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About the GENZ4GD project

GenZ4GD Erasmus+ project aims to develop a training and capacity building program for young people to actively participate in the development of their (local) community and environment and encourage young people to think more actively about sustainable development, environmental protection and other "green" topics.

Through the GenZ4GD project, young people will learn how to campaign for positive environmental changes within their communities. They will acquire competencies for positive action in the field of community development and sustainability with the support of NGOs, schools and community stakeholders.



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How to use this handbook

The handbook is designed to support youth workers in carrying out educational activities dedicated to the themes of the UN's Sustainable Development Goals.¹ It aims to inspire and help youth workers in enriching the desired teaching content with hands-on information and activities. The contents of this handbook can be used as a whole, or it can be adapted depending on the composition of the student class, the program theme, and time requirements.

What are the handbook themes?

The handbook offers a series of educational ideas around the theme of the UN's Sustainable Development Goals to implement during the entire school year. The handbook themes cover 7 broad topics in the form of didactic modules each divided into various units. These modules are:

- 1. Sustainable Development*
- 2. Sustainable development goals and their importance*
- 3. The 3 Pillars of Sustainability*
- 4. Barriers affecting effective Sustainable Development*
- 5. How are young people contributing to SDGs?*
- 6. European Green Deal at local level*
- 7. Local actions for community development*

The activities for each module and unit can be implemented using various methods detailed in each chapter such as class work in groups, individual homework, activities to be carried out in the classroom or outside of the school. The activities proposed for each module follow a detailed topic description and theoretical insights that are useful for preparing the lesson in advance.

Time requirements

The activities in this handbook can be implemented as part of the the normal didactic planning. It allows for adapting the times to be dedicated to the actions in a coherent way with the educational goals that the teacher has set. Even though leaving maximum freedom of application each activity contains suggestions on how much time should be dedicated. Each teacher can always dedicate more or less time, in line with the level of knowledge of their students and based on what they find interesting.

¹ <https://www.undp.org/sustainable-development-goals>



How can the handbook be utilised?

This handbook is designed for the youth worker to be used autonomously. Each module and the corresponding units can be implemented individually or inserted into a new or existing learning path / curriculum.

Further reading

Each module and teaching unit contains a list of further recommended reading as well as resources quoted.

We hope that this handbook will be a useful and inspiring tool to accompany youth workers in their daily activities with young people.

Please do not hesitate to send us your feedback and suggestions via <https://www.facebook.com/genzeuproject>

Enjoy reading and good luck!

Module 1 – Sustainable Development

Sustainable development is one of the main topics that concern states, countries, communities, and people. The causes of climate change, such as the continuous emission of greenhouse gases, have led to many effects, such as the depletion of natural resources and habitats. In a sustainable community, the natural resources are not decreasing, but they are reused for the needs of the present without wasting their availability for future needs. Hence, the need to move towards a more sustainable living and mindset is more essential than ever. In this module, the learners will have the opportunity to go through the most fundamental terms of sustainable development. Additionally, the causes and effects of climate change will be presented with the aim to raise environmental awareness and how human activity can be the one harming the environment but at the same time the one that can actually save it.

What will the learner know after completing this module?

- To define sustainable development
- To know the history of sustainable development
- To define climate change
- To understand the causes and effects of climate change
- To understand the consequences of climate change
- To know good practices in sustainable living
- To understand human activities as contributors to climate change
- To understand human activities as a solution to mitigate the climate crisis

What will the learner be able to do with this competence?

- To describe world environmental issues
- To explain the consequences of climate change
- To analyse the global impact of climate change
- To relate different climate change causes to everyday life actions
- To change habits to a more Eco-conscious lifestyle
- To choose a more sustainable way of living
- To relate to good practices in the field of sustainability
- To explain ways towards green living



Optional: Scan the QR code to download the module slides for youth workers or copy this URL:
<https://genzproject.eu/result2/>



Unit 1.1: An Introduction to Sustainable Development

In this Unit, sustainable development will be defined, while highlighting also its importance. Discussed will be also the history behind it and the connection it has with the UN.

Sustainable development refers to meeting the needs of the present while caring about the environment, and the social and economic aspects, and without depleting the resources for the needs of the coming generations. For this to be achieved, sustainable management of ecosystems and natural resources is essential to be integrated. People, the economy, and the environment should be maintained in harmony and without social exclusion for sustainable development to take place. The main goal is to end poverty and create opportunities for everyone in order to reduce inequalities (UN, 2022).

Activity 1: Watch the following video as a small introduction to Sustainable Development



Video 1: *What Is Sustainable Development?*

<https://www.youtube.com/watch?v=3WODX8fyRHA>

The history behind sustainable development

With the ecological crisis worsening its impacts, sustainable development has attracted much attention in recent years. However, this concept has historical roots, which are useful to be addressed and further comprehending the reasons that caused the concept to emerge and why development shall be sustainable.

Back in 1789, demography started to indicate that the human population would continually increase in numbers which would lead to the exhaustion of the Earth's limited natural resources. In 1972, the report 'Limits to Growth' focused on five determining factors; population, agricultural production, natural resources, industrial production, and pollution. It was predicted that in a growing economy, all the natural resources would come to an end.

"If the present trends in world population, industrialization, pollution, food production, and resource depletion continue unchanged, the limits to growth on this planet will be reached sometime within the next 100 years."

- Professor Dennis Meadows in 1972 (co-author of the 'Limits to Growth' report)

However, the concept of 'Sustainable development' received its first recognition in 1972 during the UN Conference on the Human Environment (Mensah, 2019b). The concept earned recognition 15 years later, in 1987, when the World Commission on Environment and Development's report (Brundtland Report), Our Common Future, included what is now known as the "official" definition of sustainable development:

"Development which meets the needs of the present without compromising the ability of future generations to meet their own needs".

In 1992, the United Nations Conference on Environment and Development (UNCED), also known as the 'Earth Summit', was held in Rio de Janeiro. It was highlighted that social, economic, and environmental factors are interdependent and that Sustainable Development should become a priority item on the agenda of the international community. The United Nations (UN) Secretary-General Ban Ki-Moon recognized sustainable development (SD) as one of the five main goals in the UN action agenda in 2012, underlining the crucial role SD should play in global and national development policies, programmes, and agenda (Mensah, 2019b).

At the UN Sustainable Development Summit in September 2015, the 2030 Agenda for Sustainable Development, which has 17 Sustainable Development Goals (SDGs) at its core, was adopted.

Activity 2 (Optional): Create a timeline of sustainable development events

You can create a timeline with the youth to visualise the above information, using an online tool such as CANVA

www.canva.com → <https://www.canva.com/templates/?query=timeline>

The 2030 Agenda for Sustainable Development

The agenda 2030, is an action plan for everyone, prosperity and the environment. It aims to end poverty and strengthen peace universally while keeping in balance the three dimensions of sustainable development: the economic, social and environmental. The 17 Sustainable Development Goals and 169 targets are the core of this agenda and seek to achieve gender equality and the empowerment of all women and girls as well as the realisation of everyone's human rights.

The SDGs are committed to preventing the planet from degrading so that it can continue to support the needs of the present and future generations. This includes sustainable production and consumption, responsible management of the earth's natural resources, and urgent action on climate change.

The Sustainable Development Goals

Goal 1. End poverty in all its forms everywhere

Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3. Ensure healthy lives and promote well-being for all at all ages

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5. Achieve gender equality and empower all women and girls

Goal 6. Ensure availability and sustainable management of water and sanitation for all

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



Image 1: Sustainable development goals

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10. Reduce inequality within and among countries

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12. Ensure sustainable consumption and production patterns

Goal 13. Take urgent action to combat climate change and its impacts*

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

More detailed information for each Goal can be found here:

<https://www.undp.org/sustainable-development-goals>

Unit 1.2: Climate Change

The main focus of Unit 2 is on climate change, its causes and effects, and how they led to the need for sustainable development. Understanding environmental issues and how we humans contributed to these, is crucial in order to start rethinking the actions we take in our everyday life.

Climate change

Climate change is the long-term changes in temperature and weather patterns. These shifts might be due to natural causes, such as changes in the solar cycle. However, human activities have been the primary cause of climate change since the 1800s, mainly due to the burning of fossil fuels such as coal, oil, and gas (United Nations, 2022).

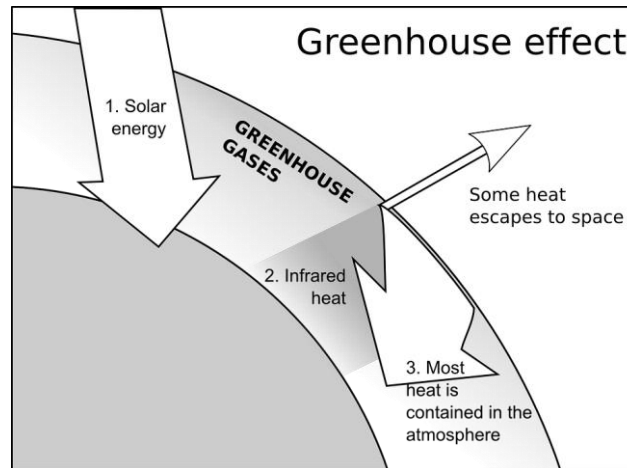
Activity 1: Watch the following video about Climate Change



Climate Change - We are the PROBLEM & the SOLUTION (Animated Infographic)
https://www.youtube.com/watch?v=D_Np-3dVBO

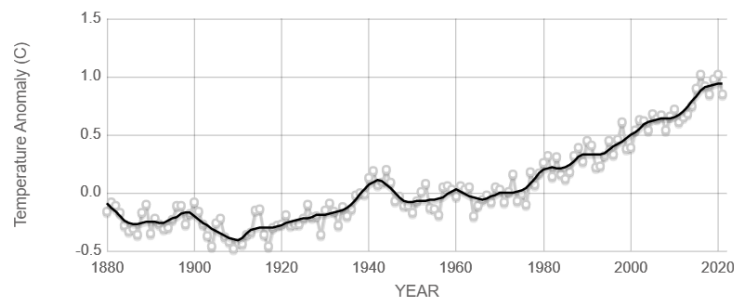
Greenhouse effect, an effect or a cause of climate change?

The greenhouse effect is when the gases found in the Earth's atmosphere trap the sun's energy



Greenhouse effect

This energy is then reabsorbed by the surface of the Earth, instead of being reflected back to space, resulting in higher temperatures on the planet. When this happens naturally, the stable temperature of the Earth is ensured, allowing life to thrive and survive. However, human activities have been the driving force behind the increase of greenhouse effect emissions in the atmosphere, resulting in the so-called, global warming.



Source: climate.nasa.gov

Image: Earth's global average surface temperature in 2020 tied with 2016 as the hottest year on record, continuing a long-term warming trend due to human activities.

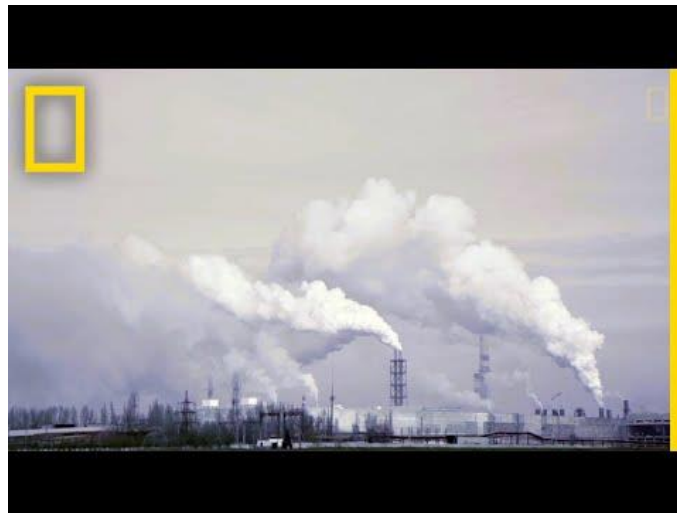
Data source: NASA's Goddard Institute for Space Studies (GISS): <https://climate.nasa.gov/vital-signs/global-temperature/>

Credit: NASA/GISS

Causes and effects of climate change

According to the UN, fossil fuels are the major contributor to climate change causing more than 75% of all greenhouse gas emissions and almost 90% of all carbon dioxide emissions.

Activity 2: Watch the following video about Causes and Effects of Climate Change



Causes and Effects of Climate Change | National Geographic
https://www.youtube.com/watch?v=G4H1N_yXBIA

Causes of Climate Change



Generating power

A big part of global emissions comes from burning fossil fuels, producing greenhouse gases that trap the sun's heat in the Earth

Goods production

One of the leading global producers of greenhouse gas emissions is the industrial sector.

3. Cutting down forests

Trees release the stored CO₂ when being cut down.

Overconsumption

Some products we consume are manufactured from chemicals derived from fossil fuels, and many of the machines used in manufacturing run on coal, oil, or gas.

Transportation

Most of the main means of transport run on fossil fuels, causing greenhouse gas (especially CO₂) to be released into the atmosphere.

Food production

It contributes to the emission of greenhouse gases, such as CO₂ and methane by deforestation, digestion of agriculture animals, utilization of fertilizers.

Effects of Climate Change



High temperatures

The greenhouse gas concentrations rise causing the Earth's surface temperature to increase too. This increases the transmission of vector-borne diseases, makes outdoor work harder and wildfires tend to spread faster.

Droughts

Hotter temperatures lead to the evaporation of water, the reduction of surface water, whereas the soil gets dry.

Storms

With the temperature rising moisture evaporates more, intensifying extreme rainfall and flooding. Both lead to disastrous storms.

Poverty and migration

Climate change effects like floods can cause poverty and migration as they destroy houses and properties. On the other hand, the limited water availability can affect the crops and weather-related events can lead to the displacement of people, especially in countries that don't facilitate climate change adaptations.

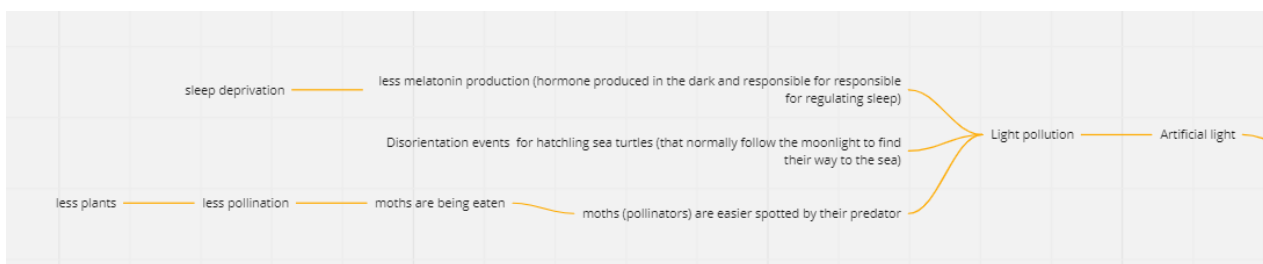


Activity 3: Create a mind map

Our planet is a system, where everything is interdependent. Therefore, changes in one aspect can lead to more changes in many other areas (United Nations, 2022a).

You can use an online tool to create a mind map to link the climate change effects and their consequences on humans and the planet. An example of such a tool is www.miro.com

See the example below: How artificial light (cause) can lead to other consequences.



Unit 1.3: Sustainable living: How small actions can create big change

Real change starts within ourselves. Hence, Unit 3 will allow the learner to explore ways that can change the lifestyle making it more sustainable and healthier. Earth's natural resources are depleting and every individual can make attempts to reduce their use of them.

The world's human population is expected to reach 10 billion by 2050. This will result in a higher demand for supplies, food, fashion, housing, and travelling. Therefore, our lifestyle choices are crucial to natural resources and biodiversity.

Sustainable living is all about understanding how our choices can impact the planet while finding ways to live not only better but also lighter (UNEP, 2017).

How to start living more sustainably

Small changes in our lifestyle can have a great impact. Some sectors, where these changes can apply are the following:

- 1. Energy:** Reduce the heating and cooling, use energy-efficient electric appliances like LED lights, wash your clothes in cold water, and hang up your clothes to dry rather than using a dryer.
- 2. Transport:** Drive less, walk, and ride a bike more! For longer distances, use public transportation or carpooling.
- 3. Food:** Eating more vegetables than meat and dairy can lower the environmental impact. In general, producing plant-based foods uses less energy, water, and land hence producing fewer greenhouse gas emissions.
- 4. Food waste:** It is important to buy what you need and consume what you buy! Throwing away food, resources, and energy that have been used for food production are being thrown away too. Additionally, methane, a potent greenhouse gas, is produced when food rots in a landfill.
- 5. Reduce, reuse, repair & recycle:** Goods, such as clothing and electronics that people purchase have a carbon emission background, as the raw materials used for those goods need to be extracted, manufactured, and transformed into a whole new product. This product then is transported to the market contributing to global greenhouse gas emissions. Second-hand clothing, equipment, or repairing broken products can help reduce the environmental impact of the constant production of goods (United Nations, n.d.).

Tips for living a more sustainable lifestyle

Car pooling

Blablacar is an online carpooling marketplace and it connects drivers and passengers who are prepared to travel together between cities and split the cost of the trip via its website and mobile apps. You can find their website here: <https://www.blablacar.co.uk/>

Monitor Energy Consumption

The best way to reduce energy consumption is to track it! There are several apps that enable users to track their energy usage, encouraging them to reduce their electricity usage and save energy. Find them here: <https://www.conserve-energy-future.com/green-apps-to-track-energy-usage.php>

Fix It!

Repair cafes are meeting places for people willing to fix things together with expert volunteers. At the Repair cafes, tools and materials needed for the repairs can also be found. On the following website, you can find your nearest repair cafe and more about this initiative: <https://www.repaircafe.org/en/>

Don't waste food

Too good to go is an App that enables customers to buy and collect food that is about to go wasted. A surprise bag of food is purchased at a very affordable price directly from the store and businesses. 'Too good to go' app for food waste management: <https://play.google.com/store/apps/details?hl=en&id=com.app.tgtg>

Teaching resources



Sustainable Development Goals - Resources for educators:
<https://en.unesco.org/themes/education/sdgs/material>

Useful tips

29 ways to live Greener. <https://www.conserve-energy-future.com/15-ideas-for-sustainable-living.php>

Every day expert help

Expert tips on how to be kinder to the planet – from cooking and cleaning to fashion and finance:
<https://www.theguardian.com/environment/2020/feb/29/50-ways-to-green-up-your-life-save-the-planet>

Live more environmentally friendly

Ways to make your life more environmentally friendly:
<https://eu.usatoday.com/story/money/2019/06/17/climate-change-30-ways-to-make-your-life-more-environmentally-friendly/39366589/>



Summary

Sustainable development is a concept that dates back to 1987 when it first appeared in the Brundtland Report ('Our common Future'). However, long before this, experts started to see the need to transiting into more sustainable ways of living, as it came to the realisation that populations will only grow if natural resources were unlimited. Non-renewable resources, such as oil, natural gas, and coal, will reach a limit of existence if they keep on being used at these rates. Excessive consumption of natural resources results in their depletion, which negatively impacts the environment. The extraction and process of these resources result in the pollution of the air, water and soil, which then leads to other environmental issues, the biggest being climate change.

Climate change, long-term changes in the patterns of weather and temperature, is mainly caused by various human activities, which then have tremendous effects and consequences for humans and the planet. The greenhouse effect, which takes place naturally allows life on Earth to exist, as it maintains the Earth's temperature warmer than it would be otherwise. However, human activities cause the concentration of greenhouse gases to increase, resulting in the increase of the greenhouse effect, which contributes to global warming. This shows how our life choices of consumption can lead to the environmental crisis we face. Young people are indeed the main victims of this crisis. However, they can also be the ones contributing to mitigating it. The Sustainable Development Goals, which are the main core of the Agenda 2030, were set to help the governments and all citizens not only mitigate climate change or any other environmental issues but also live more sustainably. This way inequalities in all forms will be reduced, while also saving natural resources for the present generations and the next ones. Living sustainably is important for saving the environment and using resources efficiently. Whether people are zero waste or just getting started, individual practices can make a difference.

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Review Test²

Mark answers as appropriate

1) When was the "official" definition of sustainable development first developed?

| | | |
|---|--|------|
| 1 | | 1987 |
| 2 | | 1785 |
| 3 | | 1972 |

2) Greenhouse gases occur naturally and allow life to exist on Earth

| | | |
|---|--|--|
| 1 | | No, it's only human activities that lead to the emission of greenhouse gases |
| 2 | | Yes, when planet's energy balance is not interfered by other factors |

3) A consequence of climate change is...

| | | |
|---|--|---|
| 1 | | the disorientation of nesting females and hatchlings to find the sea from the beach |
| 2 | | less pollination |
| 3 | | all the above |

² Notes for teacher - Answers: 1)-1 ;2) -2 ;3)-2;



Module 2 – Sustainable development goals and their importance

Following the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States, the goal of this module is to introduce the main areas of sustainable development and ways in which they can be taught. Another goal is to give specific tools to educators for motivating young people to actively participate in their local communities by following the principles of 17 Sustainable Development Goals (SDGs) that are covered in this module through 3 units: Social justice, Green policies and Industry.



Image : 17 SDGs <https://www.un.org/es/sustainable-development-goals>

What will the learner know after completing this module?

- How to overcome systemic barriers by fighting for equality in the area of gender, food and water accessibility and income
- How to take better care of their health
- How to conserve energy and water and what the clean and renewable options are
- How to live sustainably in the urban areas
- How to spread the word about climate changes
- The state of climate change and global warming in the world
- The importance of economy and industry
- The types of renewable energy

What will the learner be able to do with this competence?

- To choose more sustainable ways of living
- To carry out activities that promote sustainable development goals in their local communities
- To take good care of their mental and physical health
- To raise awareness of Sustainable Living among their peers
- To get active and invested in helping to solve crucial global problems
- Have a more ecologically sustainable lifestyle



Optional: Scan the QR code to download the module slides for youth workers or copy this URL:
<https://genzproject.eu/result2/>



Unit 2.1: Social Justice

Lesson 1: Reducing inequality

Every young person can take some steps, no matter how small, to spread awareness about gender inequality in their local community. Here are some tips on how to do it:

- **Get active in social media campaigns, help organize gender equality events in your class, school or community or create a platform** where young people can share personal experiences about gender (in)equality.
- Be the starter of challenging **conversations in your family, school or work environment** about gender roles in household management, careers and women empowerment.
- **Start volunteering**
- **Support one-stop shops**, established by states and foundations to help women avoid domestic violence, abuse and discrimination within their community or work environment.

Even the smallest thing can help, so don't hesitate and take action!

When talking about **fundraising** for a cause you are very passionate about, it is important to keep in mind that **GenZ** is characterized by a number of traits, including:

- 1) **A passion for activism.** This generation is very sensitive particularly to social issues.
- 2) **A desire to be treated as equals.** 26 percent of Generation Z aged 16 to 19 volunteer and are interested in making the world a better place. However, they want to be treated as equals in a group, not subordinates.
- 3) **An interest in entrepreneurship.** 41 percent of Generation Z members want to start their own businesses. Several also want to start their own nonprofit organizations.
- 4) **A willingness to donate.** 59 percent of people in Generation Z donated to a charity after being inspired by a social media message.

Both Generation Z and millennials are characterized by their use of technology to get information. Almost 88 percent of 18- to 29-year-olds use social media channels. As such, it's important to showcase your cause, upcoming events, and fundraising efforts through social media. Popular channels donors use include Facebook, Twitter, LinkedIn, and Instagram.

Resource for Youth Workers



Source: SFDs [Online image] United Nations

Another great resource for youth workers to integrate the EU Youth Goals in their educational activities is this ***Tool box for implementing Youth Goals in education and dialogue***. This guide gives concrete examples of activities youth can get involved in.

https://youth-goals.eu/wp-content/uploads/Youth_Goals_Toolbox-Dialogue_activities_to_implement_the_Youth_Goals_together.pdf

Lesson 2: Mental health and physical well-being

When it comes to mental health, self-care can help in managing stress, lowering the risk of illness, and increasing energy. Even small acts of self-care in a person’s daily life can have a big impact on their life as a whole. As every person is different, it is important to have in mind that taking care of your mental health looks different for everyone. Here are some tips on ways you can practice self-care and you can choose what best suits you and your personality.

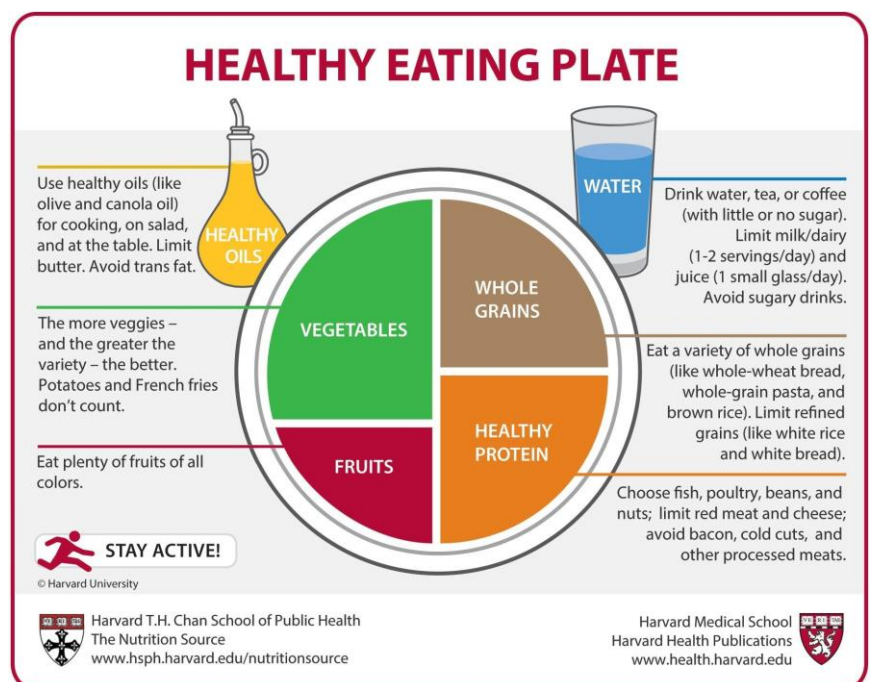
Exercise regularly

If you’re not keen on moving your body and don’t have a habit of exercising regularly, it is not a good idea to start big. Even just 20 minutes of walking every day can help boost your mood and improve your health. Small amounts of exercise add up, so don’t be discouraged if you can’t do 30 minutes at one time.

Eat healthy

Regular meals and stay hydrated. If you constantly feel drained, tired and like you’re lacking energy and focus, the reason might be your bad nutrition and dehydration. Also, limit caffeinated beverages such as soft drinks or coffee.

Source: Healthy Eating Plate [Online image] Harvard T.H. CHAN. <https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/>



Make sleep a priority

Make sure you're getting enough sleep and be consistent. To improve your quality of sleep, reduce blue light exposure from your phone or computer before bedtime (turn off your electronic devices at least 30 minutes before you plan on going to bed).

Try a relaxing activity

Explore different apps which may incorporate meditation, muscle relaxation, or breathing exercises. Schedule regular times for these and other healthy activities you enjoy such as journaling.

Set goals and priorities, but also boundaries

Learn how and when to say "no" to new tasks if you start to feel like you start feeling overwhelmed. Try to be mindful of what you have accomplished at the end of the day, not what you have been unable to do.

Practice gratitude

Remind yourself daily of things you are grateful for. Try to be as specific as possible and focus on concrete things, no matter how small. Write them down.

Stay connected

Reach out to your friends or family members who can provide emotional support and comfort to you.



Activity: Watch the following video about 'Mindfulness'

Mindfulness is a different way of looking at life, a method that anyone can practice, that brings us in touch with the present moment. Mindfulness develops healthy states of consciousness: in the same way that physical exercise makes our body healthy and strong, awareness and exercises for the mind make our mind healthy and ready to flexibly respond to life's challenges.

be present, here and now

become more connected with yourself, with others and with the world around you

become less anxious and react more calmly to unpleasant experiences

safely experience unpleasant thoughts and feelings

increase self-awareness

<https://youtu.be/U9YKY7fdwyg>



10-Minute Meditation For Beginners

Optional Resources for Youth Workers

[*Aura App for Sleep & Wellbeing*](#)

[*The Mindfulness app*](#)

[*A Guide for Talking with Young People about their Reproductive Health*](#)



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Review Test³

Mark answers as appropriate

1) Which of these is not one of the SDGs?

| | | |
|---|--|------------------|
| 1 | | zero bullying |
| 2 | | life below water |
| 3 | | no poverty |

2) A balanced and healthy plate should contain mostly:

| | | |
|---|--|-------------|
| 1 | | vegetables |
| 2 | | fruit |
| 3 | | protein |
| 4 | | whole grain |

³ Notes for teacher - Answers: 1)-1 ;2) -1;

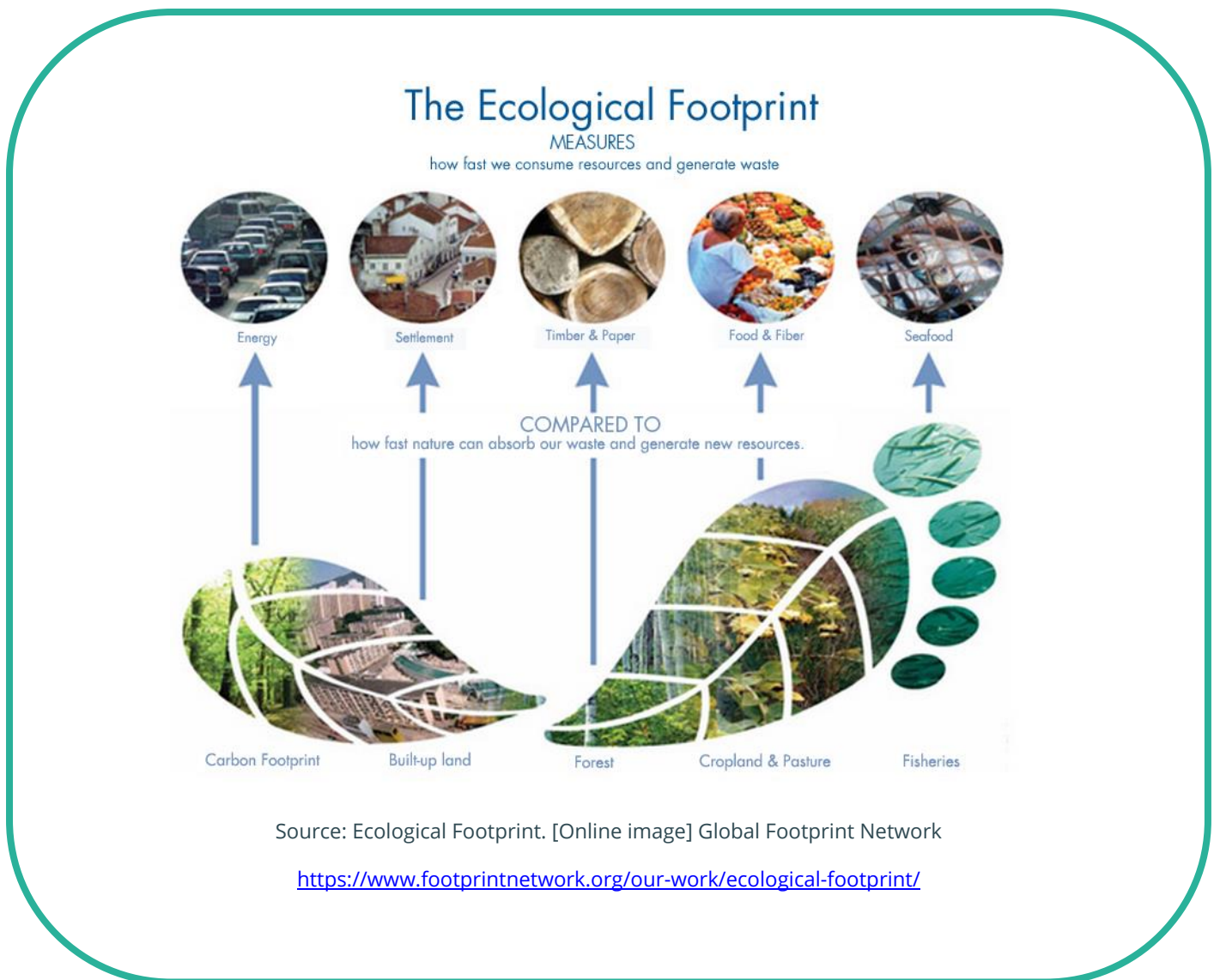


Unit 2.2: Green Policies

Lesson 1: Ecological Footprint

By changing the way we produce and consume goods and resources we can reduce our ecological footprint. But what actually is the ecological *footprint*? It is the impact of a person or community on the environment, expressed as the amount of land required to sustain their use of natural resources.

In this lesson you will get practical tips on how to tackle this problem and begin leading a more ecologically sustainable lifestyle starting today!



Source: Ecological Footprint. [Online image] Global Footprint Network

<https://www.footprintnetwork.org/our-work/ecological-footprint/>

8 tips on how to reduce your ecological footprint

- *Reduce your use of single-use, disposable plastics - The best step is to start refusing plastic as much as you can every day*
- *Switch to renewable energy - Look into renewable energy options and see which options work best for you and your living situation.*
- *Eat less meat - The meat industry is a major source of greenhouse gas emissions, along with its other issues such as animal welfare, water-use, and land degradation.*
- *Reduce your waste - Be sure to recycle plastic bottles, toilet paper rolls, and other recyclable bathroom materials.*
- *Recycle responsible - Become a recycling rockstar by knowing the rules for your area and recycling as much as you can.*
- *Drive less - or if you really want to make a big change make sure you switch to an electric vehicle when you buy your next car.*
- *Reduce your water use - Find ways to incorporate water savings techniques around your home, such as washing clothes when you have a full load, and stopping unnecessary faucet use.*
- *Support local produce - your local farmers market is a great start!*



Read more about the ecological footprint and how to reduce it

<https://cleansd.org/2017/04/27/8-ways-to-reduce-your-ecological-footprint/>

<https://ecobnb.com/blog/2022/05/ecological-footprint-ways-reduce/>



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Lesson 2: Sustainable cities and communities

Most Sustainable Cities in the World (examples of good practices)

Governments and local authorities globally are seeking ways to become more sustainable. This list summarizes an article covering the top 10 most eco friendly cities devoted to environmental practices.



Source : Adobe Stock

Source: Smart city components. [Online image] IFP Energies Nouvelles.

<https://www.ifpennergiesnouvelles.com/article/smart-city-energy-challenges-facing-sustainable-cities>

- **Copenhagen, Denmark:** With its continuous investment in green tech and network of bicycle lanes, Copenhagen is one of the most sustainable cities. The city aims to be the first carbon-neutral city by 2025.
- **Amsterdam, Netherlands:** Amsterdam — another on the list of most eco-friendly cities — promotes electric vehicles with citywide EV charging stations. Residents are encouraged to install rooftop solar panels and grow their own food or purchase locally, which contributes to the local economy.
- **Stockholm, Sweden:** Stockholm is a well-planned sustainable city with a goal to eliminate the use of fossil fuels within 20 years.
- **Berlin, Germany** - Berlin is one of the best urban sustainability examples, with over 400 EV charging stations, and has been investing in green spaces since World War I.
- **Portland, Oregon:** Portland has adopted a sustainability culture, and today ¼ of its citizens commute by bike or public transport. Rideshare systems and bike paths also support green commute methods.



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- **San Francisco, California:** San Francisco is one of the most sustainable cities in the US, with a zero waste program designed to divert 100% of waste from landfills by 2020. The city also banned products like plastic bags and water bottles.
- **Cape Town, South Africa:** Cape Town began installing wind farms to produce sustainable energy in 2008. The city's residents also use solar panels and grow urban gardens for food production.
- **Helsinki, Finland:** If you are an eco-traveler, Helsinki is worth visiting. A large percentage of the city's hotel rooms have been certified as eco-friendly. The city is also developing sustainable living communities.
- **Vancouver, Canada:** Vancouver produces the lowest amount of greenhouse gases in North America. The city's environmental focus has created a local green economy boom for the residents, supporting more green jobs and locally grown food.
- **Reykjavik, Iceland:** Reykjavik is making great strides towards eradicating generation of greenhouse emissions by inspiring people to walk, cycle, and use public transport. The city also encourages use of electric vehicles and plans to triple the number of hydrogen buses by 2030.

Good Practice

Encouraging young people to join Youth Centres in their local communities. The aims of EU Youth Centres are:

- to ensure participation by European youth and international non-governmental youth organisations in the building of Europe;
- to supplement the training of youth leaders in a European context;
- to further international understanding, in a spirit of respect for human rights and fundamental freedoms, as well as the study of European problems;
- to seek means of ensuring participation by young people in solving the problems which concern them;
- to contribute to the implementation of the Council of Europe's programme in the field of youth activities.

Healthy cities for adolescents program: <https://www.fondationbotnar.org/project/the-botnar-healthy-cities-for-adolescents-program/>



Tips on how to live a more sustainable life in urban areas

1. Walk more
2. Cycle
3. Take the train or tram
4. Eat local
5. Eat less meat
6. Work from home
7. Grow your own food
8. Buy second hand
9. Recycle
10. Limit plastic use
11. Exercise in the park
12. Vote for greener policies

Source: www.ecohugo.com

Additional Resources

[Young people, participation and sustainable development in an urbanizing world](#)

[Youth and the new urban agenda](#)

Review Test

Mark answers as appropriate

1) Name at least 5 of the most sustainable cities in the world and explain why they are on the list

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

2) Write down at least four ways to live a sustainable life in the urban area

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |

3) What is the Ecological Footprint?

| |
|--|
| |
|--|

4) Write down at least four ways to reduce ecological footprint

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |

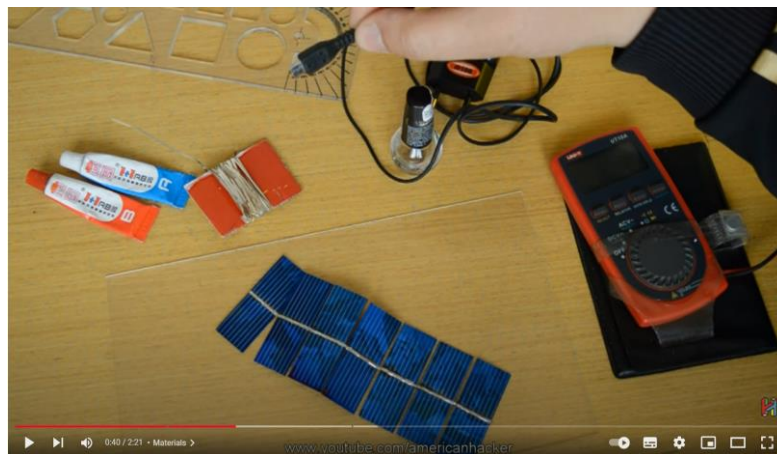
Lesson 3: Industry, Innovation, and Infrastructure

Technology has helped immensely to boost access to large amounts of information and has supported changes that have transformed our lives forever. Today as a young person, you can actively contribute to the creation of new jobs, access to inclusive and quality education, empowerment of vulnerable groups, etc. When it comes to industry, innovation and infrastructure promoting sustainable industries, and investing in scientific research and innovation, are all important ways to facilitate *sustainable development*.

Activity: Together with your students discuss the following 5 success stories involving technology and young peoples' ideas

<https://www.undp.org/blog/youth-and-technology-5-ways-were-changing-world>

1. Green thinking
2. Enterprising solutions
3. Preventing violence
4. Robot-assisted participation
5. Multi-dimensional thinking



How To Make Small Solar Panel

Video 2: <https://www.youtube.com/watch?v=svtNM5VexA4>

Summary

Sustainable development can be interpreted in different ways and too often is driven by one particular need, without fully considering the wider or future impacts. The longer we engage in unsustainable development the bigger the consequences will be. We can already see the damage that is the result from our usage and dependence on fossil fuel-based energy sources which is why we need to take action, and do it now. In 2015 United Nations adopted universal call to action to end poverty, protect the planet, and ensure that by 2030. There are 17 Sustainable Development Goals (SDGs), also known as the Global Goals.

While there are many definitions of social justice the common thing are the ethical principles for just society which are equity, access, human rights, participation and diversity. Social justice had a goal to achieve fairness and inclusion and these principles help to achieve that. Today young people have to live with severe impacts of the climate crisis and the situation is getting worse day by day. Climate change already has and will have impact on young people lives and the lives of everyone around them, which is why green policies are important for our future. Social and economic factors such as income, education, employment, community safety, and social support can significantly affect how well we will. If you don't start taking action and educate yourself about these factors they will affect your ability to make healthy life choices in many ways, not just financial ones.

Every young person can take some steps, no matter how small because they can be the start of big changes in the future.

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Module 3 – The 3 Pillars of Sustainability

Sustainability refers to the ability to maintain or support a process continuously over time. The Oxford dictionary gives the following definition to sustainability: *“the use of natural products and energy in a way that does not harm the environment.”*⁴ In business and policy contexts, sustainability seeks to prevent the depletion of natural or physical resources, so that they will remain available for the long term.

Simply said, sustainability is the act of using products in a way that it is not harmful or endangering. Since the idea of sustainability is cover in itself many aspects, it is often broken down into three pillars: economic, environmental, and social—also known informally as profits, planet, and people.⁵ Sustainability is often comprised by three pillars – economic viability, environmental protection and social equity. These pillars are also known as profit, planet and people, or the three Ps.

The first pillar, or the concept of "economic sustainability" focuses on conserving the natural resources that provide physical inputs for economic production, including both renewable and exhaustible inputs. The second pillar, the "environmental sustainability" adds greater emphasis on the life support systems, such as the atmosphere or soil, that must be maintained for economic production or human life to even occur. In contrast, the third pillar, the "social sustainability" focuses on the human effects of economic systems, and the category includes attempts to eradicate poverty and hunger, as well as to combat inequality.

In this module, the learners will have the opportunity to understand what sustainability is and look in detailed at its three pillars in order to better understand them. They will explore the motivations behind sustainability and begin to see it as a value, shared by many individuals and organizations, who demonstrate this value in their policies, everyday activities and behaviours.

In additions the learners will explore additional reading materials on each of the lessons, covered in the module and receive practical suggestions on how they can act now in order to contribute for the greener future in their communities and cities.

⁴ <https://www.oxfordlearnersdictionaries.com/> (visited on 05.12.2022 at 11:39).

⁵ <https://www.investopedia.com/terms/s/sustainability.asp> (visited on 05.12.2022 at 11:34).

What will the learner know after completing this module?

- The module looks into what sustainability and sustainable lifestyles are.
- It explains the ways sustainability seeks to prevent the depletion of natural or physical resources, so that they will remain available for the long term.
- It provides a definition regarding what the three pillars of sustainability are and where they can be seen in day-to-day activities.

What will the learner be able to do with this competence?

- They will learn new ways and practices, which will enable them to live more sustainably and become active members of their communities.



Optional: Scan the QR code to download the module slides for youth workers or copy this URL:
<https://genzproject.eu/result2/>



Unit 3.1: The 3 Pillars of Sustainability

Lesson 1: The First pillar - Economic viability

According to Harvard Business School sustainability in business refers to doing business without negatively impacting the environment, community, or society as a whole.⁶ If we look the economic viability through this prism, we can draw the conclusion that sustainability in doing business can address two main categories, namely the effect a business has on the environment or on society.

Faced with global environmental problems, such as global warming, enterprises have become important players in environmental protection. By fulfilling their environmental responsibilities, enterprises can create a good external image and gain support from the public and government, thereby increasing the influence of their enterprises.⁷

Ideally, a sustainable business will have a positive impact on both these two areas, however if we want to have an economic viability at least one of these two areas has to be positively influenced. Undoubtedly "a project is economically viable if the economic benefits of the project exceed its economic costs, when analyzed for society as a whole. The economic costs of the project are not the same as its financial costs - externalities and environmental impacts should be considered."⁸

Nowadays, a growing number of people are aspiring toward lifestyle changes that support increased sustainability for themselves and for the societies in which they live. Businesses have to answer to these demands, which include a shift towards efficient consumption (less waste) among others.

The view of responsibility encourages businesses to balance long-term benefits with immediate returns, and the goal of pursuing inclusive and environmentally sound objectives. This covers a broad array of possible practices. Cutting emissions, lowering energy usage, sourcing products from fair-trade organizations, and ensuring their physical waste is disposed of properly and with a smaller carbon footprint would qualify as moves toward sustainability.⁹

An easy way to apply the first pillar is to follow the Sustainable Development Goals (SDGs) and the Corporate Social Responsibility (CSR) framework. Following the basis of the CSR management will help in the identification of the relevant aspects. On the other hand, the SDGs will help in aligning the ethics of the company with the main global sustainability trends, encompassing both social and environmental dimensions.

⁶ <https://online.hbs.edu/blog/post/what-is-sustainability-in-business> (visited on 05.12.22 at 14:17).

⁷ <https://www.frontiersin.org/articles/10.3389/fenvs.2022.966479/full> (visited on 05.12.2022 at 15:17).

⁸ <https://ppp.worldbank.org/public-private-partnership/assessing-project-feasibility-and-economic-viability> (visited on 02.12.2022 at 10:40).

⁹ *op. cit.* <https://www.investopedia.com/terms/s/sustainability.asp> (visited on 05.12.2022 at 14:41).



On a European level, with the introduction of the Green Deal, the Eu has set an ambitious goal to “improve the well-being and health of citizens and future generations by providing: fresh air, clean water, healthy soil and biodiversity; renovated, energy efficient buildings; healthy and affordable food; more public transport; cleaner energy and cutting-edge clean technological innovation; longer lasting products that can be repaired, recycled and re-used; future-proof jobs and skills training for the transition and globally competitive and resilient industry.”

Lesson 2: The Second pillar: Environmental protection

Human wellbeing is closely linked to the health of the environment. In fact, the quality of our environment has a direct impact on our wellbeing; a cleaner and pollution free environment is healthier, safer and far more pleasant.¹⁰ As we begin to experience the long-term consequences of exponential industrial growth and energy use, we must act to reverse these effects and prevent further damage, ensuring we have healthy places to live for generations to come.¹¹

In recent years, with global economic development, the problem of environmental pollution and ecological damage has become a common concern, worldwide. This is because environmental threats do not recognize national borders and their solutions often requires the collect efforts on international level in order to be solved.

When we speak about the second pillar, it is necessary to point that, “environmental sustainability involves making decisions and employing practices that minimize our degradation of the planet. The following are examples of general environmental sustainability factors: Resource utilization, Materials choice, Resource conservation, Energy efficiency, Emissions reduction, Biodiversity and nature preservation, Water pollution and Air pollution.”¹²

Resource utilization

Resource utilization refers to maintaining the long-term use of resources while minimizing environmental impacts.¹³

Materials choice

Materials choice is a complex balance of achieving design requirements, minimizing environmental impact, maximizing product performance and meeting unit cost targets.¹⁴

¹⁰ <https://www.environmental-protection.org.uk/> (visited on 05.12.2022 at 15:25).

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¹² <https://greeneventninjas.com/the-doj/sustainable-events-three-pillars-sustainability/> (visited on 02.12.2022 at 10:54).

¹³ <https://www.iisd.org/articles/deep-dive/sustainable-use-natural-resources-governance-challenge#:~:text=The%20sustainable%20use%20of%20natural%20resources%20strives%20for%20balance%20between,benefits%20and%20minimizing%20environmental%20impacts.> (visited on 05.12.2022 at 16:25)

¹⁴ <https://www.smithers.com/industries/materials/sustainable-materials/sustainable-materials-selection> (visited on 05.12.2022 at 16:28).



Resource conservation

Resource conservation means that those resources on which sustainability depends are conserved and even enhanced by agronomic management.¹⁵

Energy efficiency

Energy efficiency is maintaining the current operations without jeopardizing the energy needs of future generations.¹⁶

Emissions reduction

Emissions reduction means reducing the global carbon dioxide emissions by 45 per cent by 2030 from 2010 levels, and reach net-zero emissions by 2050.¹⁷

Biodiversity and nature preservation

Biodiversity and nature preservation is the practice of protecting and preserving the wealth and variety of species, habitats, ecosystems, and genetic diversity on the planet, and is important for our health, wealth, food, fuel, and services we depend on.¹⁸

Water pollution and Air pollution

Water pollution and Air pollution includes programs that are aimed at reducing risks to the environment from contaminants such as hazardous materials and wastes, fuels, and oils.¹⁹

¹⁵<https://www.sciencedirect.com/topics/earth-and-planetary-sciences/resource-conservation#:~:text=Resource%20conservation%20means%20that%20those,easily%20reduced%20without%20effective%20management.> (visited on 05.12.2022 at 16:29).

¹⁶ <https://energy.sais.jhu.edu/articles/renewable-energy-vs-sustainable-energy/> (visited on 05.12.2022 at 16:36).

¹⁷ <https://unstats.un.org/sdgs/report/2021/goal-13/> (visited on 05.12.2022 at 16:38).

¹⁸ <https://geneva.usmission.gov/2010/04/20/usaaid-biodiversity/> (visited on 05.12.2022 at 16:39).

¹⁹ <https://ehs.psu.edu/environmental-protection> (visited on 05.12.2022 at 16:12).



A healthy environment involves environmental protection at all levels. There cannot be any form of progress without concern for the natural resources and the planet's wellbeing. The overexploitation of resources not only puts them at risk of exhaustions, but threatens the wellbeing of everyone.

It is important to understand that the terms of "cause and effect" are not straightforward when it comes to nature and natural resources. For example, in Physics, if we look at Isaak Newton's law of motion, we will see that if you push something, then it moves accordingly to the amount of force you have put into the push. The push is the "cause" and the movement is the "effect".

Nature is not as simple as this. There are many different interactions between the infinite parts of ecosystems. A push in one place might end up producing a reaction somewhere quite unexpected.

Climate change leads to rising sea levels will flood cities and result in migration. Global warming increases the threat of invasive pest species to agriculture and the spread of disease. Ocean acidification threatens the health of coral reefs and many compromise the fisheries that depend on them.

Lesson 3: The third pillar: Social equity

It is important to first understand what “equity” means. The word “equity” and “equality” are often used as synonymous, but they are not. **“Equity”, in its simplest terms as it relates to racial and social justice, means meeting communities where they are and allocating resources and opportunities as needed to create equal outcomes for all community members.** Whereas, **“Equality” means each individual or group of people is given the same resources and opportunities, regardless of their circumstances.**

What is the difference? Simply put, **“equity” recognizes each person has different circumstances and needs**, meaning different groups of people need different resources and opportunities allocated to them in order to thrive and **“equality” is giving everyone the exact same resources across the board**, regardless of individual or groups of people’s actual needs or opportunities/resources already provided to them.²⁰

Equality vs. Equity



<https://unitedwaynca.org/blog/equity-vs-equality/>

Equality is equal treatment, access, opportunity, and distribution of resources and services. No one receives more or less. This protects people against direct discrimination, but a one-size-fits-all approach rarely works out well in the real world. Not everyone has the same life circumstances or needs. Treating everyone “equally” – when they’re not equal in access, opportunity, or needs – fails to achieve real change.

²⁰ <https://unitedwaynca.org/blog/equity-vs-equality/> (visited on 06.12.2022 at 11:07)

Rather than simply not discriminating, equity is accommodating based on peoples' experiences and unique needs. What someone in from Eastern Europe needs may differs compared to the needs of people from Western Europe.

Social equity is a process that applies to every area of society. It is, as defined as "the fair, just and equitable management of all institutions serving the public directly or by contract; and the fair and equitable distribution of public services, and implementation of public policy; and the commitment to promote fairness, justice and equity in the formation of public policy."²¹

Social equity is a flexible, needs-based process that recognizes inequalities and works toward fairness in every area of society including education, housing, healthcare, and more:

- Disability rights – there are laws all across the world that protect the rights of disable people to have access to public places, such as stores, hotels, restaurants, museums, theaters, and doctors' offices.

- Health and healthcare – meaning that everyone can attain their full potential for health and well-being.

- Food security - defined as meaning that all people, at all times, have physical, social, and economic access to sufficient, safe, and nutritious food that meets their food preferences and dietary needs for an active and healthy life.

Social equity matters because we want to live in a world where everyone has the opportunities and resources they need to thrive, where no one is discriminated against, and where everyone's rights are protected, we need social equity. We won't achieve that world by treating everyone the same because not everyone is the same. Trying to achieve equality through equality may seem like it would work, but it ignores both historical and existing oppression.²²

²¹ <https://unitedwaynca.org/blog/what-is-social-equity/> (visited 06.12.2022 at 11:23).

²² *op. cit.* <https://www.humanrightscareers.com/issues/what-is-social-equity/> (visited 06.12.2022 at 11:35).

Review Test²³

Mark answers as appropriate

1) What does sustainability mean?

| | | |
|---|--|---|
| 1 | | Meeting our own needs without compromising the ability of future generations to meet their own needs. |
| 2 | | The ability to maintain or support a process continuously over time. |
| 3 | | The act of protecting our world for current and future generations. |
| 4 | | The collective efforts of the EU to ensure a better future for its citizens. |

2) Are the three pillars of sustainability related to the everyday choice everyone makes?

| | | |
|---|--|---|
| 1 | | Yes, there is a clear relation between the two. |
| 2 | | They are somewhat related to them. |
| 3 | | No, there is no relation between the two. |
| 4 | | No, they are related to governmental choices. |

3) Do the terms Social equity and social equality mean the same?

| | | |
|---|--|---|
| 1 | | Yes, they mean the same. |
| 2 | | No, they have different meanings. |
| 3 | | They are often used synonymous. |
| 4 | | It depends on the context in which they are used. |

²³ Notes for teacher - Answers: 1) -2; 2) -1; 3) -2

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Module 4 - Barriers affecting effective Sustainable Development

Sustainable Development involves ensuring that allocation and use of resources is based on balanced social, economic and environmental priorities, with the aim of balancing the needs of present and future generations. In recent decades, sustainable development has been widely promoted as a holistic concept which aims or targets to integrate social, economic and cultural policies to ensure balanced growth. However, as the two dedicated units in this module will explore in detail, there are barriers combating the implementation of sustainable development.

This module largely aims to focus on the question: 'What prevents sustainable development from happening?'

What will the learner know after completing this module?

- The learners will gain the necessary knowledge in understanding the barriers to sustainable development on an economic, social, institutional, and ecological level. B
- Value the importance of stakeholder consultation and how it can contribute positively to a communities' development.
- Describe the various conceptual contradictions of the term sustainable development.
- Identify and describe the various players involved in sustainable development and their conflicts.

What will the learner be able to do with this competence?

- Contribute towards effective stakeholder consultations within their communities and identify the differing views and expectations of players on what sustainable development entails.
- Identify barriers of sustainable development on a local and national as well as European and transnational level.
- Explain what prevents sustainable development from being implemented effectively.



Optional: Scan the QR code to download the module slides for youth workers or copy this URL:

<https://genzproject.eu/result2/>



Unit 4.1: Understanding conceptual contradictions and barriers of Sustainable Development

Lesson 1: Overview of conceptual contradictions

Sustainable development is a complex concept with many different definitions. In this unit, we will explore the contradictions inherent in the concept, as well as the barriers that impede its implementation.

The conceptual contradictions of sustainable development

The concept of sustainable development is rooted in the two seemingly incompatible goals of sustainability and development. Sustainability refers to the ability of a system to maintain itself over time, while development refers to the process of economic and social progress. These two goals often conflict, as economic development can come at the expense of the environment.

Dovers and Handmer (1993) identified eight contradictions of sustainable development:

1. Cause versus cure: The use of technology can both cause environmental problems and help to solve them. This is a technological and cultural paradox.
2. Humility versus arrogance: The more we learn about the global environmental crisis, the more uncertain we become about how to solve it. This can lead to both humility and arrogance in decision-making.
3. Intergenerational versus intragenerational equity: The distribution of resources between different generations is a complex issue. On the one hand, we need to ensure that future generations have enough resources to meet their needs. On the other hand, we also need to ensure that current generations do not suffer.
4. Economic growth versus ecological limits: The term "sustainable development" is often seen as an oxymoron because it juxtaposes two concepts that seem to be contradictory: development

and sustainability. Development is often associated with economic growth, which can come at the expense of the environment. For example, economic growth can lead to increased pollution, deforestation, and resource depletion. Sustainability is about meeting the needs of the present without compromising the ability of future generations to meet their own needs. This means that we need to find ways to develop that do not damage the environment or deplete resources.

5. Individual versus collective interests: Sustainable development requires both individual and collective action. However, these two types of action can sometimes conflict. For example, individuals may be reluctant to make changes to their lifestyles if they believe that these changes will not make a significant difference.
6. Diversity versus purpose: Sustainable development requires a balance between diversity and purpose. On the one hand, we need to respect the diversity of cultures and values. On the other hand, we also need to have a clear purpose in order to achieve sustainable development.
7. Adaptability versus resistance: Sustainable development requires both adaptability and resistance. We need to be able to adapt to change, but we also need to be able to resist harmful changes.
8. Optimisation versus spare capacity: Optimisation is often seen as a way to improve efficiency. However, optimisation can also lead to the depletion of resources. Sustainable development requires a balance between optimisation and spare capacity.

Barriers to the implementation of sustainable development

Furthermore, there are many barriers to the implementation of sustainable development. These barriers include:

Political barriers

There is often a lack of political will to implement sustainable development. This is due to a number of factors, including the short-term focus of politicians, the power of vested interests, and the lack of public awareness.

Social barriers

There are often social barriers to sustainable development. These barriers include the lack of education about sustainable development, the resistance to change, and the perceived costs of sustainable development.

Institutional barriers

There are often institutional barriers to sustainable development. These barriers include the lack of coordination between different institutions, the lack of resources, and the lack of accountability.

Economic barriers

There are often economic barriers to sustainable development. These barriers include the high costs of sustainable development, the lack of investment, and the lack of markets for sustainable products.

Conclusion

The concept of sustainable development is complex and challenging. There are many contradictions inherent in the concept, as well as a number of barriers to its implementation. However, sustainable development is essential for the future of our planet. We need to find ways to overcome the challenges and implement sustainable development if we want to ensure a sustainable future for ourselves and for future generations.

Activity: Watch the following video as a short introduction to “Barriers to Sustainable Development”



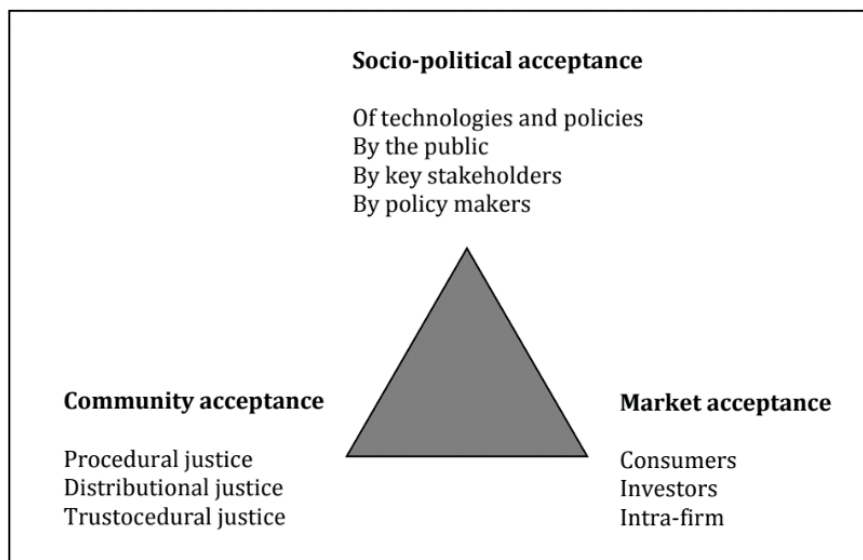
Video 2: Identifying Barriers to Sustainable Behaviors

<https://www.youtube.com/watch?v=aC-KT36tH6s>

Lesson 2: The Triangle of Social Acceptance

There remains a number of major challenges for sustainable development initiatives. The first is the issue of social acceptance of proposed initiatives in order to avoid negative attitudes from public officials involved and business operators in the area. Typically, factors associated with the degree of social acceptance include trust in government and business operators, and the perceived risk, benefit, necessity, and fairness.²⁴ Social acceptance in this context refers to the levels of public support for, and acceptance of, a sustainable initiative and more often than not, many of the barriers for achieving successful initiatives at the implementation level can be considered as a manifestation of a lack of social acceptance. Furthermore, factors associated with the degree of social acceptance include also trust in businesses and the perceived risk, benefit, necessity, and fairness overall.²⁵ Social acceptance is easily distinguished in three dimensions,²⁶ namely socio-political, community and market acceptance (see below):

Figure 1 - The triangle of social acceptance of renewable energy innovation. (Wustenhagen et al. 2007)



Socio-political acceptance refers to social acceptance on the broadest level by key stakeholders and policy actors. Several indicators demonstrate that public acceptance for sustainable initiatives and policies is high in most Member States. However, this could easily mislead policy makers to believe that social acceptance is not an issue at the local level, whereas there is indeed a problem.

Community acceptance refers to the specific acceptance of sustainable projects by local stakeholders, particularly residents and local authorities. This is where many argue that people reject projects typically

²⁴ Shimizu Y, Osaki S, Hashimoto T and Karasawa K (2022). Social Acceptance of Smart City Projects: Focus on the Sidewalk Toronto Case. *Front. Environ. Sci.* 10:898922. doi: 10.3389/fenvs.2022.898922 <https://www.frontiersin.org/articles/10.3389/fenvs.2022.898922/full>

²⁵ Ibid. <https://www.frontiersin.org/articles/10.3389/fenvs.2022.898922/full>

²⁶ Wustenhagen, Rolf, Wolsink Maarten, Burer, Mary Jean Burer. (2005) Social acceptance of renewable energy innovation: An introduction to the concept. *Journal of Environmental Planning and Management. Energy Policy* 35 (2007) 2683–2691. Vol. 53, No. 5, July 2010, 535–558. http://www.ieawind.org/iea_wind_pdf/New_Task_Social_Acceptance_29_10_07.pdf

when they are in their own backyard (NIMBY). Typical factors that seem to influence community acceptance are factors related to distributional justice (How are costs and benefits shared?), procedural justice (Is there a fair decision-making process giving all relevant stakeholders an opportunity to participate?),²⁷ and whether the local communities trust the information and intentions of the investors or actors from outside the community.

Market acceptance refers to the process of market adoption of an innovation by consumers through a communication process between individual adopters and their environment (Rogers 1995). For instance, despite the fact that consumers nowadays demand increasing amounts of green energy²⁸, in all likelihood this supply would probably come from other distant localities.

Another challenge is ensuring an equitable representation of stakeholders in order to ensure that underrepresented groups in sustainability projects and their specific priorities are not ignored. Similarly, one needs to be aware that issues which have higher representation or voting turnouts tend to be addressed more quickly than other lower vote-grabbing issues. A related challenge is offered by the fact that not everyone is equally aware and educated on the issues at hand. While today's citizens have more access to information via digital tools, not everyone is digitally competent enough to partake, leaving certain groupings in the dark.²⁹

²⁷ Gross, C., (2007) Community perspectives of wind energy in Australia. The application of a justice and community fairness framework to increase social acceptance. *Energy Policy* 35 (5).

²⁸ Bird, L., Wustenhagen, R., Aabakken, J., (2002) A review of international green power markets: recent experience, trends, and market drivers. *Renewable and Sustainable Energy Reviews* 6 (6), 513–536.

²⁹ <https://granicus.com/civic-engagement/>

Unit 4.2: Conflicts among players, and lack of public participation as barriers towards effective sustainable development

In the second unit of the module the learners will be exposed to the differing views and conflicts of interest among major players such as civil society, governments and businesses that provide the basis for ineffective policy and action for achieving sustainable development.

This unit will also focus on how the lack of informed, collective decision-making and broad-based ownership of final solutions are major barriers for sustainable development. To this end, public participation (i.e. in the form of stakeholder consultations) can be used as an effective tool to provide space for a broad discussion on the potential impact of development strategies on a community's life, social and economic conditions, and the environment. Finally, this unit will give some insights on how young people can overcome some of the aforementioned barriers in order to get involved in their communities' green activities.

Lesson 1: Different environmental views

Public participation is an important tool for reconciling different views on the environment. When people are involved in decision-making, they are more likely to understand and support the decisions that are made. Public participation can also help to build trust between different stakeholders.

However, the differing views and conflict of interest among different stakeholders players on the ability of the environment to endure human impact are one of the major reasons for inadequate sustainability policy. These different views can be categorized into four types:

Environment is robust: This view holds that the environment is extremely resilient and forgiving of human impact. No matter what we do to the environment, it will always return to equilibrium. This view is often held by businesses and industries, who believe that economic growth is more important than environmental protection.

Environment is fragile: This view holds that the environment is extremely fragile and unforgiving of human impact. Even a small change to the environment can have a cascading effect, leading to widespread devastation. This view is often held by ecologists and environmental activists, who believe that we need to take drastic action to protect the environment.

Environment is robust within limits: This view holds that the environment is resilient, but only within certain limits. If we exceed these limits, the environment will collapse. This view is often held by political institutions, who believe that we need to strike a balance between economic growth and environmental protection.

Environment is chaotic: This view holds that the environment is random and unpredictable. We cannot control or manage the environment, so we should not try. This view is often held by fatalists, who believe that we are at the mercy of nature.

Each of these views has its own implications for sustainability policy. The "environment is robust" view leads to a laissez-faire approach, where the government does not intervene in the market. The "environment is fragile" view leads to a more interventionist approach, where the government regulates businesses and industries to protect the environment. The "environment is robust within limits" view leads to a balanced approach, where the government encourages businesses and industries to be more sustainable. The "environment is chaotic" view leads to a do-nothing approach, where the government does not take any action to protect the environment.


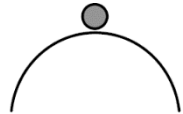
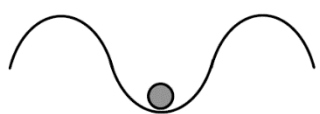
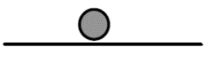
The differing views on the environment are a major barrier to sustainable development. If we are to achieve sustainable development, we need to find a way to reconcile these different views. This will require a lot of communication and cooperation between different stakeholders.

People's views on the environment are shaped by their backgrounds and personal orientations. They often see opposing views as misguided or deliberate attempts to impede economic growth. This has led to divisions between countries and groups on issues such as forest conservation and climate change.

For example, the United States has traditionally taken the view that the environment is robust and can withstand a certain amount of damage. The European Union, on the other hand, has taken a more cautious approach, believing that the environment has limits.

These different views are also reflected in the way that people think about business, government, and society. Individualists tend to see the environment as a resource to be exploited, while egalitarians believe that we have a responsibility to protect it for future generations. Hierarchists, on the other hand, see the environment as a system that needs to be managed for the benefit of all.

The unpredictability and ever-changing nature of the environment makes it difficult to reach consensus on these issues. However, it is important to try to find common ground, as the future of our planet depends on it.

| | | | | |
|--|--|---|--|--|
| Views of environment | Environment is robust | Environment is fragile | Environment is robust within limits | Environment is chaotic |
| Picture |  |  |  |  |
| Comment | Environment is extremely robust and very forgiving of human impact regardless of what is done to the landscape, the ball will always return to equilibrium at the bottom of the basin. | Environment is extremely unforgiving and fragile to the extent that a trivial knock on the landscape will cause its collapse. | Environment is resilient and forgiving within identifiable boundary, which must not be surpassed or the ball can be knocked over the edge. | Environment is random and unpredictable. Defies any sort of mitigation, control or management. A ball on a flat plane. |
| Views | Individualist: Environmental crises are positive challenges with bundles of new opportunities for humans. | Egalitarian: Global environmental changes are reflection of the multiple negative humans impacts and these will eventually lead to irreversible collapse of the planet. | Ecological degradation and natural resources requires carefully management through accurate scientific understanding of ecological limits to avoid global catastrophe. | Fatalist: Environment is sheer luck. |
| Institution | Business and Industry | Ecologist | Political Institution / Government | Fatalist |
| Solution | Free market and green technology. The invisible hand steers the market in the right direction and the Gov't should have a laissez-faire attitude. | Substitution of anthropocentric hierarchies with biocentric egalitarianism; living in harmony with environment. | Internalisation of externalities; standards and operating procedures; scientific research | Doing nothing is the best solution |
| Source: Adetunji, Israel O.; Price, Andrew; Fleming, Paul; Kemp, Pamela (2005): <i>The barriers and possible solution to achieve sustainable development</i> . Loughborough University. Conference contribution. | | | | |

Lesson 2: Public Participation and stakeholder involvement in green community activities

There is a growing movement to involve people in green community activities and bottom-up co-creation opportunities can be used in order to involve citizens as decision-making partners rather than just passive recipients of top-down decisions and design. This is because people can have more insights and social experiences when they collaborate in groups, and can achieve better results than any single individual. Instead of asking for citizen feedback on already set initiatives, collaborative techniques view local populations as agents of positive change. This gives communities tools for direct involvement in addressing their needs, finding solutions, influencing decisions, and achieving better outcomes.³⁰

Technology can play a critical role in community engagement, but it is important to be mindful of the potential for exclusion. Techno-centric approaches could leave vulnerable groups out of the conversation, so it is important to ensure that all voices are heard.

Decisions about land use are often highly contested, and any greening project is likely to affect a multitude of stakeholders. Despite the general popularity of greening projects, this does not mean that they will be universally accepted. However, participatory methods may offer an approach to accommodating the issues raised by the increased opposition to such developments, and consequent refusals for planning permission³¹.

Besides the necessity of community engagement, there are also a number of underlying conditions or enabling environments that can facilitate the success of policies promoting urban resilience in the face of climate change. The figure below highlights the seven broad conditions that can facilitate sustainable actions across communities.

³⁰ Mačiuliene, M., & Mačiulis, A. (2017). Public spaces as evolving frameworks: applying principles of co-creation in urban planning. In A. Zammit, & T. Kenna (Eds.), *Enhancing Places Through Technology* (pp. 257-266). Lisbon: Edições Universitárias Lusófonas. https://www.um.edu.mt/library/oar/bitstream/123456789/47010/1/Public_spaces_as_evolutionary_frameworks_applying_principles_of_co-creation_in_urban_planning_2017.pdf

³¹ Coleby A. M., Miller D. R., Aspinall P.A.. (May 2009). Public Attitudes and Participation in Wind Turbine Development. *Journal of Environmental Assessment Policy and Management*. Vol. 11

Figure 2 - Enabling factors for climate actions in cities.³²

| | |
|---------------------------------------|--|
| Good governance | <ul style="list-style-type: none"> • Participatory • Collaborative • Adequate local capacity |
| Local champion | <ul style="list-style-type: none"> • Policy Coherence (horizontally and vertically) • Supporting and scaling local climate actions • Establishing an enabling governance framework |
| Trigger factors | <ul style="list-style-type: none"> • Disaster event • Long term spatial or urban planning traditions • Grassroots movements • Externally driven climate interventions |
| Local capacities and resources | <ul style="list-style-type: none"> • Human resources • Financial resources • Technical know-how • Data and information |
| Decentralisation | <ul style="list-style-type: none"> • Delegating power and resources to local authorities • Local authorities are best placed to respond local needs • The process needs to be carefully managed |
| National governments | <ul style="list-style-type: none"> • Policy Coherence (horizontally and vertically) • Supporting and scaling local climate actions • Establishing an enabling governance framework |
| International organisations | <ul style="list-style-type: none"> • Facilitate pilot policy experimentations • Provide platform for peer learning • Can help drive local climate actions |

Conclusion

Public participation, stakeholder involvement, and an enabling environment are all essential for the success of green community activities. By working together, we can create a more sustainable future for everyone. In addition to the above, here are some other factors that can contribute to the success of green community activities:

The use of technology: Technology can be used to engage the public, to collect data, and to manage projects.

The involvement of young people: Young people are often passionate about environmental issues, and they can bring new ideas and energy to green community activities.

By taking these factors into account, we can increase the chances of success for green community activities.

³² OECD (2022). Intermediary Cities and Climate Change An Opportunity for Sustainable Development. <https://www.oecd-ilibrary.org/sites/23508323-en/index.html?itemId=/content/publication/23508323-en>



Lesson 3: Links between public participation, stakeholder engagement and co-creation in sustainable development

Public participation, stakeholder engagement, and co-creation are all important concepts in sustainable development. They all involve the involvement of stakeholders in decision-making processes, but they differ in their levels of engagement and the way in which they are implemented. In this lesson we attempt to discuss the various differences between public engagement terms and the important prerequisites to meaningful engagement with stakeholders.

Public participation is the most basic level of engagement. It involves providing stakeholders with information about a decision-making process and giving them the opportunity to provide feedback. Public participation can be done through a variety of methods, such as public meetings, surveys, and online forums. It is a two-way collaborative problem-solving process with the goal of achieving better and more acceptable decisions. (IAPP 2007)³³. The desirability of public participation can be justified under the following four headings:³⁴

- 1) Democratisation
- 2) Legitimacy³⁵
- 3) Information Exchange
- 4) Tackling of Conflicts.

Stakeholder engagement refers to when an individual or group of people seek to address issues of public concern or policy in order to make a change in their community. It goes beyond public participation by involving stakeholders in discussions about a decision-making process. Stakeholders may be asked to provide input on the development of options, to evaluate options, or to make recommendations. Stakeholder engagement can be done through a variety of methods, such as workshops, focus groups, and advisory committees. Stakeholder engagement is however quite different to stakeholder management since engagement implies a willingness to listen and change outputs as a result of stakeholder engagement.

Consequently, it is important to understand the elements that differentiate between meaningful engagement from other types of public involvement, and the different types of stakeholder engagement tools used. These elements include³⁶:

- Sufficient notification of the engagement activity/process;
- Information that is comprehensible and accessible to the public;
- A reasonable timeline for participation;
- The appropriate level of engagement is utilised;
- Sensitivity to public/stakeholder values;

³³ International Association for Public Participation. <https://www.iap2.org/page/corevalues>

³⁴ Jones, Michael. (October 2007) The European Landscape Convention and the Question of Public Participation Department of Geography, Norwegian University of Science and Technology. Landscape Research, Vol. 32, No. 5, 613 – 633.

³⁵ Jonsson, A. & Lundqvist, L. J. (2006) Engagera sig i vattenfrågor varför, hur mycket och var?, in: A. Joborn, I. Danielsson & H. Oscarsson (Eds) På tal om vatten. Om vagen mot en hållbar vattenförvaltning, Vastra rapport 6, pp. 93 – 122 (Göteborg: Vastra).

³⁶ Ibid.

- The process is adaptive to the needs of participants and,
- Results are transparent and communicated in a timely manner.

Different Levels of and approaches to stakeholder engagement³⁷

| Level of Engagement | Description | Nature of Approach |
|---|--|--------------------------|
| Inform | A uni-directional flow of information from project to stakeholder | Non-participatory |
| Consult | A process by which stakeholders are asked for information or their opinions. | |
| Involve | Stakeholders are involved in discussions about the project and can influence decisions, but are not directly involved in decision making | Participatory |
| Collaborate | | |
| Empower: full involvement to decision-making | Stakeholders are fully involved, often facilitated to lead on decision-making | |

Co-creation on the other hand is fundamentally different from public participation or stakeholder engagement. Co-creation is considered the most advanced level of engagement. It involves stakeholders in the actual decision-making process. Co-creation partners work together to develop solutions that meet the needs of all stakeholders. Co-creation can be done through a variety of methods, such as joint problem-solving, collaborative planning, and citizen juries. Co-creation can therefore be defined as the sharing of information and ideas amongst stakeholders which allows for *“participation, engagement, and empowerment in, developing policy, creating programs, improving services, and tackling systemic change with each dimension of society represented from the beginning”*.³⁸

Co-creation efforts help build upon the cultural and political values of urban communities by viewing people as proactive citizens capable of culture changes over the long term. These efforts embed collaboration in the very design of urban projects by helping people form and promote their own decisions, create new stakeholder maps, build capacities for self-government, and develop open-ended civic processes.³⁹

³⁷ Last Suzan (2019). Technical Writing Essentials. 5.5 Stakeholder Engagement and Consultation. <https://pressbooks.bccampus.ca/technicalwriting/chapter/stakeholderengagement/>

³⁸ Agusti et. al. (2014). Co-Creating Cities. Defining co-creation as a means of citizen engagement. https://www.researchgate.net/publication/295103851_Co-Creating_Cities_Defining_co-creation_as_a_means_of_citizen_engagement

³⁹ Gibson, R. (2006), Beyond the pillars: sustainability assessment as a framework for effective integration of social, economic, and ecological considerations in significant decision-making. Journal of Environmental Policy and Management. 08 (3), 259



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Benefits of co-creation



Conclusion

The involvement of stakeholders at the very beginning of the decision-making process beginning with the identification of the problem distinguishes co-creation from other participation initiatives.⁴⁰ Co-creation also offers an opportunity for the integration of relatively new online and offline participatory tools and processes which help reduce public sector costs and increase stakeholder satisfaction.⁴¹

⁴⁰ Derickson, K., Klein, M. & Keeler, B.L. Reflections on crafting a policy toolkit for equitable green infrastructure. *npj Urban Sustain* **1**, 21 (2021). <https://doi.org/10.1038/s42949-021-00014-0>

⁴¹ Mačiuliene, M., & Mačiulis, A. (2017). Public spaces as evolving frameworks: applying principles of co-creation in urban planning. In A. Zammit, & T. Kenna (Eds.), *Enhancing Places Through Technology* (pp. 257-266). Lisbon: Edições Universitárias Lusófonas. https://www.um.edu.mt/library/oar/bitstream/123456789/47010/1/Public_spaces_as_evolution_frameworks_applying_principles_of_co-creation_in_urban_planning_2017.pdf

Activity: Climate Stakeholders - Navigating the Path Between Despair and Empowerment

Adapted from: *Climate change in the classroom: UNESCO course for secondary teachers on climate change education for sustainable development.* <https://unesdoc.unesco.org/ark:/48223/pf0000219752>

AIMS

To explore the affective dimensions of climate change, specifically the feelings of despair, hopelessness, and powerlessness that people may experience in response to the issue.

To develop strategies for translating these negative emotions into positive ones, such as feelings of purposefulness and commitment to transformative action.



Location: class room

Level of difficulty: medium

Time required: 60 min

Materials needed:

- *3 blank cards and a sheet of drawing paper per student*
- *Sufficient blank 'commitment' cards*
- *Flip chart and marker*

Facilitation Guidance

This activity is designed to help students explore their emotional responses to climate change and to develop strategies for taking action in the face of this challenge. The activity is divided into eight stages:

1. Recalling feelings of power. In this stage, students are asked to recall moments in their lives when they felt powerful. This could be anything from feeling confident in their abilities to feeling a sense of belonging to a community.
2. Experiencing climate change dystopias. In this stage, students are presented with images or videos of climate change dystopias. T
3. Experiencing climate change nightmares. These images are designed to evoke feelings of fear, despair, and hopelessness.
4. Reflecting on what they value. In this stage, students are asked to reflect on what they value most in life. This could be anything from their relationships to their sense of purpose.

5. Considering hopeful futures. In this stage, students are asked to imagine a hopeful future for themselves and their planet. This future should be based on their values and their understanding of climate change.
6. Planning individual action. In this stage, students are asked to develop a plan for taking individual action to address climate change. This could include things like reducing their carbon footprint, getting involved in activism, or educating others about climate change.
7. Reflecting on their own power. In this stage, students are asked to reflect on the power they have to make a difference in the face of climate change. This reflection should be based on their experiences in the previous stages of the activity.
8. Concluding comment. In the concluding comment, the facilitator should explain that the purpose of the activity is to help students address the fear, despair, and hopelessness that many people feel in the face of climate change. The facilitator should also emphasize that taking action is essential to addressing this challenge.

This activity is important because it helps students to understand their own emotional responses to climate change and to develop strategies for taking action in the face of this challenge. It is also important because it helps to combat despair, helplessness, and cynicism in young people. By helping students to see that they have the power to make a difference, this activity can help to foster in them the commitment to engage in climate change action.

Stage 1: Feeling Powerful

Have students sit in a large circle. Ask students to think about times when they have had to do something really difficult or scary but where they came out feeling really powerful. Give them a few minutes for reflection before asking them to pick up a card and draw images that capture the experience and feelings of those times. Have students share and explain their images round the circle. Then have them store their card for future reference.

Stage 2: Thinking the Unthinkable

Each student will pick up an empty card. On the card, they will write down three sentences, each sentence starting with one of the following prompts:

1. "The thing that worries me most about the changing climate is..."
2. "The thing I prefer not to think about happening with climate change is..."
3. "What scares me most about a climate-changed world is..."

After three to four minutes, the cards will be collected and shuffled. The cards will then be redistributed. Students will read out the card they have received. No comments will be made on the sentences.

Stage 3: Climate Change Nightmares

Ask students to quietly imagine dangerous climate change incidents, something they have actually experienced, or something they have read in a newspaper, magazine or book or seen in a film. After a few minutes ask them to draw a picture on paper about these feelings. Don't show these cards to anyone.

Stage 4: Something you love

Now ask students to think about something they most value about life or the world and what they would do to protect it. After a few minutes, ask volunteers to share and describe their ideas.

Stage 5: A Hopeful Future

On a new card, have students write three sentences beginning with the following prompts:

1. I really could help my community face up to climate change by...
2. I could show climate change leadership if I...
3. To help transform things, a good way forward for me would be to...

Once more collect in the cards, shuffle them, and hand them out again. Have students read out the card they have received. All sentences are accepted without comment.

Stage 6: The Big and Little Things We Could Do

After hearing the individual contributions, have the group brainstorm ideas for the big things and little things they could personally do to help combat climate change as students and members of a community.

Big things are more public and noticeable, and are likely to involve others. These could include things like:

- Organizing a school walkout to protest climate change.
- Starting a petition to demand that your city or town adopt more sustainable practices.
- Volunteering with an environmental organization.

Little things are more private and unnoticed, but they can still make a big difference. These could include things like:

- Bringing your own reusable bag to the grocery store.
- Turning off the lights when you leave a room.
- Unplugging appliances when they're not in use.

Note down all of the ideas on the flip chart or chalkboard.

Stage 7: Revisiting Feeling Powerful

Ask participants to look back at their images of themselves being powerful (Stage 1). Invite them to quietly reflect on how those feelings of power might be drawn upon in helping combat climate change and, in particular, in acting on the big and little things pooled during Stage 6.

- Invite participants to close their eyes and take a few deep breaths.
- Ask them to recall the images they created in Stage 1 of themselves being powerful.
- Invite them to reflect on how those feelings of power might be drawn upon in helping combat climate change.
- Ask them to think about the big and little things they discussed in Stage 6 that they could do to help combat climate change.
- After a few minutes, invite participants to open their eyes.

Then go round the circle asking students to share their reflections one by one.

- Start by asking one participant to share their reflections.
- After they have shared, ask the other participants if they have any thoughts or questions about what they shared.
- Continue around the circle until everyone has had a chance to share.

Finally, place blank 'commitment to action' cards in the centre of the circle and in a few minutes of quiet invite participants to write their own commitment cards.

Stage 8: Concluding Comment Change

Close the activity sequence with a concluding comment (see Facilitation Guidance)

Activity: Alternative Pathways for a Sustainable Planet

Adapted from: *Climate change in the classroom: UNESCO course for secondary teachers on climate change education for sustainable development.* <https://unesdoc.unesco.org/ark:/48223/pf0000219752>

AIMS

To develop skills in planning and implementing a local community change initiative towards climate change mitigation, adaptation, or risk reduction.

To reflect on the process of planning and implementing a change initiative, and identify lessons learned.

To share ideas and experiences with other participants, and build a community of practice around climate change action.



Location: class room

Level of difficulty: medium

Time required: 40 minutes (25 minutes in groups; 15 minutes reporting back)

Materials needed:

- *A sheet of chart paper and marker per three or four students*

Facilitation Guidance

In encouraging feedback on reports and facilitating group discussion, it is important to consider the realism and practicability of the plans.

- Were the plans naive or overly idealistic?
- Were important considerations overlooked?
- How could the plans be made more workable?

It is also worth discussing the usefulness and feasibility of goal-oriented planning of this nature.

- What are the limitations of such approaches?
- Are they nonetheless useful tools for locating constraints and critical decision points in seeking to achieve a desired goal?

By discussing these questions, participants can gain a better understanding of the challenges and opportunities of goal-oriented planning. They can also develop their own skills in planning and implementing change initiatives.

Step 1

Have students form groups of three or four.

Step 2

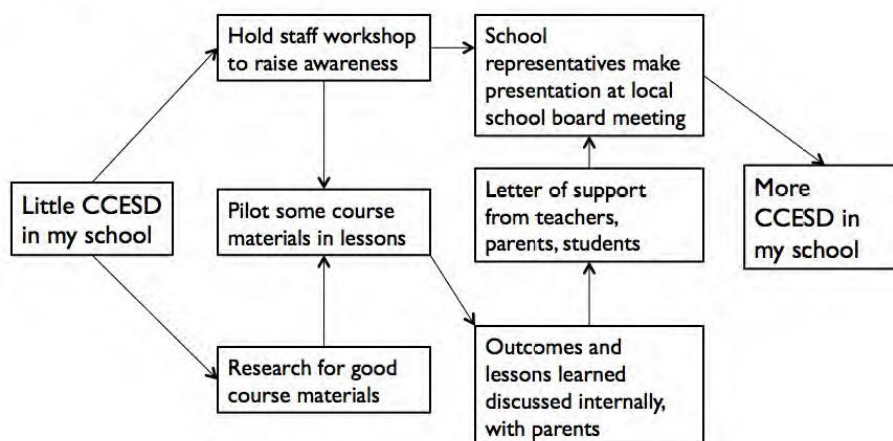
Distribute a sheet of chart paper and a marker to each group.

Step 3

Using the below diagram, explain the “Alternative Pathways” process.

1. Ask students to identify a climate change issue in their community. This could be a problem concerning mitigation, an adaptation need, or a need to reduce risk.
2. Then write down the desired outcome (what to achieve) on the opposite side. For example, do you want to reduce greenhouse gas emissions, adapt to sea level rise, or reduce the risk of flooding?
3. Brainstorm alternative pathways. How could you achieve the desired outcome? For example, you could develop a new renewable energy project, plant trees to help sequester carbon, or create a community garden to help reduce food insecurity.
4. Evaluate the alternative pathways. Consider the pros and cons of each pathway. For example, building a new renewable energy project could be expensive, but it could also help to reduce greenhouse gas emissions.
5. Choose the best pathway. Select the pathway that you think is most likely to be successful.
6. Draw a diagram of the alternative pathways. Use arrows to link the steps along each pathway.
7. Share your diagram with others. Get feedback on your ideas and discuss the potential challenges and opportunities.

A sample process:



Step 4

Ask each group to report back, encouraging critical feedback from others, before having the whole class reflect on lessons learned about planning and effecting climate-related action in the community.

Module 5 – How are young people contributing to SDGs?

Connected to each other like never before, young people want to and already contribute to the resilience of their communities, proposing innovative solutions, driving social progress and inspiring political change. They are also agents of change, mobilizing to advance the Sustainable Development Goals to improve the lives of people and the health of the planet.

As young people demand more opportunities and fairer, more equitable and progressive solutions in their societies, the challenges they face (access to education, health, employment and gender equality...) need to be urgently addressed.

But youth cannot be considered as a vulnerable group, but as one of the main assets of change to address these issues. In September 2015, the new 2030 Agenda for Sustainable Development was approved at the United Nations, with its 17 goals and 169 sustainable development targets to end poverty and bring prosperity for all people. In this 15-year process, young people are called to be essential actors in achieving these goals. By being at the forefront of progress, as entrepreneurs, activists and community leaders, boys and girls have enormous capacity to bring about change for themselves, but also in their communities and the rest of the world.

Young people can be a positive force for development when they are given the knowledge and opportunities they need to thrive. In particular, young people need to acquire the education and skills necessary to contribute to a productive economy; and they need access to a labor market that can absorb them into its fabric.

Provided with the necessary skills and opportunities needed to reach their potential, young people can be a driving force for supporting development and contributing to peace and security

Youth-led organizations need to be encouraged and empowered to participate in translating the 2030 Agenda into local, national and regional policy. They play a significant role in the implementation, monitoring and review of the agenda as well as in holding governments accountable. With political commitment and adequate resources, young people have the potential to make the most effective transformation of the world into a better place for all.

What will the learner know after completing this module?

- They will know the relevance of the Youth
- The different ways young people's characteristics can impact engagement
- They will know about the work of The Secretary-General's Envoy on Youth.
- They will know who are The Young Leaders for the SDGs.
- They will learn the Roles of the youth
- They will learn about campaigns aimed at youth
- The learners will know environment and climate change policies and programs
- Students will be able to recognize campaigns that are carried out at local, regional, and national level
- Know resources to implement actions on the SDGs
- Identify resources to implement actions on the SDGs
- Overview of possible ways to implement the youth resources

What will the learner be able to do with this competence?

- Educate other young people
- Induce change of mind
- The learners be able to share experiences
- Induce change of habits
- Young people will have tools to implement on the theme of the SDGs



Optional: Scan the QR code to download the module slides for youth workers or copy this URL:
<https://genzproject.eu/result2/>



Unit 5.1: The United Nations and Youth

Lesson 1: Statistics on Youth

In this unit we will learn about the role of the UN in relation to the development of the sustainable development goals and the role of youth in this process. To start with this unit, we will provide some relevant data related to youth.

Today, 1.8 billion people between the ages of 10 and 24 constitute the largest generation of young people in history. About 90 percent of them live in developing regions, where they are the most populous. These numbers are only going to increase: nearly 1.9 billion young people will turn 15 between 2015 and 2030 alone.

According to a VisualCapitalist report, Africa has the 10 countries with the highest proportion of young people, while Japan and Europe have the highest rate of older adults.

The age demographics of countries are determined by two key factors: **fertility** and **mortality**.

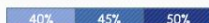
Throughout history, it was typical to see both birth and death rates at higher levels. But today, in most parts of the world, women are having fewer children, and innovations in healthcare and technology mean we are all living longer. The average person today lives to **72.6** years old, while the rate of births per woman has fallen to **2.5**.

These trends have drastically altered the demographics of mature economies, resulting in a much older population. In many developing countries, however, births still outweigh deaths, resulting in populations that skew younger.

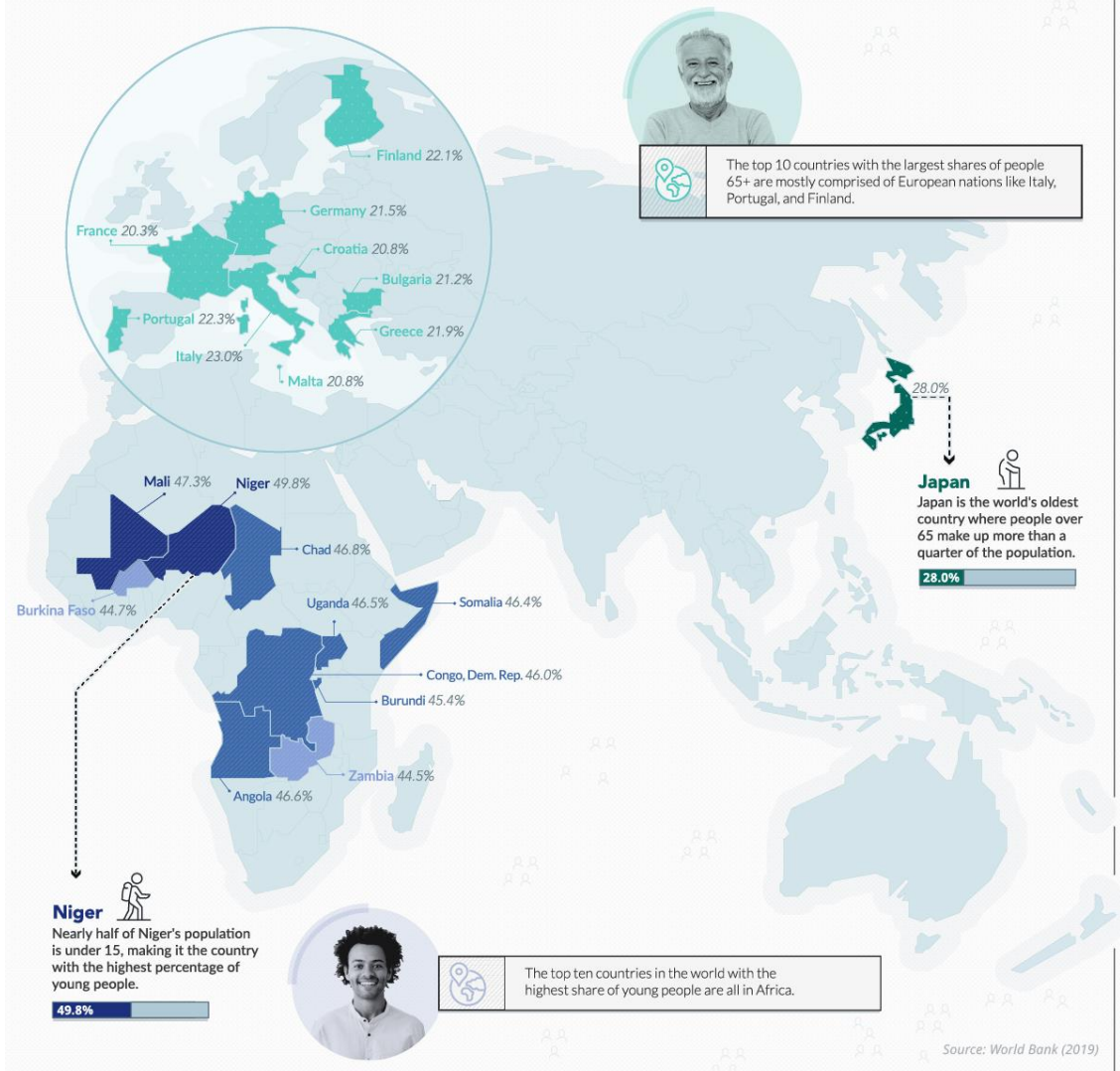
Mapping the Countries with the Largest Shares of Old and Young People

Both a young and old population face unique sets of challenges and opportunities. Here's a look at the countries with the largest share of people under 15 years old and the countries with the largest share of people over 65 years old.

Top 10 Young Populations
-Percentage of People Under 15



Top 10 Old Populations
-Percentage of People Over 65



Niger
Nearly half of Niger's population is under 15, making it the country with the highest percentage of young people.
49.8%



The top ten countries in the world with the highest share of young people are all in Africa.



The top 10 countries with the largest shares of people 65+ are mostly comprised of European nations like Italy, Portugal, and Finland.

Japan
Japan is the world's oldest country where people over 65 make up more than a quarter of the population.
28.0%

Source: World Bank (2019)

This visualization uses data from the World Bank to examine the countries with the highest shares of old and young people.

By 2030, the United Nations estimates that there will be 1.3 billion people on the planet between the ages of 15-24 where the African continent proves to be a fountain of youth globally, as it has the top 10 countries with the highest proportion of young people in the world.

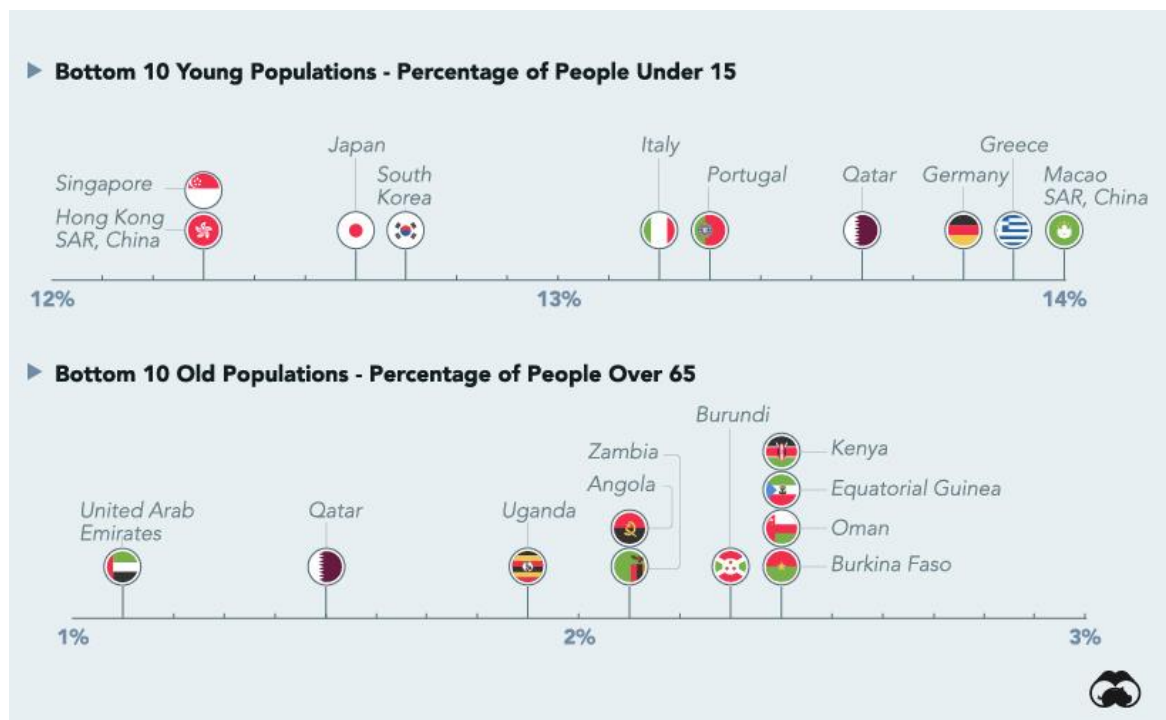
Somalia, Zambia and the Democratic Republic of Congo are just some of those on the top ten list. The youngest country in the world is Niger, where almost 50% of the population is under the age of 15.

They also point out that while Africa's domestic markets are growing in terms of labor supply, innovation and potential consumers, challenges also arise in these countries. Corruption, political instability and unemployment are potential barriers to prosperity for the continent's Generation Z population.

Another Perspective on the Data

Looking at the data from the opposite angle also reveals information about our world. Here's a look at the countries with the *lowest proportions* of younger or older people.

Countries with the lowest proportions of younger or older people



Hong Kong and Singapore have some of the lowest fertility rates in the world (1.1), so it's no surprise to see low numbers of children in their demographic data.

In a country like the United Arab Emirates, the majority of the population is made up of foreign workers, so the number of people in the 65+ age group is extremely low. In the coming decades though, the situation is expected to shift dramatically with one in every five Emiratis residing that age group by 2050.

While each country has its own unique demographic make up, one thing is clear. As education and wealth levels rise around the world, fertility rates are dropping almost everywhere.

The trend of long life expectancies and fewer births is likely to continue, but young outliers will remain and they present immense economic potential.

According to the authors of the report, young countries have significant opportunities ahead as, a younger population means a larger future workforce and more opportunities for innovation and economic growth.

Connected like never before, young people want to (and will) contribute to the resilience of their communities, propose innovative solutions, drive social progress and inspire political change. They are also agents of change, driving progress towards the Sustainable Development Goals (SDGs) to improve people's lives and the health of the planet.

To learn more about the situation of young people around the world **click here!**
<https://www.un.org/youthenvoy/youth-statistics/>

In view of the above, Ms. Jayathma Wickramanayake was appointed [United Nations Secretary-General's Envoy on Youth](#) in June 2017 at the age of 26. As a global advocate for youth, she works to ensure the participation of young people in issues that matter to them, giving them a voice at the UN and around the world. Championing the SDGs, she also brings the work of the UN closer to young people around the world.

Office of the Secretary-General's Envoy on Youth



#YouthStats



The Office of the Secretary-General's Envoy on Youth presents this **#YouthStats** overview highlighting the situation of young people around the world gathered to inform the discussion about the situation of young people.

The information provided in this section was made available with the support of: UNDESA, UNAIDS, UNAOC, UNCDF, UNDP, UNEP, UNESCO, UNFCCC, UNFPA, UNICEF, UNIDO, UN-HABITAT, UNHCR, UN Millennium Campaign, OCHA, UNODC, UN WOMEN, UNWTO, FAO, ILO, IOM, ITU, WFP, WHO, Office of the SRSG on Violence Against Children, and the UN Peace Building Support Office.

Lesson 2: Roles for youth and the SDGs

Critical Thinkers

Part of being young involves making sense of personal experiences and asking questions about the world around you. Youth have the capacity to identify and challenge existing power structures and barriers to change, and to expose contradictions and biases

Change-makers

Young people also have the power to act and mobilise others. Youth activism is on the rise the world over, bolstered by broader connectivity and access to social media.

Innovators

In addition to bringing fresh perspectives, young people often have direct knowledge of and insights into issues that are not accessible to adults. Youth best understand the problems they face and can offer new ideas and alternative solutions.

Communicators

Outside the international development sector, few people are aware that world leaders have come to a historic, far-reaching agreement to improve the lives of people and the planet by 2030. Young people can be partners in communicating the development agenda to their peers and communities at the local level, as well as across countries and regions.

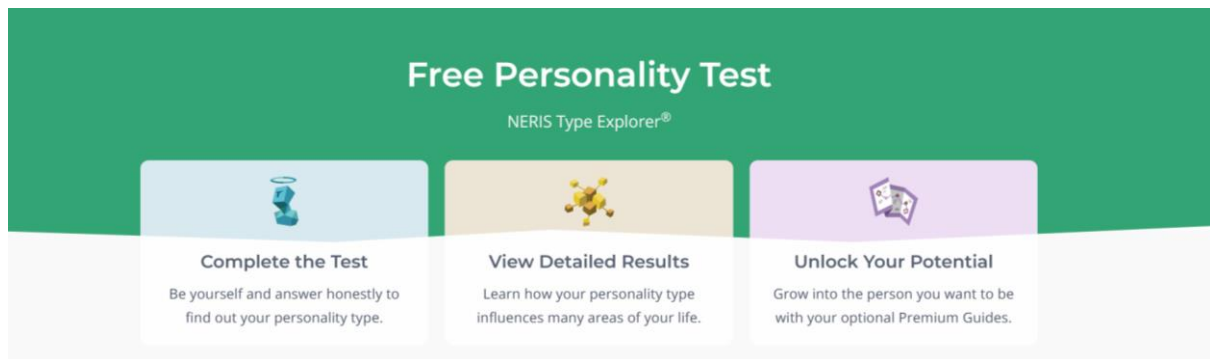
Leaders

When young people are empowered with the knowledge of their rights and equipped with leadership skills, they can drive change in their communities and countries. Youth-led organisations and networks, in particular, should be supported and strengthened, because they contribute to the development of civic leadership skills among young people, especially marginalised youth.

Activity 1: Personality test for team players

Do you want to know what kind of role you can play best? In the following link you can find out what kind of role you play in a group.

<https://www.16personalities.com/free-personality-test>



Activity 2: Leadership skills

How Good Are Your Leadership Skills?

<https://www.mindtools.com/apdfhaw/how-good-are-your-leadership-skills>



Activity 3: Virtual Speech

Are you a good communicator? Find out using the information on the web below.

<https://virtualspeech.com/>

The problem with practicing speeches in an empty room is that it does not represent reality. With VirtualSpeech, you'll feel like your speeches are just like the real thing. This app works with Google Cardboard and provides a highly realistic virtual reality setting for your presentations. You can choose between a conference room, a meeting room, a sales situation and more. You will also find courses on specific topics and practical exercises.

Unit 5.2: Campaigns in which youth participate

In this unit we will focus on campaigns in which youth can actively participate in the planning, in the implementation of projects, in the organization of different tasks to carry out the development of the Sustainable Development Goals.

In addition, this unit seeks to ignite enthusiasm to be an active part of change. Those young people who use this guide will be provided with information about campaigns that are held annually or biannually.

Here are many environmental campaigns in Europe that engage young people in addressing environmental issues.

Fridays for Future

Fridays for Future is a global movement started by young climate activist Greta Thunberg, which encourages students to strike from school and demand action on climate change. The movement has spread throughout Europe, with regular strikes and protests organized by young people in cities across the continent.



<https://fridaysforfuture.org/>

Let's Clean Up Europe

Let's Clean Up Europe is an annual campaign that encourages citizens to take action to clean up their local environment. The campaign is organized by the European Commission and has a strong focus on engaging young people in the effort to reduce waste and litter.



<https://ewwr.eu/take-part/>

European Youth Climate Pact

The European Youth Climate Pact is an initiative of the European Commission that aims to engage young people in the development of climate policy. The program provides a platform for young people to share their ideas and opinions on climate change, and encourages them to take action to reduce emissions and promote sustainability.



https://climate-pact.europa.eu/young-people_en

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www.eu-oceanliteracy.eu



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Young Leader for the SDGs

In September 2016, the inaugural group of 17 Young Leaders was announced. Coming from different backgrounds, sectors and regions, the Young Leaders are selected based on their efforts to end poverty, combat climate change and reduce inequalities.



They work with the Envoy for Youth engaging young people on the SDGs, advocating for their achievements and contributing to a trust fund that supports the UN's advocacy efforts to mobilize young people.

Throughout the two-year term, these Young Leaders will engage young people for the 2030 Agenda, not only through their existing initiatives, platforms and networks but through advocacy opportunities with the United Nations and its partners.

Becoming a Young Leader is a title of recognition from the United Nations for young people who are excelling in their contributions to helping deliver on the SDGs in their communities.

Following an open call for applications earlier this year, which resulted in more than 5,400 applications from over 190 countries, this next group of Young Leaders hail from all corners of the world and work across all pillars of the UN.

Learn more about our former classes of Young Leaders for the SDGs: 2022 Class <https://www.un.org/youthenvoy/2022class/>

Candidates are selected based on the following criteria:

Leadership – Ability to influence and motivate others

Innovation – Uniqueness and ingenuity

Scalability – Potential to benefit others beyond their current scope of impact

Impact – Measurable outcomes directly linked to their work

Presentation – Inspire and motivate others through storytelling



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Other factors that are taken into consideration are:

Achievement – Commitment to promoting and advancing key areas of the SDGs

Influence – Commitment to inclusive and innovative leadership

Integrity – Commitment to core values of the United Nations

Young leaders actively support the following objectives:

Advocate – Advocate for the SDGs in ways most accessible and relevant to young people across different contexts

Engage – Promote innovative ways of engaging their audiences and peers in the advocacy and realization of the SDGs

Build – Contribute to a brain trust of young leaders supporting the UN and partners for key moments and initiatives related to the SDGs

The last call for proposals closed in March 2022, so it is expected that the campaign will be launched again in 2024. The target audience is young people aged 15 to 29, from all over the world and from many different backgrounds, who are leading positive change towards a sustainable future.

Be the Change

The "Be the Change" initiative gives us the opportunity to "lead by example" when it comes to the SDGs. This initiative guides and encourages us to live more sustainably at work and at home, changing our consumption habits, using active means of transport such as bicycles and buying local food. This initiative is not just for young people, on the contrary, everyone is welcome to participate. Every small step helps. One of their mottos is: inform your family, your friends and your community about simple actions they can take in their daily lives.



<https://www.bethechangeyi.com/>



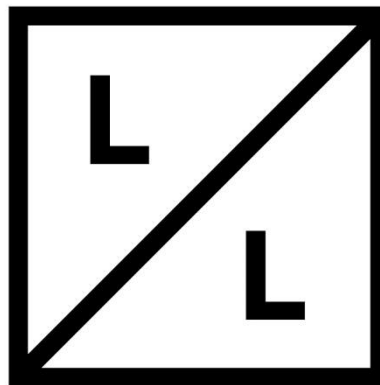
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Little x Little (LxL)

We know the power of social media today. Social networks are usually the most used means of communication by the Z Generation. In them they exchange ideas, creations, opinions, create content, etc.

This generation was born in the digital era and they know how to use video as a form of expression. In 2018, the “Litte by Little” campaign was launched with the goal of creating a movement among Generation Z youth to support the SDGs through videos on different social platforms using the hashtag **#littlexlittle**.



<https://www.youtube.com/@LittlebyLittle/about>

Act now

This initiative focuses on individual actions and is not only focused on young people, everyone can participate. "Act Now" is the United Nations campaign for individual action on climate change and sustainability.

Each one of us can contribute to limiting global warming and taking care of the planet. By making choices that have less harmful effects on the environment, we can be part of the solution and effect change.

To participate in this campaign, **you need to install an application and register** the actions you take to contribute to the global count. Every one of us can help limit global warming and take care of our planet. By making choices that have less harmful effects on the environment, we can be part of the solution and influence change. To participate in this campaign, you need to install an application and register the actions you take to contribute to the global count.



<https://www.un.org/en/actnow/about>

Free & Equal

In July 2013, the Office of the United Nations High Commissioner for Human Rights (OHCHR) launched UN Free & Equal – an unprecedented global UN public information campaign aimed at promoting equal rights and fair treatment of LGBTI people.

In 2017, UN Free & Equal reached 2.4 billion social media feeds around the world and generated a stream of widely shared materials – including powerful videos, impactful graphics and plain-language fact sheets. Several campaign videos – including a popular Bollywood-themed clip “The Welcome” – rank among the most watched videos ever produced by the United Nations.

You can watch the Welcome video at the following link. <https://www.youtube.com/watch?v=lihVCIFamb0&t=5s>. National UN Free & Equal campaigns and events have been organized in almost 30 countries, with visible support from UN, political, community and religious leaders and from celebrities in all regions of the world.



<https://www.unfe.org/>



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QUIZZ

After getting to know some of the campaigns in which young people are actively involved, it is now time for you to reflect on your own participation. Therefore, we propose a short questionnaire for you to carry out a self-assessment of your own knowledge and participation.

Please answer this questionnaire:

1) Do you know of any awareness-raising campaigns that are currently running?

| | | |
|---|--------------------------|---------------------------|
| 1 | <input type="checkbox"/> | Yes |
| 2 | <input type="checkbox"/> | No |
| 3 | <input type="checkbox"/> | Don't know / Don't answer |

2) Do you participate in any awareness-raising campaign that is currently running?

| | | |
|---|--------------------------|---------------------------|
| 1 | <input type="checkbox"/> | Yes |
| 2 | <input type="checkbox"/> | No |
| 3 | <input type="checkbox"/> | Don't know / Don't answer |

3) Would you like to take part in a project/campaign to raise awareness about an SDG?

| | | |
|---|--------------------------|---------------------------|
| 1 | <input type="checkbox"/> | Yes |
| 2 | <input type="checkbox"/> | No |
| 3 | <input type="checkbox"/> | Don't know / Don't answer |

4) Would you like to learn more about a specific SDG?

| | | |
|---|--------------------------|---------------------------|
| 1 | <input type="checkbox"/> | Yes |
| 2 | <input type="checkbox"/> | No |
| 3 | <input type="checkbox"/> | Don't know / Don't answer |

5) Do you know of any environmental or social problems in your area (place of residence, neighbourhood, village)?

| | | |
|---|--------------------------|---------------------------|
| 1 | <input type="checkbox"/> | Yes |
| 2 | <input type="checkbox"/> | No |
| 3 | <input type="checkbox"/> | Don't know / Don't answer |

Review Test answer key

Most of the answers YES:

You are highly motivated and would like to participate in some campaign where young people are involved. You are interested in the issues generated by the climate crisis and you are willing to participate and create content in future awareness campaigns.

Most of the answers NO or DON'T KNOW / DON'T ANSWER:

You do not have enough knowledge on the topic. You do not know about SDG campaigns and do not participate in any of them. Come on, you too can make a difference!

Unit 5.3: Resources for Young People

This unit will provide useful tools and resources to carry out activities and actions that help to achieve the sustainable development objectives.

Resource 1: The Lazy Person's Guide to Saving the World

Developed by the United Nations, "The Lazy Person's Guide to Saving the World" provides examples for living sustainably every day.

*You can download the guide at this link:
<https://www.un.org/sustainabledevelopment/wp-content/uploads/2018/10/LazyPersonGuide.pdf>*



<https://www.un.org/sustainabledevelopment/takeaction/>

Resource 2: 170 actions to transform the world

Developed as part of the Perception Change project, this is a compilation of 170 actions young people can take to help to achieve the SDGs.



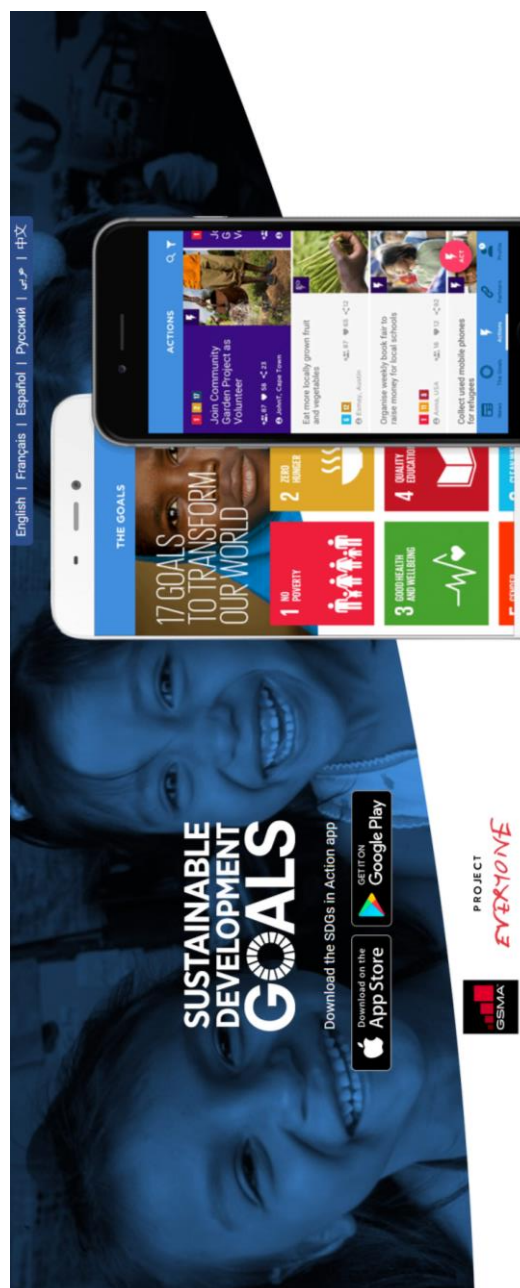
<http://www.youneedtoknow.ch/>

Resource 3: SDGs in action mobile application

The SDGs in Action app has been developed to highlight the Sustainable Development Goals - the world's to-do list to end poverty, reduce inequalities and tackle climate change. It is brought to you by the GSMA, which represents the interests of nearly 800 mobile operators worldwide, and Project Everyone, a non-profit global campaign to spread the messaging of the SDGs.

The SDGs in Action app features:

- Detailed information about each of the 17 goals, including targets, explanatory videos, key facts and figures, and suggestions on how you can help achieve them take action.
- The latest sustainable development news from around the world. See how innovation is helping to achieve the goals, interact with global citizens around the world and see the latest news.
- The ability to choose what goals are important to you and receive notifications about that goal.
- Access to the World's Largest Lesson explaining each of the Sustainable Development Goals.
- Find actions and events near you that you can join to support the goals.
- The ability to create Actions you're planning in your area, and invite others to join.



<https://www.sdgsinaction.com>

Resource 4: World Largest Lesson

World's Largest Lesson promotes use of the Sustainable Development Goals in learning so that children can contribute to a better future for all. We are a programme from Project Everyone.

They create creative tools for educators and action-focused learning experiences that contribute to the development of children and youth's skills and motivate them to take action to meet the SDGs.

Each year, they organize campaigns and challenges to make students' learning engaging and relevant. In turn, they carry out local interventions to ensure that the whole community is included.



<https://worldslargestlesson.globalgoals.org/about-us/>

Other Resources

Kahoot - Test Your Ocean Knowledge!

Saving our oceans must be a priority for everyone. To mobilize action, the 2022 UN Ocean Conference will drive much-needed science-based innovative solutions to start a new chapter of global action on the oceans. In the Kahoot below you can test your knowledge and learn more about the ocean and how we can help build a better future for all.

Play now:

<https://kahoot.it/challenge/009946149>

(Game Pin: 009946149)

Trello

Trello is the visual tool that empowers your team to manage any type of project, workflow, or task tracking.

<https://trello.com/>

Activity: Design a video for an online awareness campaign

AIMS

This work plan is designed to be adapted to your local organisation. At the end of the explanation we offer you a table with tasks that you can fill in as you go along. The final product will be an awareness-raising spot/video and we suggest you share it in your networks!



Location: class room

Level of difficulty: medium

Time required: 60 min

Materials needed:

- *3 blank cards and a sheet of drawing paper per student*
- *Sufficient blank 'commitment' cards*
- *Flip chart and marker*

Step 1: Target Audience

You have to choose your target audience for your awareness raising campaign. You can use the following questions to guide you before you start:

Who is your target audience?

In what age range?

Where are they from, they are from my catchment area, aren't they, why?

Step 2: Goals

What will our campaign consist of? And above all: How will we know that the awareness-raising campaign is working properly and is meeting our expectations?

When defining the objective of the awareness-raising campaign you will have to take into account these 4 variables

1. Impact Indicators: What can give you reliable information about your advocacy campaign? If you are having trouble finding a number or



benchmarks that can give us guidance on how well you are achieving your goal.

2. Staff. Make sure your staff has the technical knowledge and the time available to implement step-by-step all the actions needed to launch the awareness campaign. The table of contents of this course can guide you through everything that needs to be done.
3. Budget. Bearing in mind that this is not a fundraising campaign, make sure that all the actions necessary to make the campaign happen have an allocated budget.

Write down your budget here:

4. Timing. Make a phased plan for the awareness-raising campaign and check if it is manageable for your team.

Step 3: Media Plan

What is your campaign message?

The elaboration of the text is the initial part in the elaboration of an awareness-raising campaign and the rest of the communication materials that we will work on later will depend on them to a large extent: Emails, publications on social networks, newsletters to the media, etc.

Take the time you need to write the texts and be very clear about the campaign message.

The campaign message must be carefully worked out as all subsequent communication elements will depend on these texts. If you start badly, you will end badly.

Step 4: Let's list all the texts you have to work on in this section.

Campaign argument. This is the 'big text' from which we will extract all the information we need for our awareness-raising campaign.

Campaign Name. What name are you going to give your campaign? (Remember that it must contain the objective of the campaign and not use technical language).

Campaign Summary. Explain in a paragraph (3-4 lines) what your campaign consists of: problems, objective, field of action and motivation.

Campaign slogan or motto. Find a simple, short and easy to remember phrase to always end each text of your campaign in the different communication channels you use, launching a message that refers to the vision of your organisation.

Call to Action. Work only on a call to action that is easy to understand and contains an action verb.

Step 5: Coordinating the awareness campaign

Coordinating the awareness campaign involves a lot of follow-up work on all the tasks we have to do to think about, prepare and put the campaign into operation.

Coordinating is making sure that a task is carried out on time and as agreed, which is why the coordinator's job is so thankless: he/she has to put pressure on the team to make sure that no part of the process is delayed.

It is important to keep in mind that:

- All the tasks you need to do in your advocacy campaign.
- The work blocks that order the tasks.
- The status of the tasks (on hold, in progress, completed).
- The person responsible for each task.
- The deadlines assigned to each task.

The most important thing to coordinate an awareness campaign is to find a working method and a regularity in the follow-up. This way you will know which things are working and which actions need to be revised.

Summary Table

| STEPS | | TASK | Status of the task | | | TIMES | |
|---|--|--|--------------------|------------|-----------|-------------|----------|
| | | | STANDBY | IN PROCESS | COMPLETED | RESPONSIBLE | DEADLINE |
| Step 1. TARGETED AUDIENCE | | Defining who our target audience will be | | | | | |
| Step 2. GOALS | | Meeting to define objectives and indicators Setting objectives | | | | | |
| | | Create a Word document of 4-5 pages with argumentative text (Origin of the problem, who is affected, concrete examples, alternatives (future PDF guide) or solution to the problem at global and local level, Call to Action justified). | | | | | |
| Step 3. MEDIA PLAN | | Name of the campaign | | | | | |
| | | Campaign Summary (3-4 lines) | | | | | |
| | | Slogan or motto | | | | | |
| | | Guiding text | | | | | |
| | | RRSS content categories | | | | | |
| | | Script Video, storytelling | | | | | |
| Step 4. DEPLOYMENT | | Campaign Summary (3-4 lines) | | | | | |
| | | Slogan or motto | | | | | |
| | | Guiding text | | | | | |
| | | Pre-edition | | | | | |
| Step 5. COORDINATING THE AWARENESS CAMPAIGN | | Recording | | | | | |
| | | Editing | | | | | |
| | | Coordinate the final editing of the campaign | | | | | |
| | | RRSS content categories Feedback | | | | | |



Review Test⁴²

Mark answers as appropriate

1) By 2030, which continent is expected to contribute the largest number of young people?

| | | |
|---|--|---------|
| 1 | | Europe |
| 2 | | America |
| 3 | | Africa |
| 4 | | Asia |

2) When is the young leader initiative held? And who participates?

| | | |
|---|--|--|
| 1 | | annually, and involve young people between 15 and 29 years of age. |
| 2 | | biannually, and involve young people between 15 and 19 years of age. |
| 3 | | biannually, and involve young people between 15 and 29 years of age. |

3) Is there any individual initiative to contribute to change that accounts for our routine actions?

| | | |
|---|--|-----|
| 1 | | Yes |
| 2 | | No |

⁴² Answers: 1)-3 ; 2)-3 ; 3)-1



References and further reading

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Sdgfund. (2017) *Learning about water, sanitation and hygiene through graffiti art.* <https://www.sdgfund.org/learning-about-water-sanitation-and-hygiene-through-graffiti-art>

UNFE (2022) <https://www.un.org/development/desa/youth/world-youth-report/wyr2018.html>



Module 6 - European Green Deal at local level

What will the learner know after completing this module?

- To design bottom-up green policy in the Digital Society
- To elaborate green business plans (essentials)
- To identify the influence of the legislation on the features of a Clean, Green Energy Power System, household energy management with low environmental footprint
- To recognize and review the main social and economic characteristics of the Circular Economy and of the Third Industrial Revolution

What will the learner be able to do with this competence?

- To act as Leadership of a commercial or a non-profit entity acting under the Green Deal objectives
- To design of a green theme advocacy campaign
- To follow the self-directed learning and lifelong learning in order to achieve green transformation, in a connective digital environment



Optional: Scan the QR code to download the module slides for youth workers or copy this URL:
<https://genzproject.eu/result2/>





The Module consists of 3 units, each grouping a set of lessons and outlining the characteristics of the of the commercial companies and local administration followed by techniques to practice conventional and digital advocacy, as described bellow:

Unit 1 addresses the European Green Deal practical aspects: firms 'competitiveness, local administration working with Nature to protect our Planet, and health as well as potential normative intervention in green architecture and in following the new European Bauhaus.

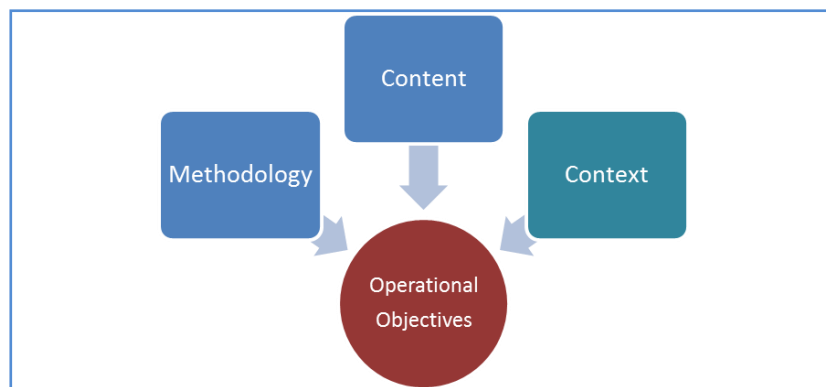
Unit 2 addresses the practice of advocacy, tools and recommendations for research, education of the general public, organizing, mobilizing, lobbying, and voter education, in the aim of to attract GenZ to foster local sustainable development.

Unit 3 addresses the digital advocacy; it describes the methods and tools to contact, inform, and mobilize local groups around a Green Theme, and to ultimately take action, from grassroots to campaigns. The digital advocacy addresses GenZ as an ultimate user and target of digital means.

Methodology – Notes for the teacher

The units are accompanied by self-test grids, to test the knowledge, while at the end of the module is presented an application, as a hypothetical case-study to run through the acquired skills, in a dynamic and attractive way: Advocacy and negotiation to close the sustainable development deal.

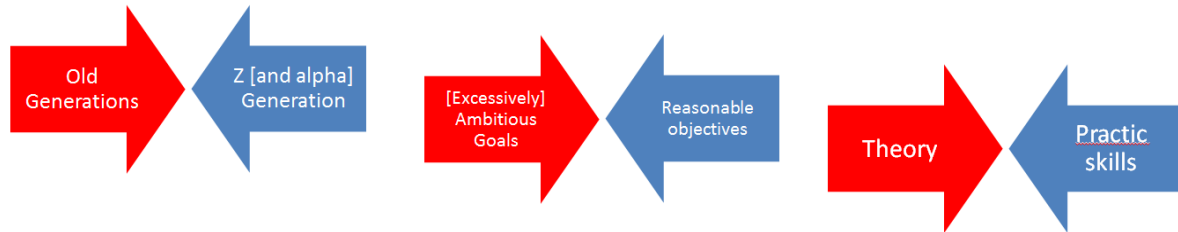
Spend your time to understand the local context, activity which is the most time-consuming among campaign in favor of Green Deal application by GenZ, and a risky task. After understanding the context, adapt the Methodology presented hereby to the that particular context. Allow sufficient time to this adaptation.



Creatively use the Module content, adapt the content to context, and make sure your operational objectives can be measured, or at least described

What not to do is equally important to what to do:

- Do not (only) reproduce your own experience! Note the generational differences to GenZ
- Do not strive for very ambitious goals! It is sufficiently difficult to reach reasonable objectives [failure leads to frustration].
- Do not freeze in theory! We all want to see the results of our learning efforts in our lifetime.



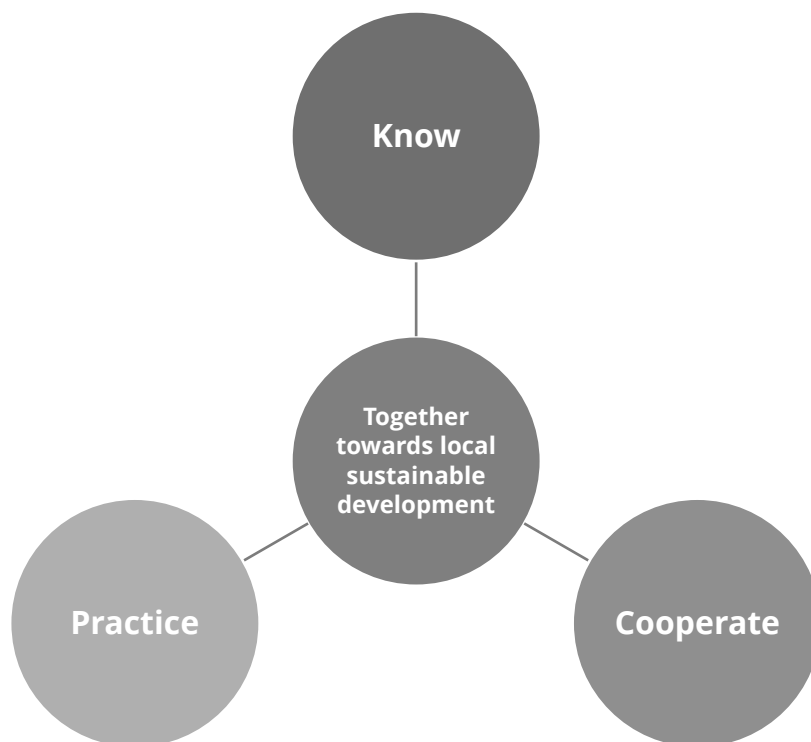
What to do and what not to do as a Youth Worker active in local sustainable development with GenZ and beyond

The Local sustainable development activities take place in a dynamic demographic environment, which include both: i. high end of the age pyramid – with seniors up to 80 years and older, active in a silver economy, and ii. low end of the age pyramid – with very young citizens who play more and more roles in the society, and trend to bear distinct, recognizable rights and habits.

A skilled Youth worker shall look behind the curtain of Generation Z. The authors encourage the Youth Worker to read sociology and to stay in contact with demographic evolution in the target area and in the European Union.

To pass from theory to practice of local sustainable development, knowledge about green economics and social skills are required. The Youth Worker faces a daily challenge of not only to rise up the awareness about environmental protection, but to enforce the European Union Green Deal at human settlement and enterprise level, and so supporting the Generation Z in marching towards a digital yet sustainable future.

This module helps the Youth Worker to practice local sustainable development, besides teaching it. In this aim, understanding the social partners is of critical relevance to advance in applying the sustainable development goals, in small but impacting steps.



The triangle of successful local development: *know, practice, cooperate*

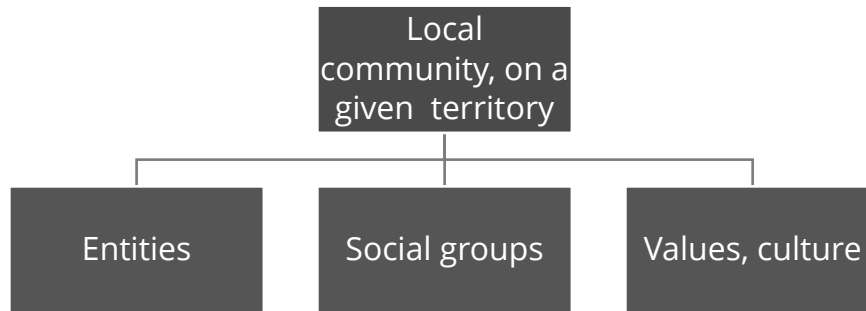
A successful Youth Worker shall know more than just principles and shall serve all segments of its local community. This need is sometime not so obvious, because the common practice focuses on grassroots and civil society projects, leaving aside the other social players, which are seen as external or are artificially placed on a collision trajectory. This drawback is also rooted in the characteristic of industrial societies, being more individualistic, than expressing community feeling and belonging, which is the cornerstone of traditional societies.

Each individual is a member of various social groups, built on mutual expectations and a common identity, i.e. sharing similar values. Local sustainable development is to be followed in this social framework, not outside of it.

At a larger scale, individuals are part of a group of people on a defined territory and share a culture in a society.

Between the two levels, namely groups and society, lays the local community, which is by far one of the fuzziest concepts among the ones a Youth Worker has to use in his or her daily work.

A group of residents who closely interact and pursue common values and goals is simple, yet handy definition of a local community. One may also want to add economic, social and emotional values traits to the definition. The Youth Worker shall then decide the scope of the local community he or she plants to serve. This Module will help you to outline your community while working on ground to differentiate and address the main entities locally active. See bellow a scheme of main features of a local community.



Framework to define the local community – observe the incidence of social groups and cultural items behind geographical and economic inventory items

Homework / Classwork

What do you think are the differences and similarities between a group and a community? Search the internet and present both common approaches and your perspective on the matter. Attempt outlining the local community you serve in holistic approach, applying criteria on entities, social groups, values, culture and emotions alike.

Unit 6.1: Local Green Governance for Sustainable Development

The European Green Deal aims at:

1. zero net emissions of greenhouse gases by 2050,
2. economic growth decoupled from resource use, and
3. leaving no person and no place behind.

At local level, The Youth Worker has to enforce the Green Deal with Generation Z, to reach all entities and to sustain economic growth with immediate and *tangible* results, in order not only to shape the local revenues structure, or the revenues that are obtained locally, but to also push up the emotions and values of the society in the direction of Green Deal, for *every* member of the local community.



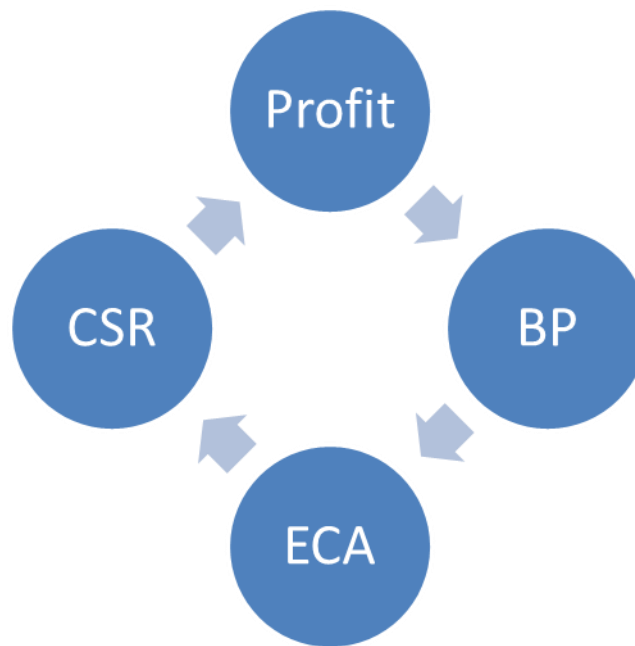
Learn how to address the local sustainable development as an intersection of *revenues*, *emotions* and *values*, to obtain *tangible* and *socially acceptable* results

The lessons in this unit follow this pragmatic and inclusive approach, by supporting the Youth Workers to acquire knowledge and learn skills to reach the main players of the local communities: commercial companies and local authorities – Lessons 1 and 2; and to assess the impact of local sustainable

development actions – Lesson 3. The knowledge and skills will support the design of advocacy campaign, subject of the Units 2 and 3.

Lesson 1: Greening competitiveness

The commercial companies' reason to exist is *profit*. Various economics scholars express different views about the circumstances of social-economic environments in which the profit occurs and what makes it socially *acceptable*. Note that the democracy is linked to free market economy and thus to profit making. This fact is on crucial importance in understanding the commercial companies and in working with them towards local sustainable development.



Read and understand the relation between the main features of a commercial company: Profit (P), Business Plan (BP), Environmental Cost Accounting (ECA), The Corporate Social Responsibility (CSR).

Applying a win-win strategy to promote the Green Deal objectives is a rewarding approach and ensures a long-lasting cooperation of all local and supra-local stakeholders. The roadmap to this outcome is presented below.

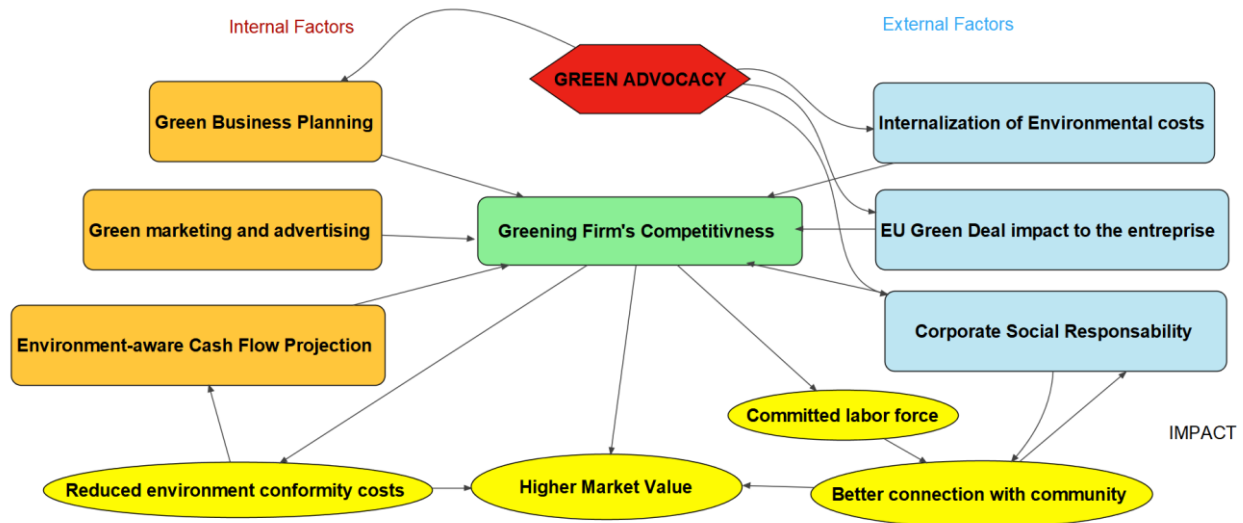


Fig.1 Factors to green the Firm's competitiveness and its impact to company (original)

A) Green business planning framework, costs, revenues, profit, and taxes

Descriptive Business Plan

Before engaging in complex planning endeavor, fill in a one-page description of the business you want to start or develop. Make sure you fully understand what is the product or service to sell. If you want to analyze a commercial stakeholder in view of involvement in your advocacy campaign, either in support of the given cause or as a target, take time to draw a picture of the business.

Often companies have secondary products or services that they sell along with the main product or service. Make sure you include those one in the picture.

Know the business *before* talking to business!

Example (hypothetical)

Problem: The young owners of a brick-and-mortar Coffee Shop near a railway station experience a dramatic drop in selling, being close to go bankrupt. The shop received claims for not being environment-friendly. It looks like the traditional way of doing business can no longer ensure the desired turnover and profit, because of changes in customer's profile.

A Youth Worker from the Railway Neighborhood wants to turn this business into a sustainable one, while preserving or even increasing the profit margins, by a win-win strategy. He/She reviewed the situation, discuss with costumers and with the owners and then included the Coffee Shop in the draft Sustainable Development Plan of the Neighborhood. The review and the solution are depicted in the table below.

Define common problems

What the customs want and can't find? A coffee with alternative milk near the railway station, presented in an environment-friendly way.

Describe offered solution

Dispatch a coffee shop van near the railway station, to respond to the costumers demand.

Describe custom reach strategy

Spread leaflets at the railway entrance, use social media campaign.

Top competition

Coffee shops near station, restaurants serving coffees, coffee machines inside the Station building.

Advantages over competition

We are closer and cheaper.
We are transparent about our ingredients.
We are "Green", we care about people and environment.

Target Market and Costumers

Travelers in hurry, with preference for alternative milk.

Pricing Strategy

Offer discount for 2 cups, to attract costumers travelling in pairs.

Present the Green Components and their advantages

Recycled cardboard cup, collect used cups, not using colors. Hoist a flag in front of the van showing these features.

Review the obstacles in front of adoption of Green Components and ways to overcome them.

Non-colored and recycled cups are less visually appealing. Invite the costumers to decorate the cups themselves, using a free pencil.

Be honest to yourself and avoid formal exercise!

No matter how good is the plan or the picture of the stakeholders' business, to engage into a discussion about adopting sustainable practices requires a basic understanding of the financial performances of a company. The main tool to achieve this is the Cash Flow projection, either as a forecast or as an approximation of the status-quo. An example follows.

Cash flow projection (*financial business plan*) /Cash Flow Statement

| | <i>EUR</i> | January | February | March... |
|------------------------|------------|--------------|--------------|--------------|
| Opening Balance | | 5,000 | 5,400 | 6,100 |
| Cash-in | | | | |

| | | | |
|--|--------------|--------------|--------------|
| Sales | 3,000 | 4,000 | 2,000 |
| Total | 3,000 | 4,000 | 2,000 |
| Cash out | | | |
| Materials | 1,000 | 800 | 800 |
| Salaries | 500 | 500 | 500 |
| Energy | 500 | 600 | 600 |
| Office costs | 500 | 300 | 400 |
| Costs with environment (e.g. taxes, permits). | 100 | 100 | 100 |
| Total | 2,600 | 2,300 | 2,400 |
| Cash flow (Total cash-in - Total cash-out) | 400 | 700 | -400 |
| Closing balance (Cash flow + opening balance) | 5,400 | 6,100 | 5,700 |

adapted from: www.fool.com

Remember that any business attempts to gain more than from keeping funds in bank deposits, so compare the net profit to the average interest rate. The net profit is the amount remaining after paying taxes on gross profit.

Business wants to *increase* the cash in and *decrease* the cash out. Therefore, if the cost with environment is perceived and accounted as a cost only, the company will naturally try to minimize it. Also, if the environment has no cost attached or the costs is to low compared to the lowering in natural assets economic value, then the expected trend will be to damage the environment and therefore to jeopardize the chances of sustainable development.

To your best knowledge and effort, devise a financial picture of the enterprise to take on board as partner or to go against, as the case may be.

Remember the reason to exist for an enterprise is making profit, except social enterprises. A cash flow takes into account the cash only, and not the debts. Small and medium size companies are very sensitive to cash shortages, thus their focus is on cash.

Financial Vocabulary

<https://www.h2020prospect.eu/glossary-financial-terms>



We all use the environment as a free good in a certain extent. For a company, this status of environment as a *common* means a tragic negative impact. One of the ways to minimize this effect is to use internalization of the environmental costs.

B) Internalization of environmental costs

Internalization of environmental costs consists in including the environmental costs (such as the pollution costs) in the production costs and therefore in the product's price. This way, the environment is considered a resource similar to capital or labor.

Environmental accounting typology: Environmental Financial Accounting (EFA), Environmental Cost Accounting (ECA), Environmental Management Accounting (EMA).

EU achievements: Natural Capital Accounting, Ecosystem Accounting. Natural Capital Accounting is consists in physical accounts of the annual service flow to which it is assigned a monetary valuation to selected services on an annual basis.

The Youth Worker can use basic Environmental accounting and Natural Capital Accounting to help scaling up the advocacy campaign at supra-local level.

Whenever the agent wants to reach a commercial stakeholder for the advocacy campaign, he/she shall gather information about the stakeholder's accounting practices with regard to social and environmental issues. If no such policy exists, the agent may explore the idea to draw the attention on the advantages of applying such practices, if appropriate. As a minimal information, find out the environmental and social items included in the accounts (what such items the company pays for).

- Typology of the Environmental accounts:
 - Enterprise level: prevention costs, detection costs, internal failure costs, and external failure costs.
 - National (EU) Accounts level: "The environmental goods and services sector (EGSS), sometimes called 'eco-industries' or 'environmental industry', comprises all entities in their capacity as environmental producers, i.e., undertaking the economic activities that result in products for environmental protection and resource management = framework to collect data on value added and employment for the environmental sector" (Eurostat)
 - Internalizing environmental externalities- Carbon pricing: a cap-and-trade system that allows firms to buy and sell permits for emissions, with the goal of reducing greenhouse gas emissions.

A good place to start is to study what are the typical costs with the environment of a business in the category of your stakeholders. Such costs chapters may be:

- a) Water abstraction costs
- b) Additional tax on land
- c) Taxes to be paid to the Natura 2000 Administrators or local Protected areas Administrators
- 4) Costs with environmental conformity such as waste processing and dumping

Then identify environmental resources the company uses for free, such as:

- a) Waste and waste water receivers, in case no treatment is deemed by law
- b) Air cleanness
- c) Pressure on land use by internal roads, cemented surfaces that harm the soil biodiversity

Remember that in absence of a *command and control* mean (laws and standards), one can only rely on the good will, personal care and the on the potential profit from respecting certain ethical standards.

It may be difficult to attempt persuading people about necessity to internalize the environmental costs, in absence of a state law providing for it.

C) Corporate Social Responsibility (CSR)

An integrative approach to sustainable development is the Corporate Social Responsibility. The corporate social responsibility (CSR) is the main pillar to build the bridge towards involving commercial companies in the advocacy endeavors, on your side. The CSR is the strategy, par of corporate governance that drives the company's operations in a way which is ethical and beneficial for society.

- The European Commission defines CSR as "the responsibility of enterprises for their impacts on society. Through CSR, enterprises can significantly contribute to the European Union's treaties objectives of sustainable development and a highly competitive social market economy."
- Enterprises need to be *trusted* by citizens.
- Enterprises often initiate self- or co-regulation processes, such as sector-wide codes of conduct on societal issues.
- Types of CSR: environmental responsibility, human rights responsibility, philanthropic responsibility, economic responsibility (that is maximizing revenues, while engaging in sustainable practices like waste minimization).
 - Know the CSR policies of your partners in campaign, they are always posted on their websites. Based on this knowledge, build the objectives of the campaign on good-willing, rather than on adverbial tactics. Inform yourself about self-regulation and co-



regulation processes the companies conduct.

One step forward in the direction of enhanced contribution of the commercial company to the local sustainable development on long term is greening its relation to the market.

D) Green marketing and advertising

- Go for simple, yet effective marketing and advertising methods to reveal the green side of the business, or support companies in doing so:
 - advertise the environmental sustainability of business practices.
 - respond to concerns of the consumers about environmental and social factors
 - adopt sustainable development topics as a core part of corporate public relations.
- Advocate legislation to mitigate commercial practices that are against the sustainable development:
 - greenwashing, meaning that a company advertise environmental endeavors but without being real.
 - optimize environmental costs, meaning placing facilities where they can resist legislation better, but advertise this as a social endeavor.
 - appeal to corrupt practices, which can remain unpunished for various reasons, while still advertising social responsibility.
- Large corporations can afford green marketing practices better than smaller businesses.

E) Green Deal impact to enterprise

The Green Deal impact to enterprise consists mainly in the following trends:

- **Responsible Investment. or Green investment**, promoted through funding from the European Investment Bank (EIB) where companies that take actions against climate change will be financially supported.
- **Supply Chains** - a need to comply with strict and precise criteria on Sustainability => new commercial contracts.
- **Circular economy** - support "sustainable products", circular design of all products based on a common methodology and principles i.e. there will be no waste generated => companies have to re-think their internal production and the commercial relations with other companies.
- **Sustainable and smart mobility** - the legislation on CO2 emission performance standards

for combustion-engine vehicles will ensure a clear pathway from 2025 onwards towards zero-emission mobility => new design and research capacities.

- **Substantial investments in R&D, skills and digitalization.**
- **SMEs** are to make the most of their **flexibility** to become leaders in eco-innovation.

Exemplify

Focus

Do

Understand

Hug

Reach

- **Concrete** examples: Exemplify
- Focus on **main** topics – avoid (political) controversy: Focus
- **Practice**: case-studies: Do
- **“Put in their shoes”**: Understand
- Address the Corporate Social Responsibility (CSR), rather than “command and control” enforcement – learn how to apply **win-win** strategy: Hug
- Start **simple** – **KISS**: Reach

Summary diagram - How to work with a commercial company

Homework / Classwork Option 1

Imagine you are preparing for a dialogue with a representative of a commercial company that aims to green its product offer. Write a check list with main information needed.

Homework / Classwork Option 2

Identify 3 green practices in the supermarket in your hometown and imagine a method to verify how real and how effective they are. Write a 200 words report.



Homework / Classwork Option 3

Using internet sources, identify and read 3 CSR Policies. What are their main traits? Do they target Generation Z explicitly or implicitly? Write a 200 words essay.

Homework / Classwork Option 4

Using internet sources, identify the main practices of internalization of the environmental costs. What is your opinion about their usefulness in a small enterprise active at local level? Do you consider Generation Z as a legitimate target group in dissemination of these practices? Write a 200 words essay.

Homework / Classwork Option 5

Identify the costs with environment of a local company at your choice. Use a similar table to approximate the company financial status. Write a 200 words essay.



References and further reading

Green business planning framework, costs, revenues, profit, and taxes

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[How to Create a Cash Flow Projection in 2022 \(fool.com\)](#)

[Tragedy of the Commons, by Garrett Hardin](#)

<https://www.econlib.org/library/Enc/TragedyoftheCommons.html>

Internalization of the environmental costs

[ACCA - The global body for professional accountants - Environmental management accounting](#)

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[Natural Capital Accounting - Environment - European Commission \(europa.eu\)](#)

[Principles of Natural Capital Accounting - Office for National Statistics \(ons.gov.uk\)](#)

Corporate Social Responsibility (CSR)

[Corporate Social Responsibility \(CSR\) - Types and Business Benefits \(corporatefinanceinstitute.com\)](#)

<https://www.eurofound.europa.eu/observatories/eurwork/industrial-relations-dictionary/corporate-social-responsibility#>

[Corporate social responsibility \(CSR\) | European Commission \(europa.eu\)](#)

[Corporate social responsibility & Responsible business conduct \(europa.eu\)](#)

[ISO - ISO 26000 — Social responsibility](#)

Green Deal impact to enterprise

[What Is Green Marketing? Definition, Example and How It Works \(investopedia.com\)](https://investopedia.com)

<https://sustainability-academy.org/how-will-green-deal-affect-corporations-in-eu/#:>

[Industry and the Green Deal | European Commission \(europa.eu\)](https://europa.eu)

[European Green Deal: Propelling SMEs into a green future through eco-innovation - SME EnterPRIZE \(sme-enterprize.com\)](https://sme-enterprize.com)

[Dechezleprêtre, A; Sato, M - Green policies and firms 'competitiveness - , Green Growth Knowledge Platform, OECD, 2018](https://www.oecd.org/greengrowth/GGSD_2018_Competitiveness%20Issue%20Paper_WEB.pdf)

https://www.oecd.org/greengrowth/GGSD_2018_Competitiveness%20Issue%20Paper_WEB.pdf



Lesson 2: Local administration working with Nature to protect Planet, and health

Specific knowledge and skills are required to work with local authorities to implement EU New Deal and SDG. Localization is described as 'the process of **defining, implementing and monitoring strategies at the local level** for achieving global, national, and sub-national sustainable development goals and targets' (Open Working Group of the General Assembly on Sustainable Goals 2014.). The starting point of implementing localization is understanding the roles of the local authorities.

Local authorities have roles in:

- Developing green infrastructure. Green infrastructure means environment resource that supports people and wildlife. It comprises: protected sites, nature reserves, green spaces such as local parks, sports grounds, cemeteries, gardens, river and canal corridors and floodplains, hedges.
- Ownership and management of land and buildings in correspondence with biodiversity conservation objectives.
- Planning, as the spatial tool that integrates social, economic and environmental considerations.
- Provision of formal and informal education, and facilitation of community engagement, to inspire people and in understanding of biodiversity conservation.
- Employment.
- Commissions and delivers community services, including environment-related ones and social protection ones.
- Regulatory activity.



Blending roles and responsibilities to obtain local sustainable development

From local authorities roles, SDG localization stimulates upper governance levels and develops into Voluntary Local Reviews.

Lesson 3: Local impact of the European New Deal

According to the European Commission: “The main goal of the European New Deal is to harness the significant potential in global markets for low-emission technologies, sustainable products and services in order to achieve climate neutrality by 2050. Achieving a climate neutral and circular economy requires the full mobilization of industry.”

“The European Green Deal set the blueprint for this transformational change. All 27 EU Member States committed to turning the EU into the first climate neutral continent by 2050. To get there, they pledged to reduce emissions by at least 55% by 2030, compared to 1990 levels.

This will create new opportunities for innovation and investment and jobs, as well as:

- reduce emissions
- create jobs and growth
- address energy poverty
- reduce external energy dependency
- improve our health and wellbeing”.

Main possible actions at local level:

- local development plans to follow an integrated approach to climate and sustainability, through the spatial planning system.
- shape the local autonomy and multi-level governance to contribute to more effective implementation of EU-level priorities as provided by the European New Deal.
- develop the socio-economic issues such as housing policy, health, and energy poverty to be more integrated in local planning, in order to achieve the European Green Deal’s ambitions for a more equal society that addresses inter-related social, economic and environmental sustainability challenges.
- cities and rural settlement should be active players in climate policy, work on developing supporting groups and more actively influence both national and EU level policies, that address the climate policy issues.
- cities and rural settlements to ensure proper consultation with citizens and stakeholders on climate policies and planning issues. (adapted from 3]).

References and further reading

[Delivering the European Green Deal | European Commission \(europa.eu\)](#)

[Implementing the European Green Deal at local level – Think2030](#)

[Paper-summary-Implementing-the-European-Green-Deal-at-local-level.pdf \(think2030.eu\)](#)

Lesson 4: The New European Bauhaus impact to local sustainable development

The New European Bauhaus initiative, a think-do tank, calls on all of us to imagine and build together a sustainable and inclusive future that is beautiful for our eyes, minds, and souls. Beautiful are the places, practices, and experiences that are:

- **Enriching**, inspired by art and culture, responding to needs beyond functionality.
- **Sustainable**, in harmony with nature, the environment, and our planet.
- **Inclusive**, encouraging a dialogue across cultures, disciplines, genders and ages.

The New European Bauhaus is a think-do tank. "A design lab, accelerator and network at the same time. A creative and interdisciplinary movement, convening a space of encounter to recuperate and revisit sustainable practices from, empower the most inspiring practices of today, and design future ways of living, at the crossroads between art, culture and science."

The New European Bauhaus comprises 3 phases:

- Design** Phase - elaborate a framework, which includes a call for proposals for places to materialize the new Bauhaus concept. The New European Bauhaus will provide methods to generate ideas and insights that can be shared and replicated. The thinkers and practitioners of New European Bauhaus will be interviewed.
- Delivery** Phase - spread the movement based on design phase outcomes, and implements the pilots from the design phase. A community formed by the participants of the design phase will monitor the pilot projects from the design phase.
- Dissemination** Phase will focus on diffusing identified ideas and concepts to a broader audience, networking and sharing knowledge between practitioner. The aim is to replicate valuable innovative experiences across cities and rural areas, to enrich the knowledge of. new generation of architects and designers.

The initiative will support new ways of living in buildings that are in harmony with the natural environment and the mitigate climate change.

"Green architecture" or "sustainable architecture" or "green building," is the theory, science and style of buildings designed and constructed in accordance with environmentally friendly principles. Green architecture strives to minimize the number of resources consumed in the building's construction, use and operation, as well as curtailing the harm done to the environment through the emission, pollution and waste of its components." (Ragheb, Elshimy and Ragheb).

According to Reghab, Elshimy and Ragheb, the characteristics of Green Architecture are the following:

- "Ventilation systems designed for efficient heating and cooling
- Energy-efficient lighting and appliances
- Water-saving plumbing fixtures
- Landscapes planned to maximize passive solar energy
- Minimal harm to the natural habitat
- Alternate power sources such as solar power or wind power

- Non-synthetic, non-toxic materials
- Locally-obtained woods and stone
- Responsibly-harvested woods
- Adaptive reuse of older buildings
- Use of recycled architectural salvage
- Efficient use of space"

Examples of Green Architecture:

- **The Edge, Amsterdam, the Netherlands.** Features: twenty-eight thousand sensors, sensing the behavior of its inhabitants and use artificial intelligence to provide them whatever is needed, specific application makes a schedule for employees to place them in the right place at the right time – people are not sitting in the same office all the time. The building has Solar panel roof and air ventilation, and reuses the rain water.
- **Skanska Offices, Budapest, Hungary.** According to Skanska website: "Cutting-edge environmental solutions and green technologies are applied in each and every development phase to minimize the building's environmental footprint, and reduce its energy use and carbon dioxide emissions."
- **Bosco Verticale (Vertical Forest)** - Milan, Italy - Architect Stefano Boeri, consists of two skyscrapers with trees planted on platforms, to an equivalent of one hectare of forest. The trees retain CO₂ and dust, while emitting oxygen. They ensure warmth and cooling, and protect people and buildings from exposure to adverse weather.
- **Freiburg city district of Vauban- Germany** is a small community powered entirely by solar energy from solar panels on the roof, with ultra-energy efficient homes (passive homes), which generate more renewable energy on-site than the building demands.

Real scale experiments like these ones endorse the main features that a sustainable physical planning must show.

- Sustainable urban (physical) planning and development shall:
 - encourage a modal shift;
 - allocate road space to walking and cycling;
 - move away from radial transport to provide cycling networks that connect residential areas to the urban core;
 - make more green space;
 - ensure equitable access to key services;
 - grow local, organic and seasonal food in and around urban areas (urban agriculture decreases transport distances and consequently the carbon emissions as well);
 - apply integrated and participatory approach to sustainable urban development.

▪ **The principles of *the New Green Design***, according to Paolo Cresci are the following:

- 1) **"Designing for Humans and Nature.** We must shift from the practice of designing for humans respecting nature to designing for humans and nature combined, generating mutual benefits and shared value. The aim is to value natural capital in our designs and in our cost-benefit analyses.
- 2) **The Redefinition of Boundaries.** We must break down the barriers between the traditional segments within which we are used to operating and thinking. This will allow us to evolve the relationships between culture and nature.
- 3) **Human, or historical, time needs to be seen in a biological perspective** in order to understand our impact on the planet in this era, the Anthropocene. We must look beyond the traditional design timeframe (project delivery, construction and life cycle) with an eco-systemic approach that takes into consideration not only the object, but also its implications for the natural and social environments.
- 4) **Embracing Digital Technology.** To rise to the challenge of these principles, we must embrace digital technology by using its processes and potential in a conscious fashion to understand and measure impacts and results in advance. Digital technology can help guide our design decisions."



References and further reading

[New European Bauhaus: beautiful, sustainable, together. \(europa.eu\)](https://european-council.europa.eu/media/en/press-communications/infographic/Pages/infographic-new-european-bauhaus-beautiful-sustainable-together.aspx)

Ragheb, A, Elshimy H.G, and Rahgheb, G - Green Architecture: A Concept of Sustainability, *Procedia - Social and Behavioral Sciences*, 2016, DOI:10.1016/j.sbspro.2015.12.075

[Green Buildings in Europe | The Research Pedia](#)

[Meet the world's most intelligent smart building: The Edge in Amsterdam \(enterpriseiotinsights.com\)](#)

[Green House, Budapest | Skanska - Global corporate website](#)

[Bosco Verticale - Milan, Italy - by drone \[4K\] - YouTube](#)

[European Green Building | Green City Times](#)

Paolo Cresci, *Domus, Italy*, 2019

[Sustainable development: what is the role of architecture and design? \(domusweb.it\)](#)

[Urban sustainability: how can cities become sustainable? — European Environment Agency \(europa.eu\)](#)



Lesson 5: Local governance

A local authority is an organization that is officially responsible for all the public services and facilities in a particular area (Collins Dictionary).

The structure of the sub-national governance authority system is different in each European state. Most have two or three levels of sub-national division. The self-governance power varies with the legislative framework in each Member State.

In most cases, at each governance level there are 2 distinct bodies: a Council, endowed by political power, which is elected, and an executive branch consisting in employees (local public servants). Although they work closely together, their roles and activities do not mix.

The European Union has established a classification of territorial units for statistics, known as 'NUTS', also used for socioeconomic analyses of the regions and the framing of interventions in the context of EU cohesion policy.

Some of the existing administrative units used for the requirements of the hierarchical NUTS classification are listed in Annex II to Regulation (EC) No 1059/2003, for example:

1. NUTS 1: 'Gewesten/Régions' in Belgium; 'Länder' in Germany; 'Continente', 'Região dos Açores' and 'Região da Madeira' in Portugal.
2. NUTS 2: 'Provincies/Provinces' in Belgium; 'Comunidades y ciudades autónomas' in Spain; 'Régions' in France; 'Länder' in Austria.
3. NUTS 3: 'Amtskommuner' in Denmark; 'départements' in France; 'län' in Sweden; 'megyék' in Hungary; 'kraje' in Czechia; 'oblasti' in Bulgaria.

A system of local administrative units (LAUs) make the building blocks of NUTS, and comprise the municipalities and communes of the European Union, as subdivisions of the NUTS 3 level.

References and further reading

[Local government governance explained Date published: January 2022 Author/s: Daniel Taylor, Communications and Relationship Manager Reviewed by: Martin Thomas, Copywriter Designer: Emiliano Rattin, Design and Brand Manager ISBN: 978-1-907610-73-8](#)

[Local and regional government levels in the EU, European Union, Committee of the Regions, 2020](#)

[Common classification of territorial units for statistics \(NUTS\) | Fact Sheets on the European Union | European Parliament \(europa.eu\)](#)

Review Test⁴³

Mark answers as appropriate

1) The core of the commercial company role in sustainable development consists in:

| | |
|---|---|
| 1 | Corporate Social Responsibility, adopt sustainable business practices and advertising the environmental sustainability of business practices. |
| 2 | Doing as little as possible, in order to minimize the impact of the business on the environment. |
| 3 | Observe all environmental legal provisions. |
| 4 | Conclude agreements and contracts to minimize the environmental impact and enhance the social role of the enterprise. |

2) What is the main strategic tool of the local governments to ensure local achievements of the SDGs?

| | |
|---|--|
| 1 | Voluntary Local Reviews, for localization of SDG, elaborated by the local governments. |
| 2 | Local physical planning documents. |
| 3 | National SDGs strategies. |
| 4 | International reports and studies. |

3) Achieving a climate neutral and circular economy requires the following:

| | |
|---|--|
| 1 | Return to a pastoral economy; reduce the role of the industry in the modern world. |
| 2 | Discourage the energy use by progressive taxation. |
| 3 | Full mobilization of industry to be innovative in order to reduce emissions, create jobs and growth, address energy poverty and reduce external energy dependence. |
| 4 | Work on industrial processes and supply chains to avoid over-production. |

⁴³ Notes for teacher - Answers: 1)-1 ;2) -1 ;3)-3; 4)-4; 5)-3.

4) The guiding principle of Green Architecture and Green Design is the following:

| | |
|---|---|
| 1 | Use of green colours predominantly. |
| 2 | There should be no pollution while building and manufacturing. |
| 3 | The overall planning and building shall fully observe the domestic law and internationally recognized |
| 4 | Cause minimal harm to the natural habitat use alternative energy and maximize green areas and clean transportation. |

5) The main features of local governance are the following:

| | |
|---|---|
| 1 | They respond solely in front of the Central Government. |
| 2 | The local government consists in administrative powers only. |
| 3 | Each level of local authorities has a certain degree of self-governance, as provided by law. |
| 4 | The analysis of the cohesion is performed on territorial levels which are established by the Member States. |

Unit 6.2: Advocacy campaigns

Lesson 1: Advocacy campaign basics

- Advocacy campaigns are movements to cause political change at the local, state, or national level. Usually, but not always, advocacy campaigns are driven by a couple of leaders who organize many supporters.
- The advocacy campaign message needs to be communicated to supporters and to the elected officials
- The advocacy campaign mission statement is the launching-off point for the message to be sent to elected officials.
- The advocacy message shall be relevant to all stakeholders and advocates. Avoid excessively specific messages, that cannot be understood by general audience.
- People rarely make decisions solely based on facts and statistics but rely on storytelling as well.
- The basics of advocacy: *coach, empower and advocate!* Follow some examples here: <https://meddialogue.eu/advocacy-campaigns/>

Advocacy Campaign: MAKE EUROPE SUSTAINABLE FOR ALL

“The European Environmental Bureau coordinated a consortium of 25 NGO partners from across Europe on the Make Europe Sustainable for All project. The overall aim of the project is to make the EU and European governments accountable for ambitious implementation of Agenda 2030. Through strengthening the European network SDG Watch Europe and supporting national multi-sectoral civil society coalitions, we want to substantially increase awareness amongst EU citizens and policymakers about their responsibilities in working for a sustainable future, the transition to more sustainable lifestyles and developing and promoting coherent policies. By encouraging the participation and cooperation of all civil society sectors, we want to ensure that sustainability is at the centre of decision making, guaranteeing that no one is left behind and the planetary boundaries are respected. The project will put particular emphasis on achieving all 17 goals and its inter-linkages”.⁴⁴

⁴⁴ <https://www.sdwatcheurope.org/wp-content/uploads/2020/10/15-Exemplary-SDG-Campaigns.pdf>

References and further reading

[*The Ultimate Guide to Advocacy Campaigns \(+ Best Practices\) \(muster.com\)*](#)

<https://meddialogue.eu/advocacy-campaigns/>

[*Sprechmann, S; Pelton, E Advocacy Tools and Guidelines - Promoting Policy Change, A Resource Manual for CARE Program Managers, Copyright © 2001 Cooperative for Assistance and Relief Everywhere, Inc. \(CARE\)*](#)

https://onthinktanks.org/wp-content/uploads/2016/01/CARE_Advocacy_Guidelines.pdf



Lesson 2: Facilitators

A facilitator's role is to turn conflicts into processes in which people can learn from one another and to support thoughtful dialogue.

Facilitator's check points

- ✓ prepare yourself: elaborate and review scenarios involving conflict and the correspondent need for advocacy and intervention to make sure all different voices are heard.
- ✓ elaborate, enforce and reinforce community agreements, including speaker norms.
- ✓ identify where the power comes from, raise questions about whose point of view is represented by the speaker and remind which voices are missing.
- ✓ Encourage different perspectives and diverse ideas.
- ✓ Explain how to respond constructively when people want to disagree or agree with an idea.
- ✓ Validate ideas by responding or connecting it to something else before continuing
- ✓ Keep discussions focused on ideas, and opinions; avoid focus on people.
- ✓ Build the discussion space by encouraging deep understanding and by making connections between ideas
- ✓ Provide feedback and make statements to help the remarks being concise and within time limitations.
- ✓ Reserve time slots to facilitate common ground and identify discussion areas in common and in conflict.
- ✓ Support translation of discussions from ideas and concepts towards action and discourage people from getting too abstract.

Some advanced or non-conventional facilitation methods are also available – such as graphic facilitation.

References and further reading

[Resource 4: Getting Advocacy Started: For Educators and Facilitators | The Practice Space \(practice-space.org\)](#)

https://www.wola.org/sites/default/files/downloadable/Advocacy%20Training/past/manual_complete.pdf

<https://ec.europa.eu/programmes/erasmus-plus/project-result-content/dd311d4e-c909-4e94-b0d8-58e8b22786fc/Graphical%20Facilitation%20Guide.pdf>

Lesson 3: *Outlining an advocacy strategy and a plan*

Differentiate: Strategy vs Plan

1. A plan states resources, timing, and expectations, in detail. A plan has a more limited scope than a strategy and shall be rapidly developed to allow rapid deployment and action
2. A strategy is a story of how you plan to move from today position to your desired end. The strategy describes methods to overcome challenges decrease vulnerabilities, and leverage assets and forces to the desired end.
3. One may write the plan and the strategy separately or choose to integrate them into a single document.
4. Write down the overarching goals and the intermediate objectives (stepping stone), define the ways to reach the target groups and the timing of the actions; bear in mind that the best objectives are the realistic ones, not the overambitious ones, no matter how glamorous or desirable they may be.
5. This is not a formal exercise, the result is not the text of the plan and strategy, but a structured and organized approach and way of thinking. This is a living working document, with multiple iteration expected.

Know your social environment

1. Know your stakeholders and your interested social groups and plan not only to reach the audience but to trigger the dialogue with stakeholders - what are their interests, their concerns and their peers.
2. Refer to your contacts from previous campaigns or projects, if any. Keep your friends close and ask for help.
3. Don't be afraid to go for innovative ideas or even disruptive approaches.

Prepare the campaign

1. Plan in parallel for online and offline advocacy actions, because they should coexist.
2. Make your aim visible, apply logos, punching statements, drawings and whatever deems necessary to draw people attention.

References and further reading

[Cecilia Lynch - What's the Difference Between a Strategy vs a Plan \(And Which Do You Need\)? Focusedmomentum.Com, 2021](#)

[What's the difference between a strategy vs a plan \(and which do you need\)? \(focusedmomentum.com\)](#)

[Mark Kelly - 8 Strategies for Running and Advocacy Campaign, salsalabs.com, 2017](#)

[8 Strategies and Techniques for Running an Advocacy Campaign \(salsalabs.com\)](#)

Lesson 4: Negotiation techniques

Know what you are doing

1. Although the basic negotiation skills are similar no matter the subject, negotiating over a sustainable development topic means knowing that topic in depth, and adapting the techniques below to the specific area of negotiation.
2. Discuss beforehand what is possible to achieve, what is not, what are the interests of the stakeholders and define your immediate objectives with the sustainable development goals in mind.
3. Read reports and articles about the subject of negotiation and discuss the subject with known experts, as neutral as possible.

Learn, practice and use basic negotiating statements and approaches

1. "Say 'yes, and...', accept something in order to achieve an advance to other items under negotiation;
2. Avoid unnecessarily asking "What do you propose?" this most often leads to loss of control;
3. "Maintain eye contact.", show your interest and be present in the discussion;
4. Avoid entering into a lack of alternatives situation;
5. There is a value in negotiating only if a zone of possible agreement (ZOPA);
6. Insist on expanding the pie, do not stay in one single items of negotiation, make the environment as complex as necessary.

Be in control of the negotiation environment

1. Know yourself and prepare yourself accordingly: identify your boundaries and the ones of the other parties, get to know the others, compose the offer in line with your desires and with the capacity to accept of the other parties;
2. Know and apply the expected etiquette: dress code, smile, respect cultural habits, be in time;
3. Do your best for the best performance: actively listen, use empathy when appropriate, make sure the agreement is understood in the same way by all parties.

References and further reading

[The diplomatic keys to successful negotiation - IE University](#)

[How to Improve Negotiation skills, Win-Win Negotiation Strategies from the Pros, Special Report 2 www.pon.harvard.edu, 2014](#)

Review Test⁴⁵

1) An advocacy campaign is

| | |
|---|---|
| 1 | A movement to change a particular political leader from office. |
| 2 | A collection of actions in favor of a company or local authority. |
| 3 | A set of reactions to a given political measure, |
| 4 | A movement wanted to cause political change at the local, state, or national level. |

2) The facilitator's key role is:

| | |
|---|---|
| 1 | To explain how to respond constructively when people want to disagree or agree with an idea and to validate ideas by responding or connecting it to something else. |
| 2 | Make people confront each other. |
| 3 | Let people speak as much as possible. |
| 4 | Direct the different opinions towards the desired conclusion. |

3) An advocacy strategy and a plan shall be based on:

| | |
|---|---|
| 1 | Defining goals and intermediate objectives as well as the ways to reach the target groups and the timing of the actions, in a realistic manner. |
| 2 | Defining one single ambitious goal, to be reached in whatever conditions. |
| 3 | Making the aim of the transformation visible. |
| 4 | Just allocate the resources. |

4) The negotiation backbone is:

| | |
|---|--|
| 1 | The ad-hoc inspiration of the negotiator. |
| 2 | Know basic negotiation skills, your opponent and the debate environment. |
| 3 | Knowing the etiquette. |
| 4 | Insist and push in obtaining everything you want to achieve. |

⁴⁵ Answers: 1)-4 ; 2)-1 ; 3) - 1; 4) -2 ;

Unit 6.3: Digital advocacy

Lesson 1: Social media use

There are various types of digital advocacy campaigns:

- Hashtag campaign encourages and support citizens to use a certain symbolic hastag in social media, mostly on Twitter, to rise up the awareness about a certain topic of action.
- Petition campaign uses social media to sign a petition about a legal or administrative action needed to respond to a social or environmental demand. There are also dedicated internet platforms that serves specifically to support advocacy petition campaigns, therefore one can pair the social media with these ones.
- Social-media supported rallies make use of social media to announce rallies, keep them organised and control them. It is also possible to organised online rallies.
- E-mail campaigns, although may be seen as obsolete by some and laborious, they can convey large documents and can be sustained on long term.

Social media activism cannot replace traditional protests or activism, but could empower the traditional activism by attracting more persons into action, inform them better and generally leverage the impact.

The key questions to guide the digital campaign messages reflect the ways a person is related to the community, namely knowledge sharing and values, emotions and actions:

- 1) What do we want our target audience to know?
- 2) What do we want our target audience to feel?
- 3) What do we want our audience to do, or to react?

Key factors to consider:

- Internet communication channels are linked with each other but the content must be adapted to the technical and social features of each of them.
- Do not expect winding up emotions of the readers of the campaign content in social media, there are proves of the opposite effect, social media is not a witchcraft tool.
- Tell a story, make the content memorable, address emotions, move your audience to tears.
- Use a data driven-approach, in a reasonable manner – ground your content on data, but do not overdo it – this is not a PhD thesis!
- Keep one eye on Spheres of Influence, namely to the groups each person of the target audience can influence – you can use a map of influence, to the best of campaign team knowledge
- Use on-line petitions - they are easy to sign and they are plenty of platforms that can help with this action.

References and further reading

<https://flopbusiness.com/how-can-social-media-be-used-for-advocacy-campaigns/#>

<https://www.voicesofyouth.org/act/how-do-digital-advocacy>

Emotion in Social Media, PhD Thesis, Panger, Galen Thomas, Advisor: Weber, Steven, UC Berkley, 2017

<https://escholarship.org/uc/item/1h97773d>

Mark Kelly, 4 Tested Digital Advocacy Campaign Strategies [and Examples], 2018 <https://www.salsalabs.com/blog/digital-advocacy-strategies/>



Lesson 2: Planning a digital campaign

Digital Campaign Phases

- 1) Know your audience.
 - 2) Build on existing contacts.
 - 3) Provide a common platform to share the stories.
 - 4) Avoid overused or trolled hashtags but rely on vivid art and appealing content to gain attention.
 - 5) Plan for a quick turnaround (response time).
 - 6) Attempt measuring the campaign, although it is a difficult exercise.
- Start the planning by realistic goals and ambitions and use the software tools to check whether your target group is interested in the campaign – if your online petition is signed by only a couple of persons after sending it to thousand persons means that your public is not interested or that the campaign is not going to be successful.
 - The digital advocacy planning shall mirror the classical ways of thinking about advocacy in each phase: *supporting, pleading, defending, arguing*.
 - *Build a so-called persona* – an imaginary profile of a person from your target audience- use the list of key-features: *Name, Age, Lives in... , Personality traits, Likes/Dislikes, Motivation/Goals, Frustration/Pains, Media consumption [5]*
 - For your convenience, they are digital advocacy campaign plans templates to download for free.
 - European Union has a collection of advocacy tools and Planning Guidelines, available for free, easy to adapt for digital purposes⁴⁶

⁴⁶ <https://ec.europa.eu/research/participants/documents/downloadPublic?documentIds=080166e5c0509884&appId=PPGMS>

References and further reading

[4 Social Media Advocacy Campaigns To Inspire You Today! \(callhub.io\)](https://callhub.io)

[Social Media Advocacy: How to Develop a Powerful Program for Your Brand \(emplifi.io\)](https://emplifi.io)

[The complete Guide of Digital Non Profit Advocacy, Your guide to planning and manging successful advocacy campaigns, Salsa https://www.salsalabs.com/ty-compelte-guide-to-digital-advocacy](https://www.salsalabs.com/ty-compelte-guide-to-digital-advocacy)

<https://callhub.io/digital-advocacy-strategies/>

<https://pollicy.medium.com/heres-your-guide-to-conducting-digital-advocacy-5cf9fce92b29>

<https://ec.europa.eu/research/participants/documents/downloadPublic?documentIds=080166e5c0509884&appId=PPGMS>

Lesson 3: Carrying out a digital advocacy campaign

A digital advocacy campaign most often has to connect in certain way with a classical campaign. However, a digital campaign can be conducted as a standalone exercise -but it has to be designed to be like that.

Top Tips

First, decide on your objective, keep it realistic! Then select your team, identify the stakeholders and the decision-makers. Keep in mind that you should find a way to narrow your target, e.g., by mailing lists, otherwise the message will get lost in the cyberspace. Select internet platform and social media.

Design a feed-back channel, both for your use and to inform the participants about how works their support – plan for either a newsletter or a Twitter-like notification method.

Post the message and look for impact and outcomes, in a consistent manner, using the tools which are built in each social media.

Make sure you can benefit from side impacts of the campaign:

- ✓ Improves trust in your organization;
- ✓ Helps you interact directly with relevant EU and national officials;
- ✓ Monitors what's happening in your field that may not be covered by the mainstream media or trade publications;
- ✓ Helps organisations become more visible;
- ✓ Gathers informal feedback from key government officials.

Although gathering data in virtual campaigns is relatively easy, and anyway easier than in physical campaigns, but it is an illusion to believe that gathering more data means that it is easier to measure the campaign effectiveness.

Conduct periodic team meetings to review the interim outcomes and plan for improvements. Make sure you meet always all legal requirements, both in respect to advocacy practice and in personal data protection.

Components of the digital campaign are, most often: emails or text messages, social media campaigns or posts, holding virtual events, videos. One can implement one or more of these components.

In a digital campaign words and statements matters even more than in the classical campaign – make sure the words have a significant impact on the readers, convert boring phrases into highly emotional ones.



No matter the initial scale, a digital campaign is scalable and this property shall be seen as valuable opportunity to enhance the impact; time to time analyse whether there are ways to scale the campaign. This does not necessarily mean to expand the covered territory, but to increase the impact.

References and further reading

Why EU digital advocacy is more than social media | Andras Baneth: <https://www.baneth.eu/why-eu-digital-advocacy-is-more-than-social-media/>

In Europe, Digital Advocacy Shows No Signs of Slowing - Public Affairs Council (pac.org): <https://pac.org/impact/europe-pandemic-presents-radical-change-advocacy>

<https://www.youthforum.org/files/220201-Advocacy-Toolkit.pdf>

<https://www.apdoo.org/judyweiss/Luntz%20words%20that%20work.pdf>



Review Test⁴⁷

1) A social media supported rally can:

| | |
|---|--|
| 1 | Only inform people about date and hour of a rally. |
| 2 | Combine all sort of social media features to carry out an advocacy campaign. |
| 3 | not make use of email. |
| 4 | not make use of hashtags to support and conduct the advocacy campaign. |

2) The focus of carrying out an advocacy campaign shall be on:

| | |
|---|--|
| 1 | What campaigns the others do in the domain. |
| 2 | Provide a common platform and fill in with meaningful content and vivid art. |
| 3 | Keep active the platform on long time. |
| 4 | Avoiding to measure the campaign. |

3) The main information channels of the digital campaign target the following:

| | |
|---|--|
| 1 | Purely inform people about the campaign objective. |
| 2 | Measure the impact of the physical campaign. |
| 3 | Reach the stakeholders and the decision makers, spread the word, improve organization visibility and measure the effectiveness'. |
| 4 | Keep anything in the virtual space. |

⁴⁷ Answers: 1) -2; 2)- 2; 3) -3



Module 6 - Final skills assessment (Optional)

The examples below help you carry out a role-playing game, either in person or by virtual means. Decide on roles and interests as well on the subject of the advocacy campaign. Play for 2 hours and write down your conclusions.

Find an interesting advocacy campaign on the internet and review it. What would you do differently in the place of the campaign managers? Why do you think you would be more effective and achieve better results by your strategy and plan? Write an essay of up 2000 characters.

Activity 1 – Simulation Game: Drive the capital investments in Blue Stars Village towards sustainable development

Story

Blue Stars Village is well known for its agriculture and forest based economy. Every family in the village runs a farm and nearly 50% out of them also owns forest land. In the past 2 decades, roughly 75% of the Youth went to high Schools and Universities in the Frog City 60 km away, and very few returned after graduation. Still, a group of around 50 persons belonging to Generation Z dwelt in the Village, 10 even graduated universities of technical and agronomic profiles.

The Village has a couple of general stores, 2 garages, and 2 small food processing facilities. One old wood and furniture workshop is going to be modernized. There is only a communal road linking the village to the Frog City.

Following rapid development of the City, a group of investors plans to open a Hypermarket, a large logging facility, and a car battery facility and to build a Motorway to link Frog City to Blue Star Village, in a public private partnership. This undertaking will cut most of the forest, which is not legally protected, for the Hypermarket, and parking lots and will create a competition to the local small business. Also, most of the labor force will commute from the city, while for some the investors plans to build towers in Blue Stars Village.

Social tension

The people of Blue Stars Village are divided in 2 groups: one group welcomes the investments, in the name of development and increased local revenue and high-level jobs, the other group being sad of their traditional way of living fading along with the natural assets of the forest where they grew up.

Foreseen action

A group of Youth of GenZ agreed to carry out an advocacy campaign to benefit from the investment, while keeping the natural and social assets of Blue Stars Village in place. Your mission is to provide consultancy to this group.

How to play

Divide in 5 groups: local authority, Investors, citizen representatives, local business, GenZ Advocacy group. On large white papers write your work, following the guidance of each task. The exercise can take 1 hour to 3 hours, depending on the accepted level of complexity and time slots for each task. The game needs one Consultant, namely the Youth Worker or a person from the group to play this role, under the Youth Worker guidance. It can be also played online.

Task 1 – Each group - define your goals, objectives, values and emotions and share them to the other groups

Task 2 – Each group - organize the participation to the advocacy campaign: define first line of objectives, namely what you would like to achieve and second line, what you can ultimately accept- 2 items for each position

Task 3 – Negotiate: each group presents its lines, and the other groups check what they can accept and what they cannot- debate.

Task 4 – Presentation of the final result - local sustainable development plan, by each group and then the Consultant shall sum up the groups positions in a common paper.

List agreements and disagreements.

Activity 2 – Simulation: In your community Organize a local advocacy campaign on a theme derived from the European Green Deal

Look around internet sources, conversation with your friends and relatives and choose a subject which is relevant for your community, by screening the New Deal domains: energy, jobs, poverty, circular economy and others.

Draw the advocacy plan, following the steps below:

1. Review the needs and the obstacles. Decide on the level of legal intervention and on the provisions to be modified or added.
2. Make up a team and decide responsibilities. Choose advocacy tools. Screen allies and supporters on local level and on regional or Member State level.
3. Plan for the campaign. Allocate financial and material resources. Apply for funding, if available.
4. Focus on digital campaign.
5. Organize the physical campaign.
6. Carry out the advocacy campaign.
7. Evaluate and draw lessons.

Write a report on this Advocacy Plan.

Module 7 – Local actions for community development

Any activity that improves the knowledge, involvement, and empowerment in the planning and providing of local services is called community action.

Often referred to as "social action" or "community engagement," community action encompasses a wide range of activities. These initiatives can differ in terms of their goal, the part the community plays, the kinds of activities they engage in, their scope, and how they are integrated within the council. They all include more local residents participating in developing and delivering local services, which is what they have in common.

Local Community Development is a process in which community members come together to take collective action and generate solutions to common problems. It focuses on the improvement of social well-being and involves people working together in activities that provide essential services to communities to make them more liveable and sustainable. It may involve encouraging people to join action groups via local meet up or social networks, e-mail lists, online petitions, peaceful protests, etc.

Local communities are the backbone of our society. Social development initiatives within these local communities are essential for creating a healthy and vibrant environment. Through local community development, we can create programs that foster growth, positive change, and social progress. We can organise communities, revitalise neighbourhoods and ensure that all people have the chance to thrive. By harnessing the power of local community initiatives, we can ensure that everyone has access to the resources they need to thrive.



What will the learner know after completing this module?

- Understand the different definitions of community development;
- Understand the importance of local context in creating effective program design
- Identify different tools and skills in engaging communities for development.
- Identify strategies to engage communities in the initial planning stages of a program
- Identify day-to-day principles to ensure long-term community engagement in your programs
- Design a community engagement strategy
- Gain insight into best practice and proven tools and approaches to engagement

What will the learner be able to do with this competence?

- To explain the opportunities provided by local actions in the community
- Application of different tools and skills in involving communities for development.
- To use the power of civic activism in order to develop the community;
- To raise the level of awareness and responsibility in their community;
- To initiate actions in their own community, and encourage teams, organizations and communities to accept and plan social changes;
- Complete an asset-based community development plan using a toolkit
- To identify good practices



Optional: Scan the QR code to download the module slides for youth workers or copy this URL:
<https://genzproject.eu/result2/>



Unit 7.1: The Power of Collaboration in Creating Effective Local Community Development Strategies

Lesson 1: The Power of Collaboration in Creating Effective Local Community Development Strategies

Community development is a process that happens when individuals, groups, and organisations work together to address issues in their local area. Collaboration plays an essential role in this process, as it creates opportunities for people to connect, share resources, and work together to achieve common goals. With the help of collaborative project management tools and social impact strategies, local communities can now significantly impact the development of their area. Social enterprise is a business that creates a profit but is also created on social issues. Social enterprises are at the heart of community development and can have a noticeable impact on the lives of local residents. The social enterprise model allows people to participate in co-developing, creating, and managing their own future and neighbourhoods.

Collaboration is an essential component of successful community development efforts. When various stakeholders come together to work towards a common goal, it can lead to a greater understanding of the community's needs and a more holistic approach to addressing them. This can also build trust and support among the various groups involved, which is crucial for the project's success. Additionally, collaboration can bring a diversity of perspectives, resources, and expertise to the table, leading to more innovative and effective solutions.

In order to foster collaboration in the development of local community strategies, it can be helpful to

Identify and involve key stakeholders

This includes community members, local government, non-profit organisations, businesses, and other groups that have a stake in the community.

Communicate openly and transparently

Make sure that all stakeholders are informed about the project's goals and progress, and encourage open dialogue and feedback.

Establish clear roles and responsibilities

Assign specific tasks and responsibilities to different stakeholders to ensure that everyone knows their role in the project.

Work towards a common goal

All stakeholders must work towards a shared vision for the community.

Celebrate success

Don't forget to celebrate milestones and accomplishments along the way, as this can help to build morale and foster a sense of ownership among all stakeholders.

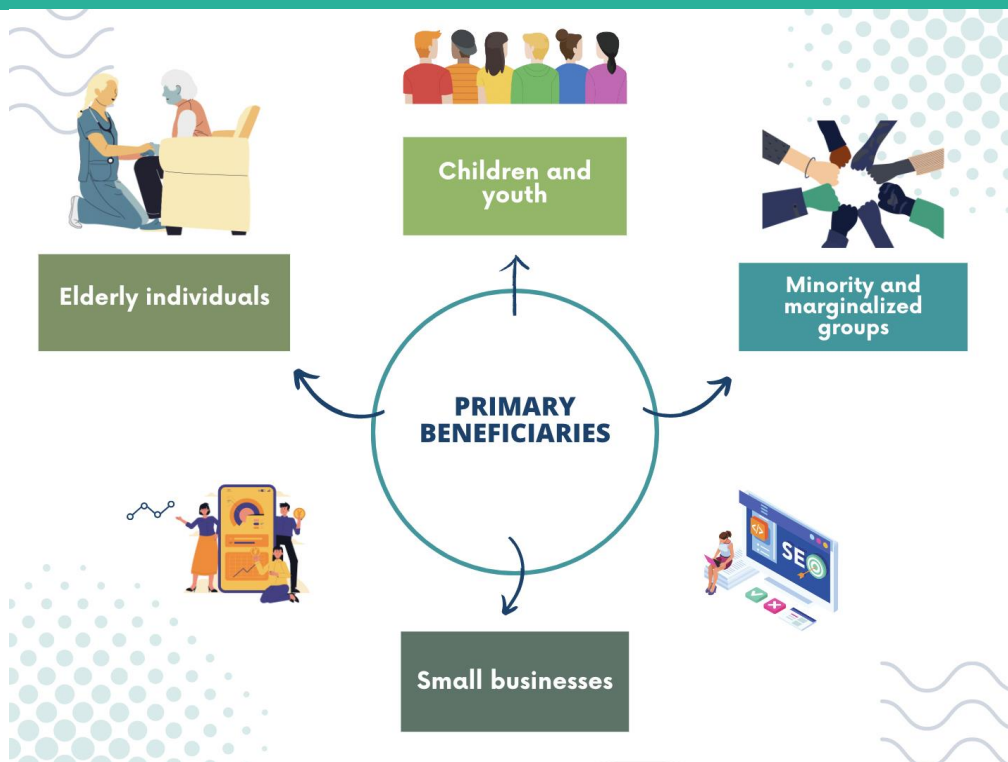


Primary Beneficiaries

Local community development projects are typically designed to benefit the community as a whole. However, they can have a particularly significant impact on certain groups within the community. Some primary beneficiaries of local community development projects might include

Low-income individuals and families: Community development projects may focus on improving access to affordable housing, healthcare, education, and other resources that can help to reduce poverty and improve the quality of life for those who are struggling financially.

The primary beneficiaries are those who need a change in their circumstances and who the project should focus on



Children and youth

Community development projects may focus on improving schools, parks, and other resources that are particularly important for children and young people.

Minority and marginalised groups

Community development projects may seek to address issues of discrimination and inequality by working to improve access to resources and opportunities for minority and marginalised groups.

Elderly individuals

Community development projects may focus on improving services and resources for seniors, such as transportation, healthcare, and social support.

Small businesses

Community development projects may seek to support the growth and development of small businesses, which can help to create jobs and stimulate economic growth in the community.

Lesson 2: Local Resourcing

Locally-led development: A key aspect of community-driven development is giving everyone an equal voice in the decisions that will have the greatest impact on their daily life. Community projects should include everyone and no one should be ignored or forgotten.

Community-based participatory research should be incorporated into the initiatives through local evaluation, assessment, and accountability. The results of the project's efforts should be evaluated with input from the local community, which should also bear some of the responsibility for the undertaking.

Local resourcing refers to using resources available within the community to support local development efforts. This can include various types of resources, such as financial, human, and social capital. Using local resources can be an effective way to support community development projects, as it helps build community capacity and ownership.

Some examples of local resourcing in community development projects might include:



Participation of local community members in the planning and execution of projects

This can help to ensure that the projects are relevant and responsive to the needs of the community. It can also help to build ownership and commitment to the project by encouraging community members to take an active role in its development.

Leveraging local funding sources

This might include fundraising efforts within the community, grants from local foundations or businesses, or other funding sources available within the community.

Using local businesses and contractors

Working with local businesses can help to stimulate economic growth in the community and can also help to build relationships and support within the community.

Utilizing local volunteers

Participation from community volunteers can increase social capital and project support while giving locals a chance to pitch in and make a difference.



Lesson 3: Project Design and Planning

Effective project design and planning is crucial for the success of any community development project. It involves identifying the community's needs, setting goals and objectives, developing a strategy for addressing those needs, and creating a detailed implementation plan.

Identifying the goal or objective: Clearly define what you hope to achieve with the project. Identifying the goal or objective is an essential first step in the action planning process for local community development projects. It involves clearly defining what you hope to achieve with the project. This might involve addressing a specific problem or need within the community, or working towards a broader goal such as improving the overall quality of life for community members.

Some key steps in the design and planning process for local community development projects might include:



1. Conducting a needs assessment

This involves gathering information about the current state of the community, including its strengths and weaknesses, as well as identifying the needs and priorities of community members.

3. Developing a strategy

Based on the goals and objectives, create a plan for addressing the identified needs and achieving the desired outcomes.

5. Identifying resources

Determine what resources (financial, human, and other) will be needed to successfully implement the project and work to secure those resources.

2. Setting goals and objectives

Based on the needs assessment, determine what you hope to achieve with the project, and set specific and measurable goals and objectives.

4. Creating a detailed plan

Develop a detailed plan that outlines the steps that will be taken to implement the project, including a timeline, budget, and roles and responsibilities for different stakeholders.

6. Engaging stakeholders Evaluating the project

Involve community members and other stakeholders in the planning process to ensure that the project is relevant and responsive to the community's needs.

When defining the goal or aim, it is critical to be as explicit and measurable as possible, as this will help to guarantee that you have a clear target to work for and that you can track progress toward attaining it.

When identifying the goal or objective, it can be helpful to consider the following questions

- *What is the problem or need that the project is seeking to address?*
- *Who will benefit from the project?*
- *What impact do you hope to have on the community?*
- *What resources (financial, human, and other) will be needed to achieve the goal?*
- *What are the long-term implications of the project?*

The next step in the action planning process is to define the particular measures that will be required to achieve the goal or objective of a community development project. This could entail establishing precise strategies and tactics, as well as the resources (financial, human, and otherwise) needed to put them into action.

When determining the steps needed to achieve the goal, it can be helpful to consider the following questions

- What actions will be needed to address the identified problem or need?
- Who will be responsible for each action?
- What resources will be needed to complete each action?
- How will the actions be coordinated and integrated with one another?
- What potential challenges or obstacles might arise, and how can they be addressed?

When establishing the actions required to attain the goal, it is critical to be as comprehensive and specific as possible, as this will help to ensure that you have a clear strategy in place and that everyone understands their position in the project.

Lesson 4: Implementation and Management

The management and execution of projects should be driven from the ground up. Local leadership, employees, and board members must be supported and local workers used as part of the implementation and management process.

The process of formulating a detailed plan for achieving specified goals or objectives is known as action planning. Action planning in the context of local community development initiatives may entail determining the steps that must be taken to solve a specific issue or need within the community, as well as establishing a timeframe, budget, and roles and duties for various stakeholders. Action planning can be an essential tool for helping to ensure the success of a community development project by providing a clear roadmap for implementation and helping to coordinate the efforts of various stakeholders.

It is much easier to achieve the goal of keeping the community's interest at heart and produce a satisfactory solution for their requirements if local management and workers are used in community initiatives. Any money raised for the project can then be invested back into the local economy.

The implementation and management of local community development projects can be complex, as it involves coordinating the efforts of various stakeholders, including community members, local government, non-profit organisations, and businesses. In order to ensure the success of a community development project, it is essential to have a clear plan in place for how the project will be implemented and managed.

Some key considerations for implementing and managing community development projects might include:



1. Setting clear goals and objectives

It's essential to have a clear idea of what you hope to achieve with the project and to communicate these goals and objectives to all stakeholders.

3. Identifying and securing resources

Determine what resources (financial, human, and other) will be needed to successfully implement the project, and work to secure those resources.

5. Communicating with stakeholders

Keep all stakeholders informed about the project's progress, and encourage open dialogue and feedback.

2. Developing a timeline

Establish a timeline for the various phases of the project, including planning, implementation, and evaluation.

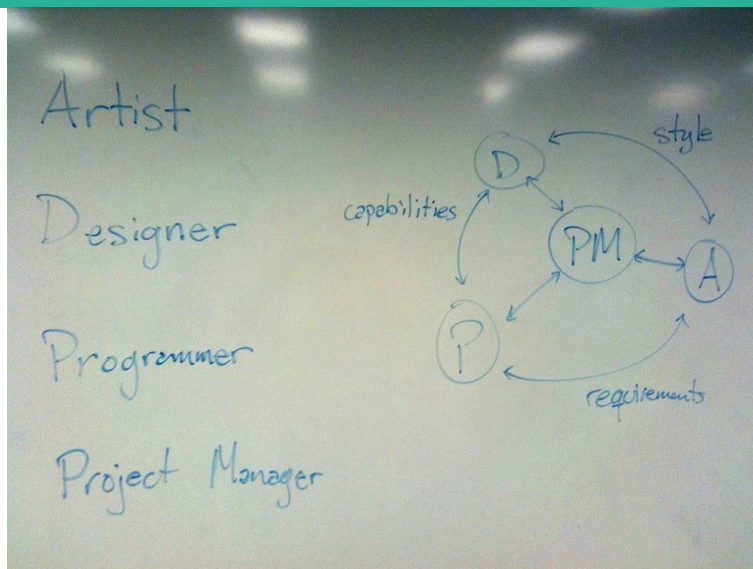
4. Managing budgets and finances

Careful financial management is crucial for the success of any project. Make sure to track expenses and stay within budget.

6. Evaluating the project

Regularly assess the impact and effectiveness of the project and make adjustments as needed.

Determine who will be responsible for each action and ensure that everyone understands their responsibilities. There are several steps you can follow to assign roles and responsibilities in local community development projects:



Assess the skills and expertise of community members

Consider the unique skills and expertise of community members when assigning roles. For example, someone with a background in finance may be well-suited for a budgeting and financial management role.

Create a project plan

Develop a detailed project plan that outlines each role's specific tasks and responsibilities. Be sure to include deadlines and benchmarks to help track progress.

Review and adjust roles as needed

As the project progresses, it may be necessary to adjust roles and responsibilities to ensure that the project stays on track. Be open to feedback and make changes as needed to ensure the project's success.

Engage community members in the process

Involving community members in the decision-making process can help ensure that roles and responsibilities are fairly distributed and that everyone is committed to the project's success.

Communicate clearly

Make sure that everyone understands their roles and responsibilities and how they fit into the overall project plan. Regular communication and updates can help ensure that the project stays on track.

Monitoring progress

Regularly assess the project's progress and make adjustments to the roles as needed.

Lesson 5: Building Capacity for Community and System Change

Building capacity for community and system change is the process of strengthening the skills, knowledge, and resources of individuals and organisations within a community or system in order to foster positive change and achieve desired goals. This can involve providing training and support, building partnerships and coalitions, implementing new systems or processes, and continuously assessing and adjusting efforts as needed. Building capacity can help communities and systems become more resilient, adaptable, and effective in addressing their challenges and pursuing their goals. Remember, even small actions can have a big impact. By taking a proactive approach and working to make positive changes in your community, you can be a powerful force for good.

There are many ways to be a changemaker in your local community. Here are a few ideas:



Identify an issue or problem you are passionate about and want to address. This could be improving access to education, addressing poverty, or protecting the environment.

Connect with others who are interested in addressing the same issue. This could be through a local non-profit organisation, community group, or online community. Working together can help you to amplify your efforts and make a bigger impact.

Take action to make a difference

This could involve volunteering your time or skills, raising funds for a specific cause, or working to implement a solution to the problem you are addressing.

Research the issue and learn as much as you can about it. This will help you better understand the problem's root causes and identify potential solutions.

Advocate for change

This could involve contacting your elected representatives, participating in protests or other forms of activism, or using social media to raise awareness about the issue.

In addition, many best practices can help with community development efforts. Here are a few:

Involve the community in the planning process: It is important to involve community members in the planning and decision-making process so that their needs and priorities are considered. This can be done through community meetings, surveys, and other forms of outreach.

Focus on sustainability

When planning for community development, it is essential to consider the long-term sustainability of any projects or initiatives. This can involve finding ways to make projects self-sustaining, such as using local resources or developing revenue-generating activities.

Foster a sense of ownership

Encouraging community members to take ownership of projects and initiatives can help to build a sense of pride and commitment to the community, which can help ensure their long-term success.

Build partnerships

Partnering with local organisations and agencies can help to leverage resources and expertise and can also help to build trust and cooperation within the community.

Use a holistic approach

Community development efforts should take into account the many different factors that can impact a community, including economic, social, and environmental factors. A holistic approach can help to address the root causes of problems and create more sustainable solutions.

Lesson 6: Funding opportunities for local community development projects

It's essential to research the specific funding requirements and application process for each potential funding source to increase your chances of success.

There are many potential funding sources for local community development projects. Here are a few:

Government grants

Many government agencies at local, state, and federal government agencies offer grants for community development projects. These grants can be competitive, so it's essential to thoroughly research the requirements and application process.

Corporations

Many corporations have corporate social responsibility programs that provide funding for community development projects.

Foundations

Private and family foundations may provide funding for community development projects, particularly those that align with their focus areas.

Community fundraising events

Hosting a fundraising event such as a bake sale or car wash can be an excellent way to raise money for a community development project.

Nonprofit organizations

Nonprofit organizations often provide funding for community development projects, particularly those that align with their mission and values.

Crowdfunding

Crowdfunding platforms such as Kickstarter and Indiegogo can considerably raise funds for a community development project.

Local businesses

Local businesses may be willing to donate money or resources to support a community development project.

Review Test

Mark answers as appropriate

1) What is an essential component of successful community development efforts?

| | | |
|---|--------------------------|----------------------------------|
| 1 | <input type="checkbox"/> | Social Enterprise |
| 2 | <input type="checkbox"/> | Collaboration |
| 3 | <input type="checkbox"/> | Open Communication |
| 4 | <input type="checkbox"/> | Clear Roles and Responsibilities |

2) What is the most important factor to consider when fostering collaboration in local community strategies?

| | | |
|---|--------------------------|---|
| 1 | <input type="checkbox"/> | Establishing clear roles and responsibilities |
| 2 | <input type="checkbox"/> | Identifying and involving key stakeholders |
| 3 | <input type="checkbox"/> | Working towards a common goal |
| 4 | <input type="checkbox"/> | Celebrating successes |

3) What is an essential aspect of local implementation and management of community projects?

| | | |
|---|--------------------------|---|
| 1 | <input type="checkbox"/> | Donating resources to the local economy |
| 2 | <input type="checkbox"/> | Centralised management |
| 3 | <input type="checkbox"/> | Employing local workers and supporting local leadership, staff, and board members |
| 4 | <input type="checkbox"/> | Applying for external grants |

4) What is the first step in the design and planning process for local community development projects?

| | | |
|---|--------------------------|-----------------------------------|
| 1 | <input type="checkbox"/> | Creating an implementation plan |
| 2 | <input type="checkbox"/> | Establishing goals and objectives |
| 3 | <input type="checkbox"/> | Conducting a needs assessment |
| 4 | <input type="checkbox"/> | Developing a strategy |

5) What is an important best practice in community development efforts?

| | |
|---|---|
| 1 | Don't build partnerships |
| 2 | Involve the community in the planning process |
| 3 | Isolate the community from decision-making |
| 4 | Rely solely on outside help |

6) What is the purpose of Action Planning?

| | |
|---|--|
| 1 | To evaluate existing community resources |
| 2 | To develop a detailed plan for how to achieve objectives |
| 3 | To promote organizational strategic goals |
| 4 | To raise awareness about a particular issue |

7) What is the first step that needs to be taken in the action planning process for local community development projects?

| | |
|---|---|
| 1 | Setting goals for the project |
| 2 | Creating a budget for the project |
| 3 | Developing a timeline for the project |
| 4 | Identifying the goal and determining the steps needed to achieve the goal |



Unit 7.2: Community Development Tools and Actions

Lesson 1: Using Internet-Based Tools to Promote Community Development

There are many internet-based tools that can be leveraged to promote community development, including

Social media

Social media platforms such as Facebook, Twitter, and Instagram can be used to share information about community development projects and events, as well as to engage community members in discussions and decision-making.

Project management tools

Tools such as Trello, Asana, and Basecamp can be used to manage and track the progress of community development projects. These tools can help keep team members organised and on track.

Fundraising platforms

Online fundraising platforms such as GoFundMe and Kickstarter can be used to raise money for community development projects.

Online discussion forums

Online discussion forums and message boards can be a terrific method to bring community members together to discuss community development challenges and ideas.

Online survey tools

Tools such as Google Forms and SurveyMonkey can be used to gather feedback and input from community members about community development projects.

Virtual events

In the age of COVID-19, many organisations have turned to virtual events to engage with community members. Platforms such as Zoom, Skype, and Google Meet can be used to host webinars, workshops, and other virtual events related to community development.

Community fundraising events

Hosting a fundraising event such as a bake sale or car wash can be an excellent way to raise money for a community development project.

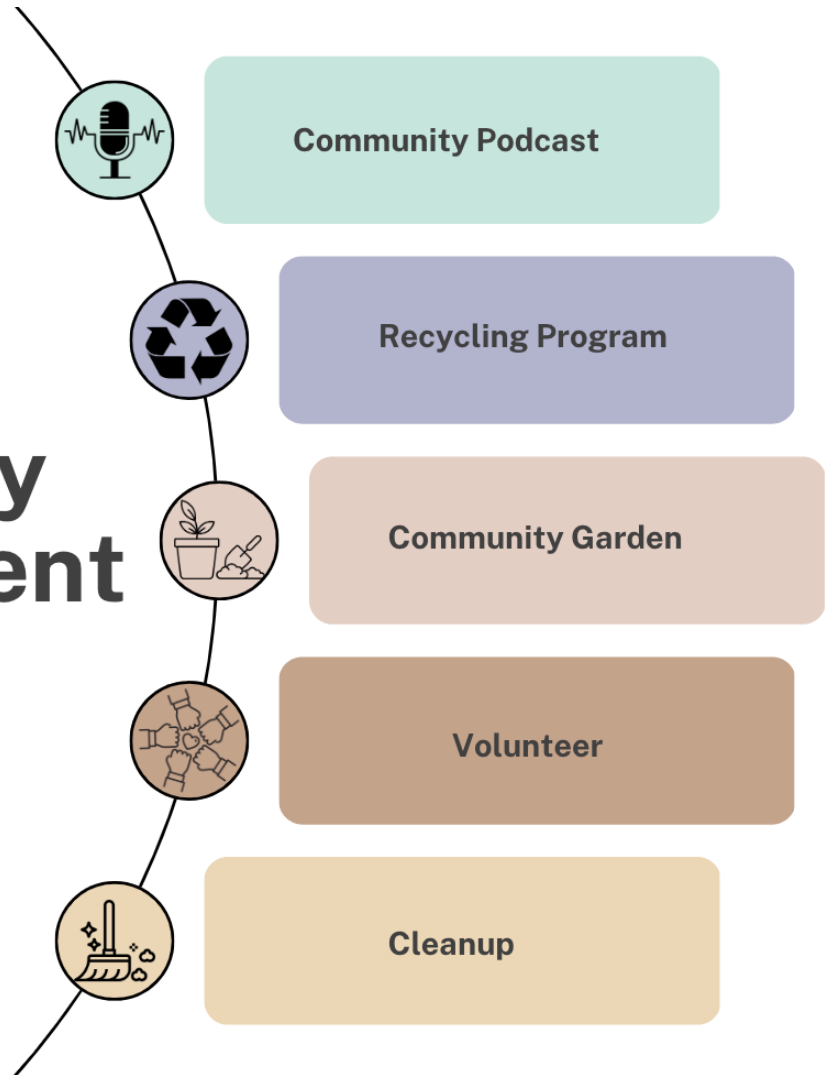
Activity: Use the below link for planning a successful fundraising event in 10 Steps



<https://mycommunity.org.uk/files/downloads/Engaging-your-community-in-a-meaningful-way-2021.03.24.pdf>

Lesson 2: Five Favorite Community Development Ideas to Inspire Small Actions

Favorite Community Development Ideas



1. Community Podcast

Starting a community podcast can be an excellent method to draw attention to local community development projects and communicate with community members.

Here are some pointers to get you started:

- **Define your audience:** Who do you want to reach with your podcast? Are you focusing on a specific community or neighbourhood?
- **Choose a format:** Will your podcast be interviews with community leaders and organisers, or will it feature roundtable discussions or solo commentary?
- **Find guests:** Consider reaching out to community organisations and leaders to see if they would be interested in being featured on your podcast.
- **Choose a platform:** There are many options for hosting your podcast, such as Apple Podcasts, Spotify, and SoundCloud. Choose a platform that is easy for you to use and popular with your target audience.
- **Promote your podcast:** Use social media and other online tools to promote and engage with your listeners. Consider reaching out to local media outlets and community organisations to help spread the word.
- **Be consistent:** Choose a regular schedule for releasing new episodes, and stick to it. This will help you build a loyal audience over time.

2. Recycling Programme

Recycling programs can be a great way to support local community development projects. Here are a few ideas for getting started:

- **Partner-up with a local organisation or community group:** Look for a group already working on community development projects in your area. They may be able to help you get started or may be interested in partnering with you to develop a recycling program.
- **Conduct a needs assessment:** Before starting a recycling program, it's essential to understand the needs of your community. This might involve conducting surveys or focus groups to gather information about what types of materials people are most interested in recycling and what challenges they face in doing so. By following these steps, you can help to create a successful recycling program that supports local community development efforts.
- **Develop a plan:** Based on the information you gather through your needs assessment. This should include details on what materials you will accept, how you will collect them, and how to process and dispose of them.
- **Set up collection points:** Decide where you will locate recycling bins or other collection points in your community. Consider factors such as accessibility, visibility, and convenience.
- **Promote your program:** Once you have your program up and running, let people in your community know about it. This might involve distributing flyers, posting on social media, or holding events to educate people about the benefits of recycling.

3. Community Garden

Community gardens are a great way to bring people together and create a sense of community while also promoting healthy living and environmental sustainability. They can also be used to support local community development projects by providing a space for people to grow fresh produce and other plants, which can be used to support food banks and other organisations that help those in need. Community gardens can also provide a space for people to come together to work, learn, and socialise, which can help to build social connections and foster a sense of belonging.

- **Location:** Choose a location that is accessible to the community and has good soil and sun exposure.
- **Size:** Determine how large your garden will be based on the available space and the number of people involved.
- **Funding:** Look for grants and other funding opportunities to help cover the costs of starting and maintaining the garden.
- **Partnerships:** Consider partnering with local organisations, such as schools, churches, or community centres, to help support and promote the garden.
- **Planning and organisation:** Develop a plan for the garden, including how it will be managed, who will be responsible for various tasks, and how the produce will be used.

4. Volunteer

There are many ways you can volunteer your time and talents to support community development projects in your local area. Here are a few ideas:

- **Reach out to local non-profit organisations** and see if they have any current volunteer opportunities available. These organisations often work on community development projects and may be able to use your help.
- **Contact your city or town government** to see if they have any volunteer programs or projects that you can get involved in.
- **Check with local schools, churches, and other community organisations** to see if volunteer opportunities are available.
- **Consider starting your own community development project.** This could be as simple as organising a neighbourhood clean-up day or as ambitious as starting a community garden.
- Regardless of how you decide to get involved, volunteering your time and talents to support community development projects is a great way to positively impact your local community.

5. Cleanup

A community cleanup will improve the look of your neighbourhood or park and inspire people to keep the space looking great. Hosting a potluck after is a beautiful way to celebrate this community achievement!

Here are a few ideas for ways you can help with cleanup efforts:

- **Join** a local group or organisation focusing on beautification and cleanup efforts in your community. This could be a non-profit organisation, a neighbourhood association, or a community group.
- **Contact** your city or town government to see if they have any organised cleanup events coming up. Many cities and towns host regular cleanups to help keep their communities looking their best.
- **Consider** organising a neighbourhood clean-up day. This could be as simple as getting a group of neighbours together to pick up litter in your neighbourhood, or it could involve more extensive projects like planting flowers or shrubs.
- **Reach out** to local businesses and see if they would be willing to sponsor a cleanup event or donate supplies.

Review Test

Mark answers as appropriate

1) Which online tool can be used to gather feedback on community development projects?

| | | |
|---|--------------------------|-------------------------------|
| 1 | <input type="checkbox"/> | Asana |
| 2 | <input type="checkbox"/> | Trello |
| 3 | <input type="checkbox"/> | Google Forms and SurveyMonkey |
| 4 | <input type="checkbox"/> | Kickstarter |

2) What should you consider when starting a community podcast?

| | | |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | Pick a catchy name |
| 2 | <input type="checkbox"/> | Define your audience and choose a format |
| 3 | <input type="checkbox"/> | Determine how long the podcast should be |
| 4 | <input type="checkbox"/> | Arrange a suitable recording space |

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