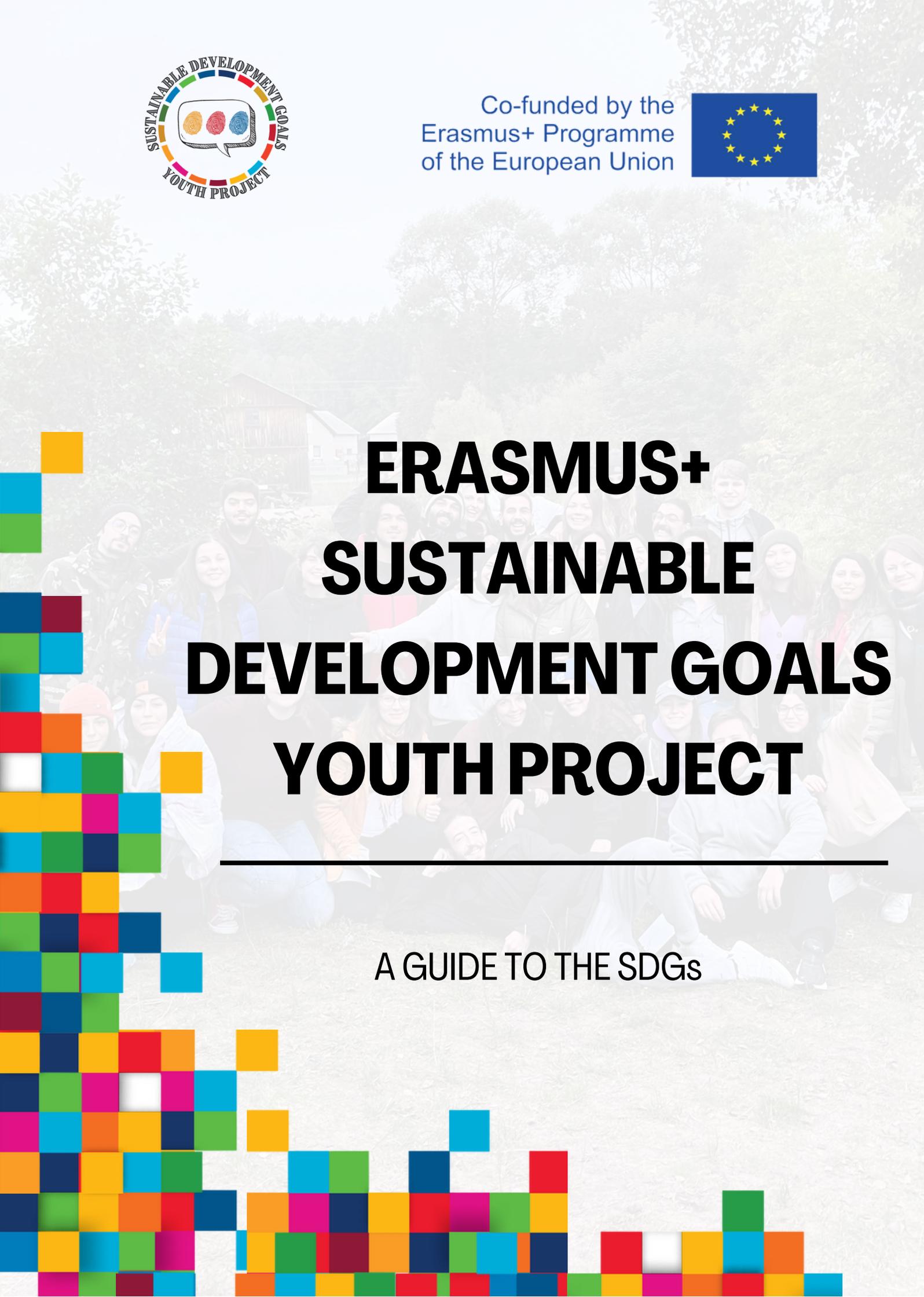




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ERASMUS+ SUSTAINABLE DEVELOPMENT GOALS YOUTH PROJECT

A GUIDE TO THE SDGs



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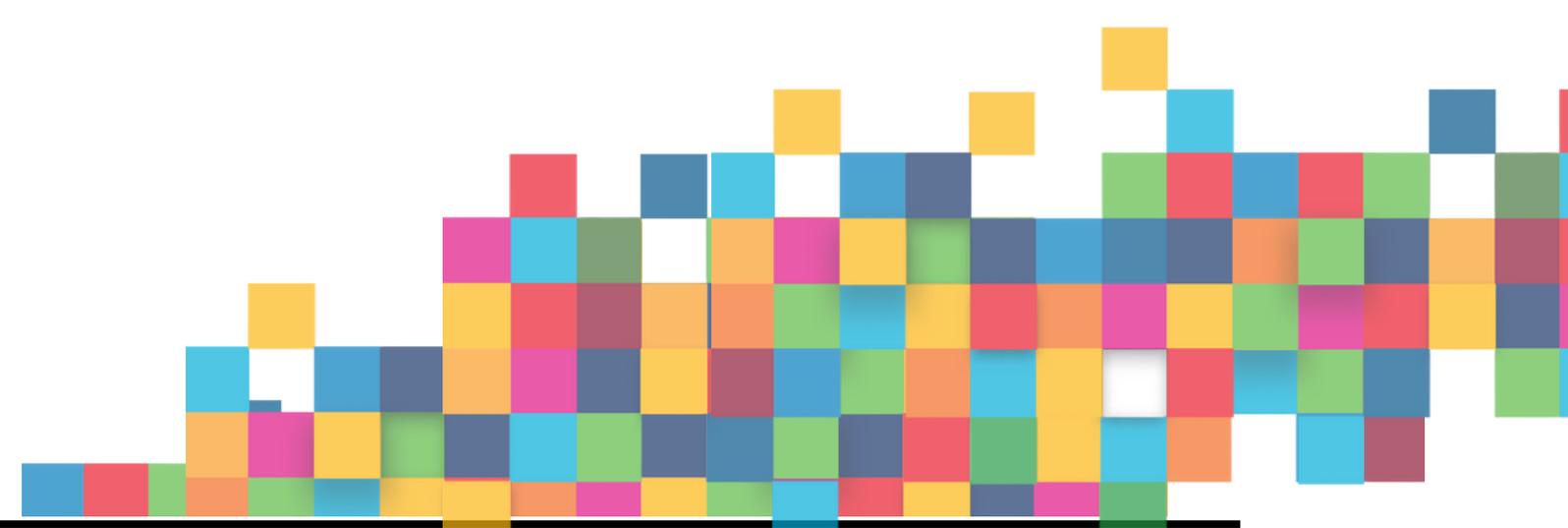
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WHO ARE WE?

This booklet you are reading is an outcome of a long-term Erasmus+ Project (2020-3-PL01-KA205-094839) named Sustainable Youth. Young Youth Workers Creating Sustainable Communities. As three partners organizations, **KobieTY** (an NGO based in Poland), **Asociación "Eo, Eo"** (an NGO based in Spain), and **SDG Student Hub** (an informal group based in Türkiye) came together to share good practices related to the Sustainable Development Goals (SDGs). We had local activities for each SDG and organized four blended mobility in which 30 people from three countries got together to create a space where young people's ideas could be discussed to enable them to develop new behaviors that are in the favor of the SDGs.



With this booklet let us walk through you the amazing 21 months we had together. We will start with a brief introduction to SDGs and continue with our mobilities and best practices that were chosen among our many local activities. Then we will end with our suggestions for each SDG.

We hope that you will enjoy this read.



WHAT ARE THE SDGs?

All United Nations Member States adopted The 2030 Agenda for Sustainable Development in 2015. The agenda has 17 goals and 169 targets which include environmental sustainability to sustainable communities. The objective was to produce a set of universal goals that meet the urgent environmental, political, and economic challenges facing our world.

All 17 Goals interconnect, meaning success in one affects success for others. Also, they are unique in that they cover issues that affect us all. They reaffirm our international commitment to end poverty, permanently, everywhere. They are ambitious in making sure no one is left behind. More importantly, they involve us all to build a more sustainable, safer, more prosperous planet for all humanity.

SDG 1: End Poverty in all its forms everywhere.

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

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

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

SDG 5: Achieve gender equality and empower all women and girls.

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

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

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

SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation

WHAT ARE THE SDGs?

SDG 10: Reduce inequality within and among countries.

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

SDG 12: Ensure sustainable consumption and production patterns.

SDG 13: Take urgent action to combat climate change and its impacts.

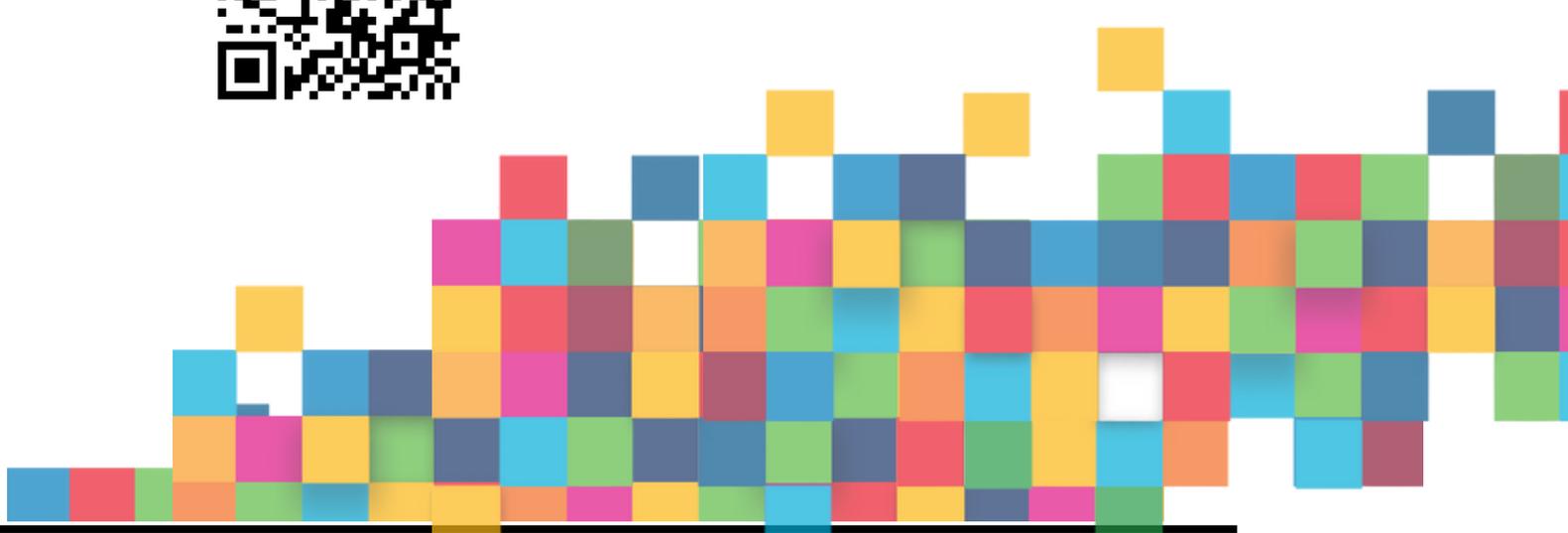
SDG 14: Conserve and sustainably use the oceans, seas, and marine resources for sustainable development

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

SDG 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.

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

Check **this** [link](#) to learn more:





WHAT DID WE DO?

Training Mobility in Türkiye

Because training mobility was the first event we had together, activities were planned to focus on getting to know each other, participating countries, and the SDGs. We had sessions to learn briefly about the SDGs and worked on the idea of integrating these goals into our daily lives. We implemented the idea of creating an SDG calendar in which participants are encouraged to determine habits that they want to gain. We asked them to associate those habits with the SDGs and create a plan for those habits' adaptation.



To scale up the SDG discussion, participants worked in national groups to get to know their own cities and countries within the scope of SDGs to determine the needs, strengths, and weaknesses of young adults in their region. Then they planned 3 activities addressing those needs. Moreover, they were asked to adapt one of the activities of the other two countries to implement. As a result, we created a plan for the local activities.

Later on, we focused on the types of education frequently referred to in the Erasmus+ project: non-formal, formal, and informal. Afterward, we worked on how to plan and implement activities as it was crucial to provide the participants with the required knowledge and methods to do so. To act on what they learned, participants were divided into groups to organize activities. In the end, they organized 5 activities that addressed mental and physical health, body affirmation, prejudice, and discrimination.





WHAT DID WE DO?

Gamification Mobility in Spain



To utilize the experience of the Association "Eo, Eo" in giving workshops for young people, we chose to use "gamification" dynamics during this mobility so that participants can feel the need to adopt more sustainable habits as they learn by doing and feeling.

After catching up regarding the local activities organized so far, participants learned about gamification and its element.

Then they were asked to organize activities using the gamification method by focusing on SDG 6, SDG 7, and SDG 12. Then we focused on SDG 6 in detail to discuss possible solutions and even went out to communicate with city residents regarding their water consumption.



Later on, we focused on SDG 5 by starting a discussion regarding the difference between sex and gender. We finalized our activity with a follow-up on the SDG calendars so that participants can reflect on their progress.



WHAT DID WE DO?

Exchange of Good Practices and Visibility Mobility in Poland

This mobility is designed for the dissemination and visibility of the project. We had sessions to learn about SDG9 and SDG11. Moreover, to observe Lodz within the framework of those SDGs, we played a city game where we completed certain tasks across the city to see its sustainability-related best practices. We concentrated on what could have been the possible improvements.



To share our project with the local community, we had a mini SDG festival in which we did a recap of our local activities and had additional workshops which are designed by our participants. They organized a yoga and posture workshop which is related to SDG 3, a cosmetics and skin care workshop which is related to SDG 12 in terms of responsible consumption, and a gender bias workshop which is related to SDG 5.

All of these activities were happening while we also had our cultural night in which we represented our countries' cultures with the food we cooked. We finalized our mobility with the reflection on the general process of the project till now.





WHAT DID WE DO?

Appreciation of SDGs and Celebration Mobility in Poland



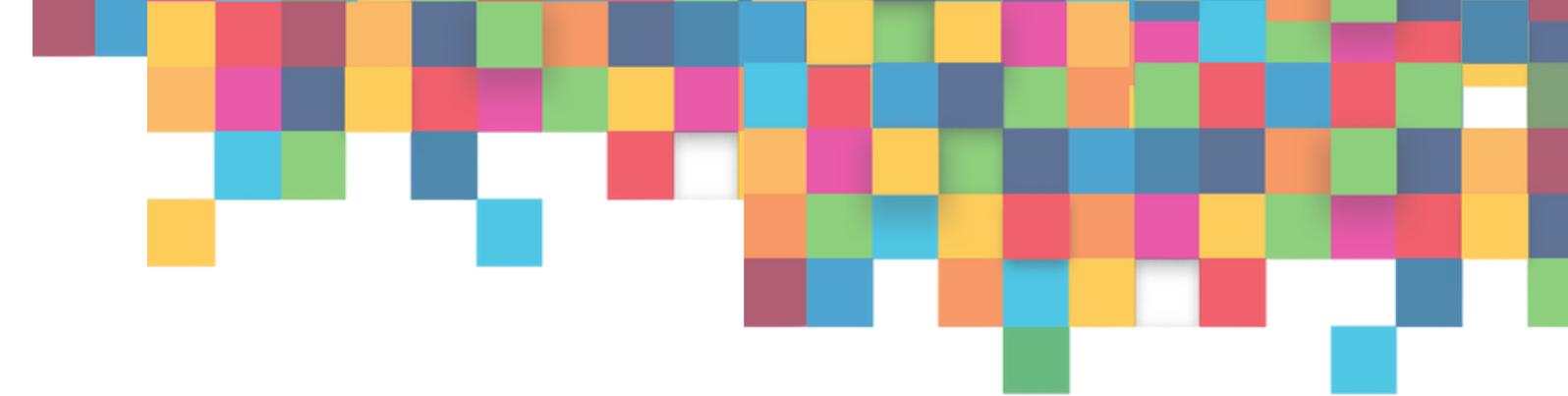
This mobility is designed in a way that we can appreciate each one of the SDGs and celebrate the whole journey that took more than two years including the development of the idea and project itself. We wanted to not only feel the celebration atmosphere but also reflect it through the creation of dissemination material such as videos and the booklet.

After the traditional welcoming session, we dived into the creation of the video and booklet. One group worked on creating reels for each mobility, a video that summarizes the SDG festival, a video that shows our participants' feedback and a video that highlights the whole project. The rest worked on the booklet by working on each SDG. They reflected on the meaning and importance of the SDGs, found resources and made suggestions for individuals and communities.



With this activity, participants were able to brainstorm regarding what more could have been done because with the booklet we hope to inspire readers to take action. Later on we focused on the SDG hubs. We had workshops regarding our groups dynamics as the partner countries and based on this exercise we discussed how we can sustain the SDG hubs.

We finalized our mobility with the sessions in which participants evaluated their experience within the project.



OUR BEST PRACTICES



Agree - Disagree Spectrum

Creating an agree-disagree spectrum can be suitable for you if you want to engage with your group in an interactive way. You can apply this activity type to almost any topic and SDG.

Step 1: Choose a topic and do proper research about it.

Step 2: Based on the information you collected, form statements that can inspire discussion. They can be controversial since our aim is to let participants think and decide whether they agree with this statement or not. For example, “Evolution will replace any missing species.” can be a good statement on the topic of SDG 15: Life on Land.

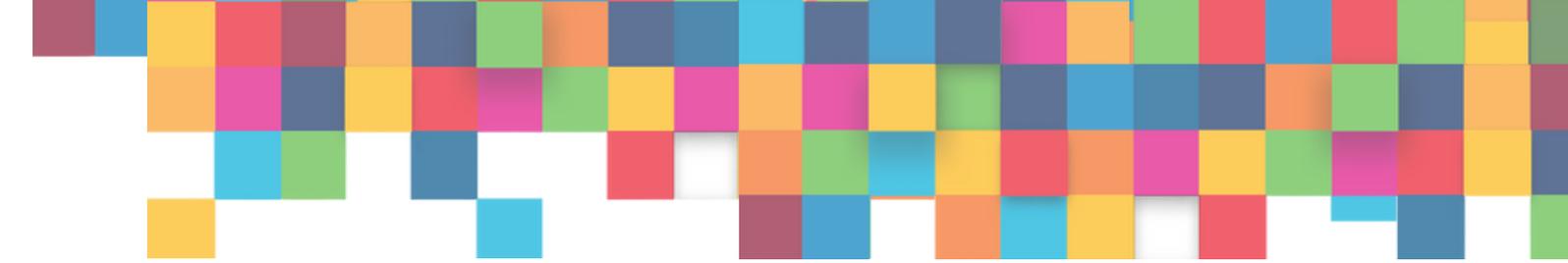
Step 3: Arrange your space as a spectrum (strongly agree ... neutral ... strongly disagree). If you have physical space you can divide the floor with tape so that people can stand on the spectrum. Otherwise, you can use paper and stickers to let people move around the spectrum and express their ideas. If you had to do the activity online, you can easily use whiteboards or room options on different tools.

Step 4: Present the statements and give them time to think.

Step 5: When they decide, let them express why they agree/disagree.



- The critical point is to lead the session in a way that participants' ideas can be connected. Encourage them to build on each other's explanations so that the opposite sides can understand each other.
- You can spice up the discussion by adding a couple of misconceptions that can surprise your participants. Especially for such statements, we encourage you to prepare some explanations if possible. This way you can make clear conclusions.
- Based on the topic and your time limit, you can decide on the number of statements to discuss.



OUR BEST PRACTICES



Bingo Game

We are sure that you all know about the bingo game, the star of the new year's eve games. However, it doesn't have to be played with only numbers. As we had our local activities during the project, we applied the idea to SDG 5 and turned the game into an activity that is fun and informative. You can apply this activity type to almost any topic and SDG in which you can match concepts with their explanations or examples.

What we did was create scenarios to choose among them. Those scenarios were about gender bias. To match these scenarios we identified categories/titles like "gender bias towards men and mother should". Then we put those categories in different arrangements on cards. When we drew a scenario randomly, groups were discussing which type of gender bias can be observed in that scenario and if they have that category on their card then they were putting a mark on it. When a group finds that the selected scenarios' categories are arranged on their card in a row, they call out "Bingo!". Then, our hosts examined their cards to verify. At that point, the group was explaining which scenario matched which category.



Step 1: Choose a topic in which you can match concepts with their explanations, examples, or anything else. For example, if you want to discuss inequality to learn more about SDG 10: Reduced Inequalities, you can search for different inequality types like income, age, ethnicity, gender, etc. Then you can find real-life examples to identify their type of inequality.

Step 2: Form the card by randomly distributing those types. Try to be random but also careful so that at the end of the game you can find a winner given that they match the examples with the right type of inequality.

Step 3: When you hear "Bingo!", verify the card and let players explain their reasoning.



- The critical point is to create groups rather than giving everybody one card. This way they will be able to discuss and learn from each other.
- Based on the topic and your time limit, you can decide on the number of scenarios/examples to match.

OUR BEST PRACTICES



How to create an informative presentation?

A quick overview:

- Before the presentation, please understand your target group, your time limit, and your teammates (if you are doing it as a group).
- Do your research on the topic, please make sure that you are able to answer all questions that can be asked.
- Decide your tools for presentation according to your target group.
- Have a one-page outline in your presentation so the audience will know what you gonna do and when they ask their questions.
- Remember to end with a Q&A session.

Target group: What are the information level of the audience, their age group, and their vacancies (if they are a certain group for instance if they are all engineers)?

Time limit: How many minutes do you have and how you should use it properly?

Group dynamics: What your teammates are capable to do, how you can work together, and how to divide tasks?

Checklist for a good presentation:

- Understand your target group
- Design your presentation properly, put proper visuals and colors
- Do not exceed 8 - 10 lines in one slide for information/writings
- Make sure that your presentation is readable
- Ask questions to the audience to have their attention
- Use clear language that your audience easily understand
- Research properly from various resources, do not stick with one resource
- Practice makes perfect so do a rehearsal
- Lastly, be confident, you studied this topic and you practiced



Tools that you can use:

For Design:

- Canva
- Prezi
- Powtoon
- Google Slides



For Visuals:

- Open Doodles
- Pexels
- Freepik
- Unsplash
- Blush

OUR BEST PRACTICES



Partnerships for the Goals

To be able to see the impact and perspective of different stakeholders/partners/ organizations, partnerships for the goals game can be implemented. This game is a different way of role-playing and can be applied to almost any topic and SDG.

Step 1: Create groups according to your total number of participants. In small teams we expect them to discuss and decide as they play the role that is given by you. In addition to that, according to your number of groups, you need to create a number of questions that will lead the game.

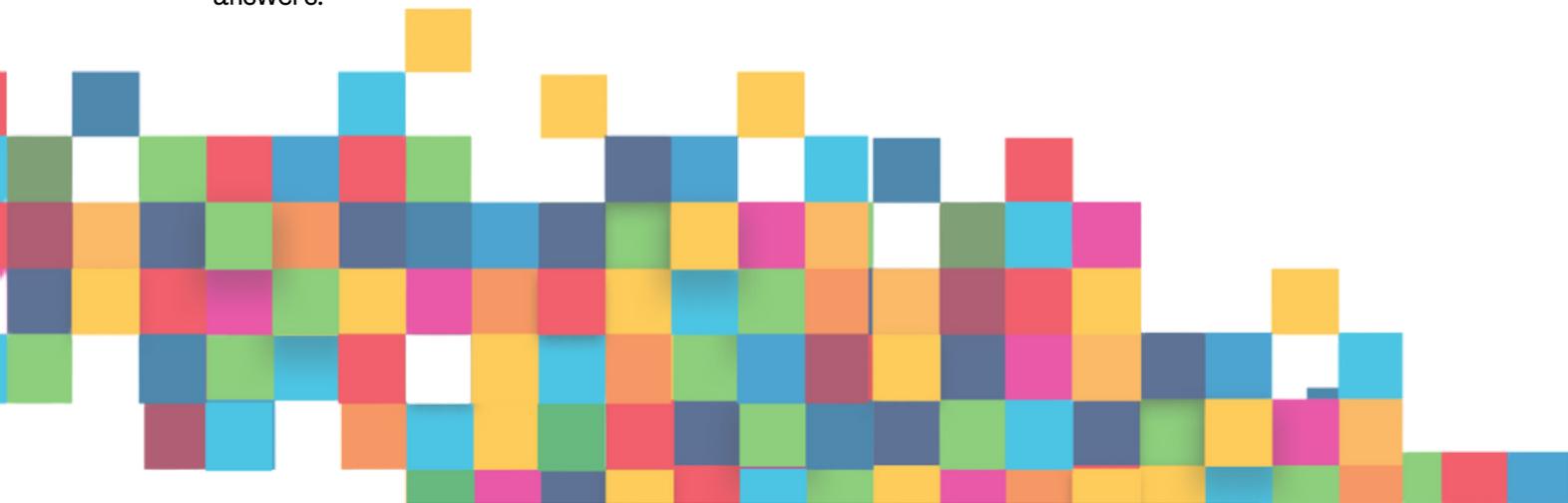
Step 2: All groups will answer the questions according to their role. For instance, let's imagine that you asked the following question: "What is the biggest problem on Earth " and you have roles like representatives from the World Health Organization and farmers from Turkiye. Every group will put themselves in their shoes and will answer the question accordingly. While representatives from WHO can say that the biggest problem is the Covid-19 pandemic, farmers from Turke can say fuel prices.

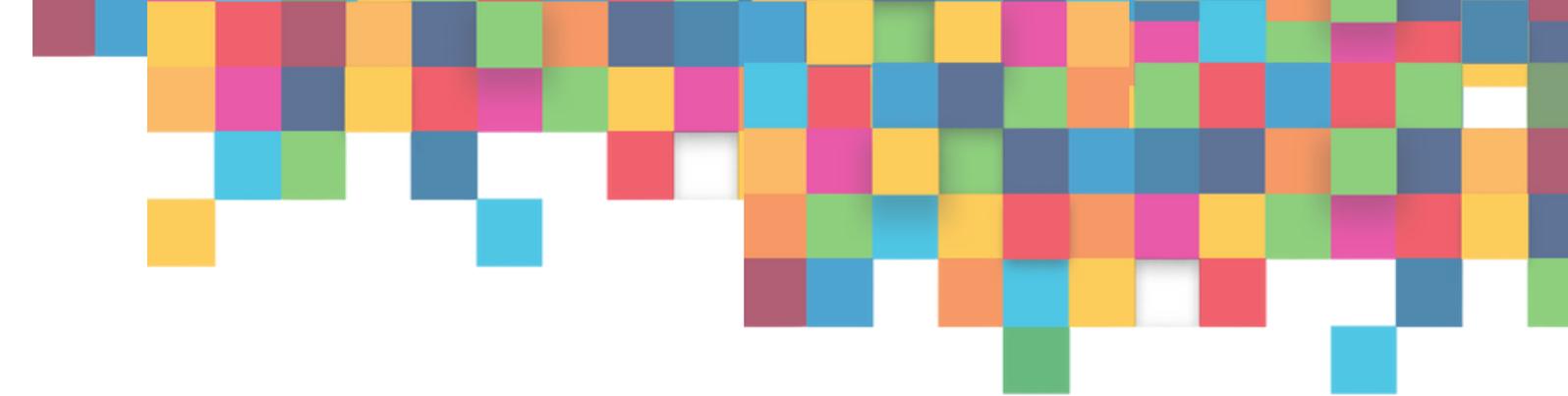
Step 3: After answering the first question, the groups will change the papers and they will answer the second question from their perspective. In each question, the paper will pass to the next group.

Step 4: After all questions are answered, the papers will be given to groups back and they will observe how others developed their answers and what kind of interesting points of view they brought.

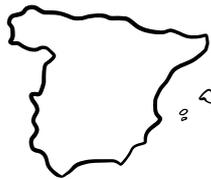


- The critical point is to lead the session in a way that at the end every group can clarify what was their perspective and how it got developed by other stakeholders. Encourage your participants to talk and evaluate other groups' perspectives. Ask them what they think and how they feel about others' answers.





OUR BEST PRACTICES



Spanish Team



Plant Your Tree

If you want to promote community development, to encourage recycling and creativity, and to make children aware of the importance of caring for the environment and keeping the neighborhood clean, this activity is suitable for you.

Step 1: Neighborhood associations and the principal of the neighborhood elementary school can meet to plan the event and divide up the tasks. Associations would be in charge of asking for the necessary permissions to carry out the activity and buying and bringing the small trees and the necessary materials for planting and designing the flower pots. Principal would be in charge of informing the families preparing, with the children, some wooden boards where the children will write their names and bringing the children on the activity day.

Step 2: The associations welcome everyone to the event and explain how the event will take place. At the beginning, songs and dynamics are done with the children, they are divided into groups and the children decorate flower pots with recycled materials (bottles, ropes, etc.). After this, each child, accompanied by a familiar adult, prepares the soil to plant a tree and puts a wooden board with his or her name on it so that each child will be able to plant his or her own tree.

Step 3: Through the school and families, the children will continue to visit the planted trees to water and care for them.



OUR BEST PRACTICES



Beach Cleanup

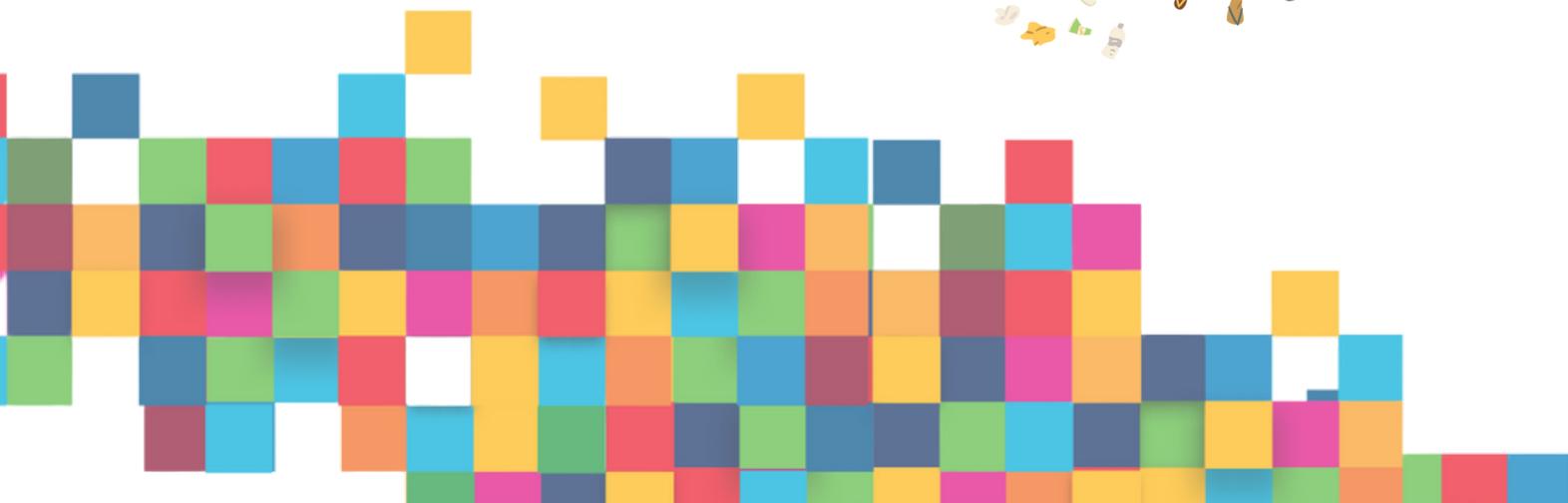
If you are living by the seaside and want to raise awareness for the conditions of those areas and to encourage teamwork and group cohesion among young people, this activity is suitable for you. This activity idea is based on the regular practices of our Spanish team but the same idea can be used for also cleaning land such as parks and other public spaces. Thus, you can apply this activity type to SDGs such as SDG 14: Life Below Water and SDG 15: Life on Land.

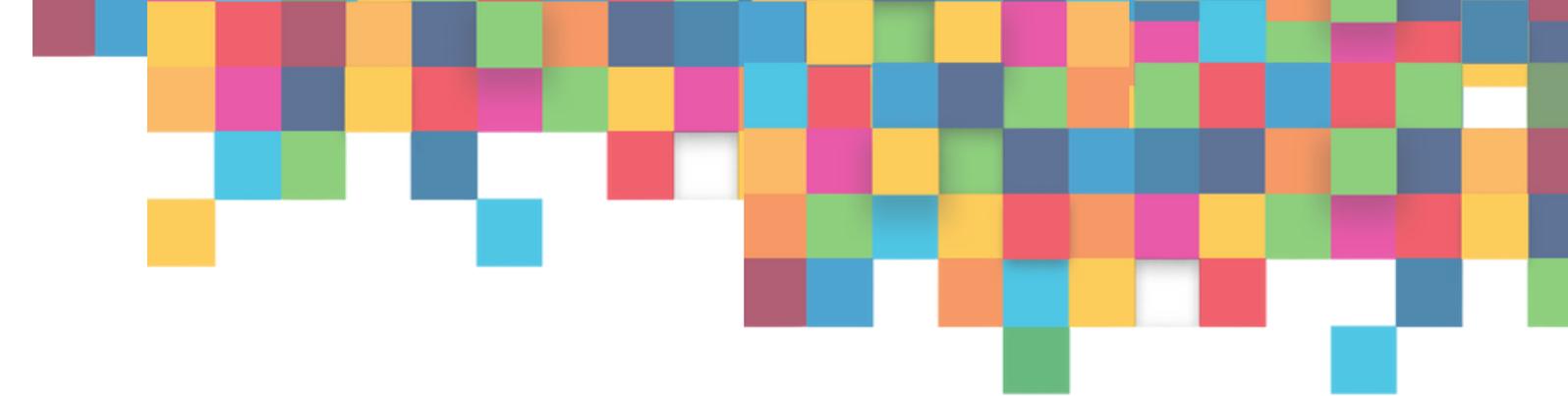
Step 1: You can meet with young people in your community to plan the activity and decide on the day, place, time, materials needed, dissemination of the activity and distribution of tasks. More or less the required materials can be listed as follows; garbage bags and collecting sticks, gloves and refreshments.

Step 2: You can contact the city council or other local government agencies to inform them of the activity, to obtain the necessary permits and to request that they remove the kilos of garbage collected after the activity.

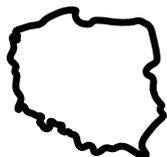
Step 3: You can meet with the participants on the beach, divide the area into zones, create teams and distribute the materials to begin cleaning.

Step 4: After the cleanup, you can enable participants to reflect on the impact of our waste ending in seas and the importance of caring for and cleaning the seas.





OUR BEST PRACTICES



Polish Team

City Game

If you want to raise awareness in your local community through collective actions, having a city game can be suitable for you. You can apply this activity type to SDGs such as SDG 9: Industry, Innovation and Infrastructure and SDG 11: Sustainable Cities and Communities. It can enable the participants to see the city and its sustainability related strengths and weaknesses.

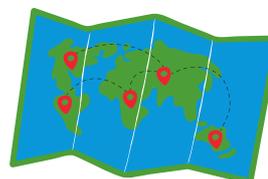
Step 1: Firstly, in the city where the game will be played, the meeting points are created in a way that they represent the city in relation to the SDG at focus. For example, to observe the city in the context of SDG 11, visiting main train stations can be useful. Depending on the time limit, the number of meeting points can be determined.

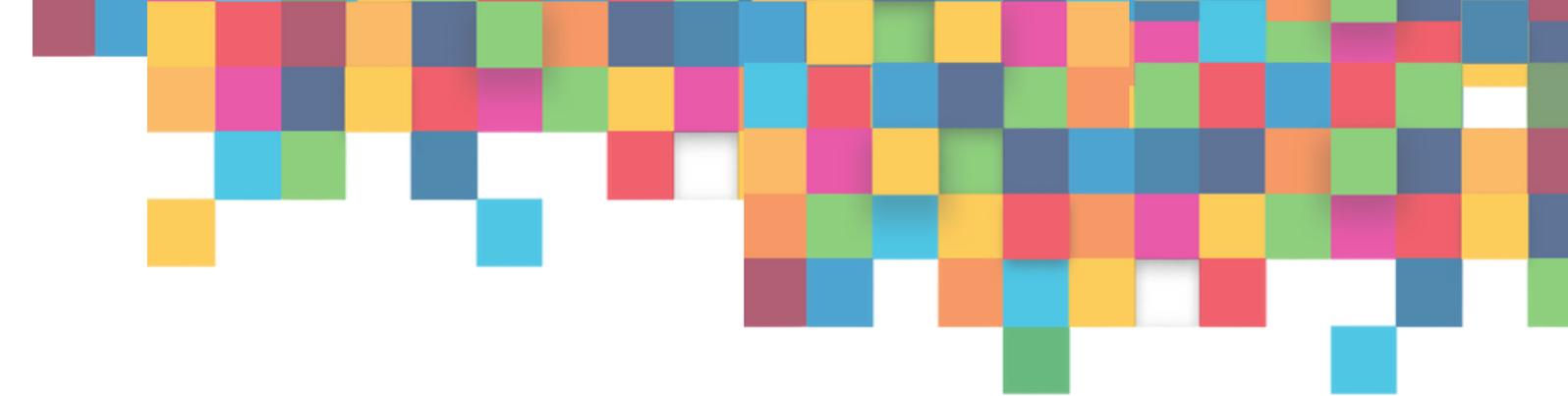
Step 2: For each meeting points, the tasks are created to be fulfilled. Those tasks should be designed in a way that they help participants to learn more about the places they are visiting and at each points they should observe or do something related to sustainability.

Step 3: For the meeting points, spots to welcome participants can be created. In those spots, participants can be informed about their tasks and the location. However, for the sake of the logistics, tasks for some meeting points can be given via phones.

Step 4: Participants are divided into groups. Each group is given a map of the city and is informed about the public transportation, and the starting and ending point of the game.

Step 5: After the groups finish their tasks they can reach the end point of the game. Then, the game is evaluated and feedback is received from the groups. If you like you can have a session to share the highlights of the game and give feedback to the participants.





OUR BEST PRACTICES

SDG Picnic



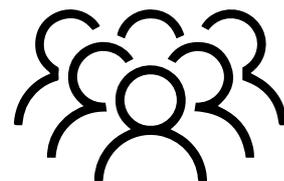
If you want to raise awareness among local organizations and young people regarding the SDGs and want to enable the interested people/organizations to get to know each other to build a network, having a picnic can be suitable.

Step 1: Identify and gather volunteers to take part in the event. For the organization of the activity, the volunteers can come together and organize a meeting in which the time of the event, the permissions to be obtained if necessary, the organizations to be invited, the promotion activities and the refreshments to be given during the picnic can be planned.

Step 2: Create groups of volunteers to organize the picnic in an efficient way. One group can decide on the activities to implement in the picnic while another group can promote the picnic and invite different people and organizations as guests.

Step 3: On the day of the activity, volunteers will complete necessary preparations by arriving before the time specified for the guests.

Step 4: During the picnic, the volunteers will continue to take care of their own tasks to ensure smooth implementation of the activities and communication between guests.



OUR BEST PRACTICES



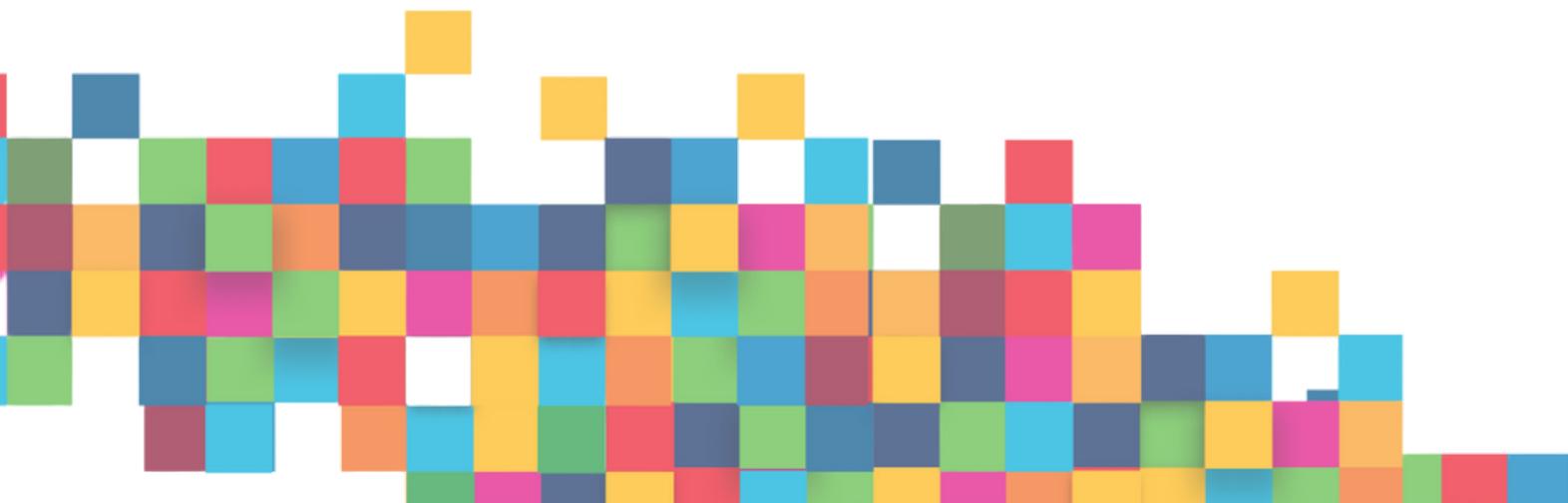
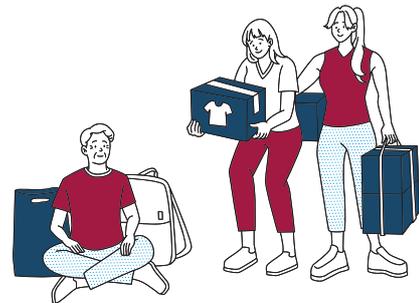
Supporting Ukrainian Refugees

There are many crises happening around the world today. Some are caused by human kind and some of them are natural emergencies. In such times acting collectively and helping those in need is what a responsible human being would do. Therefore, building on our Polish team's volunteering activities to support Ukrainian Refugees in Poland, we created this activity idea. It aims to draw attention to the power of youth initiatives and the importance of being present to support each other.

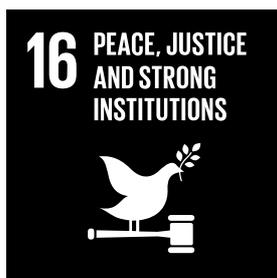
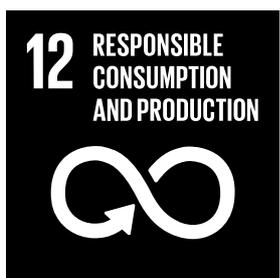
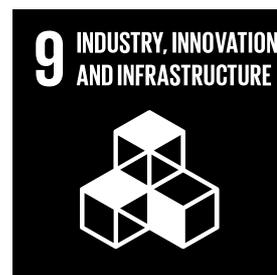
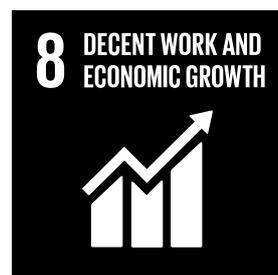
Step1: Volunteers can come together in an online or face-to-face meeting to discuss the possible needs such as clothing, food and first aid supplies. After analyzing the needs, they should focus on their capabilities to meet with those needs.

Step 2: Volunteers should create and implement a logistic plan to organize the supply of those materials needed. It includes from where to supply and collect the materials and how to pack and deliver them.

Step3: Execute the plan with as much as help you can find.



SDG 1: NO POVERTY



THE GLOBAL GOALS

1 NO POVERTY



WHAT DOES SDG 1 MEAN TO YOU?

At its broadest, SDG 1 touches on the problem of poverty which reflects an individual's inability to achieve a particular level of welfare, including food, clothing, transportation, public services, health, wealth or even recreation. Securing prosperous life for everybody means ensuring that all people and communities are given the tools they need to succeed. Even if there is no one simple process for achieving this goal, that doesn't make it impossible. We believe that together, we can feed the hungry, wipe out disease and give everyone in the world a chance to prosper and live a productive and rich life. The SDG1 gives the potential of everyone to participate in creating awareness and changing the condition of those in poverty.

WHY IS SDG 1 IMPORTANT?

Eradicating poverty in all its forms remains one of the greatest challenges facing humanity. That is due to poverty being influenced by so many factors and also having an impact on all areas of life of people affected by it. Ending poverty is a complex problem including: resilience against climate change, prevention of marginalization, increasing access to education, improving food security and access to clean water.



We need to remember that, in order to achieve SDG 1, we must target those living in vulnerable situations, increase access to basic resources and services, and support communities affected by conflict and climate-related disasters.



SUGGESTIONS

Achievable Daily Life Activities

Find an SDG Goal 1 charity you want to support. Do voluntary work - for example at Bank Food.

Promote debate on poverty in your school. Work as much as possible to involve everyone around you. Expand your knowledge.

Donate what you don't use - clothes, food supplies, etc. to support those in need. Local charities will give your gently used clothes, books, and furniture a new life. Any donation, big or small, can make a difference!

Support fair trade. Consume responsibly by buying from local providers, which can help create a sustainable trading system that provides workers with adequate compensation.

Activity Ideas for Communities

Increase access to education - create access in remote areas, support teachers in their work to deliver quality education, and make sure that education is available to children living in fragile contexts

Prioritize hiring local citizens (especially those in need) - preventing the deformation of societies

Work with communities to prepare for disasters — whether manmade or natural — in advance. It also means adapting to long-term changes (such as fighting climate change or creating programs to support the education, safety, and livelihoods of refugees). Poverty happens when a high amount of inequality meets a high amount of risk. Therefore you can organize campaigns collecting items for victims of emergencies.

1 NO POVERTY



Change little minds with social media to introduce them to the concept of poverty. Contents that are tuned down can help them understand and relate to poverty at an early age. This way they can adapt more SDG 1 friendly habits.

RESOURCE HUNT

'The end of the poverty' Phillips Diaz (2008)

Documentary revealing that poverty is not an accident. It began with military conquest, slavery, and colonization that resulted in the seizure of land and other natural resources as well as forced labor.

Forget, Evelyn L. "The town with no poverty: The health effects of a Canadian guaranteed annual income field experiment."

This paper documents the historical context of a Canadian guaranteed annual income field experiment. It shows the reduction in the hospitalization rate for participants relative to controls, particularly for accidents and injuries and mental health.

FAO e-learning Academy | 'Reducing rural poverty: policies and approaches' <https://elearning.fao.org/course/view.php?id=520>

This course considers the development of approaches to rural development through the 20th and early 21st centuries and describes the components of a multisectoral strategy and theory of change for poverty reduction and the crucial role of stakeholder collaboration

1 NO
POVERTY

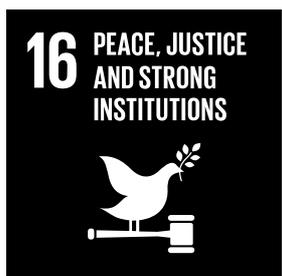
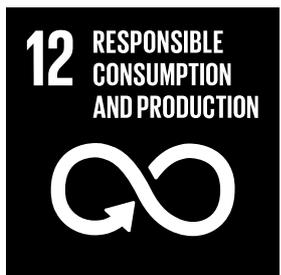
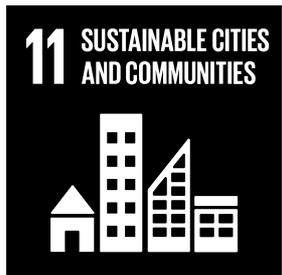
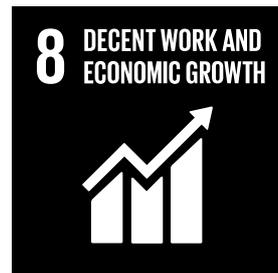


Poverty Unpacked | Podcast https://open.spotify.com/show/5WujZrDkByBylwcbJ99hEA?si=iFFhX_DQSCaUWB7ToK-3sg

Activists, researchers, policy makers, and those with lived experience of poverty around the world explain how poverty affects the mind, relationships, emotions and society as a whole, and what can be done to change it.



SDG 2: ZERO HUNGER



2 ZERO HUNGER



WHAT DOES SDG 2 MEAN TO YOU?

SDG 2 is aimed at reducing or eliminating starvation in the world. It means the implementation of the targets of SDG 2 that prevent poverty and poverty induce death caused by hunger due to poverty, human-made conflicts, climate change or economic downturns.

WHY IS SDG 2 IMPORTANT?

Even though we need to question of usage of resources with governmental and non-governmental organizations, our capacity to reduce the hunger, start and finish with our daily actions and critical meetings until the world takes another color. Instead of thinking about what to do for Zero Hunger, actions should be taken immediately because as time pass, more people die and it is up to us to prevent it.



Therefore, it is important that we have an agenda to end hunger and all the suffering which comes with it.



SUGGESTIONS

Achievable Daily Life Activities

Balanced purchasing: While buying food, we should be cautious regarding the amount and state of the products that we bought. For example, when we buy fruits, we must purchase just what will be eaten, as well as we can buy “ugly” products in order to avoid waste.

Feed for all: Donate non-perishable food to food banks regularly, without worrying about the amount.

Activity Ideas for Communities

Community Picnic: You can organize “picnics” where fun and food are promised for everyone. We invite everyone to contribute something to eat depending on what you have in your kitchen or what you can afford to buy. You can create good vibes with music and with some small games.

Community garden: You can check for available gardens/land which can be used for growing plants. You can grow various plants for people who can not afford to buy food or also for people who want to eat plant-based. The idea is to create a group of people interested in the project. They are gonna work in the garden in shifts voluntarily in order to take the plants when they are eatable.

No trash in the canteen: Instead of wasting food at canteens, you can create a take-away service for the remaining food.

2 ZERO HUNGER



How do you feel?: You can conduct a social experiment which participants dressed as a homeless and ask for food during the day to observe and understand what homeless people experience. After the experiment, ask participants how they feel and how much help they had received.

RESOURCE HUNT

SDG 2: Academic insights into zero hunger

https://www.youtube.com/watch?v=Af_Zj0iiqYc&feature=youtu.be

This video explains in detail why people are starving even though there is enough food in the world and what needs to be done about it.

2030- SDG 2- Zero Hungers | TEDx Talks

https://www.youtube.com/watch?v=YLldS3S_AOI

It includes the stunning talk on Ted Talks about Zero Hunger. The origin of SDG 2 has been revealed with a visual presentation.

World Food Programme

<https://www.wfp.org/ending-hunger>

This website writes about what can be done to eradicate hunger and more. At the same time, donations are collected from the site in order to prevent hunger. You can learn more about the SDG by following this website.

19 Food Films to Inform and Inspire

<https://moveforhunger.org/blog/19-food-films-inform-and-inspire>

This blogpost provides information and various documentaries reflecting the causes and effects of hunger.

Nutrition and Sustainable Development Goal 2: Zero Hunger <https://www.frontiersin.org/research-topics/40792/nutrition-and-sustainable-development-goal-2-zero-hunger>

This article focuses on the essence of nutrition. It also explains what kind of effects SDG 2 has on other SDGs.

Striving for zero hunger in an uncertain world

[https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196\(22\)00126-7/fulltext](https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(22)00126-7/fulltext)

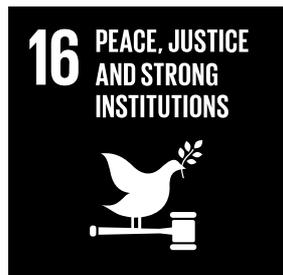
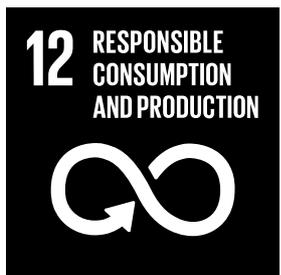
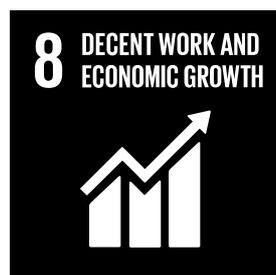
The main focus of this article is the causes of the last negative events between Russia and Ukraine which led to the another level of the poverty in the world.



2 ZERO HUNGER



SDG 3: GOOD HEALTH AND WELL BEING



3 GOOD HEALTH AND WELL-BEING



WHAT DOES SDG 3 MEAN TO YOU?

SDG 3 is about making people at all ages aware of their health and well being and enabling them to take care of themselves both physically and mentally. It fights for increasing life expectancy and decreasing child death and maternal mortality. For example many women are at risk of death while giving birth, young adults fight with drug addiction at early ages, and several mental diseases are experienced at all ages by many. Additionally, it is about governments and their preparedness for coming diseases.

WHY IS THIS SDG 3 IMPORTANT?

SDG 3 is essential for providing universal access to health services for people to continue their lives by receiving right treatment and medication and living under hygienic conditions. Because access to health services is a fundamental human right and only by taking care of your wellbeing, humans can fully participate in active social life, SDG 3 is crucial for humanity and the world.



Additionally, it is about governments and their preparedness for coming diseases.



SUGGESTIONS

Achievable Daily Life Activities

Doing all kinds of sports (ex. A short walk in the mornings, yoga, meditation).

Counting the steps and setting targets.

Having a more nutritious-based diet.

Having a relaxed time for mental health.

Setting a target of drinking water based on your BMI (Body mass index).

Making regular tests and check-ups in a hospital.

Taking care of hygiene and cleaning.

Having a hobby that you can enjoy.

Activity Ideas for Communities

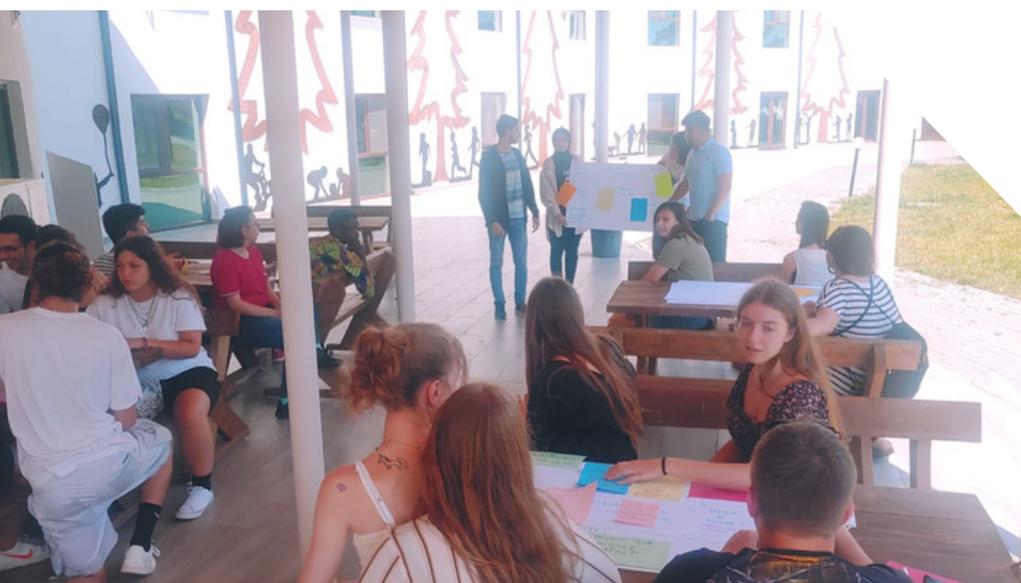
Creating workshops for young adults with professionals such as a doctor or a nurse about sexual health and also for children to teach them the private parts of their bodies and prevent sexual abuse.

Having seminars about the importance of expressing your sexual needs and creating your personal boundaries

Creating local city sports competitions in each season for all ages (children, young people, adults, and elder people)

Having a homemade nutritious-based lunch once a week at the workplace with your colleagues

3 GOOD HEALTH AND WELL-BEING



Giving training with university students to children in kindergarten on how to use basic hygiene products (how to brush their teeth, clean their hands, etc.)

Promoting useful health applications in our organizations' social media accounts once a week as 'suggestion of the week'

RESOURCE HUNT

“Let’s talk about mental health” by Jeremy Godwin | Spotify
<https://open.spotify.com/show/2kH3ec1ljTia7VmwYsm8Xt?si=caed28ec59054b0d>

This podcast is full of simple and practical advice for better mental health. Each week it looks at a different aspect of mental health (such as positivity, conflict, being present, etc.) and explores what it is, why it matters for your well-being, and how to improve that aspect of your mental health. Episodes average 25 minutes in length and are available on all major podcast services including Spotify, Apple Podcasts, and more.

Psych Central

<https://psychcentral.com/>

Psych Central is a fantastic web resource, offering detailed information and support to help deal with all types of mental health issues, phobias, and disorders. You can sign up for their newsletter to receive tips, stories, and practical advice. This newsletter and website are of particular use for anyone helping a loved one through troubled times. And they're not selling you anything, just providing a source of support to over two hundred thousand subscribers worldwide.

Thrive

<https://thrive-magazine.co.uk/>

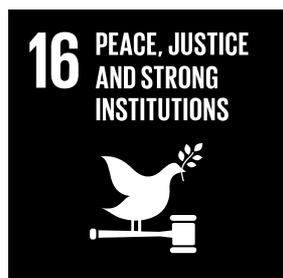
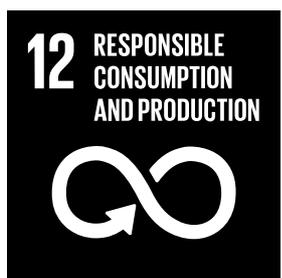
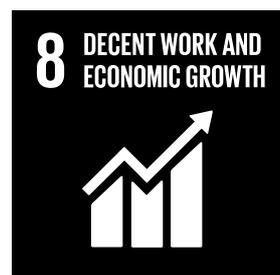
Here's a chance to get yourself a free magazine. Thrive is a health magazine focusing on nutrition and living a healthy lifestyle. If you are interested in how the quality of the food you eat affects your health, or if you have ever considered using a meal planning app to eat healthily, you'll find recipes and ideas to inspire you to live well.



3 GOOD HEALTH AND WELL-BEING



SDG 4: QUALITY EDUCATION



THE GLOBAL GOALS

WHAT DOES SDG 4 MEAN TO YOU?

SDG 4 aims to provide access to equitable and quality education from childhood to old age while concentrating on increasing the number of young people and adults who have the necessary skills for decent employment and entrepreneurship opportunities. The objective also seeks to fight inequalities faced in access to education based on gender and income.

4 QUALITY EDUCATION



WHY IS SDG 4 IMPORTANT?

Everyone has the right to access good quality education. Where you are living, which language you are speaking, or how much money you have should not matter. Because knowledge of all kinds is key to great opportunities in life as an individual. Moreover, with education, we create the minds of younger generations, so they can work on creating the best possible future. For that, we need to meet the needs of people now. Therefore, working to realize SDG 4 is a crucial task.

“

It also entails providing education considering different cultures in different countries or today's different needs such as learning about feminism, protecting the environment, or sexual education.

”



FORMAL	NON-FORMAL	INFORMAL
<ul style="list-style-type: none">hierarchy of programsdiplomas / certificatesgrades / final assessmentfull-time trainingtheory-practicelearning group at the same agemandatoryprofessional development (workshop) → diplomaclear motivation (grades)	<ul style="list-style-type: none">any organized educational activity outside of the established formal systemhas its learning objectivesflexiblevoluntarylearner-centeredlinear, individual, self-pacedlearning groups of different agesfrom practice → theorylower motivationnon-recognized (certificates)	<ul style="list-style-type: none">lifelong processunstructured, not plannedindividual acquires skills, knowledge, attitude from→ daily experience→ established within environment & resourcesfrom family, friends, neighbors, etc.from work's play, social media, etc.

SUGGESTIONS

Achievable Daily Life Activities

Donate books for school after you're done.

Donate money for educational purposes.

Read a book. Watch a video. Learn to play an instrument.

Do something to educate yourself in any field you would like.

Activity Ideas for Communities

To spark a discussion around SDG 4, you can **create competitions** in which young people can express their thought, feelings, and ideas about SDG 4 with photos, writings, pictures, or other kinds of art. With this activity idea, you can easily address younger kids and it can help them understand the broader concept of providing access to equitable and quality education and express it in their own way. After that, you can dive into more serious topics.

To receive an education, we are forced to make some really important decisions at a very young age when we actually don't know ourselves fully. At those times providing young people with sufficient information is crucial so that they can make more informed career decisions. To achieve this there are different roles to be played by teachers, NGOs, professionals, and governments. One important step is to **equip high school students with detailed information from a variety of career paths.**

4 QUALITY EDUCATION



For this, visits to universities and meetings with different professionals should be arranged. Moreover, for practical information, field trips and more can be organized. This way young people can create their own opinion about the job/studies that they want to pursue before going forward.

RESOURCE HUNT

SDG 4 | United Nations Department of Economic and Social Affairs

<https://sdgs.un.org/goals/goal4>

This website explains SDG 4, its targets, and the progress that has been made in detail. There are also relevant publications and news presented.

Understanding Sustainable Development Goal (SDG) 4 on “quality education” from micro to macro perspective

<https://link.springer.com/article/10.1007/s11159-019-09772-7>

This article discusses the current focus of education policies around the world on working with benchmarks, indicators, and targets. Its aim is to increase knowledge of potential strategies to meet the fourth United Nations Sustainable Development Goal (SDG 4), which strives for quality education.

The Global Campaign for Education

<https://campaignforeducation.org/en/>

GCE is a civil society movement that promotes and defends education as a basic human right. It campaigns and advocates at the international, regional, and national levels to put pressure on governments and the international community to deliver the right of everyone to a free, quality, public education. On this website, you can find campaigns to support.

4 QUALITY EDUCATION



Teaching Methods for Inspiring the Students of the Future | Joe Ruhl | TEDx Talks

<https://www.youtube.com/watch?v=UCFg9bcW7Bk>

Joe Ruhl received his bachelor's and master's degrees at Purdue University and he has been teaching kids biology, genetics, and science research for more than 37 years. In this panel, he's talking about collaboration (being social creatures), communication, critical thinking (problem-solving), and creativity (the human way of thinking), and how they should be present in all classrooms.



SDG 5: GENDER EQUALITY



5 GENDER EQUALITY



WHAT DOES SDG 5 MEAN TO YOU?

SDG 5 is about the freedom of being who you are and receiving equal treatment and opportunities. It is about enhancing the quality of life of a society considering the great influence that women have by being both the bread-winner and caregiver for the sake of many. Moreover, mothers are the one who educate the children at first. Despite that, they face many difficulties in every part of their life from walking outside to getting a job. SDG 5 is also about the fact that we should acknowledge the variety of genders identities that exist, such as queer, a-gender, non-binariy.

WHY IS SDG 5 IMPORTANT?

SDG 5 is crucial for the world because it is about providing everybody regardless of the gender with the same rights and opportunities. If we give each gender the rights they deserve, at the end of the day, we can achieve a happy and respectful society. To care about gender equality, we must have the right training because there are still outdated practices in the world. For instance, girls are not enrolled in schools, female are being circumcised, women are underpaid and more.



We can overcome all these wrong thoughts and taboos with the agenda for SDG 5.



SUGGESTIONS

Achievable Daily Life Activities

Sharing the housework equally.

Being careful with signs of domestic violence.

Being open-minded about the stereotypes/taboo such as boys cannot wear pink clothes and play with baby dolls.

Activity Ideas for Communities

Organize workshops in schools and universities to educate people about gender equality, for instance, teaching self-defense to women in case they are abused, or teaching people how to act in front of a gender violence situation.

Creating a space in which students from different age groups such as university and primary school students are coming together to **discuss gender bias, meaning the social norms** that are learned as we grow up. This way students can become aware of the bias (boys cannot play with baby dolls, wearing skirts are for girls, moms belong to the kitchen, etc.) that we learn without realizing because, in the end, they will see that university students doesn't have the same biases with primary school students vs.

5 GENDER
EQUALITY



You can **use social media to normalize the period talk**, provide information about the abortion rights and the choice of the women and support LGBTQIA family.

RESOURCE HUNT

Why Women Are Paid Less | Netflix

<https://youtu.be/hP8dLUxBfsU>

In this documentary, you can find an answer to a very hard question: “Why women are paid less?”. Hillary Clinton and Anne-Marie Slaughter discuss the cultural norms at the center of the worldwide gender pay gap, including the "motherhood penalty."

Why Gender Equality Is Good for Everyone — Men Included | Michael Kimmel | TEDx Talks

<https://youtu.be/7n9IOH0NvyYi>

In this TedTalk, Michael Kimmel makes the surprising, funny, practical case for treating men and women equally in the workplace and at home

Gender and Sexuality: Diversity and Inclusion in the Workplace

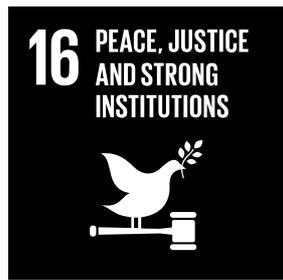
<https://www.coursera.org/learn/gender-sexuality>

This course will introduce you to the exciting field of gender, sexuality, and women's studies, and to LGBTQIA identities.

5 GENDER
EQUALITY



SDG 6: CLEAN WATER AND SANITATION



THE GLOBAL GOALS

6 CLEAN WATER AND SANITATION



WHAT DOES SDG 6 MEAN TO YOU?

Our bodies and our planet mainly consist of water, water is indispensable for life so it is everyone's responsibility to ensure access to it for all people. In addition, we must ensure that the water we get is clean and filtered, which helps to improve everyone's health.

We all have to work together to keep water clean and not waste it.

WHY IS THIS SDG 6 IMPORTANT?

Water is not an infinite resource, so we have to create new ways to use it sustainably. Also, water scarcity affects more than 40% of the population, it is not an option to find a solution but an obligation for all of us. Future generations will also need the water we use today. In addition to that, more than 2 million of people pass away every year because of polluted water.



So, SDG 6 is important because it clearly prevents the deaths.



SUGGESTIONS

Achievable Daily Life Activities

Do not flush residues or other liquids that contaminate the water down the sink.

Do not flush paper, wipes, or other waste down the toilet.

Collect rainwater and use it for a second time.

If you have a water leak at home, fix it quickly.

If it is raining, take your plants out to be watered.

When you wash your dishes, fill one container with water for washing and another for cleaning, to avoid using too much drinkable water.

When you run your washing machine, make sure you have enough laundry to fill it.

Fit a filter to your tap so that the water comes out filtered.

Try to keep your showers to no more than 4 minutes and turn off the tap while soaping up.

Activity Ideas for Communities

Carry out **awareness-raising campaigns** about how to take care of water in educational centers (schools and high schools) on water care.

Collaborate with the municipality to ensure that families with fewer opportunities have **access to drinkable water**.

Keep water tanks in good condition.

Know the weather in your area and if it is going to rain, do not water the green areas in your municipality.

Create reels showing tips on how to save water at home and post them.

6 CLEAN WATER AND SANITATION



Create a true or false game about water expenditure and relevant information and engage your followers. After each question explain the answers (video, text etc.).

Create a trending topic about what can happen if we don't take care of water

Create a participatory discussion with relevant people (teachers, youth workers, local politicians, etc.) to talk about the consequences of pollution.

RESOURCE HUNT

Water Pollution

<https://www.nationalgeographic.com/environment/article/freshwater-pollution>

An article that explains the causes of the pollution of water and why it's important to drink clean water.

In Our Water

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

The movie follows a New Jersey family for 5 years as they discover their water is being contaminated by toxic waste. They endure bureaucratic neglect and court inaction as the poisons spread.

The Future of Freshwater Biodiversity

<https://www.youtube.com/watch?v=LCUkKY78ftU>

This documentary explains the importance of caring for water in order to care for the biodiversity of our planet at the same time.

Governance for Transboundary Freshwater Security

<https://sdgacademy.org/course/governance-for-transboundary-freshwater-security/>

This course presents multiple facets of governance for transboundary freshwater security from financing mechanisms to negotiation skills.

6 CLEAN WATER AND SANITATION

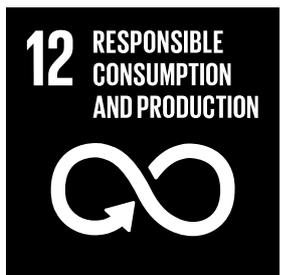
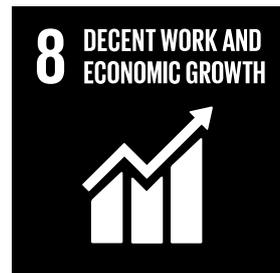


Brave Blue World

This documentary talk about how create a sustainable future for the water, and explore innovations on the five continents, from the reuse to the generation of energy.



SDG 7: AFFORDABLE AND CLEAN ENERGY



THE GLOBAL GOALS

7 AFFORDABLE AND CLEAN ENERGY



WHAT DOES SDG 7 MEAN TO YOU?

SDG 7 is a reminder to be aware of the existence of affordable and clean energies. Covers topics in the applied energy areas, including renewable energy, clean energy conversion technologies, mitigation technologies, intelligent energy systems, energy storage, energy management, energy policy/economics and sustainability, and energy sciences. Our opinion is that energy is essential for powering economic activities and providing healthier and more prosperous future for all. Renewable energy is the cornerstone of a future of human prosperity without environmental sacrifice. Increasing the supply of renewable energy allows us to replace carbon-intensive energy sources and reduce greenhouse gas emissions.

WHY IS SDG 7 IMPORTANT?

Understanding the meaning of SDG 7 is important to discover affordable and clean sources/energies. Working for SDG 7 means ensuring universal access to affordable, reliable and modern energy services and increasing the share of renewable energy. One of the many benefits of renewable energy is improved public health (due to less air and water pollution) and environmental quality. It also contributes to economic growth (e.g. ensuring employment opportunities) and provides social benefits (e.g. ensuring people have access to energy as a basic human need).



What is more, renewable energy improves the environment through ensuring resource efficiency and minimizing environmental stress.



SUGGESTIONS

Achievable Daily Life Activities

Use low-electricity-usage devices.

Switch off your appliances at the socket.

Turn off the lights when you're not using them.

Invest in clean energy solutions for your home and workplace e.g. install solar panels for heating and electricity.

Use electricity responsibly - don't use multiple devices at the same time.

Promote debate on clean energy in your community. Work as much as possible to involve everyone around you. Expand your knowledge.

Activity Ideas for Communities

Provide basic energy mechanisms education in school - with emphasis on the importance of it. Prompt students to think about the role of consumers (e.g. how can consumers be persuaded to install solar panels on their roofs) and what support is needed to incentivize them and help the industry grow (e.g. financial support, political support).

Organize an open discussion/summit of innovative actions or solutions that could contribute to more use of renewable energy sources in your community, city, country, region, and/or the world.

7 AFFORDABLE AND CLEAN ENERGY



Stores should **turn off the lights during the night** since their consumption of electricity is unnecessarily high.

RESOURCE HUNT

‘2004’ Damon Gameau 2020 | Amazon Prime

The documentary investigates what the future could look like by the year 2040 if we simply embrace the best solutions already available to us to improve our planet and shift them rapidly into the mainstream.

‘Breaking Boundaries: the Science of our Planet’ | Netflix

This documentary looks at the systems that determine the state of the planet and examines how changing climates have manipulated them, causing wildfires and other adverse weather events.

<https://en.unesco.org/themes/education/sdgs/material/07>

This website provides resources for educators about affordable and clean energy. The importance of education to achieve SDG-7 is explained informatively. Furthermore, this website provides various educational materials such as ideas for classroom activities and multimedia educational resources for early childhood education, primary education, and secondary education.

7 AFFORDABLE AND CLEAN ENERGY

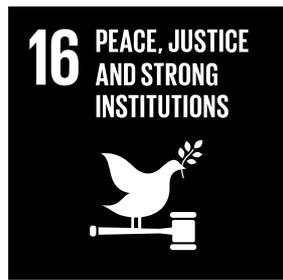


100% Renewable energy: You can do it | Gordian Raacke | TEDx Talks **<https://www.youtube.com/watch?v=QQodNgmfojc>**

Global perspective on climate change and the effective actions we can take as individuals to collectively save the planet.



SDG 8: DECENT WORK AND ECONOMIC GROWTH



8 DECENT WORK AND ECONOMIC GROWTH



WHAT DOES SDG 8 MEAN TO YOU?

SDG 8 means decent work, economic growth and all included in a sustainable development. The wellbeing of the citizens is directly affected by financial aspects such as income, economy, downturns and so on. Irregular economy and fluctuations also creates inequalities in various ways which clearly illustrates that we need SDG 8.

WHY IS SDG 8 IMPORTANT?

SDG 8 is really important in order to eliminate discrimination and decreasing inequalities such as glass ceiling which directly affect society's well-being and life standards. When there are inequalities, people are more willing to behave for their own good which even creates more disadvantages or vulnerable groups.



To break this negative chain, SDG 8 exists to take action and provide decent environment for all the employees.



SUGGESTIONS

Achievable Daily Life Activities

Responsible Bag: Purchase products knowing the origin, job conditions of employees, and materials process. With these actions, we collaborate with a respectful work environment and decent work.

No Mobbing: Create a good and respectful space in our workplaces to guarantee no power abuse.

Activity Ideas for Communities

We Work, We Build: The aim is to create decent jobs in rural and empty towns to repopulate them. The land of the country which is not used can be offered to citizens with cheap options to create a manufacturing process in unused areas. The program can be provided by the government in terms of financial support. However, in time the program will be self-sufficient (they work in the town and manage its own economy).

Each One Teach One: People from each town –neighbors– can offer various workshops to others to increase their knowledge and create a space for them to improve themselves in the job market. With this, we can create economic growth, new jobs, and qualified employees.

8 DECENT WORK AND ECONOMIC GROWTH



Fake Employee: The idea is to create a group of volunteers that try to get some underrated jobs, even they are not going to work there finally, they will have a chance to see the conditions and working environment (boss, partners, schedule). The purpose of this idea is reporting every inequality and mobbing in various ways like social media.

8 DECENT WORK AND ECONOMIC GROWTH



RESOURCE HUNT

2030- SDG 8- Decent Work and Economic Growth | TEDx Talks

<https://www.youtube.com/watch?v=qaWbx0VvKOY>

A talk on SDG 8 was given by Ted Talks. This talk revealed why SDG8 is important to people and what will happen if nothing is done about it. The video takes approximately 11 minutes.

SDG 8 - Decent Work and Economic Growth | Suzanna Mahinder

<https://www.youtube.com/watch?v=dylOM3GY9PY>

In this video, SDG 8 is discussed and interpreted from many different perspectives. In this way, the facts from economic and social aspects are shown. The video lasts about 12 and a half minutes.

Fairtrade | SDG8: Decent work and economic growth

<https://www.fairtrade.net/issue/sdg8>

This article touches upon agriculture in SDG 8 and the works of Fairtrade to provide all employees with fair pay and a decent environment to work.

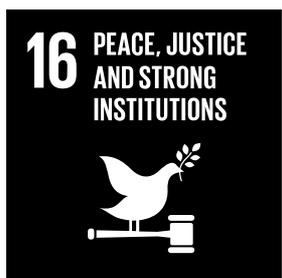
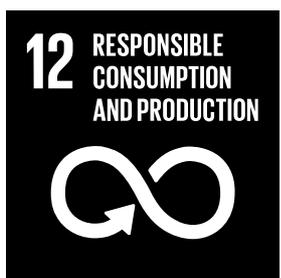
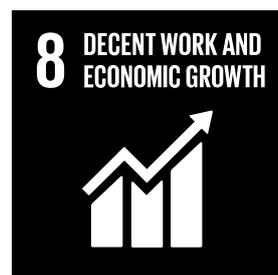
13 Films about Post-Growth Economics

<https://www.filmsforaction.org/articles/infinite-growth-on-a-finite-planet/>

A Post-Growth economy is not only necessary for planetary survival, but will make our lives way better, too. These films explain why.



SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



WHAT DOES SDG 9 MEAN TO YOU?

SDG9 aims to build sustainable cities, industries and infrastructure within the participation of citizens. It ensures collaboration of different sectors for resilient industrialization in communities. It supports domestic technological development and manufacturing activities. SDG9 empowers the access to information by communication technologies in a city. For example, transportation apps are designed for sustainable communication and service that every citizen can access. Also, innovation and technological progress is the last solution in every community to stop the environmental challenges.

WHY IS SDG 9 IMPORTANT?

We need to finance and implement sustainable infrastructure practices that reduce our environmental footprint, employ clean technologies and are economically viable. Since SDG9 aims to give everyone access to information technologies in especially rural communities' many still suffer from a lack of access to new technologies that could improve their livelihoods and standards of living. It is important to meet future challenges so as not to waste energy and water by repairing pipes and heating systems especially during environmental crises. What is more, we must provide access to energy in places where it is not available, because infrastructure can't exist and develop without power.



It is also crucial because it engages the communities with industries for more resilient cities.



SUGGESTIONS

Achievable Daily Life Activities

Investing in affordable green energy

Implementing innovative systems that can help in achieving sustainable houses

Participating in feedback surveys of municipalities and making comments to help them understand the needs and services of society.

Attending public industry meetings

Activity Ideas for Communities

In order to make children aware of sustainable cities and technological innovations, a workshop with the collaboration of your university's architecture students and children to inspire them to create their own dream cities. This activity aims to help them understand how important and possible having green-innovative-industrialized sustainable cities and infrastructures.

Creating an entrepreneurial hackathon/Bootcamp to empower and promote young entrepreneurs. This activity includes a few groups of people who come up with business ideas such as start-ups. There are also invited real entrepreneurs as mentors to the groups to give innovative ideas within specific sectors. After the sessions are done each group presents its business model and the participants and juries evaluate their projects to find the most sustainable start-up.

Factory and city trips to follow recent technologies, have new connections, and evaluate and make comparisons of what is inspiring, and what should be improved or changed.



Preparing a city game that includes the important spots in the city in order to discover and learn about your hometown. The aim of this game is being aware of whether our city is innovative, sustainable or resilient. After the city game it is expected that the participants give a reflection about the dynamics of the city. Does the city meet the needs of its residents? What should be improved? What do you like or don't like about the city?

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



RESOURCE HUNT

Innovating Infrastructure

<https://open.spotify.com/show/2EcYw9WoBA5XCQ8JV5Z2E9?si=3C9Z5nm3Sd-pM7K7j-gdnQ>

This podcast from the Global Infrastructure Hub showcases new and emerging technology-based solutions to infrastructure challenges. This is for anyone interested in innovation, technology, or infrastructure. Each episode is an interview with one of the finalists from GI Hub's InfraChallenge- a global innovation competition that helps start-ups advance their solutions for more resilient infrastructure.

Smart Cities - Building for the Cities of Tomorrow

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

This documentary discovers how cities across the world are meeting challenges with creativity to become places that are well worth a visit. In this documentary, there are several innovative and sustainable cities created. As our cities grow, so do the challenges. Space is becoming scarce and social tensions, traffic, noise, and pollution are all on the rise. These smart cities offer many opportunities such as more efficient use of resources, energy, and infrastructure.

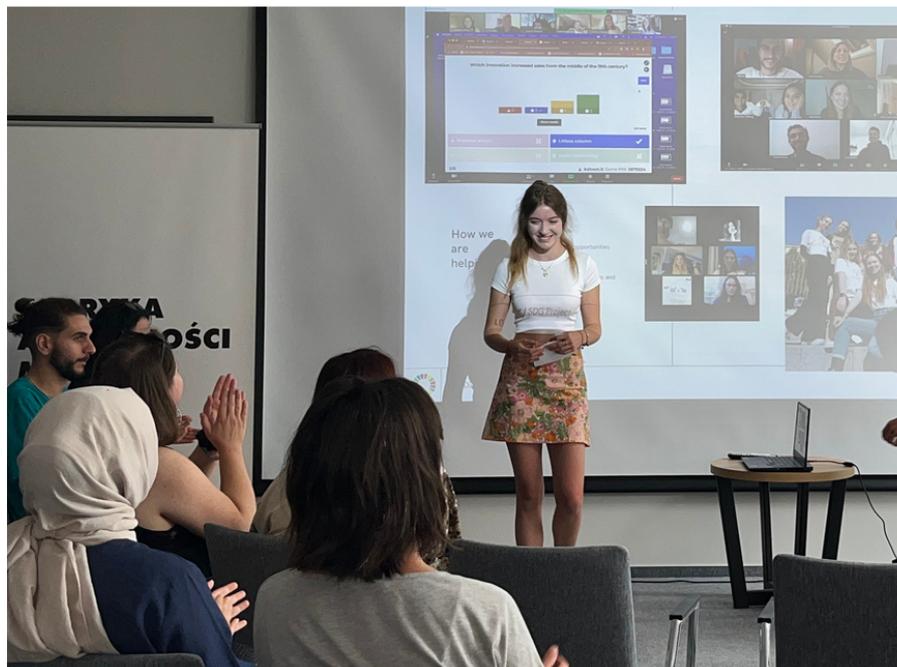
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



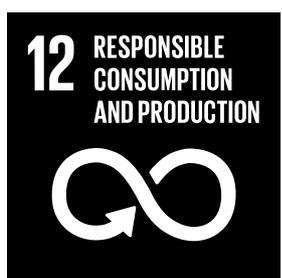
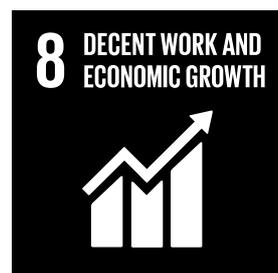
Euronews

<https://www.euronews.com/tag/sustainable-innovation>

It is an online resource where you can find technology oriented innovations in several cities and how story of how citizens and municipalities implement them. It inspires the readers with the idea of smart and sustainable cities by giving real examples around the world with explanations and videos.



SDG 10: REDUCED INEQUALITIES



10 REDUCED INEQUALITIES



WHAT DOES SDG 10 MEAN TO YOU?

SDG10 works on reducing inequality within and among countries. The purpose of this SDG is to reduce inequalities in many fields, for example income, age, sex, disability, race, ethnicity, origin, religion or economic or other status within a country.

WHY IS SDG 10 IMPORTANT?

Reducing inequality is important for long- term social and economic development as inequalities cause poverty and destroy people's sense of fulfilment and self-worth. Differences between societies are huge, and everyone is affected by them. Inequality influences our personal lives; it psychologically divides us from status, support and solidarity. Reducing inequality requires transformative change.



A lot of effort is needed to clear off poverty and hunger, and invest more in health, education, social protection and decent jobs (specifically for disadvantaged groups).



SUGGESTIONS

Achievable Daily Life Activities

Donate money to organizations that facilitate the inclusion of refugees.

Make sure that your workplace is accessible to disabled people.

Provide/donate books to low-income families.

Work as a volunteer/mentor with refugees or kids from poor families to support their education (math, language, chemistry, etc).

Volunteer to work at the shelter (help with food, medication, and a place to sleep for the homeless people).

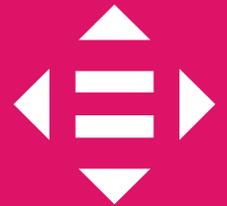
Activity Ideas for Communities

Use local newspapers to increase knowledge by putting articles in the local newspaper. (It can be an article explaining SDG10 or showing actions taken and their results. It can also be about inequalities in general and the process of reducing them.)

Hold meetings for groups of people who feel discriminated against in any way.

Lead workshops with students. Let them watch a video and talk with them; explain exactly what is SDG10, and let them have an open discussion about it. Help them create a post on the website of the university with their information about SDG10, summarise the discussion they had, and present the outcome.

10 REDUCED INEQUALITIES



Create a Game: DYSCRIMINATION

Imagine that you aren't born yet. You can create your life. You can choose everything that will determine your appearance, character, everything. You will choose your gender, sexual orientation, the color of the skin, the economic situation of your family, etc. With every chose you get some pluses and minuses. You won't know them before you choose. After every choice you will be presented with the good and bad side of the life you choose for yourself.

RESOURCE HUNT

Reducing Inequality | TEDx Talks

<https://youtu.be/SsrMVni1G94>

This talk informs the audience about inequality across the globe and suggests possible solutions to this complex issue.

Inequality in Education with Special Guest Dr. Mirra | Spotify

[https://open.spotify.com/episode/5cjrN2yJ3vXPmHAD8Yaysf?si=a0tgMoe-SxaMswpp11eu-](https://open.spotify.com/episode/5cjrN2yJ3vXPmHAD8Yaysf?si=a0tgMoe-SxaMswpp11eu-A&context=spotify%3Ashow%3A2pw9bB6vdlhOHLUw775Lgt)

[A&context=spotify%3Ashow%3A2pw9bB6vdlhOHLUw775Lgt](https://open.spotify.com/episode/5cjrN2yJ3vXPmHAD8Yaysf?si=a0tgMoe-SxaMswpp11eu-A&context=spotify%3Ashow%3A2pw9bB6vdlhOHLUw775Lgt)

Dr. Mira (she is a professor of teacher education at Rutgers University) is a guest in this podcast. They talk here about Inequalities in schools and the education system.

The problem of education inequality | CNBC Reports

<https://www.youtube.com/watch?v=T-JVpKku5SI>

It's a video report from CNBC about education inequality shown in times of pandemic. The Covid-19 pandemic has highlighted education Inequality affecting both poor and rich nations across the world. Tom Chitty presents in this video the best ways of tackling what many believe is at the root of all inequality.

Fairness for Children - Income and Education Inequality

<https://youtu.be/VLDMPg5op28>

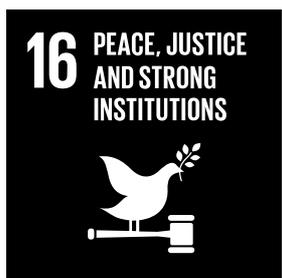
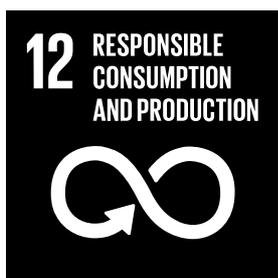
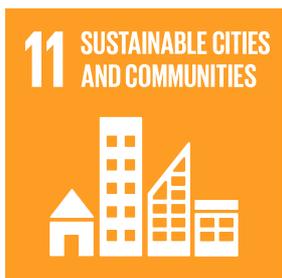
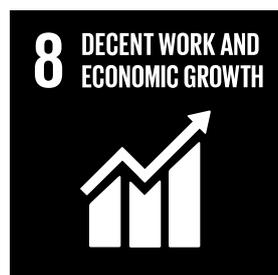
The last Innocenti Report Card raises concerns about the impact of inequality on the most disadvantaged children in high-income countries. In 19 out of 41 countries studied, the poorest percent of children live in households that have less than half the income of the median.



10 REDUCED INEQUALITIES



SDG 11: SUSTAINABLE CITIES AND COMMUNITIES



THE GLOBAL GOALS

11 SUSTAINABLE CITIES AND COMMUNITIES



WHAT DOES SDG 11 MEAN TO YOU?

SDG 11 means for us hard work and persistence because people should not only demand sustainable cities but they have to work together and do their best to make cities where people deserve to live.

WHY IS SDG 11 IMPORTANT?

SDG11 is important because it gives people a safe life. If we use this sdg and create a sustainable city we will have an eco-friendly life and everyone will have a comfortable life. SDG11 aims to renew and plan cities and other human settlements in a way that offers opportunities to all with access to basic services, energy, housing, transportation and green spaces while reducing resource use and environmental impact



SDG11 is important because it gives people a safe life.



SUGGESTIONS

Achievable Daily Life Activities

In daily life, in order to reach a more sustainable city, we can adopt new habits such as using public transport every day and taking care of the environment. such as not throwing rubbish into the environment. Growing house plants in our house.

Activity Ideas for Communities

University students can help with **electricity generation** and charging to the government. As an example, incubation centers at universities can be used.

Demanding **high-quality bicycle roads** from local government agencies.

Demanding **more green transportation systems** such as electric buses or metros.

Demanding **less tax on electrical cars**.

To fight ghettoization, you can reach out to people, NGOs, and other organizations in your neighborhood to help increase the standard of living in those underprivileged urban areas.



Also, to raise money, **social media campaigns** can be implemented so that rebuilding of those structures can be financed.

11 SUSTAINABLE CITIES AND COMMUNITIES



RESOURCE HUNT

SDG 11 | Sustainable Cities and Communities

<https://youtu.be/cYAoPBtR0fs>

This enjoyable video explains the targets of SDG 11.

Cities of the Future | The World in 2050

https://youtu.be/T6mK-Ukr_ts

This video explains why we need urban centers to be as sustainable as possible

Sustainable City Podcast

<https://thereader.mitpress.mit.edu/the-sustainable-city-show-podcast>

Andy Bush and William Shutkin discuss bold ideas and innovations for green, equitable, and climate-friendly cities with the people making them happen

Sustainable Transport

<https://sdgs.un.org/topics/sustainable-transport>

In this article, you can find information about sustainable transportation and some relationship with SDG 11.

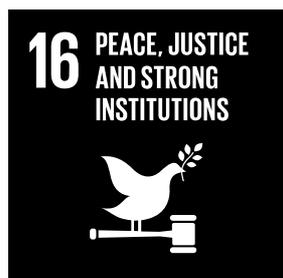
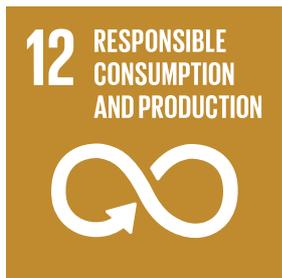
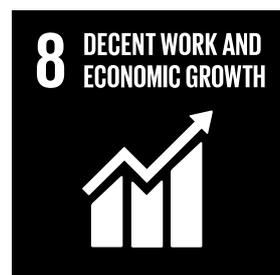
'Vertical forests' in cities

https://www.ecoavant.com/en-profundidad/bosques-verticales-en-las-ciudades_2540_102.html

In article provides interesting information about vertical forest and helps us view SDG 11 from a different perspective.



SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION



THE GLOBAL GOALS

**12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION**



WHAT DOES SDG 12 MEAN TO YOU?

For us, SDG12 has a big impact on the planet. Responsible and sustainable consumption is fundamental to reduce and repair environmental damage, however we believe that as a society we have to unlearn to learn, it is everyone's responsibility to rethink production and consumption, putting the focus on producing and consuming less, to bet on circular economies and to raise awareness about sustainable lifestyles.

WHY IS SDG 12 IMPORTANT?

We believe that we have to delve in to the root of this problem, that it has been shown that it is impossible to maintain this level of consumption and production that enriches some people and impoverishes many others, so it is essential that all social actors take immediate action and demand a change at all levels.



Especially we believe that we must insist on changing the mentality and philosophy of life of people for these actions to succeed.



SUGGESTIONS

Achievable Daily Life Activities

Commit to a more sustainable philosophy of life in general.

Try to buy from small and local shops.

Try to eat non-ultra-processed foods.

Look for shops where you can buy in bulk.

When you go shopping, take your trolley or your cloth bag with you.

Apply the 4Rs (reduce, refuse, reuse and recycle) to your lifestyle.

Before buying something new, think about whether you really need it.

Check the impact of the chemicals you use and if possible look for alternatives.

Consume local products that you have in your country and seasonal products.

Activity Ideas for Communities

Collaborate with small local businesses to **encourage local consumption**.

Organize recycling workshops and determine **recycling points** for the community to create both economic and environmental benefits.

Propose the idea of the **organic community garden** to local decision-makers.

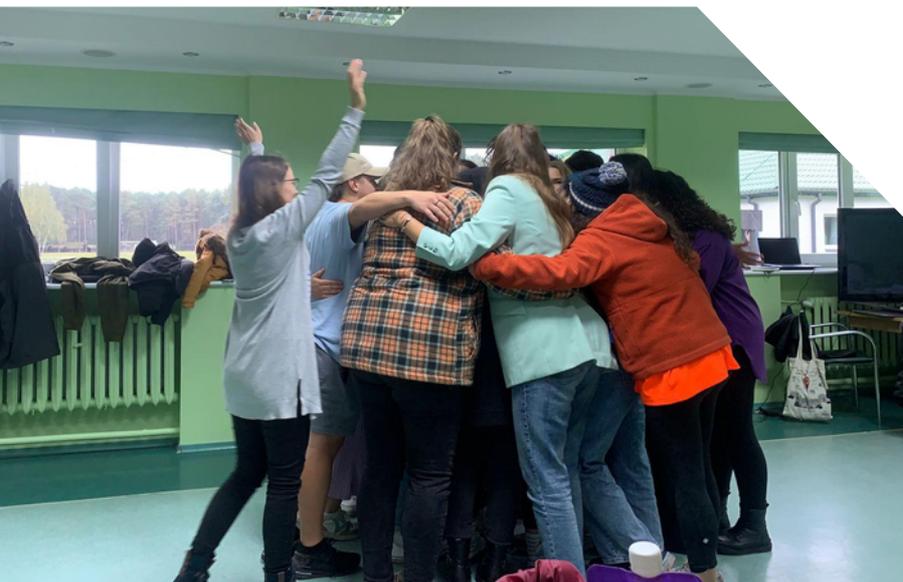
Raise awareness in schools regarding the impacts of our consumption habits and production activities taking place around the world on the planet.

Create recycled vertical gardens with children in schools.

Explore your city and create **sustainable tourism plans**.

Encourage the consumption of **food that is going to be thrown away** with alternative recipes.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Create a gathering space for **open discussions on consumption and production** at your university.

Demand that your school cafeteria **recycles organic waste**.

Create reels giving ideas on **how to reuse** different materials and objects.

Design content to raise awareness about the impact of **irresponsible consumerism**.



RESOURCE HUNT

The Green Lie

<https://www.justwatch.com/us/movie/the-green-lie>

This documentary explains the manipulation that many companies do to sell their “eco-friendly” products

Sustainable Consumption and Production

<https://www.youtube.com/watch?v=jpf7lyxgy5I>

This is a scribble animation film that was done for the Indo-German Environment Programme, to propagate the awareness and importance of responsible Production and Consumption at all levels.

The Environmental Impact of Consumption Lifestyles: Ethically Minded Consumption vs. Tightwads

<https://www.mdpi.com/2071-1050/12/23/9954/htm>

This study investigates the environmental impact of anti-consumption lifestyles and compares it to environmental concerns and ethically minded consumption.

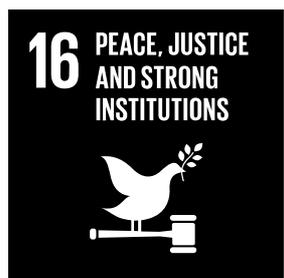
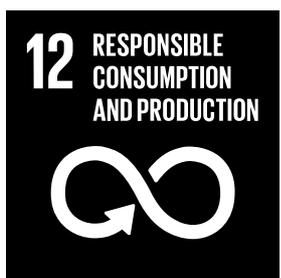
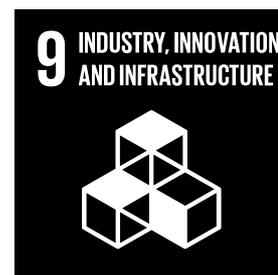
SDG Resources for Educators

<https://en.unesco.org/themes/education/sdgs/material/12#secondary>

Here you will find educational and pedagogical resources for use in kindergarten, primary and secondary schools to raise awareness of SDG 12.



SDG 13: CLIMATE ACTION



THE GLOBAL GOALS

13 CLIMATE ACTION



WHAT DOES SDG 13 MEAN TO YOU?

SDG 13 is an urge to take action to combat climate change and its impacts. It shows how crucial it is to integrate climate change measures into national policies, strategies and planning. Climate change and sustainable development governance should be better connected to maximize the effectiveness of action in both domains. Understanding these relationships requires wider and deeper interdisciplinary collaboration. It is still possible, using a wide array of technological measures and changes in behavior, to limit the harmfulness of our actions.

WHY IS SDG 13 IMPORTANT?

Climate change is a real and undeniable threat to our entire civilization. The effects are already visible and will be catastrophic unless we act now. It is important because if we ignore the existence of climate actions, we would not be even alive. So understanding SDG-13 can prolong the life of the world. Through education, innovation, and adherence to our climate commitments, we can make the necessary changes to protect the planet.



These changes also provide huge opportunities to modernize our infrastructure which will create new jobs and promote greater prosperity across the globe.



SUGGESTIONS

Achievable Daily Life Activities

Prefer eco-friendly products.

Recycle paper, glass, plastic, metal, and old electronics.

Reduce usage of cars. Bike, walk or take public transport.

Save the car trips for when you've got a big group.

Minimize the meat production industry's impact on the environment by consuming less meat and more plant-based foods.

Use an eco-bag for shopping and a reusable water bottle or a cup.

Compost food scraps. This way you can not only reduce the impact but also recycle nutrients.

Activity Ideas for Communities

Help others to offset their carbon emissions by calculating their **carbon footprint**.

Undertake a case study about how climate change could increase the risk of disasters in a local community.

Develop a web page or blog for group contributions related to climate change issues - gather experts from different branches.

13 CLIMATE ACTION



Demand the **integration of climate risk** into the decision-making processes by governments and authorities of the companies.

RESOURCE HUNT

‘2040’ Damon Gameau (2019) | Amazon Prime

The movie shows us what would the world look like in 20 years if we actually implemented existing technological solutions to tackle climate change.

‘Our planet’ David Attenborough (2019) | Netflix

Serie explores Earth’s important habitats and the life they support and shows how they’re being affected by rising temperatures and sea levels, ocean acidification, and subsequent wildlife population decline.

Connecting climate action with other Sustainable Development Goals

The review suggests that the impacts of climate change can undermine the achievement of 16 SDGs, while action to address climate change can reinforce all 17 SDGs but also undermine efforts to achieve SDG 12.

UN News Climate Newsletter

<https://news.un.org/en/newsletter/climate-change>

Each installment of this newsletter delivers the key information needed to be an active participant in combat to prevent global heating from destroying our world.

13 CLIMATE ACTION



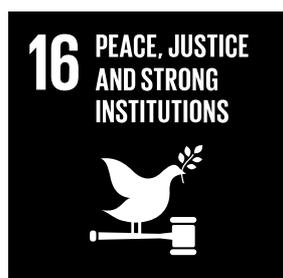
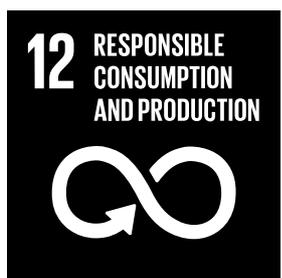
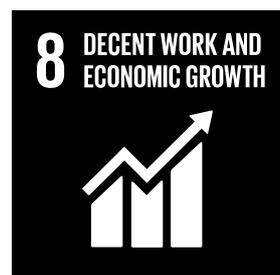
SDG Resources for Educators

<https://en.unesco.org/themes/education/sdgs/material/13>

Here you will find educational and pedagogical resources for use in kindergarten, primary and secondary schools to raise awareness of SDG 13.

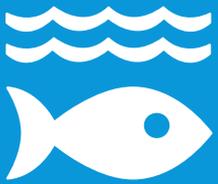


SDG 14: LIFE BELOW WATER



THE GLOBAL GOALS

14 LIFE BELOW WATER



WHAT DOES SDG 14 MEAN TO YOU?

“Life underwater” means a vast and unknown world—SDG 14 carries out studies to ensure that the creatures living underwater continue to benefit the ecosystem. So, for us, it could be defined as “preserving and respecting our unique diverse world”

WHY IS SDG 14 IMPORTANT?

This unknown world for almost everyone is being damaged with every action: pollution, plastic products, massive overfishing, etc. That’s why people need to be more sensitive about oceans if not, it will have a direct effect on marine life negatively.



On the other hand, the importance of SDG 14 is linked to other urgent areas such as climate change, jobs – fishers–, wellbeing and feeding, transport by sea, and pollution.



SUGGESTIONS

Achievable Daily Life Activities

Km 0: Purchasing fish and other sea products from the most direct shops to our nearest sea: trying to eat Km 0.

EcoLife: While we consume any good, we can support initiatives that are already committed to protecting the life below water such as Ecoalf which is a brand that produces clothes made out of plastic.

Really change: Reduce the use of plastic. Instead of this, metal or glass bottles. It has to be a must to carry our water or usually drink in this kind of container and ban purchasing a lot of plastic containers for one use. By using non-plastic kitchen appliances, we help to this aim and also arrive at the use of longer-lasting and more environmentally friendly products.

Activity Ideas for Communities

Trekking Cleaning Swimming: You can go to the nearest water environment every month and clean it. Anyone who wants to take action can involve. The idea is not needing an association, only having the strength and planning a day outside cleaning and enjoying together.

Teach Natural Fishing: Teach to enthusiasts how to fish in a way that respects and protects the marine environment.



Blue Community: Create a community to divulge curious facts, and tips to promote an eco-friendly life and inspire people to carry out challenges that help take care for the environment in relation to marine pollution.

RESOURCE HUNT

Blue The Film

<https://bluethemovie.org/>

It reveals how industrialization has affected the oceans. Pollution to the ocean harms the fishing industry. This leads to irreversible consequences. You can watch the trailer of this documentary, which was made to increase people's awareness of this subject, on the site. The documentary consists of episodes and you have to pay a certain amount to watch it.

Watson

From award-winning documentarian Lesley Chilcott a fascinating portrait of a man putting his life at risk in a relentless quest to protect the oceans and marine life. The film portrays Sea Shepherd Conservation Society founder; Paul Watson and his lifelong dedication to sailing the globe and keeping our oceans and oceanic inhabitants safe.

2030- SDG 14- Life Below Water | TEDx Talks

<https://www.youtube.com/watch?v=SVnqNcW2fpM>

The video opens with the question "Why are we ignoring the oceans?" to start a discussion regarding SDG 14 with a selection of TEDx Talks.

Saving the World's Rarest Marine Mammal | Spotify

<https://open.spotify.com/episode/4qPMInq3RHQh5j4ZO5y1HX?si=GvG8f6luTdqjovJihDsYfQ>

This podcast is about vaquitas which are known as the 'panda of the sea' because of their distinctive markings and perhaps one of the most endangered species.

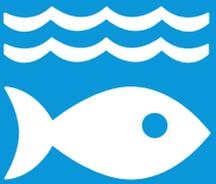
UNESCO

<https://www.unesco.org/en/ocean>

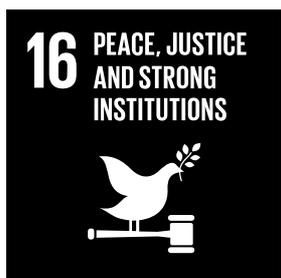
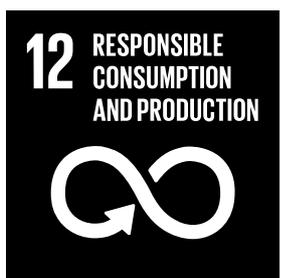
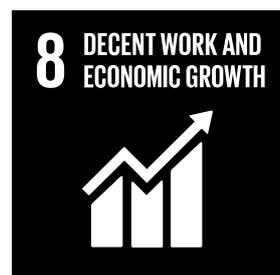
UNESCO has a section dedicated to the ocean, involving articles, news about the latest agreements, activities, and reports.



14 LIFE BELOW WATER



SDG 15: LIFE ON LAND



15 LIFE ON LAND



WHAT DOES SDG 15 MEAN TO YOU?

SDG15 aims to protect all kinds of natural ecosystems on land such as forest and mountain ecosystems, to eliminate poaching and trafficking of protected species, to fight desertification and deforestation and to protect biodiversity. It shows us the diverse life we have on land and how we can preserve that life.

WHY IS SDG 15 IMPORTANT?

Nature and ensuring the sustainability of different ecosystems on land are critical to our survival since they provide us with our oxygen, regulate our weather patterns, fertilize our crops and produce our food. However, mainly because of human activities, it is under increasing stress and threat which squeezes wildlife and nature into a smaller corner of the planet. Also, several animal and plant species are threatened with extinction. The health of ecosystems on which we and all other species depend is declining more rapidly than ever, affecting the very foundations of our economies, livelihoods, food security, health and quality of life worldwide.



Therefore, achieving SDG 15 to sustain life on land and different ecosystems, food chains, and natural processes are crucial.



SUGGESTIONS

Achievable Daily Life Activities

Avoid printing and instead, use electronic devices to view documents.

Avoid shopping from pet stores and instead, adopt from shelters.

Prefer cruelty-free products.

Don't put vegetables in extra plastic packages because they already have a natural peel for protection.

Decrease the trash you are creating by composting and recycling.

Activity Ideas for Communities:

Creating a second-hand shop day with local people so that everyone can bring their unused clothes and materials to exchange them. Also, include children to make them aware of reusing.

Having forest trips with a guide who has knowledge about plant and animal species so that we can increase our knowledge and awareness about the deeply connected life we have on land.

Having a recycling factory trip with local people or university students to show them the process of recycling the materials since no one knows how the recycling process works.

Having a carpool day with your colleagues at your workplace once a week. People who live close to each other will collect the other 3-4 friends once a week to decrease the use of gas and petrol.

15 LIFE ON LAND



Having 'power down' day with your family or friends. Everyone will close all their electronic devices for an hour once a week to be more aware of our power consumption.

Committing 'meatless shoppings' one in four of your market shoppings with your family to reduce the meat consumption.

Adopting a **double-sided printing** policy for all office correspondence.

RESOURCE HUNT

The West Is Burning

<https://www.youtube.com/watch?v=km6azKIFTTQ>

The West is Burning raises awareness about the conditions of forests in the western U.S. through a full-feature documentary, it shows the history of forest management and litigation that led to the current conditions which are causing catastrophic fires nearly year-round.

Greenpeace

<https://www.greenpeace.org/usa/campaigns/forests/>

Here you can find different campaigns organized by Greenpeace to support and protect forest ecosystems across the globe.

WWF - #Together4Forests

<https://www.wwf.eu/campaigns/together4forests/>

It is a campaign led by WWF to propose a law that ensures that only natural destruction-free products end up on the EU market.

15 LIFE ON LAND



Deforestation in the Amazon Rainforest | Spotify

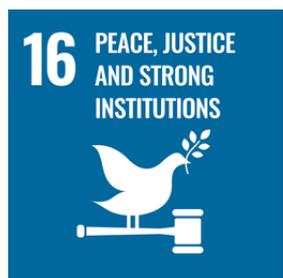
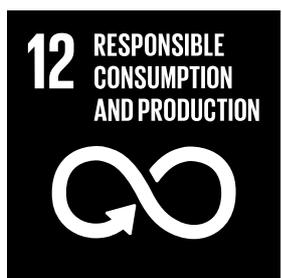
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This podcast is about deforestation in the Amazon Rainforest and its affects on humanity and the organisms in the rainforest.



SDG 16: PEACE, JUSTICE, AND STRONG INSTITUTIONS



THE GLOBAL GOALS

WHAT DOES SDG 16 MEAN TO YOU?

SDG 16 seeks to create a world where peace and strong institutions are ensured for all. As achieving SDGs requires collective actions, the circumstances under which SDGs will be implemented are also crucial. Thus, SDG 16 is about supporting justice, creating accountable and transparent institutions, ending violence and exploitation, protecting human rights, and more. a sustainable world.

WHY IS SDG 16 IMPORTANT?

SDG 16 is important because to produce lasting solutions for a sustainable world, we should live in a world where everyone can access to justice, feel safe and secure, and exercise their basic human rights. Moreover, SDG 16 has an important mission to ensure that institutions that govern our life such as governments, civil society and the private sector are liable to all by acting responsible, transparent and reliable.



SDG 16 is important because to produce lasting solutions for a sustainable world.



SUGGESTIONS

Achievable Daily Life Activities

Meditate and invite others to meditate.

Be the model citizen you want for the world.

If you see social injustice, act, don't just stand by and watch.

Make sure that the information you read about world conflicts is reliable.

Educate yourself, and seek information and tools on how to resolve conflicts.

Be respectful and tolerant when giving your opinion about conflicts in other countries.

Activity Ideas for Communities

Before you vote, find out about the political plans of each party.

Select a series of **educational films** about peace and show them in schools regularly.

Give talks in schools for young people on **emotional management** and meditation.

Support people with fewer opportunities and orient them on their rights and duties.

If you witness cases of racism, sexism, or bullying report it and act accordingly.

In your organization, **promote transparency** at all levels and guarantee **social inclusion** and access to all activities and opportunities.

Get to know the third-sector organizations that work in your community regarding SDG 16 and try to collaborate with them.

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



Create crowdfunding campaigns to support organizations in other countries that fight for the fulfillment of basic human rights.

Create online chats (live) about relevant social injustice cases to reflect and debate with others. Invite people with legal expertise to make reels and videos with useful **content on human rights**.

Create educational materials to work on conflict resolution with children and young people.

RESOURCE HUNT

The Grave of Fireflies (Isao Takahata)

This animated Japanese film is based on the semi-autobiographic novel “Akiyuki Nosaka”. It tells the sad story of 2 siblings orphaned at the end of the 2nd World War, due to the terrible American bombing in 1945. Seita, the old brother who is 13 years old, tries to look after his little sister Setsuko, in a battle for livelihood amidst the horror of war and poverty.

Transparency International

<https://www.transparency.org/en/about>

Transparency International is a global movement working in over 100 countries to end the injustice of corruption. Donations are accepted.

Global Anti-Bribery Guidance

<https://www.antibriberyguidance.org/guidance/5-what-bribery/guidance#4>

This website provides detailed information about bribery and transparency and you can read various case studies.

Emmanuel Osemota Foundation

<https://emmanuelosemotafoundation.org/>

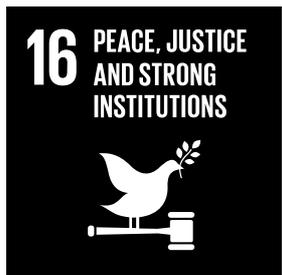
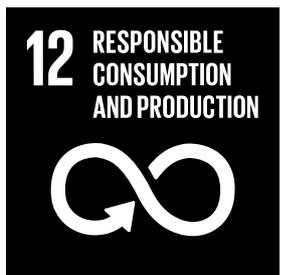
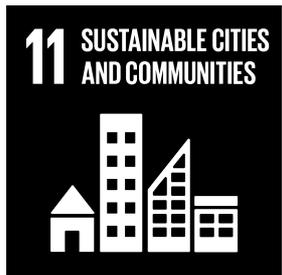
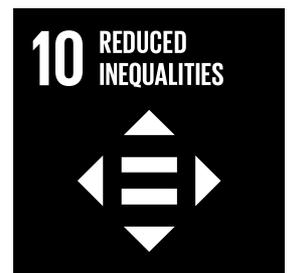
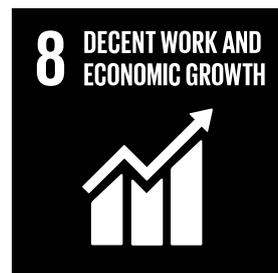
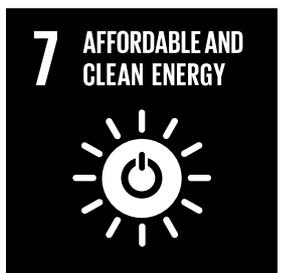
Visit this incredible initiative to not only inform about human trafficking, but also to help provide concrete solutions to eradicate human trafficking.

He named me Malala

This inspiring documentary tells the story of teenager Malala Yousafzai, who survived a Taliban attack in Pakistan to emerge as a global voice for the education rights of children.



SDG 17: PARTNERSHIP FOR THE GOALS



THE GLOBAL GOALS

17 PARTNERSHIPS FOR THE GOALS



WHAT DOES SDG 17 MEAN TO YOU?

SDG 17 is a space where all SDGs can meet and support each other. It provides us with the work that must be done and the direction that must be followed. Moreover, it is about the collaboration between diverse stakeholders such as governments, civil society and private sector across the world. SDG 17 entails this collaboration so that the best and fastest results can be achieved and a standard of living that is sustainable can be realized worldwide.

WHY IS SDG 17 IMPORTANT?

Knowing that the agenda for 2030 is something bigger for a country or region to work by themselves, the best way possible to achieve all the SDGs is to work together. This is where the position of SDG 17 become more significant, as it is about the shared space in which we can properly resolve any concern we have for our planet.



SDG 17 is a space where all SDGs can meet and support each other.



SUGGESTIONS

Achievable Daily Life Activities

Volunteering for NGOs or student clubs that focus on the SDGs.

Participating in the Erasmus+ project where SDGs can be observed from a multinational perspective.

Participating in activities where taking creative actions to solve problems can be possible such as hackathons.

Activity Ideas for Communities

Supporting any SDG 17 charity through **donations**.

Supporting fair trade through our consumption to protect local producers in developing countries.

Creating social media campaigns regarding SDG 17 targets and encouraging international participation to underline the idea of partnership.

Informing students about the **exchange programs worldwide** to make them connect with other cultures and enhance their world citizen mentality.

17 PARTNERSHIPS
FOR THE GOALS



RESOURCE HUNT

United Nations SDG 17 – Partnership for the Goals

<https://www.unsdglearn.org/courses/united-nations-sdg-17-partnership-for-the-goals/>

This course gives you SDG 17 information and also how to integrate and develop all the goals.

Go Goals!

<https://go-goals.org/>

This is a game created for children to teach them the SDGs in a fun way. It is available in 21 languages.

SDGs: The Rising Tide

<https://open.spotify.com/episode/6QpVPiCjy2lwaiBISQDNWX>

The Rising Tide is a podcast series from GRI which will provide expert insights on business engagement in the SDGs. Here is the link for the episode in which SDG 17 is being discussed.

17 PARTNERSHIPS
FOR THE GOALS





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CHECK OUT OUR TWO YEARS OF JOURNEY

