



# Sustainable Development Goals Youth *Guideline*



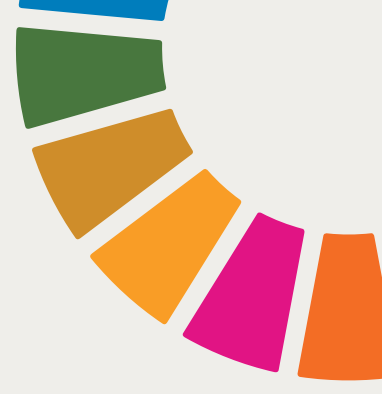
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**THE**

**PROJECT**







## About the project

**SDG4Youth** is a project that arose from the need of young people and youth workers to work on democratic participation based on the Sustainable Development Goals (SDGs) advocated in the 2030 Agenda for Sustainable Development adopted by the member states of the United Nations in 2015.

Young people and youth workers from Croatia, Estonia, France, Greece and Portugal shared the need to understand the challenges of modern society in order to know how to intervene in the sustainable preparation of future generations.

Being the SDGs the reference for the basic pillars of sustainable development to ensure the conditions of future generations, young people and experts from the organisations involved looked at them to define a path for developing skills and be more aware of their role/contribution to society and to foster these same skills in other young people.

Having said so, SDG4Youth is a learning path on the SDGs and democratic participation, which will be reflected in a process that combines different methods to achieve the following objectives:

-  Encourage youth participation, especially on issues that directly affect young people and society in general;
-  Bring together European youth workers to identify, debate, co-create and test participatory and socially innovative solutions in the field of youth participation (and which can be replicated, contributing to innovating the sector);
-  Develop young people's key competences (emphasis on fewer opportunities), with a focus on entrepreneurship, ensuring that young people are able to develop and implement their own projects and actions that respond to youth and societal problems;
-  To publicise and explore the Sustainable Development Goals of the 2030 Agenda with young people, so that they can act in favour of building a more cohesive, just and sustainable society;
-  Contribute to the enhancement of the territory, identifying problems, debating answers and presenting solutions that favour the construction of each community and society in general;
-  Promote European values.

Follow us on this path.





# Financing









## The Erasmus+ Youth, Sports and ESC Programmes

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the 2021-2027 period. Education, training, youth and sport are key areas that support citizens in their personal and professional development. High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society, intercultural understanding, and the successful transition to the labour market. Erasmus+ strengthens its efforts to increase the number of opportunities offered to even more participants and to a wider range of organisations, focusing on the qualitative impact of the Programme and contributing to more inclusive and cohesive, greener, and digitally fit societies.

The general objective of the Programme is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship. In addition, it is key in advancing youth policy cooperation under the European Union Youth Strategy 2019-2027 and developing the European dimension in sport.

The Programme has established some priorities for 2019-2027 edition, namely:

-  Inclusion and diversity
-  Digital transformation
-  Environment and fight against climate change
-  Participation in Democratic life, common values and civic engagement.

The Programme offers different actions and activities that youth and organizations/institutions can apply for.

→ Key Action 1 (KA1) – Learning mobilities of individuals (training courses, youth exchanges, youth participation activities). These activities expect to bring positive and long-lasting effects on the participants and participating organisations involved, as well as on the policy systems in which such activities are framed.

→ Key Action 2 (KA2) – Cooperation among organisations and institutions. This Key Action is expected to result in the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European levels.

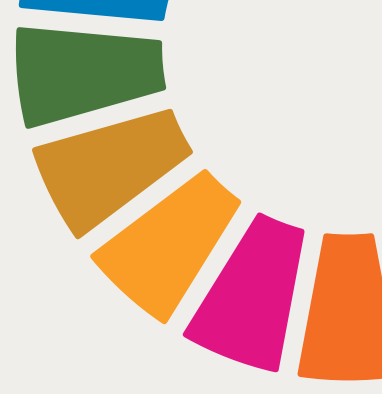
→ Key Action 3 (KA3) – Support to policy development and cooperation. This action provides support to policy cooperation at European Union level, thereby contributing to the implementation of existing policies and the development of new policies, which can trigger modernisation and reforms, at European Union, and systems' level, in the fields of education, training youth and sport.

**European Solidarity Corps (ESC)** - The general objective of the Programme is to enhance the engagement of young people and organisations in accessible and high-quality solidarity activities, primarily volunteering, as a means to strengthen cohesion, solidarity, democracy, European identity and active citizenship in the Union and beyond, addressing societal and humanitarian challenges on the ground, with a particular focus on the promotion of sustainable development, social inclusion and equal opportunities.

Want to know more about these opportunities? Check the official information in the site of the European Commission in the QRCode below or your National Agency site.








**Partners** 

## Águeda Youth Center (Portugal)

Águeda Youth Center (CJA) was created by a partnership between Psientífica, an Association for Social Promotion and Development, and the Águeda City Council in 2016. The CJA aims to be a dynamic and mobilizing hub for young people, a source of qualified information, and a connecting agent with young people, mainly by giving them access to national and European opportunities.

Ensuring that young people have access to existing opportunities with a geographical balance is at most importance for the CJA. This relationship is established by working together in a network, integrating local entities, who can enhance young people's access to information, copacittaion and growth opportunities.



 Praça Conde de Águeda 3750-101  
Águeda, Aveiro, Portugal

 geral@cjagueda.pt

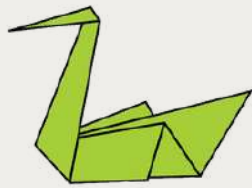
 @cjagueda

 @centrodejuventudedegueda

## Association Žmergo (Croatia)

Based in Opatija, Association Žmergo (Udruga Žmergo) is an NGO established by young environmental activists in 1994 and has been active in the field of sustainable development since. For 30 years now, the organisation has been cherishing a holistic approach in promoting active participation of each individual in environmental preservation and nature protection. With a passionate and forward-thinking approach, Žmergo fosters youth participation, empowering young people to engage in projects that promote sustainability, environmental awareness, volunteering and social responsibility in general. Through various initiatives, educational programs and public events such as clean-up actions, contests related to creativity and sustainable lifestyles, urban gardening projects, Žmergo educates and raises awareness on environmental challenges, making a positive impact on community and the world.





žmergo

 Udruga Žmergo V. Cara Emina 3, 51410 Opatija

 [zmergo@zmergo.hr](mailto:zmergo@zmergo.hr)

 <https://www.facebook.com/zmergo>

 [https://www.instagram.com/udruga\\_zmergo/](https://www.instagram.com/udruga_zmergo/)

## Pikapere Selts MTÜ (Estonia)

Pikapere Selts is a dynamic youth organization in Estonia focusing on political activism and environmentalism. It empowers young people to engage in sustainable development and environmental protection through educational programs, hands-on projects and public events like clean-up campaigns and workshops. By combining environmental advocacy with political engagement, Pikapere Selts ensures youth voices are heard in climate policy discussions, making a positive impact on both the local community and broader sustainability efforts in Estonia. The organization actively promotes civic engagement, encouraging young activists to lead initiatives that foster environmental awareness and social responsibility. While growing, Pikapere Selts is steadily inspiring the next generation of environmental leaders in Estonia.



 Pikapere, Kose vald, Harjumaa, Estonia

 [pikapere@uhiskond.ee](mailto:pikapere@uhiskond.ee)

## INSA Rouen Normandie (France)

INSA Rouen Normandie is one of the top engineering schools in France, located in Normandy. With the motto “Global Scope, Human Scale,” they’re all about training the next generation of engineers and making sure students are ready for the future. Here’s what they focus on:

- **Top Engineering Programs:** They offer 10 different engineering degrees, apprenticeship programs, and master’s degrees in big data, chemistry, energy, civil engineering, and more. They also do a lot of research in these areas with their 8 laboratories.
- **Global Opportunities:** INSA Rouen loves international connections! Students can study abroad at over 100 partner schools around the world through programs like Erasmus +.



685 Av. de l'Université, 76800  
Saint-Étienne-du-Rouvray, France



[international@insa-rouen.fr](mailto:international@insa-rouen.fr)



[@insaderouen](https://www.facebook.com/insaderouen)



[@insa\\_rouen\\_normandie](https://www.instagram.com/insa_rouen_normandie)


## Schedia stin poli” (aka “Raft in the city”) Artistic Pedagogic Youth Organization

Artistic Pedagogic Youth Organization “Schedia stin poli” is a dynamic Ngo founded in Thessaloniki, on 1999.

Its vision and main goals are to promote inclusion, to empower children and young people and raise awareness in school and wider community on current social and environmental issues and important Sustainable Development Goals. The organization specializes in skills development and team building through Interactive-Creative Learning techniques and Non-Formal Education methodology. Its actions include educational programs in schools and child protection structures, tailor made projects for kids and young people with fewer opportunities, training of young volunteers, training courses and empowerment of teachers, participation in social and cultural local events, partnerships in European projects. It collaborates with other NGOs, institutes, authorities and networks in local, regional and international level. Its priority is to encourage synergies and networking in order to provide innovative educational tools & good practices and contribute to positive changes in our society.





 Tantalou 30 str, pc 54629  
Thessaloniki, Greece

 [sxediastinpoli@gmail.com](mailto:sxediastinpoli@gmail.com)

 [www.sxediastinpoli.gr](http://www.sxediastinpoli.gr)

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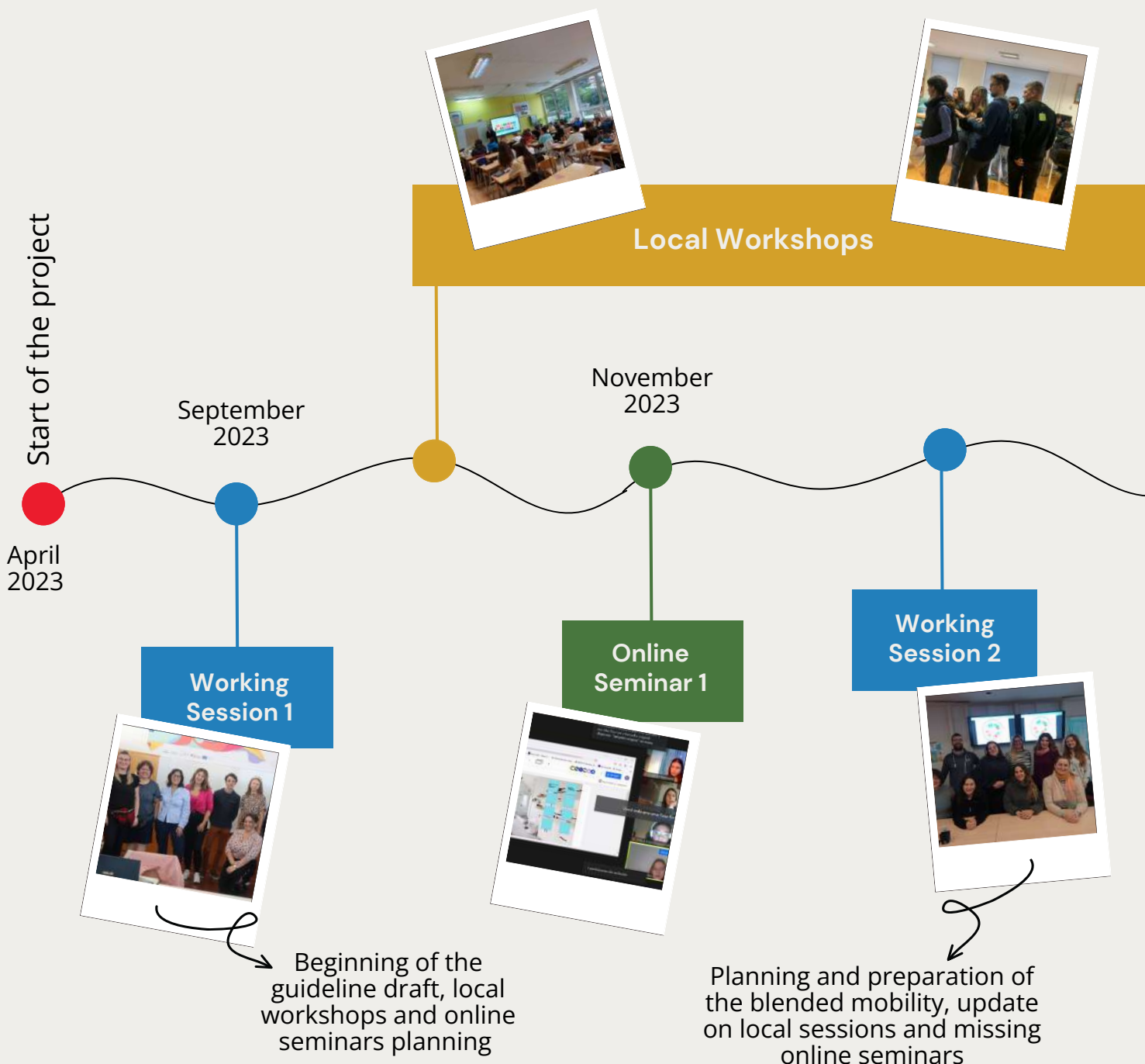


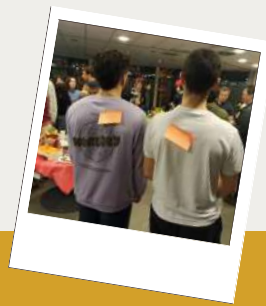
# Metho dology



## SDG4Youth the process

As previously mentioned the purpose of this project is to enhance youth participation in addressing social challenges related to the Sustainable Development Goals (SDGs). Through non-formal education, youth workers collaborated to develop participatory methodologies that empower young people to take action on pressing global issues. The project followed a structured methodology, incorporating transnational cooperation, workshops, and both virtual and face-to-face activities to test and refine these innovative solutions. Here you can find the flow of the project:





### Workshops locaux

March 2024

April 2024

October 2024

November 2024

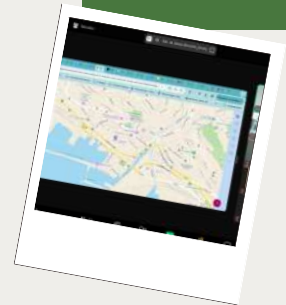
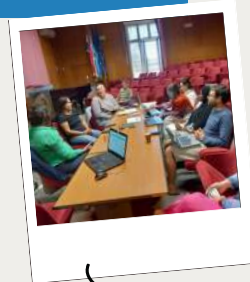
End of the project

Online Seminar 2

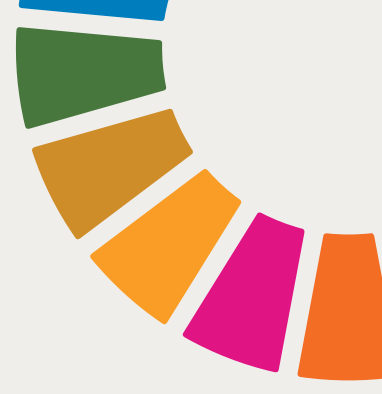
Blended Mobility

Working Session 3

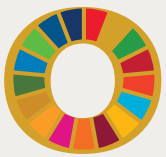
Online Seminar 3



Update about the local sessions and online seminars, finishing of the guideline



# State of art



## Participation in society and different forms of participation in Europe

Youth participation in political, social and economic life is vital for a healthy democracy and high levels of civic participation increase the likelihood of citizens' voices being heard on important issues.

In the last decades there has been a big debate at international level about the active participation of citizens in public life as citizens seem to be disengaged from politics.

Research indicates high levels of youth's distrust in institutional politics which is consequently followed by a low level of interest in voting in elections and participating in the local youth council. Even though they are underrepresented in all spheres of life, young people are very proactive in community, but in those segments in which they see their direct and concrete personal contribution - primarily through volunteering with children and vulnerable groups, activities in associations, environmental actions, protests (especially in the field of nature conservation and environmental protection).

From youth participation in representative democracy, youth representation bodies, their participation in policy-making through national strategies to increase youth participation and support youth organisations, primarily in creating opportunities for development of social and civic competences of young people through formal, non-formal and informal learning all the way up to raising political awareness among young people and e-participation, there is a lot of work to be done in order to improve low levels of youth participation in social, economic and especially political life, as one of the ongoing and widespread phenomena across Europe.

When it comes to participation, it takes many different forms and includes activities such as voting, membership of political parties, serving on a local youth council, membership of a youth organization or NGO, volunteering, etc.

**Voting in free and democratic elections** is a civil right that gives young people the opportunity to choose their representatives who will be responsible for making decisions on public issues that concern the whole of society.

The most common form of civic participation among young people and those working with youth is through **volunteering**. Volunteering is an important way of contributing to local communities at home or abroad and, at the same time, gaining useful experience, developing new skills and making friends.

Youth is active in mostly student and youth civil society organisations (according to Eurobarometer from 2019, 58% of young respondents engage with civil society organisations as members or as participants through volunteering activities or local community projects).

They are more and more vocal and louder about inclusion, diversity, respect of human rights, equality and equity and are able to mobilise quickly around specific topics with which they can identify, unlike those in the political discourse that do not represent problems relevant to them. More recent data on young people's active participation in civic and democratic life (Eurobarometer survey from April 2024) shows that almost half of young Europeans (48% surveyed youth) have taken action to change society, such as signing a petition, participating in a rally, or sending a letter to a politician, in the past year. Agenda 2030 recognizes the vital role played by volunteers everywhere and include it in the Sustainable Development Goals (SDGs).

Youth councils, or youth parliaments, are a form of voice for young people involved in community decision-making. One such example is the **European Youth Parliament (EYP)**, a non-political, educational organization that brings young people from all over Europe together to discuss important issues such as climate change, human rights, and education, share ideas and learn about different cultures and viewpoints. It's a space where youth voices are heard, and everyone has the chance to contribute to shaping Europe's future.

In Europe there is an established tradition of representative platforms for youth at European, national and local level. At European level, the **European Youth Forum** acts as an advocacy organization for young people, conducts high-profile campaigns and is in regular contact with the EU institutions and other international organizations to give young people a voice. The Forum is part of the EU Youth Steering Group which aims to create a connection between young people and EU decision-makers. Founded independently of youth organizations, it consists of more than 90 National Youth Councils and International Youth NGOs, which are themselves federations of youth organizations. One of its important initiatives is the "European Youth Capital" (EYC) - a title awarded each year to a European city to empower and highlight young people and youth initiatives.

## Overview of the EU Youth Policies



Last five years, we have witnessed an increased focus of EU policies for and towards young people, accompanied by the activities of various international organisations for young people and their interest in developing programs aimed at inclusion and empowerment of youth.

In parallel with EU policies and accompanying programs (followed by financial resources allocated for the implementation of set goals), national youth policies are being developed, faster or slower, meaningful ones or just declarative ones.

In accordance with national priorities, they all create more or less a stimulating environment for youth's benefit, depending on decision-makers true will to influence youth's quality of life corresponding with results of relevant research on their needs.

In order to support young people to be active citizens deeply immersed in their community, to shape it according to their needs and interests, respecting the interests of peers and future generations, the EU implements a series of policies whereby public bodies provide finance for implementation of programs, projects, activities and measures.

**The EU Youth Strategy 2019-2027** is the framework for EU youth policy cooperation for 2019-2027 that fosters youth participation in democratic life, supports social and civic engagement (especially) through mobility which builds connections, relations and exchange of experience that strengthens solidarity) and aims to ensure that all young people have the necessary resources to take charge of their own lives and take part in society, always supported through quality youth work.

**EU Youth Dialogue** serves as a platform for a dialogue between young people, youth organisations and decision makers, as well as experts, researchers and other relevant civil society actors, as appropriate to talk about their concerns and demands. It takes place at all levels and in many ways such as at EU youth conferences, Europe-wide surveys, at events on national or local level, in projects of youth organisations. Currently, the 10th cycle of the Youth Dialogue runs from 1st of July 2023 to 31st of December 2024 under the title "We need youth", focused on Youth Goal #3 "Inclusive societies".

**European Youth Work Agenda** - Bonn Process aims at strengthening and developing youth work further across Europe in line with EU and Council of Europe respective youth strategies. It is intended to facilitate connections and co-operation within and between all levels of the community, to create a more strategic and co-ordinated approach, and improve the framework conditions for youth work, the promotion and recognition of youth work.

In conclusion, despite the numerous efforts of decision-makers to arrange a more favourable legislative climate for youth participation, there is still room for progress in the direction of meaningful youth (political) participation. Primarily, a shift from the focus on traditional framework, conventional forms such as of voting in elections towards more modern forms through which young people express their attitudes towards topics that are on the agenda of decision makers. This especially applies to online activism and social movements which have become increasingly attractive to young people. It is up to all actors in the youth work field, policy and practice related to contribute with their respective roles, capacities and spheres of competence to continuous recognition, evaluation and supportive atmosphere needed for quality youth work as a base for meaningful participation of youth across Europe.



## Solutions to overcome low participation levels through Initiatives and Programmes already created at European level

Based on youth policies mentioned above, several solutions and initiatives have been implemented to encourage young people to be more actively involved in societal, political, and cultural life. Below are some initiatives and approaches developed at the European level to tackle this recurring issue.

### 1 Erasmus+ programme and European Solidarity Corps

Mentioned previously in the Financing Chapter, the Erasmus+ programme and the European Solidarity Corps (ESC) are more than just funding opportunities, they actively promote youth participation. Erasmus+ supports youth exchanges that promote intercultural dialogue and active citizenship, encouraging young people to collaborate on shared goals and engage in their communities, while the ESC enables young people to volunteer in projects that benefit society, strengthening their sense of responsibility and empowering them as active citizens.

### 2 Youth Goals

The Youth Goals initiative is a youth-led initiative that empowers young people to actively participate in shaping EU youth policies. Launched in 2018, the Youth Goals were developed by young people for young people. The process involved extensive consultations, debates, and online voting to identify the most pressing issues and priorities for young Europeans.

The resulting 11 goals, encompassing topics such as education, employment, social inclusion, and Sustainable Green Europe are related to the sustainable development goals and serve as a roadmap for policymakers to address the challenges faced by young people effectively.



### 3 EU Youth Conferences

EU Youth Conferences are another significant initiative that promotes youth participation and dialogue at the European level.

These conferences provide a platform for young people to come together and exchange ideas, share experiences, and discuss critical youth-related topics. The conferences involve interactive workshops, debates, and consultations, enabling young people to contribute to the formulation of EU youth policies actively. The outcomes of the conferences are presented to the Council of the European Union, influencing the decision-making process, and ensuring that youth perspectives are taken into account.



#### 4 European Youth Capital Initiative

The European Youth Capital is a title awarded annually to a European city that showcases innovative projects aimed at youth engagement and empowerment. This initiative encourages cities to design and implement participatory processes, helping young people to contribute to their local communities and gain a stronger voice in governance. It promotes a local involvement from the young people, through local projects that involve them in decision-making processes, emphasizing the importance of youth-led initiatives at the municipal level.



Lastly, an important tool for quality information of young people is the **European Youth Portal**. It provides information at European and national level on opportunities and initiatives of interest to young people living, studying and working in Europe. It is addressed to young people, but also to other stakeholders active in the youth field (youth organizations, youth workers, policy makers, etc.). It serves as a solid starting point in the search of the most appropriate channel, platform, tool or a path for each and every young person across Europe in pursuit for (self) realisation towards the role of active and responsible EU citizen making a positive impact in their own, local community as well as EU and in the end, a global one.

## Why is Youth Important in Achieving the Sustainable Development Goals (SDGs)?

Basically, **Sustainable Development Goals (SDGs)** are 17 global goals created by the United Nations to make the world a better place by 2030.

These goals tackle big issues like ending poverty, protecting the planet, and ensuring everyone has a chance to live a healthy and fulfilling life, all topics young people are very passionate about. Important thing is that young people can and should get involved in making this happen!

In the following paragraphs, you can get acquainted with those SDGs as well as EU Policies related to their implementations in order to get the basic and the bigger picture to build upon your role in it.

Afterwards, you can find selected projects, initiatives, protests, platforms and other forms of youth participation serving as examples of good practice of young people across Portugal, Croatia, France, Estonia and Greece who have tackled mapped challenges related to the same goals. You can either follow their footsteps or even better, get inspired to develop your own ideas and act upon them.

Let's start with an overview of Sustainable Development Goals.

## SUSTAINABLE DEVELOPMENT GOALS



## Sustainable Development and its Goals

**Sustainable development** has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It calls for concerted efforts towards building an inclusive, sustainable and resilient future for people and planet.

For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection. These elements are interconnected and all are crucial for the well-being of individuals and societies.

The Sustainable Development Goals (SDGs) were **adopted by the United Nations (UN) in 2015** as a **global agenda** to address the world's most pressing economic, social, and environmental challenges by 2030.

Each goal is accompanied by a set of specific targets and indicators that help measure progress toward achieving the goals. The SDGs are designed to be interconnected, recognizing that addressing one goal often has positive impacts on others. Achieving the SDGs requires collaboration and action from governments, businesses, civil society, and individuals on a global scale.

### **At the midpoint where are we ?**

“The Sustainable Development Goals Report 2023: Special Edition” provides a powerful call to action, presenting a candid assessment of the SDGs based on the latest data and estimates. While highlighting the existing gaps and urging the world to redouble its efforts, the report also emphasizes the immense potential for success through strong political will and the utilization of available technologies, resources, and knowledge. Together, the global community can reignite progress towards achieving the SDGs and create a brighter future for all.

According to the report, the impacts of the climate crisis, the war in Ukraine, a weak global economy, and the lingering effects of the COVID-19 pandemic have revealed weaknesses and hindered progress towards the Goals. The report further warns that while lack of progress is universal, it is the world's poorest and most vulnerable who are experiencing the worst effects of these unprecedented global challenges. It also points out areas that need urgent action to rescue the SDGs and deliver meaningful progress for people and the planet by 2030.

The SDG Summit on September 18-19, 2023 under the auspices of the United Nations General Assembly, was set to catalyze renewed efforts towards accelerating progress on the SDGs, serving as a vital roadmap out of these challenges.



*“Unless we act now, the 2030 Agenda will become an epitaph for a world that might have been.”, António Guterres Secretary-General (United Nations)*

## Policies developed for implementation of the SDGs

Europe is committed to achieving the Sustainable Development Goals (SDGs) through integrated policies promoting economic growth, social equity and environmental sustainability. The EU collaborates with governments, businesses and citizens to foster a sustainable future, both within Europe and globally.

The key initiatives to reach Sustainable Development Goals are:

- **European Green Deal:** Aims for EU climate neutrality by 2050. It promotes clean energy, sustainable mobility, biodiversity conservation and supports a fair transition to a green economy for all citizens. The Green Deal envisions a future with sustainable economic growth, cleaner air, water and healthier food.
- **Circular Economy Action Plan:** Focuses on extending product lifecycles and minimizing waste. It encourages sustainable consumption by promoting durable, repairable and upgradeable products. Key sectors include electronics, packaging and textiles, with a strong focus on resource efficiency and waste reduction.
- **Digital Europe Program (DEP):** Supports digital transformation across Europe, focusing on supercomputing, AI, cybersecurity and digital skills. DEP drives innovation and helps implement sustainability measures by optimizing resource use and data-driven decision-making.



## How can young people get involved in SDGs? (Step-by-step)

### **1 Get Informed**

The first step is to learn about the SDGs. That's why this Guide is here for (among other reasons). You don't have to memorize all 17 goals, you can always refer back to these pages. pick a few that you're passionate about. Maybe you're interested in climate action (SDG 13) or quality education for all (SDG 4). Knowing the goals is the first step toward achieving them!

### **2 Map the needs and challenges important address**

What ever we do, we have to do it for a reason, a good one. There is no point in putting our energy and effort into addressing something that nobody needs or wants. That's why it is important to look and listen carefully, observe around yourself what is missing or is just simply wrong and has effect on peoples lives. Is someone polluting the local river, there are not enough trash cans in public spaces, are some trees missing and needed to be plant? Pick an issue or a cause you feel strong about.

### **3 Take Action in Your Community**

You don't need to wait for others to make a change. Start the change yourself. Do it locally! Join or start a project in your school, neighbourhood or community. For example, you could make a DIY (*Do-It-Yourself*) water purifier on the drain in your house or an apartment building for SDG 6 (Clean water and Sanitation), organize a clean up day to support SDG 15 (Life on Land) or run a workshop to teach new skills as part of SDG 8 (Decent Work and Economic Growth).

### **4 Use Your Voice**

Advocacy is powerful. Use your social media platforms to raise awareness about the SDGs and the issues you care about. Join youth groups or organizations working towards these goals. The more people you inspire, the bigger the impact!

### **5 Collaborate with others**

No one can achieve the SDGs alone. Team up with other young people, community leaders or even businesses to work on bigger projects. There can be a lot of effort invested and results achieved to build upon. Find and join them because collaboration makes the change more effective and long-lasting.



## **Stay Inspired**

Achieving the SDGs is a marathon, not a sprint. Celebrate small wins and keep pushing forward, knowing that your efforts are contributing to a brighter future for everyone! We don't just say it, we really mean it - you can play a crucial role in achieving the SDGs. Let's build a sustainable future together!



# Share of good practices

# Compilation of Good Practices of youth participation in the Framework of the SDGs –

In Greece, in recent years, there has been an increasing active participation of young people in public life and a strong interest for Sustainable Development Goals. There are many initiatives in public schools, non-formal local groups, ngos and municipalities.

Some good practices in local and national level are:

## **Municipal Youth Councils - SDGs indetified:**



The establishment of Municipal Youth Councils is an important initiative that strengthens the voice and influence of young people in local decisions. They are the participatory body of young people, aged between 15 and 30 years old in the Municipality, without exclusion and discrimination, which ensures that young people are active in the local community. The first Municipal Youth Council was established in 2018 in the Municipality of Thessaloniki, while today 12 Councils operate throughout the country, including in Trikala, Komotini, Kavala, Larissa, Piraeus, etc. The Youth Councils have not yet a legal form. However, they organize many activities emphasizing in SDGs with significant impact in local youth communities. Especially in Thessaloniki, known as youth city because of the 3 universities and many educational Institutions, every year the Youth Council organizes Welcome Youth Festival, infodays and workshops in many topics (quality education, youth opportunities, culture and innovation, environmental & sustainable community's initiatives, etc).

*Youth Council of Thessaloniki's Municipality in action!*



## University' groups and associations - SDGs identified:



Regarding the university area of Thessaloniki, the 2 Universities of the city, the Aristotle University and the University of Macedonia, youth organizations and non-formal groups raising awareness in many SDGs' topics. Environmental groups operate in both university institutions and through their actions seek to raise awareness among the students of the institutions and the wider community for the adoption of environmentally friendly practices.

### Urban youth Initiatives



## Ngos' Non-formal Networks in Thessaloniki: Thess-Diktio & Select Respect - SDGs identified:



Thessaloniki's organizations of Civil Society the last 15 years have created strong networks that promote youth participation, volunteering, solidarity, cooperation, good practices' exchange and advocacy connecting with local -national issues and the SDGs. The activities of the networks include many local actions as Volunteer Day of 5th December Festival, info days for youth opportunities, raise awareness social-cultural events as walking tours for human rights, Living Library for Solidarity, "Save the trees" local campaign etc

## Local events



## Neighborhood Grassroots Initiatives in Thessaloniki - SDGs identified:



(Svolou street Neighborhood Group, Vardaris Neighborhood Group and citizens' initiatives on neighborhood issues).

In recent years, initiatives have been created by various neighborhoods of the city based on active youth participation. Their aim is to highlight urban development problems and promote proposals and good practices that residents themselves can adopt. Some annually significant initiatives are:

**“The Spring dinner”**, organizing by “Svolou street Neighborhood Group” in order to raise awareness for food waste, the value of solidarity in a small scale, like neighborhood and a friendly urban development model. In this feast the Svolou street (in the center of the city) closes for the Dinner. People share fresh cooked food and enjoy music and art events!





**“The Autumn Feast of Vardaris”**, organizing by the Bardaris Neighborhood Group and the SELF-HELP PROMOTION PROGRAM of Aristotle University for supporting people with addiction problems. It takes place in the “Park of the Nations”, in a run-down area of the city's west centre. In the feast's activities (workshops, music, open kitchen, art exhibitions etc) participate many groups and ngos of the city and young volunteers. The aim of this event is to raise awareness for the needs of the area and to create a dialogue between the residents and local government, structures and collectives.



 **Balkan Heart Youth Space in Thessaloniki - SDGs indetified:**



United Societies of Balkans (U.S.B), an active Youth Ngo of Thessaloniki with the vision of empowering youth, promote intercultural dialogue, the values of democracy, human rights and sustainable developemnt, in 2018 create the **Balkan Heart Youth Space**. It is an open field of expression and it hosts creative and educational activities in the form of seminars, workshops and meetings for young people. Also encourage and support the mobilization and mobility of young people, their involvement in volunteering, as well as their awareness of social issues. The center is free for all and operates in the Thessaloniki's center in daily base.



# Compilation of Good Practices of youth participation in the Framework of the SDGs –

Following examples of good practices in the framework of youth work practice in Croatia were chosen as ones representing support for youth participation in the field of sustainable development. Each of them is briefly described through the context, methodologies, goals and connection to SDGs with aspiration to inspire youth work practitioners.



## “Green” life-hack youth contest



With its prize (electric scooter) this youth competition promotes zero waste (life) skills that make our everyday life easier, preserving natural resources in simple ways, through everyday habits and behaviours at the same time. Youth are called to share through public short videos or photo collages their innovative ideas connected to 5R (Refuse, Reduce, Reuse, Repurpose and Recycle), inspiring their peers for (more) sustainable lifestyles, empowering importance on each of our own personal contributions in the context of sustainable development.



“Green” life-hack youth contest







## Zero waste catering made by students from surplus food donated by suppliers



Illustrative example of good practice was demonstrated by the students of the Opatija Hospitality School who prepared a 5-course high level lunch for the participants of the international conference on local prevention models of food waste Association Žmergo hosted in the European Waste Reduction Week in 2016.

### Food waste catering



Around 40 high profile policy makers on Croatian and EU level, experts and practitioners connected to the food industry, representatives of local and regional government as well as NGOs joined for lunch made entirely from food products with a short shelf-life donated for this occasion by food retail chains and fruits and vegetables from the local farmers market planned to be thrown to waste by the end of that day.

Not only did this donation serve as an opportunity for establishing functional networks of suppliers and users that can effectively and without high costs prevent food waste on local level, it also served as a powerful and inspiring lesson to the students, revealing entrepreneurial potential and innovation of food waste in hospitality industry that meets the global challenges of the 21st century.

## Žmergo's forest adventure



The goal of this team activity is to solve a series of puzzles and anagrams in search of clues and solutions prepared and staged in advance in the most resourceful and creative way possible in an outdoor setting - a forest as fast as possible. At the same time, learning about nature, respecting it and preserving it and having fun, quality, family, free time, intergenerational solidarity and/or a green team building. For illustration, tasks were designed in a way that teams should find and document specific animal or plant species, discover a hidden message (about the importance of preserving nature) on a secret location with very few inputs, collect at least one plastic bag full of waste they find while playing etc. This interactive, fun, educational and recreational activity for all generations is based entirely on the zero waste approach, nurturing the volunteer engagement of young people who participate in preparation, realization as well as the promotion of the event.

### Žmergov's forest adventure



## I am worth more - public, social campaign for quality policies for young workers



A social campaign coordinated by the Federation of Independent Trade Unions of Croatia, the Croatian Youth Network and the Register of Croatian Trade Unions was aimed at raising public awareness of youth unemployment, lack of quality jobs for young people at the start of their professional life and meaningful national policies for young workers due to the government's decision to adopt a measure for youth employment which deepens the problem of precarious youth work influencing changes in public policies and youth employment.

Youth could not enjoy the rights yet only responsibilities of an employed persons with a limiting possibility of long-term employment. Regarding financial aspect, the compensation was insufficient to cover basic living expenses independently.



This campaign achieved great national visibility, a national petition was organised as well as a large central protest that ultimately resulted in the measure ceasing to be the dominant measure of active employment policy, which is very important due to the negative consequences on youth and entire labor market.

Also, it empowered youth because they witnessed how organised and meaningful fight for their rights can improve their position on the labor market. Partnership with unions and union alliances gave an added value to the entire action.

## Compilation of Good Practices of youth participation in the Framework of the SDGs –



**The Optim'ism association - SDGs identified:**



### What's Optim'ism all about?

Optim'ism is all about building a greener and more inclusive future! They're helping to shape a better economy that works for both people and the planet, by working on projects that create jobs and support sustainable living.

### Some of the cool things they do:

- Organic Farming: Growing healthy, organic veggies to make sure everyone has access to good food.
- Eco-Friendly Landscaping: Taking care of green spaces in ways that respect nature.
- Bike Deliveries : Helping the environment by using bicycles for deliveries.

- Recycling & Waste Management : Sorting and recycling waste to protect the environment.

### Experimenting with new ideas:

- They've set up a small farm to help young people get started in organic farming.
- They're working on a project to bring unused land back to life by growing organic vegetables, which also creates jobs for the local community.

### Sharing and teaching:

Optim'ism doesn't just grow food, they love sharing what they know! They organize visits to their farms, run cooking workshops, create shared gardens, and work with schools to spread the word about food, farming, and protecting the environment.



### French national scoutism - SDGs identified:



### Scouts and Guides of France: A Safe, Caring, and Eco-Friendly Community

At the Scouts and Guides of France, the focus is on helping everyone grow and feel good about themselves.

#### What They're Committed To:

- Safety First: They work hard to make sure Scouts is a safe place for all kids and teens.
- Teamwork: Scouts stay connected with parents, group leaders, and other educators to make sure everyone's on the same page.
- Positive Relationships: Young people learn how to treat each other well and build strong, healthy friendships.
- Standing Up Against Mistreatment: If any harm happens, they take it seriously and act fast to fix the situation.

### Protecting the Planet

Scouts and Guides are also big on protecting nature! They spend a lot of time outside and learn how to take care of the environment. Scouts do activities like:

- Living Green: At camp, they focus on things like eating responsibly and keeping their carbon footprint low.
- "Living the Planet Differently": Scouts learn how to live in a way that's good for the Earth, making choices that help protect the planet.



## Equality and Inclusion for Everyone

At Scouts, it doesn't matter if you're a boy or a girl—everyone can take on the same roles and responsibilities. Scouts believe that differences between boys and girls are a strength, not something that separates people. With fun activities like the “No But Gender” game, they teach young people that breaking away from old stereotypes can make teams stronger and more connected.

 **Greensa, student association at INSA Rouen Normandie - SDGs identified:**



## Greensa: Students Taking Action for the Environment

Greensa is a club focused on ecology and sustainable development.

### What They Do:

Greensa runs a bunch of cool projects that focus on the three pillars of sustainable development (environment, society, and economy), including:

- Composters on Campus, clean walks, shared garden, offering training on climate issues, supporting local foods selling baskets of locally grown fruits and vegetables...

Greensa is all about making it easy and fun for students to take action and make a positive impact on the environment!

Cooking workshops with Optim'ism



Local Food baskets from Greensa



French Scouts “Guides de France”





**Estonia**, a progressive nation in Northern Europe, has fully embraced the United Nations' Sustainable Development Goals (SDGs), integrating them into national policies with a focus on youth engagement and innovation. Estonia's approach reflects its commitment to sustainability, spanning various sectors and encouraging active citizen participation, particularly from the youth, to address critical issues like climate change, inequality and economic growth.

### **Sustainable Development Law and Youth Participation:**

Estonia's Sustainable Development Law integrates economic growth, social inclusion and environmental protection into national policy, while placing a strong focus on youth engagement. It encourages young people to actively participate in decision-making processes and contribute to sustainable development efforts. Youth councils and forums are supported under this framework, offering platforms for young voices to shape policies that impact their future. Notably, this law played a key role in lowering the voting age to 16 for local elections, with ongoing discussions to extend this to national elections. Additionally, it empowers young people to submit policy proposals directly to local councils and the national parliament, the Riigikogu, fostering meaningful youth participation in governance.

### **Education for Sustainable Development:**

Estonia prioritizes education at all levels in lifelong learning to promote sustainability awareness. Sustainability education starts in the preschool level. In high schools, courses on sustainable development are part of the curriculum, equipping young people with the knowledge and skills to address global challenges. Universities offer specialized programs and even curriculums focused on sustainability, preparing students for careers in areas like environmental science, green technology and social entrepreneurship. Estonia also promotes lifelong learning with free courses on sustainable development available to adults, ensuring that citizens of all ages can contribute to a sustainable future. By integrating technology and sustainability into education, Estonia fosters innovation and prepares its citizens to support sustainable practices throughout their lives.

### **Support for the Third Sector and NGOs (Youth Grants):**

Estonia actively supports the third sector and NGOs with sustainability-focused grants and funding schemes. Youth organizations are key beneficiaries, enabling them to lead impactful projects such as environmental education, clean-ups and social entrepreneurship.

Various initiatives foster youth leadership and innovation in addressing sustainability challenges, ensuring young people play a central role in local development. Specific low-level grants, like the "Nopi Üles" fund, "Noorte Osaluse Fond," and "Noorte Heaks" fund, are available for youth-led projects related to the SDGs and environmentalism, offering young people excellent opportunities to make meaningful contributions at the local level. With these grants, young people can establish community gardens, organize environmental education workshops, lead local clean-up campaigns, or develop sustainable social enterprises, making a tangible impact on their communities. Below you can see examples of such initiatives where young people have taken the charges.



## Compilation of Good Practices of youth participation in the Framework of the SDGs -

This compilation includes the methodologies, instruments, and activities of good practices, which represent the reality of our country at the level of youth participation in society and their involvement with the SDGs.

### Youth Participatory Budgeting - SDGs identified:

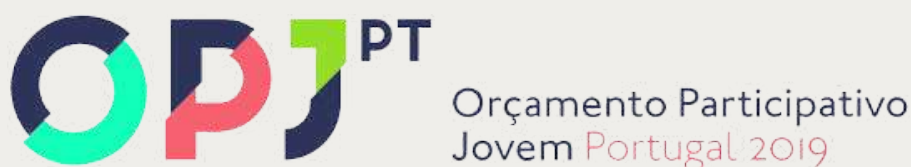


The Youth Participatory Budget (OPJovem) is a process of democratic participation where legal national citizens (aged 14 to 30, inclusive) can develop public investment projects and vote on the finalist projects.



It promotes a higher quality in democracy through the involvement of young people in decision making, enabling their participation in the definition of public policies taking into account the needs of the entire national territory. It is a bet on the creative spirit of young citizens and on their entrepreneurial potential.

The proposals must follow criteria, namely being inserted in the thematic areas of Formal and Non-formal Education, Employment, Housing, Health, Environment, and Sustainable Development, Governance and Participation, and Equality and Social Inclusion, not implying the construction of infrastructures; benefiting more than one municipality, among others. The presentation of proposals can be made on the electronic platform of the OPJovem; in national Participation Meetings, or in the decentralized services of the Institute of Youth and Sports, I. P.



### **The project Arribeirar - SDGs identified:**



Another example, but at a local level and still running, is the project Arribeirar) which aims to recover a forest in the municipality of Águeda (Ribeira area - Ameal and Vale Domingos lands) that was destroyed during the largest fire in the district of Aveiro (summer 2016), having lost much of its biodiversity. This is one of the winning projects of the 2019 Youth Participatory Budget. The main purpose is to make a trail from Águeda to Vale Domingos Botanical Park to promote rest, contemplation, awareness, and a relationship with nature.

### **Águeda Smart City Lab - SDGs identified:**



The Municipality of Águeda is an example of a non-polluting city which knows how to manage its resources well and, thinking about the resident citizens and the ones to come, intends to develop and implement innovative actions that meet the need to reduce the emission of Greenhouse Gases (GHG) as well as to adopt measures to combat climate change. Fundamentally, the Municipality together with other partners, mobilize the entire community of Águeda within four thematic areas, namely mobility, energy, buildings and circular economy and environment.



## Learning Labs/Classrooms of the Future - SDGs identified:



The City of Valongo was the pioneer in the country to implement, in twenty-eight the Primary Schools, the resource Classroom of the Future, which was a concept created by European Schoolnet, having transformed the traditional classroom into an innovative learning laboratory, i.e., an environment that promotes learning through technology.

The twenty-eight Primary Schools public network are now equipped with flexible furniture, interactive panels, 3D printers, robotic kits, tablets, and cutting-edge technologies.

Intending to prepare students for future innovative and technological jobs, it translates into six learning zones, which are: create, interact, present, investigate, collaborate, and develop. Each involves specific technologies that allow teachers to experiment with new models of teaching and learning.

Fundamentally, it is a unique practice available to all that fights inequalities and advocates inclusion by promoting the same opportunities for all people, with a view to a better, innovative, and inclusive future.

In conclusion, this compilation showcases a diverse array of initiatives and projects that reflect the commitment of Portugal to foster youth participation in society and their engagement with the Sustainable Development Goals (SDGs). These initiatives collectively reflect the nation's dedication to youth empowerment, sustainable development, education, and innovation.

OPJovem

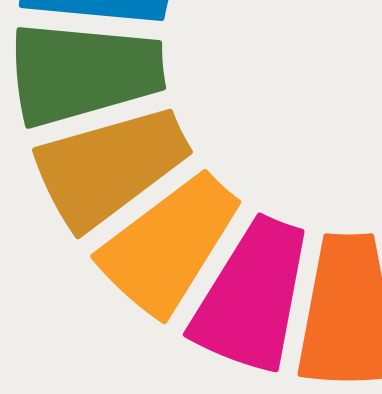


Arribeirar

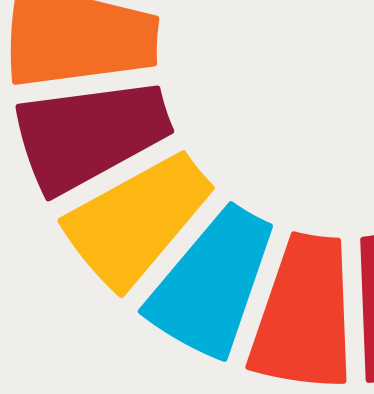


Classrooms of the Future

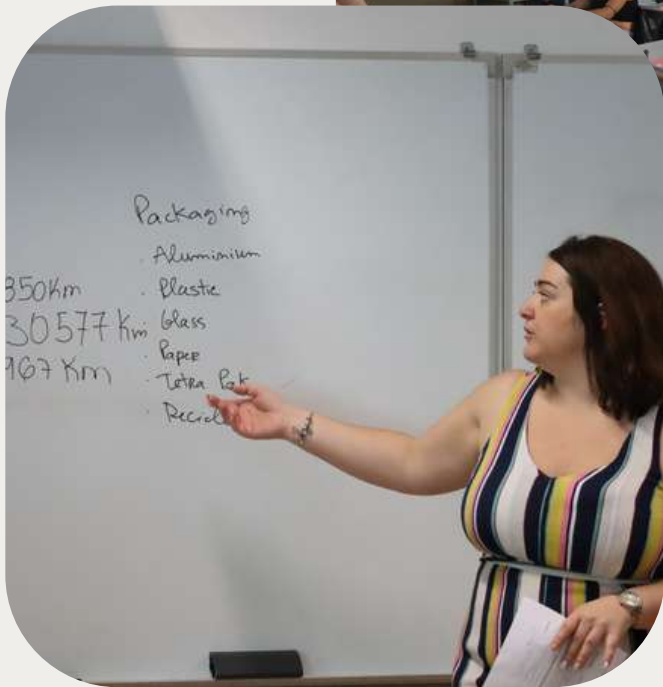
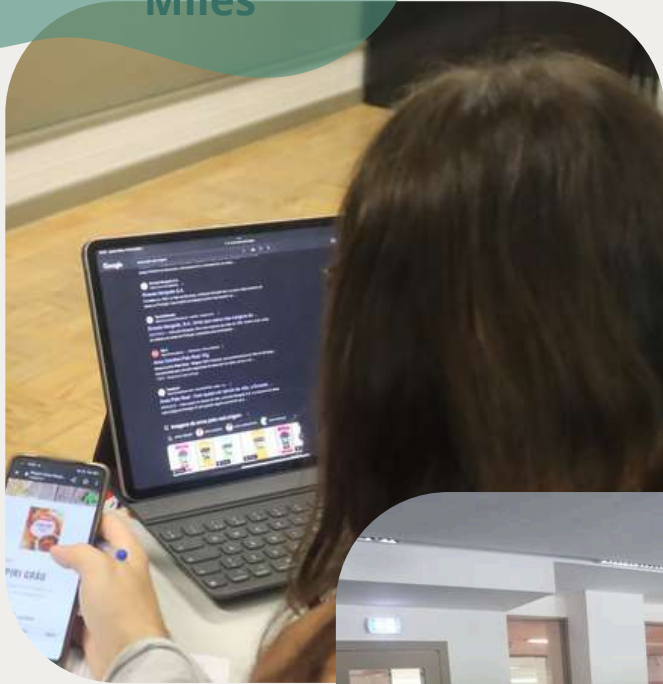




# Local workshops



# Food for Thought for Miles



# 1. Food for Thought for Miles

**Age:** 16 - 25 years old

**SDG:** 1, 2, 3, 10, 11, 12

- Goals:**
- raise awareness about sustainable food habits
  - connect everyday eating habits with negative environmental impacts
  - promote the choice of sustainable lifestyle related to food

**Skills:** critical thinking, problem solving, mathematical and analytical skills, digital skills

05'



**Introduction of the workshop facilitator**  
**Announcement of the workshop topic and working method**

10'



**Briefly about the Sustainable Development Goals**

At the United Nations Conference on Sustainable Development held in New York on September 25, 2015, 150 world leaders adopted a new Global Development Agenda until 2030 (Agenda 2030), within which 17 Sustainable Development Goals (SDGs) were established.

**Food and SDG's**

What was the last food you ate today? (oral discussion) Brainstorming on the question: How is food we eat related to the environment? (farming, transportation, GMOs, pesticides, packaging, food waste...)

40'



Divide the youngsters into 3-4 smaller groups to work on a practical task according to the following instructions:

- As a group, create a recipe for a favorite lunch dish.
- Make a list of all the ingredients needed for the selected dish (including spices and basic ingredients such as oil, salt, etc.).
- In the next column, write down where you sourced the ingredients and specify the exact products (e.g., sunflower oil from Zvijezda).
- Calculate the food miles (or kilometers) for each ingredient on the list (the distance in km that the ingredient traveled from the place of production/growing to the point of purchase by the final consumer).
- Sum the total food miles (or km) for your meal.
- Bonus task: Complete the table with information about the packaging of each product on the list, including waste categories (plastic, paper, metal, Tetra Pak, glass...).
- Results and announcement of winners (1st, 2nd, and 3rd place).

10'



**Relation of the workshop to the SDGs** (from the list of 17 goals projected on the wall; students choose the goals related to food and explain why).

**Our everyday habits** (in a large circle, everyone shares a sustainable food habit they would like to start implementing).

**Evaluation** (through the Mentimeter app, enter impressions about the workshop).





Powering Tomorrow



## 2. Powering Tomorrow

**Age:** 16 - 25 years old

**SDG:** 1 to 17

- Goals:**
- encourage creativity and innovation in sustainable infrastructure
  - introduce participants to strategic planning
  - promote the exchange of sustainable best practices

**Skills:** Critical thinking, problem-solving, mathematical and analytical skills, communication skills, creativity, teamwork

05'



**Introduction of the workshop facilitator**  
**Announcement of the workshop topic and working method** (through practical and creative work, we will engage in strategic planning)

10'



### Brainstorming

Participants write on flipchart paper / blackboard or input via an app the ideas and suggestions that come to mind in response to the question: *What services should a city provide to its citizens?*

The discussion can be deepened if necessary by asking: *Which of the listed services are basic and essential, and which can be considered a luxury? Which of them do we use or have available in our city? What is missing?*

45'



Divide youngsters into smaller groups of 3-4 participants, where they will work on the same practical task – **building their own sustainable city using waste materials** (e.g., empty tissue boxes, paper cups, toilet paper rolls, plastic bottles, and other containers of various shapes and sizes made of plastic and cardboard, as well as scissors, glue, and masking tape).

After 30 minutes of constructing, each group will present the results of their work – their imagined sustainable city – in 5 minutes.

In the large group, lead a discussion on how to make cities more sustainable and mention, if they haven't already, elements such as compost bins, solar panels, wind turbines, electric bicycles, better public transport infrastructure, etc.

10'



Continue the conversation by **analyzing the sustainability level of our city/municipality**, whether there is potential for implementing the previously mentioned measures, who is responsible for ensuring and carrying them out, and what role citizens themselves play in creating a sustainable city.

10'



### Satisfaction scale

Participants position themselves in the space according to their level of personal satisfaction experienced during the workshop, based on the designated marks on opposite sides of the room (e.g., a smiling emoji on one side and a sad emoji on the other side of the room). They can stand anywhere along the continuum between the two marks – for example, in the middle.





Dream [Green] Job



### 3. Dream [Green] Job

**Age:** 16 - 25 years old

**SDG:** 4, 7, 8, 11

**Goals:**

- promote entrepreneurial spirit
- promote “green” jobs
- empower participants for small, positive, and sustainable changes in their lives

**Skills:**

critical thinking, problem-solving, communication skills, innovation, digital competencies

05'



**Introduction of the workshop facilitator**

**Announcement of the workshop topic and working method** (how we can contribute to achieving the SDGs through work and careers, creating a sustainable and fairer world).

10'



**Value Scale**

Youngsters position themselves along a continuum in the room based on their opinions regarding the statement, followed by a discussion about each statement. For example:

*Women are equal to men.*

*A poor person does not have the same opportunities for a better life and success as a rich person.*

15'



**My Dream Job**

- Sketch / describe and express creatively in any way your dream job (a few participants present briefly to the large group).
- Connect your dream job to one of the Sustainable Development Goals (SDGs).
- *Is your dream job related to sustainability, and if so, in what ways? If not, how could it be?*

If time permits, project a photo of the 17 Sustainable Development Goals and identify those goals that can be connected to “green” careers, briefly explaining the connection.

10'



**Presentation of successful examples of “green” sustainable entrepreneurs**

- PPT with inspiring examples of “green” entrepreneurs (ideally local and national examples)

15'



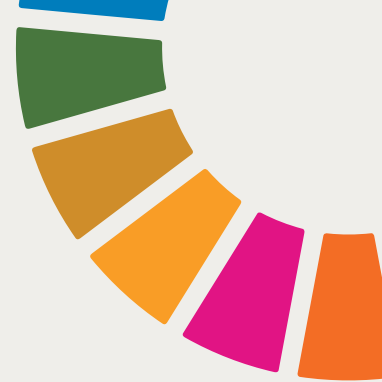
**Desirable Traits for a Career (brainstorming session)**

- What traits are desirable when applying for a job? (e.g., confidence, specific knowledge, communication skills...).
- In what ways can we acquire these traits? (e.g., work experience, volunteering, school, informal education (workshops), travel...)

05'



Participants write one word on a large flipchart paper that describes their impressions of the workshop.



## Sustainable Management

- 2) Koristimo solarne panele
- 3) Gasimo pećnicu nakon kuhanja
- 4) Gasimo kompjutere nakon korištenja
- 5) Koristimo obnovljive izvore i+ energije
- 6) Korištenje baterija umjesto struje
- 7) Profesori dolaze u školu (A)++ biciklom (~~u biciklu~~) (poručiti će nam plaća)
- 8) Škola navješćer jer je (jeftinija tarifa)++
- 9) da se manje koriste uređaji u školi
- 10) Više elektrane kraj škole +  
je normalnih plaća  
nutričnih u školi (redov)++





## 4. Sustainable Management

**Age:** 16 - 25 years old

**SDG:** 4, 10, 11, 12, 16

**Goals:**

- explore sustainable solutions for the school as a community
- empower for positive changes in daily life
- raise awareness of the SDGs

**Skills:**

critical thinking, problem-solving, mathematical and analytical skills, communication skills, teamwork, negotiation, openness

05'



**Introduction of the workshop facilitator**  
**Announcement of the workshop topic and working method**

15'



**Briefly about the Sustainable Development Goals**

At the United Nations Conference on Sustainable Development held in New York on September 25, 2015, 150 world leaders adopted a new global development program for 2030 (Agenda 2030), which includes 17 Sustainable Development Goals (SDGs).

**What is sustainable resource management?**

In smaller groups, youngsters choose the definition of sustainable resource management from the three provided that they consider the most accurate according to their opinion and team agreement. Each group reveals their choice along with a discussion if necessary.

50'



Divide youngsters into 5 smaller groups based on topics/areas:

**1. Water 2. Energy 3. Food 4. Waste 5. School supplies**

The goal of each group is to come up with as many sustainable solutions for leading the school sustainably according to the theme/area assigned to their group.

Once the time is up, each group presents their results/ideas and discusses which options are the most feasible. Each group votes for the best idea. The group with the most votes wins.

If there is enough time, the groups can create models of their vision for a "sustainable" school using various waste materials.

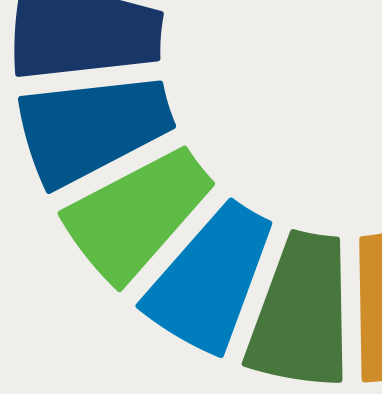
20'



**Connection of the Workshop to the SDGs** (with a list of the 17 goals projected on the wall, youngsters choose the goals they connect to the proposals they devised in their groups and briefly explain why they chose each goal.)

**Our Daily Habits** (in a large circle, everyone shares a sustainable habit they are proud of or one they want to start practicing to contribute to a "sustainable school" (e.g., bringing their own snacks to school, sharing school supplies...).

**Evaluation** (use the Mentimeter app to enter impressions about the workshop.)



**Find your housemates**



## 5. Find your housemates

**Age:** 16 - 25 years old

**SDG:** 4, 5, 10

- Goals:**
- increase understanding of discrimination and inclusion
  - raise awareness of prejudices and stereotypes

**Skills:** decision-making, tolerance and acceptance, critical thinking, teamwork, empathy

05'



### Introduction of the workshop facilitator

### Announcement of the workshop topic and working method

(how we make decisions and conclusions about others based on assumptions and, consequently, how we treat them)

10'



Display (on the projector) 3 different images and assign youngsters the task of linking concepts such as discrimination, integration, and inclusion to each image. Have a brief discussion and provide definitions/explanations.

20'



### Find your housemates (role play)

Assign a character to a person without them knowing (e.g., stick a note on their back). The characters should represent roles from different levels of society – e.g., politician, priest, teacher, musician, student, scientist, actor... You can also add gender – for example, have a female politician, a male nanny, etc.

Each person in the group has the task of selecting two individuals from those offered with whom they will share a household (two roommates). They must not reveal their characters/roles to each other. Then, they should form groups of three.

After the activity, you can provide a brief description of some characters and ask if they would change their selection. For example, the professor is an alcoholic, the musician is a famous pianist, the student has no income, but his family pays his bills...

15'



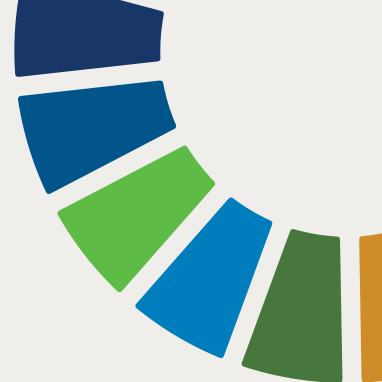
Lead a **guided discussion** with the participants about their experiences, using discussion questions that explore their feelings and insights during the activity. Encourage reflection on the impact of prejudices and assumptions when making decisions in a group setting:

- *How did you feel when you were assigned a character without knowing who you were?*
- *What strategies did you use to find your housemates without knowing your character/role?*
- *Were you surprised by the assigned character/role?*
- *Did the background of the characters influence your decision about selecting housemates? Why or why not?*
- *What assumptions did you have about potential housemates based on the characters/roles?*
- *Can you identify real-life situations where people might make decisions about forming groups or partnerships based on incomplete or biased information?*

05'



Participants write one word that describes their impressions of the workshop on a large flipchart paper placed on the table in the center of the room.



**Fast forward**





## 6. Fast forward

**Age:** 16 - 25 years old

**SDG:** 5, 6, 8, 9, 12, 13, 14, 15

### Goals:

- Raise awareness and knowledge about the dangers and consequences of "fast" fashion
- empower participants for sustainable changes in behavior and attitudes towards clothing

### Skills:

critical thinking, problem-solving, communication skills, innovation, openness, digital competencies

05'



#### Introduction of the workshop facilitator

**Announcement of the workshop topic and working method** (how through clothing and fashion style we can contribute to achieving the SDGs, creating a sustainable and fairer world)

15'



**Projection of the video "Change Your Shoes"** followed by a discussion about the impressions experienced after watching it.

#### Where are your clothes from? (task)

Ask youngsters to:

- check the label of one clothing item and discover where their clothing was made (country of origin / "made in"), followed by drawing conclusions about which countries are primarily represented
- analyze the composition of the chosen clothing item
- conclude whether the item is a piece of "fast" or "slow" fashion

25'



Divide youngsters into 4 thematic groups in which they analyze a selected text related to the theme of the group and aspects of the fashion industry, and present the key conclusions they have drawn:

#### 1. Raw Materials / Design / Sustainable Production

(where do the raw materials for our clothing come from, where and how are they produced; the material struggle: cotton vs. polyester, toxic dyes.)

#### 2. Distribution

(online shopping (shipping by sea, pollution, returns)

#### 3. Consumption

(consumerism (need vs. want): "Black Friday, discounts/promotions, a new "collection" every week, microplastics from washing clothes...)

#### 4. Reuse / Repair / Collect / Recycle

(where does our clothing end up, how to give clothing a new opportunity/life)

15'



#### Collaboratively create a list of the top 5 sustainable "clothing" habits

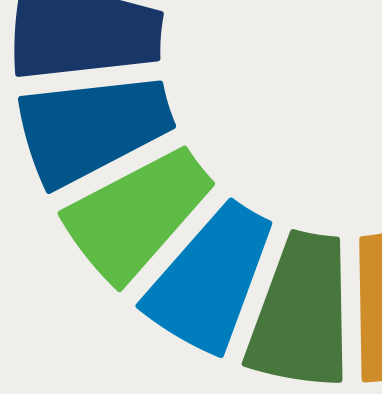
- Using the conclusions from the previous exercise, participants collaboratively list sustainable habits in the context of clothing on a large flipchart paper. For example: opt for high-quality cotton clothing, build a "capsule wardrobe", buy second-hand clothing, organize a clothing swap...

05'



**Connect the workshop theme to the SDG goals** with an explanation of how they're connected.

Use Mentimeter to enter an **association related to the experience of participating in the workshop.**



**Less plastic is fantastic**



## 7. Less plastic is fantastic

**Age:** 16 - 25 years old

**SDG:** 3, 6, 13, 14, 15

- Goals:**
- raise awareness and knowledge about the impact (dangers and consequences) of microplastics on our health and the planet
  - encourage the adoption of sustainable habits and attitudes towards plastic waste

**Skills:** critical thinking, problem-solving, communication skills, innovation, openness, digital competencies

05'



### Introduction of the workshop facilitator

### Announcement of the workshop topic and working method

(how our daily habits regarding plastic items negatively impact human health and the planet)

10'



### Quiz on microplastics (10 questions in the Mentimeter app)

Examples of questions:

*Approximately 500 billion plastic bags are used worldwide each year. More than a million are used every minute. (TRUE/FALSE)*  
*How many grams of plastic do we ingest into our bodies through air, water, and food in a week? (1 - 2 grams / 5 - 7 grams / 10 - 15 grams).*

15'



### For younger participants:

Divide the group into smaller groups to discuss the question:

*If you could have a superpower to fight against plastic, what would it be?*

If there is time, they can also draw and/or create a superhero and then present their work to others through an exhibition and/or verbally.

### For older participants:

Arrange the participants in a circle around the room, facing away from each other or randomly, with their eyes closed. One by one, at their own pace, they can build upon what has been previously said or change the direction of the existing story. Together with the entire group, create a dream story starting with the initial question:

*Imagine a day in your life without microplastics (from the moment you wake up to the moment you fall asleep). What does it look like? How do you feel?*

10'



### Thematic guided discussion with questions:

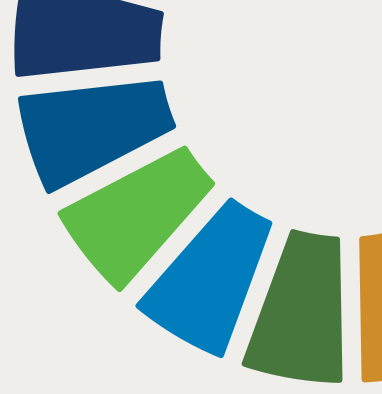
- *Is it possible to live as in our imagination? How difficult would it be and why?*
- *Are you already doing some of the things you mentioned?*
- *Are such habits a solution to the problem of microplastics in the world?*

05'



Each participant shares with the group **one daily habit they will start practicing after this workshop** to produce as little microplastic as possible.

By tossing a ball in a circle, each participant who catches the ball says one word that describes their **impressions about the workshop**.



Get this party started once and for all





## 8. Get this party started once and for all

**Age:** 16 - 25 years old

**SDG:** 5, 10

- Goals:**
- breaking stereotypes and reducing prejudices
  - raising awareness about inequalities in society

**Skills:** critical thinking, problem-solving, communication skills, teamwork, openness, empathy

05'



### Introduction of the workshop facilitator

**Announcement of the workshop topic and working method** (how we perceive and treat people who are different from us and how essential it is to be mindful of each individual's unique needs, desires, and abilities, ensuring that everyone feels valued and supported, regardless of their differences)

10'



### Desirable vs. Undesirable (practical task in groups)

Divide the participants into two groups, providing each with a flipchart paper that has two columns, along with an equal number of sticky notes on which various adjectives and their opposites are written (e.g. successful/unsuccessful), as well as glue. Group A's task is to divide the terms into positive and negative characteristics, while Group B sorts them into privileged and underprivileged traits. The groups have 2 minutes to complete the task independently. After presenting their results, a discussion on stereotypes is initiated.

15'



### Let's organize a party

In smaller groups, participants are tasked with planning a party (or themed event – for example, an end-of-term party) that is inclusive and sustainable, ensuring that everyone feels safe and welcome. Participants have 20 minutes to list all the elements they believe are necessary to organize an event that meets these criteria. After the preparation time, they present their results with follow-up questions and discussion.

- *What do you understand by the terms inclusive and sustainable?*
- *How suitable is your planned event for wheelchair users? What about for visually impaired individuals? What about those sensitive to loud music and intense lighting?*
- *How will people from lower financial backgrounds feel at the event?*
- *What about individuals with food restrictions (e.g., allergies) or dietary preferences?*
- *How much and which categories of waste did we generate from the event?*

10'



### A Small Guide to Inclusive Parties

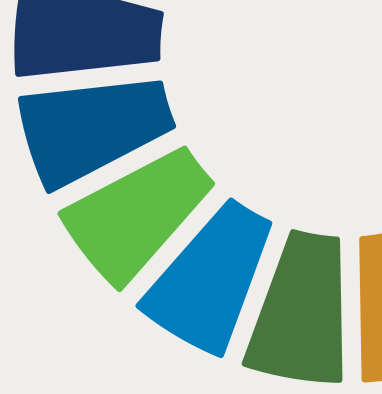
Together, create a list of guidelines on how to plan and organize an inclusive and sustainable event, taking into account all previous conclusions.

05'



By tossing a ball in a circle, each participant who catches the ball **shares one new piece of information, a learned lesson, or a memorable experience.**





Be SDG ready!



## 9. Be SDG ready!

**Age:** 16 - 25 years old

**SDG:** 3, 4

**Goals:**

- empowering individuals to navigate and survive situations caused by natural disasters, utilizing their potential
- raising awareness about the connection between humans and nature

**Skills:** critical thinking, problem-solving, communication skills, teamwork, creativity, empathy

05'



### Introduction of the workshop facilitator

**Announcement of the workshop topic and working method** (how well we understand the phenomena of natural disasters, their dangers, and how to behave during them)

10'



### How well do we understand disasters and how prepared are we for them?

Lead a brief guided discussion with the following questions:

- *What natural disasters are you familiar with?*
- *Do you have any experience with any of them?*
- *How prepared do you feel to face them, and which ones?*

15'



### What if and what when - Natural Disasters edition

Divide the participants into three smaller thematic groups to analyze a provided text related to a specific natural disaster: flood, fire, earthquake. From the given pieces of paper with individual steps, they need to arrange them in order of importance and priority for action. After the time for the task has passed, the participants present their results along with follow-up questions and discussions until they reach a consensus on the correct order in each situation/natural disaster.

Depending on the time available, the discussion can focus on providing support to individuals with certain limitations and difficulties (such as those with visual impairments, hearing impairments, limited mobility, etc.).

10'



### Let's pack our backpacks for natural disasters

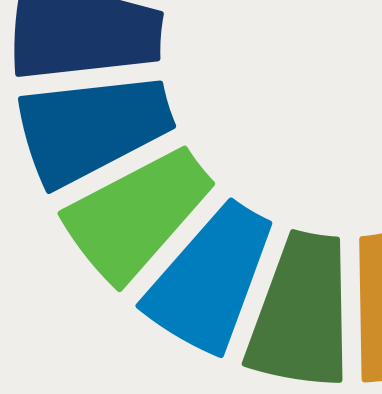
Together with participants, the facilitator lists the most essential items necessary for survival in the event of a disaster. The facilitator draws a large, simple illustration of a waterproof backpack on a flip chart, and participants will suggest items to include. Before each suggestion, we have a brief discussion about the necessity and usefulness of the proposed item, and collectively decide whether to include it in the backpack or not (as it must not be too heavy). The items may include tools for defense, orientation, protection, signaling for help, and also for long-term survival.

Suggested items to include: *a mobile device and charger, a flashlight with extra batteries, a first aid kit, a hygiene set, a list of medications and medications for chronic patients, bottled water, canned and non-perishable food, matches, rope, a compass, a Swiss knife, a whistle, a blanket, spare clothing, personal documents, money, and necessary keys.*

05'



Using Mentimeter or a similar online tool, participants respond to questions such as: **Do you feel more prepared to face disasters now?** What specific related skills would you like to develop?



Life of water



## 10. Life of water

**Age:** 16 - 25 years old

**SDG:** 1, 2, 3, 6, 9, 10, 12, 14

- Goals:**
- raise awareness about the scarcity of (drinking) water as an exceptionally important natural resource
  - develop a habit of preserving the resources that need to be conserved and managed sustainably through sustainable daily practices

**Skills:** critical thinking, problem-solving, creativity, teamwork, empathy, communication skills, strategic thinking

05'



**Introduction of the workshop facilitator**  
**Announcement of the workshop topic and working method** (through experiential learning, understand the scarcity of drinking water as one of the most important natural resources)

10'



### Brainstorming

Divide the participants into two to a maximum of three groups with an equal number of members, and arrange them in a line (one behind the other). From the same starting position (line), they run one by one to a wall where there is a flipchart paper. They write down one term in response to the question: *"In what ways do we pollute the sea?"* After passing the marker to the next participant as a relay, they have one minute to write down as many different terms as possible. The winning team is the one with the most diverse suggestions.

35'



### My daily water needs (practical group task)

Participants will work as a group to answer the following questions related to calculating their daily water consumption for hygiene, cooking, cleaning, watering the garden, and more. They will then allocate a limited amount of water to these needs as a simulation of a water scarcity scenario:

- make a list of all the ways water is typically used throughout a day
- make an estimate of the average amount of water you consume daily

After a brief presentation of the results by the groups, participants receive the following task: *"What would happen if you had a limited amount of water available daily - for example, 5 liters per day? How would you allocate water for different daily needs?"* (each group receives a canister with 5 liters of water and 25 plastic cups). After reaching a team agreement, the groups present their decisions and results along with a discussion and follow-up questions aimed at raising awareness of the challenges faced when access to resources (in this case, water) is limited.

10'



### Let's create a list of recommendations for saving and protecting water resources

Based on previous conclusions, the participants jointly compile 10 recommendations for habits that can help save water in everyday life, and 10 recommendations for protecting water from pollution.

05'



On a large piece of paper, participants write down **their impressions of the workshop they experienced.**

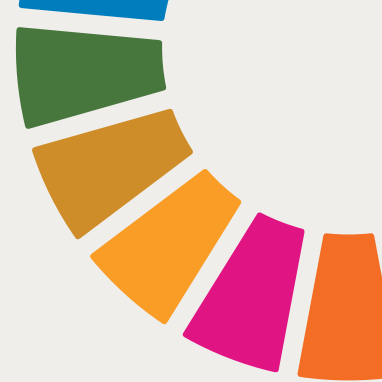
**Results** 





The **SDG4Youth** project was a collaborative and impactful initiative that brought together young people and youth workers from five countries—Portugal, Estonia, Croatia, Greece and France—to work on the critical topics related to sustainable development and youth engagement. The project's key results are summarized as follows:

- **Workshops:** Each participating country hosted 10 workshops in the local community, reaching a total of 50 workshops in the project, focusing on the Sustainable Development Goals (SDGs) and youth participation. These workshops provided a platform for young people to actively engage with sustainability topics, share ideas and develop solutions that address local and global challenges.
- **Transnational Meetings and Working Sessions:** There were two transnational meetings and three working sessions for the project leaders, which facilitated cross-country collaboration and the sharing of best practices. These meetings were essential for coordinating the project's activities and ensuring consistency across all participating countries.
- **Blended Mobility for Youth:** A blended mobility event was organized for young participants, combining both virtual and in-person elements to foster international cooperation and learning among youth. This event allowed participants 30 young people to explore new ideas, exchange cultural perspectives and strengthen their knowledge of sustainability and democratic participation.
- **Online seminars:** The partner organisations held 3 online seminars that brought together participants from the different countries of the online project to discuss topics related to the SDGs.
- **Dissemination events:** 5 dissemination events were held with around 20 participants per event, with the aim of sharing the project's results with a wider audience. These events served to disseminate the knowledge acquired and the tools developed during the project, ensuring that the benefits went beyond the immediate participants.
- **Guideline:** All the content and learning from the workshops, seminars, transnational meetings and multiplier events has been compiled into this comprehensive guide. This guide is designed to be a resource for anyone interested in replicating the SDG4Youth initiative, ensuring the sustainability and long-term impact of the project.



# Dissemination

The dissemination part of any project is crucial for sharing the outcomes and impact of the initiatives with a broader audience. It allows us to highlight the efforts and achievements made in different countries, fostering greater awareness and encouraging replication of successful practices. In this chapter, we will showcase the key activities carried out in each participating country, offering a concise overview of the contributions from Croatia, Estonia, France, Greece, and Portugal. This exchange of experiences is essential for ensuring the sustainability and growth of the initiative.

## Portugal

Psientífica/Águeda Youth Center has made a total of 77 posts across facebook and Instagram that diverse from:

- Series of posts about each SDG explaining what each consists in;
- Information and updates of the project’s steps, meetings and activities;
- Series of posts explaining on how youth can contribute to the SDG with small steps everyday.

These posts got a total of **24 824 reach** which makes and average of 322 people per post and a total of **1 658 interaction**, making an average of 22 per post.

Besides the online dissemination we’ve also promoted the project in our municipality schools through the CJA stand each school week.



## Greece

Artistic Pedagogic Youth Organization “Schedia stin poli” (aka “Raft in the city”) has made a total of 67 posts across facebook and Instagram that diverse from:

- Information and updates of the project’s steps, meetings and activities;
- Posts about each SDGs topics and how youth could contribute with their actions and green attitudes in daily life and in their local community

These posts got a total of 81642 reach (Fb & IG) which makes and average of 1218 people per post and a total of 2833 interaction, making an average of 42 per post.

Also our youth team with the support of the 2 youth workers dedicated in the project, promote SDG4YOUTH project's priorities through:

- Online **Youth Green Campaign** with 24 different posters focuses in the subject *"Change your habits, change your planet - Small changes in our daily habits for a positive footprint on our planet"*. The posters were in english and all the partners could translate them in their languages. The posts were published weekly from 16th May till end of June 2024. In every post we presented 2 posters for 2 different topics.
- Creation of a **short video** for the Youth Green Campaign (in english) and promote it in social media (FB & IG).
- Presentation of articles and activities of the project in our online monthly **Newsletters** which reach 1000 persons.
- Publications (16) in our **website** the activities of the project and articles connected with SDGs ([www.sxediastinpoli.gr](http://www.sxediastinpoli.gr))

Besides the online dissemination we've also promoted the project in our local school community, especially in public high schools.

Also the project has promoted in the network of Ngos of the city. "Schedia stin poli" is member of "Thess-Diktio" - Network of Thessaloniki's Ngos and Civil Society which include 40 active members (youth organizations, associations for human rights and inclusion, environmental organizations etc.). In this frame, one of the youth workshops we organized, took place during the Annual Volunteer's Day event of "Thess-Diktio", on 10th December 2023, in the Port Warehouse (center of the city).





Association Žmergo has promoted the project and its results on various way, putting an emphasis on the public calls to youth to participate in project activities. For this purpose, we posted:

- blog posts on Association's website,
- posts on our specialised website for youth,
- Facebook group of our youth info-centre
- Instagram profile of the organisation.

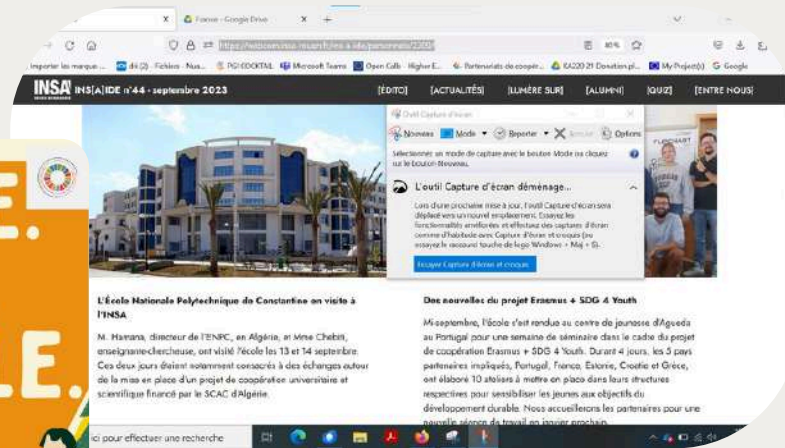
In order to promote different, innovative and participative ways on how youth can get engaged in achieving SDG's, we organised two meetings with local youth (23 high school students) in Opatija in our "green" youth information centre.





INSA Rouen Normandie, as part of member of the SDG 4 Youth project, dissemination efforts were carried out to raise awareness and promote active engagement with the project's objectives.

Information was shared widely through the institution's internal newsletter, allowing for extensive outreach within the community. We contacted key partners by email and met them in person to present the project. Those key partners include the University of Rouen and several engineering schools, who also played a role in expanding the project's visibility. Additionally, internal communication targeted students directly through informational posters displayed on campus. These initiatives were essential in building awareness and encouraging participation in the project.





# Concl usion



The **SDG4Youth project** stands as a testament to the potential of youth engagement in shaping sustainable futures. By aligning its activities with the Sustainable Development Goals (SDGs), the project has empowered young people to take a central role in addressing pressing global challenges. Throughout the initiative, young participants from multiple countries, including **Portugal, Croatia, Estonia, France and Greece**, demonstrated their capacity to contribute meaningfully to discussions on sustainability, democratic participation, and societal change.

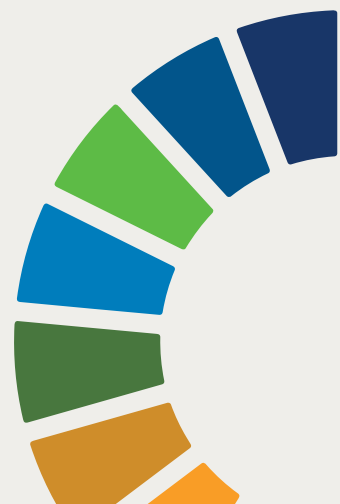
A key aspect of the project was the **use of non-formal education** as a core methodology. Through a series of workshops, online seminars and transnational meetings, the project employed a participatory learning approach, where young people were not just passive recipients but active contributors to the learning process. This non-hierarchical facilitation empowered youth to identify their own challenges and develop solutions, fostering essential skills such as entrepreneurship, civic engagement and leadership.

The inclusion of **collaborative efforts between youth workers and educators** further illustrated how valuable these participatory methodologies are. Not only did the project raise awareness about the SDGs, but it also created an environment where young people could **co-create innovative solutions** grounded in real-world experiences. Examples of good practices, such as the **Greensa, student association at INSA Rouen Normandie** and the **Arribeirar forest recovery initiative** are highlights that showcase youth-driven action in addressing sustainability issues.

A key takeaway from the project is the importance of fostering youth participation beyond conventional means, such as voting. Young people today are increasingly turning to **modern forms of engagement**, including online activism and social movements. These alternative avenues offer powerful platforms for youth to express their concerns and influence decision-making processes on issues that matter to them, such as climate change, social justice and democratic participation.

Moreover, the SDG4Youth initiative benefited from collaboration with European programs like Erasmus+ and the European Solidarity Corps, which promoted education, mobility and skills development aligned with the SDGs. These programs provided young people with opportunities to engage in projects benefiting their local communities, thus reinforcing the project's goal of promoting sustainable and inclusive development.

Moving forward, **the lessons learned from SDG4Youth highlight the necessity for continued support and recognition** of youth-driven initiatives. Policy-makers, educators and civil society organizations must work together to create an enabling environment that encourages youth engagement at all levels of society. As the project concludes, **it leaves behind a blueprint for future initiatives aimed at empowering young people to be active agents of change, committed to building a more equitable, sustainable and resilient world.**



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