



Community-based Youth and Sustainable Development in EU and Africa

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Index

Index	2
Introduction	3
Case studies and community practices in CYSD partner countries	4
KENIA	5
SENEGAL.....	12
ITALY.....	17
GHANA	30
UGANDA.....	42
SOUTH AFRICA	48
GREECE.....	54

Introduction

This document provides understanding and practical tools for young leaders engaged in CBOs to improve their key competences and technical capacity to design, coordinate and evaluate community-based projects targeting vulnerable and disadvantaged young people and children.

In this view, the CYSD [e-learning platform](#) (WP4) provides open educational resources for a broader audience of community leaders, educators, trainers, facilitators, social workers, project managers, teachers, intercultural mediators to be put into practice in their daily work with and for vulnerable and disadvantaged young people.

The section [Case Studies](#) collects a series of case studies regarding any local CBO or government-led initiative that aims to contribute to the achievement of the Global Development Goals by directly addressing youth workers engaged with vulnerable young people and children in the targeted local communities.

Generally, through a comprehensive analysis of case studies within the CYSD countries, it becomes evident that various initiatives are being undertaken to address pressing societal issues and foster community development. From environmental responsibility to education, from empowerment programs to **fighting against social and economic precariousness**, each country within the CYSD network is actively engaged in promoting social emancipation and cohesion.

In Kenya, there's a strong emphasis on environmental responsibility integrated into school education programs.

Senegal focuses on children's rights, youth empowerment, and combating child labour, particularly within the agricultural sector.

Ghana is committed to revitalizing traditional agriculture, ensuring primary education for all, and promoting climate and environmental education among young people.

Uganda prioritizes economic empowerment, fighting malnutrition, and combating AIDS among vulnerable groups, including young people.

South Africa, Zambia and Italy emphasize non-formal educational activities and volunteering ones for youth empowerment, while Greece addresses environmental issues and uses sports as a tool for societal integration, particularly for refugees. Moreover, efforts are made to upskill professionals in areas like Intellectual Disability Training, promoting inclusive practices across the EU.

Across all CYSD countries, common themes emerge, reflecting a shared commitment to social cohesion and community development. These include the revaluation of public spaces, promotion of circular economy principles, and the fight against urban and environmental degradation. Additionally, there's a concerted effort to combat social and economic precariousness, enhance social and labor participation, and foster direct citizen involvement in planning processes.

The overarching goal is to cultivate an **"open community" ethos**, one that embraces diversity, supports the needs of all individuals, and promotes inclusive participation for everyone. By collaborating and sharing best practices, CYSD countries are paving the way for sustainable social development and community empowerment on a global scale.

Case studies and community practices in CYSD partner countries

The Sustainable Development Goals¹ were established in 2015 as part of the United Nations (UN) 2030 Agenda for Sustainable Development. The signatories adopted a policy framework with 17 goals, addressing issues such as poverty, hunger, health and wellbeing, education, gender equality, environment and climate, strong institutions, peace and justice. Sustainable development aims at balancing social, economic and environmental aspects, seeing them as interconnected.

The SDGs also have a regional dimension, sometimes called 'localisation'. Achieving around 65 % of the targets is estimated to depend on input from local and regional authorities. Numerous regions and cities, including in the EU, have expressed support for the SDGs and many have integrated them in their policy frameworks. Efforts to localise the SDGs are ongoing and regional achievements are featured in the national reviews presented at international conferences. Monitoring SDGs at the regional level can thus help support the overall implementation of the SDGs, reinforce national efforts, support regional development strategies, and provide a broader picture of within-country trends.

In this view on 'localisation'², this section aims at gathering local/regional/national/international case studies of community practices that are drawn from the experiences of the partner organisations and youth leaders involved.

For that purpose, partners listed a series of best practices regarding any local CBO or government-led initiative that aims to contribute to the achievement of the Global Development Goals by directly addressing youth workers engaged with vulnerable young people and children in the targeted local, regional, or national communities.

Ultimately, the international collection of Case Studies is to inspire and ground new community projects and services to be, by serving a larger audience of vulnerable young people and children in the targeted communities implemented (EU solidarity corps, capacity building projects within the Erasmus+ programme, local/international community-based initiatives funded by other international/national donors, development of fundraising campaigning, strategic actions on social corporate responsibility, other).

¹ <https://sdgs.un.org/goals> \\ <https://sdg-tracker.org/>

² <https://epthinktank.eu/2022/07/01/sustainable-development-goals-sdgs-in-eu-regions-policy-podcast/>

KENIA

Case Study 1.

Title	Tujitokeze tupande miti campaign
Area ³	Environmental
GOAL(s) ⁴	GOAL 13: Climate Action
Summary (description and reason to be)	
The main objective is to encourage students to become tree-planting ambassadors by utilizing sports and interactive activities to instill a sense of environmental responsibility. We also prioritize working with disadvantaged participants, extending our outreach to two special needs schools: the Lutheran School for the Mentally Handicapped and Joyland School for the Physically Handicapped. Through our educational methods, we focus on empowering students to adopt trees and raise awareness about the importance of sustainable practices.	
Target: Vulnerable Group (VG) and/or type of community.	
Primary and secondary school students from class 6 - form 3	
Application setting: context	
The application's context aligns with the urgent need for environmental conservation and the empowerment of the next generation to take an active role in protecting the planet. By utilizing technology to amplify the impact of the Environmental Conservation and Tree Planting Initiative, this platform will help cultivate a culture of environmental responsibility and create a lasting positive change for the environment and society.	
Objectives	To promote sustainable tree planting among primary and secondary school students. To empower students to become tree-planting ambassadors and advocates for environmental conservation. To raise awareness about the importance of preserving and restoring the local ecosystem. To enhance students' understanding of environmental issues and their role in mitigating climate change. To foster a sense of community and teamwork among participants through collective tree-planting efforts.

Requirements	Coordination with schools and educational authorities for participation and support. Acquisition of tree saplings or seeds from nurseries or relevant organizations. Training sessions to educate students about proper tree planting techniques. Collaborations with local environmental organizations or experts for guidance and expertise.
Performance procedures	Conducting workshops and training sessions to educate students about tree planting and environmental conservation. Organizing tree planting events in selected schools, involving both regular and special needs students. Monitoring and evaluating the progress of tree growth and survival rates over time. Document the number of trees planted, species used, and their potential environmental impact. Collect feedback from participants to assess the program's effectiveness and identify areas for improvement.
Activities	Workshop sessions on environmental awareness and the significance of tree planting. Tree planting events in schools and selected locations. Educational campaigns and presentations to engage the broader community. Student-led advocacy initiatives to promote sustainable practices within schools and their neighborhoods..
Results	Increased number of trees planted and cultivated by participating students. Improved environmental awareness and understanding among the target audience. Creation of a network of student tree-planting ambassadors actively promoting environmental conservation. Positive environmental impact through improved air quality, soil retention, and wildlife habitat.
Strengths	Empowering and educating the younger generation for long-term environmental impact. Collaboration with special needs schools promotes inclusivity and diversity in environmental efforts. Local presence and chapters in multiple regions increase the program's outreach. The use of sports and interactive activities makes the program engaging and enjoyable for students.
Weaknesses	Limited resources and funding may constrain the program's expansion and impact. Maintaining long-term engagement and commitment from participants can be challenging. Weather conditions and other environmental factors may affect the success of tree-planting efforts. Sustaining interest and enthusiasm among students over time may be difficult. The program's effectiveness might vary based on the level of support from schools and local communities.

Difficulties or constraints for its implementation
Obtaining permission and support from school authorities to conduct activities during school hours. Identifying suitable and accessible locations for tree planting activities. Addressing transportation challenges, especially for schools located in remote areas. Securing consistent funding and resources for ongoing program implementation and maintenance.
Year and length (duration)
5 years

Case Study 2.

Title	Sports for Change and Development - Supporting Young Women and Girls to Thrive (SOAR)
Area ⁵	Economic
GOAL(s) ⁶	GOAL 1: No Poverty
Summary (description and reason to be)	
The Sports for Change and Development initiative, titled "SOAR - Supporting Young Women and Girls to Thrive," is run by the Resource Hub for Development (RHD). The project aims to empower adolescent girls (11-18) and young women (19-34), along with women in sports leadership (35-65), in Western Kenya through football and volleyball. The initiative has already involved 1034 young women and girls, as well as 116 women with disabilities, across three counties in Western Kenya. Using sports as the basis of their methodology, Sport for Change promotes positive social change, breaking down barriers and fostering discussions on important issues like food security. The initiative's success has garnered interest from women-led teams in other counties in Western Kenya, emphasizing its potential for a wider positive impact	
Target: Vulnerable Group (VG) and/or type of community.	
Adolescent girls (11-18) and young women (19-34), along with women in sports leadership (35-65), in Western Kenya	

Objectives	The project "Sports for Change and Development - Supporting Young Women and Girls to Thrive (SOAR)" aims to empower adolescent girls (11-18) and young women (19-34), as well as women in sports leadership (35-65) in Western Kenya through the use of football and volleyball. The primary objectives are to promote positive social change, engage communities in discourse on important issues, and provide opportunities for personal and community development.
Requirements	The project requires the involvement of the Kenya Female Advisory Organization (KEFEADO) to coordinate and implement the activities effectively. It also needs sufficient funding, suitable sports facilities, trained coaches, and support from local communities and stakeholders to ensure the smooth execution of the initiative.
Activities	The activities of the project include establishing and maintaining 14 teams in three Western Kenyan counties, focusing on football and volleyball. It also involves working with a women-with-disability team playing sitting volleyball. The initiative employs sports as a means to engage communities, facilitate discussions on social issues like food security, and promote social inclusion.
Results	The project has directly involved 1034 young women and girls, along with 116 women with disabilities, resulting in enhanced self-confidence, improved physical health, and increased social integration. Additionally, it has fostered an environment that encourages women's leadership in sports and has garnered interest from other women-led teams in different counties, indicating its potential for expansion and replication.
Strengths	The initiative's strength lies in its innovative use of sports for social change, breaking down barriers and engaging hard-to-reach groups. It empowers young women and girls, promotes gender equality, and encourages women to take on leadership roles in sports and their communities.
Weaknesses	One potential weakness is the dependence on external funding, which may affect the sustainability of the project in the long term. Additionally, there might be challenges in overcoming cultural barriers and stereotypes related to women's participation in sports
Difficulties or constraints for its implementation	
Some difficulties for implementing the project include resistance from conservative communities or limited resources, such as adequate sports facilities and equipment.	
CRITERIA actors or stakeholder are using to assess it as a "good practice"	
Stakeholders assess the project as a good practice based on its ability to create positive social impact, empower and support young women and girls, foster community engagement, and promote inclusivity	

and gender equality in sports. Additionally, the project's sustainability, replicability, and efficiency in achieving its objectives are essential criteria for evaluation.
Year and length (duration)
The initiative has been running since the year 2018.
Comments (additional info, remarks)
The Sports for Change and Development initiative, SOAR, demonstrates a commendable effort to use sports as a catalyst for positive change and development among young women and girls in Western Kenya. By addressing social issues and promoting women's leadership in sports, the project shows promise in contributing to broader societal transformations. However, ongoing support, collaboration with local communities, and efforts to secure long-term funding are crucial for its continued success and impact.

Case Study 3.

Title	Empowering Futures through Sports: Education and Sustainability for Street-Connected Youth and Women in Kisumu
Area ⁷	social
GOAL(s) ⁸	GOAL 3: Good Health and Well-being
Summary (description and reason to be)	
This project is a non-profit initiative based in Kisumu County, Kenya. It aims to support street-connected children, women, and youth through education using sports as a key tool. The organization has been successful in impacting over 400 street-connected families within 86 weeks, promoting behavior change, reintegration, and economic empowerment. Their objectives include character development, street rescue, and rehabilitation, with a focus on environmental awareness, drug abuse prevention, peacebuilding, and crime reduction. The project applies sports-based non-formal education to impart life skills and foster personal growth.	

Target: Vulnerable Group (VG) and/or type of community.	
The target group for this project includes street-connected children, vulnerable women, disadvantaged youth in need of rehabilitation, and vulnerable families living in informal settlements in Kisumu County, Kenya. Additionally, the project aims to benefit the wider community in the western region of Kenya by promoting social transformation, environmental awareness, and crime reduction through sports-based education and empowerment initiatives.	
Objectives	The objectives of this project are to offer education through sports to support street-connected children, women, and youth during their rehabilitation process. The focus is on character development, street rescue, and reintegration, with the aim of improving the knowledge and skills of rehabilitated youth and women and linking them to opportunities. The project also seeks to address issues of environmental awareness, drug abuse, peacebuilding, and crime reduction
Requirements	To achieve its objectives, the project requires resources both locally and internationally. It needs support from various stakeholders, including NGOs, government institutions, learning institutions, religious organizations, local football clubs, and other local partners. Additionally, it requires funding, materials for sports and workshops, educational resources, and experienced staff and volunteers.
Activities	The activities of the project include conducting sports sessions such as football, volleyball, athletics, and taekwondo, along with general mind recreation games. It also organizes workshops to teach the target group how to create products from waste materials and engages in environmental education and social responsibility activities like cleanups, recycling, waste management, segregation, and tree planting.
Results	The project has achieved notable successes since its inception, including behavior change in over 100 youth actively involved in sports, reintegration of more than 30 children back into homes and schools, and economic empowerment of over 50 youth through entrepreneurial and craft training, alongside business startup kits.
Strengths	The project's strengths lie in its effective use of sports as a tool for education and empowerment, its collaboration with local and international partners, and its successful engagement with the community, which includes over 300 young volunteers and 40 local organizations.
Weaknesses	Some weaknesses of the project include potential challenges in resource mobilization, sustainability, and scalability. It faces difficulties in maintaining long-term support for its target group, especially if funding becomes insufficient.
Difficulties or constraints for its implementation	

Challenges for implementing the project include dealing with the complex social issues faced by street-connected children, women, and youth, as well as the need for ongoing support to ensure successful rehabilitation and reintegration.
Year and length (duration)
The project was established in August 2020 and has been ongoing for more than 86 weeks
Comments (additional info, remarks)
Overall, the project has shown promising results in its relatively short duration. Its focus on education through sports and environmental conservation has had a positive impact on the target group and the wider community.

SENEGAL

Case Study 1.

Title	Installation of a communal children's council
Area ⁹	(iii) social]
GOAL(s) ¹⁰	Select most relevant to SDGs, max. 3 goals (erase the not relevant ones) GOAL 10: Reduced Inequality GOAL 16: Peace and Justice Strong Institutions
Summary (description and reason to be)	
Better listen to children through clearly established bodies that take into account the different categories of children wherever they are; Create and strengthen community mechanisms for child PARTICIPATION; Promote the PARTICIPATION of children as a fundamental principle of child protection. Giving more responsibility to children; Better involve children in the affairs of the city; Involve children in the identification and resolution of problems affecting them; Make Ziguinchor a "True Child-Friendly City".	
Target: Vulnerable Group (VG) and/or type of community.	
Children and population of Casamance	
Application setting: context	
The natural region of Casamance is one of the poorest areas of Senegal and in Ziguinchor, many children are vulnerable and find it very difficult to receive adequate care. This is due in particular to the security instability that has shaken the region for more than thirty (30) years. Issues: violence against children, abuse, begging, genital mutilation, deviant behavior, the worst forms of child labor, landmine accidents, low knowledge/capacity in the field of child protection, absence of care structures for vulnerable children, civil status etc.	
Objectives	Promote the participation of children in the municipality of Ziguinchor by building their capacities and taking into account their opinions on issues relating to the management of the city through the establishment of a Municipal Children's Council.
Activities	Training on citizen participation and transformational leadership Raising awareness of civil status, GBV, early pregnancy, genital mutilation, etc. Talk on the phenomenon of school dropout Celebrating International Day of the Girl Child Celebration of the Day of the African Child etc...

Results	Have community mechanisms promoting the ACTIVE PARTICIPATION of almost all the children of the commune; Have bodies giving the VOICE to all categories of children living within the municipality; Promote the PARTICIPATION of children as a fundamental principle of child protection; Strengthen the confidence and capacities of children so that they can participate in the identification and resolution of problems affecting them and from there, that they are involved in the management of the affairs of the city; Strengthen the LEADERSHIP and ACTIVE CITIZENSHIP of children;
Strengths	The presence and commitment of the Mayors of the various municipalities who are committed to continuing to support the municipal councils The dynamism of community actors in supporting and supervising children The involvement and participation of children throughout the process The Emergence of Child Leadership
Weaknesses	Weakness of financial resources Weak financial support for local authorities Lack of expression framework built for children Lack of logistical means
Difficulties or constraints for its implementation	
Weakness of the financial envelope for the implementation of the action plans of the municipal councils of children	
CRITERIA actors or stakeholder are using to assess it as a “good practice”	
Workshop to assess the functionality and the level of implementation of the activities of the activities Harmonization meeting of the task force which brings together all child protection organizations.	
Year and length (duration)	
2017-2023	

Case Study 2.

Title	Training of young people on the recycling of plastic waste
Area ¹¹	(ii) environmental or (iii) social]
GOAL(s) ¹²	Select max. 3 goals (erase the not relevant ones) GOAL 12: Responsible Consumption and Production
Summary (description and reason to be)	

The activity consisted of training 30 young people on the transformation, recycling of plastic bags, plastic materials into objects and products to be used for individual use (making flower pots, micro gardening and producing materials for common use (plastic pavers, public benches)	
Target: Vulnerable Group (VG) and/or type of community.	
Young boys and girls aged between 16 and 25	
Application setting: context	
This project was initiated in a context where more and more is seen in large cities in Africa, in Senegal more particularly, the proliferation of plastic waste with the proliferation of plastic bags. This plastic waste thrown everywhere in nature constitutes a real public health problem and the effects on the environment are not negligible.	
Objectives	Fight against environmental pollution by plastic waste through training and citizenship education.
Activities	Trainings Raising awareness through theater and flash mobs on the impact of plastic waste in the degradation of nature Communication for behavior change
Results	Manufacture of furniture from tires which pollutes the environment Less and less plastic waste lying around in the streets Reinforcement of skills and know-how of young people
Strengths	Experience and expertise in the field of theater Youth engagement The expertise of the trainers
Weaknesses	Equipment needed for business continuity after training Limited and weak resources for the sustainability of the activity
Difficulties or constraints for its implementation	
Insufficient work materials to involve more young people The budget did not make it possible to reach young people in other municipalities or departments	
Year and length (duration)	
2015-2023	
www.systeme-d.org	

Case Study 3.

Title	Sustainable entrepreneurship and local action program
Area ¹³	(i) economic, (iii) social]
GOAL(s) ¹⁴	Select max. 3 goals (erase the not relevant ones) GOAL 1: No Poverty GOAL 4: Quality Education GOAL 8: Decent Work and Economic Growth
Summary (description and reason to be)	
The issue of employability and youth employment is a major concern in developing countries, Senegal in particular. It should be noted that in Senegal more than 60% of the population is made up of young people according to the report of the National Agency for Statistics and Development (ANSD) of 2019. A mismatch still remains between training and employment. The education system is more focused on general education than on vocational education, thus causing a real problem of recruitment of young people who are suddenly immersed in idleness and without any alternative.	
Target: Vulnerable Group (VG) and/or type of community.	
Mixed groups (students, professionals, unemployed graduates)	
Application setting: context	
Idle, because the system offers fewer opportunities for self-employment, if they want it they also do not have the necessary skills to enable them to carry out their activities well and increase yields, youth policies introduced by the State seem ineffective and/or inadequate. Education and health remain the only areas that offer mass employment opportunities for young graduates. The system therefore remains to be inclusive and seems rather exclusive.	
Objectives	The program aims to train young people in the following areas: - Financial education - Personal development - Communication and presentation of star up ideas - The creation of a business plan - Business management methods - Marketing strategies - Sustainability in entrepreneurship
Requirements	Open to any young person who is or would like to create his own business
Activities	Training

	Coaching
Results	Training and certification of 30 young people
Strengths	Expertise of trainers Sharing experiences of successful cases in entrepreneurship
Weaknesses	Strong demand but few resources to reach more young people
Difficulties or constrains for its implementation	
Unavailability of resources to fund initiatives and/or projects Unavailability of means to facilitate the movement of participants and the follow-up of personal initiatives initiated after the training	
CRITERIA actors or stakeholder are using to assess it as a “good practice”	
Creation and installation of a fruit juice processing unit	
Years and duration	
2020 (11 days)	
References (Bibliography, URLs, suggested readings)	
www.systeme-d.org	

ITALY

Case study 1.

Title	Fattoria Sociale del Welcome
Area ¹⁵	(iii) social
GOAL(s) ¹⁶	GOAL 3: Good Health and Well-being GOAL 8: Decent Work and Economic Growth GOAL 12: Responsible Consumption and Production
Summary (description and reason to be)	
The Social Farm idea born in the 2019 with the purpose of matching labour supply and demand through social farming, specialised training aimed at foreign workers exploited on the territory. The intervention was aimed at creating a social farm where training workshops were activated on social agriculture by exploiting local resources and at the same time activated local laboratories of territorial animation in the agricultural sphere to give sustainability to the structure and involve the entire social body within it.	
Target: Vulnerable Group (VG) and/or type of community.	
20 immigrant citizens coming from different countries: Somalia, Egypt, Ivory Coast, Guinea, Gambia, Cameroon, Nigeria and Bangladesh. They are 18 years of age or older and are Victims or potential victims of exploitation, preferably with experience in agricultural work, with a migration background.	
Application setting: context	
Informal settlements, places of aggregation and those devoted to the recruitment of third-country nationals engaged in agriculture, with particular reference to the target population involved in highly seasonal agricultural production.	
Objectives	The main objective is to counter labor exploitation and caporalism, facilitate the matching of labor supply and demand, training, assistance to victims, creation of housing solutions and for transportation to the workplace. The final aim of the project is to select the 8 beneficiaries to physically establish the social farm, with the intention of establishing a small orchard, growing ornamental plants and flowers, as well as vegetable crops to be sold to individuals and/or canteens of the municipality, along with the raising of laying hens for the production and sale of eggs
Activities	The Educational method provides 240 hours in both synchronous and face-to-face modes with: orientation modules (12 hours), theoretical basics afferent to linguistic, regulatory and sectoral areas (120 hours), specialized technical-practical modules (78 hours)

	a project idea workshop entitled "Innovative Social Farming" (30 hours). In parallel to this, exploratory interviews were carried out during the project activities prepared by the trainers and the language mediator and qualitative questionnaires were carried out in order to form 5 groups of 4 beneficiaries who presented project proposals with themes on innovative social farming and peer education processes. Once the training process was completed, a cooperative start-up was established, bringing together the two best project proposals of the beneficiaries
Results	The project Action has attempted to respond to different needs by trying to make them go hand in hand. The first need was to ensure the beneficiaries a training process that could guarantee them the start of work paths outside the illegal channels of exploitation.
Strengths	The project will be a point of reference for the networks that deal with immigration in various capacities in the area, networks composed of third sector organisations and public and productive bodies, which will continue to provide specific support in response to migrants' needs.
CRITERIA actors or stakeholder are using to assess it as a "good practice"	
In addition to project governance, the project envisages team work which, starting from the reading and decoding of the needs of individual situations and vulnerabilities, will carry out a taking charge centred on the user's needs. This will make it possible, in addition to avoiding duplication of services and interventions, to interact and integrate actions with other project realities already existing in the area, creating a collaborative network with other teams.	
Year and length (duration)	
The project is a three-year plan, it started in 2020 and ended in 2022.	
References (Bibliography, URLs, suggested readings)	
Facebook Page: https://www.facebook.com/fattoriasocialedelwelcome	

Case Study 2.

Title	Un Passo Oltre
Area ¹⁷	(iii) social
GOAL(s) ¹⁸	Select max. 3 goals (erase the not relevant ones) GOAL 4: Quality Education GOAL 8: Decent Work and Economic Growth GOAL 10: Reduced Inequality
Summary (description and reason to be)	
The project is inspired by the principles that underpin the cooperative movement worldwide: mutuality, solidarity, associationism between cooperatives, respect for the individual, the priority of man over money, democratic both internally and externally.	
Target: Vulnerable Group (VG) and/or type of community.	
Unaccompanied foreign minors who are close to leaving the reception systems on reaching the age of majority (from age 17) and young people up to age 21 who have arrived in Italy as MSNA and have not yet managed to find social, economic, work, cultural and housing stability.	
Objectives	The project aimed to nationally test an educational alliance for personalized planning for adolescents 14-18 years old with the application of educational budgets for personalized training programs. For each personalized pathway the young person decided to join corresponds an "educational budget" to support expenses related to Sociality/Sport/Culture/Work Training. The project aims to counter educational poverty as an accentuation of widespread existential and territorial fragility. Adolescents look to the future with fear, 64 % of minors do not access recreational, sports and cultural activities. The method of PFPs with Educational Budgets aims to intervene to enable schools to exercise real governance starting with the direct involvement of schools/families/territories, creating a social and educational design.
Requirements	Age between 14-18 years old
Activities	Pre-matching activities between the world of work and the business world were carried out through basic skills training courses, so as to be able to better direct the meeting between labour supply and demand. The socio-cultural insertion pathway was supported by the presence of the community tutor, i.e. a person already belonging to the welcoming community with the role of builder and facilitator of significant social networks, functional to orientation in the area and to territorial services, or accompanist for the minors in activities that allow them to

	appropriate tools and knowledge to interact with the territory, find answers to personal needs and requirements, through the use of the services offered and the activation of social networks.
Results	Fostering the stable and sustainable labour integration of migrants throughout the territory. Sensitise and involve the territorial productive community in socio-work integration paths.
Strengths	Improve life projects in small municipalities, with the stimulation of social entrepreneurship practices and proximity, local development, improving the quality of life of immigrants and natives.
Year and length (duration)	
The project started in August 2018 and ended in August 2022	
References (Bibliography, URLs, suggested readings)	
Facebook page: https://ms-my.facebook.com/unpassooltre	

Case Study 3.

Title	GEOPARK CENTER
Area	(iii) social
GOAL(s) ¹⁹	Select max. 3 goals (erase the not relevant ones) GOAL 4: Quality Education GOAL 11: Sustainable Cities and Communities GOAL 17: Partnerships to achieve the Goal
Summary (description and reason to be)	
The Geopark Centre in Cacchiamo was conceived as a geo-tourist reception centre and a way of providing an interactive experience to get to know the area, and it also has a dual purpose, which is to redevelop and reuse a school that is no longer used and was therefore being abandoned in a very small village so that it can also be brought to life.	
Target: Vulnerable Group (VG) and/or type of community.	
The Geopark Centre is especially suitable for an age group ranging from 5 to 16 years, but can potentially be used at any age.	
Application setting: context	
Former school located in the Borgo of Cacchiamo, Calascibetta. The municipal administration wanted to imagine an entirely new destination for the building, aimed at enhancing its tourist and cultural attractiveness.	
Objectives	Expand knowledge of the Rocca di Cerere Geopark area both within the province and throughout the entire territory
Activities	immersive room education room book shop mapped model geopark reception and presentation moke-up room
Results	The creation of an interactive centre. The building serves as a socio-cultural community centre for the local inhabitants and the surrounding rural areas, with essential services that were not present until now.
Strengths	Not only logistical support and a welcome for tourists, but also an experiential moment, with the possibility of interfacing directly with the village community.
CRITERIA actors or stakeholder are using to assess it as a “good practice”	

strong level of interactivity and immersiveness allowing great interaction between tourists and local stakeholders
Year and length (duration)
Started in 2021, it is an on-going project

Case Study 4

Title	GIOVANI 2030
Area ²⁰	social
GOAL(s) ²¹	Select most relevant to SDGs, max. 3 goals (erase the not relevant ones) GOAL 4: Quality Education GOAL 8: Decent Work and Economic Growth GOAL 10: Reduced Inequality
Summary (description and reason to be)	
GIOVANI 2030 is an initiative of the Department for Youth Policies and Universal Civil Service, of the Italian government, which deals with the creation of a digital platform for access to information for all young people, both boys and girls. The aim is to guide young people, providing them with a series of information, services and tools that allow them to be active and informed citizens as well as future high skilled workers. GIOVANI 2030 is a way to inform young people, connect them online and let them discover a series of both educational and job opportunities, as well as training courses or public events to participate in, in order to increase their skills and look for a professional career.	
Target: Vulnerable Group (VG) and/or type of community.	
It addressed to young people aged 14-35, both boys and girls, especially NEETs.	
Application setting: context	
The recent COVID19 pandemic has limited the possibilities for young people to access an educational or professional career, where many young people have had neither the skills nor the economic opportunities to adapt to a changing economy and society. Many young people have remained isolated and not employed in any training or work, NEETs, losing interest and motivation for their future as well as increasing their distrust and distrust of public institutions.	
Objectives	GIOVANI 2030 is an interactive online space where youngsters can exchange contents and share ideas (it works as an online community too), as well as actively being informed. In the platform, young people will find useful information on: Volunteer opportunities Training opportunities Opportunities to participate in cultural sector

	Financial aid and how to support a cause/a project National, European, and international initiatives, including mobilities and job opportunities abroad
Requirements	GIOVANI 2030 e-platform is open to every youngster, and all the contents are exposed in a simple and clear way, using a language suitable for all young people, while ensuring consistency and trustfulness of the information shared. It's very simple to use and navigate in it, so to overcome the distances between institutions and young people and make the youngsters being the ambassadors and promoters of their own projects. Being part of the GIOVANI 2030 community is very simple: by registering a profile or logging in with the ID credentials, young people are constantly updated thanks to some newsletter that will monthly refer to all the new initiatives, stories and testimonies shared by other users or private/public institutions
Activities	In the platform, young people can: - Browse and search for useful information on educational, work or volunteer initiatives and opportunities - Promote an idea, a project and find all useful contacts and possible stakeholders - Networking and connecting with other key actors or young people with the same ambitions and ideas - Read other young people's stories and get inspired to develop new projects - Access services through the "National Youth Card", including cultural and recreational services - Create a CV and look for a job - Connecting both public and private institutions with young people, facilitating access to training opportunities and the job market
Strengths	Information are safe and no fake information is shared in it. Moreover, it allows young people to have a direct channel of communication with public institutions, as well as to be informed in real time about new training or job opportunities.
Weaknesses	It is an online tool, so a minimum of digital competence and web browsing is required
CRITERIA actors or stakeholder are using to assess it as a "good practice"	
GIOVANI 2030 is widely used by private institutions, including companies, which can register in and communicate any job offers to young people. Before the creation of the GIOVANI 2030 e-platform, a public and online consultation with young people (the so-called " <i>Next Generation You</i> ") was launched and it emerged that 90% of youngsters asked for the creation of a direct access point to information.	
Year and length (duration)	
From May 2021 until 2030 (10 years)	
References (Bibliography, URLs, suggested readings)	
Official website: https://giovani2030.it/	

Case Study 5.

Title	GARANZIA GIOVANI
Area ²²	economic
GOAL(s) ²³	GOAL 4: Quality Education GOAL 8: Decent Work and Economic Growth GOAL 10: Reduced Inequality
Summary (description and reason to be)	
GARANZIA GIOVANI (Youth Guarantee) is the European Plan tackling youth unemployment. The plan gives priority to the enhancement of young people's skills, both technical and professional skills and soft skills, including relational and transversal skills. To this end, it promotes collaboration between public and private institutions, aimed at providing new opportunities and job careers to young people	
Target: Vulnerable Group (VG) and/or type of community.	
In Italy, it addresses young people aged 15-29, including migrants living in the Italian territory, mainly NEETs and unemployed youngsters	
Application setting: context	
GARANZIA GIOVANI aims to promote both education and job integration of young people in different EU countries having unemployment rates above 25%, including Italy. For this reason, a series of initiatives are launched to allow young people to join school, VET trainings, or other educational and professional pathways in order to counteract the phenomenon of young NEETs. GARANZIA GIOVANI is financially supported by the European Social Fund.	
Objectives	GARANZIA GIOVANI promotes: Equal access to training and the labour market for all young people Labour inclusion of all categories, including vulnerable young people and young migrants Quality education for all, focusing on increasing both individual and collective skills Upskilling and reskilling of the workforce, especially young people looking for a job career
Requirements	In Sicily, specifically, from 2019 GARANZIA GIOVANI includes young people aged 16-29 (NEETs) but also young people aged 16-35 (Non-NEETs), in order to encourage them to get engaged in quality education and new high-skilled job opportunities
Performance procedures	Young people are contacted for an individual interview in order to identify their needs, their socio-economic conditions and their preliminary knowledge, to seeking for a training opportunity or job one.
Activities	In GARANZIA GIOVANI, there are some key measures (or main activities) such as: MEASURE 1

	Mentoring and tutoring activities aimed at exploring previous experiences and encouraging an efficient and active search for new professional experiences by the youngsters; MEASURE 2 Training courses that contribute to filling the training gaps of young workers according to their relocation in the new labor market; MEASURE 3 Strategic outplacement support services to promote individual skills of each youngster; MEASURE 4 Internships for qualification and diploma; MEASURE 5 Internships aimed at empowering or acquiring new professional skills and thus facilitating career choices and employability of the youngsters; MEASURE 7 Targeted training courses and personalised tutoring and mentoring services, to be provided to any youngster at any stages of development of a business project or idea
Results	Main results: Between 2015 and 2019, around 220,000 employed people among the young people previously enrolled in GARANZIA GIOVANI 31 July 2022: more than 1 million and half of young NEETs in Italy still being registered in GARANZIA GIOVANI and they are actively engaged in the programme Over 115,000 companies used GARANZIA GIOVANI incentives and benefits to employ young people Young people who previously joined GARANZIA GIOVANI had the chance to get a long-term job
Strengths	In GARANZIA GIOVANI, each young person is helped individually. For each youngster, educational needs, family background, individual needs etc. are considered, so as to provide very personalised measures and targeted to the individual.
Weaknesses	The chance to get a job, a long-term one, is mainly proportionate and due to the amount of funds (incentives and benefits) that GARANZIA GIOVANI allocates to private companies or institutions who are recruiting new workers. The greater the funding is, the more long-term job opportunities will be offered.
CRITERIA actors or stakeholder are using to assess it as a “good practice”	
GARANZIA GIOVANI supports 3 main categories of stakeholders: not only young people actively looking for a job or a high-quality professional pathway, but also any companies that are recruiting new staff working in adult education and vocational training, or that generally provide services for young people. For each of the 3 categories of stakeholders, it is possible to register on the GARANZIA GIOVANI online platform: https://garanziagiovani.anpal.gov.it/ and access specific services.	
Year and length (duration)	
From April 2013	

References (Bibliography, URLs, suggested readings)	
Official website: https://garanziagiovani.anpal.gov.it/	

Case Study 6.

Title	DANISINNI
Area ²⁴	social
GOAL(s) ²⁵	Select max. 3 goals (erase the not relevant ones) GOAL 3: Good Health and Well-being GOAL 10: Reduced Inequality GOAL 11: Sustainable Cities and Communities
Summary (description and reason to be)	
Born from an idea of a Christian parish, the COMMUNITY OF DANISINNI, represents in Palermo a third sector and no-profit association, whose objective is to promote the human and social development of the city and its inhabitants, in particular all citizens living in the “Danisinni” district in Palermo, Sicily.	
Target: Vulnerable Group (VG) and/or type of community.	
All social categories, of all ages and mainly people living in the “Danisinni” district in Palermo, Sicily	
Application setting: context	
The COMMUNITY OF DANISINNI was born from the need to counteract the social marginalisation of many families and children living in the Danisinni district, who were deprived of some services due to the closure of some schools and a growing urban and environmental degradation of public spaces and areas, including parks and streets	
Objectives	The objectives are: Social emancipation and social cohesion, creating a sense of community among the people living in Danisinni Revaluation of public areas and fight against urban and environmental degradation Promoting the circular economy Fight against social and economic precariousness, enhancing social and labour participation of all citizens Promote co-planning and foster the direct involvement of all citizens Promote the idea of an “open community”: a community open to everyone and which supports the needs of all individuals in it and promote the participation of everyone

Performance procedures	Danisinni is based on teamwork, and it strongly promotes co-design of services and co-planning of activities, in a participatory way and with the contribution of all citizens
Activities	Main activities: Design of a new bio-pond, being Danisinni located on the bed of a river. Water is a fundamental aspect of this territory. And in fact, the logo of the Danisinni community includes the symbol of water Creation of a communitarian farm, which includes plants and animals and where several people work, even people facing vulnerability. Inside this farm, people created a park too, in order to allow any adults and children to spend their free time outdoor and having fun together Creation of a playroom and a public library, to promote reading and play among both adults and children Creation of a theatre workshop Creation of a public kitchen, led by citizens, starting from the use of vegetables growing in the Danisinni social farm
Results	Main results: Ceation of micro-enterprises for the urban and environmental revaluation of the Danisinni area Several projects involving adults, women, minors in the socio-economic revaluation of Danisinni: https://www.danisinni.it/ (section “progetti”)
Strengths	The COMMUNITY OF DANISINNI and the activities carried out are also the result of a strong and continuous collaboration between the public and private sectors, including third sector associations. The will is to reproduce the COMMUNITY OF DANISINNI working model not only within the specific neighborhood Danisinni but also in other neighborhoods/districts and living communities in Palermo.
CRITERIA actors or stakeholder are using to assess it as a “good practice”	
The COMMUNITY OF DANISINNI is considered as a good practice because it promotes both social and urban regeneration in Palermo, letting people working together and for common and collective goal. Moreover, the revaluation of the green areas and parks of the Danisinni district is already mentioned and included as part of the main itineraries in UNESCO, at an international level.	
References (Bibliography, URLs, suggested readings)	
Official website: https://www.danisinni.it/	

Case Study 7.

Title	"#IOSONOAMBIENTE" PROGRAMME
Area ²⁶	environmental
GOAL(s) ²⁷	Select max. 3 goals (erase the not relevant ones) GOAL 3: Good Health and Well-being GOAL 6: Clean Water and Sanitation GOAL 7: Affordable and Clean Energy GOAL 13: Climate Action GOAL 14: Life Below Water GOAL 15: Life on Land
Summary (description and reason to be)	
From 2019 and mainly from 2022, the Italian Environmental Ministry is carrying out the "#iosonoAmbiente" ("I am the environment") programme to spread environmental awareness among young people. For that purpose, a series of educations projects will be carried out in and out of the schools to promote the preservation of the environment and let young people being informed and critic eco-citizens.	
Target: Vulnerable Group (VG) and/or type of community.	
School stakeholders including students, teachers, school staff and families, as well as universities, research centres and all other educational stakeholders.	
Application setting: context	
#iosonoAmbiente stems from the desire to include the issues of environmental protection and sustainable development among the main school subjects in Italian schools and generally, when dealing with the so-called "civic education".	
Objectives	The aim is to raise awareness among young people but also to increase their knowledge in environmental matters and related educational contents, thus developing a set of activities and educational pathway with specific thematic insights on environment and ecology
Requirements	All schools, students and teachers of different ages and educational pathways can freely participate in the programme and they can present any projects and/or initiatives that promote sustainable development and environmental protection in and out of the schools in Italy.
Performance procedures	In the frame of the "#iosonoAmbiente" programme, a fund of 2 million euros will be allocated for each year 2020, 2021, 2022 and to support different projects and activities. In addition, there are also very specific awareness campaigns such as the #IoSonoMare campaign ("I am the sea"), which is open not only to school stakeholders but also to other civil institutions and citizens in general

Activities	Environmental projects managed by one school or by a wider network of schools may be submitted and get funded by the #iosonoAmbiente programme. These projects can also be carried out in collaboration with associations and environmental bodies. Many of the ongoing project deal with: the protection of marine areas, the protection of coasts, the cleaning of beaches, the fight against the abandonment of plastics at sea etc. The protection of green areas, the natural parks and the biosphere is strongly supported too.
Results	In the #iosonoAmbiente awareness raising projects, students are directly involved, through curricular (within the schools) or extracurricular activities and volunteering ones. The aim is to promote eco-sustainable and environmentally friendly practices and behaviours among young people in general. Universities and research institutions also participate in several #iosonoAmbiente projects, and public police forces are actively involved too.
Year and length (duration)	
From 2019	
References (Bibliography, URLs, suggested readings)	
Official website: https://www.mase.gov.it/pagina/programma-iosonoambiente	

GHANA

Case study 1.

Title	PLANTING FOR FOOD AND JOBS (PFJ)
Area ²⁸	ECONOMIC
GOAL(s) ²⁹	GOAL 1: No Poverty GOAL 2: Zero Hunger GOAL 8: Decent Work and Economic Growth
Summary (description and reason to be)	
Planting for food and jobs is a flagship agricultural campaign of the government, with five implementation modules. The first module PFJ (crops) aims to promote food security and immediate availability of selected food crops on the market and also provide jobs. The programme was officially launched by president of Ghana, H.E. Nana Addo Dankwa Akufo Addo on April 19, 2017. The various modules are listed below: Food crops (PFJ); Planting for export and rural development (PERD); Green house technology; Rearing for food and jobs (RFG); Agriculture mechanization services (AMSECs) The planting for food and jobs motivates farmers to adopt certified seeds and fertilizers.	
Target: Vulnerable Group (VG) and/or type of community.	
Farmers; both peasant and commercial farmers	
Application setting: context	
Planting for Food and Jobs revolutionizes agriculture in Ghana. The Planting for Food and Jobs (PFJ) initiative implemented in the regional-based agricultural zones in the country, like Northern, Upper East, Upper West region etc., where a huge chunk of farming activities take place most often to feed the people/citizens and export. The programme largely targeted and centred on improving the agricultural sector in order to make the industries sustainable and attractive to farmers and the youth.	
Objectives	The objectives for planting for Food and Jobs are; To serve as food imports substitution To provide jobs opportunities for the teeming unemployed youth in the agriculture sector and the allied sectors. To create general awareness for all formal workers and public institutions to farm and establish backyard gardens.
Requirements	Being a Ghanaian-Farmer
Performance procedures	The project would prioritise all activities necessary to ensure that the project perform well and implemented in accordance with the project implementation principle and guide. There is appropriate and broad stakeholders' consultation at all levels for the actors involved to do the needful for the success of the project.
Activities	Creation of public awareness about the PFJ initiative

	Highly subsidise fertilizer for farmers as at the time of implementation at %50 Provision of subsidize at %50 certified seeds Creation of e-agriculture platforms Free extension services to farmers Creation of market opportunities
Results	The model results show that Ghana's subsidy programs, particularly PFJ, have contributed substantially to crop output. For example, PFJ contributed to %42.6 to maize output and %44.3 to rice output (17 May, 2020). Also, success of the PFJ relating to the provision of subsidised certified seeds are as follows: Availability of improved seed; Accessibility to improved seed and Varietal suitability; Distribution Marketing
Strengths	The country has arable farmland especially in the farming Regions/communities suitable for farming Government support PFJ in terms of financing the entire programme Favourable environmental conditions for the kind of crop we farm in Ghana The existence of practical indigenous knowledge on agricultural practice
Weaknesses	Insufficient/lack of broad consultation on the implementation process Inadequate financial services Poor production technologies and rural infrastructure Over reliance on climatic conditions Poor post-harvest management practices and market coordination
CRITERIA actors or stakeholder are using to assess it as a "good practice"	
The criteria actors or stakeholders adopts to assess the PFJ initiatives is that MOFA took account of the views of members of NASTAG and some farmers. Overall, the provision of certified seeds under the PFJ programme has been successful from the perspective of private seed producers. This success stories stretched from improvements in the availability, accessibility, quality and varietal sustainability. The success is however without challenges.	
Year and length (duration)	
The PFJ implementation plan was for 2017 to 2020 aimed to increase the number of smallholder beneficiary farmers from 200,000 in 2017 to 1.6 million by 2020.	
References (Bibliography, URLs, suggested readings)	
www.ghanabusinessnews.com ASDEV-Consult Report Written by Shaibu Baanni Azumah (Ph.D.) to National Seed Trade Association of Ghana (NASTAG) www.proquest.com	

Case Study 2.

Title	GHANA PERI-URBAN VEGETABLES VALUE CHAIN PROJECT (GPVVCP)
Area ³⁰	ECONOMIC
GOAL(s) ³¹	GOAL 1: No Poverty GOAL 2: Zero Hunger GOAL 8: Decent Work and Economic Growth
Summary (description and reason to be)	
The project is being implemented by the Ministry of Food and Agriculture (MOFA) through its Directorate of crop services (DCS) with management support and project coordination from the Ghana Commercial Agriculture Project (GCAP), and technical support on irrigation from the Ghana Irrigation Development Authority (GIDA). The significant of this project will help enrich the nutritious content of the foodstuffs we farm in Ghana, as vegetable produce will be abundant in the market, hence, increasing balance diet options for the proper development and growth of human beings with emphasis on children at large.	
Target: Vulnerable Group (VG) and/or type of community.	
The main target groups are smallholder vegetable producers in urban and per-urban satellite communities mainly from Greater, Accra and Volta regions	
Application setting: context	
The project is organized into four components to address specific aspects of vegetable production to meet the project development objectives.	
Objectives	The project broad objective is closely linked to the Government of Ghana's strategy for poverty reduction, improving food security by increasing production and market access for vegetable, both for domestic consumption and exports. It is also linked to the USDF objective as it seeks to empower and improve the lives of the poorest and most Broad vulnerable groups, and anchored on the World Bank Group Country Partnership Strategy which supports the Ghana Shared Growth and Development Agenda (GSGDA) and the government agenda for prosperity
Activities	Representatives from Asokwa Municipal Assembly together with some staff from MOFA has undertaken inspection-visit and proposes the following activities: Construction of the cleaning shed and washrooms; Linkage to a Productive Partnership Entrepreneur (PPE)
Results	The project results or outcome is expected to meet the following targets at the end of the project implementation; At least 30% improvement in the yield levels of vegetable crops cultivated by small-holder farmers

	At least 20% increase in marketed sales through improved access to high value markets At least 20% increment in the income levels of farmers cultivating vegetables under the project. At least 20% reduction of vegetable post-harvest losses among the participating farmers Nine hundred (900) direct beneficiary vegetable producers and other value chain actors (at least 40% of which are women)
Strengths	Irrigation helps to preserves the structure of the topsoil Irrigation helps to improve the yielding and quality crops Canal and irrigation water seeps through the soil and elevates the water table. Government is providing ready market for the farm produce
Weaknesses	Difficulty in harvesting clean and sufficient water for watering the vegetable crops Inadequate storage facility, and lack of standard irrigated farms for farmers The overflowing irrigated water gives insects a place to make their habitat which is harmful to surroundings giving rise to various diseases.
CRITERIA actors or stakeholder are using to assess it as a “good practice”	
The actors involved in the Ghana Peri-Urban Vegetables Value Chain Project (GPVVCP) are expertise and most of them are very influential in terms of decision making in the project implemented region or communities. The actors who are collectively involved affirm that the project is a good project as it would provide income for the people in the region and thereby reduce poverty and also enhance vegetable production in the country at large.	
Year and length (duration)	
The project has a lifespan of five years (5), from (2018-2022)	
Comments (additional info, remarks)	
The project is a brilliant intervention enforced by the government of Ghana through MOFA.	
References (Bibliography, URLs, suggested readings)	
www.mofa.gov.gh	

Case Study 3.

Title	ADVANCE SCIENCE AND TECHNOLOGY EDUCATION (ASTECH-Edu)
Area ³²	SOCIAL
GOAL(s) ³³	GOAL 3: Good Health and Well-being GOAL 4: Quality Education GOAL 6: Clean Water and Sanitation
Summary (description and reason to be)	
The Advance Science and Technology Education (ASTECH-Edu) project is a long-term initiative under HERPol-Africa to address the UN sustainable development goal on education, health and environmental hygiene. The project aimed at fostering interest in the field of Science, Technology, Engineering, Art and Maths (STEAM) for children of all ages especially those in underserved communities. The reason for this project is to ensure and bring out the best out of the children of all school going age for the betterment humanity. The project will also provide framework for guiding students about their studies and their health and well-being.	
Target: Vulnerable Group (VG) and/or type of community.	
Children of school going age in the Rural and Urban communities in Northern Region (SHS-JHS)	
Objectives	Some of the key objectives are; - Expand early childhood care and education - Achieve Universal primary education - Ensure equal access to learning for students and life skills for youth and adults - Achieve 50% reduction in levels children and adults' illiteracy - Achieve gender parity and quality - Improve the quality of education and ensure measurable learning outcomes for all
Requirements	Qualify candidates for this project are those from Junior High School level and Senior High School level. They are the targeted beneficiaries for now but the organisation would extend the project in future to cover up to tertiary institutions across the all the 16 regions in Ghana.
Performance procedures	With regards to performance procedures, all students would rate according to their performance in class exercise, class test, and examination score, these are the elements to determine the performance level of each beneficiary student. However, performance guide might vary due to unforeseen conditions, but the rules and guidelines for the project would be flexible and very friendly because the project is implemented on non-formal bases.
Activities	Promoting education through public awareness Inter institutional dialogue

	Capacity building and training
Results	The project has impacted more than 35% of students in the northern region, of which 35 Senior High Schools and Junior High Schools have reached.
Strengths	This prepares the youth to embrace their fears and their confidence level Beneficiaries are willing and interested in learning The project hired professional tutors to deliver quality service Availability of learning materials for a successful project coordination and implementation
Difficulties or constraints for its implementation	
The major challenge faced by this project is lack of modern technological tools and apparatus to do detail practical work relating to engineering assignments, Science and technology. There is no enough space to carry out practical's sessions.	
Year and length (duration)	
Two years duration, since 2021.	
Comments (additional info, remarks)	
HERPol-Africa ASTECH-EDU project has helped develop students' careers in the Northern part of Ghana. This would continue to fine-tune students' skills necessary for a full-time research work.	
References (Bibliography, URLs, suggested readings)	
HERPol-Africa.org www.iosrijournals.org	

Case Study 4.

Title	YOUTH EMPOWERMENT IN CLIMATE ACTION AND ENVIRONMENTAL SUSTAINABILITY (YECAES)
Area ³⁴	ENVIRONMENT
GOAL(s) ³⁵	GOAL 3: Good Health and Well-being GOAL 6: Clean Water and Sanitation GOAL 13: Climate Action
Summary (description and reason to be)	
Youth Empowerment in Climate Action and Environmental Sustainability is a sustainable project undertaken by SEDARVP Ghana. The reason for this project is to engage youth, policy makers and other stakeholders to tackle and addresses the urgent need in mitigating the damaging effect of climate change and promote sustainability of the environment for future generations.	

Target: Vulnerable Group (VG) and/or type of community.	
Both Urban and Rural Communities in Ghana.	
Application setting: context	
The application setting of Youth Empowerment in Climate Action and Environmental Sustainability Project is focussed on SDG Goals. Some of the settings for the project include: Schools and educational institutions: the project is engages and educates students and raise awareness on climate change and its impacts on the environment. We encourage students to take part in environmental project, such as waste management, clean and water management, afforestation and other climate-related issues. Community centers: we provide a platform for young people to engage in environmental protection and management projects, such as clean-up exercises, community gardens and tree planting. We also organise programmes and activities that promote environmental awareness and encourage community involvement.	
Objectives	The objectives of this project are to: Increase awareness and understanding of climate change and environmental issues. Educate young people about the impacts of climate change and environmental degradation on the planet and the importance of sustainable living. Foster a sense of responsibility and ownership among youth towards the environment.
Requirements	The requirements for this project are: The team, volunteers and other stakeholders involved are committed to creating a sustainable future and empowering youth in climate action and other impactful projects. Youth and stakeholders have good understanding of climate change and environmental issues and possess the necessary expertise and knowledge to deliver effective youth empowerment programs. Capacity building is essential for empowering youth in climate change for addressing SDGs
Activities	By achieving SDGs with Youth Empowerment in Climate Action and Environmental Sustainability, the project involves a range of activities, including: Capacity building and training Youth engagement and participation Networking and collaborations Organizing community and youth led campaigns and providing a platform for youth to share their views and amplify voices. And promoting youth led media campaigns. By engaging in these activities, SEDARVP Ghana and partners can help to build the capacity of youth to lead climate action and sustainability initiatives, and empower them to become effective advocates for a more sustainable future
Results	The results of this project are overwhelming, last year, 2022, our organisation donated one thousand seedlings to 50 community schools in Northern Region to plant in the schools to keep the environment and the vegetation conducive for learning whiles

	been climatic conscious, thus, to avoid climate risk and keep the ecosystem balanced. More than 300 students were educated on good environmental hygiene and practices with the help of an environmental officer in the district to always take a very good care of the trees, as lack of trees are not providing us quality air to breath.
Strengths	Capacity building: Empowering young people with the knowledge, skills, and resources to take action on climate and environmental issues also help build a new generation of environmental leaders who can continue to drive change in the years to come. Collaboration and networking: the project also facilitate collaboration and networking among young people and with other stakeholders, including NGOs, governments, and businesses, such as ZOOMLION Company limited to foster collective action to achieving SDG.
Weaknesses	While there are many strengths to the projects, there are also some weaknesses that is noted: Limited resources: As a Youth-led projects, the project lack the funding and resources necessary to scale up the efforts and achieve significant impact. This limits the ability to make meaningful change in the face of large-scale environmental challenges. Limited political power: there is very little political power necessary to influence policies or regulatory frameworks related to climate and the environment. This in one way or the other limit the ability to affect systemic change.
Year and length (duration)	
6 years. Since 2019	
References (Bibliography, URLs, suggested readings)	
www.sedarvp.org Zoomlion Ghana Company Ltd. Ghana Forest Commission	

Case Study 5.

Title	NATIONAL YOUTH AUTHORITY– STEP PROJECT
Area ³⁶	ECONOMIC
GOAL(s) ³⁷	GOAL 1: No Poverty GOAL 5: Gender Equality GOAL 8: Decent Work and Economic Growth
Summary (description and reason to be)	
The Skills Towards Employability and Productivity (STEP) project is a pragmatic intervention to the lack of market driven skills resulting in high unemployability amongst Ghana's youth population. The flagship programme is designed, therefore, to provide the youth with Artisanal Skills Training to enable them take advantage of employment and entrepreneurial opportunities; a shift from a formal/ school-oriented approach to non-formal programs in fashion design, cosmetology, bakery, shoe production, beads making, pottery, livelihood farm etc.	
Target: Vulnerable Group (VG) and/or type of community.	
Ghanaian youth	
Application setting: context	
The project is implemented on regional bases. Each district across the 16 regions in the country will identify suitable trade areas that are of economic importance for selected beneficiaries to be trained. The beneficiaries will be assigned to master crafts work and to be trained after an orientation. The generic areas for the project are Mentorship, Entrepreneurship, Leadership, Team Building, Financial Management and Customer Relations.	
Objectives	Encourage stakeholders to expand infrastructure and absorb the youth to orientate and guide them on profitable investment options, strategies and techniques involve in addressing our current unemployment issues in Ghana.
Activities	The generic areas for the project are: Mentorship; Entrepreneurship, Leadership, Team Building, Financial Management.
Results	Trainees who successfully completed the project was awarded certificates of participation based on the National TVET qualification framework. However, in the event that a trainee is unable to complete the training within the scheduled period due to obvious challenges, he/she would be given the opportunity to complete the period left. The project has provided numerous Ghanaian youths with an edge into the job market as well as giving them great sense of personal satisfaction. The beneficiaries who completed the training are awarded equipment to start their own enterprises, the beneficiaries who were satisfactorily trained are provided with

	set of tools and equipment to enable them set up small businesses after graduating from the project.
Strengths	The strengths of the STEP Project are: Improving economic growth by increasing the employability and productivity of young people in the labour market. The youth has laid their hands on practical training The project has transformed Youth through capacity building
Weaknesses	Insufficient funds and sponsorship to support the project Inability of beneficiaries to open their own shops due to financial constraints High illiteracy rate of about 50% of participants, hence there was no effective teaching methodology to capture them well.
Year and length (duration)	
6 year duration The project is a rolling project (it's an open duration currently)	
References (Bibliography, URLs, suggested readings)	
www.nya.gov.gh	

Case Study 6.

Title	FREE SENIOR HIGH SCHOOL POLICY
Area ³⁸	SOCIAL
GOAL(s) ³⁹	GOAL 4: Quality Education GOAL 5: Gender Equality GOAL 10: Reduced Inequality
Summary (description and reason to be)	
The government of Ghana led by His Excellency Nana Addo Dankwa Akufo Addo, has given full effect to SDG goal 4,5 and 10 and many other related goals of the sustainable development goals. As education and skills training are the most important source of empowering and providing opportunities to the youth to help drive Ghana's development, and in the process create jobs. The programme, is anchored in the below pillars; Removal of cost barriers Expansion of infrastructure Improvement in quality and equity Development of employable skills	

Target: Vulnerable Group (VG) and/or type of community.	
Qualify Senior High Schools (SHS) Students	
Objectives	Objectives of the policy; Removal of cost barriers Expansion of infrastructure to accommodate the expected increase in enrolment To improve quality education and equity through provision of text books, exercise books etc to produce quality products to serve our mother Ghana. To achieve 30% elite school placement To support and reform of TVET institutions at Senior High School level to facilitate skills acquisition
Activities	Below are some of the activities/projects put in place to ensure the successful implementation of the free senior high school policy; Building more class rooms and dormitories to accommodates more students Arrangement of foodstuff/ items to feed boarding students and including the day students. Management/Staff putting necessary logistics like text books, excersice books, and uniforms to donate/distribute to all students. Introducing double truck initiative as a measure to accommodate all students in the schools.
Results	The outcome of the free Senior High School policy cannot be underestimated. The free SHS policy has cancel school fees at Senior High School level. It has increased the number of student enrolment to about 90%. Additionally, out of the one thousand, one hundred and nineteen (1,119) projects, being constructed under the Free Senior High School Infrastructure Intervention, six hundred and fifty-seven (657) have been completed, with some two thousand, seven hundred and eighteen (2718) vehicles procured and distributed by the Ghana Education Service to various institutions across the country to fastruct or enhance the success of the policy.
Strengths	The Free SHS policy is a means to create a society of opportunities and empowerment for every citizen. Improved literacy levels The free SHS in Ghana enables people to get access to Senior High School level and prepare students for university and college education.
Weaknesses	The agenda setting stage was poor because there was no definition of the problem prior to the campaign pledge and the subsequent launch of the policy, it needed broader consultation. Delay in the disbursement of funds to schools for development and lack of adequate teaching materials.
Year and length (duration)	
Started on 12 th September, 2017 – Ongoing Policy (Initiative)	
References (Bibliography, URLs, suggested readings)	

Starrfm.com.gh/103.5FM

July, 2020. Cambridge Journal of Education 51(2):1-30 (www.researchgate.net)

www.modernghana.com

www.freeshs.gov.gh

UGANDA

Case Study 1.

Title	Economic Empowerment of Rural Youth in Uganda
Area ⁴⁰	Economic
GOAL(s) ⁴¹	GOAL 1: No Poverty GOAL 8: Decent Work and Economic Growth GOAL 10: Reduced Inequality
Summary (description and reason to be)	
The program aims to uplift these youth by equipping them with the necessary tools to improve their economic status and contribute to community development. Participants will be educated on the basics of managing finances, understanding economic concepts, access to financial resources and developing entrepreneurial skills	
Target: Vulnerable Group (VG) and/or type of community.	
Vulnerable Young People, which includes adolescents and young adults, particularly those who might have limited access to chances for employment, healthcare, and education. Children, particularly those from underprivileged families who may struggle with issues like malnutrition, a lack of access to a good education, and a lack of other basic necessities.	
Application setting: context	
Rural Uganda faces significant challenges due to high poverty rates, especially among its youth. Firstly, investing in practical, locally relevant education and vocational training is crucial. Tailored vocational programs, including agricultural modernization and entrepreneurship training, should be collaboratively designed with local communities to ensure effectiveness. Secondly, diversifying economic opportunities through sustainable agriculture and small-scale businesses can create jobs. Addressing gender disparities by empowering young girls through education and health services is essential. Lastly, fostering partnerships between government, non-profits, and the private sector can optimize resources and amplify the impact of interventions.	
Objectives	To enhance participants' understanding of financial concepts and tools, enabling them to manage money effectively To inform participants about available support services, including vocational training, microfinance, and government programs. To nurture entrepreneurial mind-set and skills among participants, encouraging them to explore income-generating opportunities. To install a sense of resilience and determination in participants, helping them overcome obstacles and setbacks

Requirements	Flipchart papers, markers, pens, camera and notebooks
Activities	Activity 1: Understanding Economic Empowerment Economic empowerment enhances access to education, healthcare, and basic necessities, laying the groundwork for sustainable development. Empowered individuals contribute to economic growth, social stability, and overall progress, leading to a more prosperous and equitable society. Activity 2: Financial Literacy and Entrepreneurship Participants will engage in interactive quizzes to understand essential financial concepts like budgeting, saving, investing, and managing debt, with facilitator guidance for correction and learning Activity 3: Interactive Group Activities Participants will participate in a networking session with entrepreneurs to interact, learn, and document lessons learned, promoting collaboration and knowledge sharing.
Strengths	Empowering Communities through empowering young people with entrepreneurship skills to create their own opportunities Breaking the Poverty Cycle, providing entrepreneurship skills enhances young people's employability, making them less vulnerable to poverty and unemployment. Enhancing Financial Literacy, understanding the basics of finance encourages savings habits and wise investment choices, fostering economic stability.
Weaknesses	Limited access to resources as rural areas often lack access to essential resources such as capital. Low educational levels of some vulnerable youth in rural areas might have limited formal education, making it challenging to grasp complex financial concepts and entrepreneurial skills; Lack of infrastructure, including reliable electricity supply
Duration	
6 hours	
References (Bibliography, URLs, suggested readings)	
Uganda Bureau of Statistics. (2016). The National Population and Housing Census. Kampala, Uganda: UBOS. Ministry of Gender Labour and Social Development. (2016). Uganda National Youth Action Plan. Kampala: Ministry of Gender, Labour and Social Development. Uganda Bureau of Statistics . (2021). National Labour Force Survey 2021. Kampala: Uganda Bureau of Statistics (UBOS). Wamajji, R., & Mubangizi, P. (2022). The 2022 National State Of The Youth Report: Assessing Government Investment In Young People. Uganda Parliamentary Forum On Youth Affairs (UPFYA) And National Democratic Institute (NDI).	

Case Study 2.

Title	Empowering Youth for Food Security and Nutrition in Rural Uganda
Area ⁴²	Environmental
GOAL(s) ⁴³	GOAL 1: No Poverty GOAL 2: Zero Hunger GOAL 13: Climate Action
Summary (description and reason to be)	
The one-day training aims to empower vulnerable young people in rural areas of Uganda with essential knowledge and skills concerning food security and nutrition. Through comprehensive sessions, participants will gain insights into sustainable farming practices, crop diversification, and innovative agricultural techniques tailored to our local context.	
Target: Vulnerable Group (VG) and/or type of community.	
Pregnant women and nursing mothers as these women need specific nutrients for their health and the health of their babies Orphaned or vulnerable children who have lost their parents or are living in vulnerable conditions often lack proper nutrition. People with compromised immune systems, especially those living with HIV/AIDS, need special attention regarding nutrition. Families with limited financial resources often struggle to afford nutritious food. Provide them with knowledge on affordable yet nutritious food options.	
Objectives	To increase awareness among participants about the significance of proper nutrition and food security in promoting overall health and well-being. To equip participants with knowledge and skills related to sustainable farming techniques, agricultural diversity, and the importance of local food production.
Requirements	Flipchart papers, markers, pens, camera and notebooks
Activities	Activity 1: Food Security Fundamentals Interactive Brainstorming Session: Participants collaborate to understand food security, with the facilitator documenting key points. Group Discussions: Small groups detail challenges and solutions, presenting findings on flip charts. Sustainable Agriculture Practices: Uganda employs methods like crop rotation and organic farming for sustainable agriculture. Hands-on Learning: Participants visit a farm, document practices, and create a digital presentation of their findings. Activity 2: Nutrition Resources and Healthy Diets

	Interactive Presentation: Groups collaborate on a presentation, each focusing on a section. Planning Session: Groups present their garden plans on flip charts. Activity 3: Interactive Group Activities Group Discussions: Addressing Food Security Challenges Locally: Participants hold a meeting, discussing challenges and solutions collaboratively. Meeting: Using dashboards, participants visualize data and present solutions in real-time.
Results	Enhanced Understanding of Food Security including its definition and the challenges faced by Uganda. Improved Nutrition Knowledge as Participants will learn about healthy diets and understand the significance of incorporating various nutrients into daily meals. Community Engagement and Empowerment, through activities like field visits and interactive discussions, participants will be empowered to engage with their communities effectively
Strengths	Comprehensive knowledge because a wide range of topics, from understanding food security indicators to sustainable agriculture methods, are covered in the training. Interactive learning encourages active participation and participatory learning by incorporating interactive activities like field trips and group discussions. Field trips to nearby farms offer hands-on learning and because learners see how sustainable agriculture and nutrition is used in actual settings.
Year and length (duration)	
6 hours	
References (Bibliography, URLs, suggested readings)	
NPA . (2020). Third National Development Plan (NDPIII) 2020/21 – 2024/25. Kampala, Uganda: NATIONAL PLANNING AUTHORITY. UBOS. (2021). Annual Labour Force Survey. Kampala: Uganda National Bureau of Statistics. Uganda Bureau of Statistics . (2021). National Labour Force Survey 2021. Kampala: Uganda Bureau of Statistics (UBOS).	

Case Study 3.

Title	Empowering Youth Against HIV/AIDS in Rural Uganda
Area ⁴⁴	social
GOAL(s) ⁴⁵	GOAL 3: Good Health and Well-being
Summary (description and reason to be)	
The one-day training program for vulnerable young people in rural areas of Uganda on HIV/AIDS awareness aims to empower participants with essential knowledge and skills to combat the HIV/AIDS epidemic effectively. First, participants will learn the basics of HIV/AIDS, including modes of transmission, prevention methods, and available treatments. Secondly, participants will learn about the support services available in their community for people living with HIV/AIDS, emphasising the collaboration with healthcare providers and non-governmental organisations (NGOs).	
Target: Vulnerable Group (VG) and/or type of community.	
Orphans and Vulnerable Children (OVC): Children who have lost one or both parents to AIDS and are living in vulnerable conditions, as well as other vulnerable children. Girls and Young Women: Due to cultural and social norms, young girls and women might be more vulnerable to HIV/AIDS. Empowering them with knowledge and resources is crucial. People Living in Poverty: Individuals and families with limited access to education and healthcare services due to financial constraints.	
Objectives	To educate vulnerable youth about the basics of HIV/AIDS, including transmission, prevention, and treatment. To provide information about support services available for people living with HIV/AIDS
Requirements	Flipchart papers, markers, pens, camera and notebooks
Activities	Activity 1: Understanding HIV/AIDS Participants will engage in peer teaching sessions covering transmission modes, prevention methods, and treatment options. Emphasis will be placed on testing importance and early detection, with collaboration on a large flip chart. Activity 2: Community Outreach and Support Participants will create awareness posters collaboratively, emphasizing key points, which will be displayed prominently. Through role-playing support scenarios, effective strategies for supporting individuals living with HIV/AIDS will be identified and discussed. A mind mapping activity will visualize collaborative efforts between NGOs, healthcare providers, and community initiatives. Activity 3: Interactive Group Activities Q&A Session with Healthcare Experts: An interactive dashboard displaying frequently asked questions will facilitate discussions and provide answers collectively.

Results	Increased Knowledge: Participants will gain a comprehensive understanding of HIV/AIDS, including its transmission modes, prevention methods, and treatment options. Reduced Stigma and Discrimination Through story sharing and education, participants will develop empathy and challenge stereotypes related to HIV/AIDS. Improved Testing and Early Detection: Participants will recognize the importance of testing and early detection, leading to increased rates of HIV testing. Empowered Communities: Through interactive group activities and Q&A sessions with healthcare experts, participants will feel empowered to actively participate in HIV/AIDS awareness, prevention, and support efforts.
Strengths	Comprehensive approach because the training activities cover a wide range of topics related to HIV/AIDS, including basics, stigma reduction, testing importance and community outreach. Interactive and engaging as activities involve interactive and engaging methods such as peer teaching sessions, story sharing, simulation games, interactive posters, role-playing scenarios, and mind mapping. These activities encourage active participation, making the learning experience more effective and memorable.
Year and length (duration)	
6 hours	
References (Bibliography, URLs, suggested readings)	
https://www.unaids.org/en/keywords/uganda	

SOUTH AFRICA

Case Study 1.

Title	South Africa Volunteer Work Camp Association
Area ⁴⁶	(iii) social]
GOAL(s) ⁴⁷	Select most relevant to SDGs, max. 3 goals (erase the not relevant ones) GOAL 2: Zero Hunger GOAL 3: Good Health and Well-being GOAL 4: Quality Education GOAL 5: Gender Equality GOAL 10: Reduced Inequality GOAL 13: Climate Action GOAL 16: Peace and Justice Strong Institutions GOAL 17: Partnerships to achieve the Goal
Summary (description and reason to be)	
South Africa Volunteer Work Camp Association is volunteer based, and all our programmes are started and run by volunteers themselves. We encourage them to be innovative and help other young people develop. We do this by also including local, regional and international volunteers to the programmes themselves. The contributes towards the development of South African communities both urban and rural through local, national, regional and international volunteers to work together towards the cultural, economic, socio-political well-being of young people and marginalised persons or groups through empowerment work camps programs and promotion of sustainable development.	
Target: Vulnerable Group (VG) and/or type of community.	
South Africa Volunteer Work Camp Association assists young people from ages of primary school up to secondary school and all those that are unemployed. Our primary focus is to make them be prepared for tomorrow and challenge is that people tend be relaxed to participate in our programmes after they have got work. We strive to see the volunteers give back to the programmes that given them something for their future	
Objectives	To conduct voluntary based work camps and community driven development programmes in South Africa nationally throughout the year and regional and internationally throughout the world participation. To conduct capacity building training and skills development for young people. To facilitate youth exchange for volunteers North to South, South to North, and South to South volunteer driven work camps exchanges and developmental programmes.
Activities	We provide programmes such as After School Programme, Orphan Care Support, Sports Development Programme, Youth Entrepreneurship Programme Home Gardening Programme etc where our volunteers are empowered through various local, regional and international trainings. We invite our volunteers to participate in several international trainings and work camps where we are invited to send our volunteers for international exchanges. These programmes are also open for volunteers from the Global North to participate in our communities as we want the exchanges between our

⁴⁶ https://policy.trade.ec.europa.eu/development-and-sustainability/sustainable-development_en#

⁴⁷ <https://sdgs.un.org/goals>

	volunteers locally and internationally to have a meaning. We do not live in a vacuum but a global world.
Results	The results that we bare are from the last 11 years our organisation has been in existence. We have reached to many young people and changing their lives in different good ways and intentions. You see the long-term effect as volunteers from the Global North are given an opportunity to discover the Global South and see the real challenges that other youth grow up in. It's a vice versa issue where young people from the Global South also are given an opportunity to travel to the Global North and experience that life too.
Strengths	Networking Marketing Social media Fundraising Communication Volunteers
Weaknesses	Sustainability Funds Strong management Teamwork
Difficulties or constrains for its implementation	
None so far	
Year and length (duration)	
From 2012	
References (Bibliography, URLs, suggested readings)	
www.savwa.org.za	

Case Study 2.

Title	Nelson Mandela Foundation
Area ⁴⁸	(iii) social
GOAL(s) ⁴⁹	GOAL 1: No Poverty GOAL 2: Zero Hunger GOAL 3: Good Health and Well-being GOAL 4: Quality Education GOAL 5: Gender Equality GOAL 10: Reduced Inequality GOAL 16: Peace and Justice Strong Institutions
Summary (description and reason to be)	
The Nelson Mandela Foundation is a non-profit organisation focused on memory, dialogue and legacy work, founded by Nelson Mandela in 1999. The Foundation are the custodian of his life and times; we are a committed facilitator of his living legacy; and they are mandated to promote his lifelong vision of freedom and equality for all. Part of the preservation and advancement of Madiba's legacy and making this legacy available to the world is the provision and ongoing preservation of its extensive archive collection materials.	
Target: Vulnerable Group (VG) and/or type of community.	
The foundation provided the base for his charitable work, covering a wide range of endeavours: from building schools to HIV/AIDS work, from research into education in rural areas to peace and reconciliation interventions. Five years later, the Foundation began its transition into an organisation focused on memory, dialogue and legacy work. A comprehensive refurbishment of the Foundation's building provided it with an appropriate physical home, the Nelson Mandela Centre of Memory. The Centre was opened on 18 November 2013, three years to the day after Mr Mandela last used the building as his office.	
Objectives	The creation, establishment, protection and preservation of a Centre of Memory about Mr Mandela, which contains an archive of the life and times, works, and writings of the Founder Convening dialogue around critical social issues, including particular issues regarding human rights and democracy, in order to contribute to a just society The promotion of, or engaging in, philosophical activities, including discussion regarding issues pertaining to human rights and democracy, as well as other social issues
Activities	The Nelson Mandela Foundation's research and archive function aims to generate an integrated and dynamic information resource on the life and times of Nelson Mandela, and to undertake the research and analysis required to support all Nelson Mandela Foundation functions.

⁴⁸ https://policy.trade.ec.europa.eu/development-and-sustainability/sustainable-development_en#

⁴⁹ <https://sdgs.un.org/goals>

	Unlike most conventional archives, the Foundation is not defined by the custody of physical collections (although it has substantial and growing collections). The Mandela Archive is infinite, fragmented and scattered, both geographically and institutionally. It is neither the intention of the Foundation, nor its mandate, to bring all these materials into a single physical collection.
Results	The imperative is to document this vast resource, facilitate access to it, and promote its preservation and use. The most important tool in achieving this objective is web-based technology. The Foundation has conceptualised a multilayered virtual archive (portal) accessible through its website. The Foundation routinely fields several thousand enquiries a year about Mr Mandela, about archival sources, access to materials, and use of Mr Mandela's intellectual property. The Foundation constitutes a one-stop shop for all such enquiries, whatever their origin. The Foundation, through its research and archive work: - Locates documents and promotes the preservation of these scattered resources. - Collects and curates Mr Mandela's personal archive. - Promotes public access to these resources. - Facilitates research by individuals and institutions. - Utilises an array of information-delivery platforms to make information available to global and local audiences.
Difficulties or constraints for its implementation	
Some constraints are the funding for such work is limited as they must fund limited number of projects or organisations as the funding is on application basis. So, the Nelson Mandela Foundation implements projects for South African communities, but it has to reject some CBO's as its funding is limited too.	
CRITERIA actors or stakeholder are using to assess it as a "good practice"	
All organisations wishing to implement such good practice are invited to Nelson Mandela Foundation and learn from the Board and Trustee how such a model has functioned. Funding also comes from local as well as international organisations which carry on the work of community development in South Africa.	
Year and length (duration)	
In 1999 was the foundation and it still continues to grow in strength until this day.	
References (Bibliography, URLs, suggested readings)	
https://www.nelsonmandela.org/content/page/overview	

Case Study 3.

Title	Department of Basic Education
Area ⁵⁰	(i) economic
GOAL(s) ⁵¹	Select max. 3 goals (erase the not relevant ones) GOAL 4: Quality Education GOAL 8: Decent Work and Economic Growth GOAL 10: Reduced Inequality
Summary (description and reason to be)	
The Department of Basic Education was formed when the former National Department of Education was split into two: Department of Basic Education and the Department of Higher Education and Training. The DBE deals with all schools from Grade R to Grade 12, including adult literacy programmes. The aim of the DBE is to develop, maintain and support a South African school education system for the 21st century.	
Target: Vulnerable Group (VG) and/or type of community.	
The department of education strikes to inclusive education for all, with specific measures to support learners with disabilities and from disadvantaged backgrounds. Many children fall through the gaps in South Africa's education system. Only half of learners in Grade 1 make it to Grade 12 and many fall short of examination requirements due to poverty, neglect and learning difficulties.	
Application setting: context	
Objectives	Improve the quality of teaching and learning through improving teacher capacity and practices, as well as increase access to high-quality learning materials. Undertake regular assessment to track progress by establishing a world-class system of standardized national assessments as well as extract key lessons from ongoing participation in international assessments. Improve early childhood development by universalize access to Grade R (Basic) as well as improve the quality of early childhood development.
Activities	Schools across the country are receiving support from the National Treasury to adapt their buildings for wheelchair access and improve teaching support and assessment, but this remains work in progress. Many of the schools – including the 'flagship' one still lack toilet facilities for wheelchair users, and need additional funding to ensure availability of specialist staff such as occupational and speech therapists and social workers. Teachers are receive ongoing training on curriculum differentiation which is believed to improve their efficiency and effectiveness to be good teachers and should not be seen as an additional burden. Other activities that the department of education works on is the National School Nutrition Programme which aims to enhance the learning capacity of learners through the provision of a healthy meal at schools. Where it is implemented, the programme

⁵⁰ https://policy.trade.ec.europa.eu/development-and-sustainability/sustainable-development_en#

⁵¹ <https://sdgs.un.org/goals>

	has shown to improve punctuality, regular school attendance, concentration, and the general wellbeing of participating learners.
Results	The National Curriculum Statement Grades R-12 gives expression to the knowledge, skills, and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives. This is provided and helps learners progress further in their Tertiary or Higher Education system. Education Management Information System (EMIS) is a function and unit in the DBE with the responsibility to develop and maintain an integrated education information system for management of education. The integrated information system is accomplished through acquisition, processing, dissemination and reporting of quality education data.
Strengths	The South African Department of Basic Education is committed to providing opportunities for quality learning for all learners, irrespective of their abilities and socio-economic background. Schools are being capacitated to adopt inclusive policies, cultures and practices and the Department is ensuring availability of differentiated curriculum pathways and adequate resources to ensure that every learner will be able to develop his or her full potential.
Weaknesses	Teachers and school managers need to believe that every child has a right to belong and to be supported to develop optimally so as to be eventually included in society and the world of work as adults. Specialist professionals should be made available in a consultative role to capacitate teachers through ongoing itinerant advisory services on how to support learners in the classroom through inclusive teaching methodologies. Other criticalities are due to vandalism of schools, poor infrastructures such as classroom, toilets or even proper trained staff for schools needed.
Year and length (duration)	
1994 and still ongoing	
References (Bibliography, URLs, suggested readings)	
https://www.education.gov.za/Home.aspx	

GREECE

Case Study 1.

Title	Centre of the Earth
Area ⁵²	Environmental, social
GOAL(s) ⁵³	GOAL 4: Quality Education GOAL 11: Sustainable Cities and Communities GOAL 13: Climate Action
Summary (description and reason to be)	
The “Centre of the Earth” is an award-winning hub for environmental education operated by Organization Earth as a functioning organic, urban, social farm at the same time, offers nature-based educational programs for schools and pupils. It includes a seasonal organic vegetable garden and a biodiversity garden. Its goal is to contribute to resilience to climate change, through the adoption of a fairer and more sustainable local and global production and consumption, rooted in an integrated ecosystem approach. The specific objective of the farm is the adaptation and mitigation to climate change through more sustainable food production and consumption, in the framework of the right to adequate food for all.	
Target: Vulnerable Group (VG) and/or type of community.	
General Public, Families, Children, Vulnerable groups (NEETs, refugees/migrants, people with intellectual disabilities), Farmers and Corporations	
Application setting: context	
All farming and educational activities in the Centre of the Earth involve sustainable methods such as organic, agroecological, and permaculture. Cooking activities include products which are farmed sustainably. The activities of the Centre of Earth are funded by European projects, donations, school visits and CSR events.	
Objectives	The specific objective of the farm is the adaptation and mitigation to climate change through more sustainable food production and consumption, in the framework of the right to adequate food for all. The “Center of the Earth” that was created & designed by Organization Earth to change how people view the environment and nature, by showing the optimistic & happy side of nature’s processes, as well as to offer practical to-dos we can all adopt to make us (and the world) feel better, in a place you can actually visit.
Activities	Environmental awareness programs Non typical experiential workshops Trainings for vulnerable population Food waste Upcycling Composting SDGs Collective kitchen

⁵² https://policy.trade.ec.europa.eu/development-and-sustainability/sustainable-development_en#

⁵³ <https://sdgs.un.org/goals>

Results	Since its opening in 2012, the Center has welcomed more than 150.000 visitors, school groups during the week, families on the weekends, when there are free workshops on cooking and foraging, environmental games & guided tours. Natural exhibits include showcases inhabited by the mini-beasts that have colonized the area, the insects, frogs, and creepy crawlies that are so beguiling to kids; a stable with horses; organic vegetable patches, colorfully guarded by floppy scarecrows; a collection of old farming equipment; composting; and more ongoing examples of how Nature heals itself. In 2016 Organization Earth and its initiative “Centre of the Earth” was named as the “Best Initiative in the World that Connects People to Nature” by the International Union for the Conservation of Nature (IUCN). In 2019 it was recognized as the “NGO of the Year” in the category “Environment”, by receiving the Hellenic Responsible Business Award. In 2023 it took the prize of the “Edible Cities Network Awards” for being the “Most Innovative Social Engagement Process”.
Strengths	Environmental awareness raising workshops Strong relationships and cooperations Initiatives that come up with new and impactful ways of engaging with the citizens in their city Inclusion of all the people Free workshops for everyone. Collective cuisine.
Weaknesses	After COVID-19 it is difficult to create network again from the beginning
Year and length (duration)	
Since its opening in 2012, the Center has welcomed more than 100.000 visitors during the week, families on the weekends, when there are free workshops on cooking and foraging, environmental games & guided tours.	
References (Bibliography, URLs, suggested readings)	
https://www.organizationearth.org/ https://www.facebook.com/OrganizationEarth https://www.instagram.com/organizationearth_gr/	

Case Study 2.

Title	Pocket Parks
Area ⁵⁴	Environmental, social
GOAL(s) ⁵⁵	GOAL 11: Sustainable Cities and Communities GOAL 13: Climate Action GOAL 15: Life on Land
Summary (description and reason to be)	
Through donation and communication partnership with companies of Greece and through strategic alliances with Municipalities, Organization Earth constructs public green spaces and delivers educational workshops and citizen engagement activities in the surrounding neighbourhoods in the framework of the European Climate Pact. These parks are open spaces, accessible to the public.	
Target: Vulnerable Group (VG) and/or type of community.	
Citizens of the neighbourhood next to the pocket park	
Application setting: context	
In the framework of the European Climate Pact Organization Earth has already developed 15 new green spaces in densely populated areas, in order to become a benchmark for the neighborhood as “alive” spaces for environmental awareness. For the design and construction of the pocket parks, eco-friendly materials and solutions based on sustainable development and circular economy are used.	
Objectives	Creation of open spaces, accessible to the public, with contribute to climate resilience and enhance the social fabric at the neighbourhood level. Raise awareness and inform children and adults about environmental and sustainability issues.
Activities	Agricultural activities Environmental awareness programs Non typical experiential workshops
Results	Since now, we have created 15 pocket parks in 8 municipalities, 7,226cm ²
Strengths	Communication with neighbourhood Create environmental awareness contribution to climate resilience Innovation Converting unused spaces into green areas.
Weaknesses	Sometimes the citizens don't participate in the activities
References (Bibliography, URLs, suggested readings)	
https://www.organizationearth.org/ https://www.facebook.com/OrganizationEarth https://www.instagram.com/organizationearth_gr/	

⁵⁴ https://policy.trade.ec.europa.eu/development-and-sustainability/sustainable-development_en#

⁵⁵ <https://sdgs.un.org/goals>

Case Study 3.

Title	SIRCLES
Area ⁵⁶	economic, environmental, social
GOAL(s) ⁵⁷	GOAL 5: Gender Equality GOAL 12: Responsible Consumption and Production GOAL 13: Climate Action
Summary (description and reason to be)	
The high rate of youth unemployment, in particular NEETs and women, in the Mediterranean basin has economic and social consequences that are not specific to one country, but rather impact all Mediterranean countries. These groups share common challenges like lack of education, unequal access to education and employment, mismatch of their skills with the needs of the labour market, and they suffer a difficult transition from school to work. SIRCLES partners want to explore new employment opportunities by applying the circular economy model applied to the biowaste sector. The project will mainly focus on developing new capacities oriented to business development and separation, collection, composting and agriculture processes.	
Target: Vulnerable Group (VG) and/or type of community.	
Unemployed women of all ages and NEETs of 18–24 years at risk of exclusion Municipalities and employment services Technical and vocational education and training (TVET) institutions Accommodation, farming, tourism, food retail sectors and waste management companies	
Application setting: context	
Pilot projects, training of vulnerable populations, NEETs & women	
Objectives	Education Circular Economy Food waste reduction
Requirements	Applicants need to be trained prior to their hiring. Need a space to build / construct the pilot.
Performance procedures	Local Strategic Alliance for circular economy and social inclusion set up and involving 21 organizations. 5 curricula focused on skills development and training 7 pilots based on composting plants and organic farming sites 200 contracts for logistic operators and composting managers, technical promoters, and socio-labor insertion of technicians in the circular biowaste management loop 7 policy toolkits employment and training for in the circular economy sector
Activities	Composting, Sustainable Farming, Entrepreneurial training
Results	In each of the pilot countries, the project created a pilot composting plant and educated a few NEETs & women to operate it.
Strengths	Training of vulnerable populations, waste management, food waste reduction & reuse
Weaknesses	The construction of the pilot composting facility can take time, hiring of NEETs & women can pose problems

⁵⁶ https://policy.trade.ec.europa.eu/development-and-sustainability/sustainable-development_en#

⁵⁷ <https://sdgs.un.org/goals>

Difficulties or constrains for its implementation
the construction of the pilot composting facility can take time, hiring of NEETs & women can pose problems
CRITERIA actors or stakeholder are using to assess it as a “good practice”
A boost on the waste management of the local area, education & training of NEETs & women
Year and length (duration)
3 years
References (Bibliography, URLs, suggested readings)
https://www.enicbcmmed.eu/projects/sircles

Case Study 4.

Title	HOPE SPORTS
Area ⁵⁸	social
GOAL(s) ⁵⁹	GOAL 3: Good Health and Well-being GOAL 10: Reduced Inequality GOAL 16: Peace and Justice Strong Institutions
Summary (description and reason to be)	
Hope Sports is the Sport for Development & Social Empowerment initiative of Organization Earth, which initially begun in refugee camps amid the humanitarian crisis of 2015 and the record influx in Europe of people fleeing war and destruction. Hope Sports uses the power of sports to address a number of societal issues such as refugees’ integration, inclusion of PwID, climate issues awareness and promotion of a positive and healthy lifestyle for the general population.	
Target: Vulnerable Group (VG) and/or type of community.	
Refugees, most of them from Syrian Arab Republic, Iraq, Afghanistan	
Objectives	Hope Sports uses the power of sports to address a number of societal issues such as refugees’ integration, the inclusion of People with Intellectual Disabilities, and the promotion of a positive and healthy lifestyle for the participants. We also organize educational and recreational activities for our participants that provide opportunities for interaction with local and refugee populations enhancing their integration across local communities.
Activities	Sport-based activities Educational and personal skill development workshops Community-based activities
Results	Since 2016, it has participated in more than 120 matches and 10 football tournaments. More than 180 refugees from 22 different countries have taken part in official matches and training sessions. It was awarded in 2018 by the Panhellenic Association of Amateur Footballers of Greece (ASAP).

⁵⁸ https://policy.trade.ec.europa.eu/development-and-sustainability/sustainable-development_en#

⁵⁹ <https://sdgs.un.org/goals>

	In 2018 it was also awarded by Peace and Sport, the international for Peace & Sport.
Strengths	Provide access to organized sport-based activities Provide access to educational and personal skill development workshops. Increase integration with the host population
Weaknesses	Difficulties with language refugees speak. No stable group of children at camps.
Difficulties or constraints for its implementation	
Difficulties with language refugees speak. Refugees often move to other countries. No stable group of children at camps.	
Year and length (duration)	
Since 2016	
References (Bibliography, URLs, suggested readings)	
https://www.facebook.com/HopeSportsEU/about https://www.instagram.com/hopesportseu/ https://www.organizationearth.org/hopefc	

Case Study 5.

Title	EASY GARDENING
Area ⁶⁰	Environmental, social
GOAL(s) ⁶¹	GOAL 10: Reduced Inequality GOAL 12: Responsible Consumption and Production GOAL 15: Life on Land
Summary (description and reason to be)	
The main objective of the project Easy Gardening is to upskill professionals in the Intellectual Disability Training field, across the EU, on nature-based training such as organic gardening by enhancing their knowledge and competences so that they can then foster PwID's social inclusion. The main need of the project is to foster social inclusion of PwID through nature-based education and skills development of professionals training PwID. It will be achieved through interventions that embed nature-based education and environmental awareness in the curriculum of Intellectual Disability training and through innovative processes involving digital learning.	
Target: Vulnerable Group (VG) and/or type of community.	
People with Intellectual disabilities Professionals training people with intellectual disabilities	
Objectives	Education Environment Organic agriculture Sustainable Development Goals
Activities	Development of the book and training guide Pilot testing workshops

⁶⁰ https://policy.trade.ec.europa.eu/development-and-sustainability/sustainable-development_en#

⁶¹ <https://sdgs.un.org/goals>

	Development of the Capacity Building Training Course Piloting training for professionals working with people with intellectual disabilities Strategic Game: Grow your Food with Easy Gardening
Results	Organic Gardening Book for People with Intellectual Disabilities Capacity building course in Organic Gardening for professionals training people with Intellectual Disabilities Easy Gardening” E-Learning Platform Strategic Game: Grow your Food with Easy Gardening
Strengths	Training of vulnerable populations, Environmental awareness and education, Social inclusion of people with intellectual disabilities.
CRITERIA actors or stakeholder are using to assess it as a “good practice”	
All project partners have implemented similar national and/or local projects and actions, and have experience in all related project fields (Vocational Education for PwID, Nature-based education, Organic Gardening, Agri-food, Sustainable Development and Digital Learning	
Year and length (duration)	
2 years	
References (Bibliography, URLs, suggested readings)	

Case Study 6.

Title	Agios Dimitrios Community Gardens
Area ⁶²	economic, environmental, social
GOAL(s) ⁶³	GOAL 2: Zero Hunger GOAL 8: Decent Work and Economic Growth GOAL 11: Sustainable Cities and Communities
Summary (description and reason to be)	
The Municipal vegetable gardens were a bold alternative intervention in the busy urban environment of the city of Agios Dimitrios. A densely built city with a significant lack of green spaces. Initially, an unstructured and non-buildable area capable of covering this ambitious project was sought. The motivation was the ever-increasing need to enable residents to supplement the family table goods directly from their own orchard. The area of a total of 2.5 acres, on which it was decided to implement the project, belonged to the municipality, was untapped, off-plan, in a fairly degraded neighbourhood on the edge of the city. By carrying out a special study, a new opportunity was given to this part of the municipal land. It was cleaned, divided into orchards and used in the best possible way, both for the beneficiary growers and for the residents. The implementation of the project of the vegetable gardens was immediate and mainly with the resources of the municipality.	
Target: Vulnerable Group (VG) and/or type of community.	

⁶² https://policy.trade.ec.europa.eu/development-and-sustainability/sustainable-development_en#

⁶³ <https://sdgs.un.org/goals>

Beneficiaries are selected by socio-economic criteria: unemployment, marital status, etc. and with priority to socially vulnerable groups.	
Application setting: context	
2.5 acres area of community gardens.	
Objectives	It brings together citizens who are engaged, people of different ages and cultures, who socialize and work creatively for the benefit of their family. Furthermore, the Municipal vegetable gardens have already been Environmental Education Centers for the students of the city of Ag. Demetriou without discrimination and exclusions.
Requirements	The cultivation in the Municipal vegetable gardens is exclusively organic and this kind of method is obliged to use all growers. In addition, organic cultivation has been defined by the operating Regulation (which was recommended since the start of the project) as the only way of cultivation. The terms of the operating regulation have been accepted by all beneficiaries upon receipt of their enclosure and thus the quality of the crop is ensured
Activities	Cultivation of Municipal organic vegetable gardens. The gardens have already been Environmental Education Centers for the students of the city of Ag. Demetriou without discrimination and exclusions.
Results	Today, through the Municipal vegetable gardens, they manage to cover their needs in fruit and vegetable products 45 families of the municipality and in addition to give 10% of their cultivation to meet the needs of the social Grocery of our municipality, which supports many other families facing difficulties.
Strengths	It is important that a social structure of Local Government helps citizens to perceive themselves as part of the natural environment, to discover the value of dealing with nature, to feel respect for it and to learn to protect and highlight it. Today, through the Municipal vegetable gardens, they manage to cover their needs in fruit and vegetable products 45 families of the municipality and in addition to give 10% of their cultivation to meet the needs of the social Grocery of our municipality, which supports many other families facing difficulties.
Year and length (duration)	
The total term of the right to use the land is 2 years.	
References (Bibliography, URLs, suggested readings)	
https://dad.gr/environment/perivallon/dimotikoi-lachanokipoi/ https://una.city/nbs/athens/municipal-urban-garden-agios-dimitrios	