



Community-based Youth and Sustainable Development in EU and Africa

Project full	CYSD: Community-based Youth work and Sustainable Development in EU and Africa
Reference	618512-EPP-1-2020-1-IT-EPPKA2-CBY-ACPALA
WP Concerned	WP4 DEVELOPMENT OF THE OPEN EDUCATIONAL RESOURCES
Activity	Collection of Learning Activities
Responsible Partner	PRISM Impresa Sociale S.r.l., Italy
Contributing Partners	▪ Sedarvp, Ghana ▪ Organisation Earth, Greece ▪ Società Consortile Rocca di Cerere, Italy ▪ Resource Hub for Development, Kenya ▪ Federation Dimbaya Kagnalen, Senegal ▪ Volunteer Work Camp Association, South Africa ▪ Muwanga Development Association, Uganda ▪ New Hope Waves Limited, Zambia
Dissemination Level	Public on e-learning platform https://www.cysdproject.eu/resources/learning-activities/

Index

Index	2
Introduction	3
Learning activities in CYSD partner countries	4

Introduction

The CYSD [e-learning platform](#) (WP4) offers accessible educational materials tailored for a wide range of community influencers, educators, trainers, facilitators, social workers, project managers, teachers, and intercultural mediators. These resources are designed to be seamlessly integrated into their everyday efforts to support vulnerable and disadvantaged youth.

The platform encompasses a set of non-formal [Learning Activities](#) with detailed instructions and examples for users to implement in their daily endeavours and adapt to diverse educational and community settings worldwide.

Specifically, the listed activities are a series of initiatives designed by partners in CYSD and their networks to promote the [Millennium Development Goals](#), including quality education, gender equality, reduced inequalities, and other areas such as the environment and cultural awareness. The activities, tested during the [local workshops](#) in each country in CYSD, aimed at engaging communities and promoting awareness and learning. For this purpose, each activity has specific objectives, methods, and materials to achieve the desired outcomes and they have been structured in the form of lesson plans. Moreover, they are designed to be inclusive, engaging, and foster active participation from participants of all backgrounds.

Learning activities in CYSD partner countries

Activity 1.

Title	Professions have no gender
GOAL(s)	GOAL 4: Quality Education GOAL 5: Gender Equality GOAL 10: Reduced Inequality
Objectives	Encourage to undertake career paths for each sex, which according to common usage belong to the opposite sex
Focus	On purely male and female trades
Description	Divide the participants into two teams: one team in which there will be only boys and one team in which there will be only girls. Prepare leaflets containing typical men's jobs and typical women's jobs, divide them into two different urns. Subsequently you will have the females drawn from the urn containing the typical male jobs and the males from the urn containing the typical female jobs. Finally, you will question each of them about their feelings about it and if how they have an idea of how to pursue that career
Duration	One Hour
Materials	Two glass urns; cards
Tips and Tricks	Film the participants' reaction in reading the trade assigned by the "lot" and have them review it at the end
Suggested reading / Resources	https://in2steam.eu/

Activity 2.

Title	Intergenerational laboratory
GOAL(s)	GOAL 4: Quality Education GOAL 10: Reduced Inequality GOAL 11: Sustainable Cities and Communities
Objectives	The goal is to create an opportunity for the exchange and transmission of knowledge from one generation to another. While the elderly will pass on traditions and practices now disused by the young, with manufacturing techniques or even just stories that represent their cultural identity - the young will in turn be able to teach the elderly to use the internet, not only for the use of social networks but also for access to services.
Focus	Dialogue, exchange and transmission of intergenerational knowledge.
Description	Use a space that has an internal and an external area, to start laboratories of different activities, according to the personal preparations of young and old, with a view to exchanging knowledge. ACTIVITIES FROM SENIORS TO YOUNG PEOPLE=Rental of premises for workshops in internal environments such as embroidery, manufacturing of objects, etc. (the activity

Title	Intergenerational laboratory
	to be carried out will depend on the skills held by the group of elderly people); external, open-air laboratories (again, the external endowment will depend on the skills held by the elderly). ACTIVITIES FROM YOUNG TO THE ELDERLY = Rent a computer room equipped with a PC and Smartphone, where young people will teach the elderly to use the internet not only for access to social media, but also to services, with a view to improving well-being and life quality.
Duration	One year
Materials	Internal rooms/Garden; embroidery materials/crafting materials such as clay, string, etc. (it all depends on the skills and competences of the elderly); computer room / pc / smartphone
Debriefing Reflection	the intergenerational exchange of skills and traditions not only strengthens the identity bond of the young with that practice or with that territory, but improves the quality of life of the elderly with facilitated access to services and with the use of social media will feel less isolated and alone.
Suggested reading / Resources	https://www.passwork.org/

Activity 3.

Title	MODEL UNPO
Type ¹ of Activity	Peer learning activities, debating methods, role-playing
GOAL(s)	GOAL 10: Reduced Inequality GOAL 16: Peace and Justice Strong Institutions GOAL 17: Partnerships to achieve the Goal
Objectives	Educational activity that involves the use of role playing as a tool to encourage the involvement of different members of the community, the exchange of different points of view, ensuring the representation of all people and the fair right to public participation for all. This activity allows participants to identify the needs of others and start debating.
Focus	Participants play a role assigned to them, trying to faithfully reproduce a real-life scenario. Specifically, the UNPO MODEL was developed by UNPO Unrepresented Nations and People Organisation with the aim of bringing out the needs of the most marginal and marginalized communities in the world. In UNPO's role-playing activity, the debate is similar to a common public debate by the UN but the idea is to involve marginalised groups. The UNPO role-playing model is based on respectful debate free of gender discrimination and cultural stereotypes.
Description	The activity is structured in the form of a public debate

Title	MODEL UNPO
	Step 1: At the very beginning, you need to organise the space and arrange the chairs in groups of 3. Participants are divided into groups of 3 people too. The chairs are arranged in the room in a semi-circle to encourage in-presence and face-to-face public debate. Step 2: Each group of 3 participants represents a delegation, an advocacy group, a community of people that manifests a common need and support a cause, strike for something Step 3: It is established who will be the President, a person who will mediate the dialogue, maintain order and guarantee the right to speak to everyone, to each group, than to announce the final decisions Step 4: Talking points are established, which may address a common problem, such as access to education for everyone. Each group, each delegation, will give a first overview of the situation they are experiencing with respect to a specific theme, underlining what are the needs, what are the shortcomings, what are the aspirations by each group Step 5: the debate between the various groups begins. The initial idea is that there is a problem and that we need to reach a common agreement between the groups, between the delegations Step 6: start elaborating, with the help of the President, a draft resolution that includes at least 6-9 clauses, mainly agreed decisions, taken jointly by the different groups. It is suggested to use the voting mode, where each group will vote for or against a clause. The clause will be accepted or not by the majority Step 7: Subsequently, the 6-9 clauses proposed can be re-discussed by the different groups, which can propose changes or amendments, and in this way the debate will start again
Duration	Around 3 hours
Materials	A large room with chairs A flipchart where the President will write down the decisions taken, the clauses Papers and pens to be distributed to the various groups, so to record main decisions
Tips and Tricks	Useful tips: Ensure the equal distribution of participants among the different groups, also ensuring gender balance The President is the moderator and he/she does not take a position, remains neutral Each group has a limited time to speak, so as to facilitate the contribution of each group to the general discussion Any personal attacks, addressed to the person and disparaging, or off topics that do not concern the chosen topics to be treated are strongly prohibited.
Debriefing Reflection	At the end of the role-playing exercise, participants are asked to express: Feelings and any sense of frustration they may feel Feelings about tolerance and solidarity among internal members of a specific group or between members of different groups

Title	MODEL UNPO
	What are the challenges highlighted by each group
Suggested reading / Resources	For further information, visit: UNPO: Model UNPO Download: Model UNPO for youth groups - Organiser's guide

Activity 4.

Title	Collective Planting Seeds
Type ² of Activity	Cultural awareness Environment Education
GOAL(s)	GOAL 12: Responsible Consumption and Production GOAL 13: Climate Action GOAL 15: Life on Land
Objectives	To invite people to interact and cooperate between them Promote culture and environmental awareness To be physically active Promote sustainable knowledge
Focus	Learn how to cultivate seeds in a sustainable way; To rediscover nature; to socialize; To explain the process of seed planting without chemicals.
Description	Choose the site and visit; Check the itinerary and the terrain; Prepare the walk and the tour with the organizing venue/stakeholders; Do the activity; Final assessment. The activity is performed in group at all times therefor each person should be encouraged to participate and engage with the rest of the audience by remembering traditions and previous experiences and knowledge; Educators/Guides should be always active listening to encourage and engage with them.
Duration	45 minutes but the duration can change according to the participants, the weather and site availability.
Materials	Agriculture cultivation tools Soil and Water Alternative if the conditions don't allow to have small pots. Seeds
Tips and Tricks	Educators have to engage with the participants verifying always if they are comfortable. Small groups
Debriefing Reflection	The involvement and engagement of participants can be verified from the following aspects: He/she finish the visit; He/she intervenes and share his/her memories

Title	Collective Planting Seeds
	The successful of the activity can be verified by the time spent in making the activity (more people intervening the longer it will take).
Suggested reading / Resources	www.organizationearth.org

Activity 5.

Title	Culture Tour Queen Amalia and King Otto's Tower
Type of Activity	Cultural awareness Environment Education
GOAL(s)	GOAL 4: Quality Education GOAL 11: Sustainable Cities and Communities GOAL 16: Peace and Justice Strong Institutions
Objectives	Promote environmental awareness To be physically active To invite people to interact between and cooperate Promote culture awareness
Focus	The traditions; Culture History; To rediscover nature: their vineyard, the context; to socialize; Explain the process of wine making. To understand agriculture practices To learn about organic vineyard To learn historical information about the first king of Greece
Description	Choose the itinerary and site to visit; Check the itinerary; Prepare the walk and the tour with the organizing venue; Do the visit; Something to remember the experience Final assessment.
Duration	2 hours but the duration can change according to the participants, the weather and site availability.
Materials	Maps Photos Videos Books Microphones
Tips and Tricks	Educators have to engage with the participants verifying always if they are comfortable Small group with informal attitude by educators and organizers
Debriefing Reflection	The involvement and engagement of participants can be verified from the following aspects: He/she finish the guided tour/visit; He/she intervenes and share his/her memories The successful of the activity can be verified by the time spent in making the walk/visit (more people intervening and longer it will take the visit)

Title	Culture Tour Queen Amalia and King Otto's Tower
Suggested reading / Resources	www.pyrgosvasilissis.gr www.organizationearth.org

Activity 6.

Title	Collective Cooking
Type of Activity	Culture Awareness and Environment Education
GOAL(s)	GOAL 2: Zero Hunger GOAL 11: Sustainable Cities and Communities GOAL 12: Responsible Consumption and Production
Objectives	To promote sustainable nutritional model. To learn traditional healthy and sustainable recipes with local and seasonally available products. Exchange experiences between participants based on the culture heritage. Nobody eats alone
Focus	Proposing a sustainable nutritional model, by practicing the "F2F" model. Participants have the opportunity to cook recipes with local & seasonal ingredients from organization Earth's organic farm as well as from other local producers. The preparation of the meals brings participants closer together and offers an opportunity to exchange their experience and knowledge regarding sustainable food & cooking practices, based on cultural heritage of different origin.
Description	Choose the recipe; Check the complexity of cooking the recipe and adjust; Prepare the food with the organizing venue; Do the cooking; Eating all together Wash your dish by yourself Final assessment
Duration	2 hours but, the duration can change according to the participants, the weather and site availability, the complexity of the recipe and cooking techniques.
Materials	Cooking material Tables and chairs Fully functional kitchen equipment. Access to water. Cooking books.
Tips and Tricks	Educators have to engage with the participants verifying always if they are comfortable. Health and safety rules. Food allergies. You have to choose a recipe that is common/interesting for everyone considering the food allergies. Knowledge about local and seasonal products. A chef of someone that can supervise the cooking.

Title	Collective Cooking
	Look for something to do while the foods wait to be ready. At the end you will have the cooking
Debriefing Reflection	The involvement and engagement of participants can be verified from the following aspects: He/she actively participated in the cooking; He/she intervenes and share his/her memories; He/she eats the food prepared. The successful of the activity can be verified by the time spent in making the cooking/tasting (more people intervening and longer it will take to finish).
Suggested reading / Resources	www.organizationearth.org

Activity 7.

Title	Composting
Type of Activity	Climate change and Environment Education
GOAL(s)	GOAL 11: Sustainable Cities and Communities GOAL 12: Responsible Consumption and Production GOAL 13: Climate Action
Objectives	Learning how to reduce the garbage, Comprehending the importance of organic farming Cooperation between the participants Promotion of environmental awareness Promotion of sustainable knowledge
Focus	Learn how to cultivate in organic way; To create your own compost To learn about organic soil and the animals who live there To rediscover nature; to socialize; To explain the process of seed planting without chemicals.
Description	The children examine the three stages of compost creation, they touch the organic material and they learn how to produce their own organic compost. Indicative activities: Touch games (earthworms, beetles, soil, compost) Matching game (choose which materials can be composted and which cannot) Experiments (find differences between soil without compost and soil with compost) Final assessment. The activity is performed in group at all times therefore each person should be encouraged to participate and engage with the rest of the audience by remembering traditions and previous experiences and knowledge; Educators/Guides should be active listening at all times to encourage and engage with them.
Duration	90 minutes but the duration can change according to the participants, the weather and site availability.
Materials	Earthworms from the soil

Title	Composting
	Soil and Water Cards
Debriefing Reflection	The involvement and engagement of children can be verified from the following aspects: He/she finish the activities; He/she intervenes and share his/her memories The successful of the activity can be verified by the time spent in making the activity (more people intervening the longer it will take).
Suggested reading / Resources	www.organizationearth.org

Activity 8.

Title	Collective cooking and sharing
Type of Activity	Culture Awareness and Environment Education
GOAL(s)	GOAL 1: No Poverty GOAL 2: Zero Hunger GOAL 10: Reduced Inequality
Objectives	Everyone has access to food To promote sustainable nutritional model. To learn traditional healthy and sustainable recipes with local and seasonally available products. Exchange experiences between participants based on the culture heritage. Promote solidarity and helping the others
Focus	preparation and cooking fresh & nutritious food which will be offered to people who are affected by food insecurity.
Description	Choose the recipe; Check the complexity of cooking the recipe and adjust; Prepare the food with the organizing venue; Do the cooking; Share the food to people who are affected by food insecurity Final assessment
Duration	2 hours but, the duration can change according to the participants, the weather and site availability, the complexity of the recipe and cooking techniques.
Materials	Cooking material Tables and chairs Fully functional kitchen equipment. Access to water. Cooking books.
Tips and Tricks	Educators have to engage with the participants verifying always if they are comfortable. Health and safety rules. Food allergies. You have to choose a recipe that is common/interesting for most of the people considering the food allergies.

Title	Collective cooking and sharing
	Knowledge about local and seasonal products. A chef of someone that can supervise the cooking. Look for something to do while the foods wait to be ready. At the end you will have the cooking
Debriefing Reflection	The involvement and engagement of participants can be verified from the following aspects: He/she actively participated in the cooking; He/she intervenes and share his/her memories; He/she share the food prepared. The successful of the activity can be verified by the time spent in making the cooking/sharing (more people intervening and longer it will take to finish).
Suggested reading / Resources	www.organizationearth.org

Activity 9.

Title	Sunday on Earth
Type of Activity	Culture Awareness and Environment Education
GOAL(s)	GOAL 3: Good Health and Well-being GOAL 12: Responsible Consumption and Production GOAL 13: Climate Action
Objectives	On Sundays, the Center of the Earth is open to the public, offering free experiential workshops for all ages. There are activities for both children and adult. For instance, food preparation, eating all together, cultivate, agricultural activities and environmental awareness activities. Exchange experiences between participants based on the culture heritage. To promote sustainable nutritional model. To learn traditional healthy and sustainable recipes with local and seasonally available products.
Focus	Nobody alone on Sunday Educational activities and being close to the nature
Description	Environmental workshops for adults and children Planting seeds Learn the parts of the plants Learn the importance of the plants Experiential games and activities in nature (Arts and crafts from upcycling materials, creation of insect hotel) Yoga and gym in the nature Learn about aromatic plants Cooking together – collective cuisine.
Duration	4 hours
Materials	Agriculture cultivation tools Soil and Water Seeds

Title	Sunday on Earth
	Materials for art and crafts Cooking material Tables and chairs Fully functional kitchen equipment. Access to water. Cooking books
Debriefing Reflection	The involvement and engagement of participants can be verified from the following aspects: He/she actively participated in the activities; He/she intervenes and share his/her memories The successful of the activity can be verified by the time spent in making the activities (more people intervening and longer it will take to finish).
Suggested reading / Resources	www.organizationearth.org

Activity 10.

Title	SEDARVP-GHANA "STREET LIBRARY" PROJECT
Type of Activity	Community library reading activity
GOAL(s)	GOAL 4: Quality Education GOAL 5: Gender Equality GOAL 10: Reduced Inequalities
Objectives	To help the children raise their reading comprehension level. To inspires and help students achieve basic and more advanced skills. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Reduce inequality within and among countries
Description	The Street Library Project is a practical educational activity that set to provide accessible and inclusive education for all. It will target underserved/deprived rural community(s) in Northern Ghana. The Street Library Project is aimed at creating an innovative education to help improve reading and learning culture amongst young persons in Ghana, particularly in rural areas. Libraries plays a very instrumental role in the development of both urban and rural communities as they provide a lovable and environmentally friendly space for people especially kids to develop their potentials through reading of relevant books, interacting with friends and learning from one another.
Duration	4hours
Materials	Banner, Chairs, Pens, Pencils, Reading books
Debriefing Reflection	The programme begins with all children/students singing/reciting the National Anthem together. Following this, an ice-breaking exercise involves participants singing a common nursery song to introduce themselves. Next, there's a coaching and mentoring session led by an educator from the Ghana Education Service, emphasizing the

Title	SEDARVP-GHANA "STREET LIBRARY" PROJECT
	importance of child education in community development. Participants are then given the opportunity to ask questions about their educational paths and any learning challenges they face. After a 10-minute break with snacks provided, there's a random reading session where participants read from their own books for ten minutes. Then, participants are divided into four groups named Team Red, Team Blue, Team Yellow, and Team Green for a reading competition. Following the competition, pens, pencils, and notebooks are distributed to all participants. They are encouraged to take their studies seriously and work hard to achieve their future career goals. Finally, the programme concludes with participants and leaders expressing gratitude to SEDARVP Ghana for the opportunity.
Suggested reading / Resources	http://sedarvp-ghana.org./street-library-project/Zoomlionghana.com www.sedarvp-ghana.org fcghana.org

Activity 11.

Title	DIGIALL FOR YOUTH DEVELOPMENT
Type of Activity	ICT & IMPACTING DIGITAL KNOWLEDGE
GOAL(s)	GOAL 4: Quality Education GOAL 5: Gender Equality GOAL 8: Decent Work and Economic Growth
Objectives	Raise awareness on significance of ICT and Digital technology for social development. Provide youth the opportunity to understand and discuss new technologies and application and its uses. Discuss the career paths in ICT and Digital Technology, connecting it to innovation and business and institutional development. Become aware and break stereotypes on the role women in Digital Technology. Assist teachers in integrating ICT in their teaching and learning process to improve learning efficiency and positive development.
Description	Introduction: The host organization welcomes participants. An ice-breaking session where participants introduce themselves by forming nicknames using their names. Example: Jacob becomes "Joyful". First Main Activity: A mentorship session by an ICT facilitator. Random question to participants about ICT. Presentation on the significance of ICT and Digital Technology for social development. PowerPoint presentation showcasing technologies, applications, and inventions aiding daily activities and promoting development. Questions and Answers session. 15-minute snack break. Second Main Activity:

Title	DIGIALL FOR YOUTH DEVELOPMENT
	Presentation on "Advanced MS Word Training and Tips". Basic tools in MS Word taught by the facilitator. Tools include formatting text, inserting elements like tables and pictures, and numbering. 20-minute assessment trial. Participants divided into three groups for practical questions: Group 1: Formatting text and adding page elements. Group 2: Creating charts and tables. Group 3: Formatting a document and adding elements like headings and a table of contents.
Duration	3 hours
Materials	Flyer, Link for registration of interest, ICT facilitator, ICT laboratory, with computers/laptops, Projector
Debriefing Reflection	Debriefing: 25 min At this point, each and every participant will tell host how they feel about the workshop. Facilitate a discussion with the following leading questions: What new thing do you learn in the programme/workshop? What did you feel about the workshop? What extra knowledge were you expecting to learn, apart from this? Where you satisfied with the programme outline and organization? How will you use knowledge gain? Conclusion: 15minutes Group pictures taking session. Thank your participants for the participation and leave them with a short reflection on how important it is to gaining ICT and Digital skills.
Suggested reading / Resources	Source: isbn.ghanalibrary.org Ges.gov.gh www.sedarvp-ghana.org

Activity 12.

Title	LEARN FOR LIFE SCHOOL
GOAL(s)	GOAL 4: Quality Education GOAL 8: Decent Work and Economic Growth GOAL 10: Reducing Inequality
Objectives	Provide quality basic literacy education (English speaking and Writing skills) to all children and youth in literal skills, especially, in deprived rural communities. To provide an educational programme that develops children/students curiosity and creativity to understand and be a better managers for community development.
Description	Learn for Life School, a leading CSO, provides quality basic education to out-of-school children in Northern Ghana, advocating for policy change and improved access to education nationwide. The project aims to enhance literacy through a three-month program focusing on English reading, speaking, and writing skills in rural communities with educational gaps. Targeting children and youth, especially girls, the initiative invites volunteer community teachers through an open call for changemakers. The project emphasizes practical education with joyful learning activities, starting with community sensitization on the importance of education for social development and clarifying project rules during the sessions.
Duration	3 months
Materials	Flyer, Teachers, Class rooms, Teaching and Learning Materials
Debriefing Reflection	Participants will share their project experiences with the host, organizers, and project managers, discussing feelings and challenges encountered during the learning process. A facilitated discussion will explore the impact of acquired knowledge, perceptions about education, future aspirations, and views on education as a right or obligation. The conclusion will involve thanking participants for their involvement and reflecting on the importance and privilege of education.
Suggested reading / Resources	www.schoolforlife.org www.sedarvp-ghana.org

Activity 13.

Title	QUICK-THINK KNOWLEDGE MODULE
GOAL(s)	GOAL 4: Quality Education GOAL 5: Gender Equality GOAL 10: Reducing Inequality
Objectives	To help children gain a broad or specialised understanding of a subject. To encourage and the method of making learning fun, while also enhancing general knowledge. To evaluate the knowledge of students within academics as well as improve them in general knowledge, especially participating students.
Description	School for Life, a leading CSO, provides quality education in deprived areas of Northern Ghana. They organize inter-school "Reading and Quiz Tournaments" and sports events in six rural communities, focusing on enhancing children's learning skills and confidence through joyful activities. The project spans two months annually, featuring reading, quiz, and sports competitions among primary and junior high schools. Winners receive awards including computers, learning materials, and uniforms, fostering educational development. Finally, participants engage in a reflective exercise to visually represent privilege levels, fostering awareness of educational disparities
Duration	5years (a period of two months; Once every year)
Materials	Teaching and Learning Materials, Footballs and other Sporting Materials.
Debriefing Reflection	Participants will share their feelings about being part of the activity and discuss challenging situations encountered during the tournament. A facilitated discussion will cover program feedback and suggestions for improvement, new learnings, and the potential impact of the program on student motivation in their educational careers. The conclusion will involve thanking participants for their participation and reflecting on the program's outcomes and their personal experiences.
Suggested reading / Resources	www.sedarvp-ghana.org

Activity 14.

Title	YOUTH MASTERCLASS SESSION (one day online masterclass session)
GOAL(s)	GOAL 4: Quality Education GOAL 5: Gender Equality GOAL 10: Reduced Inequality
Objectives	To enhance youth in personal development through education and making learning fun. To motivate and engage participants to share ideas and new ways of thinking for a better skill development. To expose participants to diverse learning experiences, build and foster relationships among participants
Description	Let participants know that in the coming exercise they will be given a role and react according to the role. They will be silent during the exercise and are not allowed to talk to each other. At the end of the exercise all participants will be standing in different points of the room, constructing a kind of “human scale” from the most privileged to the less privileged (based in their subjective decisions). At this point every participant will have to describe their character to the others, explaining how they felt, what situations were more difficult for them to think of and their own conclusions. At the end, as teacher, leave participants with a short reflection on how important it is to be aware of one’s own privileges.
Duration	5 hours
Materials	Flyer, Banner, Conference room or Big enough room for all participants to occupy, Notebooks and Pens, Laptop, Projector, Internet, Flip-chart, Markers.
Suggested reading / Resources	www.africanmasterclass.org www.sedarvp-ghana.org

Activity 15.

Title	Cultural Diversity and Community Development - workshop
GOAL(s)	GOAL 4: Quality Education GOAL 5: Gender Equality GOAL 16: Peace and Justice Strong Institutions
Objectives	Improving the quality of non-formal education Strengthening youth employability with scholarships and job opportunities Peace, coexistence and youth inclusion including PWD Promoting cultural diversity for community development
Description	The workshop begins with an opening prayer and participant introductions through singing. Participants engage in a stage play promoting cultural diversity. The Cultural Diversity and Community Development project aims to foster unity and peace among youth from various cultural backgrounds. Main activities include presentations on Sedarvp Ghana's mission, cultural diversity for development, and youth entrepreneurship in cultural innovation. Participants then discuss cultural and social issues, propose solutions for community development, and present their findings, followed by a Q&A session.
Duration	4 hours
Materials	Notebooks, Pens, Flipcharts, Conference room, Projector, Laptop, PA System
Suggested reading / Resources	https://sedarvp-ghana.org/category/erasmus-projects/