissions: Some biomass energy production methods can produce air pollutants and greenhouse gases

Name of the Activity	Climate Council
SDGs covered	SDG 10, SDG11, SDG13, SDG16
Complexity level	Advanced
Duration	120 minutes
Group size	20 participants (divided into delegations)
Objectives	1) To understand the different perspectives and interests in international climate change negotiations. 2) To develop negotiation and diplomacy skills. 3) To foster critical thinking about global environmental policies and their impact.
Materials	Name tags for each role, information packets for each delegation, a gavel to signal the start and end of the meeting, a large world map, a timer to manage speaking times, note-taking materials for all participants.
Preparation	Prepare role cards and information packets detailing each delegation's position, interests, and objectives. Set up the room to resemble a conference hall with seating arrangements for each delegation. ROLES: - 2 Representatives of Wealthy Nations - 2 Representatives of Developing Nations - 2 Representatives of Oil Companies - 2 Representatives of Renewable Energy Firms - 2 Environmental NGO Advocates - 2 Climate Scientists - 2 Youth Activists - 2 Indigenous Community Leaders - 2 Agricultural Sector Representatives - 2 Urban Planning Experts
Instructions, methodology and timing	**Step 1 (5 min): Introduction** Introduce the activity and distribute role cards and information packets to participants. Explain the objectives and rules of the role-play. **Step 2 (15 min): Preparation** Participants review their roles and prepare their opening statements, aligning with their assigned interests and positions. **Step 3 (5 min): Opening** The facilitator opens the meeting with a brief overview of the current state of global climate change and the urgency of international cooperation. **Step 4 (15 min): Introductory statements** Each delegation presents their opening statement, outlining their stance on climate change and proposed solutions (2 minutes per delegation). **Step 5 (45 min): Debate** Open floor for debate. Delegations engage in discussions, negotiations, and form alliances. The facilitator moderates to ensure equal participation. **Step 6 (20 min): Finalising** Delegations work towards drafting a joint resolution on climate action, considering the interests and concerns of all parties.

	Step 7 (15 min): Debriefing See questions below
Debriefing and evaluation	● Reflect on the challenges faced during negotiations. ● Discuss the feasibility of the proposed solutions. ● Evaluate the role of diplomacy and compromise in international relations.
Further reading and information	Clean Energy Future: This article discusses the economic and health benefits of clean energy and challenges the myth that it hinders economic development. Financial Support for Climate Action: This article highlights the importance of financial inclusion for climate resilience, especially in climate-vulnerable countries.

Handouts

HANDOUT FOR THE MODERATOR TO BE USED AS AN INTRODUCTION TO THE COUNCIL DISCUSSION ON CLIMATE CHANGE

Dear Esteemed Delegates,

We are gathered here today to engage in a pivotal discussion that will shape our collective response to the global challenge of climate change. This conclave brings together a diverse group of stakeholders, each representing a unique perspective and set of interests. Our goal is to foster a constructive dialogue that leads to actionable solutions.

Today, we stand at a crossroads where the decisions we make will have lasting impacts on our planet and future generations. Each delegation here holds a piece of the puzzle to mitigating the effects of climate change and advancing our Sustainable Development Goals.

As we proceed, I urge each of you to present your views with clarity and listen to others with respect. Remember, the essence of this conclave is collaboration and compromise. Let us work together to create a sustainable and equitable future for all."

Time Allocations:

- Opening Remarks: 5 minutes
- Introduction of Delegations: 2 minutes per delegation
- Presentation of Opening Statements: 3 minutes per delegation
- Open Floor Debate: Managed by the moderator, 2 minutes per speaker with the possibility of extension upon request
- Drafting of Joint Resolution: 30 minutes (collaborative session)
- Closing Remarks: 5 minutes

Guidelines for Discussion:

- Respect the speaking time allocated to each delegation.
- Listen attentively and consider all points of view.
- Seek common ground and be open to compromise.
- Focus on constructive solutions that benefit the global community.

Topics discussion (chosen by the moderator):

- Clean Energy Future
- Financial Support for Climate Action

Name of the Activity	**Inclusive Art and Creativity Workshop**
SDGs covered	SDG 4, SDG 10, SDG 11
Complexity level	Advanced
Duration	110 minutes
Group size	20
Objectives	1) To encourage self-expression and creativity through different art forms 2) To promote inclusivity and accessibility in artistic activities 3) To foster collaboration and understanding among participants of different abilities 4) To increase awareness of the Sustainable Development Goals (SDGs) through thematic art projects 5) To facilitate social interaction and peer support in a creative environment
Materials	Large sheets of paper Paints, brushes, markers, and crayons Scissors, glue, and collage materials Tables and chairs of adjustable heights (to guarantee they are accessible to all participants)
Preparation	Arrange the tables and chairs to ensure easy movement for participants with mobility difficulties Set up art stations with different materials, ensuring they are within easy reach. Encourage participants to ask their colleagues for help if needed. Prepare adaptive art tools and ensure their availability.
Instructions, methodology and timing	**Step 1 (10 min):** Welcome participants and explain the objectives of the workshop. Highlight the importance of creativity and inclusivity in the arts. **Step 2: Art Exploration Stations** ● Set up different art stations: painting, drawing, collage, and clay modelling. ● Explain the activities at each station. ● Emphasize that participants can move freely between stations and try different activities. ● Ensure each station has adaptive tools available for participants with disabilities. **Step 3: Group Art Project** ● Divide participants into four groups of five. ● Provide each group with a sheet of paper. ● Assign a theme related to SDGs (e.g., "Sustainable Cities," "Equality," "Education for All"). ● Encourage groups to create a collaborative art piece based on the theme using various materials. ● Allow 10 minutes for brainstorming and 30 minutes for creating the artwork. **Step 4: Art Gallery Walk** ● Display all group artworks around the room.

	● Invite participants to walk around and view each other's creations. ● Encourage participants to ask questions and discuss the art pieces.
Debriefing and evaluation	● How did you feel during the art activities? What did you enjoy most? ● How did working with others influence your creativity? ● How important do you think inclusivity is in artistic activities? ● What did you learn about the SDGs through this workshop? ● What can you do to make art more accessible to everyone? ● How can creative activities foster a sense of community and support?
Further reading and information	N/A
Handouts	N/A

Name of the Activity	**What about my role?**
SDGs covered	**SDG 10, secondarily SDGs 3,4,5,8,16 (or other as needed)**
Complexity level	Intermediate
Duration	70 minutes
Group size	Up to 30
Objectives	● Learning about the basic concepts of disability, equality, inclusion and how those interact with the SDGs ● Raising awareness about obstacles and potential solutions for youth with a disability about access to information and their engagement in tackling social issues
Materials	● Flipchart and markers ● Tables with 5 chairs ● Images from Handout ● Copies of role cards ● A headset with loud music, a sleeping mask, some Velcro or rope to immobilise legs and an arm, a plain language copy of the SDGs, a phone with voice to text enabled or an AAC app, fidgets, a set of rhinestone stickers to use as braille dots and a copy of the alphabet in braille
Preparation	● Make copies of the role cards ● Prepare a headset with loud music, a sleeping mask, some Velcro or rope, fidgets, a plain language copy of the SDGs, a set of sticker dots and a copy of the alphabet in braille ● enable voice to text on a phone or install an AAC app
Instructions, methodology and timing	**Step 1: Brainstorming (20 min)** Brainstorm with participants by asking them what are equality, inclusion, intersectionality (by taking one topic at a time and writing their key words on a flipchart). **Step 2: Activity (20 min)** Split participants into groups of 5, each having one „disabled“ participant, and an accompanying person or assistant. Ask two people in each group to draw their role (person with a disability and their personal assistant). The set of role cards is chosen by drawing 2 cards (folded together) from a stack. The disabled participant is given whatever tool they may need for the role, and one tool to help the group (braille alphabet, plain language text or similar, as listed in materials above). (5 min) Place each group at a table. Each table should have printed images representing human rights and fundamental freedoms and related SDGs (see in Handout) and ask the group to discuss the following question “What do you see in the photos and how is it related to human rights and freedoms?”. The groups must ensure equal participation of all members. (15 min) **Step 3: Debrief (20 min)** See questions below.

	Step 4: Inputs and conclusions (10 min) Explain that the images were supposed to highlight the importance of equal opportunities for participation of young people. Explain SDG 10 and other related SDGs, as well as why they are important for young people.
Debriefing and evaluation	1. How did you feel during the activity? 2. What happened in the group when you learned you had a participant with a disability? How did you adapt? 3. For those who had a role, did you struggle to fit in or did you find it easy to equally participate in the task? 4. For those who did not have a role, what kind of support did you provide to ensure everyone's participation in the task? 5. Which right and SDG goal was explored (on the table) and what connection to the experience of disabled people did you discover? 6. What are your main takeaways from this activity? What did you learn about inequalities and their impact on certain rights? 7. In what way can you connect this activity with real life examples? 8. What is the role of young people in influencing change and ensuring inclusion and equality in our societies?
Further reading and information	The estimated population of the Council of Europe member states is 800 million, which means that there must be approximately 80 million disabled people within their borders. **The WHO estimates that over one billion people, about 15% of the world's population, have some form of disability in the world today.** The number is increasing because of war and destruction, unhealthy living conditions, or the absence of knowledge about disability, its causes, prevention and treatment. Among people with disabilities, women, children, elders, victims of torture, refugees and displaced persons, and migrant workers are particularly vulnerable. For example, women with a disability are discriminated against both because of their gender and because of their disability. **UN Convention on the Rights of Persons with Disabilities** This treaty was opened for signature in March 2007 and became effective in May 2008.
Handouts	
Pairs of role cards: ● You are a deaf person who uses sign language and you need the presence of an interpreter for effective communication ● You are an interpreter for your local and international sign language ● You are a blind person who uses a white cane or the accompaniment of another person in movement and daily activities. You know braille. ● You are an assistant to a blind person ● You are a person on the autism spectrum, sensitive to loud sounds, light, certain textures, etc. You have a hard time concentrating if there are many things that distract you, and you become anxious.	

- You are an autistic person's assistant who, among other things, helps that person in stressful situations.

- You are a person with intellectual disabilities who uses plain language materials and decision support. When you don't understand something, you ask questions, and if you don't get an explanation, you hardly participate in the conversation.
- You are an assistant to a person with intellectual disabilities, among other things responsible for helping them make decisions

- You are a person with a physical disability, a wheelchair user, with a reduced range of motion of one arm. You need the architectural accessibility of the space and help with certain activities.
- You are a personal assistant to the wheelchair user

- You are a person with dyslexia and dysgraphia (difficulties in recognizing, reading and writing letters)
- You are an assistant to a person with dyslexia and dysgraphia, among other things responsible for adapting materials, as needed

PICTURES (same at each table)











Name of the Activity	Quotes of change
SDGs covered	SDG 10 (others can be brought up in each individual case)
Complexity level	Beginner
Duration	60 minutes
Group size	Up to 35
Objectives	• To raise awareness about the importance of diverse voices when addressing social issues • To highlight complex identities and how barriers overlap • To practise public speaking and presenting ideas efficiently
Materials	• Paper cut outs with quotes • A box or bag
Preparation	• Print and cut out quotes
Instructions, methodology and timing	**Step 1: Introduction (10 min)** Once the group is in a circle, go over the importance of SDGs, explain intersectionality and how different marginalised groups may face barriers Introduce in achieving rights. Present the activity. **Step 2: Group discussion (10 min)** Participants are divided into pairs/groups of 3, and pull one paper with a quote from a hat/box. They are told the quote is from a famous disabled person. Participants discuss the quote and its meanings. They should think about how it relates to human rights and SDGs, what it might mean for different contexts and in relation to different goals. **Step 3: Presentations (15-20 min)** Participants go back to the circle and present how they experienced the quote in the following format: • 1 minute elevator pitch • no repetition • no interruption During this time, one of the facilitators writes down the main ideas that were mentioned, so they can be remembered and explored during the debrief. **Step 4: Debriefing (20 min)** See questions below.
Debriefing and evaluation	Examples of debrief questions (to be adapted as needed): 1. In a word, what's on your mind/how are you feeling right now? 2. How challenging was it to talk about your topic for just one minute? 3. How does your statement relate to human rights? 4. How does it relate to the goals outlined by the SDGs? 5. How did these quotes impact your way of thinking about diverse perspectives? 6. Does everyone have an equal chance to have their needs met and access their rights, as an individual? Why? Why not? 7. How do we personally influence changes and why does it matter?

	8. How do we mobilise more young people from marginalised groups?
Further reading and information	• The estimated population of the Council of Europe member states is 800 million, which means that there must be approximately 80 million disabled people within their borders. **The WHO estimates that over one billion people, about 15% of the world's population, have some form of disability in the world today**. The number is increasing because of war and destruction, unhealthy living conditions, or the absence of knowledge about disability, its causes, prevention and treatment. Among people with disabilities, women, children, elders, victims of torture, refugees and displaced persons, and migrant workers are particularly vulnerable. For example, women with a disability are discriminated against both because of their gender and because of their disability. • **UN Convention on the Rights of Persons with Disabilities** This treaty was opened for signature in March 2007 and became effective in May 2008. • **The social model of disability** is a model that says a person is disabled not by their impairment, but instead by the physical, structural and attitudinal barriers in society.

Handouts

Quotes for discussion:

1) "When other people see you as a third-class citizen, the first thing you need is a belief in yourself and the knowledge that you have rights. The next thing you need is a group of friends to fight back with." — Judith Heumann
2) "My disability does not exist because I use a wheelchair, but because the wider environment is not accessible" - Stella Young
3) That quote, 'the only disability in life is a bad attitude', the reason that's bullshit is ... No amount of smiling at a flight of stairs has ever made it turn into a ramp. No amount of standing in the middle of a bookshelf and radiating a positive attitude is going to turn all those books into braille.- Stella Young
4) "I am different, not less valuable." – Dr. Temple Grandin
5) "Disability doesn't make you exceptional, but questioning what you think you know about it does." - Stella Young
6) "I don't need it easy. I just need possible ." – Bethany Hamilton
7) "Life is a series of lessons that must be lived to be understood." - Helen Keller
8) "I'm not here to impose Sharia law, and I'm not here to have a message about disability being inspirational - I'm here to make people laugh. But when I can layer things and make people not only laugh but question, make people not only laugh but be offended... I have to do that. - Maysoon Zayid
9) "We must be treated as equals - and communication is the way we can bring this about"- Louis Braille
10) "But I was beginning to learn something very important: when institutions don't want to do something, to claim that something is a "safety" issue is an easy argument to fall back on. It sounds so benign and protective. How could caring about safety possibly be wrong or discriminatory?" — Judith Heumann
11) „Right there was our catch-22: Because the country was so inaccessible, disabled people had a hard time getting out and doing things – which made us invisible. So we were easy to discount and ignore. Until institutions were forced to accommodate us we would remain locked

out and invisible – and as long as we were locked out and invisible, no one would see our true force and would dismiss us.” “Judith Heumann

12) Quotes like "if he can do it, you can do it" tell non-disabled people to look at us like we're these special little unicorns that are here to make them feel good about their lives: That continues to put us on either a pedestal or in a pity party where it's very condescending."-Molly Burke
13) “The world worries about disability more than disabled people do.” - Warwick Davis
14) “The problem for many people with disabilities is not that we are not able to work a certain number of hours a week. It's that no-one will let us”.- Stella Young
15) "It is not about some new rights, but about the same rights that all other citizens in this world have."- Sir Robert Martin
16) "I don't believe in stupid political correctness. I do not think that the fundamental problems of human rights can be solved diplomatically. Diplomatic dialogue and expression are not straightforward when it comes to fundamental human rights. I firmly believe in human rights, and in order for them to be realised, for disabled people to live their human rights, we must be direct. We must be revolutionaries, because what we are doing is a revolution." - Kapka Panayotova

Name of the Activity	**Youth Against Corruption**
SDGs covered	SDG 5, SDG10, SDG16
Complexity level	Intermediate
Duration	90 minutes
Group size	40
Objectives	• Main objective is to raise awareness of the pervasive presence of corruption in society and to develop critical thinking and diverse perspectives among young people, who will be future leaders and shape institutions. • To understand the intersection of gender and corruption, and how corruption disproportionately affects women and marginalised groups. • To explore the role of youth in preventing corruption and their potential contributions to creating a more transparent and equitable society.
Materials	• Case study distributed for group work • Flipchart and markers
Preparation	• Print the case study for 5 groups (see Handout) • Prepare a presentation with current information (see Further reading)
Instructions, methodology and timing	**Step 1: Introduction** (10 minutes) Invite participants to share their understanding of corruption and its impact on society, offering short examples from their experiences. Write their key words on a flipchart that will be visible during the whole activity. **Step 2: Case study preparation** (5 minutes) Organise participants into 5 groups. Their task is to review the given case study (see in Handout) and prepare a short presentation of their conclusions (up to 2 min). **Step 3: Group work and discussion** (20 minutes) Allow groups to discuss the case study, monitoring their progress and offering guidance as needed. **Step 4: Presenting results** (10 minutes) Have each group present their conclusions from the case study discussion. Foster a sense of diverse opinions and a deeper understanding of the complexities surrounding corruption. **Step 5: Debriefing** (30 min) See questions below. **Step 6: Interactive presentation** (15 minutes) Conclude debriefing by presenting the definition of corruption, the Corruption Perceptions Index, consequences and challenges, legal frameworks, and international bodies and agencies involved in combating corruption. Highlight the role of individuals in preventing corruption and its adverse effects on society. Facilitate a discussion on how corruption affects men and women differently and explore potential solutions.

Debriefing and evaluation	1. How did your group approach this case study? Were you able to easily agree on the key conclusions? 2. How does corruption affect trust in public institutions and services? 3. How does corruption affect young people trying to enter the system and engage with the public sector? 4. What are the long term effects of corruption on social and economic development? (If needed, add the element of the demoralising effect of corruption on young people's aspirations and career goals) 5. Are marginalised groups more affected by corruption? Why/why not? 6. What specific barriers do these groups face when dealing with corruption? 7. How does corruption impact men and women differently? 8. What measures can be implemented to address gender-specific impacts of corruption? 9. Have you ever faced corruption in your life? What happened? 10. What is the role of education, awareness-raising and community engagement in combating corruption? 11. What immediate actions can young people take to contribute to anti-corruption efforts in their communities?
Further reading and information	• Transparency International's GENDER AND CORRUPTION TOPIC GUIDE Compiled by the Anti Corruption Helpdesk • 2023 Corruption Perceptions Index: Explore the… - Transparency.org • front.PMD (usaid.gov) • Antikorupcijski-vodic-kroz-skolske-casove-2015.pdf (iea.rs) (only in Serbian)

Handouts

Case Study

In the fictional country "X," there exists one of the leading universities in the region, "University X." This university has a long history of prestige and excellence, but behind its facade of reputation lies deep-seated corruption that affects all aspects of its functioning. University X faces serious financial challenges, especially after a reduction in state funding for higher education. To compensate for the loss of revenue, the university's leadership turns to accepting donations from wealthy individuals and corporations. However, the terms of these donations are not merely focused on funding scholarships and research projects; wealthy donors demand access for enrolling their children, even if they lack appropriate qualifications. This creates a profound divide between students admitted based on merit and those admitted due to their parents' donations. The university's leadership closely collaborates with the ruling political party to maintain their position and financial support. Politics influences decisions regarding student admissions, favouring candidates connected to political elites regardless of their academic abilities. This close relationship between the university and politics creates a clienteles system that encourages corruption and nepotism. In Country X, higher education is often viewed as a status symbol, and a degree from University X is considered a ticket to the elite. This creates significant pressure on students and their families to engage in corrupt practices to secure access to prestigious institutions. This culture of elitism and nepotism is deeply rooted in societal norms, making reforms challenging to implement.

Questions for group discussion:

1. What are all the factors contributing to corruption in higher education, including economic, political, cultural, and organized crime perspectives?

2. What are the consequences of such actions on society, such as eroding trust in educational institutions, undermining social cohesion, and limiting access to justice and equal opportunities for all citizens?
3. Are women and other vulnerable groups even more disadvantaged due to corruption in higher education, and are the consequences for them even more severe compared to other groups?

Name of the Activity	**Making the news…**
SDGs covered	SDG 5, SDG10
Complexity level	Advanced
Duration	45 minutes
Group size	10
Objectives	• To develop an understanding about how reporting becomes biased. • To be more aware of how our own perceptions may be distorted. • To address and analyse how we represent and discriminate against certain social groups. • To raise awareness about how we help preserve unfair social structures.
Materials	• Flip chart and pen. • Tape for taping up flip charts.
Preparation	Be prepared to offer information and examples of news, stories which have been shown to be biased. Prepare a scenario that one of the groups will need to act out. Optional: Keep the activity alive by using a large frame to represent the TV and something to represent a microphone for the reporters.
Instructions, methodology and timing	**Step 1: Distribution of roles and preparation (10 min)** Divide the group into two. Ask one group to develop a short 5-minute roleplay based on a scenario you give them. This can be a real event or one made up involving conflict between two groups with different cultures or lifestyles. (At this point the activity can be adjusted by narrowing instruction about the chosen event to fit inside a particular framework for a particular demographic or objective that is being addressed). Explain to the other group that they will be the TV media who will report about what they see. They should all work individually. In preparation, they should think of the elements they should report about when the groups meet. At this stage, they can write down the elements they want to report about, because later they will not be able to take notes. **Step 2: Acting out (10 min)** When both groups are ready, ask the first group to do their performance. Meanwhile, media should be only listening and watching, without taking notes for their reports. **Step 3: Reporting (15 min)** As soon as the sketch is over, ask the reporters to prepare to present their reports in 3 min each, as if for the evening TV news bulletin. They are not allowed to communicate with other journalists or make comments to other journalists' reports. Actors should also listen to the reports. During presentations of reports, you can write down key words from each report on a flipchart (also to note down common words used, similar). **Step 4: Debriefing (20 min)** See questions below.
Debriefing and evaluation	**Start by asking the reporters:**

	• In the preparation, what were the main elements you wanted to report about? • After the sketch, what did you find the easiest to report about and why? • And what was the hardest part to report about, and why? • What did you do if you couldn't remember something exactly? **Then ask the actors:** • How did you feel about the reports? What did you think of them? • Did the reporters give an accurate report of the event? Why/why not? • Were there any significant omissions in the reports? **Then open up the discussion to everybody:** • What do you expect to see/hear in TV news - an objective report or also personal opinions and observations? • How do you make a difference between objective facts in TV news and personal observations/comments made by reporters? • How reliable do you think the TV news is? • What influence does the media have on our opinions and actions? • What is the role of young people in fighting against fake news?
Further reading and information	Before the next session look at your own local paper or watch the news on TV and discuss how accurate the reporting is and which events were covered and which were left out? Further address the stereotypes that are being pushed and presented in the reporting, and also how do they influence the media representation and public opinion on certain groups?
Handouts	N/A

7. Conclusions and recommendation

Young people with fewer opportunities face a multitude of barriers that can hinder their full participation in activities. These barriers include geographical, economic, social, educational, cultural, disability and health-related obstacles. Geographically isolated youth may struggle with limited access to transportation, while those from economically disadvantaged backgrounds might find it challenging to afford participation costs. Socially, single parents or young people caregiving responsibilities that may require additional support, and culturally, participants that may need accommodations for religious practices or holidays. Moreover, individuals with disabilities or health conditions may face physical or sensory challenges that affect their participation. By identifying these obstacles and implementing tailored solutions, organisations can create environments where all young people feel valued, respected, and empowered to participate fully.

The UN Agenda 2030, with its 17 SDGs, provides a comprehensive blueprint for global sustainability and inclusive development by 2030. Education, particularly non-formal education, plays a pivotal role in advancing these goals, promoting human rights education, intercultural learning, and education for sustainable development. By leveraging non-formal educational settings, youth organisations can effectively engage young people with fewer opportunities, empowering them to become active agents of change within their communities.



- **Recommendations**

Recommendation	Description	Example
Participant Engagement	Develop communication strategies that are accessible and inclusive for all participants. This includes using clear, simple language and offering materials in different formats (text, audio, visual) to accommodate different needs.	Use subtitles in videos and offer translation services when necessary.
	Implement regular feedback systems to understand participants' needs so the program can be adjusted accordingly.	Use surveys or one-to-one interviews to collect feedback and ensure the program meets participants' needs.
Adaptability	Before implementing activities, assess participants' needs and preferences. This includes understanding their specific needs.	Distribute questionnaires to gather information on accessibility needs, dietary restrictions, and cultural practices.
	Respect diverse cultural practices by ensuring planned activities align with participants' cultural and religious practices. Be flexible and accommodate when needed.	Schedule events to avoid conflicts with important cultural or religious holidays.
Resource Allocation	Cover participant costs directly through your organization, rather than requiring participants to pre-pay for services like transportation or accommodation.	Arrange and pay for travel and other related expenses in advance to ensure participants can focus on their involvement rather than financial concerns.
Promote Awareness and Training	Conduct regular training for staff and volunteers on inclusive practices and accessibility.	Provide training on understanding social inclusion and how to implement inclusive practices in all activities.
	Ensure all event venues meet accessibility standards. Consider conducting site visits to confirm that all spaces are suitable for individuals with disabilities.	Check for wheelchair ramps, elevators, and accessible restrooms. Consult with accessibility experts if needed.
Partnerships and Collaboration	Work with local organizations to establish new partnerships, expanding resources and knowledge.	Contact partners specializing in areas such as disability advocacy, cultural diversity, or youth engagement, and share best practices with them.
Practical Tools	Utilize platforms with features like screen readers or easy navigation to enhance accessibility.	Ensure online platforms used in the program are accessible, incorporating features such as screen readers and user-friendly navigation.

ANNEX A: Accessibility of digital platforms

Platform	*Screen reader accessible*	*High contrast and enlarge*	*Keyboard commands*	*Captioning*	*Transcript*	*Pin/Spotlight*	*Recording*	*Notes*
Microsoft Teams	✓	✓	✓	✓	✓	✓	✓	Captions are automated, available in multiple languages
Zoom	Only the chat, and it can't be muted	✓	✓	✓ Not in breakout rooms	✓	✓	✓	Captions can be automated, manual or third-party (AI), rapidly improving
Google Meet	✓	✓	✓	✓	✓	✓	✓	One of the best platforms when it comes to captioning and other features. Pinning is called „pair tiles"
Padlet	✓	✗	✓	N/A	N/A	N/A	N/A	
Mentimeter (Menti)	Only for quizzes	Only on desktop	Only on desktop	N/A	N/A	N/A	N/A	The accessibility options of this app are very limited in a non formal education setting
Miro	✓	✓	✓	N/A	N/A	N/A	N/A	

ANNEX B:
Template of the access needs form

The form below is an example of the questionnaire you can ask your participants to fill in before the activity so you can get all relevant information for their participation. You can upload the questions to an online platform or have it in a Word document sent to all participants. You can also change and modify questions according to the needs of your activity.

ABOUT YOU:

1. **Your first name/given name:**
2. **Your family name/surname** (in CAPITAL letters):
3. **What pronouns do you use?**
4. **What is your preferred name** (the name you would like us to call you during the activity)? (if you have any)
5. **Please provide your mobile phone number** (including country code):

YOUR NEEDS:

6. **Do you need a wheelchair accessible bedroom and/or event space?** Yes/No
7. **If you do not need a wheelchair accessible bedroom or event space, do you have other mobility-related needs?** Please explain.
8. **Do you need sign language interpretation?** Yes/No
9. **Do you need speech-to-text services?** Yes/No
10. **What font and size do you need to read documents?** (it refers both to printed documents and online files)
11. **Do you use a screen reader software?** Yes/No
12. **Do you need the educational materials sent in advance?** Yes/No
13. **What are the assistive tools, devices, or methods that you use or think you would find useful to support your participation?**
14. **Do you have any other needs to support your participation?** (e.g. orientation in the venue, support in case of teamwork, other)

15. **Do you need access to a prayer room?** Prayer rooms offer individuals an improvised praying space for religious practices. If yes, please indicate the indicative timing of prayer and duration (this is needed to best create the program)

16. **Do you need access to a quiet room?** Quiet or rest rooms offer individuals a calming space where they can go to get away from noise or other overwhelming sensory stimuli. Yes/No

17. **Do you have any dietary requirements?**

    - No, I eat all food
    - I do not eat pork
    - I am a vegetarian
    - I am a vegan
    - I am a pescatarian
    - Other: please write here

18. **Do you have any food allergies?** Please explain in detail.

YOUR WELL-BEING:

19. **Do you have any medical conditions that may require urgent attention** (e.g. POTS, epilepsy, diabetes or allergies to medicine)?

20. **What supports your mental health** (e.g. walking in nature, being outside, listening to music, doing sports, spending some time alone, other)?

21. **Are there any situations that can trigger your mental health** (e.g. conflict in the group, last minute changes to programme, things not going according to the plan)?

22. **Are there any early warning signs that we might notice when you are starting to feel mentally unwell** (e.g. withdrawing, becoming visibly upset or tearful, not talking, other)?

23. **If we notice the early warning signs, what should we do** (e.g. talk to you directly or ask you if you would like to take a break…)?

24. **Is there any traumatic or posttraumatic event you want to communicate with us?** If so, please share whatever you think we should be aware of.

EMERGENCY SITUATIONS:

25. **First name/given name of your emergency contact person**, who can ideally understand the language of this activity.

26. **Family name/surname of your emergency contact person** (in CAPITAL letters):

27. **Your relationship to this person** (e.g. sister, daughter, son, brother, spouse…):

28. **Phone number of your emergency contact person** (including country code):

29. **In case of emergency or in the event of an evacuation, are you able to exit venues without any additional support if there are accessible routes?** Yes/No

30. **If not, what kind of assistance do you need during an emergency or in the event of an evacuation?** Please be as specific as possible.

31. **Is there anything we need to know if you are unconscious** (e.g. drug allergy, pregnancy, other)?

ANYTHING ELSE:

32. **Are there any specific events/activities taking place during the days of the event/activities that we need to take into account when planning the program** (religious and/or cultural events, university exams, online meetings you need to attend or anything else)? If yes, please give us the details about date, time, and any other relevant information.

33. **Are there any other areas of needs or support, or anything else that was not highlighted in this form, but you would like to share with us** (for example using inclusive language, being considerate about preferred pronouns, accessibility of user platforms, etc.)?