GET IT GLOBAL

MANUAL ON ADDRESSING THE SUSTAINABLE DEVELOPMENT GOALS IN THE WORK WITH YOUNG PEOPLE

CREDITS

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THANK YOU

The manual was developed within the framework of the project "GLOBAL PLACE: Global Partnership for Learning, Acting, Creating and Educating", an EU project for foster cooperation and exchanges in the field of youth between Programme Countries and Partner Countries from different regions of the world.

Thanks to the funding from the European Commission, within the framework of the Capacity Building in the field of Youth, 17 youth organizations from four continents could establish a strong cooperation for future volunteering projects, and create our response for the newly approved Sustainable Development Goals.

The project was initiated and coordinated by Cazalla Intercultural. Partner organizations from Romania, Poland, Italy, Greece, Bulgaria, France, Vietnam, India, Nepal, Philippines, Thailand, Peru, Kenya, Malawi and Nicaragua participated in the implementation of the project.

- **ACTOR**, Romania (http://actorromania.wordpress.com)
- **Semper Avanti**, Poland (http://semperavanti.org/)
- **YOUnet,** Italy (http://www.you-net.eu/en)
- **United Societies of Balkans**, Greece (www.usbngo.gr)
- **Focus-European center for development,** Bulgaria (http://www.foccen.org)
- **Fundacja centrum aktywności tworczej**, Poland (www.fundacja-cat.pl)
- **Pistes Solidaires**, France (http://www.pistes-solidaires.fr)
- **SJ Vietnam** (http://www.sjvietnam.org)
- **Ruchin**, India (http://www.ruchin.org/)
- **Volunteers Initiative Nepal** (http://www.volunteersinitiativenepal.org)

- **YSDA**, Philippines (https://www.facebook.com/YSDApilipinas)
- **VSA**, Thailand (http://www.volunteerspirit.or.th)
- **Brigada de Voluntarios Bolivarianos del Peru** (https://www.facebook.com/brigada.bolivarianos/)
- **CADIF,** Kenya (https://www.facebook.com/cadifprojects)
- **Community Development Organisation**, Malawi (http://surcodmalawi.weebly.com)
- **APAN**, Nicaragua (http://www.ayudaninezznicaragua.org)

All organizations contributed to the manual, during the initial conference, by supporting the ideas for the activities, and developing the common understanding on Sustainable Development Goals, and role of the youth work in meeting them. The existing manual is the result of an eighteen months – long project that involved phases such as learning about the SDGs, analyzing the needs of local communities all around the world, implementing activities with the local community from different continents by job shadowers, and thanks to this getting the global perspective. In total we have reached 1366 people through the conference implemented, the job shadowing mobilities and local events implemented in each country. All this learning has been evaluated and transformed into this manual.

At this point we would like to thank all the people who contributed, especially to the final version of the manual, by suggesting the modification of the tools, help with writing, and proofreading; thank you for your creativity and support.

INTRODUCTION

At the United Nations Sustainable Development Summit on 25 September 2015, the world leaders adopted the 2030 Agenda for Sustainable Development, which includes a set of 17 Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice, and tackle climate change by 2030. The new SDGs, and the broader sustainability agenda, go much further than the Millenium Development Goals, addressing the root causes of poverty and the universal need for development that works for all people. The manual you are holding right now has been developed to raise awareness and help youth workers from all around the world to work with the topic of SDGs.

One of the characteristics of the global problems is their interconnectedness and the need of global mobilization to tackle them. An example, in very simplified words: poverty can cause illiteracy problem, and that leads to the population growth due to the lack of family planning, and the demographic pressure increases the levels of poverty. Or we could also say that climate change is causing declining rainfall and this influence the food security, that is influencing the famine, and causing that the states fail. Those kinds of examples you can multiply in almost an endless way. In order to fight these global challenges, a complex approach addressing all the problems needs to be undertaken, and for this we need the collaboration of the whole global community. So what is the role of the youth work to support this process? In our approach the youth work can play the essential role in raising awareness on the grassroots level about the global challenges and developing of the future global citizens. What we tend to do with this publication is offering the set of activities that can be implemented in trainings or activities with young people in schools or youth centers that:

- **raise awareness on the SDGs** and the global problems that the world is facing,
- **develop the empathy and solidarity,**
- **help to understand** the multiple interconnections between global and local dimension,
- **develop the feeling** of responsibility towards the global challenges,
- **motivates young people** to take the action.

The publication contains 17 educational modules of 1,5-3 hours each, and each one is related to one goal. Although, as it was mentioned before, since the goals are interconnected, participants might as well indirectly develop the understanding of other goals.

We hope that this manual will be useful for you and we are open for any feedback and experience of its use.

END POVERTY IN ALL ITS FORMS EVERYWHERE

1 NO POVERTY

FACTS AND FIGURES

- 836 million people still live in extreme poverty
- About one in five persons in developing regions lives on less than $1.25 per day
- The overwhelming majority of people living on less than $1.25 a day belong to two regions: Southern Asia and sub-Saharan Africa
- High poverty rates are often found in small, fragile and conflict-affected countries
- One in four children under age five in the world has inadequate height for his or her age
- Every day in 2014, 42,000 people had to abandon their homes to seek protection due to conflict

TARGETS

- By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than $1.25 a day
- By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions
- Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable
- By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance
- By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters
- Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries.

CAUSES AND CONSEQUENCES OF THE GLOBAL POVERTY

The activity offers a framework for in depth reflection about poverty, and motivates the learners to exchange their opinions and openly talk about the topic.

OBJECTIVES

- **TO UNDERSTAND CAUSES AND CONSEQUENCES OF POVERTY**
- **TO REFLECT ON SITUATIONS OF POVERTY IN OUR SURROUNDING**

TIME NEEDED

1,5 H

Step 1

ASK PARTICIPANTS WHAT IS POVERTY

Ask participants, and encourage brainstorming; it might be useful to write down the answers.

Step 2

PRESENT THE DEFINITIONS OF POVERTY AND RELATIVE POVERTY

You can comment that there are many ways to define poverty and presents the two different definitions. Ask for comments.

Step 3

CAUSES AND CONSEQUENCES

Divide the group into several small groups for the main activity. Each group should be between 3 and 5 people. Show the participants the tree of causes and consequences, where our core problem is poverty. Give participants 15 minutes to draw their own trees and find out as many causes and consequences as possible.
When the time ends each group present their work in front of the others.
After the presentation ask participants:

- Did you discover something you didn´t know before?
- What makes poverty such a continuous problem?
- Do you know any actions that have been done that aim to reduce poverty? Where they successful? Why?
- What do you think of the idea of giving money directly to people living in poverty?
- Who benefits from poverty, and how?
- How do images of people living in poverty influence policy debates in different countries?
- What are the positive and negative impacts of digital technologies on poverty?
- How do environmental and social regulations or obligations affect prices for those living in poverty?

Step 4

POVERTY IN OUR LOCAL COMMUNITIES

Following the discussion on poverty that you have started in the previous step, you can ask participants to close their eyes and try to imagine the city (or local community) they live in. Ask them to picture their favorite place to hang out, they can imagine their school or the place where they work, the place where they would love to celebrate their birthday party with family and friends. Then ask them to picture the part of the city they don´t like and to explain why they don´t like it. Where they wouldn't like to live? Are there any places in their city where there is more poverty then in the others?

Ask participants to open their eyes and to discuss the following question in pairs:
- Does everyone in your city (community) has the same living standard?
- What do you think needs to change to reduce the poverty in your local community?
- Are there any actions that you can propose to improve the quality of life of those who live in the poverty?

TIPS FOR FACILITATORS

While making the activity of causes and consequences – if the group is very big, and you don´t want to make so many presentations of the trees, you can always make a tree gallery and invite participants to go around and find out what the others did. you can as well switch the trees between different groups so they can revise them. t-food-waste-galdakao.

For the debriefing of the activity there are some questions that are quite difficult. Always before the activity revise the questions and choose the ones suitable for the group with whom you work.

For the step 4 we have suggested to do the guided reflection – the method where participants close their eyes and picture things and reflect. This might turn in a very emotional activity, and if you feel that in the group there are people that might suffer (for example who live already in poverty) you can modify this and don´t ask participants to close their eyes.

The last question is about planning the local actions that participants can undertake. For some it might be difficult to begin, so it might be beneficial to present one example to help them to start. One of the examples could be a solidarity fridge (community fridge), a fridge that is places in the public space in the community and all the people who have the leftovers (when, for example, you had a family dinner and you cooked too much) can pack them, write down on top the expiry date and place them in the fridge, where someone else can pick them up. http://www.theguardian.com/world/2015/jun/25/solidarity-fridge-spanish-town-cut-food-waste-galdakao

DEFINITIONS

POVERTY: *According to the World Bank, extreme poverty is defined as average daily consumption of $1.25 or less and means living on the edge of subsistence. According to the most recent estimates, in 2011, 17 percent of people in the developing world lived at or below $1.25 a day. http://www.world-bank.org/en/topic/poverty/overview*

RELATIVE POVERTY:

Relative poverty is the condition in which people lack the minimum amount of income needed in order to maintain the average standard of living in the society in which they live. Relative poverty is considered the easiest way to measure the level of poverty in an individual country. http://study.com/academy/lesson/what-is-relative-poverty-definition-causes-examples.html
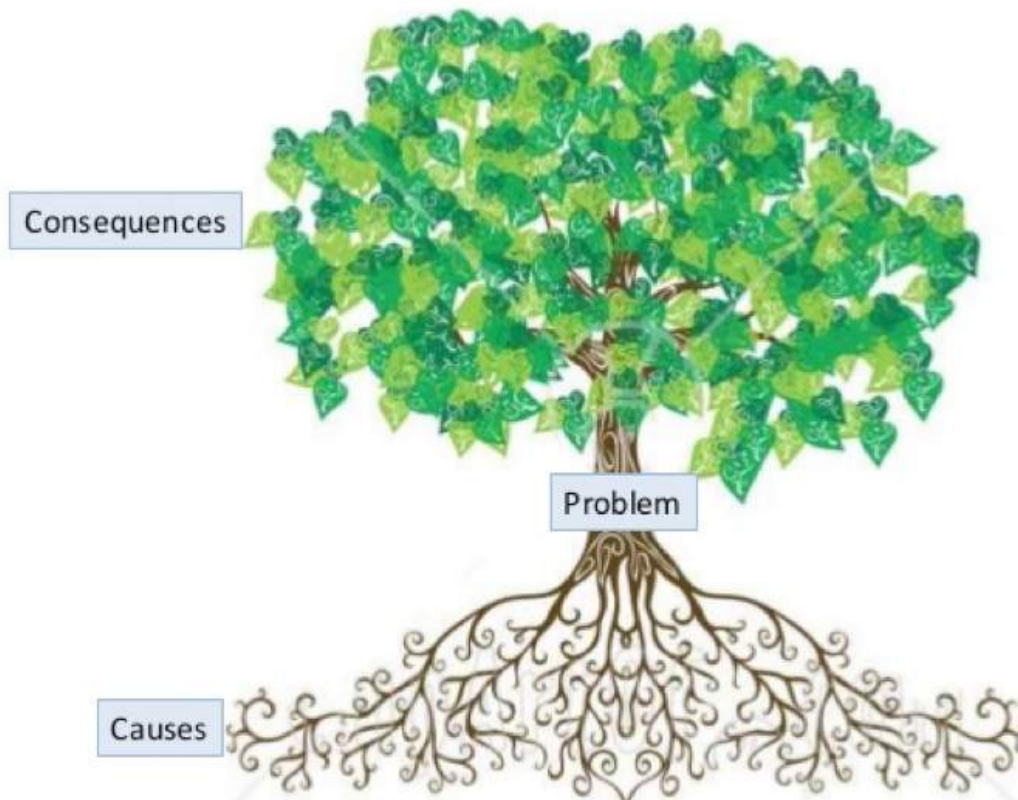
END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION AND PROMOTE SUSTAINABLE AGRICULTURE

FACTS AND FIGURES

- Globally, one in nine people in the world today (795 million) are undernourished
- The vast majority of the world's hungry people live in developing countries, where 12.9 per cent of the population is undernourished.
- Asia is the continent with the most hungry people – two thirds of the total. The percentage in southern Asia has fallen in recent years but in western Asia it has increased slightly.
- Southern Asia faces the greatest hunger burden, with about 281 million undernourished people. In sub-Saharan Africa, projections for the 2014-2016 period indicate a rate of undernourishment of almost 23 per cent.
- Poor nutrition causes nearly half (45 per cent) of deaths in children under five – 3.1 million children each year.
- One in four of the world's children suffer stunted growth. In developing countries the proportion can rise to one in three.
- 66 million primary school-age children attend classes hungry across the developing world, with 23 million in Africa alone.

TARGETS

- By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round
- By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons
- By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment
- By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality

BITTER SWEET STORIES

The activity aims to help participants to reflect about the issue of global hunger and the different strategies that are being undertaken in order to eradicate it. It is carried out through the analysis of texts regarding real life situations, the realization of a comic and the implementation od a moving debate.

OBJECTIVES

- **TO UNDERSTAND THE PROBLEM OF GLOBAL HUNGER THROUGH THE PEOPLE´S PERSONAL STORIES.**
- **TO EMBRACE THE EMPATHY WITH THOSE WHO ARE LESS PRIVILE-GED.**
- **TO MOTIVATE YOUTH TO TAKE ACTION.**

TIME NEEDED

🕐

2 H

Step 1

PERSONAL STORIES

Prepare the printout of the stories – one per participant. Distribute the stories in such a way that every person has one piece of paper, and there are the same number of people having the same story.

First you ask participants to read the story individually, and reflect on which were the turning moments of this person´s life. Secondly you ask participants to find the colleagues who had the same story and from now on they will be working in the same group.

In the groups, the participants will have as a task to draw a comic representing the most important moments of the people´s life: those that made them who they are right now. Participants can base their story on what they know from the text, and on their own interpretation of what could have happened.

After the comics are done, the groups make the presentations.

Step 2

MOVING DEBATE

Invite participants to stand up and place themselves in the middle of the room. Explain them that the moving debate is going to start: from now on, one part of the room stands for ¨I agree¨ and the other part of the room stands for ¨I disagree¨. You will read the sentences related with the topic of hunger and each participant will have to take a stand, placing himself or herself in the room according to his/her opinion about the statement. There are no possibilities to stay neutral, although you can explain that each person will be allowed to explain his/her opinion and as well move to the other side, if the opinion of someone else will convince them.

After you read a statement participants place themselves in the parts of the room that reflects their position, then you open the discussion where they will explain their points of view. You move to the new statement when you feel that the discussion is exhausted.

STATEMENTS

"*We cannot give money on the street since it only supports the organized crime and child labor.*"

"*The governments stops investing in elimination of hunger since there are already NGOs doing the great job.*"

"*I can make a big change in eradicating the hunger by donating 1€ per month to a NGO that helps people*".

"*Emergency food is useless for the eradication of the hunger.*"

TIPS FOR FACILITATORS

To make the division to the groups easier you can print out each story on a different color of the paper, and when the time for reading is up, you can just ask colors to get together.

It would be useful to prepare the simple version of comic boxes so it will be easier for participants to prepare their story. It can be an A4 piece of paper with 9 boxes on it.

Sometimes is useful to use the projector and screen the statements for the moving debate.

For the moving debate is good to underline that participants should listen and respect each other, and not judge.

MATERIAL NEEDED

http://www.huffingtonpost.com/nikki-johnsonhuston-esq/from-hungry-to-lawyer_b_4004700.html
https://www.wfp.org/stories/how-i-escaped-poverty-and-hunger
https://blog.fh.org/2013/06/refugee-hunger-a-familys-story-survival/
https://www.wfp.org/stories/from-refugee-facing-hunger-to-student-learning-fight-it

ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES

3 GOOD HEALTH AND WELL-BEING

FACTS AND FIGURES

- 17,000 fewer children die each day than in 1990, but more than six million children still die before their fifth birthday each year
- Since 2000, measles vaccines have averted nearly 15.6 million deaths
- Despite determined global progress, an increasing proportion of child deaths are in sub-Saharan Africa and Southern Asia. Four out of every five deaths of children under age five occur in these regions.
- Children born into poverty are almost twice as likely to die before the age of five as those from wealthier families.
- Children of educated mothers—even mothers with only primary schooling—are more likely to survive than children of mothers with no education.
- Maternal mortality has fallen by almost 50 per cent since 1990
- In Eastern Asia, Northern Africa and Southern Asia, maternal mortality has declined by around two-thirds
- But maternal mortality ratio – the proportion of mothers that do not survive childbirth compared to those who do – in developing regions is still 14 times higher than in the developed regions
- More women are receiving antenatal care. In developing regions, antenatal care increased from 65 per cent in 1990 to 83 per cent in 2012
- Only half of women in developing regions receive the recommended amount of health care they need.

TARGETS

- By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births
- By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births
- By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases
- By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being
- Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
- By 2020, halve the number of global deaths and injuries from road traffic accidents
- By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes
- Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all.

HEALTH REPORTER

This activity aims to provide a better understanding of the complexity of the global health problem. Participants will become the reporters and will investigate the main health challenges in the different parts of the world.

OBJECTIVES

- **TO UNDERSTAND WHAT ARE THE MAIN HEALTH PROBLEMS IN THE WORLD**
- **TO REFLECT ON THE INTERCONNECTEDNESS BETWEEN HEALTH AND OTHER ASPECTS OF OUR LIVES**
- **TO MOTIVATE LEARNERS TO TAKE BETTER CARE OF THEIR OWN HEALTH**

TIME NEEDED

🕒

2 H

Step 1

BRAINSTORMING

Take a big piece of paper and in the middle write down the world HEALTH, then ask participants: "what does it mean to be healthy?" Write down all the answers. You may suggest being as much detailed as possible to the participants.

Step 2

FRONT PAGE

Ask the group what kind of information they can find on the front page of a newspaper, and gather different ideas. Explain that they are the editors of a famous newspaper, and their new task is to edit front page of the special issue about health and well being focused their continent.

Divide the group of participants into 6 small groups, and each one of them will investigate the health related issues in the different continents: Africa, Asia, Australia and Oceania, Europe, South America, and North America. Provide them with numerous big pieces of paper, newspapers, pictures, markers, scissors and all other materials you have that can help them create the front page.

Explain that they are going to have 30 minutes for the editorial meeting, where they should discuss, investigate and agree on what kind of content they would like to include on their front page. Then, they will have 30 minutes to actually make it.

When the group works are done, each team presents its work.

Debriefing

- What are the main similarities and differences between the health's related issues in different continents?

- What are the causes of the health challenges we face?

- How can health problems influence other sides of our lives?

- Can the global health problem be solved without implementing other Sustainable Development Goals? Why yes or why not?

- Who is responsible for our health and well-being?

- What can we do to stay healthy?

Step 3

STAYING HEALTHY

If you have time you can follow up the last question from the debriefing with the additional creative activity. For this you can again ask participants to go to smaller groups, think together about the recommendation for staying healthy and creating motivational materials, such as:
* *Songs*
* *Poems*
* *Slogan*
* *Posters*
* *Etc.*
to share their findings and motivate others to follow the recommendations.

TIPS FOR FACILITATORS

There might be some misunderstanding on what the well-being actually is. For the purpose of this exercise we focus specifically on the health-related connotation of the term, so if the participants suggest that well-being is having a lot of money, you can follow up on how this is related to health – for example having money gives the financial security, and this reduces stress, and positively influence your well-being.

As a point for reflection or to close the activity you can screen the short movie (2:35 minutes) explaining the SDG 3 on how role governments and civil society can behave in order to help people achieve good health and well-being. https://youtu.be/Fzz3Rr8fd2Q

MATERIAL NEEDED

You can share with participants articles related to health from the interational documents:
UN Convention on the Rights of the Child
•Article 24: "Children have the right to good quality health care, to clean water, nutritious food, a clean environment, so that they will stay healthy. Rich countries should help poorer countries to achieve this." (child-friendly version)

International Covenant on Economic, Social and Cultural Rights (for both children and adults):
Article 12 : "Everyone has the right to the best possible standard of physical and mental health" (simplified)

ENSURE INCLUSIVE AND QUALITY EDUCATION FOR ALL AND PROMOTE LIFELONG LEARNING

SOME FACTS AND FIGURES

- Enrolment in primary education in developing countries has reached 91 per cent but 57 million children remain out of school.
- More than half of children that have not enrolled in school live in sub-Saharan Africa.
- An estimated 50 per cent of out-of-school children of primary school age live in conflict-affected areas.
- 103 million youth worldwide lack basic literacy skills, and more than 60 per cent of them are women.

TARGETS

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes
- By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- By 2030, eliminate gender 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
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

GLOBAL HOROSCOPE

The activity aims to reflect on the lives of people all around the world, focusing on their level of education. Participants will have a possibility to analyze what is the global situation when it comes to complete the full course of primary education, and will be creating horoscopes for the people.

OBJECTIVES

- **UNDERSTAND THE RELATION BETWEEN EDUCATION LEVEL, MATERIAL STATUS, HEALTH, AND THE LEVEL OF HAPPINESS IN THE FUTURE.**
- **GET AWARE OF THE RELATION BETWEEN EDUCATION LEVEL AND GENDER.**

TIME NEEDED

🕐

1,5 H

Step 1

PRESENTATION
Present the activity to the participants: you can ask if anyone is reading horoscopes, what aspects of the life are usually being covered by them, etc.

Step 2

MAP
Divide the group into 6 small groups. Ask participants to analyze the map given (Total Primary School Enrollment Rates, Annex 1), and create the description of 2 people (male and female), who were born in one of the countries that are marked with the color of their group. Ask them to imagine what they do, where do they live (if it is a village or a city) and how old are they. Participants will be given a form where there will be already stated the zodiac sign of each person.

Step 3

CREATING THE HOROSCOPE
Ask participants to create the horoscope for their characters, using the following categories: money, health, love, and happiness. Give the participants 30 minutes to complete the task.

Step 4

PRESENTING THE PERSON
Ask each group to present the person for whom they have created the horoscope, and to read it as well..

Step 5

DEBRIEFING

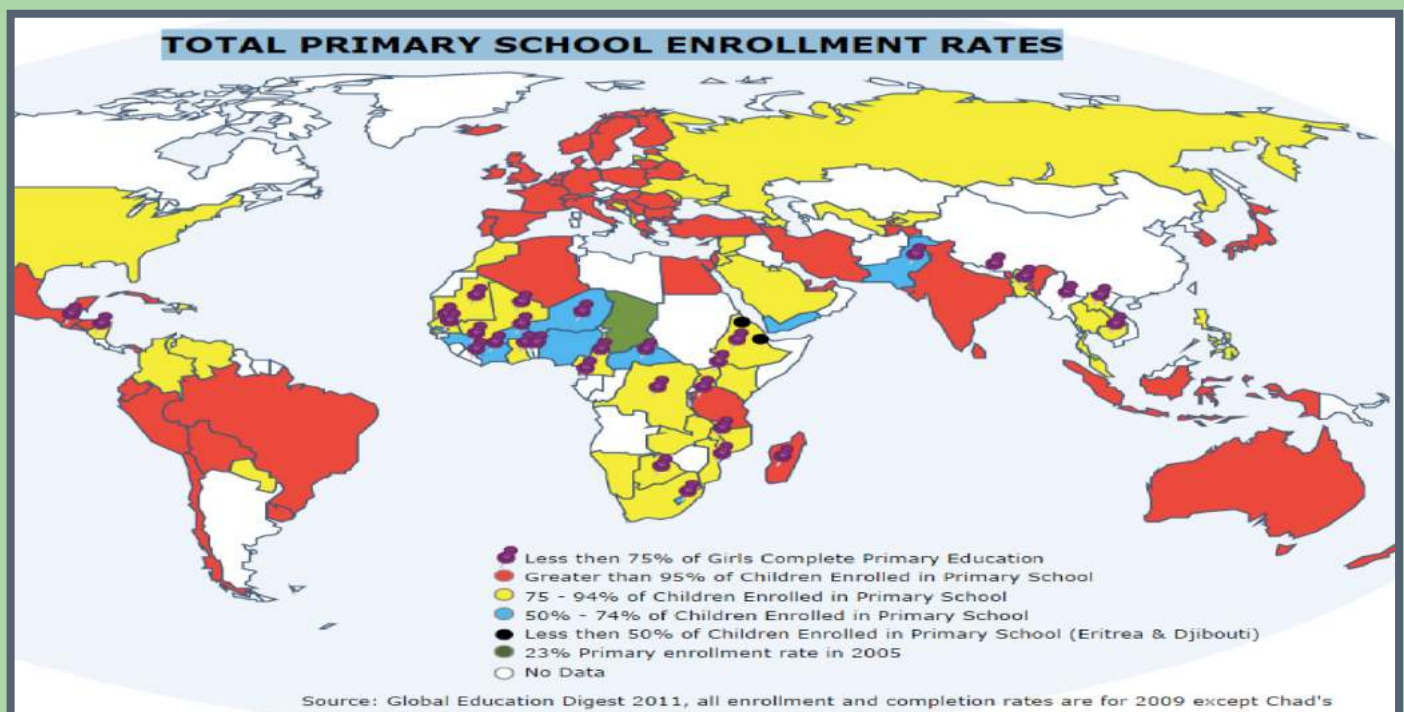*Make the debriefing with the following points for reflection:*
• How do you picture people with higher education, and how those who didn´t complete the primary education?
• What kind of opportunities and privileges have people who are well educated?
• What kind of challenges face people who lack basic education?
• Why are there so many people in the world who didn´t finish the primary school? What are the factors that influence the school drop-out?
• What could be the cause of having much more girls than boys dropping-out of the primary school?
• Do you think that something should be done to change this situation? If yes, what?

TIPS FOR FACILITATORS

While dividing the group, you can use the same colors of the map (annex 1) – for example, you could put a colored paper on the back of the people and the groups needs to find themselves without speaking.

If the group is too small and it doesn´t make sense to create 6 groups, you can always create 3 of them, and each group will have 2 colors.

ANNEX 1

TOTAL PRIMARY SCHOOL ENROLLMENT RATES

- Less then 75% of Girls Complete Primary Education
- Greater than 95% of Children Enrolled in Primary School
- 75 - 94% of Children Enrolled in Primary School
- 50% - 74% of Children Enrolled in Primary School
- Less then 50% of Children Enrolled in Primary School (Eritrea & Djibouti)
- 23% Primary enrollment rate in 2005
- No Data

Source: Global Education Digest 2011, all enrollment and completion rates are for 2009 except Chad's

ACHIVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

5 GENDER EQUALITY

SOME FACTS AND FIGURES

- About two thirds of countries in the developing regions have achieved gender parity in primary education
- In Southern Asia, only 74 girls were enrolled in primary school for every 100 boys in 1990. By 2012, the enrolment ratios were the same for girls as for boys.
- In sub-Saharan Africa, Oceania and Western Asia, girls still face barriers to entering both primary and secondary school.
- Women in Northern Africa hold less than one in five paid jobs in the non-agricultural sector. The proportion of women in paid employment outside the agriculture sector has increased from 35 per cent in 1990 to 41 per cent in 2015
- In 46 countries, women now hold more than 30 per cent of seats in national parliament in at least one chamber.

TARGETS

- End all forms of discrimination against all women and girls everywhere
- Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
- Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decisionmaking in political, economic and public life
- Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
- Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

GENDER IN FICTION

This activity invites the participants to reflect on how media shapes our conceptions of what it means to be male or female and strive to make them aware of the need of recognizing a wider variety of role models for all human beings.

OBJECTIVES

- **OBJECTIVE 1: EXPLORE THE REPRESENTATION OF GENDER IN POP CULTURE AND MEDIA SUCH AS COMIC BOOKS, BLOCKBUSTER FILMS, T.V. SHOWS, ETC.**
- **OBJECTIVE 2: REFLECT ON THE LIMITS OF A BINARY-BASED REPRESENTATION OF GENDER AND ITS CONSEQUENCES ON THE SOCIETY WE LIVE IN.**

TIME NEEDED

🕐

1,5 H

Step 1

The participants will be given a printed image of one of the characters prepared, taken from famous books, movies and TV series. They are asked to think of three adjectives that can be applied to the character. These adjectives must not be only about the physical appearance, but also about the character's personality or behaviour. Participants are given 5 minutes to think about the adjectives.

Step 2

A paper with the word "Masculinity" is put on the wall or in the floor and a second paper with the word "Femininity" is also put at a certain distance from the first one.
The distance between the papers is a measure between two extremes: 100% masculinity and 100% femininity. The participants are asked to present their character, discuss the three adjectives they have thought of and to place their character as close as to one word or the other as they see fit. The result of the exercise is to form a line: participants are explained that two characters cannot share the same position on the line, so if they need to push other characters to make room for their own, they can do it. This all step shouldn't get longer than 20 minutes. of each person.

Step 3

After this exercise, the participants are asked to discuss the following questions with the whole group:
• What characteristics do you relate with femininity?
• What characteristics do you relate with masculinity?
• Are the men and women in the middle of the line less men or women than the ones in the extremes?
• What characters were more difficult to place? Why?
• What happens when a woman is closer to "Masculinity"?
• What happens when a woman is closer to "Femininity"?
• Do you think it is equally accepted by society in both cases?
• Are there any characters that you would like to see in this line? Where would you place it?

Step 4

Once the debate is finished, the participants are asked to place themselves in the line and to discuss why they have taken that place. Also they are asked if they are less of a man/woman that the ones that are closer to the extremes.

MATERIAL NEEDED

Printed images of a selected group of famous characters:

Conan, Batman, Superman, Lara Croft, Spiderwoman, Wonder Woman, Xena, Catwoman, David Bowie, Marilyn Manson, Amy Farrah Fowler, Hermione Granger, Bella Swan, Peeta Mellark, Mani (Modern Family), Finn (Adventure Time), Luke Skywalker, Conchita, Mrs. Doubtfire, Marilyn Monroe, Clark Kent, Patty Bouvier. Masculinity / Femininity papers

ENSURE ACCESS TO WATER AND SANITATION FOR ALL

6 CLEAN WATER AND SANITATION

SOME FACTS AND FIGURES

- 2.6 billion people have gained access to improved drinking water sources since 1990, but 663 million people are still without
- At least 1.8 billion people globally use a source of drinking water that is fecally contaminated
- Between 1990 and 2015, the proportion of the global population using an improved drinking water source has increased from 76 per cent to 91 per cent
- But water scarcity affects more than 40 per cent of the global population and is projected to rise. Over 1.7 billion people are currently living in river basins where water use exceeds recharge
- 2.4 billion people lack access to basic sanitation services, such as toilets or latrines
- More than 80 per cent of wastewater resulting from human activities is discharged into rivers or sea without any pollution removal
- Each day,nearly 1,000 children die due to preventable water and sanitation-related diarrhoeal diseases
- Hydropower is the most important and widely-used renewable source of energy and as of 2011, represented 16 per cent of total electricity production worldwide
- Approximately 70 per cent of all water abstracted from rivers, lakes and aquifers is used for irrigation
- Floods and other water-related disasters account for 70 per cent of all deaths related to natural disasters.

TARGETS

- By 2030, achieve universal and equitable access to safe and affordable drinking water for all
- By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
- By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally
- By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity
- By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate
- By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes
- By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies.

WATER PROBLEM

This activity aims to explain and deepen the understanding of the sources of water pollution, in order to motivate the learners to campaign for the clean water.

OBJECTIVES

- **TO UNDERSTAND THE SOURCES OF WATER POLLUTION**
- **TO CREATE A CAMPAIGN STRATEGY FOR THE ACCESS TO CLEAN WATER FOR ALL**

TIME NEEDED

🕐

1,5 H

Step 1

GLASS OF WATER

Prepare two, half-filled glasses of water – one with pure, clear and drinkable water, and the second one with dirty, muddy water.
Show those glasses to the participants and ask:
• Which of this water would they like to drink?
• What can be the consequences of drinking water from both of the glasses?
Then add a bit of dirty water to the glass with the clean water, and take the fresh bottle of water and fill up the glass with the dirty water. Ask participants:
*• And now which water would you prefer to drink, and why?*
• What are the consequences of drinking water from both of the glasses?
• What this short activity shows?

Step 2

DIAMOND RANKING

Write down in a visible place the question: What are the main causes of the water pollution in my local community? Then explain what is the diamond ranking – how to organize the elements depending on their level of severity (see the image below). In our case you will ask participants to think about the 9 different pollution factors and rank them, writing on top of the diamond the most threatening cause of the water pollution in their community.
Give the participants 10 minutes to do this activity individually, and then they should form groups of 4-6 people, discuss and create a common diamond. Give participants about 30 minutes for the group work.
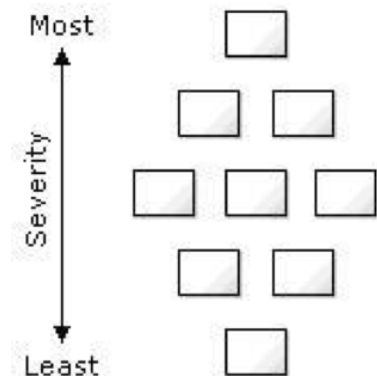
Take the diamonds from all the groups, put them in visible places of the meeting room and ask participants to go around and see what the others did.

Invite participants into a circle and discuss the following questions:
- *How did you feel during this activity?*
- *What were the most debatable points during your group work discussion?*
- *What are the conclusions of your work?*
- *Is water an endless resource?*
- *Does everyone have access to clean water?*
- *What can we do locally to contribute to the clean water preservation?*

Step 3

CAMPAIGNING

As the conclusion of the previous activity was a list of different causes of water pollution in local communities, ask participants to take action. Ask them to form groups and together create something in order to raise awareness of the water problem in their local community. Underline that the main objective is to raise awareness among their peers of an issue of their choice. In this part of the activity it is important not only plan, but actually do! To motivate them further you can make a link with the exercise with the glasses of water: all in all, after adding a bit of dirty water to the clean water glass, (almost) no one wanted to drink it anymore, therefore if they will manage to influence at least one person with this campaign, it will be like that drop of dirty water – such a small thing, that makes a huge difference!

TIPS FOR FACILITATORS

With the second step of the activity with glasses we want to show that it is easy to make water dirty, and quite difficult to reverse this situation. For this, you need to make sure that the results will be visible, so we suggest doing a test before.

The diamond ranking is focused mainly on water pollution at a local level and it is important to keep it like this, since in this way participants can understand their own responsibility and create the campaigns directed to their local community.

For the campaigning part you can brainstorm with participants on the different activities that can be done – from going to the streets, or writing petitions, to making viral social media posts and actually posting them.

ENERGY AND CLIMATE CHANGE

7 AFFORDABLE AND CLEAN ENERGY

13 CLIMATE ACTION

SOME FACTS AND FIGURES

- One in five people still lacks access to modern electricity
- 3 billion people rely on wood, coal, charcoal or animal waste for cooking and heating
- Energy is the dominant contributor to climate change, accounting for around 60 per cent of total global greenhouse gas emissions
- Reducing the carbon intensity of energy is a key objective in long-term climate goals.
- From 1880 to 2012, average global temperature increased by 0.85°C. To put this into perspective, for each 1 degree of temperature increase, grain yields decline by about 5 per cent. Maize, wheat and other major crops have experienced significant yield reductions at the global level of 40 megatonnes per year between 1981 and 2002 due to a warmer climate.
- Oceans have warmed, the amounts of snow and ice have diminished and sea level has risen. From 1901 to 2010, the global average sea level rose by 19 cm as oceans expanded due to warming and ice melted. The Arctic's sea ice extent has shrunk in every successive decade since 1979, with 1.07 million km² of ice loss every decade
- Global emissions of carbon dioxide (CO2) have increased by almost 50 per cent since 1990
- Major institutional and technological change will give a better than even chance that global warming will not exceed this threshold

TARGETS

- By 2030, ensure universal access to affordable, reliable and modern energy services
- By 2030, increase substantially the share of renewable energy in the global energy mix
- By 2030, double the global rate of improvement in energy efficiency
- By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology
- By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States, and land-locked developing countries, in accordance with their respective programmes of support
- Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
- Integrate climate change measures into national policies, strategies and planning
- Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
- Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

MY ENERGY LEVEL

This activity is meant to provide an overview of the global energy interplay, highlight the issue of access and provide insight on the accountable use of energy. It also introduces climate change, the factors leading up to it and a discussion of the possible solutions.

OBJECTIVES

- **INTRODUCE GLOBAL ACCESS TO ENERGY**
- **INTRODUCE CLIMATE CHANGE**
- **EQUIP PARTICIPANTS WITH TOOLS TO MEASURE AND REDUCE THEIR INDIVIDUAL CARBON EMISSION**

TIME NEEDED

🕐

1,5 H

Step 1

Part 1. Each small group of 4-7 draws a person on a flipchart paper –and write down the answers to these questions:
• What are the basic needs of this person?
• What this person needs in order to study efficiently?

Step 2

For all the answers mark with the marker all those elements that will not be achieved if the person doesn´t have access to energy…
Compare answers from different groups and pose the following questions for an open discussion:

1. How your life would look like without this energy?
2. How much energy is needed to escape poverty?
3. What is the relationship between energy and other global goals?

Part 2: Screening of short video by Bill Gates "Clean Energy Breakthrough"
Then put this pie chart of the global CO2 emissions in 2011 on the screen
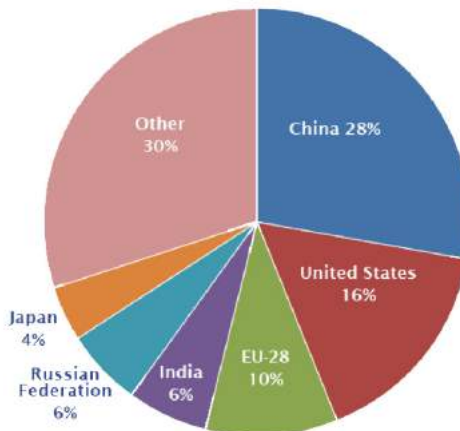
Step 3

Ask participants:
1-Is it realistic to raise the world's access to energy while reducing carbon emission?
2-Who would pay for cleaner energy if it costs more?
3-What kind of consequences can bring the switch to fully renewal energy on the members of global society?
4-What is our individual responsibility?

Part Three (40 min) – Eco footprint Calculator:
This activity allows evaluating the individual eco footprint. There are many footprints calculators online, that you can use. We recommend the one called: How Big is My Ecological Footprint? By Tim Turner.
Distribute to participants a copy of p.86-87 of the document and give them 20 minutes to fill it in, individually.

For the next 15 minutes, calculate the footprint to demonstrate the global impact. Leave 5 minutes at the end for reflections and questions. You can close the session with the discussion how we can reduce our ecological footprint.

PROMOTE INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, EMPLOYMENT AND DECENT WOR WORK FOR ALL

8 DECENT WORK AND ECONOMIC GROWTH

SOME FACTS AND FIGURES

- Global unemployment increased from 170 million in 2007 to nearly 202 million in 2012, of which about 75 million are young women and men.
- Nearly 2.2 billion people live below the US$2 poverty line and that poverty eradication is only possible through stable and well-paid jobs.
- 470 million jobs are needed globally for new entrants to the labour market between 2016 and 2030.

TARGETS

- Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries
- Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors
- Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
- Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programmes on sustainable consumption and production, with developed countries taking the lead
- By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-Related Technical Assistance to Least Developed Countries

DECENT WORK

The activity aims to reflect on the concept of decent work and help participants better understand the different elements of our lives that influence our chances of being part of the labor market

OBJECTIVES

- **TO HELP PARTICIPANTS UNDERSTAND THE DIFFERENT FACTORS THAT ARE INFLUENCING OUR POSITION IN THE LABOR MARKET**
- **TO BETTER UNDERSTAND THE CONCEPT OF DECENT WORK**
- **TO DEVELOP EMPATHY TOWARDS PEOPLE WITH LOW-INCOME JOBS**

TIME NEEDED

🕐

2 H

Step 1

MY DREAMED WORK

Ask participants what are their dreamed jobs and why. Write down all the reasons indicating what is their dreamed job on the white board – for example, a job that is reflecting their interests, with a good salary, etc.

Step 2

DIAMOND OF DECENT WORK

Divide participants into small groups of 4-5 people each, and give them the set of photos. Their tasks will be to discuss which photos represent a decent job in their opinion and why. Then they should organize the photos according to the diamond ranking, where the number one is the most decent job, and number 9 the least decent job.
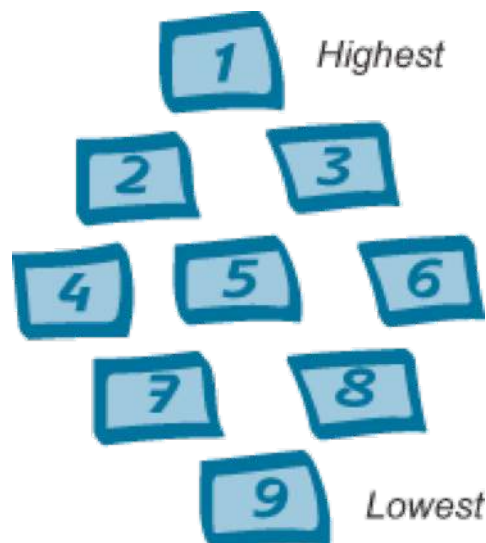
Step 3

WHAT IS A DECENT WORK DISCUSSION

Ask each group to present their diamonds. Ask additional questions like: what makes you think that this job is decent/least decent? What were your criteria for organizing the photos? Then ask participants to brainstorm what is in their opinion a decent work, and write down the answers on the white board. When this finishes, present the movie (link in the materials below) and the official ILO definition of decent work.

Definition of decent work by International Labour Organization

"Decent work sums up the aspirations of people in their working lives. It involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.

Aks for their impressions

Step 4

ICEBERG

Towards the end of the session ask participants again to go to small groups, and this time discuss what are the factors that help people get a decent job. Explain the iceberg model, which says that there are many things which are visible related to the accessibility to decent jobs, like education level (diploma can easily proof it, or the gender, and there is a huge number of factors that are hardly visible and acknowledged, like the cultural perspective of role of women in the society, or the time dedicated to support the children education by their parents (which caused better educational results).

Each group should brainstorm their ideas of different factors, and then collaboratively all participants should create an iceberg by adding different examples, while the facilitators will be writing them down in the model.
At the end of the session ask participants what can be done in order to improve the access to the decent jobs?

TIPS FOR FACILITATORS

For step 1:if you work with adults, ask them what was their dreamed job when they were kids and why?

While explaining the iceberg, it is good to give some examples, so the activity will not be confusing for participants.

MATERIAL NEEDED

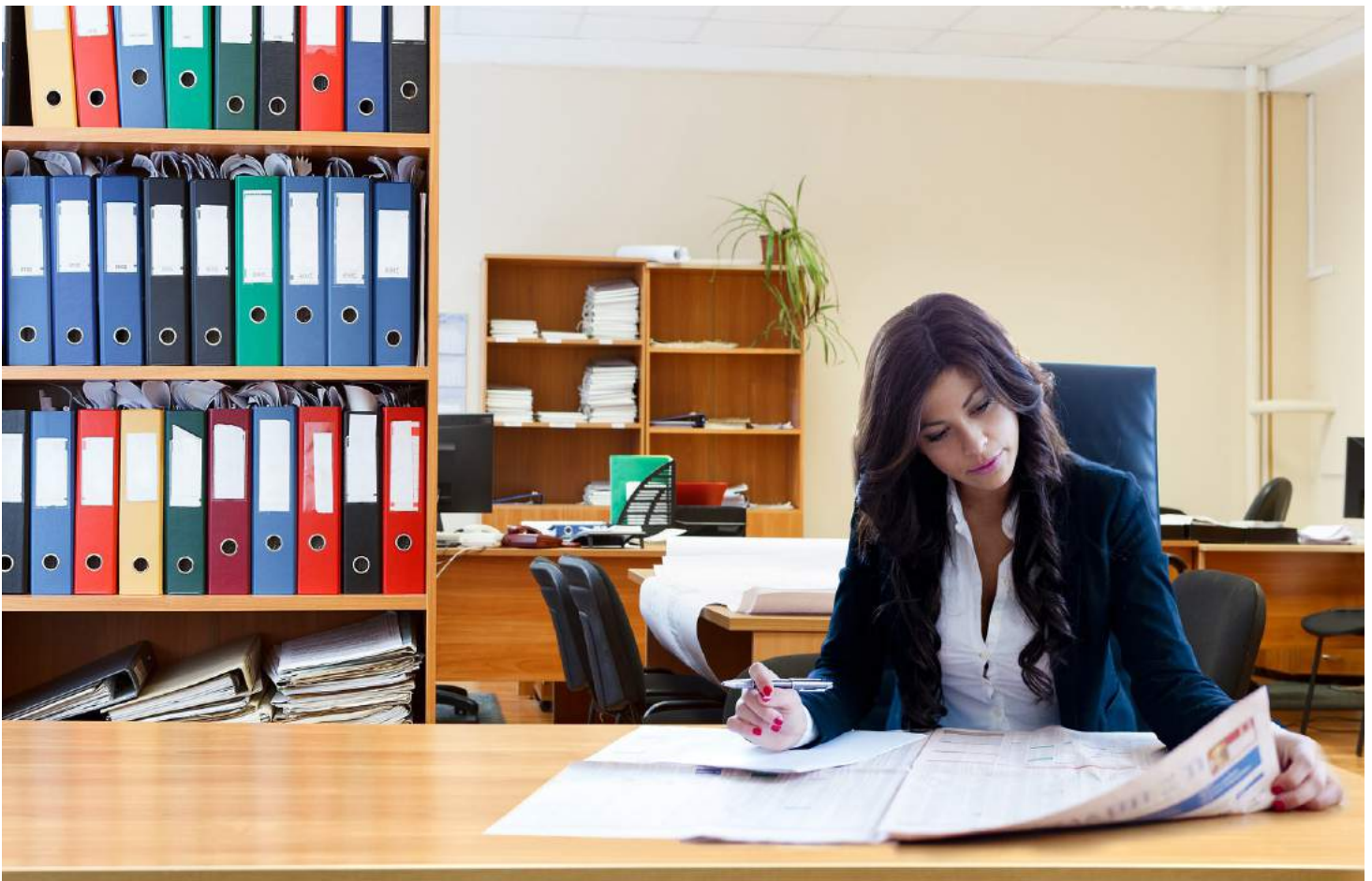*Decent work movie:* *https://youtu.be/mZpyJwevPqc*

BUILD RESILIENT INFRASTRUCTURE, PROMOTE SUSTAINABLE INDUSTRIALIZATION AND FOSTER INNOVATION AND REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES

SOME FACTS AND FIGURES

- Basic infrastructure like roads, information and communication technologies, sanitation, electrical power and water remains scarce in many developing countries
- About 2.6 billion people in the developing world are facing difficulties in accessing electricity full time
- 2.5 billion people worldwide lack access to basic sanitation and almost 800 million people lack access to water, many hundreds of millions of them in Sub Saharan Africa and South Asia
- 1-1.5 billion people do not have access to reliable phone services
- In developing countries, barely 30 per cent of agricultural production undergoes industrial processing. In high-income countries, 98 per cent is processed. This suggests that there are great opportunities for developing countries in agribusiness
- On average—and taking into account population size—income inequality increased by 11 per cent in developing countries between 1990 and 2010
- A significant majority of households in developing countries—more than 75 per cent of the population—are living today in societies where income is more unequally distributed than it was in the 1990s
- Evidence shows that, beyond a certain threshold, inequality harms growth and poverty reduction, the quality of relations in the public and political spheres and individuals' sense of fulfilment and self-worth
- Despite overall declines in maternal mortality in the majority of developing countries

TARGETS

- Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all
- Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries
- Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets
- Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020
- By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average
- By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
- Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

WHAT MAKES US BETTER

This activity introduces sustainable industrialization, innovation and access to resources and opportunities. It goes on further in demonstrating inequality and simplifying the idea of privilege.

OBJECTIVES

- **INTRODUCE SUSTAINABLE INDUSTRIALIZATION**
- **INTRODUCE THE GLOBAL CONTRAST IN INFRASTRUCTURE AND ACCESS TO RESOURCES**
- **DISCUSS PRIVILEGES IN DEPTH WITH REFLECTIONS ON THE DAILY LIVES OF THE PARTICIPANTS**

TIME NEEDED

🕐

1,5 H

Step 1

THE RESOURCE CYCLE

Participants watch the Ted talk by Mallence Bart-Williams about international aid, the concept of SHARITY, and young entrepreneurs from Sierra Leone.

Step 2

Participants discuss with the facilitator their own views on development, defining sustainable development "process for meeting human development goals while sustaining the ability of natural systems to continue to provide the natural resources and ecosystem services upon which the economy and society depend", and focusing on natural capital "the world's stock of natural resources, which includes geology, soils, air, water and all living organisms."

The map below, from the CIA factbook, is screened to the participants. Facilitator asks about their opinion on patterns of distribution of raw material/crude resources vis-à-vis industrialized material, and how it correlates to the power of nations and well-being of their citizens. Discuss how privilege is being created and reinforced through these patterns.
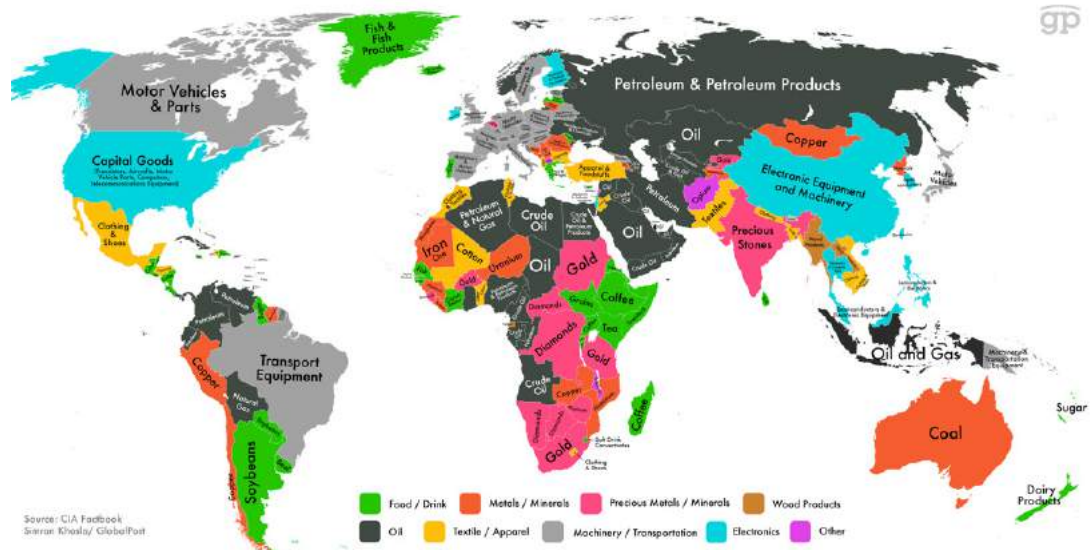
Step 3

THE PRIVILEGE SYSTEM

Participants are divided into 4 groups. Each group goes to a separate space where there is a computer open on the UPWORTHY comic about privileges, a piece of flipchart paper with a quote and a task written on it, and colors. Participants should write down their thoughts. The quotes and tasks for groups are:

Group 1: "When we lose the right to be different, we lose the privilege to be free."
Discuss in your group what kind of individual differences you have or know about that are deemed unprivileged in your community. Make a list of individual freedoms or decisions you wanted to take in your life but someone told you: "You shouldn't do this because you are man/woman/educated/rich/straight/gay/white/black/or any other status"

Group 2: "Privilege is when you think something is not a problem because it is not a problem to you personally"
Discuss in your group the privileges you have in your life because of your origin, gender, education, class, status, etc. Draw an iceberg of privileges where above sea level are the obvious privileges and below are the subtle ones. The obvious privileges are the ones that are spoken about and monitored in your community. The subtle ones are the ones that exist but are not often discussed or questioned.

Group 3: "A people that values its privileges above its principles soon loses both."
Think in your group about attitudes and behaviors that are influenced by privileges we have in our lives and/or see in others. Make a grid of the positive attitudes and the negative ones.

Group 4: "Survival is a privilege which entails obligations. I am forever asking myself what I can do for those who have not survived."
Discuss briefly in your group the privileges you have in your life. Draw a diagram of the different obligations/individual responsibilities that come with each privilege in order to achieve equality.

Step 3

DEBRIEFING

Participants go back to the workroom and each group gets 5 minutes to present their tasks. 5 last minutes are dedicated to questions and conclusive thoughts.

MATERIAL NEEDED

1- Projector – speakers

2- Four laptops

3- Internet connection

4- Flipchart – colors

5- TED talk video: https://youtu.be/_pvNp9gHjfk

6- Comic on privileges: http://www.upworthy.com/a-short-comic-gives-the-simplest-most-perfect-explanation-of-privilege-ive-ever-seen

MAKE CITIES INCLUSIVE, SAFE, RESILIENT AND SUSTAINABLE

11 SUSTAINABLE CITIES AND COMMUNITIES

SOME FACTS AND FIGURES

- Half of humanity – 3.5 billion people – lives in cities today
- By 2030, almost 60 per cent of the world's population will live in urban areas
- 95 per cent of urban expansion in the next decades will take place in developing world
- 828 million people live in slums today and the number keeps rising
- The world's cities occupy just 3 per cent of the Earth's land, but account for 60-80 per cent of energy consumption and 75 per cent of carbon emissions
- Rapid urbanization is exerting pressure on fresh water supplies, sewage, the living environment, and public health
- But the high density of cities can bring efficiency gains and technological innovation while reducing resource and energy consumption

TARGETS

- By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums
- By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons
- By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries
- Strengthen efforts to protect and safeguard the world's cultural and natural heritage
- By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations
- By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management
- By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities.

THE CITY YOU WANT TO LIVE IN

Today, more than half of the world's population lives in an urban environment. With exponential urbanization and demographic growth, it is expected that 70% of humanity will live in cities over the next 30 years. With this activity we aim to help participants reflect on what is a sustainable city and which are its elements.

OBJECTIVES

- **TO UNDERSTAND WHAT "SUSTAINABLE CITY" MEANS**
- **TO INVESTIGATE THE NEEDS OF THE PEOPLE WHO LIVE IN THE CITY**
- **TO REFLECT ON OUR OWN RESPONSIBILITY AND HOW TO MAKE OUR CITIES SUSTAINABLE**

TIME NEEDED

3 H

Step 1

IMAGINE THE CITY WHERE YOU WOULD LIKE TO LIVE

Divide the group of participants into smaller groups of 4-6 people, and let them know that they will be creating their perfect city. Give each group a big piece of paper (for example flip chart size) and colors for drawing. Ask the group to first make a joint reflection on what comes up on their mind when thinking about an ideal city and which could be its most important characteristics. Then, ask them to draw this city.

Participants will have for this 30 minutes, and later each group will have 3 minutes to present and explain its work.

Step 2

HOW THE CITIZENS IMAGINE THEIR CITIES

In the second part of the activity participants should go out from the training room and interact with the local community. Let participants know that they will have 30 minutes to find at least 3 people and interview them, underlining that the more diverse group they will find the better.

Questions for the interview:
• What are the elements that make your life good in the city you live in?
• What are the elements that make other citizens feel good in the city they live in?
• What do you think works well in your city (makes your city sustainable)?
• What do you think should be improved in your city?

Step 3

DEBRIEFING

Invite all participants into the circle and open the debriefing. In the first part ask each group to summarize their findings from the interviews they did with the local community. You can ask the supporting questions:
• Where there any answers that surprised you and why?
• Are the personal needs different from the society needs?
• What are the best practices to make our cities sustainable?

Questions for the debriefing:
• What are the min. requirements that make our cities sustainable?
• What are the benefits and consequences of the city development?
• What can we do to make our cities sustainable?

TIPS FOR FACILITATORS

In the first step you can give participants pictures, newspapers and other visual materials that they can use to make a collage of their ideal city.

For the interview part, if you are organizing an international activity, make sure that in each group there is at least one person who speaks local language.

For the final step of the activity, to close it, we recommend to screen this 5 min. movie about the sustainable cities: PAPER CITY – An Urban Story by UN Habitat https://youtu.be/-Bqx2BuFjik
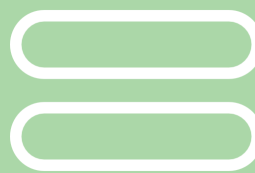
ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

SOME FACTS AND FIGURES

- Each year, an estimated one third of all food produced – equivalent to 1.3 billion tonnes worth around $1 trillion – ends up rotting in the bins of consumers and retailers, or spoiling due to poor transportation and harvesting practices

Water

- Less than 3 per cent of the world's water is fresh (drinkable), of which 2.5 per cent is frozen in the Antarctica, Arctic and glaciers. Humanity must therefore rely on 0.5 per cent for all of man's ecosystem's and fresh water needs.
- More than 1 billion people still do not have access to fresh water.

Energy

- Despite technological advances that have promoted energy efficiency gains, energy use in OECD countries will continue to grow another 35 per cent by 2020. Commercial and residential energy use is the second most rapidly growing area of global energy use after transport.

Food

- While substantial environmental impacts from food occur in the production phase (agriculture, food processing), households influence these impacts through their dietary choices and habits. This consequently affects the environment through food-related energy consumption and waste generation.

TARGETS

- Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries
- By 2030, achieve the sustainable management and efficient use of natural resources
- By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses
- By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment
- By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse
- Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle
- Promote public procurement practices that are sustainable, in accordance with national policies and priorities
- By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

EARTH & US

This activity invites the participants to reflecto n the fact that the resourceses that are available for us and we use, come all from the same place, the Earth, and they are interconnected with each other. It motivates the participants to question their daily habits and thoughts regarding the concept of sustainable development.

OBJECTIVES

- **OBJECTIVE 1: REFLECT UPON THE ORIGINS OF THE AVAILABLE RESOURCES AND THEIR LIMITED SUPPLIES.**
- **OBJECTIVE 2: CONTEMPLATE HOW OUR ACTIONS AFFECT THE ENVIRONMENT.**
- **OBJECTIVE 3: REFLECT ON OUR LIFESTYLE AND THE INEVITABLE IMPACT AND CONSEQUENCES OF HUMAN ACTIVITIES ON THE ENVIRONMENT.**

TIME NEEDED

🕐

1,5 H

Step 1

We divide the group into 4 groups. Each group receives a clean flipchart and paper with instructions – list of things that participants needs to draw. The facilitator don't specify how big the things shold be. They have 5 minutes to draw.
List of things that participants needs to draw:
Group 1 - sea, rivers, mountains, air, gas, earth, gold
Group 2 - trees, flowers, animals, insects, cows, chicken
Group 3 - houses, eggs, apples, meat, clothes
Group 4 - Cars, bars, mobile phones, computers, internet
When the participants finish drawing, we ask them to put the flipcharts on the floor (all 4 of them forming a big circle - our world) and to step on the one who represents their life. When the participants are placed ask them these simple questions:
• Do you use this items on the daily basis?
• Which items you use more frequently?
• If there is paper/items that people are not standing on, ask participants then was the last

Step 2

We say to the participants that we will tell a story, and that something will happen to their world (made up of flipcharts) and we will have to decide together what to do and how to act. Here below we present a "sample" of some stories. It's recommended to make a research before running the activity and bring some news from the last month about what is happening in different parts of the Earth. Or you can use the ones below and enrich them with different facts.
Stories:
a) There was an earthquake and the houses have been destroyed… What do we do? (participants decide to build new houses, therefore the facilitator cuts from the flipchart 1 a peace of a mountain, representing the need of rough material to build a house). From now on, after every decision they will take, one of the participants or more will have to cut the resources used, destroyed, not being available anymore, etc.

b) A big company privatizes a river. It reduces agricultural and livestock productivity. The prices of food rise.

c) A boat carrying oil, sinks. There is a big catastrophy in the sea and the nearby beaches. Fish, marine life, lack of water… They start to build swamps as a solution. The swamps affect the animals, eliminate fauna and flora, allow the growth of many insects, migrations, ….

d) New macro tourism urbanizations is built in natural park

After each of the stories we leave the participants brainstorm about what kind of consequences it has on the 4 flipcharts (and their world, as well), what are the resources that we lose and that they have to cut. Then, we help them in the reflection, reminding that the world where they are standing in is interconnected and it might get smaller and smaller, while cutting with scissors.

You can as well improvise, saying that, after one of the stories we go back to our normal lives and there is a higher life quality: people have more cars, which means a major consume of petrol, more extraction, an interruption to the flow of waters that leads to desertification, etc..

Step 3

During the whole activity, the participant were sitting in the circle and just observed their world and cutted it. Now is time to step back on it BUT there is a slight chance that not everybody will have the possibility to step in the flipchart, since it got much smaller. Ask them if they want to decide who remains in and who goes out. Just leave them 3 min if they want to decide and ask if they have a common decision at the end. If not, it's ok.

Step 4

Debriefing questions
• What are your feelings after the activity?
• How was it to listen to the stories and reflect about the consequences of them? Easy? Hard? Why?
• What about cutting the resources? How did this make you feel?
• What is rapresented in each of the flipcharts? After making this exercise, do you think that these resources are interconnected?
• Do we normally think about the consequences of happenings when we hear the news? Is it different when something happens nearby or in our city than when is far away? How do we react usually?
• Who you think decides about how to deal with or manage the resources?
• What is, according to your understanding, the sustainable development?
• What about me and you? Are we responsable? What can we do in order to preserve and ensure the sustainable development?

MATERIAL NEEDED

Flipcharts, papers, colors, scissors

CONSERVE AND SUSTAINABLY USE THE OCEANS, SEAS AND MARINE RESOURCES

14 LIFE BELOW WATER

SOME FACTS AND FIGURES

- Oceans cover three quarters of the Earth's surface, contain 97 per cent of the Earth's water, and represent 99 per cent of the living space on the planet by volume
- Over three billion people depend on marine and coastal biodiversity for their livelihoods
- Globally, the market value of marine and coastal resources and industries is estimated at $3 trillion per year or about 5 per cent of global GDP
- Oceans contain nearly 200,000 identified species, but actual numbers may lie in the millions
- Oceans absorb about 30 per cent of carbon dioxide produced by humans, buffering the impacts of global warming
- Oceans serve as the world's largest source of protein, with more than 3 billion people depending on the oceans as their primary source of protein
- Marine fisheries directly or indirectly employ over 200 million people
- Subsidies for fishing are contributing to the rapid depletion of many fish species and are preventing efforts to save and restore global fisheries and related jobs, causing ocean fisheries to generate US$ 50 billion less per year than they could
- As much as 40 per cent of the world oceans are heavily affected by human activities, including pollution, depleted fisheries, and loss of coastal habitats.

TARGETS

- By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution
- By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans
- Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels
- By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics
- By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information
- Provide access for small-scale artisanal fishers to marine resources and markets
- Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in UNCLOS, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of The Future We Want.

RAP THE OCEAN PAD

The activity aims to help participants understand what are the major problems that our oceans are facing and urges for taking action to tackle them.

OBJECTIVES

- **UNDERSTAND THE BASIC PROBLEMS THAT ARE AFFECTING OUR OCEANS**
- **DEVELOP THE AWARENESS OF THE IMPORTANCE OF OCEANS PROTECTION**

TIME NEEDED

🕐

1,5 H

Step 1

PRESENTATION
Explain participants that they are going to work in three groups and they will have to prepare a rap song about one of the 3 major problems affecting our oceans, aiming to motivate others to take action.

Step 2

PREPARATION
Divide participants into 3 groups, and give each one of them one of the 3 short videos that are presenting the problems affecting our oceans: acidification, waste and overfishing. The groups will then watch the video and work together on the development of their songs. They will have for this 40 minutes.

Step 3

PERFORMANCES
Create a stage and ask each group to perform their show. After each performance ask the other groups to try to identify the problem that has been presented.

Step 4

DEBRIEFING
Invite participants to sit in the circle and open the discussion. Suggested question:
• How familiar are you with the issue of ocean pollution?
• Is there anything new you have discovered thanks to this activity?
• What do you think is the biggest problem with oceans in the current moment?
• What is the responsibility of an individual to protect the oceans?
• What can be done?

TIPS FOR FACILITATORS

If you still have time that you can dedicate to the activity, it can be worth to follow up with an action plan – either to ask participants in the small group to develop an awareness raising campaign for their pears, or to work on the individual level, and create personal challenges like "what can I change in my life to protect oceans". .

MATERIAL NEEDED

In order to create better environment for the preparation, it can be useful to have the music/beat for the rap songs that the participants can use.

Videos:

1) Oceans Asificication

Title: Ocean Acidification by the Alliance for Climate Education
https://youtu.be/Wo-bHt1bOsw

2) Ocean waste

Title: Plastic pollution in the ocean by Federica Bertolani
https://youtu.be/aFUHLtaTazQ

3) Overfishing

Title: Ending Overfishing By OCEAN2012EU (video is created from the EU perspective)
https://youtu.be/F6nwZUkBeas

SUSTAINAIBLY MANAGE FOREST, COMBAT DESERTIFICATION, HALT AND REVERSE LAND DEGRADATION, HALT BIODIVERSITY LOSS

15 LIFE ON LAND

SOME FACTS AND FIGURES

Forests
- Around 1.6 billion people depend on forests for their livelihood. This includes some 70 million indigenous people
- Forests are home to more than 80 per cent of all terrestrial species of animals, plants and insects

Desertification
- 2.6 billion people depend directly on agriculture, but 52 per cent of the land used for agriculture is moderately or severely affected by soil degradation
- As of 2008, land degradation affected 1.5 billion people globally
- Arable land loss is estimated at 30 to 35 times the historical rate
- Due to drought and desertification each year 12 million hectares are lost (23 hectares per minute), where 20 million tons of grain could have been grown
- 74 per cent of the poor are directly affected by land degradation globally

Biodiversity
- Of the 8,300 animal breeds known, 8 per cent are extinct and 22 per cent are at risk of extinction
- Of the over 80,000 tree species, less than 1 per cent have been studied for potential use
- Fish provide 20 per cent of animal protein to about 3 billion people. Only ten species provide about 30 per cent of marine capture fisheries and ten species provide about 50 per cent of aquaculture production
- Micro-organisms and invertebrates are key to ecosystem services, but their contributions are still poorly known and rarely acknowledged

TARGETS

- By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements
- By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally
- By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world
- By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development
- Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species
- Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation
- Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities

TOP NEWS

With this tool we offer the participants the possibility to research why the rain forests are being destroyed, and if it is somehow connected with our everyday lives.

OBJECTIVES

- **UNDERSTAND THE REASONS BEHIND DEFORESTATIONS**
- **INVESTIGATE THE INTERCONNECTIONS BETWEEN THE DEFORESTATIONS AND THE LIFESTYLE OF EVERY PERSON IN THE GROUP.**
- **IMPROVE PARTICIPANTS' RESEARCHING COMPETENCES.**

TIME NEEDED

🕐

1,5 H

Step 1

INVESTIGATION

Divide the group into small groups of max. 4 people, and explain that they are about to issue the first volume of a new eco-magazine. The philosophy of the magazine is to offer only true and not manipulated information, and target the audience who would like to be well informed on what is happening in the world.

The task of the group is to create the front page (cover) of the first and special edition of the magazine with this special topic: Why are rain forests being destroyed?
Participants will have 45 minutes to conduct a research and prepare, on a flipchart paper, the front page of the magazine.

Step 2

PRESENTATION AND DEBRIEFING

Each group will have 3 minutes to present its work, and then all the posters will be put on the wall so they can be revised later on. Then conduct the discussion about the exercise. Suggested questions:

• How did you feel, did you manage to answer the given question on the front page?
• How do you evaluate the quality of the information you used?
• How can you be sure that the information you provided is correct and up to date?
• Are you aware from where is the information you read in your everyday life coming from?

Step 3

WHY MIND MAP

Ask participants to discuss with the person sitting next to them what are the reasons of the deforestation and especially of cutting down the rain forests. Let them write down all the answers on a small piece of paper. After 5 minutes go couple by couple and ask them to tell you one of the reasons they thought of and write it down on the white board. Try to get as many reasons as possible

Then ask participants:

• How connected you feel about the topic of cutting rain forests, how important it is to you?
• Have you ever thought about the personal influence, how the lifestyle can influence the rainforests' distruction?
• Can you give some examples of how our lifestyle can cause the rainforests' distruction?
• What is your personal responsibility in this area?

TIPS FOR FACILITATORS

To help participants you can ask while introducing the exercise what are the standard elements of the front page of newspaper or magazine.

If the group will need it, you can focus more on the aspect of critical thinking, and follow up with what we need in order to be able to evaluate the quality of the information.
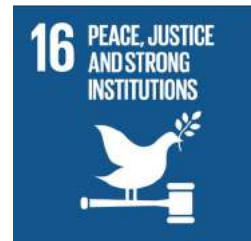
MATERIAL NEEDED

Flipchart paper, old newspapers, markers, glue, pictures that can be use, computer with internet connection to make research.

PROMOTE JUST, PEACEFUL AND INCLUSIVE SOCIETIES

SOME FACTS AND FIGURES

- Among the institutions most affected by corruption are the judiciary and police
- Corruption, bribery, theft and tax evasion cost some US $1.26 trillion for developing countries per year; this amount of money could be used to lift those who are living on less than $1.25 a day above $1.25 for at least six years
- The rate of children leaving primary school in conflict affected countries reached 50 per cent in 2011, which accounts to 28.5 million children, showing the impact of unstable societies on one of the major goals of the post 2015 agenda: education.
- The rule of law and development have a significant interrelation and are mutually reinforcing, making it essential for sustainable development at the national and international level

TARGETS

- Significantly reduce all forms of violence and related death rates everywhere
- End abuse, exploitation, trafficking and all forms of violence against and torture of children
- Promote the rule of law at the national and international levels and ensure equal access to justice for all
- By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime
- Substantially reduce corruption and bribery in all their forms
- Develop effective, accountable and transparent institutions at all levels
- Ensure responsive, inclusive, participatory and representative decision-making at all levels
- Broaden and strengthen the participation of developing countries in the institutions of global governance
- By 2030, provide legal identity for all, including birth registration
- Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
- Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime
- Promote and enforce non-discriminatory laws and policies for sustainable development

INCLUSION FOR ALL

The activity aims to explore the personal attitudes that are required to be a responsible Global Citizen who supports the creation of just, peaceful and inclusive societies.

OBJECTIVES

- **TO EXPLORE THE CONCEPTS OF JUST, PEACEFUL AND INCLUSIVE SOCIETIES**
- **TO GET AWARENESS OF THE REQUIREMENTS FROM THE PART OF THE SOCIETIES TO MAKE THEM A BETTER PLACE.**

TIME NEEDED

🕐

1,5 H

Step 1

BRAINSTORMING

Write down on the flipchart the word inclusion and ask participants to brainstorm all the words that they feel related to this. Repeat the brainstorming with the word justice.

Step 2

CREATING GLOBAL CITIZEN

Divide participants in groups of max. 5 people, and ask them to draw the "Global Citizen", who contributes to the creation of just, peaceful and inclusive societies. Ask participants to focus on the attitudes and values that this person should have, as well as the knowledge and skills. Give the groups 20 minutes to discuss and make the drawing.

Step 3

PRESENTATION

Ask each group to present their work, and stick the posters on the wall.

Step 4

FISHBOWL

Explain that, to close the session, participants will participate in the discussion using the fishbowl technique. There are 4 chairs in the middle of a bigger circle of chairs and only participants seated on the 4 chairs are allowed to participate in the discussion. Whenever someone from the outer circle want to join the discussion and speak up, they need to stand up, go to one person from the inner circle and exchange the place by tapping the shoulder of this person. The questions for the discussion are being randomly taken from the fishbowl. Before the discussion starts all the participants should reflect about all the questions, doubts and suggestions they have that are related with the topic, write them down and put into the fishbowl. Moderator can close the question and suggest to move to the next one, if the discussion is being exhausted.

TIPS FOR FACILITATORS

👉 *Sometimes in the fishbowl the moderation is required. It can be helpful to motivate all the group members to participate actively in the discussion.*

👉 *It is good to create set of questions that can be added to the fishbowl, in case the group have difficulty to come up with their own one.*

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MATERIAL NEEDED

Flipchart paper, drawing materials and markers, fishbowl or any other bowl that can be used to collect questions. Supporting material: the photo that can help to better explain the concept of inclusion.

Inclusion

Exclusion   Segregation   Integration
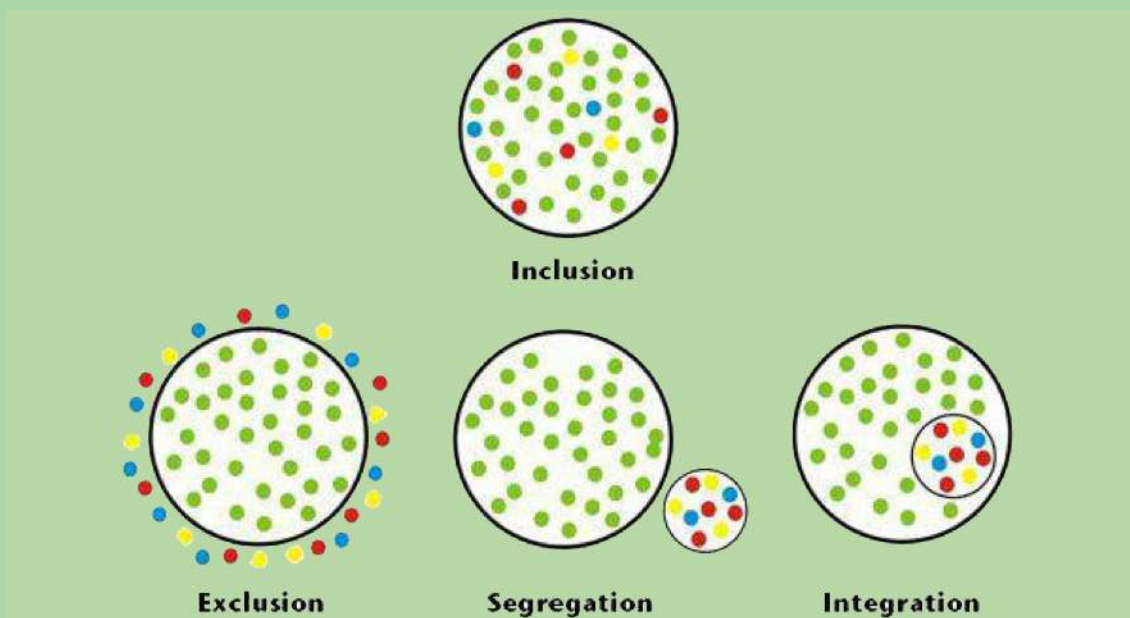
ABOUT THE PROJECT

The project GLOBAL PLACE: Global Partnership for Learning, Acting, Creating and Educating aimed at creating the global partnership for the EVS coordination and the sustainable development.

We have engaged 17 partners in total from 16 different countries: Spain, Poland, Romania, Bulgaria, Italy, Greece, France, Vietnam, India, Nepal, Philippines, Thailand, Kenya, Malawi, Nicaragua and Peru in order to achieve together the following goals:

- **Strengthen a network** of organizations with a common vision on volunteers exchange and sustainable development,
- **Create a response** to the post-2015 development agenda in the sphere of youth,
- **Foster cooperation** and improve the quality in the field of EVS Exchange.

The objectives of the project were reached by a variety of activities. In December 2014 all partnership met during a conference in Lorca, Spain, where partners had the possibility to network, learn and exchange opinions about the newly approved Sustainable Development Goals. This activity set up the path for the whole project. Already after this activity many networking activities has been organized, new networks has been created and follow up projects planned.

After the conference the partners started working on the project's deliverables, which were the manual that you have right now in your hands, and the new and updated webpage www.bevolunteer.net. In May 2015 we have opened a contest for postcards representing the Sustainable Development Goals. All the young people from countries participating in the project were eligible to apply, and present their work. Thanks to this activity we collected 80 postcards that has been voted in total 2289 times, and 3 winners have been selected. 14 postcards representing different goals has been printed, and they are still being distributed raising awareness among youth from all around the world.

With the aim of further strengthening the cooperation between partners and developing specific competences among the youth workers dealing with EVS, we have implemented the total of 31 job shadowing mobility activates. This worked especially well to prepare partners to host EVS volunteers, since job shadowers were able to experience on their own skin the cultural differences and how they affect the everyday life, improve their intercultural communication skills and see the EVS placements, so they will be able to better prepare their volunteers.

Several follow up projects has been applied, the partnership is still working together and has the wish to continue, while the volunteers are implementing their EVS mobility. Finally, we hope that the manual will be useful tools for the youth workers willing to raise awareness on sustainable development goals, and in this way contribute to the education for global development.

ABOUT CAZALLA

Cazalla Intercultural is a local NGO located in Lorca, Murcia, in the South East of Spain, registered in 2007, but started to function in 2001 as a youth association of Cazalla, a village close to Lorca.

The mission of our team of professionals is "To promote active citizenship, social inclusion, youth mobility, voluntary service, sustainable development, stand up for human rights, integration, non-discrimination and against gender-based violence, through non-formal education, youth information and international cooperation.
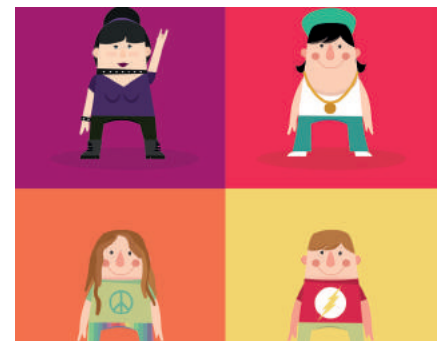
cazalla INTERCULTURAL

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OUR WORK IS STRUCTURED IN 4 MAIN FIELDS

VOLUNTARY SERVICE

Cazalla Intercultural works as a sending/hosting/coordinating organization since 2003, trying to promote the voluntary service. During the years it has hosted about 35 volunteers, sends annually nearly 60 volunteers all over the world. The organization has a close collaboration with global partners. In 2011 we started working on the initiative BeVolunteer, which aims on the development of a quality system of EVS, volunteers exchange between Europe and other continents. Besides, Cazalla is promoting and organizing local voluntary activities.

CAPACITY BUILDING

Done both on the local and international levels: through the cooperation with the local authorities - advising and information center and local projects and trainings; and by development of the quality systems mainly in the field of youth work and volunteering.
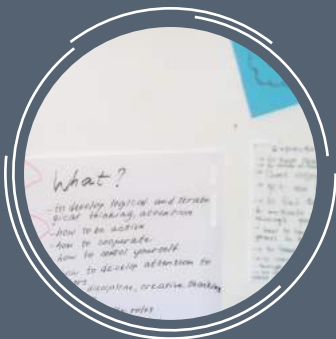
INTERNATIONAL COOPERATION IN THE YOUTH FIELD

Cazalla is very much involved in the promotion of the youth exchanges and offering the youngsters from our local community the first international and intercultural experience. Moreover, we are focused on exchange of experiences, networking and implementing the training courses in the fields of expertise of Cazalla – human rights, gender based violence, participation.

LOCAL YOUTH WORK

That is composed of the youth information center, and the local projects with the aim to foster the participation of the young people, integration of migrants into the local society and fight against racism and discrimination. We encourage the creativity of young people and assure the quality of their work.

AT THE UNITED NATIONS SUSTAINABLE DEVELOPMENT SUMMIT ON 25 SEPTEMBER 2015, WORLD LEADERS ADOPTED THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT, WHICH INCLUDES A SET OF 17 SUSTAINABLE DEVELOPMENT GOALS (SDGS) TO END POVERTY, FIGHT INEQUALITY AND INJUSTICE, AND TACKLE CLIMATE CHANGE BY 2030. THE NEW SDGS, AND THE BROADER SUSTAINABILITY AGENDA, GO MUCH FURTHER THAN THE MILLENIUM DEVELOPMENT GOALS, ADDRESSING THE ROOT CAUSES OF POVERTY AND THE UNIVERSAL NEED FOR DEVELOPMENT THAT WORKS FOR ALL THE PEOPLE. THE MANUAL YOU ARE HOLDING RIGHT NOW HAS BEEN DEVELOPED TO RAISE AWARENESS AND HELP YOUTH WORKERS FROM ALL AROUND THE WORLD TO WORK WITH THE TOPIC OF SDGS.

GET IT GLOBAL AIMS TO RAISE AWARENESS ON THE GRASSROOTS LEVEL ABOUT GLOBAL CHALLENGES AND TO CONTRIBUTE TO THE DEVELOPMENT OF FUTURE GLOBAL CITIZENS. WHAT WE INTEND TO DO WITH THIS PUBLICATION IS OFFERING A SET OF ACTIVITIES THAT CAN BE IMPLEMENTED IN TRAININGS OR ACTIVITIES WITH YOUNG PEOPLE IN SCHOOLS OR YOUTH CENTERS IN ORDER TO RAISE AWARENESS ON THE SDGS AND THE GLOBAL PROBLEMS THAT THE WORLD IS FACING, DEVELOP EMPATHY AND SOLIDARITY, HELP TO UNDERSTAND THE INTERCONNECTIONS BETWEEN GLOBAL AND LOCAL DIMENSION, DEVELOP THE FEELING OF RESPONSIBILITY TOWARDS THE GLOBAL CHALLENGES AND MOTIVATE YOUNG PEOPLE TO TAKE ACTION.

WWW.CAZALLA-INTERCULTURAL.ORG
WWW.BEVOLUNTEER.NET