

Digital transformation of inclusive Youth Work

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GUIDEBOOK

SUSTAINABILITY IN YOUTH WORK AND NON-FORMAL EDUCATION

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INTRODUCTION

Welcome to our Guidebook on Sustainability in Youth Work and Non-formal Education, a resource designed for educators and youth workers who are committed to fostering sustainable practices through education. This Guidebook is structured to provide not only a deep understanding of sustainability but also practical tools and methodologies for implementing sustainability education across various settings, whether formal or non-formal. This Guidebook, based on the latest research, case studies, toolkits, and various resources on sustainability, was developed during the 'Local Innovative Bootcamp' activity as part of the Erasmus+ project 'Digital Transformation of Inclusive Youth Work, 2022-2-HR01-KA220-YOU-000096214'.

Each chapter of this Guidebook builds upon the last, aiming to equip you with the necessary knowledge, skills, and tools to effectively teach and implement sustainability in a variety of contexts.

What is Sustainability?

This chapter explores the concept of sustainability, defining it through the lens of the ability to support ongoing societal needs without compromising future generations. We delve into the history of sustainability, its core principles versus pillars, and its broad application across different sectors. Key distinctions are made between commonly interchanged terms to clarify the narrative for both educators and learners.

ESD – Education for Sustainable Development

Focusing on the UNESCO framework, this chapter discusses the strategic areas of Education for Sustainable Development (ESD), highlighting its significance in achieving the Sustainable Development Goals (SDGs). Special emphasis is placed on mobilizing and empowering youth, as they are crucial drivers of change.

Sustainability in NFE and Youth Work

We examine how sustainability is integrated into Non-Formal Education (NFE) and youth work, emphasizing practical steps and initiatives such as the sustainability checklist developed by the EU - Council of Europe youth partnership. This chapter is instrumental for organizations aiming to incorporate sustainable practices into their projects.

Practical Sustainability Resources for Educators

This chapter is a treasure trove of resources for educators. It introduces various websites and toolkits that provide actionable guidelines and teaching materials to aid educators in imparting knowledge about sustainability effectively.

Educational Program – Sustainability

The final chapter describes a one-day training session designed for non-formal education settings, focusing on innovative methods to teach sustainability. It aligns with the digital transformation of inclusive youth work, adapting to both on-site and online educational environments.

By the end of this guide, readers should have a well-rounded understanding of sustainability and be ready to apply this knowledge in educating others, thereby contributing to a more sustainable future.

1. What is sustainability?

Sustainable development refers to the ability of society to meet the needs of the present without compromising the ability of future generations to meet their own needs. In this context, everyone, including young people, needs to understand and take the lead both in adopting more sustainable lifestyles and in creating solutions.

In the broadest sense, sustainability refers to the ability to maintain or support a process continuously over time. In business and policy contexts, sustainability seeks to prevent the depletion of natural or physical resources, so that they will remain available for the long term. (Mollenkamp, 2023)

In 1987, the United Nations Brundtland Commission defined sustainability as “meeting the needs of the present without compromising the ability of future generations to meet their own needs.” (UN, 2024)

The overall goal of sustainable development (SD) is the long-term stability of the economy and environment; this is only achievable through the integration and acknowledgement of economic, environmental, and social concerns throughout the decision making process. (Emas, 2015)

Sustainable practices are integral to reducing our ecological footprint, promoting social equity, and ensuring that economic activities can continue without degrading the environment or depleting the resources on which future generations will rely. These practices are increasingly becoming central to policymaking, business strategies, and individual choices as awareness of global environmental challenges grows and the need for sustainable solutions becomes more urgent.

Sustainability is often misunderstood as being solely related to the environment and climate change. However, the environmental aspect is only one part of it. By the end of the theoretical section of this Guidebook, readers will understand what sustainability truly encompasses, including all its complexities.

1.1. Sustainability principles vs. sustainability pillars

In order to understand different terminology, we will clarify what pillars of sustainability are, and what are sustainability principles. The confusion between the terms "pillars" and "principles" of sustainable development often stems from the different ways these concepts are used and interpreted across various disciplines and contexts. The concept of sustainable development has evolved over time. Initially, the focus was primarily on environmental sustainability, but it has since expanded to include economic and social dimensions as well. This expansion has led to different interpretations and terminologies.

1.1.1. Differences in terminology

Generally, sustainable development is described as resting on three main pillars: **economic**, **social**, and **environmental** sustainability. These **PILLARS** represent the broad categories or *domains that sustainability efforts aim to balance*. However, these are sometimes referred to as "dimensions" or "aspects," contributing to the inconsistency in terminology.

Principles, on the other hand, refer to the fundamental *guidelines or rules that should govern behaviors* and actions towards achieving sustainability. Examples include intergenerational equity, precautionary principle, and sustainable consumption and production. These principles are more about how to approach sustainability rather than what constitutes sustainability.

PILLARS (*domains that sustainability efforts aim to balance*) - **WHAT** constitutes sustainability

PRINCIPLES (*guidelines or rules that should govern behaviors*) - **HOW** to approach sustainability

The principles of sustainability are fundamental guidelines that help individuals, organizations and companies make decisions that balance economic, social, and environmental factors.

However, when you search the internet for "sustainability principles", the results can be quite confusing. You will see different titles of articles, books and other literature that mention 1) *What are 5 principles of sustainability?* | 2) *What are the 6 principles of sustainability?* | 3) *The four principles (sometimes you will see the word "pillars") of sustainability*, etc. Some articles available online may refer to the sustainability pillars as 'sustainability principles,' which is not entirely accurate. Sustainable development is a

topic discussed across numerous disciplines—ranging from environmental science to economics and social sciences. Each discipline may emphasize different aspects or principles, leading to varied uses of terminology based on disciplinary focus. This lack of standardization in academic and practical applications leads to interchangeable use of these terms.

Why is it important to understand and differentiate between terminologies?

Clear and consistent terminology is crucial in sustainability education and youth work because it **simplifies learning**, **enhances mutual understanding**, and fosters **effective communication** among participants. By using precise language, young people will be more engaged and able to *participate actively in discussions*. This clarity in terminology also supports critical thinking, enabling individuals to analyze how different sustainability concepts interconnect and can be applied in various contexts and sectors. Moreover, a firm grasp of sustainability terms empowers young people to implement sustainable practices effectively, thereby making a tangible impact in their communities.

1.1.2. Three pillars of sustainability

The three main pillars of sustainable development are **economic, social, and environmental**. Some authors have introduced a fourth pillar, 'human'; however, others argue that the human component already falls under the 'social' pillar, thereby maintaining that the three main pillars remain the cornerstone of sustainability theories and literature.

The three main pillars are:

1. **Environmental Sustainability** - involves managing resources and conducting activities in a way that does not harm the environment or deplete the materials and resources the earth provides. It includes initiatives to reduce pollution, conserve energy and water, protect ecosystems, and mitigate the impacts of climate change.
2. **Social Sustainability** - focuses on maintaining and improving the social quality of life. It encompasses human rights, labor rights, and corporate governance, and ensures that the benefits of sustainable practices are shared broadly and equitably across all sections of society.
3. **Economic Sustainability** - involves supporting economic growth and development without negatively impacting social and environmental sustainability. It aims for efficiency and productivity, promoting practices that benefit not only the economy but also the environment and social structures.

In 1994, John Elkington, a British author and business strategist, introduced the concept of the triple bottom line in his book, “Cannibals with Forks: The Triple Bottom Line of 21st Century Business.” He suggested that companies evaluate their success in terms of social and environmental performance in addition to financial performance. The triple bottom line, commonly referred to as the three pillars of sustainability, was born. (GEVME, 2023)

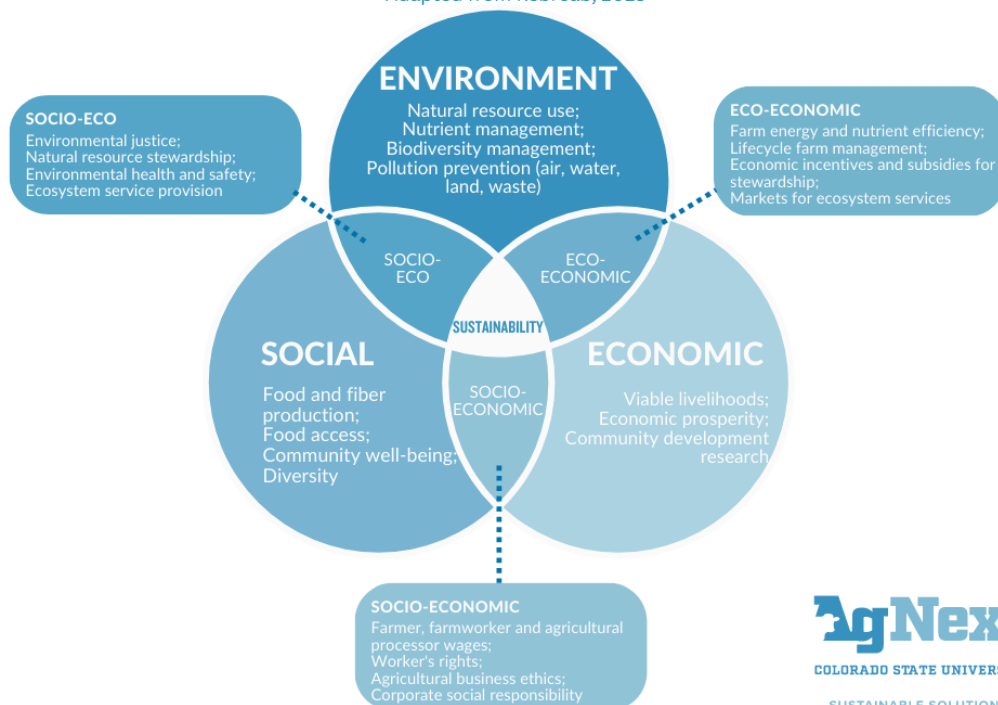
Sustainability is often *misunderstood as solely environmental*, however, it encompasses much more than that. The three main pillars of sustainability—environmental, social, and economic—are critical for understanding its broad scope. These pillars are interconnected, emphasizing that improving one cannot be done in complete disregard of the others. True sustainability can only be achieved when all three pillars are considered.

The three pillars of sustainability (environmental, social, and economic) are not isolated concepts. Actions in one area often impact the other two. For example, environmentally sustainable practices can lead to economic benefits such as reduced operating costs and appeal to socially conscious consumers. Achieving sustainability requires balancing and integrating all three pillars. This involves designing and implementing strategies that do not favor one pillar at the expense of the others but instead promote benefits across environmental, social, and economic dimensions.

Taking a holistic approach to sustainability means considering the long-term impacts on both people and the planet when making decisions. This applies at every level, from individual actions to corporate strategies and government policies.

THREE PILLARS OF SUSTAINABILITY

Adapted from Kebreab, 2013



1.1.3. The Three Pillars of Sustainability and ESG

Sustainability as a concept and principle was developed primarily for the private sector to govern human economic development, mitigate overconsumption, and reduce the negative impacts of industrial development on the environment. So, it stands to reason that understanding how sustainability is connected to the private sector is very important. However, since that is not the topic of this Guidebook, we will only introduce some basic terminology, information and reliable sources regarding this topic.

ESG stands for **Environmental, Social, and Governance**. It's a *set of standards for a company's operations* that socially conscious investors use to screen potential investments. ESG standards align with the three pillars of sustainability, which are environmental, social, and economic. These pillars provide a foundation for the ESG framework, helping to form a comprehensive approach to assessing an organization's practices and their sustainability. Traditional investment models often focused primarily on the economic performance of a company, such as profitability and revenue growth. However, ESG evaluation broadens this perspective to include environmental and social impacts as well, which means that a company's performance is measured not just by its financial outcomes but also by how it manages its environmental and social responsibilities.

Components of ESG Evaluation:

- ***Environmental*** - includes how a company performs as a steward of nature. For example, how it manages its carbon footprint and uses energy from renewable sources.
- ***Social*** aspect covers how the company manages relationships with employees, suppliers, customers, and the communities where it operates. Key considerations include gender diversity, job equality, equal and transparent pay, and safety concerns.
- ***Governance*** relates to a company's leadership, executive pay, audits, internal controls, and shareholder rights.

An ESG assessment evaluates a company's long-term sustainability based on the three pillars. This means looking beyond just the financial statements to assess how well the company integrates and practices sustainability in its business model. The information gathered from evaluating these ESG criteria helps investors determine the sustainability

of their investments, influencing decisions on where to allocate capital based on ethical and sustainability considerations. (Sigma Earth, 2024)

Corporate sustainability is about doing business in a way that is ethical and beneficial for both society and the environment, which in turn supports the company's continued growth and success.

Sustainability in the private sector is a distinct topic with a wealth of resources and literature available. One of the leading global authorities in this field is the UN Global Compact.

As such, *the UNGC has developed a set of principles* for companies to provide guidelines for behavior and decision-making, ensuring that actions are consistent with ethical and environmental standards (UN Global Compact, 2024):

1. Human Rights

- o Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights; and
- o Principle 2: make sure that they are not complicit in human rights abuses.

2. Labour

- o Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
- o Principle 4: the elimination of all forms of forced and compulsory labour;
- o Principle 5: the effective abolition of child labour; and
- o Principle 6: the elimination of discrimination in respect of employment and occupation.

3. Environment

- o Principle 7: Businesses should support a precautionary approach to environmental challenges;
- o Principle 8: undertake initiatives to promote greater environmental responsibility; and
- o Principle 9: encourage the development and diffusion of environmentally friendly technologies.

4. Anti-Corruption

- o Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

*While these principles **specifically relate to the private sector, companies, and investors**, we will explore the **general principles of sustainability** in the next part of this chapter.*

1.1.4. Sustainability principles

We have previously explained the differences between pillars and principles, and introduced the principles the UN Global Compact uses to guide primarily companies and private sector entities in integrating sustainability into their operations. We can argue that these UNGC principles are easily transferable to other sectors, including NGOs and youth work. However, UN reports and documents might define sustainability principles differently, often in a more general way, and more related to a recent 2030 Agenda and SDGs.

The first principles of what later became known as sustainable development were laid out at the 1972 United Nations Conference on the Human Environment, also called the Stockholm Conference. The conference concluded that continued development of industry was inevitable and desirable but also that every citizen of the world has a responsibility to protect the environment, (Kulik, 2024). One of the major results of the Stockholm conference was the creation of the United Nations Environment Programme (UNEP). *The Stockholm Declaration contains 26 principles*, which can be read in the original document [“Report of the United Nations Conference on the Human Environment”](#).

Since 1972, the fields of sustainability and sustainable development have continued to evolve. Today, there might be some confusion in terminology due to the many sources of information available on the internet, including blogs, articles, and research papers. However, the concept of sustainability is becoming increasingly clear, and the authoritative bodies recognized as the most reliable sources of sustainability knowledge are well-known globally.

UN agencies, specifically [The Division for Sustainable Development Goals](#) (DSDG) in the [United Nations Department of Economic and Social Affairs](#) (UNDESA) which acts as the Secretariat for the SDGs, providing substantive support and capacity-building for the goals and their related thematic issues, along with others such as the [Global Environment Facility](#) (GEF) and the [Intergovernmental Panel on Climate Change](#) (IPCC), are considered the most reliable sources for all matters related to sustainable development.

In 2015, [2030 Agenda](#), built upon the results and feedback from previous sustainable development efforts, was unanimously adopted by all UN member states, with the following principles defined (Pollack, 2022):

- o **Universality** - participation is global and all-inclusive.
- o **Leaving No One Behind** - efforts focus on the most vulnerable to ensure equity.
- o **Interconnectedness and Indivisibility** - all sustainable development goals are linked and must be achieved together.
- o **Inclusiveness** - all voices, including marginalized groups, are heard and considered.
- o **Multi-stakeholder Partnerships** - collaboration across different sectors and communities is essential for achieving sustainable outcomes.

In this Guidebook, we will explain how the three main pillars and principles are connected with the 17 Sustainable Development Goals (SDGs) developed by the UN, but first, we also need to define and explain what are SDGs - Sustainable Development Goals.

1.2. Sustainable development Goals and 5 Principles

While sustainable development is a key idea in shaping how countries think about progress, it's been criticized for being too vague, not having clear goals, assuming that all economic growth is good, and not always putting people or the planet first. The SDGs were defined, and their indicators are regularly and consistently updated, as a way to address all those shortcomings of the initial sustainable development agenda.

The SDGs, or Sustainable Development Goals, are a set of 17 global goals established by the United Nations in 2015 as part of the 2030 Agenda for Sustainable Development. These goals were adopted by all United Nations Member States and are intended to be a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030.

Each goal addresses specific global challenges, including those related to poverty, inequality, climate change, environmental degradation, peace, and justice. [The 17 goals are](#) (UN,2024):

1. **No Poverty** - End poverty in all its forms everywhere.
2. **Zero Hunger** - End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.
3. **Good Health and Well-being** - Ensure healthy lives and promote well-being for all at all ages.

4. **Quality Education** - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. **Gender Equality** - Achieve gender equality and empower all women and girls.
6. **Clean Water and Sanitation** - Ensure availability and sustainable management of water and sanitation for all.
7. **Affordable and Clean Energy** - Ensure access to affordable, reliable, sustainable, and modern energy for all.
8. **Decent Work and Economic Growth** - Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.
9. **Industry, Innovation, and Infrastructure** - Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.
10. **Reduced Inequalities** - Reduce inequality within and among countries.
11. **Sustainable Cities and Communities** - Make cities and human settlements inclusive, safe, resilient, and sustainable.
12. **Responsible Consumption and Production** - Ensure sustainable consumption and production patterns.
13. **Climate Action** - Take urgent action to combat climate change and its impacts.
14. **Life Below Water** - Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.
15. **Life on Land** - Protect, restore, and promote sustainable use of terrestrial ecosystems, manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
16. **Peace, Justice, and Strong Institutions** - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.
17. **Partnerships for the Goals** - Strengthen the means of implementation and revitalize the global partnership for sustainable development.



THESE GOALS ARE *INTERCONNECTED*, AND PROGRESS IN ONE AREA CAN DIRECTLY AFFECT OUTCOMES IN OTHERS.

By categorizing the SDGs into five principles (or even 5 pillars as some authors define it), it becomes easier to address their interconnectedness and ensure more focused and coherent actions toward sustainable development on a global scale. This approach highlights how diverse issues, from environmental sustainability to economic equity and peace, are interlinked and how partnerships are crucial to achieving all the goals.

At the heart of 2030 Agenda are the 17 SDGs and their 169 targets, which are divided *into five guiding principles known as the '5 Ps'*: people, planet, prosperity, peace and partnership. (Swiss Federal Department of Foreign Affairs, 2024)

From the following picture, we can see how these five principles and 17 SDGs are connected to the previously mentioned three main pillars of sustainability – economic, social, and environmental. The fourth, 'Fostering peace and partnerships,' was added in recent years because all SDGs are interconnected, and none of them can be achieved without cross-sectoral and international cooperation.



According to the online course, “Sustainable Development in the 21st Century with Ban Ki-moon”, offered by Yonsei University on Coursera, the 17 Sustainable Development Goals can be categorized into the five Ps to better assess them.

People - to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment. Hence, **goals 1, 2, 3, 4 and 5** can be combined into the category for people.

Planet - to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations. **Goals 6, 12, 13,14 and 15** present the challenges that our planet is facing around the world.

Prosperity - to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature. **Goal 7** provides targets for the international community to be able to attenuate the negative impact from over-utilization and eventually achieving the appropriate and sustainable balance of energy utilization because we will not be able to save the planet without addressing the energy utilization issue. **Goals 8, 9, 10, 11** relate to the issues involving fair and justice systems both in public and private communities and national entities.

Peace - to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development. **Goal 16** shows how the international community must come together to promote and protect peace around the world.

Partnership - to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people. **Goal 17** represent the partnerships for the goals. Although the SDGs were agreed upon by the member states within the United Nations, achieving the SDGs involve all entities in the international community.

We previously discussed the role of sustainability in the private sector and economic development. In line with that, here you can find information on [how the UNGC guides](#) companies to implement the SDGs. The guidelines can easily be adapted to other sector realities and conditions, so the resources provided by the UNGC can be used in both government and non-government sectors.

From the original 26 principles defined at the 1972 Stockholm Conference, to the 10 principles of the UN Global Compact designed for the corporate and private sector, to the 5 principles defined in the 2030 Agenda and then another “5Ps” (referred to as principles, pillars, or dimensions by some authors), it can be quite confusing for educators to decide which to focus on and which principles to teach. The main thing to keep in mind is that all these principles are essentially the same, just phrased differently. They all aim to convey the same message and to guide people’s behaviour towards the same goal – achieving sustainable development.

As stated on the [SDG Services](#), *“The main principle of sustainability is the common good.”*

2. ESD – Education for Sustainable Development

As an educator, or youth worker, looking to integrate sustainability into your curriculum or teach about sustainability topics, you'll often come across the term ESD.

Education for Sustainable Development (ESD) is a key element of the 2030 Agenda for Sustainable Development. Its aims form one of the targets of the Sustainable Development Goal on education SDG 4.7 and it is considered a driver for the achievements of all 17 SDGs. (UNESCO, 2024)

UNESCO is the United Nations leading agency for ESD and is responsible for the implementation of ESD for 2030, the current global framework for ESD which takes up and continues the work of the United Nations Decade of Education for Sustainable Development (2005-2014) and the Global Action Programme (GAP) on ESD (2015-2019).

UNESCO’s work on ESD focuses on *five main areas*:

- o Advancing policy
- o Transforming learning environments
- o Building capacities of educators
- o Empowering and mobilizing youth
- o Accelerating local level action

UNESCO works with governments and educational authorities to integrate sustainability into educational *policies*. This involves developing and promoting policies that support ESD at all levels of education, from primary to tertiary. By influencing policy, UNESCO aims to create a formal commitment to sustainability that educational institutions can follow.

Transforming learning environments area focuses on reshaping the physical and cultural aspects of *learning* environments to reflect sustainable practices. It involves redesigning curricula to include sustainability topics, creating green campuses, and promoting practices that reduce environmental impacts. The goal is to model sustainable behaviors in educational settings, making sustainability a tangible part of the learning experience.

Educators are crucial to the success of ESD. UNESCO aims to equip teachers with the knowledge and skills needed to teach sustainability effectively. This includes professional development programs, resources, and tools that help educators integrate ESD into their teaching practices. By empowering educators, UNESCO ensures that the values and skills of sustainability are effectively passed on to students.

Young people are both the beneficiaries and drivers of sustainable development. UNESCO engages youth directly through programs that empower them to take action on sustainability issues in their communities. This includes support for youth-led initiatives, workshops, and conferences that give young people the skills and platforms to lead change.

The implementation of ESD needs to be adapted to *local* contexts to be effective. UNESCO works with local communities to develop specific sustainability initiatives that address local environmental, social, and economic challenges. This might involve community education programs, local sustainability projects, and partnerships with local organizations to ensure that sustainability efforts are relevant and impactful at the community level.

2.1. UNESCO ESD focus area - Empowering and mobilizing youth

As we can see, ***empowering and mobilizing youth*** is an important focus area specifically highlighted by UNESCO.

UNESCO has been actively involved in numerous initiatives aimed at empowering and mobilizing youth as part of their Education for Sustainable Development (ESD) efforts. Here are a few examples:

1. [Youth-led Projects on Climate Action](#) - UNESCO supports youth-led initiatives around the world that focus on climate action. For instance, the UNESCO Youth Climate Action Network (YoU-CAN) provides a platform for young people to engage in climate change solutions, ranging from advocacy to project implementation, significantly impacting local and global policy discussions.
2. [ESD Youth Conference](#) - UNESCO periodically organizes conferences where young leaders can come together to discuss sustainability issues, share their experiences, and learn from one another. These conferences often result in

youth-driven projects and campaigns that promote sustainable development in various communities.

3. [Global Action Programme](#) (GAP) on ESD - Within this programme, UNESCO prioritizes youth engagement and mobilization. [The GAP](#) aims to scale-up action and impact on education for sustainable development, empowering youth to take active roles in their communities. Projects under this programme have included workshops, training sessions, and funding for youth-led sustainability projects.
4. [UNESCO Associated Schools Network](#) (ASPnet) - This network includes schools worldwide that actively promote international understanding and peace. Many ASPnet schools engage students in projects and activities that empower them as leaders in sustainability, encouraging them to take initiatives that make their schools and communities more sustainable.
5. [Green Citizens Projects - UNESCO](#) has highlighted stories of 'Green Citizens' around the world, where young people undertake environmental projects. These range from biodiversity conservation efforts to sustainable agricultural practices, showcasing how youth are vital in driving the sustainability agenda.

By incorporating ESD into youth work, educators and leaders can cultivate a generation that is well-informed, skilled, and passionate about driving sustainable change. Education **FOR** Sustainable Development (ESD) can be effectively integrated into youth work through various strategies and activities that engage young people in learning about and contributing to sustainable practices.

There are two key approaches to teaching sustainable development. One approach trains experts in sustainability as science and professional field, while the other, known as *Education for Sustainable Development (ESD), is for everyone*. ESD helps students learn about sustainability no matter what subject they study. It teaches them to think in new ways, preparing them to adapt to changes and future challenges and integrate sustainability principles and mindset into their studies and work. This kind of education aims to make students ready to help create a fairer and more sustainable world.

In previous chapters, we learned that sustainability principles, based on the three main sustainable areas (the three pillars), should be integrated into every sector and every aspect of human life, whether personal or work-related. Therefore, education for sustainable development means that everyone should know the basics of sustainability and how to integrate sustainable principles into our everyday lives.

3. Sustainability in NFE and Youth Work

Sustainability in youth work is about educating and empowering young people to adopt sustainable practices and make environmentally conscious choices. It involves a holistic

approach that considers environmental, social, and economic aspects. The EYF provides resources and guidelines to help youth organizations incorporate sustainability into their projects.

The concept of sustainability in youth work is a significant focus of the European Youth Foundation (EYF). Since 2014, The EYF has encouraged youth organizations to use in their EYF-funded projects the guidelines towards environmental sustainability for projects. More recently, a sustainability checklist was developed by the EU - Council of Europe youth partnership, for the use of youth organizations and other actors of the youth sector. The sustainability checklist lists nine areas for greening a youth project: team work, accommodation and venues, food and consumables, transport, printing and paper, welcome packs and promotional gifts, buying fair trade, reducing the digital footprint, and education. (Council of Europe, 2024)

In the field of non-formal education, **PEDAGOGICAL APPROACHES TO SUSTAINABILITY** focus on creating engaging, learner-centered experiences that encourage active participation and critical thinking. **Experiential learning** is key in this context, as it allows learners to gain hands-on experience with sustainability concepts through activities like community gardening, recycling projects, and participation in local environmental campaigns. This approach not only helps students understand the practical aspects of sustainability but also instills a sense of responsibility and empowerment to make positive changes.

Transformative learning also plays a crucial role in sustainability education in non-formal settings. It challenges learners to reflect on their preconceived notions and cultural assumptions, facilitating a deep, structural shift in the way they view their relationship with the environment. Through discussions, workshops, and reflective exercises, educators can guide learners to question and reshape their worldviews, fostering a generation that thinks critically about the impact of their actions on the planet.

EDUCATORS in non-formal settings are essential as facilitators of sustainable practices. They should embody the principles of sustainability in their teaching methods and personal actions, serving as role models for their students. Effective sustainability educators need a solid understanding of environmental issues, proficiency in participatory teaching methods, and the ability to communicate complex concepts in an accessible manner. However, having solid understanding of sustainability and SDGs does not mean they need to be experts in sustainable development. They should be adept at facilitating group discussions and debates, encouraging learners to express their ideas and develop their problem-solving skills in a collaborative setting. Moreover, educators need to be adaptive and innovative, capable of integrating sustainability into various learning activities and contexts. Whether through storytelling, project-based learning, or field trips, the educator's role is to merge sustainability into the framework of the learning experience, making it relevant and engaging for all participants.

To effectively teach sustainability, it is crucial to integrate **BOTH LOCAL AND GLOBAL PERSPECTIVES**. This approach helps learners understand how local practices impact global systems and vice versa. Educators should try to connect the dots between the community's local environmental conditions, such as water usage patterns and waste management practices, and broader global challenges like climate change and biodiversity loss.

This dual perspective not only enriches the learning experience but also empowers learners to take meaningful action within their communities while being cognizant of the global implications of those actions. For instance, a lesson on local water conservation techniques can expand into a discussion on global water scarcity and its implications for ecosystems and human populations worldwide. This holistic approach not only enhances the learners' understanding but also fosters a sense of global citizenship and responsibility.

3.1. Integrating Sustainability in Training Courses

Sustainability is not only about addressing environmental threats, it is also about ensuring that everyone is able to enjoy human rights in a way which does not jeopardise the rights of human beings in the future. (Council of Europe, 2018)

In integrating sustainability into non-formal education (NFE), it is essential to embrace a broader view that goes beyond the environmental aspect, encompassing the comprehensive framework of the 5 Ps of sustainable development: People, Planet, Prosperity, Peace, and Partnership. This holistic approach ensures that the training not only addresses ecological issues but also incorporates social equity, economic development, and peaceful societies as critical components of sustainability.

PEOPLE
Training should prioritize social sustainability, which involves ensuring access to basic needs and enhancing quality of life for all. Educators can integrate topics such as social justice, equity, and inclusion in sustainability discussions, emphasizing how these elements are essential for achieving overall sustainable development goals (SDGs).
PLANET
While this aspect is often the most associated with sustainability, it should be framed within the context of the other Ps. Environmental sustainability teachings should include not only conservation practices and the reduction of carbon footprints but also how these efforts intersect with and support social and economic sustainability.

PROSPERITY
Economic sustainability should be a key component of the curriculum, with a focus on sustainable economic growth and development that does not deplete the environment or social resources. This can include discussions on sustainable business practices, green economies, and the role of innovation and infrastructure in sustainable development.
PEACE
Incorporate the importance of fostering peaceful, inclusive societies as part of sustainability education. Highlight the connection between environmental justice and social stability, discussing how resource scarcity and environmental degradation can lead to conflicts, and conversely, how sustainable development can contribute to peacebuilding.
PARTNERSHIP
Emphasize the role of partnerships in achieving sustainable goals. Teach the importance of collaborative efforts across different sectors and how international cooperation and community engagement are fundamental for sustainable development. Include examples and case studies on successful partnerships that have led to significant sustainability outcomes.

To effectively cover these 5 dimensions, training courses can include:

1. Scenario analysis where educators use real-world scenarios to explore the consequences of actions on social, economic, and environmental levels. Encourage learners to think critically about how decisions in one area can impact other areas.
2. Role-playing games to simulate negotiations or decision-making processes involving different stakeholders to teach the importance of considering diverse perspectives in sustainability initiatives.
3. Project-based learning to engage learners in projects that require them to propose solutions to sustainability challenges that incorporate the 5 Ps, fostering an understanding of the interconnectedness of these elements.

4. Practical sustainability resources for educators

In previous chapters, we established that the field of sustainability and the literature on sustainable development are extensive, which can be confusing for youth workers who aim to teach FOR sustainability rather than ABOUT sustainable development. It is understood that educators will inevitably touch on sustainability topics; however, in this Guidebook, we are developing training sessions that relate to the most basic topics of sustainable development. The main focus is on teaching the average

person—specifically young people—how to apply sustainability principles in their everyday lives. Neither they nor the educators need to be experts in sustainable development (which would be teaching about sustainable development), but it is sufficient for them to know the basics and to be able to teach FOR sustainability.

For those purposes of educating for sustainability, and simplify the process for educators in both non-formal and formal education sectors, we will present several websites that offer practical resources, toolkits, and teaching materials.

[EU - CoE youth partnership specific page on sustainability](#) offers a host of various resources on the topic of sustainability in youth work and NGO in general. Some of resources that were already mentioned in this Guidebook, but are also very useful for youth workers and educators in general are:

1. [T-kit 13: Sustainability and youth work](#) is designed primarily for youth workers and educators to introduce the topic of sustainability to young people in a non-formal setting. The manual includes information about the issues related to sustainability, educational activities that will familiarise learners with some of the problems facing the globe and encourage them to discuss solutions.
2. [Sustainability Checklist "Greening the youth sector"](#) is a thorough guide aimed at enhancing sustainability within youth projects and events. Developed under the EU-Council of Europe youth partnership, it provides actionable guidelines on making environmentally conscious choices in various aspects of event management. The checklist covers topics like choosing sustainable venues, promoting green transportation options, ensuring eco-friendly food and consumables, minimizing waste, and fostering digital sustainability. It is designed to help youth organizations implement sustainable practices effectively and includes insights from various European youth networks.
3. [Sustainability in learning mobility: exploratory study](#) explores the integration of sustainability principles in youth learning mobility programs. It provides a framework to understand and implement sustainability across environmental, social, and economic dimensions. The study examines how learning mobility organizations can adopt sustainable practices in their operations and educational content. It emphasizes the importance of comprehensive sustainability strategies that include community and stakeholder engagement, and advocates for a culture of sustainability within these organizations to ensure meaningful and long-term impact.

Additional resources that may be useful for educators include:

[Global Sustainability](#) is a new Open Access, interdisciplinary journal publishing significant advances in science and social science research. It has rigorous peer-review standards set by an international editorial board of the highest calibre, backed by Cambridge University Press.

[Global Services in Education](#) offers some practical examples of how to implement SDGs.

[The SDG Academy](#) is an educational initiative that operates under the Sustainable Development Solutions Network (SDSN), a global effort launched by the United Nations. It provides a comprehensive array of online courses that focus on various aspects of sustainable development. These courses are designed to promote understanding and implementation of the Sustainable Development Goals (SDGs). The SDG Academy offers free, graduate-level courses to a global audience through its platform and other educational partners like edX. The courses are taught by experts from universities, international organizations, and research institutions, covering topics from sustainable cities and human rights to climate action. The academy aims to foster knowledge and practical skills to drive sustainable development and is particularly focused on educating this and future generations to advance the Agenda 2030 for sustainable development.

[SDG Services Principles](#) webpage covers various sustainability and ethical leadership principles aimed at fostering responsible business and management practices. These include the UNGC principles that guide corporate responsibility in human rights, labor, environment, and anti-corruption; the Principles of Responsible Investment which integrate environmental, social, and governance issues into investment decisions; the Principles for Responsible Management Education that promote ethical leadership in business education; the Women's Empowerment Principles for gender equality; and the United Nations Guiding Principles on Business and Human Rights which ensure business respect for human rights. These frameworks collectively support the Sustainable Development Goals by promoting responsible, ethical practices across different spheres of influence.

[LfS Scotland](#) provides a wide range of resources on topics such as climate justice, green employability, and eco-anxiety. These materials are designed to motivate and support educators in engaging youth groups with learning activities and opportunities focused on sustainability.

“[Sustainable Youth, a Youth Worker Guide](#)” from EANI Funding is a guide aimed at increasing young people's engagement with the environment and sustainability. EANI Funding is a scheme provided by the Education Authority Youth Service UK. It's designed to support youth organizations. The Guide is a valuable resource for those interested in promoting environmental awareness and action among young people. It provides a structured approach to engaging youth in environmental issues and empowering them to take action. It's a great tool for Youth Workers and educators who are passionate about sustainability and youth engagement

5. Educational program – Sustainability

In this chapter, we will present one-day training sessions with innovative methods designed for use in non-formal education programs that focus on the topic of sustainability. These methods are adapted for both on-site and online implementation.

The training sessions presented in this guidebook are designed for a one-day event. As part of the larger project, 'Digital Transformation of Inclusive Youth Work,' other Guidebooks developed by our partners will cover sustainability topics such as inclusion and youth in virtual environments. Therefore, we have chosen to focus on environmental topics for the sessions in this guidebook.

Name of the session	Visions of Sustainability
Objectives	<p>The aim is to deepen participants' understanding of sustainability, inspire action, and foster a community of engaged and informed individuals.</p> <p>Specific objectives of this training session are</p> <ol style="list-style-type: none"> 1. Understand the Concept of Sustainability <p>This objective aims to dismantle the complex notion of sustainability into its fundamental components, showcasing its relevance across environmental integrity, social equity, and economic viability. Participants will explore sustainability not just as a theoretical concept but as a vital framework for decision-making and action in various contexts, from local communities to global initiatives.</p> <ol style="list-style-type: none"> 2. Explore Global and Local Sustainability Issues

	<p>Participants will embark on a journey through the pressing sustainability challenges of our time, such as climate change, biodiversity loss, resource depletion, and social inequalities. This exploration will bridge global perspectives with local realities, highlighting the interconnectedness of our planet and the role individuals and communities play in addressing these issues.</p> <p>3. Foster Critical Thinking and Solution-Oriented Mindset</p> <p>Through dynamic discussions and interactive activities, this objective focuses on sharpening participants' ability to critically assess sustainability issues. It encourages a proactive approach to problem-solving, inviting participants to think creatively about how to overcome barriers to sustainability and envision innovative solutions that balance environmental, social, and economic needs.</p> <p>4. Promote Engagement and Action</p> <p>The session is designed to move beyond awareness and knowledge, inspiring participants to take concrete steps towards sustainable living and advocacy. This objective encompasses fostering a sense of responsibility and empowerment, equipping participants with the tools and confidence to initiate change in their behaviors, communities, and beyond.</p>
Duration (in minutes)	90 min. (depending on the group size)
Min and Max number of participants	10-36
Resources/materials/ equipment needed	<p>Digital Tools and Platforms:</p> <p>Video Conferencing Software: Zoom, Google Meet, or Microsoft Teams for hosting the virtual session. Important note: breakout rooms are mostly offered through paid subscriptions on Zoom and other providers, so make sure to check this before organizing online breakout rooms.</p>

	<p>Interactive Polling Software: Mentimeter or similar for live polls and word clouds.</p> <p>Collaborative Document Platform: Google Docs for shared note-taking and collaborative tasks.</p> <p>Survey Tool: Google Forms for collecting feedback and reflections.</p> <p>Digital Presentation Software: Canva or Google Slides for engaging presentations.</p> <p>Digital Whiteboard: Mural or Jamboard for brainstorming and group activities.</p> <p>On-Site Materials and Equipment:</p> <p>Projector and Screen: For displaying presentations and digital content to on-site participants.</p> <p>Laptop/Computer: With internet access and capable of running the session’s digital tools.</p> <p>Microphones and Speakers: For clear audio transmission, especially important for hybrid sessions.</p> <p>Flipcharts and Markers: For brainstorming and group work among on-site participants.</p> <p>Handouts/Printed Materials: Optional, for providing participants with additional information or worksheets.</p> <p>Camera/Webcam: For on-site facilitators to interact with online participants.</p>
<p>Rules and description step-by-step (content elements, methods)</p>	<p>Pre-Session Preparation</p> <p>Familiarize with Content and Technology. Ensure a deep understanding of the sustainability topics to be covered. Test all digital tools (Mentimeter, Prezi or Google Slides, Google Docs, Google Forms) and ensure they are set up for seamless integration.</p>

Participant Briefing. Send out an email to participants outlining the session objectives, the digital tools that will be used, and any pre-session tasks or readings. Include quick tutorials or links on using the digital platforms if necessary.

Setup Virtual and Physical Spaces. For on-site setups, ensure a projector, screen, and internet connection are available. For online participants, create a Zoom/Google Meet link, a Mentimeter survey, shared Google Docs, and a feedback form on Google Forms. Test audio-visual equipment and internet connectivity.

Setting the Stage (5 minutes)

Objective: Kick off the session with a clear introduction to its goals and activities.

Activity: Greet participants warmly, introduce yourself, and provide a brief overview of the session's aims. For online participants, ensure they are comfortable with the mute/unmute and chat functionalities. Briefly introduce the concept of sustainability, emphasizing its relevance in the modern world. Highlight how the session will explore sustainability through interactive and digital means.

Icebreaker – Virtual Expectation Cloud (10 minutes)

Objective: Warm up the group and gather participants' initial thoughts on sustainability.

Setup: Prepare a Mentimeter with questions about sustainability expectations and meanings. Trainers will be developing their own Mentimeter questions for participants, but to have a certain guideline please follow this [link](#) to see a few Mentimeter examples for this topic.

Activity: Invite participants to submit their responses, words or short phrases that represent what sustainability means to them. Share your screen to show the word cloud forming in real-time. Facilitate a brief discussion on the varied perceptions and expectations. Use Mentimeter to create a live word cloud. Display results in real-time to both on-site and online participants.

To simulate a mini baseline survey through this to see later on if they improved their perceptions and understanding of sustainability concepts and practices.

Interactive Presentation on Sustainability (20 minutes)

Objective: Trainers will provide foundational knowledge on sustainability concepts, issues, achievements, and goals.

Activity: Utilize Canva, Prezi or Slides to deliver a dynamic presentation (suggest a few digital tools and let the participants choose which ones to use). Integrate short videos from credible sources to illustrate key points. Encourage active participation by allowing questions and comments through a live chat for online participants and direct interaction for those on-site. Encourage participants to think about how these issues affect their lives and communities.

Digital World Cafe (40 minutes)

Objective: Facilitate deeper discussions on sustainability challenges in various sectors and for them to develop critical thinking on the topic of sustainability.

Activity: Break participants into smaller groups (online participants can use breakout rooms, on-site participants can form physical groups). Provide Google Docs or Mural for collaborative note-taking and idea sharing. Assign each group a sector (e.g., energy, food, waste

	<p>management, NGO sector) to discuss its sustainability challenges and potential solutions. Encourage groups to share insights with the larger assembly after discussions.</p> <p>Breakout rooms will last for 20 minutes and after that open discussion will be another 20 minutes.</p> <p>Reflection and Feedback (15 minutes)</p> <p>Objective: Gather participant feedback and reflections to assess learning outcomes.</p> <p>Activity: Use Google Forms to create a quick feedback survey that will be connected to the mini baseline survey from 2.Icebreaker Mentimeter questions. The same Google Survey will be made at the end of the day during the evaluation of the whole daily program. Aside from this, ask participants to reflect on their learning in a group discussion, to share any new insights gained, and how they plan to apply this knowledge in their daily lives or communities.</p>
<p>Questions for Evaluation/Debriefing</p>	<p>Here are some suggested questions for debriefing. You can add yours or use only some of these (depending on your time limits, group size, etc.)</p> <p>What is one new thing you learned about sustainability today?</p> <p>Which sustainability challenge discussed today resonated with you the most, and why?</p> <p>How has your understanding of the impact of individual actions on global sustainability changed?</p> <p>Can you identify one change you plan to make in your daily life to promote sustainability?</p>

	<p>What is one action you feel inspired to take within your community to address a sustainability issue?</p> <p>What aspect of today's session did you find most challenging, and how can it be improved?</p> <p>Was there anything missing from the session that you would have liked to explore?</p> <p>Are there specific sustainability topics or skills you are interested in learning more about?</p>
<p>Modifications for virtual environment</p>	<p>Technology Setup and Preparations</p> <p>Choose a reliable video conferencing platform with features like breakout rooms and screen sharing.</p> <p>Use digital collaboration tools like Mentimeter for polls, Google Docs for group work, and Google Forms for feedback.</p> <p>Send pre-session instructions to participants, including access details and a guide on using the digital tools.</p> <p>Session Execution Modifications</p> <p>Adapt presentations to be more engaging with interactive elements and visual aids.</p> <p>Implement a virtual icebreaker using digital tools to build rapport among participants.</p> <p>Leverage breakout rooms for small group discussions, ensuring each room has a clear task and facilitation.</p>

	<p>Enhancing Participant Interaction</p> <p>Encourage active participation by inviting questions and using chat and reaction features.</p> <p>Facilitate group work in breakout rooms with shared digital platforms for collaborative tasks.</p> <p>Collect feedback through live polls during the session and detailed feedback via Google Forms afterward.</p> <p>Supporting Learning and Engagement</p> <p>Share resources and session materials through chat during the session and email afterward.</p> <p>Build a post-session community on digital platforms for ongoing discussion and support (optional, because every TC usually has pre-created online/social media groups where all participants and staff are gathered).</p>
<p>Tips for trainers/facilitators</p>	<p>Encourage Engagement. Use open-ended questions to stimulate discussion. Acknowledge all contributions to make participants feel valued.</p> <p>Monitor Time. Keep an eye on the clock to ensure each section fits within the allotted time while allowing for meaningful engagement.</p> <p>Adapt Flexibly. Be prepared to adjust the session flow based on participant engagement and technical issues. Have backup activities or discussion points ready.</p>

	<p>Foster a Safe Environment. Encourage respect for all opinions and create an atmosphere where participants feel safe to share their thoughts.</p> <p>Highlight Key Takeaways. At the end of each activity, summarize the key points and how they contribute to a broader understanding of sustainability.</p> <p>Provide Resources. After the session, send participants a follow-up email with additional resources, the presentation slides, and a summary of key discussion points.</p>
<p>Expected learning outcomes.</p>	<p>1. Define Sustainability</p> <p>Participants will leave with a clear, multidimensional understanding of sustainability. They'll be able to articulate its significance in safeguarding our planet for future generations, balancing ecological protection with societal well-being and economic prosperity.</p> <p>2. Identify Key Issues</p> <p>Armed with knowledge about major sustainability challenges, participants will be adept at identifying these issues in various contexts. They'll understand the global drivers of these problems, recognize their local manifestations, and appreciate the urgency of addressing them through informed action.</p> <p>3. Think Critically About Sustainability Solutions</p> <p>This outcome focuses on developing participants' abilities to evaluate the effectiveness of different sustainability initiatives. They'll learn to consider diverse perspectives and potential trade-offs, propose holistic and scalable solutions, and understand the principles of sustainable development in practical scenarios.</p> <p>4. Communicate About Sustainability</p> <p>Participants will enhance their ability to engage in meaningful conversations about sustainability, effectively conveying complex ideas in accessible language. They'll be prepared to advocate for</p>

	<p>sustainable practices, influence public and private decision-making, and share their insights and experiences to inspire others.</p> <p>5. Take Action</p> <p>Equipped with a deepened understanding and motivation, participants will be ready to translate knowledge into action. They'll formulate personal and collective strategies for enhancing sustainability in their daily lives, workplaces, and wider communities, demonstrating leadership in the pursuit of a sustainable future.</p>
Other comments	<p>Top site to learn everything about sustainability: https://sdgacademy.org/</p>

Name of the session	Sustainable Lifestyles and Actions
Objectives	<p>Through understanding the impact of individual actions and learning about sustainable practices, participants will be equipped to make informed decisions that contribute to a healthier planet.</p> <p>1. To Identify How Individual Choices Impact Sustainability</p> <p>Deep Dive into Cause and Effect: Participants will explore the direct and indirect impacts of their daily choices on the environment, society, and economy. This objective aims to illuminate the web of consequences stemming from everyday actions, such as the choice of transportation, food consumption habits, and consumer behavior.</p>

	<p>Personal Accountability: Emphasize the role of individual responsibility in contributing to global sustainability. Participants will learn to assess their personal lifestyle choices through the lens of sustainability, understanding how seemingly small decisions can collectively have a large impact.</p> <p>Awareness Building: Raise awareness about the ecological footprint of different lifestyles and actions. This includes highlighting the significance of water usage, energy consumption, waste production, and other factors that contribute to one’s overall environmental impact.</p> <p>2. To Learn About Sustainable Living Practices</p> <p>Introduction to Sustainable Practices: Provide comprehensive insights into practical and effective sustainable living practices that can be incorporated into daily life. This will cover a range of areas, including but not limited to, sustainable eating, zero-waste lifestyles, energy conservation, and green transportation.</p> <p>Innovation and Adaptation: Showcase innovative sustainable solutions and how traditional practices can be adapted to fit a modern, sustainable lifestyle. Encourage participants to think creatively about applying these practices in their own contexts.</p> <p>Resource Management: Educate participants on the principles of reducing, reusing, and recycling as foundational elements of sustainable living. Emphasize the importance of conscious consumption and efficient resource use as key behaviors that support sustainability.</p>
Duration (in minutes)	90 min. (depending on the group size)
Min and Max number of participants	10 - 36
Resources/materials/ equipment needed	Digital Platforms and Software

	<p>Kahoot!, Quizizz or Mentimeter account for conducting the interactive sustainability quiz.</p> <p>Storybird subscription for online participants to create and share digital storytelling narratives.</p> <p>Padlet account for brainstorming and documenting action plans collaboratively.</p> <p>On-Site Materials</p> <p>Scenarios for Role-Plays: Prepared scripts or outlines that depict various sustainable vs. unsustainable living choices.</p> <p>Props and Costumes: Optional items to enhance the role-play experience, depending on the scenarios' requirements.</p> <p>Printed Handouts: Summaries of sustainable practices, action plan templates, and additional resources for further learning.</p> <p>Markers and Flipcharts: For brainstorming sessions and group work.</p> <p>Projector and Screen: To display digital content, quiz questions, and Padlet boards to on-site participants.</p> <p>Speakers: For audio during presentations, quizzes, and possibly for online participant presentations.</p>
<p>Rules and description step-by-step (content elements, methods)</p>	<p>Pre-Session Preparation</p> <p>Setup Digital Tools: Ensure all necessary digital platforms (Kahoot! or Quizizz, Storybird, Padlet) are ready and accessible. Create content for the sustainability quiz and set up collaborative spaces on Padlet. Important note: make sure to include the questions on which digital tools</p>

participants are more familiar with in the application form that is usually published with the Call for Participants. Use those digital tools and prepare them before the TC.

Develop [Role-Play Scenarios](#): Prepare scenarios that illustrate sustainable vs. unsustainable living choices, tailored for both on-site role-play and online storytelling through Storybird.

Organize Materials: If applicable, prepare handouts or digital documents summarizing sustainable practices for reference during the Action Plan Workshop.

Sustainability Quiz (20 minutes)

Objective: Kickstart the session with an engaging quiz to test and build participants' knowledge on sustainable lifestyles.

Activity:

Launch a Kahoot! or Quizizz quiz (the tool will be chosen according to what participants have chosen from the application form) focused on sustainability facts, myths, and practical tips. (10 minutes to complete the quiz)

Encourage participation by explaining that the goal is to learn.

Review answers to each question, providing additional insights or clarifications to enhance understanding. (10 minutes to discuss on their answers and additional insights)

Role-Play Scenarios (30 minutes)

Objective: Utilize role-play and digital storytelling to explore the consequences of sustainable vs. unsustainable living choices.

Activity:

On-site: Divide participants into small groups, assigning each group a scenario to act out. (15 minutes)

After each performance, facilitate a brief discussion on the choices depicted and their sustainability implications (15 minutes).

Online: Guide online participants to use Storybird to create narratives based on the same scenarios. Allow time for creation, then share stories with the group and discuss.

Personal Action Plan Workshop (30 minutes)

Objective: Empower participants to draft personal action plans for adopting more sustainable lifestyles. Based on everything they have learned from previous sessions they can make a simple plan in order to change their habits and parts of a lifestyle to be more sustainable.

Activity:

Introduce Padlet as a collaborative platform for brainstorming and documenting sustainable actions.

Divide participants into breakout rooms (for online) or small groups (on-site) and assign each group a focus area (e.g., food, waste, energy).

Instruct groups to discuss practical steps individuals can take within their focus area and document these on Padlet. (20 minutes)

	<p>Reconvene to share group plans and encourage cross-group feedback. (10 minutes). Even each group developed a personal action plan related to a specific focus area, plans from each group will be presented and shared (available online a Google Drive or some other Cloud storage) for all participants to be able review all the focus group plans and to take elements from each to create their own plan.</p> <p>Reflection and Commitment (10 minutes)</p> <p>Objective: Consolidate learning and commit to personal action.</p> <p>Activity:</p> <p>Facilitate a group discussion, asking participants to share one change they feel inspired to make in their lifestyles to promote sustainability.</p> <p>Encourage participants to articulate why this change is important to them and how they plan to implement it.</p>
<p>Questions for Evaluation/Debriefing</p>	<p>Here are some suggested questions for debriefing. You can add yours or use only some of these (depending on your time limits, group size, etc.)</p> <p>What was your key takeaway regarding how individual choices impact sustainability?</p> <p>Which sustainable living practice discussed today was new to you, and how do you plan to incorporate it into your life?</p> <p>Based on today's session, identify one sustainable action you plan to adopt immediately. Why did you choose this action?</p>

	<p>How feasible do you find implementing the sustainable actions discussed today in your daily life? What challenges do you anticipate?</p> <p>Which part of today's session did you find most engaging, and why?</p> <p>How effective were the role-play scenarios and digital storytelling in enhancing your understanding of sustainable vs. unsustainable choices?</p> <p>Did the session meet your expectations in terms of learning about sustainable lifestyles and actions? If not, what was missing?</p> <p>What is one commitment you're making to enhance sustainability in your community, inspired by today's session?</p>
<p>Modification for virtual environment</p>	<p>To adapt this session for a fully virtual environment, facilitators should leverage digital platforms like Kahoot! or Quizizz for interactive quizzes, Storybird for online role-play narrative creation, and Padlet for collaborative action planning. Video conferencing tools such as Zoom or Google Meet will facilitate real-time discussions and breakout rooms for small group activities, ensuring active participation and engagement. Pre-session communications should include detailed instructions on accessing and using these digital tools, alongside technical support availability during the session to address any issues promptly. Incorporating a variety of multimedia content and ensuring materials are accessible will enhance the learning experience.</p>
<p>Tips for trainers/facilitators</p>	<p>Participation: Encourage active and respectful participation, reminding participants that every contribution is valuable.</p> <p>Confidentiality: Foster a safe space, especially during discussions, by agreeing that personal stories or examples shared within the session remain confidential.</p>

	<p>Respect: Promote an atmosphere of respect, where differing opinions are acknowledged and discussed openly without judgment.</p> <p>Technical Guidance: Provide clear instructions on using digital tools and platforms, offering support as needed to ensure all participants can engage fully.</p> <p>Post-Session Actions</p> <p>Follow-Up Email: Send participants a summary of the session, including key takeaways, a compilation of the action plans developed, and additional resources on sustainable living practices.</p> <p>Feedback Survey: Include a feedback survey in the follow-up email to gather insights on the session's impact and areas for improvement.</p>
<p>Expected learning outcomes</p>	<p>Enhanced Understanding of Sustainability: Participants will gain a deeper insight into how individual choices impact environmental, social, and economic sustainability, recognizing the interconnectedness of their actions with global sustainability goals.</p> <p>Knowledge of Sustainable Practices: Participants will learn about a variety of sustainable living practices, from reducing waste and conserving energy to supporting ethical products and sustainable transportation, equipped with practical examples and strategies for implementation.</p> <p>Critical Thinking and Problem-Solving Skills: Through activities like role-play scenarios and action plan workshops, participants will develop critical thinking skills to assess sustainability challenges and creatively solve problems related to sustainable living.</p>

	<p>Commitment to Sustainable Actions: Participants will be encouraged to reflect on their current lifestyles and make concrete commitments to adopt specific sustainable practices, demonstrating a personal responsibility towards sustainability.</p> <p>Effective Communication: Through discussions and collaborative activities, participants will improve their ability to articulate sustainability concepts, share ideas on sustainable living, and engage in meaningful dialogues about sustainability challenges and solutions.</p> <p>Community Building and Collaboration: Participants will experience the value of community and collaboration in driving sustainable change, fostering a sense of belonging to a group of like-minded individuals committed to sustainability.</p> <p>Motivation for Continuous Learning: The session aims to instill a motivation for ongoing education and action in the field of sustainability, encouraging participants to seek out further information, engage in community sustainability efforts, and stay updated on sustainability trends and innovations.</p>
Other comments	<p>Additional resources:</p> <p>https://www.sei.org/features/lifestyles-actions-wed/</p> <p>https://www.unep.org/explore-topics/resource-efficiency/what-we-do/sustainable-lifestyles</p> <p>https://www.unep.org/resources/e-learning/sustainable-lifestyles-action-academy</p> <p>https://www.business-sweden.com/insights/articles/swedens-sustainable-lifestyle-ecosystem/</p> <p>https://www.oecd-ilibrary.org/sites/64464ddf-en/index.html?itemId=/content/component/64464ddf-en</p>

Name of the session	Green Project Lab
Objectives	<p>Encourage Applied Learning by enabling participants to use their grasp of sustainability principles and challenges in conceptualizing a tangible project. This goal focuses on transforming theoretical knowledge into practical applications, highlighting the real-world implications of sustainability initiatives.</p> <p>Stimulate Creative Problem-Solving by empowering participants to deploy creativity and innovation in designing projects that tackle specific sustainability issues. This involves identifying needs, generating solution ideas, and critically assessing the feasibility and impact of their proposals.</p> <p>Bolster Teamwork and Collaboration Skills by enhancing participants' abilities to work efficiently in teams. The emphasis is on valuing diverse perspectives, fostering effective communication, and solving problems collaboratively to achieve sustainability goals.</p> <p>Build Project Planning Competencies by guiding participants in drafting comprehensive project plans. This includes establishing clear objectives, pinpointing necessary resources, and mapping out steps to action. The aim is to equip participants with the skills to turn ideas into structured and executable projects.</p> <p>Cultivate Presentation and Feedback Skills by offering participants a chance to hone their ability to present project ideas compellingly and to engage in constructive feedback exchanges. This session aspect is key to refining project concepts and bolstering participants' ability to communicate effectively.</p> <p>Facilitate Reflection on Learning and Growth by ending the session with a period for participants to share their project design experiences, discuss their sustainability and teamwork insights, and explore how these lessons can be applied in future projects.</p>

Duration (in minutes)	90 min. (depending on the group size)
Min and Max number of participants	10 - 36
Resources/materials/ equipment needed	<p>For On-site Implementation:</p> <p>Flipcharts and markers for brainstorming and project planning sessions.</p> <p>Laptops or tablets for accessing digital resources and Google Workspace.</p> <p>A projector and screen for group presentations.</p> <p>Printed templates or outlines for project planning.</p> <p>Resource compilation, including guides, articles, and templates related to sustainability projects.</p> <p>For Online Implementation:</p> <p>Access to digital platforms like Mural for collaborative online whiteboarding and Trello for project management.</p> <p>Google Workspace for document sharing, collaboration, and project planning.</p> <p>A reliable video conferencing tool like Zoom for discussions, presentations, and feedback sessions.</p> <p>Digital copies of resource compilations, guides, and templates for project planning.</p>

<p>Rules and description step-by-step (content elements, methods)</p>	<p>Pre-Session Preparation</p> <p>Digital Platform Setup. Ensure familiarity with and set up Mural, Trello, Canva or a similar online whiteboard, Google Workspace for document sharing and collaboration, and a video conferencing tool like Zoom for presentations and discussions.</p> <p>Project Scenario Development. Prepare a range of sustainability scenarios or challenges that groups can choose from for their projects, ensuring a variety of topics that cater to different interests and expertise.</p> <p>Resource Compilation. Gather and organize resources, guides, and templates for project planning and presentation to support participants during the session.</p> <p>Project Brainstorming (20 minutes)</p> <p>Objective: Kickstart creativity and team collaboration by brainstorming project ideas.</p> <p>Method:</p> <p>Briefly introduce the purpose and potential impact of sustainability projects.</p> <p>Divide participants into small groups and assign them to a collaborative online whiteboard.</p> <p>Instruct groups to brainstorm project ideas related to predefined sustainability challenges.</p> <p>Facilitators circulate (virtually between breakout rooms and on-site between groups) among groups to provide guidance and inspiration.</p>

Project Planning (30 minutes)

Objective: Develop a structured project plan including objectives, required resources, and actionable steps.

Method:

Guide each group to select one project idea from their brainstorming session.

Provide templates or outlines for project planning in Google Workspace.

Encourage groups to discuss and document their project's goals, needed resources, potential challenges, and a step-by-step plan to achieve their objectives.

Offer support and ask probing questions to help refine their ideas and plans.

Pitch Session (30 minutes)

Objective: Enhance presentation skills and receive constructive feedback.

Method:

Have each group prepare a brief presentation of their project using the video conferencing tool.

Create a supportive environment for groups to present their project plans, emphasizing the importance of clarity, persuasion, and the ability to engage the audience.

After each presentation, facilitate a feedback session, encouraging both positive reinforcement and constructive criticism.

	<p>Reflection and Closing Circle (10 minutes)</p> <p>Objective: Consolidate learning and reflect on the project design process.</p> <p>Method:</p> <p>Initiate a group discussion, inviting participants to share their thoughts on the project design process and what they learned.</p> <p>Encourage participants to reflect on how they can apply the skills and insights gained in real-world sustainability initiatives.</p> <p>Close the session by highlighting key takeaways and congratulating participants on their teamwork and creativity.</p>
<p>Modification for virtual environment</p>	<p>Ensure that all participants have access to and are familiar with using Mural, Trello, Google Workspace, and the chosen video conferencing tool prior to the session. A pre-session tutorial or guide on these tools may be helpful.</p> <p>Share the range of sustainability scenarios or challenges digitally before the session, allowing participants to review and consider their interests in advance. This can be done via email or a shared digital document.</p> <p>Utilize the collaborative features of digital whiteboard platforms like Mural for the brainstorming activity, ensuring that participants can contribute ideas in real-time. Breakout rooms can be used to divide participants into small groups for more focused discussions.</p> <p>Guide groups through using Google Workspace to document their project plans. Ensure templates and outlines are accessible in a shared digital space where all group members can contribute.</p>

	<p>Facilitate the pitch sessions through the video conferencing tool, allowing groups to share their screens when presenting their projects. Prepare a digital feedback form or use the conferencing tool's polling feature to collect feedback from participants.</p> <p>Conduct the final reflection and closing circle using the main video conferencing room, encouraging participants to share their learning experiences and takeaways verbally. The facilitator can summarize key points and offer closing remarks to conclude the session.</p>
<p>Tips for trainers/facilitators</p>	<p>Encourage Active Participation. Remind participants that every contribution is valuable and encourage active engagement from all members.</p> <p>Foster Respectful Feedback. Establish norms for feedback that is specific, constructive, and focused on project improvement.</p> <p>Promote Open Communication. Create an inclusive environment where participants feel comfortable sharing ideas and asking questions.</p> <p>Address Technical Issues Promptly. Provide clear instructions for using digital tools and be prepared to troubleshoot technical problems quickly to minimize disruptions.</p> <p>Post-Session Actions</p> <p>Follow-Up Email: Send participants a summary of the session, including highlights from the project pitches and links to resources for further exploration of sustainability topics.</p>
<p>Expected learning outcomes</p>	<p>Practical Application of Sustainability Knowledge</p>

Participants will be able to apply theoretical sustainability concepts to design a practical, small-scale project that addresses real-world environmental, social, or economic issues.

Enhanced Creative Problem-Solving Skills

Participants will demonstrate the ability to use creativity and innovation in developing solutions to sustainability challenges, showcasing originality in project conceptualization and planning.

Project Planning and Management Skills

Participants will gain experience in drafting comprehensive project plans, including setting realistic objectives, identifying necessary resources, and outlining detailed action steps, ensuring they understand the components of successful project execution.

Improved Teamwork and Collaboration

Through working in groups, participants will enhance their teamwork skills, including communication, negotiation, and conflict resolution, highlighting the importance of diverse perspectives and collaborative effort in achieving sustainability goals.

	<p>Effective Communication and Presentation Skills</p> <p>Participants will learn to effectively communicate their project ideas, both in written plans and through oral presentations, demonstrating the ability to engage and persuade diverse audiences.</p> <p>Constructive Feedback Reception and Integration</p> <p>Participants will practice giving and receiving constructive feedback, learning to integrate insights from peers and facilitators to refine and improve their project proposals.</p> <p>Reflective Practice and Self-Assessment</p> <p>Through reflection and discussion, participants will evaluate their own and their team's project design process, identifying strengths, areas for improvement, and personal growth in sustainability advocacy.</p> <p>Motivation for Sustainability Action</p> <p>Participants will leave the session with a heightened sense of motivation and empowerment to take actionable steps towards sustainability, both individually and as part of a community.</p>
Other comments	<p>https://sustainabledevelopment.un.org/content/documents/279582021_VNR_Report_Sweden.pdf</p>

Name of the session	Reflecting on Sustainability
Objectives	<p>Determine the depth of participants' understanding of sustainability concepts covered during the program and evaluate how effectively the program has impacted their knowledge, attitudes, and behaviors towards sustainability.</p> <p>Encourage participants to engage in reflective observation and abstract conceptualization about their experiences throughout the program, helping them to identify key learnings, moments of insight, and areas for further exploration or action in the realm of sustainability.</p> <p>Collect actionable feedback from participants on the content, delivery, and structure of the program to identify strengths and areas for improvement, ensuring the program remains responsive to learners' needs and current sustainability challenges.</p>
Duration (in minutes)	90 min. (depending on the group size)
Min and Max number of participants	10-36
Resources/materials/equipment needed	On-site Resources and Materials:

For Points of View, A4 paper signs with "yes," "no," "I don't know," and "I want to say something" for each of the four walls. Tape or pins to secure signs to the walls.

For Journey Map, large sheets of paper or poster boards for participants to draw their journey maps. Markers, pens, colored pencils, and stickers for creative expression.

For Weather Report, blank paper or cardstock for participants to draw their weather report. Drawing materials such as markers, colored pencils, and crayons.

Online Resources and Equipment:

A reliable video conferencing platform (e.g., Zoom, Microsoft Teams) that supports features like breakout rooms, screen sharing, and polling.

Digital whiteboard tool (e.g., Miro, Padlet) accessible to all participants for activities like "Journey Map" and to facilitate sharing in "Weather Report."

Virtual polls or quick reaction features within the video conferencing platform to replicate the positioning aspect of the activity.

Access to a shared digital whiteboard where participants can create and present their journey maps.

Optional: pre-made templates or icons within the digital whiteboard tool to aid participants in creating their maps.

A feature or method for participants to share their drawn weather reports, such as through file sharing within the video conference platform or presenting their drawing live via a webcam.

<p>Rules and description step-by-step (content elements, methods)</p>	<p>Weather report (30 minutes)</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Explain briefly that they are going to be using the weather as a metaphor for their feelings. 2. Give participants 5 -10 minutes to think about the day / training / project / work you are involved in and to ask themselves: Am I enjoying it so far? What am I getting out of it? Is it going to be useful? 3. Then ask them one at a time to describe how they feel in terms of a weather report. <p>Variations:</p> <p>Participants could draw their weather report instead of speaking it. You can use this basic idea to review your project as though you were doing a commentary on a football or ice hockey match, or any other event that will appeal to the participants.</p> <p><i>Virtual Weather Report:</i></p> <p>To implement the "Weather Report" evaluation activity online, start by explaining the metaphorical use of weather to describe feelings about the training, project, or work. Utilize a shared digital whiteboard or presentation platform like Miro or Padlet, where participants can either draw or write their weather report. Give participants 5-10 minutes for reflection on their experiences, prompting them to consider their enjoyment, learnings, and the utility of the project. Then, invite participants to share their "weather report" with the group one by one, either by presenting their drawing or describing it verbally.</p>
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The Journey Map (40 minutes)

Objective: To enable participants to visually reflect on and share their learning journey throughout the sustainability program, identifying key milestones, challenges, insights, and future steps.

Activity:

Introduction (5 minutes): Briefly explain the concept of a journey map as a tool for visualizing one's path through the sustainability program. Describe how it can highlight experiences, moments of learning, challenges faced, and envision future applications of the knowledge gained.

Reflection Time (10 minutes): Instruct participants to spend some time individually reflecting on their journey through the program. Guide them to think about the starting point, significant milestones, any challenges they overcame, pivotal "aha" moments, and how they plan to apply what they've learned in their personal or professional lives.

Journey Map Creation (10 minutes): Participants use the digital whiteboard to draw or outline their journey. Encourage them to be creative, using symbols, images, or words to represent different aspects of their experience. They should include at least one goal or action step they plan to take based on their learning.

Sharing and Discussion (5 minutes): Invite volunteers to share their journey maps with the group. Ask them to explain the key elements of their map and any future steps they've identified. Facilitate a brief discussion after each share, allowing for feedback and reflection from other participants. Incorporate breakout rooms for small group sharing before discussing in the larger group to ensure everyone has a chance to share in a more intimate setting. Offer an option for participants to submit their maps anonymously if they prefer, with the facilitator presenting them to the group for discussion.

Points of view (20 minutes)

Preparation:

Think of 3 or 4 questions to ask. For example, Did you enjoy the activity? Did you learn anything new? Will you be able to use what you have learnt in your daily life?

Make 4 signs on A4 paper: "yes", "no", "I don't know" and "I want to say something".

Tape these to the four walls of the room.

Instructions:

Point out the signs on the four walls and explain that they represent four different points of view. Explain that only those people who stand along the wall "I want to say something" may speak.

Explain that you are going to read out a question and that participants should position themselves along the wall that represents their response. People may move position during the exercise.

Ask the first question about the activity.

Give people time to position themselves; then invite those who want to say something to comment.

Points of View Virtual

	<p>Preparation:</p> <p>Prepare the same set of questions as mentioned for the physical activity. Create a virtual poll or a series of quick reaction polls in your video conferencing platform, like Zoom, that includes the options "yes", "no", "I don't know", and "I want to say something".</p> <p>Instructions:</p> <p>At the beginning of the activity, explain the purpose of the polls and what each response option represents. Inform participants that those who choose "I want to say something" will be given the opportunity to speak.</p> <p>Conduct the poll by reading out each question and launching the corresponding poll on your video conferencing platform. Allow participants a moment to select their responses.</p> <p>After the poll, briefly share the results to show the distribution of responses. Then, invite participants who selected "I want to say something" to unmute themselves and share their thoughts with the group.</p> <p>Facilitate a short discussion after each shared point, ensuring a constructive and respectful exchange of views.</p>
<p>Modification for virtual environment</p>	<p>Utilize a video conferencing platform with features like polling, breakout rooms, and screen sharing to engage participants and facilitate discussions.</p> <p>Implement digital polls or reaction features for the "Points of View" activity, allowing participants to choose their responses virtually.</p>

	<p>Use a shared digital whiteboard (e.g., Mural, Padlet) for the "Journey Map" activity, where participants can create and present their maps using digital tools and pre-made templates.</p> <p>For the "Weather Report" activity, encourage participants to draw their weather reports using digital drawing tools or traditional methods and share them by uploading to a common folder or presenting via webcam.</p> <p>Prepare a virtual space (e.g., a designated channel or chat room) where participants can post their reflections, drawings, or any creative outputs from the activities for group viewing and discussion.</p> <p>Offer clear, step-by-step instructions and provide technical support for using online platforms and tools to ensure all participants can participate fully.</p> <p>Consider recording the sessions (with participants' consent) to allow for later review and reflection, enhancing the evaluation process.</p> <p>Maintain engagement and encourage active participation by moderating discussions, addressing questions promptly, and providing feedback in real-time.</p>
<p>Tips for trainers/facilitators</p>	<p>Be flexible and responsive to participants' comfort levels with digital tools, offering alternatives for expression when necessary.</p> <p>Create a supportive atmosphere that encourages honest sharing and constructive discussion, particularly during the <i>Points of View</i> activity.</p> <p>Ensure technical preparations are thorough, with a plan for addressing potential connectivity issues to maintain session flow.</p> <p>For the <i>Weather Report</i> activity, give a couple of examples when you explain the idea of the metaphor. For instance, "My day started with a bit of mist. Then there were heavy showers in the late morning. There were a few light showers after lunch, but towards the end of the afternoon</p>

	<p>the sun came out." This means, you started off a little hesitant, or not too sure, and then things got difficult. After lunch things got better and now at the end you feel you have learnt a lot.</p> <p>For the Journey Map activity, encourage participants to view this as a creative and reflective exercise, reassuring them that there's no "right" way to create a journey map. Be supportive and positive during the sharing phase, highlighting the unique journey each participant has experienced.</p> <p>Consider providing a brief tutorial or guidance document on using the digital whiteboard and other online tools if participants are not already familiar with them.</p> <p>Have a backup plan in case of technical difficulties, such as alternative activities that can be quickly implemented.</p>
Expected outcomes	<p>Participants will have critically assessed their learning experiences, understanding the implications of sustainability practices in their lives.</p> <p>Engagement in reflective observation and conceptualization will have deepened participants' grasp of sustainability concepts.</p> <p>Participants will have articulated personal sustainability goals, enhancing their readiness to implement sustainable practices.</p> <p>Feedback collected will provide valuable insights for refining the sustainability program, ensuring its ongoing relevance and impact.</p>

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