YoPeSDGs
Young people and SDGs
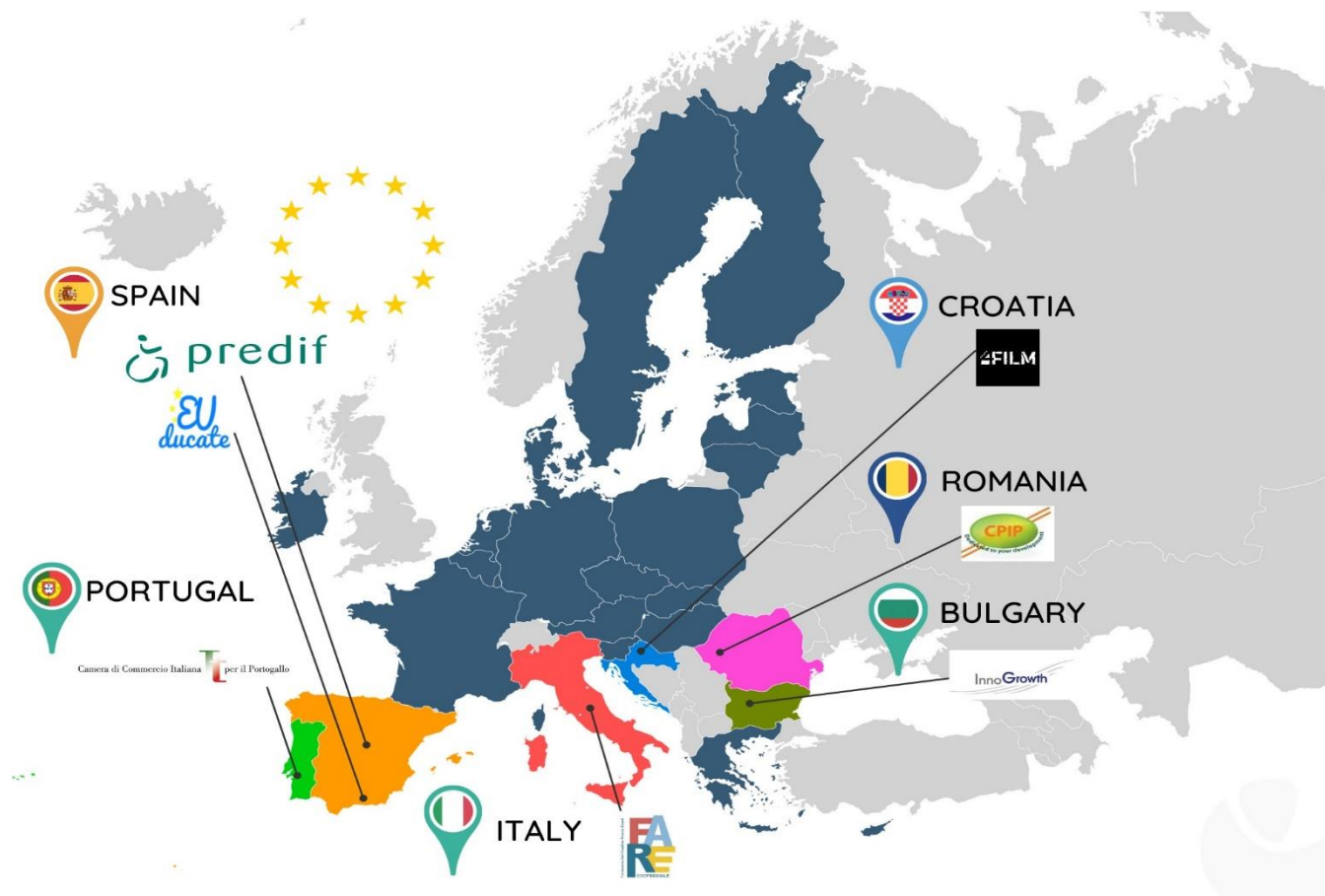
Tool Guide

Practices and tools for working with young people with and without disabilities in the development of the SDGs

Partnership of the project:

Young people and SDGs

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1. FOREWORD

During the 2012 United Nations Conference on Sustainable Development, Member States agreed to launch a process to develop a set of sustainable development goals (SDGs). The SDGs address all three dimensions of sustainable development (environmental, economic and social) which are integrated into the United Nations global development agenda.

Disability is referenced in various parts of the SDGs and specifically in parts related to education, growth and employment, inequality, accessibility of human settlements, as well as data collection and monitoring of the SDGs, for instance: Goal 4 on inclusive and equitable quality education and promotion of life-long learning opportunities for all focuses on eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities. In Goal 8: to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all, the international community aims to achieve full and productive employment and decent work for all women and men, including for persons with disabilities. Goal 11 would work to make cities and human settlements inclusive, safe and sustainable.

To realize this goal, Member States are called upon to provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety for people with disabilities. Goal 17 Member States are called upon to enhance capacity-building support to developing countries, including least developed countries (LDCs) and small island developing states (SIDS), which would significantly increase the availability of high-quality, timely and reliable data that is also disaggregated by disability.

2. INTRODUCTION

PROJECT

This Erasmus+ project" Young people and SDGs " is a strategic partnership composed of organizations whose objective is to contribute to the awareness of young people with disabilities and fewer opportunities on the Sustainable Development Goals, involving young people across the EU to become future active citizens and take part in their decisions.

The main objectives of the project are:

- To get active civic engagement and participation of young people by promoting dialogue on the 17 SDGs;

 - Enable young people to play an active role for the community and the environment at local, european and international levels.

RESULTS OF THE FIELD RESEARCH

PREDIF organized a focus group with youth workers in which the best methodologies for the inclusion of YPWDs (young people with disabilities) were discussed, as well as different ideas and approaches on how to empower young people with disabilities to become leaders and lead change.

When asked about the importance of YPWD participation in cultural, educational, and political activities, the interviewees concluded that the participation of YPWD in society was fundamental like any other young person, the views form YPWD are needed to create communities. They expressed that the present and future generations have the power to demand and promote changes in the current social and inclusion policies.

Therefore, the participation of people with disabilities is key in the designing and development of cultural, educational, and political activities. Without their vision and perspective, it is impossible for society to know how to understand their reality.

The group also stated the importance that YPWD could exercise their free self-determination to be able to have their life projects represented in the community. Delegating needs and desires of YPWD to other collectives is not the best course of action because there are certain identities and specific needs

that YPWD must communicate directly to the community as a reflection of their necessities. The group observed that having their own voice would be key to meet their needs and be included in the community.

When the group discussed the low participation of YPWD in society, it emerged the idea that their participation in society was something different than what was promoted by social entities. The group stated the importance of social entities to adapt their demands to the real needs of YPWD. The poor interest of YPWD from social sector entities was referred due to the fact that society and public administration have not yet done enough for them to participate.

One agreement of the group at this point was that the low participation of YPWD was due the disconnection of society with the needs of YPWD. The general opinion was that as social entities have the public administration as their main source of funding, their demands adapt to the current public administration needs on this subject. However, the necessities of YPWD might not match the public administration goals but rather their own needs. for instance, if there is a need for people with disabilities to learn how to use social networks, the public administration still does not know how to meet this need. This lack of understanding generates a certain disconnection between the real needs of YPWD and the programs designed by social entities to meet their needs. A total disconnection not only in terms of channels of communication but also in terms of content.

Currently, YPWD are in a stage of discovering their own social reality, and in the opinion of the group is very far from finding out that they are complete beings with equal desires as the rest of society.

Discussing ideas for the inclusion and social participation of YPWD, it emerged the idea of promoting more socio-cultural activities as well as raising awareness of new technologies, including digital innovation in the promotion of inclusive activities etc.

To solve the disconnection, the suggested solution is that communities must approach young people and not wait for them to reach. Society must approach their environment from a perspective of full inclusion because each group has differentiated needs. Therefore, society has to promote that young people are included in the community by creating common spaces where the needs of young people are met.

Non-formal education activities can be implemented as a tool for the inclusion of young people with disabilities through musical, cultural, sports, leisure and free time events… young people need to know that their active participation in society is a right, therefore it is essential to bring these activities closer to this group.

Society should be especially careful not to segregate YPWD as interactions of this group with other young people with and without disabilities are needed for their inclusion. It is important to know how to identify those interaction needs in order to provide appropriate abilities for their fully inclusion.

society can empower young people with disabilities to be leaders of change by making them feel like any other young person, providing the same opportunities, and making them be part of this change.

YPWD must be allowed to grow and become empowered, be free of judgment and be the ones who define themselves the choices to their needs and the model of inclusion, being their own interlocutors.

Finally, it emerged the idea that no formal education, dissemination activities and inclusive campaigns are very functional in the engagement of young people with disabilities.

This focus group and its discussion provided the topics of study of the following desk research.

RESULTS OF DESK RESEARCHES

Carrying out the desk research, we intended to investigate the broader current situation in each country/region about the low participation of young people with disabilities in cultural, educational, and political activities. The partnership was asked to offer an overview on existing good practices/case studies on no formal education activities as well as strategies on dissemination activities, that were useful to depict participation of young people with and without disabilities, taking in consideration as well the development of the SDGs.

The research shows a main common outcome, participation of people with disabilities in society implies a recognition of equal rights, ensuring full integration in all layers of society as rightful players. The common areas that countries agreed to be key for this participation are education, environment, civic participation and labor market (employment).

The countries participated in this study are in different stages of overcoming the challenge of transitioning from institutionalization of people with disabilities to providing integration and participation into society as a human right.

The UN Convention on the Rights of Persons with Disabilities at the UN General Assembly in 2006 was a milestone for legislation on people with disabilities as governments promoted local regulations based on that common agreement made by the UN. Together with the advance of local regulations, a majority of countries created or promoted national agencies on disability to support national human rights advocacy efforts aiming to promote active integration and visibility of this group in society.

The research also shows a great disparity on the level and effort of governments on integration of people with disabilities, this reality leads to different levels of integration that directly affects the socio-cultural conditions of people with disabilities mainly based on gender and/or place of residency.

Within these disparities gender turns out to be a chronic cross-sectional challenge in all countries, with women having lower levels of participation in terms of education, social integration, and employment.

FROM THE RESEARCH TO THE TOOLKIT

Participation in community life is vital for our health and wellbeing, promoting a sense of belonging, creating networks of social support and opportunities for physical activity. Young people with disabilities have lower levels of mobility and participation in recreational activities (physical, social and cultural), education and employment, than their peers without disabilities. This has implications for their health, wellbeing, and life course opportunities.

Disability is referenced in various parts of the SDGs, specifically in those areas related to education, growth and employment, inequality and accessibility of human settlements.

In the research about the situation in each country of the participation of people with disabilities, the common areas that countries agreed to be essential for their participation are education, civic participation, and labor market (employment).

In the best practices and the dissemination activities collected, emerged that areas like culture and environment are also considered fundamental for fully inclusion and participation.

Regarding the methodologies, as mentioned before, from the field report emerged that no formal education and dissemination activities or inclusive campaign are very functional in the engagement of young people with disabilities, promoting dialogue on the SDGs.

In general, from the desk and the filed research emerged that the right of young people with disabilities to be integrated in the community also faces social obstacles, especially from internal perception views-of people around them.

Since the participation of young people with disabilities depends on the adaptation of society to their needs, these challenges make it difficult for this group to fully participate as citizens in the social, cultural and political life. Therefore, the promotion of their participation in society is based on their normalization in all layers of society, being the most important the fair access to education and labor market to become self-determined individuals as their peers without disabilities.

In conclusion these are the methodologies emerged:

- no formal education activities

- dissemination activities

- inclusive campaigns

The areas emerged within the methodologies during the researches and the collection of dissemination activities and best practices are the following: environment, education, employment, civic and cultural participation.

Those areas will be the themes included in the modules with special focus on the environment area.

This toolkit course is aimed to youth workers to engage young people and to promote their active participation in the current problems of the society as ambassadors of social change through the SDGs

Based on the finding the modules proposal is designed as following:

Module 1: Non-formal educational activities to promote the participation of young people and their involvement in the development of the SDGs.

Area 1.1 Environment

Area 1.2 Employment

Module 2: Dissemination activities for the promotion of the participation of young people with disabilities and fewer opportunities

Area 2.1 Civic and cultural participation

Area 2.2 Environment

Module 3: Inclusive campaigns on promotion of the SDGs. How to communicate the SDGs in an inclusive manner

Area 3.1 Education

Area 3.2 Environment

3. HOW TO USE THE TOOLKIT

The Toolkit guide, is an accessible online toolkit for youth workers to empower young people with disabilities trough the SDGs. The guide, together with the training material, which can be adapted, updated and expanded by interested users, includes a valuable learning package ready for future use by facilitators, educators, learning communities and interested organizations. The training content is based on open educational resources (OERs) that partners have developed and selected according to the learning.

This toolkit "Practices and tools for working with young people with and without disabilities in the development of the SDGs", is addressed to youth workers, and will be the theoretical and methodological basis for the whole implementation of the project activities. The aim of this guide is to raise awareness among youth workers about the necessity of implementing the SDGs for a promising future, and the participation of young people in cultural, educational and political activities taking into account the inclusion of young people with disabilities as well as the development of their knowledge, skills and competences to carry out non-formal educational activities. This methodology constitutes the educational basis on which the toolkit will be the core and guideline for teachers and educators interested in implementing and using the toolkit

So... how to make the most of this Toolkit? Here you find some tips:

-The 3 modules can be approached both as single learning experience or considered as whole education package;

- annexes can be used as activity templates for deepening the knowledge on a specific topic and/or implementing the practical activities;

-many of the resources developed or selected under open educational licenses are provided in English with the aim of allowing educators across Europe to adapt them to their context;

-all the resources available in this Toolkit (OERs, external resources, inspirational material, etc.) are also made available on the PREDIF learning hub, platform in an interactive way and with the addition of extra resources such as presentations of the 3 modules.

- The Toolkit guide is available in English, Spanish, Romanian, Italian, Croatian, Bulgarian, Portuguese. We invite you to download and adapt it and its resources to your own context.

4. MODULES

MODULE 1 NON-FORMAL EDUCATIONAL ACTIVITIES TO PROMOTE THE PARTICIPATION OF YOUNG PEOPLE AND THEIR INVOLVEMENT IN THE DEVELOPMENT OF THE SDGS.

MODULE 1.1 ENVIRONMENT AREA

Learning objectives:

- Understand the environment importance
- Be aware of the need for change in human behaviour.
- Carry out inclusive activities on recycling, reforestation and water saving

With the aim of raising awareness in society about the importance of guaranteeing lasting protection of the planet and its natural resources, on June 5th of each year, Environment Day is held.

Individually, each of us can also take our own actions to fight environmental destruction, and throughout this section, we will focus on no formal education activities related to these three sustainable development goals:

- Reforestation
- Recycling
- Saving water

SOME THEORY TO LEARN AND ACTIVITIES TO BE DEVELOPED

Environment and climate change

Earth is a home for different living species and we all are dependent on the environment for air, food, water, and other needs. It is the base where life develops therefore, it is important for every individual to save and protect our environment. Humans impact the physical environment in many ways: Soil Erosion, Poor air quality, Undrinkable water. Changes like these have led to climate change. These negative impacts can affect human behaviour and can prompt mass migrations or battles over clean water.

[Video on climate change](#)

No formal education activity on Reforestation

Everything related to the environment is studied by ecology. Specialists in this discipline consider reforestation essential, since trees fulfil vital functions for a large part of the existing fauna and for human beings, as they are the main producers of oxygen in terrestrial ecosystems.

Purpose of the no formal education activity on reforestation

- ➢ Be aware of the deforestation that surrounds us
- ➢ Investigate the autochthonous vegetation of the area.
- ➢ Teamwork

Development of the activity:

- ➔ The group is divided into 4 teams made up of people with different nationalities.
- ➔ We make use of digital resources and prior knowledge of the participants
- ➔ Each group must look for information on the autochthonous vegetation of the country where the project is developed.
- ➔ A group exhibition is made to share information and to find coincidences.
- ➔ An autochthonous tree is delivered to each group for later planting.
- ➔ Make an observation excursion to identify the species that we have worked on and check if there is an abundance of that vegetation in the selected area.
- ➔ Locate uninhabited areas and plant the assigned tree there, leaving the name of the people who have planted it.
- ➔ Subsequent visits and observation of evolution.

Debate

- What animal species have we helped with the reforestation of the area?
- Why is it important that the trees we plant are autochthonous to the area?
- Approximately how far away are the first signs of civilization from the area we are reforesting?
- Was it difficult for you to find an area to grow autochthonous trees?
- What if everyone would grown a tree year?

No formal education activity on Recycling

When we are considering sustainable living, recycling is the practice that we all think. It consists of separating waste so that the materials with which they are composed are reused in the industry to manufacture new products.

We can reduce direct emissions, energy consumption and waste by supporting recycling and choosing recycled items.

Purpose of the no formal education activity on recycling

- ➢ To learn handicraft with used material
- ➢ To develop creativity among youth

Development of the activity:

- ➔ For this activity you need plastic bottles, used socks, magazines and cardboard
- ➔ Ask youngster to brainstorm what can they do with the materials
- ➔ Gather them in groups of 4 people
- ➔ Every group will have 1 of each from the previous items
- ➔ The groups will brainstorm what they can do with those materials
- ➔ Group will reflect the ideas they have suggest to do.

Examples of the art craft to do:

- Plastic bottles can be cut and used to grow plants
- Socks can be used to make puppets and they can perform a short theatre
- Card board and magazines can be used to make photo frame with their own shape, name or any drawings
- With this activity, kids will rethink about reusing used items

No formal education activity on Saving Water

Water is an essential resource for life. It is estimated that by 2030, about 20% of developing countries will face difficulties in obtaining water.

By the middle of this century, population growth will cause demand to increase by about 50%.

That is why the United Nations and other organizations organize actions to educate the public about responsible water consumption.

Purpose of the no formal education activity on saving water:

➢ Know the main sources of water on in their close environment.
➢ Identify sources and situations of water waste.
➢ Work with prior knowledge of the topic.
➢ Sharing ideas, teamwork.

Development of the activity:

➔ The group is divided into 4 teams.
➔ They will have 5 minutes to reflect on a piece of paper all the sources of water they know and when they use them.
➔ There will be a sharing in the central blackboard checking coincidences with other teams.
➔ Presentation of relevant content by the instructor.

Lost	One drop	Two drops	Half open faucet	Open facucet
In 1 hour	3 litres	7 litres	60 litres	514 litres
In 1 day	72 litres	150 litres	1440 litres	12340 litres
In 1 week	504 litres	1050 litres	10000 litres	86835 litres

➔ The teams will have 3 minutes to answer the question in teams: In what situations of daily life do we waste water? Sharing of answers.

Web sources for further reading

- https://drawdown.org/
- https://www.bbva.com/es/sostenibilidad/que-es-el-medioambiente-y-por-que-es-clave-para-la-vida/
- https://www.un.org/sustainabledevelopment/es/biodiversity/

MODULE 1.2 EMPLOYMENT AREA

Learning objectives:

- Be aware of the difficulties that Young people experience when looking for a job or self-employment

- Acquire some tools to help tackle these issues

- Introduce young people know to the concept of "lifestyle entrepreneurship"

- Make young people aware of an important youth employment support measure: youth guarantee

- Know other resources and networks

"Across the globe, young women and men are making an important contribution as productive workers, entrepreneurs, consumers, citizens, members of society and agents of change.

All too often, the full potential of young people is not realized because they have no access to productive and decent jobs.

Although they are an asset, many young people face high levels of economic and social uncertainty.

A difficult transition into the world of work has long-lasting consequences not only on youth but also on their families and communities."

SOME THEORY TO LEARN AND ACTIVITIES TO BE DEVELOPED

The European Commission's Inclusion Strategy lists the following additional obstacles that people with fewer opportunities experience:

- Social obstacles: discrimination, limited social skills, anti-social behavior, (ex-)offending background, parenthood at an early age etc.
- Economic obstacles: low standard of living, low income, dependency on social welfare, (long-term) unemployment, homelessness, debts, etc.
- Disabilities: mental, physical, sensory or other.
- Educational challenges: learning difficulties, early school-leaving or leaving with low or no qualifications etc.
- Cultural differences: immigration or refugee backgrounds, belonging to national or ethnic minorities, challenges related to linguistic adaptation and cultural inclusion etc.
- Health problems: chronic health problems, severe illnesses, psychiatric conditions, mental health problems etc.
- Geographical obstacles: living in remote rural or hilly areas, small islands or peripheral regions, urban problem zones, less serviced areas, etc.

Critical challenges that young people encounter in entrepreneurship:

Lack of enabling policy, regulatory and institutional environments, including high registration costs for businesses, cumbersome administrative procedures, obstructive taxation and legal systems, and discriminatory policies and practices, including negative misconceptions about the entrepreneurial skills of disadvantaged groups such as young people with disabilities

Weak entrepreneurial environments, compounded by inhibitory attitudes to entrepreneurship within societies, fear of failure, limited entrepreneurship and networking opportunities, a lack of platforms to foster the commitment of entrepreneurs and their exchange and transfer of knowledge, and limited access to markets

Limited access to finance and investment opportunities, due to a minimum capital requirement, the lack of collateral, higher risk profile and consequent reluctance of financial institutions to lend money;

Limited skills and knowledge transfer, which continues to impede young entrepreneurs from being "fit for purpose" and establishing their own businesses, gaining access to technology, developing entrepreneurial skills and pursuing their education

Some tools to help tackle these issues:

We have grouped the responses to youth unemployment around three key ideas and levels

- ❑ "Individual" Level _Positive thinking
- ❑ "Youth Work" Level_Empowering young jobseekers
- ❑ "Policy " level_Fighing against social exclusion

➔ **Individual level**

Despite the complexity and difficulty of fighting youth unemployment or better said, precisely due to this difficulty, it is necessary to deal with it with positive thinking.

This positive thinking starts by changing the vocabulary and the mental attitude when dealing with unemployment, for example talking about "young jobseekers" instead of "young unemployed", focusing on resources and capacities rather than lacks etc.

Positive thinking also implies the need to analyze the situation of being unemployed, not just in negative terms but also understanding the potential positive impact that it might have in –at least- some aspects of life.

According to the famous quote of Harry S. Truman we should try to generate opportunities out of the difficult situation of being unemployed:

"A pessimist is the one who makes difficulties of his opportunities and an optimist is the one who makes opportunities of his difficulties."

➔ **Youth Work Level**

Remember that, as a Youth Worker, you are an important player for empowering young people, but you are not supposed to be the only one!

"This process of empowerment combines educational and social strategies, training and social protection (in terms of access to basic needs such as housing or health…) and requires the cooperation of NGOs, public administrations and the private sector.

The idea of empowering young jobseekers, with the aim of creating better opportunities for finding a job, should not be understood as an "individual solution" for some groups of youngsters.

On the contrary, those programmes and initiatives are often the best expression and the origin of new and better policies that are generated afterwards."

We would like to share with you some elements to be aware of, or reminded, when empowering young jobseekers:

In terms of general attitudes:

• Listening

• Being flexible

• Being active, through an immediate response

In the approach of different actors in the situation of unemployment:

• Using a "one to one" approach when supporting the jobseekers

• Involving all the actors who have an influence on the situation of the unemployed person.

• Creating a supportive network around the young jobseeker

• Promoting partner relationship, mutual respect. So that the young jobseekers can find role models.

For educational work with the young jobseekers:

• Strengthening their social competences and exploring different strategies to overcome the situation.

• Making information accessible and available for young job seekers

• Making use of the testimonies, successful stories and peer support on youngsters

• Engaging in long-term support processes with young job seekers

• Promoting entrepreneurship, self-generated employment

• Strengthen young jobseekers and support their dignity

For the youth workers supporting young jobseekers:

• Accepting, as youth worker, the feelings of frustration. Share and work on them (in groups, peer support, through supervision…)

• Being able to step out, take time to adapt and act more adequately in challenging situations

➔ **Policy level**

The last level is the one we cannot influence completely. It is the Policy Level, it shapes youth policies and is responsible for direction in which all laws, strategies and other documents are heading to.

Some of the policy reform that should be made are certainly connected to education and changing the paradigm of learning.The other changes include recognition of non-formal education and volunteering, improving implementation of Youth Guarantee programme and introduction of Civic Eduication in schools across Europe. We can influence them through organizing advocacy campaigns.

The concept of "lifestyle entrepreneurship

Working with young people and trying to empower them about entrepreneurship, you may feel that – nowadays - they don't quite relate to classic model of "entrepreneur".

Thus, we would like to introduce you to the concept of "lifestyle entrepreneurship".

A lifestyle entrepreneur is an individual who creates a business for the purpose of changing their lifestyle instead of making profits.

This type of entrepreneur usually wants to create a business because they are passionate about it and believe that it will be personally rewarding for them.

Flexible	No matter the type of business you are looking to start, lifestyle entrepreneurs should be flexible enough to know when to change tactics as new challenges arise
Committed	While lifestyle entrepreneurs aren't focused on profits, they still need to be committed to the business idea, which means performing an extensive amount of market research
Independent	If you decide to create a business as a lifestyle entrepreneur, it's important that you're an independent person who wants to create the business on your own while focusing on your passion
Realistic	If you want to be a successful lifestyle entrepreneur, you will still need to make money, which means that you should set realistic goals from the onset
Resilient	You likely won't be successful when you first start out as a lifestyle entrepreneur, which is why resilience is an essential characteristic for anyone who wants to make this a lengthy career

As a Youth Worker, we encourage you to know more about this subject. There are many ways to do it, but we warmly suggest to use the **"SELF-E" project website**. There are specific sections for both **Youth Workers** and **Young People**

Youth employment support measure: Youth Guarantee

- Youth Guarantee is one of the four strands of the **Youth Employment Support Package.**

- Born in 2013, **it was reinforced by the European Commission in 2020:**

Without giving false hopes to the young people you're working with, it is important to know that it can be a valuable help for them when looking for a job.

To sign up to the to the Youth Guarantee, young people must register inside each country "contact point" webpage

It is possible to find it browsing this list, or using the map available here

Know some useful resources:

Decent Jobs For Youth: a ILO (International Labour Organization) iniciative to scale up **action and impact on youth employment in support of the 2030 Agenda for Sustainable Development**

Decent Jobs For Youth also takes part in "YOUTH FORESIGHT", a one-stop shop providing curated tools, publications, databases and **resources to support evidence-based action for supporting young people's education and skilling, employment, entrepreneurship,** and engagement.

With this video you will understand how you may use "YOUTH FORESIGHT" in order to empower the young people you are working with!

YE! Community: a International Trade Center Initiative for Young entrepreneurs!

Members can **access a wide variety of resources, including tools, country guides and e-learning courses to help you build a sustainable business** venture and scale internationally.

Web sources for further reading

- http://self-e.lpf.lt/
- www.decentjobsforyouth.org
- www.youthforesight.org
- www.yecommunity.com

MODULE 2: DISSEMINATION ACTIVITIES FOR THE PROMOTION OF THE PARTICIPATION OF YOUNG PEOPLE WITH DISABILITIES AND FEWER OPPORTUNITIES

MODULE 2.1 ENVIRONMENT AREA

Learning objectives:

- Raise awareness over the role of the inclusion of young people with disabilities in promoting SDGs
- Understand the strategies of influence on young people for the sake of bringing in social change
- Engage in inclusive activities to practice the promotion of the SDGs on environment.

Due to a range of obstacles, it can be challenging for this group to fully participate as citizens in social, cultural, and political life. The involvement of young people with disabilities depends on society adapting to their demands.

Hence, encouraging their engagement in society depends on their integration into all spheres of society, with equal access to the educational system and the job market playing a crucial role in helping them become as independent as young people without disabilities.

Only with the full participation of everyone, including those with disabilities, can the Sustainable Development Goals be fulfilled. It is morally necessary to uphold the rights and guarantee the full inclusion of the billion people with disabilities around the world. In order to create societies that are healthy, sustainable, and inclusive of individuals of all ages and abilities, it is also a practical

SOME THEORY TO LEARN AND ACTIVITIES TO BE DEVELOPED

Key steps for promotion of active participation of youth with disabilities:

Awareness   Inclusion   Empowerment   Leadership
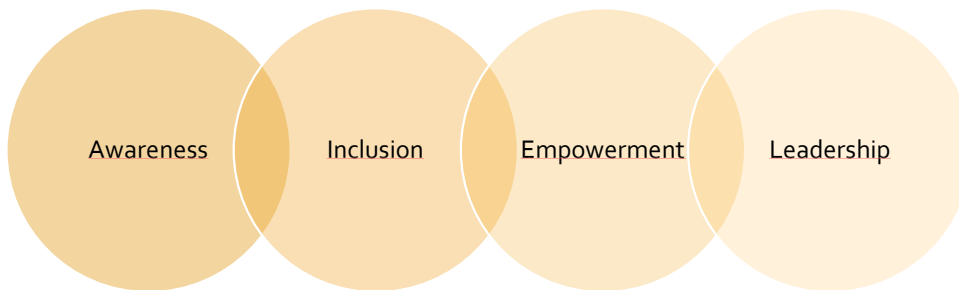
The dissemination can be held trough:

- local communities and institutions
- non-official education
- digital instruments
- peer communication

Online Methods

One of the key methods for promoting the SDGs among young people and encouraging their active engagement is through various digital tools.

- Social Media is one of the main instruments to promote SDGs among young people and encourage their active participation.
- Online platforms help to increase visibility and information awareness
- Online events are advantageous for young people with disabilities since online content is accessible from anywhere in the world.

Online dissemination activity on environment

➔ Discuss with all participants, which environmental goals from the list of SDGs are the most pressing for the local community of people with disability

➔ Ask participants to elaborate on how local contexts go together with the SDGs

➔ Ask the participants to define the biggest local online or social media platforms, and influencers, that are related to the community of young persons with disabilities

➔ Discuss potential internet activities to be launched to raise awareness of the environmental issue, mentioned in the first part of the activity (post, hashtag, video idea ecc)

➔ Decide who could be the target audience for this online activity

➔ Determine any prospective expenses, especially by looking for free or inexpensive activities.

➔ Sketch out the rough content of the online material

UNICEF Disability and Climate Change: Young people with disabilities discuss the threats posed on them by climate change:

Watch the video here

Web sources for further reading

- https://www.ohchr.org/sites/default/files/Documents/HRBodies/CRPD/UN2018Flagship ReportDisability.pdf
- https://www.coe.int/en/web/youth/-/-sustainable-development-goals-and-youth-with-disabilities-what-we-can-do-
- https://www.ohchr.org/sites/default/files/Documents/Issues/Disability/SDG-CRPD-Resource/policy-guideline-foundations.pdf

MODULE 2.2 CIVIC AND CULTURAL PARTICIPATION AREA

Learning objectives:

- Understand how social media can be accessible
- Be aware on how social media can promote inclusion and self-expression;
- Understand how social media can be used to stimulate civic and cultural participation among young people with and without disabilities;
- Imagine ways to stimulate active citizenship through your social media.

Social Media is indeed a powerful tool to help engage young people and animate civic and cultural participation. This goal can be achieved only if digital media are designed and used in a truly inclusive way, paying attention to accessibility.

SOME THEORY TO LEARN AND ACTIVITIES TO BE DEVELOPED

Accessibility in digital communication

Accessibility is a necessary prerequisite (although not sufficient) for inclusive communication. If we do not create accessible content, there is the risk of cutting out a lot of people from the conversation even before our message can have any effect on them. That message could be also physically foreclosed to them.

The way people interact with technology and social media is not always the same. Each person does it differently, based on its physical and cognitive characteristics and conditions.

An accessible digital product is a product that can be easily navigable and understandable by anyone and in any situation.
When we say anyone we do mean exclusively people with physical, sensory or cognitive disabilities: Even a person without disabilities , or a neurotypical one, may find itself benefiting from a product, function, or accessible design, in certain situations. It may be the case of a person who, holding a child in its arms, is using its mobile phone with one hand; or of those who listen to a TV series while cleaning and doing it with audio description to understand the context, not being able to look at it.

Guidelines for digital accessibility:

How to check if the digital content I share is accessible? Luckily there are some guidelines that can help us!

Most of the national ones reference the Web Accessibility Initiative (WAI). WAI is a W3C initiative (World Wide Web Consortium), an international community that creates standards and guidelines for the web. WAI aims to promote the best degree of usability of the web for anyone, especially for people with disabilities.

The Web Content Accessibility Guidelines (WCAG) are based on 4 pillars:

•   PERCEIVABLE: The content must be perceptible on a sensory level to each user. It must be accessible with more than one sense (eg. either readable and hearable).

- OPERABLE: The interface must be usable with different inputs; it must not request necessary actions that the user cannot physically perform.
- UNDERSTANDABLE: Both the content and the interface must be as easy as possible to comprehend.
- ROBUST: The content must be versatile so that as many tools as possible (especially assistive technologies) can access it correctly.

How to make content on social media more accessible?

Assistive Technologies

In the context of digital accessibility, assistive technologies are tools that allow someone to access content that would otherwise be inaccessible.
There are many of these tools, both hardware and software, and they can offer fundamental help. Some examples can be keyboard with bigger or braille keys, screen magnifiers, voice recognition or screen readers, which can describe what it is shown on screen.

Image accessibility

When we upload an image on a social media platform, we can enter an alternative

text (alt-text), which is an accompanying text to online images, containing their description.

It is generally used by screen readers but it can also be shown when an image is not loaded because of problems of connectivity. When we write an alt-text we have to make sure it is short, concise and accurate, so that it can truly be helpful.
Be careful because not every media can have an alt-text, for example we can not add one to videos or instagram stories. We can find other solutions to ensure that this content is accessible for anyone!

Video accessibility

Rumors say that 85% of people watch videos on social media without audio: needless to say not all of these are deaf. Has it ever happened to you to watch a video without audio and being thankful it had subtitles?
Subtitles are extremely important to make videos accessible to anyone and nowadays can be done automatically on many platforms like youtube. Just be sure they are big enough to be readable!
Audio-description is also a very useful tool for blind people but also for neurodivergent ones, because

it can describe emotional context that these people can not always decodify.

Do not forget to insert a content warning if your video has light flashes: According to the WCAG of the W3C, an accessible content should not be flashing more than 3 times in 1 second.

Text accessibility

Text is extremely important to convey our message, therefore it needs to be simple and clear. We should avoid complex, long and difficult sentences, to be sure to include as many people as possible.
A text should be easily accessible also graphically, be sure to format your paragraphs and to use readable contrast, fonts, colours, dimensions, hashtags and emojis.
Be aware that not anyone can see the way you can so it is useful to always ask yourself: is it readable enough?

How to create accessible content on Social Media and stimulate active citizenship

In the first part we understood how important it is for social media to be accessible to anyone. Now we make a step forward, trying to imagine how it can be a way to stimulate civic and cultural participation among young people.

What is active citizenship?

Active citizenship and civic participation can be described as a realization of the possibility to get involved in your local community and aim to contribute to building and maintaining a democratic society.

This is a critical point for young people with disabilities, since they can have difficulties in having the same opportunities to participate as others. The participation of young people with disabilities depends on the adaptation of society to their needs. Therefore, the promotion of their participation in society is based on the fair access to every aspect of society to become self-determined individuals as their peers without disabilities.

How can Social Media stimulate civic engagement?

Social Media facilitate real-time information dissemination and online dialogue, in which citizens communicate with planners and public authorities.
They have the potential to improve government's interactions with citizens, and thereby changing state– society relationships. Compared with traditional participation methods, they are more accessible to the majority of citizens, because citizens can use social media in mobile phones for

communication anytime anywhere.

However this does not mean that they are entirely accessible, this is why we must always remember mind how to use social media in a way that is the most inclusive as possible.

Keys to active citizenship through social media

Despite of the platform, we have stated multiple times how important it is for social media to be accessible and how they can be. But why are they so vital to engage young people in general to become active citizens?

We can mainly identify 3 aspects, which definitely come in play when we want to have young people join the conversation:

- self-expression: social media put content creators in a central spot. everyone can express what they think and say what they want to say.
- representation: following the first point we can further say that people on social media can join forces and come together to represent a minority or a community and avoid being misrepresented by people outside of that group.
- dialogue with decision makers: most of the institutions are on social media platforms and this put them in a position of listening and dialogue, which simplifies democratic discussions.

Web sources for further Reading

- WEB ACCESSIBILITY GUIDELINES BY WORLD WIDE WEB CONSORTIUM
  https://www.w3.org/TR/WCAG22/#informative-references

- ARTICLES BY INDIG COMMUNICATIONS (IT) ON ACCESSIBILITY IN DIGITAL COMMUNICATION
  https://indig.info/articoli/

- Lin, Y.; Kant, S. Using Social Media for Citizen Participation: Contexts, Empowerment, and Inclusion. Sustainability 2021, 13, 6635. https://doi.org/10.3390/su13126635

- Social Media accessibility guidelines and information
  https://www.facebook.com/accessibility
  https://www.tiktok.com/accessibility/it-it/

- Digital 2022 Report by We Are Social And Hootsuite:
  https://www.slideshare.net/DataReportal/digital-2022-global-overview-report-january-2022-v05

MODULE 3: INCLUSIVE CAMPAIGNS ON PROMOTION OF THE SDGS. HOW TO COMMUNICATE THE SDGS IN AN INCLUSIVE MANNER

MODULE 3.1 EDUCATION AREA

Learning objectives:

- To define and assimilate the influences of campaigns aimed at promoting the SDGs in an inclusive manner
- To be active and ensure an inclusive future for all through positive social changes
- To demonstrate a greater understanding on the equity and inclusion of SDGs through promotional and educational approaches

This area is about the rapid acceleration of the support and promotion of the Sustainable Development Goals through inclusive actions that facilitate the integration of young people with and without disabilities in a more open community. All this through an active and demonstrated educational vision.

SOME THEORY TO LEARN AND ACTIVITIES TO BE DEVELOPED

Demonstrating awareness for SDGs through inclusive and educational campaigns

A campaign is a promotional effort over a specified interval of time based on the same strategy and creative idea, in order to achieve an advertising goal that can translate into impacts or sales (Source: Aritmetics).

The inclusive campaigns on promotion of the SDGs translate into:

− Joint efforts to raise awareness of problematic sources and react to resistance to change in today's society
− Sharing a common understanding on active participation as citizens and ambassadors of sustainable development

SDGs – transformative approach

For young people with disabilities to benefit from sustainable development efforts, key actors (especially youth workers) require the knowledge and capacity to design, implement and share campaigns and innovation initiatives that are inclusive of persons with disabilities.

- Providing accessible information to young people with disabilities
- Ensuring the right to privacy and confidentiality of information
- Gaining ethics approval
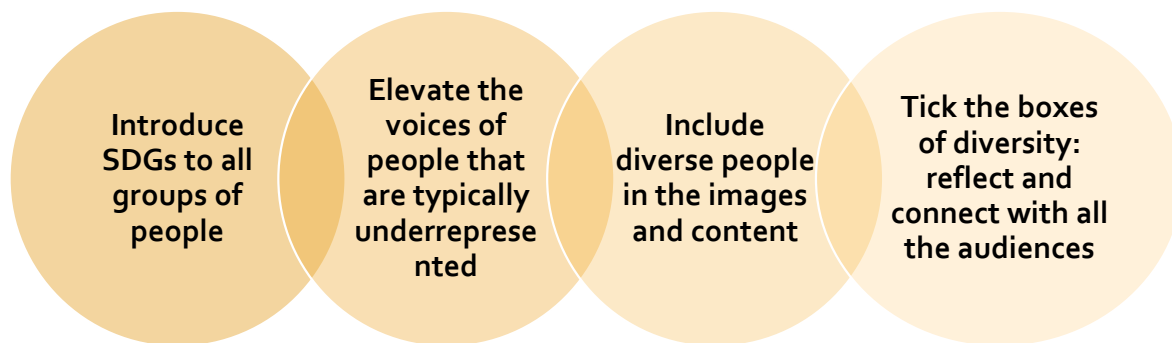- Disability inclusion training and opportunities for young people as capacity-building program

Key 4-steps for inclusive campaigns of the SDGs

➔ Step 1: Planning – It is about understanding the local context, exclusion problems and existing knowledge of young people with disabilities
➔ Step 2: Design - It is about developing methodological approaches, initiatives and activities to facilitate the active participation of young people in today's society
➔ Step 3: Implementation – It is about launching the result and collecting data
➔ Step 4: Dissemination – It is about spreading data collected and sharing evidence and learnings with other communities
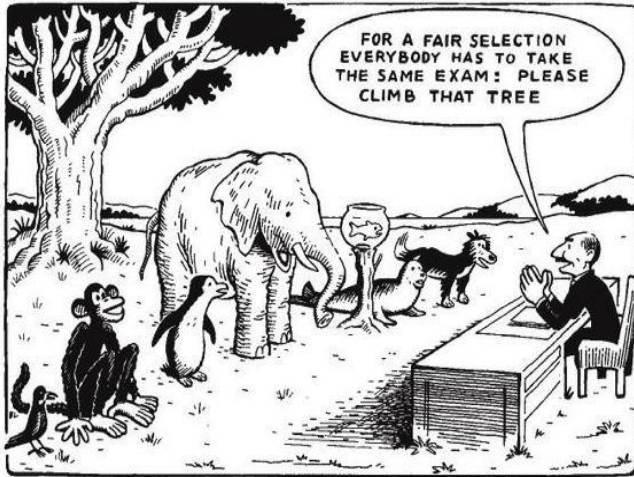
Support and promote the sharing of disability inclusive phases

Mobilize and scale-up resources - from national budgets, international and private donors, development banks, etc. - allocated to research and innovation targeting social objectives that support the SDGs and are inclusive of persons with disabilities.

Inclusive education: towards the inclusion of all learners- <u>Video here</u>

Introduce SDGs to all groups of people

Elevate the voices of people that are typically underrepresented

Include diverse people in the images and content

Tick the boxes of diversity: reflect and connect with all the audiences

Humor and inclusion as part of SDGs promotion – Practical activity

Look at the cartoon and answer the questions.

What is the relationship between humour and fairness in the cartoon?

Is equal opportunity and inclusion in the cartoon balanced? Why?

Are equal opportunities ensured for all members of the cartoon? How and why?

Web sources for further reading

Consulting, W. (n.d.). SDG 4 and Targets. [online] Global Campaign for Education. Available at: https://campaignforeducation.org/en/key-frameworks/sdg-4-and-targets [Accessed 12 Sep. 2022].

Campaign, U.S.A. (2022). Viessmann and the UN SDG Action Campaign Join Forces to Mobilize Millions to Take Critical Action…. [online] Medium. Available at: https://unsdgaction.medium.com/viessmann-and-the-un-sdg-action-campaign-join-forces-to-mobilize-millions-to-take-critical-action-6582b4aee416 [Accessed 1 Sep. 2022].

SUSTAINABLE MAKE EUROPE F R ALL 15 EXEMPLARY SDG CAMPAIGNS #ACT4SDGS. (n.d.). [online] Available at: https://www.sdgwatcheurope.org/wp-content/uploads/2020/10/15-Exemplary-SDG-Campaigns.pdf [Accessed 19 Sep. 2022].

MODULE 3.2 ENVIRONMENT AREA

Learning objectives

- Understand the underlaying concepts of the all-inclusive campaign
- Relate general environmental SDGs to local community
- Inspire young people with disabilities to work towards implementation of the environmental SDGs

Inclusion of young people with disabilities in all phases of the environmental SDG promotion, including the planning and implementation of the inclusive campaign. It is important for their integration in the community, and obvious sign that they are creators of the communities' activities and not just recipients of already prepared solutions.

SOME THEORY TO LEARN AND ACTIVITIES TO BE DEVELOPED

All the inclusive campaign should have the following characteristics:

− has participants from different groups in the community, including people with disabilities
− allows for different voices, opinions and standpoints to be heard
− consider different needs during the planning and implementation period
− campaign massages reflect the diversity and address the needs of people with disabilities
− campaign distribution channels are accessible to all

Campaign planning – preparation

PARTICIPANTS   PREMISIS AND EQUIPMENT   EXPERTS AND MATERIALS   METHODS
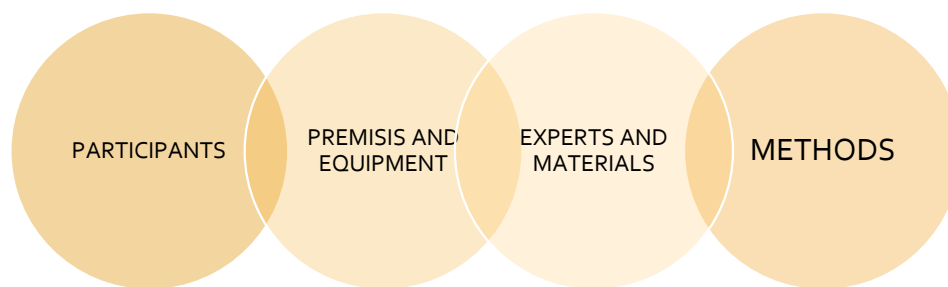
Dissemination Activity

Discussion on SDG goals in local community

➔ Divide participants in small groups; give each group one environmental goal and ask them to list important local issues related to the goal, as they see it
➔ Compare listed issues to the official ones
➔ In the big group, choose one that is in the framework of official ones but also of great importance for the local community

Defining the main issues of the campaign:

➔ list the local issues decided by the big group

➔ organize voting – each participants is giving to different issues 1, 2 and 3 points

➔ add the points – you have a winner

➔ depending on your capability to organize campaign, decide how manny issues you will tackle (max. 3 if you are very capable and with adequate financial resources)

Here comes the joy; logos and massages:

➔ Define the main massages of the campagin – brainstorming can be fun

➔ Decide the target group of your campaign

➔ Decide who is preparing logo – your group or designer

Campaign's materials and distribution channels:

➔ Determine your target groups

➔ Decide on the best distribution channel for each group

➔ Decide on the type of materials that you will distribute

➔ Decide who is going to prepare them and what is needed (dana for example)

➔ Check your finances

➔ Downsize your planns according to available budget

➔ Think of the distribution channals that are low or no cost

Some additional tips

REGARDING THE PERSONS

➢ Be aware of your own prejudices, because you have them. Some of the participants behaviours may enforce them.

➢ Encourage the team spirit. Campaining is all about the team.

➢ Whatever the campaign will be, use your work ethic and knowledge to shape the story.

➢ The campaign has to be understandable to general population. Discuss with the group who will be the audience and what massage they want to send.

➢ Try to assign the tasks according to the participants preferences and capabilites.

REGARDING THE LOGISTICS

➢ Accessibility is of outmost importance – not just elimination of architectural obstacles, but also IT gadgets (ask participants if they can bring theirs)

➢ If there is going to be some food – observe dietary restrictions

➢ If some of the participants have assistants – make sure to make room for them

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Web sources for further reading:

- https://sdgs.un.org/goals
- https://www.onecause.com/blog/awareness-campaigns/
- https://www.inclusion-europe.eu/european-commission-presents-strategy-for-the-rights-of-persons-with-disabilities-2021-2030/

5. ANNEXES

EXTRA MATERIAL AND EXERCISES

Extra material and exercises on module 1.1 Environment area

Limited resources of the planet activity

➔ Objectives:

- Raise awareness about the limited resources of the planet, both for current and future generations.
- Team work

➔ Development of the activity to develop with young people:
- We will find legumes and pasta scattered throughout the room.
- The group is divided into 4 teams.
- Each team, in turns, must collect food for their survival in 3 minutes.

➔ Debate
– What can you say as a conclusion?
– What did you feel during your turn?
– What will happen, then, with the following generations, if the resources run out?

➔ Conclusion of the activity:

– Food is the resources that human beings need to live, which also include water, energy or clothing.
– The space where the activity takes place is the planet.
– You have been four generations of the population.
– Each one of you has been subtracting resources from the following ones.
– The last one, without a doubt, has had it more difficult.

Saving water extra activity

➔ Purpose:

- To raise awareness about the excessive waste of water
- To measure how much water we spend in one day

➔ Development of the activity:

For the first activity you will need an app to measure the water consume, there are different versions of apps where you can do it. We recommend **Agua Consciente** The app is in English.

Ask them to use during 2 days at home, measuring 4 daily activities.

- Brush teeth
- Wash clothes
- Wash dishes
- Take a shower

After they have measured the 4 items gather them to share the results of the amount their families at home spend in one day.

Compare the results and debate what measures they take to reduce the waste of water.

Once you have collected the results of XX amount of litters wasted in total

Show them the 0,025% of that amount. Because this is the real percentage of drinkable water in the world. Reflect how they would surivive if there would be just that amount of water to make them aware about water consumerism

Extra material on module 1.2 Employment area

WORKSHOP 1

CREATE YOUR OWN LEARNING PLAN!

Target group	young people
Goal	- to introduce young people with the concept of creating learning plan as a helpful tool in achieving set goals
Outcomes	- to make their path in starting their own business or project more clearer - to define their goals and sub-goals - to define methods and time-frame - to recognize the importance of planning in everyday life - to become aware of setting their own goals, possible obstacles and solutions
Duration	45 minutes
Materials	A3 papers, pencils, markers
Activity description	Start off the activity with a small discussion about goals. Ask participants if they have ever had goals in their life? What were they? Did they succeed in fulfilling them? Did they have any obstacles? Why yes/not? Invite participants to share their goals if they are comfortable with sharing in big group. After the end of the discussion, ask the participants why it is important to plan their goals and how we can do this. There are several reasons such as – having clearer vision of the future, preventing quitting up when issues occur, achieving something you want... Introduce the concept of the learning plan. Tell the participants that this is a technique where they can think about what they want to achieve in the foreseen period – it can be six months or one year. Tell them that this is a technique which can help them in getting better vision of themselves and what is necessary to achieve something in the future. Introduce the basic questions which need to be answered in the plan: 1) What is the goal? What are the sub-goals?; 2) What materials do I need to realize the goal?; 3) Who can help me in achieving the goal? Who are the people I can rely on? Who can provide me with some resources?; 4) When the goal is going to be reached?; 5) What are the possible obstacles on the way of reaching my goal? Do not forget to tell to the participants that goals should follow the SMART structure (specific, measurable, attainable, realistic and timely), as this is important for evaluation of the realization of the goal. Tell participant that they can draw, write and visualize their plan as they wish. Give them enough time to think and to write the whole plan on A3 papers. If you wish, you can ask someone to share their plan in the end of the session.

Source:LET'SWORK IT OUT project.

WORKSHOP 2

WHAT CAN WE DO TO TACKLE UNEMPLOYMENT?

Target group	youth workers, young people
Goal	- to brainstorm possible solutions about unemployment of young people on different levels in society - individual level, policy level and youth work level
Outcomes	- to improve communication skills and opinion giving skills - to think critically - to become aware of different levels of unemployment - to improve creativity - to enhance problem-solving skills
Duration	120 minutes
Materials	flip-chart papers, pencils, markers

Activity description	
	Open the session with inputs of unemployment of young people and the impact it can have on young people (see previous chapters in this publication for detail reference).
	Explain that there are three levels in which we can identify possible solutions. The three levels are individual level, youth work level and policy level. More details on each level can be found in Part One of this publication.
	Tell participants that you want to hear more from them and possible solutions – what can we do to tackle unemployment? Tree tables or three parts of the training room should be the spots for discussions. Each table or part of the room will represent one of the levels. Tell participants that you'll use world café method – and that you need one or two moderators for each level. Ask who will be the moderator and will make the summary of all collected opinions. When moderators are picked, they head to their tables or parts of the room to prepare shortly. Meanwhile, you can use creative way of creating three small groups of participants who will go to each of the tables. You can divide them by age, by numbers, by some drawings or using different objects.
	Tell three groups that they need to go to one of the tables and discuss with moderators and give their opinions. After approximately 20 minutes tell that the groups need to shift to other table. After next 20 minutes, give the sign that they need to go to next table.
	When the discussion is complete, moderators are asked to present the findings to whole group, after which people can discuss more (if they disagree with some statements).
	In the end, recommendations can be made for future activities.

Source:LET'SWORK IT OUT project.

WORKSHOP 3

BUSINESS CANVAS

Target group	young people, youth workers, teachers
Goal	- to introduce business canvas – template for developing new or documenting existing business models
Outcomes	- to develop planning skills - to gain new knowledge and learn main terms in every business such as key partners, key activities, channels, costs, key resources, customer relationship, etc. - to become aware of different aspects of business and the effort implemented in order to start your own business - to develop one's entrepreneurship and initiative skill
Duration	240 minutes
Materials	business canvas sheets (each for every participant - with questions), business canvas sheet per group (without questions, on A3 paper) pencils, markers, flip-chart paper, post-it papers
Activity description	Ask the participants what comes to their mind when you say word "business". Let them brainstorm and write all the suggestions to a flip-chart paper. Then call them to come to flipchart and try to think of a definition for a business. When they're done ask them to together explore differences and similarities in given definitions and than you can tell the official definition (such as definitions from Merriam Webster dictionary or Business dictionary). Afterwards, tell participants that planning their own business, key activities and whole strategy is not an easy task. However, there are some tools that can be helpful to them in planning. Introduce the business canvas model and main elements (more information can be found on http://businessmodelgeneration.com/downloads/businessmodelgeneration_preview.pdf). It is important to get yourself acquainted with the model. After you have presented the main elements of business canvas, divide participants in three groups. Each group will have different business they want to develop. Group 1: Restaurant which serves gourmet food Group 2: Jewelry shop, which is hand-made Group 3: ICT company that is producing software for mobile devices After you have divided them, give them business canvas sheets with questions (each participant should have one) and per group one big A3 paper with printed canvas. Their task is to try and fill in the canvas. The best way is to use post-it papers and put it on canvas. Give participants enough time. Of course, the time for this exercise will not be sufficient for going in-depth, but participants can get a good overview of how the canvas looks. In the end, ask participants to present their businesses.

Source: LET'SWORK IT OUT project.

Extra material on module 2.2 civic and cultural participation area

TikTok as a way to discuss social issues

Here is a compilation of some TikTok videos regarding the theme of ableism, which is the discrimination and social prejudice against people with disabilities or who are perceived to be disabled. TikTok is often used by young people to discuss social issues in their personal ways, offering a view on many topics in an unique way. We can see how everyone has a different perspective and approach to the matter: comedy, storytelling, creativity or awareness.

Photographic contest

There are many examples of photographic contests, which can be done on social media platforms (Instagram, Facebook and Twitter) by asking people to share a picture with a specific hashtag.

We bring as an example the contest called Obiettivo accessibilità (Objective Accessibility) by the order of architects in Rome, which asked young people with disabilities to take a picture of an architectural barrier. This campaign got to stimulate young people to be apart of their society and show, through the lens of art, what is not accessible for them.

https://www.architettiroma.it/attivita-ordine/bandi/3-concorso-fotografico-obiettivo-accessibilita/

Young people and SDGs

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