

REPORT

Youth access to rights through implementing the SDGs



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center for
intercultural
dialogue

Coordinator of the project:	Center for Intercultural Dialogue - CID
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Table of content

Short overview	4
Activities implemented	4
Outputs & outcomes	18
Recommendations	20

Short overview

The project “Youth access to rights through implementing the SDGs”- Youth SDG” aims is to develop capacities of youth leaders and youth lead organizations to improve young people’s access to rights through the Sustainable development goals (SDG) implementation plans. The project is established on developing the Advocacy capacities of youth organizations and young people to advocate for their access to rights within the SDGs implementation process. It involves 11 partners from Europe, Africa, South America, Central Asia and the Pacific, in a truly global intercultural learning environment. The project results will be noticeable in the capacity of youth organizations to work on access to rights for young people in the SDG framework.

Activities implemented

October 2021 – Online workshop

Workshop for what SDGs are and what they’re doing in their organizations

There was an online workshop for the participants for introducing them with the SDGs, to teach them what the SDGs are and how they can recognize them and be able to reach the access towards them. The participants also learned about the role of the major international youth representative bodies on the advocacy related to the SDGs.

Since one of the aims is doing the advocacy campaigns, the participants were acquiring the knowledge in order to understand the concepts of policy and advocacy and to find which local, national, European and international organizations is relevant for them to advocate the SDGs.

They have also determined the strengths and weaknesses of their local organizations regarding the advocacy of their campaigns.

The workshop participants were also introduced into the existing tools that they may use for advocating their campaigns in front of the key decision makers. In addition, they gained knowledge how to set an appropriate timeframe for the implementation of their campaign.

Furthermore, they acquired an additional knowledge in planning an advocacy action regarding their envisaged campaign.

Participants had the opportunity to hear from the external speakers about their SDG successful stories. After, they have selected 3 SDGs and worked on them during the workshop and created their first draft campaigns on each of the SDGs.

The participants were learning through the non-formal methods of learning. Precisely, they were working in small groups, plenary sessions, learned by storytelling and by using different online tools such as ZOOM, Miro, Kahoot, Mentimeter, Padlet etc. and were drafting action plans for their future campaigns.

As part of the workshops the participants succeeded to understand the SDGs and their importance; to determine the youth approach in addressing the youth needs for a specific SDG; to detect the appropriate organizations and institutions to whom they can address their campaigns and to better understand the concepts of policy and advocacy. The participants also succeeded to draft their first three campaign for the SDGs that they find important, by determining a specific timeline and analyzing their strengths and weaknesses in the entire process of advocating.

July 2022 – Fiji (Suva & Nadi)
Youth Exchange in Fiji

The focus of the exchange was dominantly on understanding the SDGs; their implementation through different institutional levels within the specific country; and the variations that exist in accessing and implementing the SDGs in diverse countries and their interdependence with the country cultural setting.

When the participants arrived in Suva, they had many informal moments to get to know each other because most of them had an arranged transportation to get there and when they have arrived, they met their peers from Fiji.





During their residence in Suva, the participants visited many different institutions and informal groups where they have discussed the SDGs and their implementation. The first institution that was visited was the Fijian Parliament. As part of the visit of the Parliament, the participants obtained information regarding the composition of the Parliament, the inclusion of young MPs and women in decision making and the Parliaments` involvement in the implementation of the SDGs and different programs on SDGs that are tackling the issues with the SDGs fulfillment.

The host from the Parliament also explained more about the UK legacy in their work. After his elaboration, there was a session of Q&A where the participants raised different

questions regarding the Parliaments` work and its devotion of youth issues and the implementation of the SDGs in Fiji.

After the visit of the Parliament, the participants had the opportunity to visit the Blue Pacific Village. There was a ceremony of the representatives from all the Pacific Islands. Also, the participants engaged with a non-formal group there who was sharing insights from the Fijian culture, kava rituals and some traditional songs. In this occasion, the participants were engaged with the local groups and experienced closely the culture of Fiji.

The next visit was scheduled in the Pacific Theological College. There, the participants met the students of the college and discussed with them the SDGs by sharing the experiences of their work on this topic. Mainly, as part of this visit, the participants had the opportunity to ask their peers from the college for the additional information regarding their experiences with SDGs in Fiji. As part of their discussion, they draw few conclusions about different priorities of certain SDGs in different countries and about the different approaches they are accessing the SDGs.



Besides the visits in Suva, the participants had the regular sessions in Nadi as well. They had a new round of getting to know each other better and after that continued to work in the groups on the specific SDGs. Combined with the group work, the participants were continuously receiving the inputs from the trainers regarding the SDGs (as part of different sessions) and were monitored and supervised by them in their group tasks.

Firstly, they were divided in groups and were working on the question what the SDGs mean for them, their community and their country? After the group work the participants presented their work in front of the others. They were discussing about many differences and similarities that overlap within their communities regarding the SDGs. They were also discussing about the

challenges that their countries face in the full implementation of the SDGs.



After, they continued with the group work with the focus on youth and were detecting the key priorities of the young people associated with a specific SDG in their community. Regarding the young people, the participants expressed many similarities among their groups. The unemployment, brain drain, low level of education, housing and fake news were selected as the most problematic in the participants` countries, with slight difference of each country. The participants shared that these issues are affecting a lot the quality of life of the young people, especially in the poorer countries where the access of services is more limited. Additionally, they shared that this affects the youth participation as well (especially the fake news). They believe that the fake news have an impact towards the youth behavior regarding certain processes and that the receiving of the relevant information is necessary.

Regarding the detected issues, the participants also shared specific policies and measures that are implemented or ongoing within their countries with the purpose to deal with the detected issues.

As part of the group work, in the following days, the participants worked more on the specific SDG and the creation of the content that will be part of their advocacy campaign. The participants were using different online tools in order to create their campaigns. Their aim was to make the campaigns that will be informative and interactive for the young people and that will prompt their curiosity for the SDGs. They also incorporated information for each of the participating countries, in order to make it more familiar for the youngsters from each country respectively.

The participants presented their campaigns in front of other participants and received feedback from the others. They incorporated the feedback and finalized their campaigns. They presented the final versions of the campaigns that will be further used for the online advocacy campaign and engagement of the young people.



Within the entire program, the participants had the session where they have shared the work of the organizations from which they are coming from. They pointed out different processes and

policies that they are working on and all the challenges they are facing in the implementation of these policies. Based on their work, they also agreed how to cooperate regarding the advocacy campaigns as well as how to use all the resources they have in order to make them successful and to reach the relevant institutions too.

What is also interesting about the exchange in Fiji is the visit of the village Yavulo. The participants visited the village Yavulo and discussed with the locals there. They were welcomed by a family, who was retelling them about the village habits and way of life. The participants also got some insights of the entire kava ritual and the preparation of kava as such.

Together with the family visit, the participants were gathered in a village building where they were welcomed by the village inhabitants. They showed the participants how do they create some crafts, the specific Fijian dances and let the space to the participants to join them in their performances.

Overall, as part of this youth exchange the participants acquired deeper knowledge about the SDGs and their interlink with the crucial organizations on different levels who are in charge of implementing them. Moreover, they got significant insights how the institutions in Fiji are operating in regards of the implementation of the SDGs and the inclusion of the young people of Fiji in all the processes of the policy making and youth participation within the institutions.



In addition, the participants learned a lot about the youth efforts in the fulfillment of the SDGs in Fiji, since they were enabled to openly discuss with their peers from the university in Fiji. Regarding the other participating countries, they learned from the mutually shared experiences.



They also understood the difference in the implementation of the same SDGs in different countries and communities and their dependence from the cultural and socio-political conditions and practices.

The group work fostered the participants to actively discuss about certain SDG and to express their opinion and knowledge about it and improved their skills in working in a team. Moreover, they improved their skills for working with different digital tools and to create their campaigns. They were also able to interpret and incorporate their gained knowledge about the SDGs within their advocacy campaigns.

They also succeeded to detect the relevant institutions towards whom the campaigns will be directed and to determine the strengths of their organizations in spreading the campaigns in their full potential.

What is also important is that the group was very diverse, so the participants had the opportunity to learn more about different cultures and to show greater understanding towards the diversity.



Especially, since all of them were coming from a significantly different cultures, the participants developed the behavior of accepting different approaches in implementing certain policies.

July - August 2022 – Fiji

Mobility of youth workers hosted by the National Youth Council of the Fiji Islands

As part of the project Youth access to rights through implementing the SDGs, in the period 24 July 2022 to 15 August 2022, Dragana Jovanovska and Stefan Manevski attended a mobility of youth workers hosted by the National Youth Council of the Fiji Islands.

The mobility focused on capacity building of the individual youth workers, but foremost on exchange of experiences and practices in regards to access to rights and the implementation of the SDGs on global level. Moreover, during this mobility, the youth workers had the opportunity to discuss with different individuals, volunteers and organisational representatives the challenges of civil society, as well the interconnectedness between the different organisations, networks and platforms on global level in order to create synergies and develop a common approach towards joint challenges.

The youth workers had the opportunity to learn and work with the National youth council of Fiji in different capacities:

- ***Onboarding to the work of the hosting organisation***

When the youth workers arrived in Fiji they had a period of adjustment and introduction to the host organisation. They were introduced to the activities that the organisation is doing, the structure, as well the different plans for development and future work. During

this period, the youth workers had the opportunity to meet with the secretariat members, as well the volunteers in the NYCF, and to discuss the many activities they are doing on the islands, how they work together, and how they cooperate with the many international organisations working on sustainable development and access to rights with a seat in Nadi.

During different stages of introduction to the work of the NYCF, the youth workers had the opportunity to visit different parts of Fiji and get familiar with the life and initiatives in both urban communities in Fiji, but also the rural and remote island struggles.

- ***Meeting with different stakeholders relevant to the work of the National youth council of Fiji***

During this phase, the youth workers met with different stakeholders, partners and supporters of the work of the NYCF. Among these, there could be mention: the *Pacific Youth Council* who represent the young people in the different Pacific countries and with whom they exchanged about the challenges young people are facing in the Pacific as well the potential collaboration between the PYC and the European Youth Forum as platforms for youth representation in the 2 areas of the world.

Fiji Council of Social Services was one other organisation that the youth workers had the opportunity to meet, as an important stakeholder in the creation of the NYCF and in the overall functioning of the NYCF when it comes to collaboration in accessing youth from diverse backgrounds and their involvement in the overall work and functioning of the NYCF. It was important to understand the diverse approaches and response of the social services when it comes to representation, but also to the access to rights of the young people living on the Fiji Islands.

As another important stakeholder the youth workers met is the *Australia Pacific Training Coalition*. During this meeting, they discussed about the different education and training opportunities for youth in Fiji, and how the coalition offers support to vulnerable youth from Fiji by providing them educational opportunities.

- ***Planning of follow up activities and research for possible future collaboration***

As part of the last phase of the mobility, the youth workers had the opportunity to research different opportunities for funding and support for the activities of the National youth council of Fiji. The youth workers, together with the volunteers and secretariat members of NYCF mapped possible foundations, donors and initiatives that can support the work of the National youth council of Fiji in regards to the SDGs (but also the overall work of the council). Furthermore, it was discussed about the sustainability of the collaboration between the NYCF and the Center for intercultural dialogue.

Besides these, the youth workers had an opportunity to meet the Fijian (and Pacific) culture, and to emerge within the way of living with the locals.

October 2022 – Kenya
Youth Exchange in Kenya

The youth exchange in Kenya was mostly devoted on the elaboration of the SDGs and their connection with the human rights and how the human rights can be implemented with the implementation of the SDGs.

For the reason that the group in Kenya was different from the previous one, the participants started with many energizers to get to know each other. They were also introduced with the entire program of the exchange. They were asked to share their expectations with the trainers regarding the exchange program, so the trainers incorporated their expectations within the program.



The participants had a series of activities and group work in order to learn more about what SDGs are in their essence, which are the basic human rights and how they are guaranteed and what is the interconnection between the human rights and the SDGs.

Among the first activities is the one called barometer. As part of this activity the participants had the possibility to express their thoughts about certain statements related to the human rights. The participants had to stand in different part of the line, depending on the intensity how much they agree or disagree with the concrete statement. In this way the participants also pointed out why their opinion is shaped in a certain way, by giving the certain examples of their countries and how they are dealing with those issues and how much they are close to the fulfilment of the SDGs and the human rights.



The participants also did the activity human rights bingo. Within this activity the participants were searching among their peers who know the answer on any of the questions of the human rights bingo. In this way they indirectly were learning about the things about human rights that they did not know, but they heard it from their peers. Additionally, all the spheres from the human rights bingo were discussed on the plenary session

where the participants exchanged their knowledge about specific question related to the human rights.

Another activity is the work on the specific rights group and their connection with the specific SDGs. The participants were divided into 5 groups, working on the civil, political, economic, social and cultural rights. Each group was working on a separate rights group, made the research for the groups of rights and pointed out a specific SDGs that correlate to the concrete group of rights. They also added the exact examples how the specific group of rights is implemented in the each of the participating countries.

The participants presented the group work on plenary and received the feedback from the other participants and the trainers.



Hence, the participants continued to work deeper within their group on the specific group of rights and to find more relevant and specific information that will be used for their advocacy campaign online.

In order to be able to create their campaign content online, participants were divided into separate groups. In each of the groups there was one person giving instructions regarding the specific online tool and how to create content on it. The participants were able to shift groups and to learn more about the different tools i.e. for the Canva designs, video

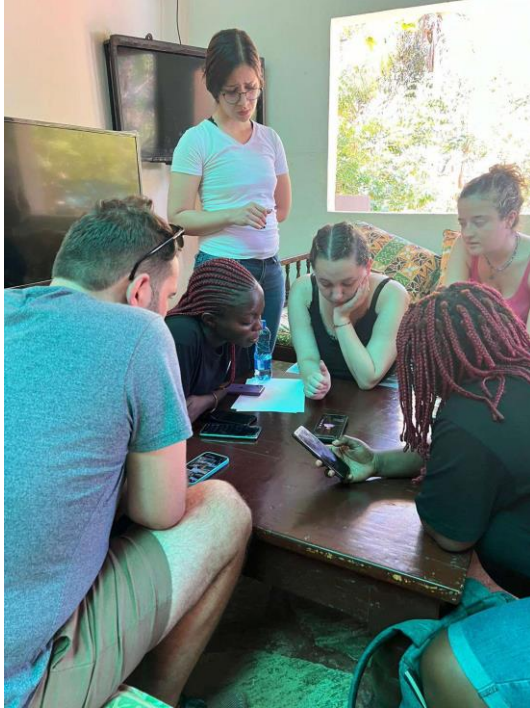


maker, TikTok/Instagram videos & reels and tool for podcast. After taking a deeper knowledge about certain online tool, the participants decided which tool they will use for creating the advocacy campaign for the group of rights and the SDGs they were working before.



Going back to their groups the participant started to incorporate the obtained information into the templates of the chosen tool. They were working few sessions on the completion of their tasks regarding the ad presented their work on the plenary. After receiving the feedback from the trainers and the group, the participants had already finished materials for their campaigns that were ready to be posted.

In the meantime, during the exchange, the participants organized the intercultural evening where they shared insights about their country and culture and served specific food and drinks that their country is popular of.



On this intercultural evening the participants also showed different dances and attire that is typical for their country. The participants found this evening as very interesting, because they got in touch with cultures that are dominantly different from their ones and experienced new things from the culture of their peers.

Besides this evening, there were local guests from Diani who were presenting typical Kenyan dances in front of the participants. This was an additional activity where the participants got to know further the Kenyan culture.

In the end of the youth exchange the participants had an evaluation session where they shared their experiences from the entire exchange. Almost all of them said that they great time by meeting new people and learning from each other. Most of them also confirmed that meeting the people from different organizations is a good base for future cooperation in many common activities and projects.

The participants expressed that they were satisfied with the entire schedule of the exchange and that they are happy because their expectations were incorporated within the program as well. Additionally, the participants mentioned that for them was very important and significant that during the youth exchange everything was discussed through different perspective which is essential to understand the others.

There were some of the participants who pointed out that the used methodology was something that they appreciated the most.



All of the participants outside African countries agreed that visiting Kenya was something really different from them and that they are glad that they had the opportunity to visit Africa and to closely experience the African culture and lifestyle.

Outputs & outcomes

What is important for the entire project activities are the skills and knowledge that the participants gained.

Since the first workshop was online, the participants succeeded to adapt to the new virtual concept of implementing the same. They improved their skills in using ZOOM and to maintain the group work through the ZOOM breakout rooms.

Combined with many other online tools, the participants experienced the new interactive way of online learning and expressing themselves. Additionally, equipped with this knowledge, they were enabled to use these online tools in their further work.

The workshop was a good base for the participants to determine and distinguish the core concepts of policy and advocacy, that is essential for their advocacy campaigns.

In addition, the participants learned about the SDGs and understood what they are. Additionally, they were enabled to reconsider them through the youth perspective and come up to the conclusions why they are important for the young people as well.

Learning about the relevant institutions that are in charge of the implementation of the SDGs on different levels, participants got the orientation to whom to point out their advocacy campaigns. Moreover, by knowing these institutions they will be able to pursue the implementation of the SDGs as the young people in the future.

By considering how their organizations can contribute towards the implementation of the advocacy campaigns for the SDGs, the young participants are the step forward in doing the SWOT analysis about their strengths and weaknesses in the entire process of advocating.

The participants have also improved their skills in teamwork, articulating expressing their opinion and to finalize few campaigns that are ready to be advocated to the relevant institutions and the

wider youth audience by using all the resources that they are having in the moment of the campaign creation.

Associated with the youth exchanges in Fiji and Kenya it is important to be noted that the participants spent their time in the countries that are culturally different from the one in their native country. They improved their understanding about the culture of others and why certain behaviors and processes are shaped in a certain way.

By visiting the country institutions, the participants got the insights from the locals and were able to ask questions and to compare the institutional work with the institutions from their countries. In this way they developed better perception about the genesis of the institutional management and policy implementation.

Additionally, by visiting the village and the non-formal groups and being in touch with the locals, the participants also got the information by engaging with them, not only by the information that they may find online.

Furthermore, by experiencing completely different surroundings and communities, participants went out from their comfort zone and succeeded to improve their adaptability to the novelties.

The exchanges were also beneficial for improving the personal independence among the participants, having in mind that all of them were coming from different parts of the world.

On both exchanges, the participants were deeply introduced to the SDGs and their interconnection with the human rights and the relevant institutions. In this way they gathered the comprehensive knowledge on topic and had the clear picture for the topic.

Discussing the different online tools that may be used, the participants improved their knowledge and skills in creative interpretation of the content that they want to advocate.

By the fact that the content was created by young people, it is suitable for the other youth because there were used the appropriate online formats and youth friendly language that are understandable for the youngsters. In this way the participants succeeded to engage the youngsters within their campaigns, by offering them content that is understandable for them.

Regarding the diversity of the people, the participants made the new friendships across different countries and established connections for the future mutual work and cooperation.

The participants also extended their knowledge in discussing the issues from different perspectives and were enabled to make a clear distinction in policy implementation and how much the cultural setting can influence these implementations.

Recommendations

Based on the experiences of the abovementioned activities there can be drawn few recommendations for the improvement and maintenance of the youth access of rights through the implementation of the SDGs:

- There should be used different online platforms that will enable the young people to gather and learn about certain topic in cases they are not able to do it in person with their peers;
- There should be used the methodology where the participants can acquire deeper knowledge about specific terms (like SDGs, human rights, policy, advocacy etc.) before they use them in practice;
- The learning process should be combined with the interactive activities and tools that will engage all the participants;
- There should be incorporated the group work in most of the sessions of the exchange, since this is the easiest way for the participants to share their opinion and they feel more comfortable to discuss in small groups;
- The SWOT analysis for the participants` organizations is useful and it should be used more often when they plan the advocacy campaign because, in this way, they can precisely determine their standpoint and capabilities in the entire advocacy process;
- There should be included the online tools in the advocacy campaigns that are devoted for the young people, because nowadays they are dominantly using the social networks for gathering information and interacting with the other people;
- There should be incorporated as much as possible institutional study visits within one exchange, because they are the most interesting for the participants and help them to understand the local concept of how certain institution is functioning;
- There should be as much as possible field visits of different communities and informal groups in the hosting countries, for the reason that participants are learning easily for the others culture in that way;

- There should be maintained the practice of linking the relevant institutions with the implementation of the certain right and SDGs when working with young people, aiming to provide them the comprehensive picture about the access of these rights;
- There should be maintained the practice of putting people across different continents on the same place, because it is an excellent way for learning about different cultures that are dominantly different one from another;
- There should be maintained the support of creation of new partnerships and cooperation between the participants and organizations that are taking part of the youth exchange;



Annex 1:

NAOMIE 1st workshop: Intro & SDGs

11. October 2021 1 workshop only for intro

1 workshop for what SDGs are and what they're doing in their organizations Jorge

Needs:

- To have a good understanding of the SDGs so they can start Advocacy campaigns
- To introduce the series of workshops to the participants

Aims:

- To prepare the participants in terms of SDGs background, so they can create advocacy campaigns.
- To ease the atmosphere of the group

Objectives:

- Participants get to talk to at least half of the other participants in a small group.
- Participants are aware of what is going to happen in the next 3 weeks.
- Participants understand what the SDGs are.
- Participants understand how the SDGs work technically

Methodologies:

- Work in small groups
- Interactive presentations

Implementation:

- Need Zoom with breakout rooms

Evaluation:

- evaluation of objectives on Miro
- Self-reflection on Padlet

Workshop flow:

1. Intro to the workshop series and today (7 minutes including 3m buffer)
2. Introducing ourselves as trainers (3 minutes)
3. Introduction of participants (30 minutes)
 - a. Participant cards of themselves on Miro (10m)
 - b. Speed dating in breakout rooms (20m)
4. Introduction to SDGs (30 minutes)
 - a. What they think the SDGs are - post its
 - b. Video of We have a plan
 - c. How SDGs came about
5. How SDGs work (15m)
 - a. 3 agents
 - b. tracking
 - c. conference & evaluations
6. Sharing their previous experience with SDGs (15m) - Delete and re-allocate time
7. Kahoot to check on learnings (12m)
8. Evaluation survey (5m)
9. Wrap up (2m) **Homework** - search your country's platform for SDG tracking. Presentation of the 3 organizations and who presents.

NAOMIE 2nd Workshop: Advocacy I

Needs:

- To understand the work of major youth networks in the field of advocacy linked to the SDGs
- To have a common understanding on what policy & advocacy and how it relates to the reality of their organisation

Aims:

- To introduce participants to the work of European youth representative bodies on advocacy related to the SDGs
- To create a common framework for participants on policy & advocacy
- To introduce participants to the basics of advocacy strategies

Objectives:

- Participants understand the role of major international youth representative bodies (YFJ & AC) on advocacy related to the SDGs
- Participants understand the concepts of both policy & advocacy

- Participants know actors (at local/national/European/global level) that are relevant to the advocacy work of their organisations on SDGs
- Participants understand the strengths, weaknesses, opportunities and threats from the SDGs related advocacy work of their organisations

Methods:

- NFE (group brainstorms, discussions, presentations, etc.)
- Usage of Zoom & Miro

Implementation:

- Need of technical support for Zoom (creation of not-randomised breakout rooms with people from the same organisation)

Evaluation:

- Evaluation of objectives on Miro
- Self-reflection on Padlet

Workshop flow:

1. Introduction to the workshop + agenda	5 mins
2. Presentation of 6 organisations present on their work on SDGs advocacy	20 mins
3. Definition of policy & advocacy a. Brainstorm on Miro in breakout rooms b. What is policy c. What is advocacy - and how does it differ from lobbying	20 mins
4. Basis of a successful advocacy action 1 - who's who on advocacy on SDGs related topics as a youth organisation: power mapping a. Introduction to participants to the power mapping framework b. Participants come up with stakeholders at local / national / international level (1 per group) c. Group debrief, participants from other groups are free to add	30 mins

<p>5. Basis of a successful advocacy action 2 - knowing yourself: SWOT analysis</p> <ul style="list-style-type: none"> a. Explanation of what each of the letters of SWOT refer to b. Participants are divided in groups based on their organisations and fill in their own SWOT on Miro c. Group presentation 	25-30 mins
<p>6. Kahoot / Mentimeter about the content of the WS</p>	10 mins
<p>7. Wrap-up & evaluation of objectives</p>	5 mins

NAOMIE 3rd Workshop: Advocacy II

Needs:

- To understand the work of major youth networks in the field of advocacy linked to the SDGs
- To have a common understanding on what policy & advocacy and how it relates to the reality of their organisation

Aims:

- To introduce participants to the work of European youth representative bodies on advocacy related to the SDGs
- To create a common framework for participants on policy & advocacy
- To introduce participants to the basics of advocacy strategies

Objectives:

- Participants are aware of existing tools they can use to advocate to their local/national/international policy-makers
- Participants understand how to apply different existing frameworks at the time of organising an advocacy campaign
- Participants possess enough knowledge in advocacy to plan an advocacy action within their organisation

Methods:

- NFE (group brainstorms, discussions, presentations, etc.)
- Technical support for Zoom

Implementation:

- Usage of Zoom, Miro, Mentimeter

Evaluation:

- Evaluation of objectives on Miro
- Self-reflection on Padlet

Workshop flow:

1. Intro to workshop + agenda	5 mins
2. Successful stories	25 mins
3. Advocacy tools a. Pax are presented on different scenarios on Mentimeter and asked to select / write what kind of advocacy action they would use accordingly b. Group brainstorm on the different ways to do advocacy, following up on ones mentioned on mentimeter c. Presentation of relevant ones, if not mentioned	20 mins
4. Case study: a. Participants will be provided with different scenarios and to organise an advocacy action accordingly b. Each group will work on a NAOMIE framework (with the Needs & Aim provided) and present it in the form of a graphic story (with a pre-arranged framework) c. Presentation of each group	45 mins (5 mins intro, 25-30 mins prep work, 3-5 mins presentation each group)

5. Choice of SDGs	15 mins
6. Kahoot / Mentimeter about the content of the WS	10 mins
7. Wrap-up & evaluation of objectives	5 mins

NAOMIE 4th Workshop:

Successful stories about SDGs. Choose 3 SDGs that they'll choose. Create action plans on what to do after the training. Jorge

Needs:

- Inspired participants to bring about change

Aims:

- To inspire participants to create change through advocacy campaigns on SDGs

Objectives:

- Participants hear from 2-3 external speakers about their SDG success stories.
- Participants will collectively select 3 SDGs to keep working on them after the workshop series ends.
- Participants create a first draft action plan on each of the SDGs.

Methodologies:

- Storytelling from inspiring externals
- Working in small groups
- Big group collective decision making
- Drafting action plans

- Presenting their work to the bigger group

Implementation:

- 2 external speakers
- Zoom breakout rooms
- Miro

Evaluation:

- Short survey at the end of the workshop. Perhaps at the beginning and end, with impact measurement on inspiration to create change and implement action plans.

Workshop flow:

1. Intro to workshop objectives (5m)
2. Introduction of the first speaker and first speaker talk (15m)
3. Introduction to second speaker and second speaker talk (15m)
4. Q&A (15m)
5. Choose the 3 SDGs -
6. Introduction to Action plan drafting (10m) and objectives
7. First activity

4th WORKSHOP:

- + Explain NAOMIE in 20m so they can use it on their own
- + Explain the structure of the rest of the workshop 3m
- + Make the groups for the three SDGs 5m
- + Basis of your campaign 15m
 - + Identify where
 - + Identify issues that happen in that place you want to change related to your SDG
- + (NAO)MIE 20 (MIE is left for the digital campaign - we're helping them) - 20m
- + Create a Digital campaign 30m
 - + Identify demands
 - + Identify key stakeholders
 - + Identify actions
 - + Timeless timeline of actions

- + Name your campaign
- + Present 27 and finish

CID Youth Exchange in Fiji

Youth exchange in Fiji

Needs:

- To have a good understanding of the SDGs so they can start advocacy campaigns
- To introduce the series of workshops to the participants
- Introduction into different online tools for creating the advocacy campaigns
- To visit relevant institutions and acquire knowledge regarding the SDGs implementation
- To engage with local groups in terms of intercultural learning and exchanging practices

Aims:

- To introduce the participants to SDGs, so they can create advocacy campaigns
- To brainstorm the SDGs separately and link them to the real policies and practices on the state level
- To make a clear connection between the SDGs and the institutions that are contributing in that within their country
- Intercultural learning and understanding the differences in the implementation of the SDGs in diverse cultural settings

Objectives:

- Participations got to know each other & to be well introduced with the program of the exchange
- Participants to be able to talk about the SDGs within a small group as well as on the plenary session
- Participants understand what the SDGs are.
- Participants understand how the SDGs work technically
- Participants are introduced with the relevant institutions and bodies within their countries that are in charge of implementing the SDGs
- Participants understand the difference in the cultural setting regarding the implementation of the SDGs
- Participants are able to interpret their gained knowledge through online advocacy campaigns by using different online tools

Methodologies:

- Work in small groups
- Work in the plenary sessions
- Creative presentations and visuals for the advocacy campaigns

Implementation:

- Space for working in groups

Evaluation:

- Evaluation on the level of the group for the learned things and future implementation of the advocacy campaigns and gained knowledge

Youth exchange flow:

Getting to know each other

- Informal gathering of the participants to get to know each other

The visit of the Parliament in Suva

- Visiting the Parliament and obtaining information regarding its establishment, composition and inclusion of the young people among the MPs
- Imposing questions regarding the work of the Fijian Parliament
- Discussion regarding the implementation of the SDGs in Fiji and the Parliament's engagement in that process

The visit of the Blue Pacific Village

- Visiting the ceremony of the representatives of the Pacific Islands

The visit of the Pacific Theological College

- Introduction into the Young Academic – “Changing the Story” program
- Introduction of the different activities that the program participants have undertaken and are closely connected with the SDGs
- Discussion with the students & sharing experiences

Session(s) with the participants

- Discussion within the groups about the SDGs and the meaning of the SDGs for the participants' community and country
- Group work in detecting the key priorities within the participants' community, regarding a specific SDG
- Presentation of the group work and conclusions on the plenary sessions & discussing them with the other participants



- Creating the content regarding a specific SDG for the advocacy campaign
- Receiving feedback and improving the campaigns
- Discussion of the youth bodies/umbrella organizations/CSOs regarding their work on local level and contribution towards the fulfillment of the SDGs

CID Youth Exchange in Kenya

Youth exchange in Kenya

Needs:

- To have a good understanding of the SDGs and their interconnection with the human rights
- To introduce the series of workshops to the participants
- Introduction into different online tools for creating the advocacy campaigns
- Introduction into different documents and institutions for implementation of the human rights
- To engage with local groups in terms of intercultural learning and exchanging practices

Aims:

- To introduce the participants to SDGs & human rights, so they can create advocacy campaigns
- To brainstorm the SDGs separately and link them to the real policies and institutions on the state level
- To make a clear connection between the SDGs and the human rights
- Intercultural learning and understanding the differences in the implementation of the SDGs in diverse cultural settings

Objectives:

- Participants get to know each other & are well introduced with the program of the exchange
- Participants understand what the SDGs and human rights are.
- Participants are able to talk about the SDGs and human rights within a small group as well as on the plenary session
- Participants understand how the SDGs work technically
- Participants are introduced with the relevant institutions and bodies within their countries that are in charge of implementing the SDGs and human rights

- Participants understand the difference in the cultural setting regarding the implementation of the SDGs and fulfilling the human rights encompassed within a specific SDG
- Participants to be able to interpret their gained knowledge through online advocacy campaigns by using different online tools

Methodologies:

- Work in small groups
- Work in the plenary sessions
- Creative presentations and visuals for the advocacy campaigns

Implementation:

- Space for working in groups

Evaluation:

- Evaluation on the level of the group for the learned things and future implementation of the advocacy campaigns and gained knowledge
- Individual evaluation on the Google form

Youth exchange flow:

Getting to know each other & expressing the expectations for the youth exchange

- Energizes and name games for getting to know each other

Human rights bingo

- Learning about human rights and human rights relevant institutions through human rights bingo

Barometter

- Discussion of the specific statements related to human rights by using the technique of barometter

Session(s) with all the participants

- Group work on the specific rights group and its connection with the specific SDGs
- Research and upgrade the previous group work
- Presentation of the group work

- Learning different types of online tools for creating the advocacy campaigns regarding the results of the group work
- Incorporating the group findings into a specific digital (online) format like video, picture, presentation etc. For further dissemination as an online advocacy campaign

