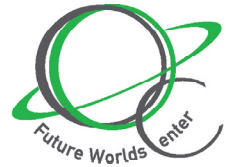# REPORT

What initiatives/actions/projects/policies would you propose, which if implemented by youth organizations would foster the understanding of the interconnectedness between the developing countries and the European Union thus contributing to the successful implementation of the SDGs and helping create a strong and sustainable North-South network of young people and/or educational institutions?

A Structured Democratic Dialogue to support the group develop a Plan for Action, which they all feel empowered and committed to implement within the next few months.

Global Education Goes Local

Future Worlds Center

SDD

Authors: Jordan Kent, Margarita Asparuhova-Kandilarova, Mkyeku Onesmo kisanga
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Bright Kwasi Ekuful, Michael Boampong, Bright Kwasi Ekuful, Leticia Oppong
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Kwame Antwi

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Facilitators: **Yiannis Laouris, Jordan Kent, Kerstin Wittig**

Project: GEGL

Global Education Goes Local (GEGL) is a project that aims to foster commitment of European citizens to take an active role towards meeting the challenges of the interdependent world we live in, based on awareness and critical understanding of their two-way relations with the issues of global development.

The Aim of the Dialogue

Purpose of Process

To support the group develop a Plan for Action, which they all feel empowered and committed to implement within the next few months.

The application of Dialogic Design Science requires Facilitators to strictly comply with 7 Laws, which evolved within the community of theoreticians and practitioners between 1995 and 2006:

Requisite:
(1) Variety (Ashby)
(2) Parsimony (Miller)
(3) Saliency (Boulding)
(4) Meaning and Wisdom (Peirce)
(5) Authenticity and Autonomy (Tsivacou)
(6) Evolutionary Learning (Dye)
(7) Action (Laouris)

References:
http://futureworlds.eu/wiki/Structured_Democratic_Dialogue

http://dialogicdesignscience.wikispaces.com/Laws+%287%29

The science is axiomatic and is grounded on empirically validated axioms:
(1) Complexity Axiom
(2) Engagement Axiom
(3) Investment Axiom
(4) Logic Axiom
(5) Epistemological Axiom
(6) Boundary-Spanning Axiom

References:
http://futureworlds.eu/wiki/Foundational_Axioms_of_Dialogic_Design_Science

About Structured Democratic Dialogue

All discussions between participants were facilitated using the Structured Democratic Dialogue (SDD) methodology. The SDD uses a strict and structured facilitation process supported by technology to capture the authentic opinions and views of participants. Specially designed software helps shorten the time needed to explore the influences that one idea might exert on another using an intelligent optimization algorithm known as Interpretive Structural Modeling (ISM).

For about 3-4 hours participants submit single sentence responses as well as long clarifications in response to a specific Triggering Question. In the Co-Laboratory (this term is preferred over 'workshop' to emphasize the fact that participants explore and discover together). Triggering Question was:

> **What initiatives/actions/projects/policies would you propose, which if implemented by youth organizations would foster the understanding of the interconnectedness between the developing countries and the European Union thus contributing to the successful implementation of the SDGs and helping create a strong and sustainable North-South network of young people and/or educational institutions?**

During the first hours, other participants may ask for clarification, but not express judgments. A bottom-up approach is subsequently applied to cluster all statements into groups according to similarity and then participants are asked to choose the five they consider most important. The Statements that receive two or more votes enter the final discussion in which participants explore influence relations such as:

> If we make progress in addressing Challenge (or Action) X
>
> Will this help us SIGNIFICANTLY address Challenge (or Action) Y?

Since the number of combinations is on the order of several hundrends, the ISM algorithm is applied to reduce them on the order of a hundred using inductive logic, thus making it possible for the participants to explore the full spectrum of the issue. The result is an Influence Map, which is a tree structure that represents the collective wisdom of the participants and their consensus as to which Challenges (or Actions) are the most influential, i.e., ideas that end up at the root of the map are much more influential when it comes to addressing the overall challenge.

The SDD approach emerged in the '70s out of the works of the Club of Rome founded by Aurelio Peccei an Italian Industrialist (1970). John Warfield and his group are credited for developing the ISM algorithm, the scientific grounding within a Science of Generic Design, and the first version of the methodology, which was known as Interactive Management (IM) (Warfield, 1976, 1982; Warfield & Cardenas, 1994). IM evolved into SDD through contributions of Aleco Christakis and the 21st Century Agoras Group (for books and comprehensive reviews: Christakis and Bausch, 2006; Flanagan and Christakis, 2009; Schreibman & Christakis, 2007; Laouris 2012). Hasan Özbekhan, co-founder and first director of the Club of Rome wrote the original prospectus for The Club of Rome, The Predicament of Mankind (Club of Rome, 1970), which served as vision for systems scientists addressing issues of energy, overpopulation, depletion of resources and environmental degradation (1969, 1970).

Özbekhan is credited for the formulation of the Axiom of Engagement, which states "it is unethical to design action plans for complex social systems without the engagement of the community of stakeholders." The SDD evolved into its present format with contributions of Yiannis Laouris and his group at Future Worlds Center. They have introduced a hybrid version, i.e., partly face-to-face and partly synchronous, and they developed a free App known as IdeaPrism, which allows the collection of contributions (both text and video) as well as their evaluation using multiple criteria (e.g, SMART; Delphi method, etc.).

They have also developed Cogniscope v3 using requirements proposed by the international community of practitioners for a next-generation tool (conducted as virtual SDD in 2012; Laouris, Y., Christakis, A. N., Dye, K. M., et al., 2012), ISM Parallel, and other advanced tools used in the SDDs of this project (see section: Using Cutting Edge Technologies).

Laouris is credited for the Law of Requisite Action, which states that 'the capacity of a community of stakeholders to implement a plan of action effectively depends strongly on the true engagement of the stakeholders in designing it. Disregarding the participation of the stakeholders the plans are bound to fail."

The graph illustrates the steps of implementation of a typical SDD process.
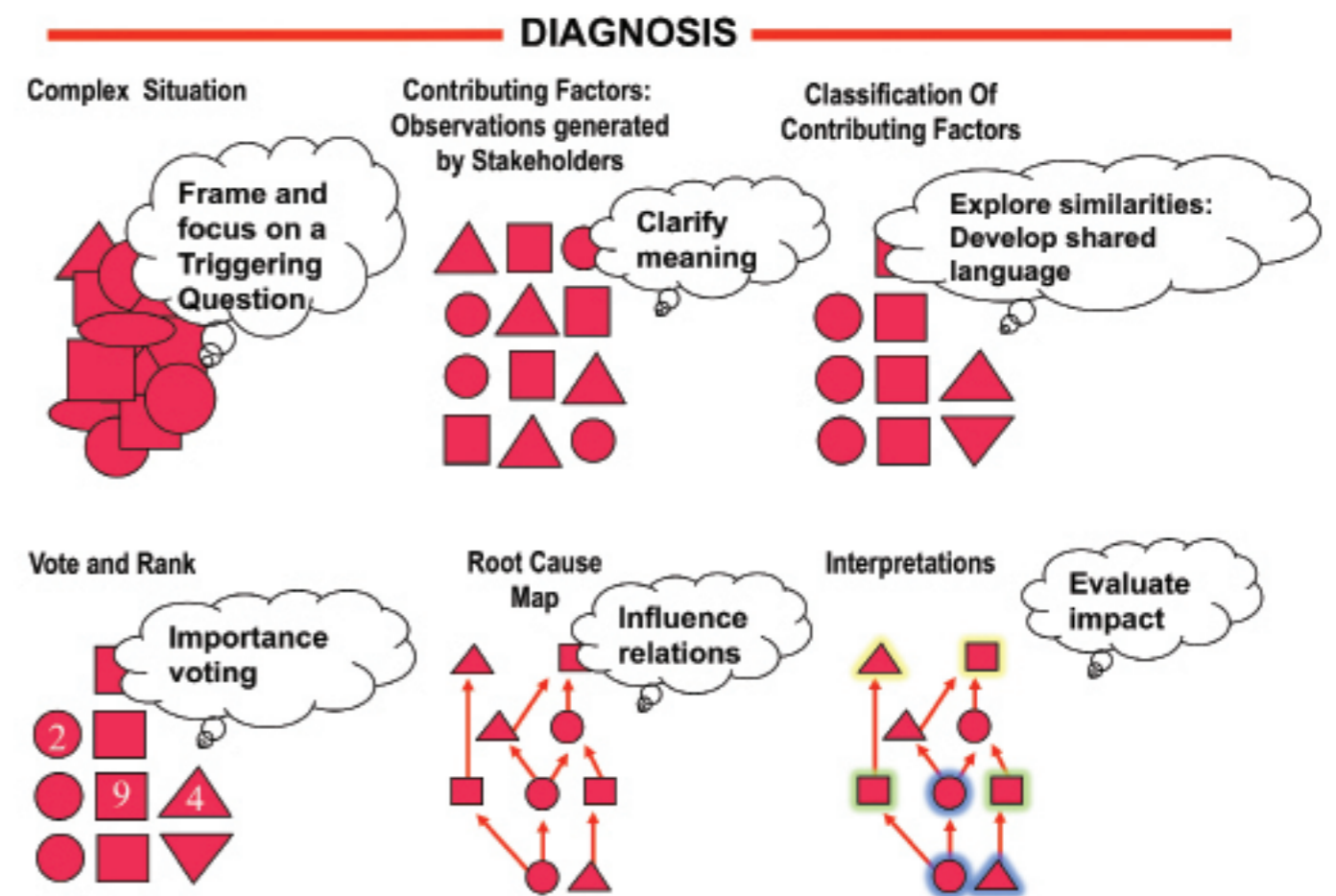
The SDD methodology was chosen over other options for a number of reasons, such as (a) its current format makes extensive use of technology, thus making it more efficient and attractive to young people, (b) the results of the discussions reflect the genuine views and authentic opinions of the participants (i.e., no "editing" of what is said is permitted), (c) the implementation of SDD introduces and cultivates important aspects of democratic processes, and (d) the project coordinators are world pioneers, have extensive experience and have implemented co-laboratories worldwide using SDD.

Using Cutting Edge Science & Technologies

For the implementation of this Co-Laboratory, several cutting-edge technologies and scientific methodologies have been applied. A brief summary of relevant technology is provided.

SDD: Structured Democratic Dialogue

A dialogue conducted in compliance with the Dialogic Design Science. Also referred to as Structured Democratic Dialogue Process, or Structured Dialogic Design Process (SDDP).

ISM: Interpretive Structural Modeling

Invented by John N. Warfield (1989). Provides a structured method for dealing with complex situations: generates a visual map of the situation (or problem) that is used to obtain new insights, and construct new approaches to the problem at hand. Incorporates pairwise comparison, transitive logic and concept synthesis to construct an influence map. ISM is embedded in the CogniScope v3.2 Classic.
http://reinventdemocracy.info/w/Interpretive_Structural_Modeling

DDS: Dialogic Design Science

DDS is the theoretical foundation of the Methodology. The actual implementation process is described as Structured Democratic Dialogue.

Cogniscope v3.2 Classic

Software that supports the implementation of face-to-face dialogues designed in compliance with the requirements imposed by Dialogic Design Science. The original CogniScopeTM was designed by Aleco Christakis and developed by CWA Ltd. The requirements for CogniScope v3.2 Classic were developed by theoreticians and practitioners from across the world, that participated in a virtual SDDP organized by Future Worlds Center and the Institute for 21st Century Agoras in 2012. The Classic v3, developed by Ekkotek Ltd., runs on Windows and Mac computers, and includes almost all requirements requested by the community. http://ekkotek.com/index.php/products/wisdom-tools/cogniscope3

IdeaPrism

This free cutting-edge App has been used during the Co-Laboratory to video record all Participants' contributions, thus making them avaliable in a fully euthentic form at all later stages. Available as App and on the web, it facilitates the implementation of face-to-face as well as asynchronous and hybrid dialogues. The only tool that allows video clarifications, App-to-App communication, voting using multiple criteria as well as real-time virtual projections of all SDD outputs, either as web walls or as illustrations ready to be projected using a beamer.
http://www.ideaprism.net

The Co-Laboratory and its Triggering Question

Before a Structured Democratic Dialogue Process can begin, it is imperative to agree on a very concrete question that kindles (triggers) specific responses to the issue at hand.

What initiatives/actions/projects/policies would you propose, which if implemented by youth organizations would foster the understanding of the interconnectedness between the developing countries and the European Union thus contributing to the successful implementation of the SDGs and helping create a strong and sustainable North-South network of young people and/or educational institutions?

Idea Generation

After carefully examining the Triggering Question and briefly discussing the ideas submitted previously on Idea-Prism, the participants were asked to state their ideas in response to the TQ, using a single sentence statement. In this phase, the Facilitator asked one by one, in a round-robin manner, all participants for their statements. The process continued in multiple rounds until all ideas were collected. At this stage, no judjemental statements were allowed, in compliance with the SDD theory and practice.
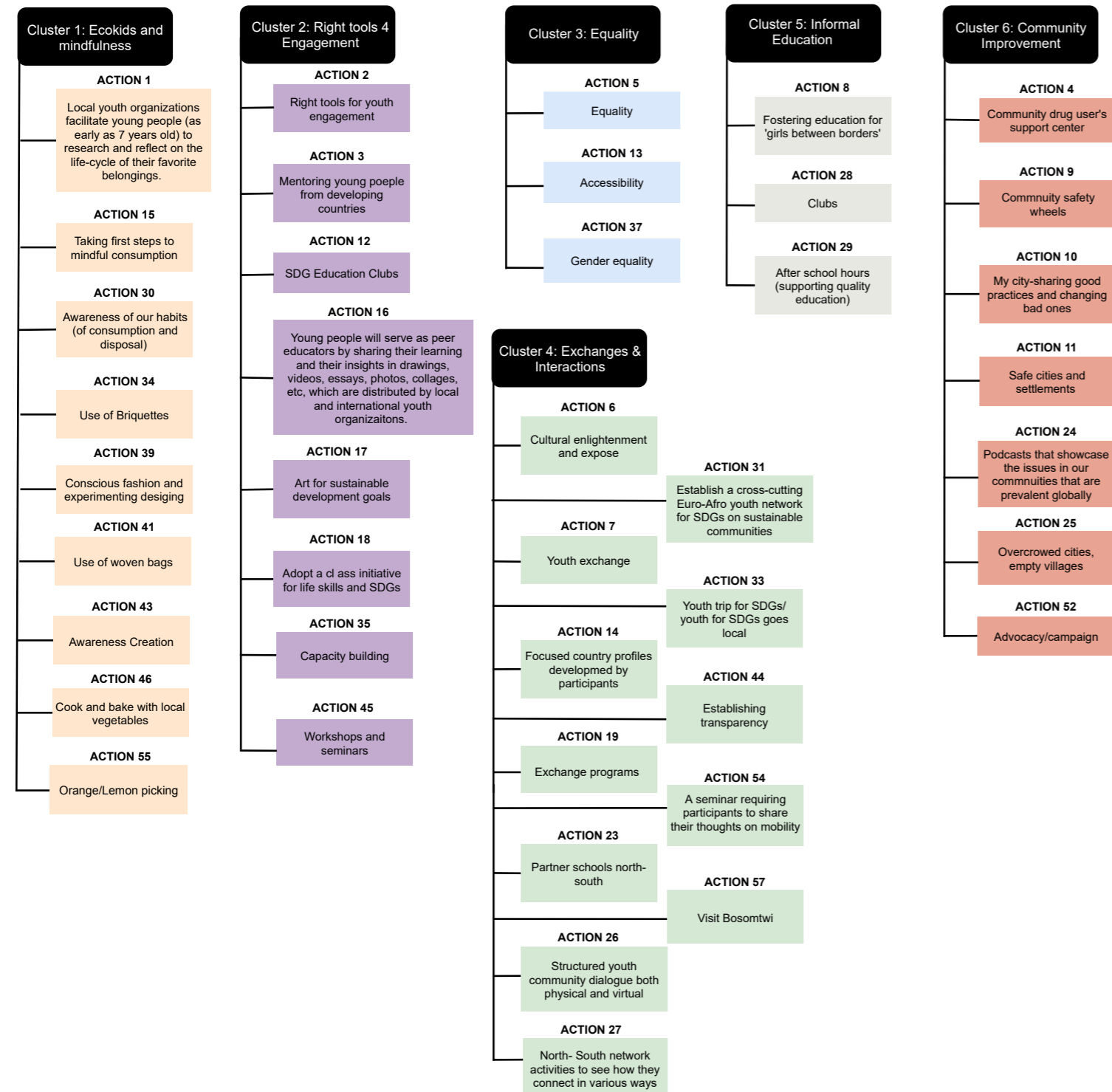
Clarifications

In the following stage, each participant was given the floor to explain his/her idea(s) to the rest of the participants. The goal was that everyone was clear about the meaning. Clarifications were now recorded directly through Idea-Prism and available on YouTube, for others or co-participants to have the possibility to watch them at a later stage.

The participants produced **56 Ideas** in response to the Triggering Question.

Cluster 1: Ecokids and mindfulness

ACTION 1
Local youth organizations facilitate young people (as early as 7 years old) to research and reflect on the life-cycle of their favorite belongings.

ACTION 15
Taking first steps to mindful consumption

ACTION 30
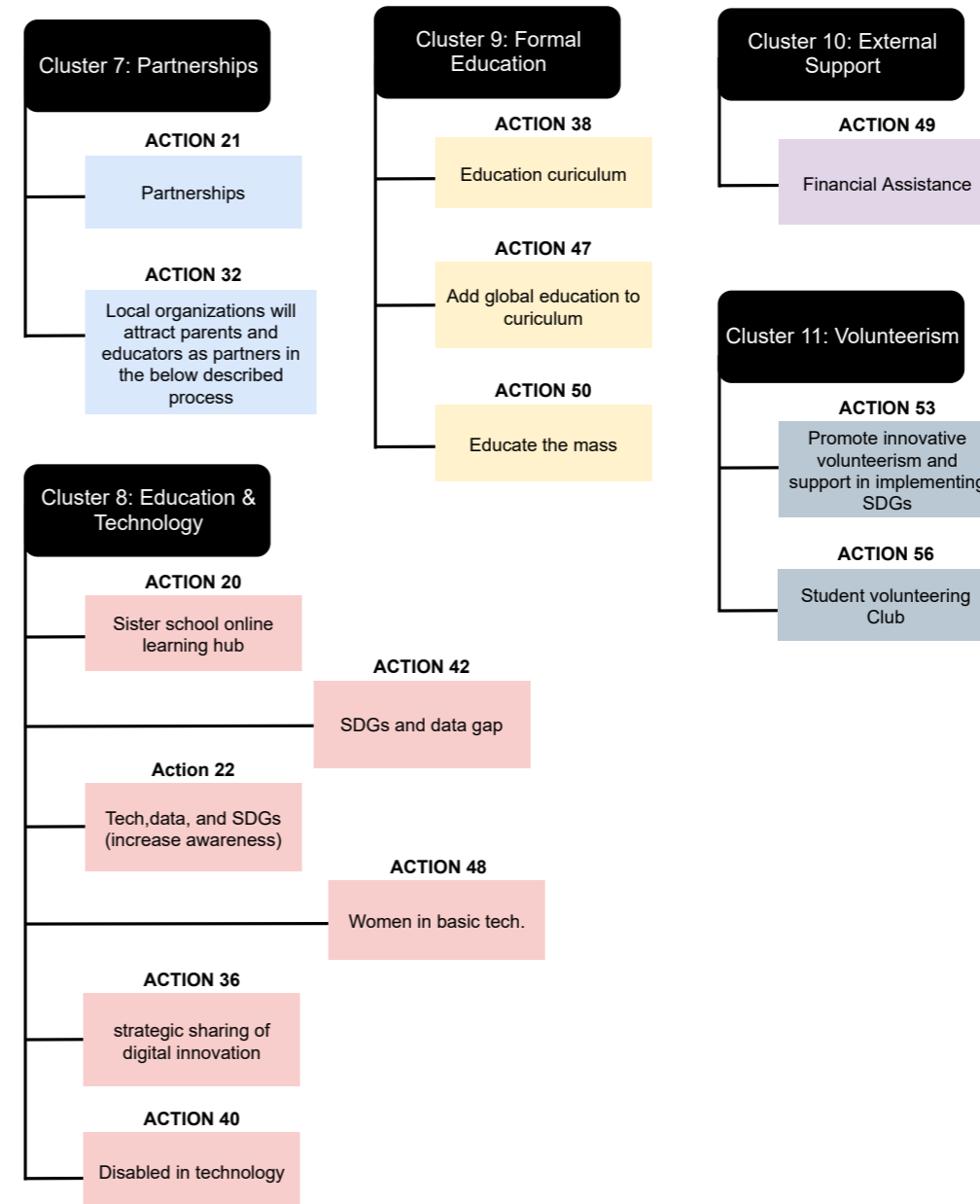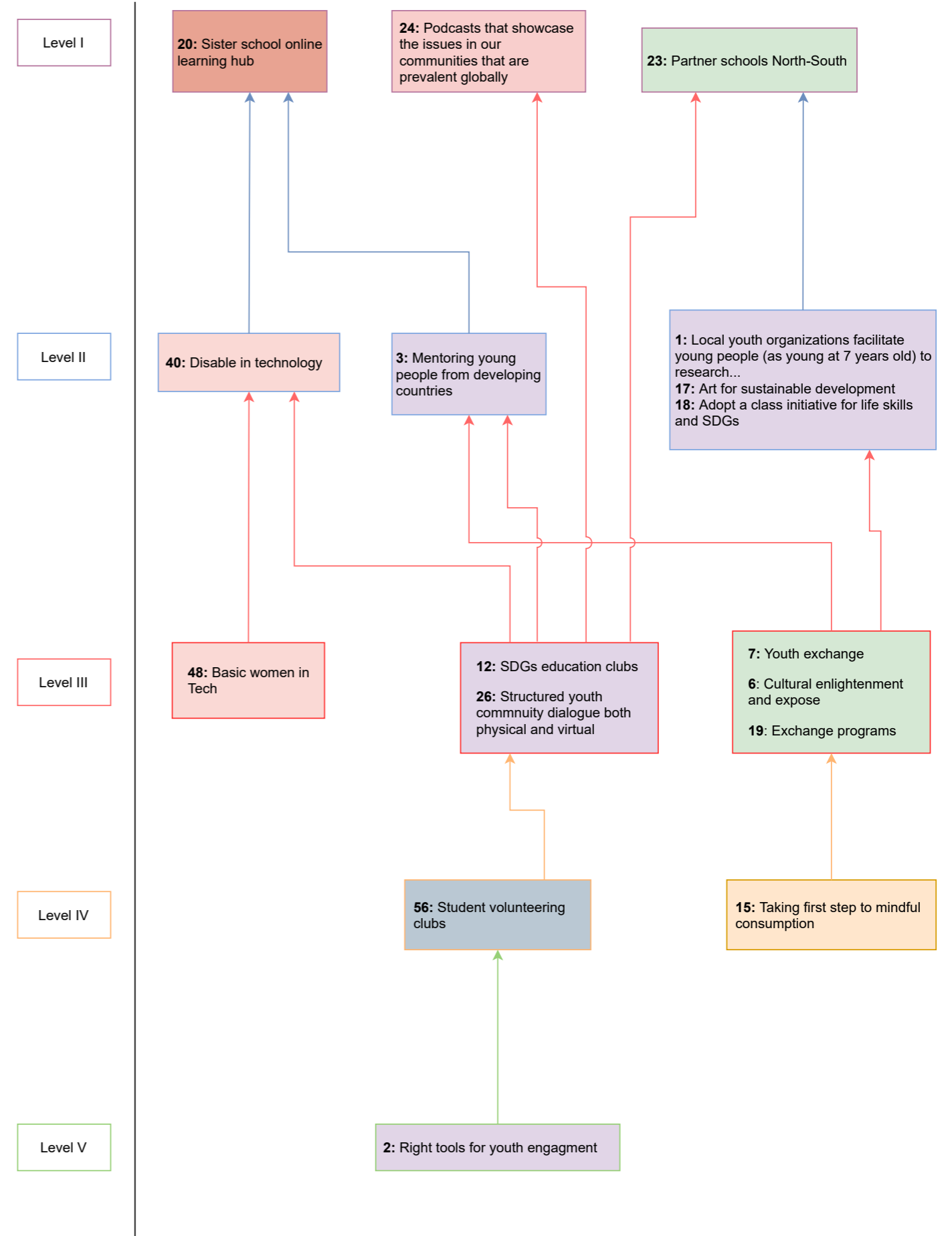Awareness of our habits (of consumption and disposal)

ACTION 34
Use of Briquettes

ACTION 39
Conscious fashion and experimenting desiging

ACTION 41
Use of woven bags

ACTION 43
Awareness Creation

ACTION 46
Cook and bake with local vegetables

ACTION 55
Orange/Lemon picking

Cluster 2: Right tools 4 Engagement

ACTION 2
Right tools for youth engagement

ACTION 3
Mentoring young peeple from developing countries

ACTION 12
SDG Education Clubs

ACTION 16
Young people will serve as peer educators by sharing their learning and their insights in drawings, videos, essays, photos, collages, etc, which are distributed by local and international youth organizaitons.

ACTION 17
Art for sustainable development goals

ACTION 18
Adopt a cl ass initiative for life skills and SDGs

ACTION 35
Capacity building

ACTION 45
Workshops and seminars

Cluster 3: Equality

ACTION 5
Equality

ACTION 13
Accessibility

ACTION 37
Gender equality

Cluster 4: Exchanges & Interactions

ACTION 6
Cultural enlightenment and expose

ACTION 7
Youth exchange

ACTION 14
Focused country profiles developmed by participants

ACTION 19
Exchange programs

ACTION 23
Partner schools north-south

ACTION 26
Structured youth community dialogue both physical and virtual

ACTION 27
North- South network activities to see how they connect in various ways

ACTION 31
Establish a cross-cutting Euro-Afro youth network for SDGs on sustainable communities

ACTION 33
Youth trip for SDGs/ youth for SDGs goes local

ACTION 44
Establishing transparency

ACTION 54
A seminar requiring participants to share their thoughts on mobility

ACTION 57
Visit Bosomtwi

Cluster 5: Informal Education

ACTION 8
Fostering education for 'girls between borders'

ACTION 28
Clubs

ACTION 29
After school hours (supporting quality education)

Cluster 6: Community Improvement

ACTION 4
Community drug user's support center

ACTION 9
Commnuity safety wheels

ACTION 10
My city-sharing good practices and changing bad ones

ACTION 11
Safe cities and settlements

ACTION 24
Podcasts that showcase the issues in our commnuities that are prevalent globally

ACTION 25
Overcrowed cities, empty villages

ACTION 52
Advocacy/campaign

Cluster 7: Partnerships

ACTION 21
Partnerships

ACTION 32
Local organizations will attract parents and educators as partners in the below described process

Cluster 8: Education & Technology

ACTION 20
Sister school online learning hub

Action 22
Tech,data, and SDGs (increase awareness)

ACTION 36
strategic sharing of digital innovation

ACTION 40
Disabled in technology

ACTION 42
SDGs and data gap

ACTION 48
Women in basic tech.

Cluster 9: Formal Education

ACTION 38
Education curiculum

ACTION 47
Add global education to curiculum

ACTION 50
Educate the mass

Cluster 10: External Support

ACTION 49
Financial Assistance

Cluster 11: Volunteerism

ACTION 53
Promote innovative volunteerism and support in implementing SDGs

ACTION 56
Student volunteering Club

Clustering - Ideas into Groups

The ideas were clustered into 11 categories based on similarities and common attributes as shown in the diagram.

Structuring Challenges in an Influence Map

At this stage, participants were asked to explore influences of one idea on another. They were asked to decide whether making progress in resolving one Challenge would SIGNIFICANTLY make the resolution of another Challenge easier. If the answer following a structured discussion was "Yes" with a great majority (67%), an influence was established on the map of ideas. The participants structured first those challenges that received four or more votes. Then three more challenges were selected. Those five challenges are highlighted in the voting table opposite this page and all appear in the Influence Map.

The resulting Influence Map, consisting of three different levels, is shown below. The way to read such a tree structure is that Challenges at the bottom are root causes. In this structure Action #2 and Action #15 are the most influential. It is recommended that the focus should be on addressing these actions first in order to leverage progress on the other actions.

Level I

20: Sister school online learning hub

24: Podcasts that showcase the issues in our communities that are prevalent globally

23: Partner schools North-South

Level II

40: Disable in technology

3: Mentoring young people from developing countries

1: Local youth organizations facilitate young people (as young at 7 years old) to research...
17: Art for sustainable development
18: Adopt a class initiative for life skills and SDGs

Level III

48: Basic women in Tech

12: SDGs education clubs

26: Structured youth commnuity dialogue both physical and virtual

7: Youth exchange

6: Cultural enlightenment and expose

19: Exchange programs

Level IV

56: Student volunteering clubs

15: Taking first step to mindful consumption

Level V

2: Right tools for youth engagment

#2: Right tools for your engagment

#	Votes	Challenge
1	**4**	**Local youth organizations facilitate young people (as early as 7 years old) to research and reflect on the life-cycle of their favorite belongings.**
7	**4**	**Youth exchange**
17	**4**	**Art for Sustainable Development Goals**
18	**4**	**Adopt a class initiative for life skills and SDGs**
2	**3**	**Right Tools for Youth Engagement**
3	**3**	**Mentoring young peopel from developing countries**
6	**3**	**Cultural enligntenment and expose**
12	**3**	**SDG Education Clubs**
19	3	Exchange programs
48	3	Women in Basic Tech
56	3	Student Vounteering Club
4	2	Community Drug User's Support Center
15	2	Taking first steps to mindful consumption
20	2	Sister school online Learning Hub
23	2	Partner schools North-South
24	2	Podcasts that schowcase the issues in our commnuities that are prevalent globally
31	2	Establish a cross-cutting Euro-Afro YOuth Network for SDGs on Sustainable communities
40	2	Disable in Technology
8	1	Fostering education for 'Girls Between Borders'

To achieve sustainable change, the most effective approach is for change makers to identify and implement the right tools for youth engagement.

The influence of a challenge is a more impactful way to prioritize what to do than the initial votes. Note that actions #1, 7, 17, and 18 all received more votes than Action #2. The deeper investigation of influence led the group of participants to learn and refine their priorities.

Idea #	1
Author	Margarita Asparuhova
Statement	**For one month, 4 local youth workers will prompt and facilitate online 100 children (7-12 years) to research and reflect on the life-cycle of their favorite belongings.**
Clarification	The children and young people will be encouraged and supported to research the origins of everyday items – clothing, electronic devices and food, and discuss if their production has been safe and fair. Concepts such as fair-trade, organic and sustainable growth, over-consumption, carbon footprint, child labor will be introduced and explained in an age-appropriate way. Then, the children will discuss what usually happens with their belongings, when they don't need them anymore or can't use them for one reason or another – concepts like donations, recycling, product lifespan will be discussed.

Idea #	2
Author	Abiba
Statement2	**Right Tools for Youth Engagement**
Clarification	Engaging the youth using the right tools in order to increase their interest about development and the sustainable development goals (awareness creation). Tools such as Tug of War, Circle of support and Shark Island where all the youth will be at center or island (relating it to an SDG) and making it revolve around them so they can have in depth discussions around them. Online trainings, seminars, webinars are also some tools that can be used.

Idea #	3
Author	Mihaela Mursa
Statement	**Mentoring 50 young people (25 girls and 25 boys) from developing countries, on a period of one year, through one hour video calls, once per week**
Clarification	A lot of youngsters from developing countries (and already developed countries) need to see examples of people who are/were focused on their studies, who choose different career paths, who are independent and/or self-sustained. That's why, during these mentoring meetings, the mentors will have a well planned curriculum on different subjects, but also leave space for the girls and boys to share freely, to guide the discussion in areas they feel the need. The mentors can approach any field, for example: career advice, mental health, emotional education, sexual education, SDGs or any other subjects they think useful for the youngsters. At the beginning of the project, the mentees will fill a questionnaire, in which they will rank their general knowledge on the topics chosen in the curriculum, as well as their general well-being. At the end of the project, they are going to fill the same questionnaire. The results will be compared and the short term impact of the project will reflect on the young people's improvement. The goal would be to have 25 mentors and 50 young people (gender balanced) The connection of mentors from north and the mentees from south will be strengthened, This could take place over one year, one meeting per week.

Idea #	4
Author	Emmanuel
Statement	**Community drug user's support center**
Clarification	Work alongside locals to run a drug awareness community center in Edweniasi - Kumasi . Volunteers will run daily outreach walks into the community to help keep users and non-users safe, raise drug awareness and assist with other projects related to this program.

Idea #	5
Author	Bright
Statement	**Equality**
Clarification	Equality would help do away with racism. This is because no individual would see themselves as superior to others and this would bring about peaceful coexistence.

Idea #	6
Author	Leticia
Statement	**Cultural enlightenment and expose**
Clarification	Culture is a way of life for a group of people. Through the expression of culture, a lot can be learnt from a particular group of people. The make-up of culture involves the food, clothing, dance, etc. of a particular society. Therefore, I believe one of the means to aid in the bridging of the gap between the western world and the sub-Sahara Africa in working towards the achievement of SDG goals is through culture. Various participants from the countries or natives they represent or come from can do this through presentations. Participants can choose to talk about how a local dish is prepared in their country and its health benefit or talk about a common traditional dance or anything cultural activity they deem fit to share. After the presentations are done, participants will be put into groups to practice what has been shared. Participants will then share their new experiences from the various cultural activities displayed. Participants will be advised to inculcate the new knowledge acquired in their organizational programs or activities.

Idea #	7
Author	Ali Zahedi
Statement	**Student exchange programs.**
Clarification	Student exchanges allow for the sharing of ideas, practices, experiences and realities. This could be exchanged for 6 months and encouraged by the ministers of education. There could/should be incentives for the government to encourage these kinds of projects.

Idea #	8
Author	Melih Çağdaş Atlıhan
Statement	**Fostering Education for 'Girls Between Borders'**
Clarification	In order to address the gender inequality in education among irregular migrants waiting to move between borders, a camp will be chosen in a South country- based on feasibility of implementation. 5 trainers with stories to present success stories from the North (preferably immigrant or refugee) will prepare and apply a curriculum based on their life experiences, needs of the girls and overall educational purposes. 4 Groups of 25 girls each, to attend 5 working days of training. Each group of 25 girls is replaced every week in a period of 4 weeks. In the end, the outcome will be monitored by questionnaires, feedback will be gathered and published. Girls in camps suffering different form of gender related discrimination in terms of education, an inclusive experience and learning through sharing. The impact of this project would be over 100 girls would be possible by tracking how many of them want to continue education. 5 trainers and a well-organised curriculum to follow would be enough. Recruiting participants would be easier in a particular camp. Compared to boys in camps, girls face more challenges when it comes to education. Presenting role-models would highlight that being disadvantaged at one point is not a destiny. 4 weeks of daily training during weekdays, each week to complete a curriculum for 25 girls.

Idea #	9
Author	Kwame Antwi
Statement	**Community safety wheels**
Clarification	Community safety wheels will provide mentorship programs and safer driving awareness to help reduce road accidents. Since most youths procure driver's licenses through foil means, this project would help reduce the middlemen/agent's involvement in the acquisition of licenses.

Idea #	10
Author	Mihaela Mursa
Statement	**My City - Sharing good practices and changing bad ones**
Clarification	During one month period, 25 young people from North will be in connection with 25 young people from South, via 1 to 1 video calls, once per week, sharing good practices from their communities/cities (pictures, videos, stories) and sharing things they would like to change. Each person will decide together with their partner on one thing they can change/influence in their community and then help each other achieve it during the next three months. During the three months period, all the people will have access to a mentor (expert on sustainability, specially applied in communities) who can support them implement their ideas. After the three months, all 50 people come together (video call) and share their achievements. At the end of a project, a short movie can be made with all the participants and their results. Each participant will have a specific achievement, so short term impact of the projects are 50 actions/achievements The goal would be to have 50 young people (gender balanced), 5 mentors. This would increase the awareness of SDG 11. The project would take place over 4 months and one month to collect the feedback, the achievements and make a final video.

Idea #	11
Author	Sarah Asiedu
Statement	**Safe cities and Settlements (sdg11)**
Clarification	The chill that passes through the spine when you have to walk through a dark area late after work or school requires an immediate response supporting goal 11. There is a need to make our cities safe for children, women, and people with differing abilities and men. The situation is a bit better when you are using a car. However, in a rural-urban settlement, not many can afford to own a car or even pay for dropping.. In order to make our cities safe for all we need a community shining away from the darkness. We need to sensitize communities,schools, and religious settings on keeping safe, resilient and sustainable cities.it's benefits and needs to individual persons by the end of 2029. Employing organization like the Young Urban Women's Movement and /or Act for life Organize a role play on the dangers and benefits of making our cities safe and unsafe for all and the benefits. The willingness to make surroundings a better place. This can be done by volunteers, community members, the district assembly.

Idea #	12
Author	Emmanuel
Statement	**SDG education clubs**
Clarification	This project idea is hugely rewarding as it seeks to make a difference in the Sustainable Development Goals Campaign in rural communities across the country (Ghana) and to the wellbeing of impoverished communities. Work may be done in rural schools. In schools, volunteers may help planting sustainable gardens to contribute to healthy lunches or educate about water hygiene and recycling projects. Time can also be spent in remote villages educating about the environment, healthy eating, and basic hygiene.

Idea #	13
Author	Bright
Statement	**Accessibility**
Clarification	Individuals should be allowed to have access to education and training freely so they can develop their skills. As part of this, there has been the introduction of free and quality education in Ghana whereby no matter how rich or poor one is, there is easy and free access to high school education so long as you qualify for entry.

Idea #	14
Author	Leticia
Statement	**Focused country profiles developed by participants**
Clarification	Participants share things from their home such as culture, dance, food, etc. This helps talk about issues, and learn from each other. Participants will give a detailed description of their country. Focusing on what their country is known for, major source of income in the country, tourist sites, common cultures within the country and the language or languages they speak. This will heloither participants to know what is happening in other parts of the world and and do away with any wrong assertion they have regarding that country. This will make working with individuals from other countries very easy as one would know the grounds on which he/she has to deal with various individuals. It will also help to know how to channel resources of a particular project, knowing the needs of that country through the shared country profiles. This project can be in person through drama, presentations, story telling etc. It can also be done virtually through presentations by including pictures and videos.

Idea #	15
Author	Melih Çağdaş Atlıhan
Statement	**Taking First Steps to Mindful Consumption**
Clarification	Based on the notion that states consumption is a trade-off between individuals and environment, and, developing responsibility from the early ages, we target two elementary schools from two distinct countries differing in consumption habits. Number of students is limited with the capacity of schools. We deliver to both schools a single page form asking what did they consume during the day and how much of that was disposable? All 1 month processes will be conducted daily and in the end the results will be exchanged in order to raise awareness about initial notion. Aiding children at elementary level to obtain responsible consumption habits or at least to raise awareness regarding the daily use of goods. The number would be limited based on two different schools in two countries, Every day a single-page table showing the overall consumption. To compare and share two results in the end in order to comprehend the alternative. Teachers would be responsible for delivering and collecting the daily surveys, data charts and results in numbers to be collected by a specialist and a report in the end to achieve a meaningful outcome. It is hugely important to plant the seeds in the field of consumption and to present differences in the young childhood. This is a step towards a positive change in future habits of consumption. 1 Month to observe and collect data, and later the surveys may be applied monthly for bigger consumption items as children move on to higher grades. Long term is possible.

Idea #	16
Author	Margarita Asparuhova
Statement	**Young people will serve as peer educators by sharing their learning and their insights in drawings, videos, essays, photos, collages, etc, which are distributed by local and international youth organizations.**
Clarification	If children perceive themselves as sustainable living ambassadors, they will embrace this identity in their everyday lives and will lead and inspire their peers by example.

Idea #	17
Author	Abiba
Statement	Art for Sustainable Development Goals
Clarification	Young people/change makersor/activists will be equipped with leveraging for opportunity skills to participate in decision making processes, Talk show platforms identified to exhibit their capabilities. These will go a long way to foster the interconnectedness and implementation of the sustainable development goals. Inventions and innovations in line with the sustainable development goals by the youth will be taken seriously for effective implementation of the SDGs. Engaging artists from all corners for artistic advocacy on the SDGs for effective implementation and attainment. This idea will require educating these artists on SDGs so they have a fair idea before the advocacy takes place.

Idea #	18
Author	Abdulkarim Taraja
Statement	Adopt a Class Initiative
Clarification	Adopt a Class Initiative is a practice where an individual or group or an organization undertakes to own a class in order to support it one way or the other. As a person, I have adopted 4 classes in 4 schools but yet to deliver my vision due to school closures as a result of Covid-19 Pandemic. With ACI, the mentor offers mentorship in Life Skills, health, leadership as well on matters of principle that are necessary for a person to coexist with others. The Classes are Pilot studies and in the long run will have connection with other colleagues in Europe. The target group are from age of 8-13 in Primary Education and Between 14-18 years in Secondary Schools. Our focus is largely growing with the right attitude, respect towards self and others; practice uttermost discipline and respect to humanity. We already have life skills curriculum that touch on these key human Values that mostly address teamwork, responsibility, decision making, respect and integrity. These key skills promote gender equality beginning with the young people. The adopt a class initiative targets marginalized areas in the community where challenges of responsible production and consumption is palpable and the project seeks to mentor young people in rural areas to engage in agricultural activities and responsible consumption.

Idea #	19
Author	Dorcas Mawuena Gakpetor
Statement	**Exchange Programs**
Clarification	There should be exchange programs between developing countries and european countries so that the youth can have interactions with their counterparts. It can be done during summer vacation periods, which is mostly the long vacation period for most countries. This can be best managed with young people in recognized organizations in both Developing Countries and countries in the European Union, especially inter-schools. The effectiveness can be measured by the writing of reports. The project could be done by heads of organizations as well as Ambassadors of both Developing Countries and countries in the European Union. It would be relevant to both countries as selected youth would learn different cultures from the counties they are assigned. This can be done during summer vacations annually.

Idea #	20
Author	Emmanuel
Statement	**Sister school online learning hub**
Clarification	Urban and Rural Schools project Hub has the idea of creating a rural-urban portal for a sister-school relation program. This seeks to facilitate the practice of online after school learning and exchange between (identified) rural community Schools and Urban Schools. The students will exchange letters, self-portraits, and posters illustrating homes, communities, and schools as some of the Best Practices.

Idea #	21
Author	Bright
Statement	**Partnerships**
Clarification	There should be partnerships between all the sectors of the world to ensure that education and training meets the needs of the local communities. All individuals must be empowered to take decisions and initiate actions where the demand and supply is created.

Idea #	22
Author	
Statement	tech , data, and SDGs (Deleted)
Clarification	

Idea #	23
Author	Jordan Kent
Statement	**Partner schools from Global north-south**
Clarification	There could be a program that matched schools in the global south to the global north and work together like pen pals. The students could share videos , books, etc. For example, the students from each school could come up with an initiative together, that both schools will do like a tree planting weekend. And they can share photos and videos of their events with each other.

Idea #	24
Author	Mkyeku Onesmo Kisanga
Statement	**Podcast**
Clarification	Having podcasts that showcase the back to back issues in our communities that are prevalent globally and having people engage. This could also be like listening sessions where we employ people in diverse communities and backgrounds to come forward and narrate a lucid representation of what is happening within their communities.i do know media has fake news and restrictions so getting in depth to the moral compass of a place can be hard.These youth will come forward with anonymity(if needed be). This will also highlight how communities are, enlighten us on what is happening, kill some stereotypes & prejudices and cognitive dissonance centered in those communities while allowing controversies to happen creating a better dialogue. This could also have sessions where we talk about SDG's.

Idea #	25
Author	Melih Çağdaş Atlıhan
Statement	**Overcrowded Cities, Empty Villages**
Clarification	Considering the different tendencies of migration between developed and developing countries (while it is rural to urban in latter and urban to rural in former), we select 10 individuals from each countries, the group from the "North" should be ones who migrated from cities to villages, and, second group from "South" are the ones who aspire to migrate from a village to a city. For 2 months, they will exchange all practices, motivations, challenges, unique conditions based on countries through scheduled online meetings or -if possible- physically exchanging the participants and the project into one month periods in two countries. Eventually, we collect qualitative and quantitative feedback through surveys or questionnaires to measure the impact in their perceptions about the subject. Target is individuals involved in urban-rural mobilisation, unique conditions of countries should be understood. Monitoring changes from initial thoughts regarding the possible reasons to move from urban-rural or vice versa. Using qualitative and quantitative data. Requires an organiser for meetings, an interpreter and an analyst to conclude outcomes. People's tendencies to move is key to understanding challenges about sustainable cities. Covers 2 months of active participation, aims lifelong changes in individual"s perception regarding the subject.

Idea #	26
Author	Abdulkarim
Statement	Structured youth community dialogue physically and virtually
Clarification	The virtual forum and physical meetings necessitated through the effects of Covid-19 perfectly offers great opportunity to hold youth dialogues on topical issues that matter such as gender equality, environmental conservation , climate change, education for sustainability, etc. This is possible by sharing with Youth in europe and developing African countries and sustaining the conversation and participation on implementation of sdgs. One virtual event per month that brings together youth in the community and those in the EU to participate in the meeting. Physical meetings in the ground will be hybrid where some are actively in the hall for dialogue as others join virtually. This kind of hybrid conference is already in use and many youth in marginalized communities have no such experience and this can be a better forum to reach to some of them.

Idea #	27
Author	Zora Kizilyurek
Statement	**Doing activities with participants from the North-South network**
Clarification	This project would involve a total of 12 participants, 6 from North, 6 from South Network. (to promote sdg 5, 6 female, 6 male participants) The initial duration suggested for this project is one week. This project is made up of 3 components. First, doing hands on activities together to be introduced to each other's culture, identity in order to foster the understanding of interconnectedness between them. This may include redesigning one of their clothes/t-shirts by adding a traditional sewing technique (such as Lefkara lace) or materials. It would create a fun and relaxed environment for participants to express themselves.It is also a low-cost activity, low foot-print activity. Second, this activity would also contribute to the next component of this project which is helping implement SDG 12. Redesigning clothes would promote sustainability by encouraging participants to reuse their clothes, reflect on their consumer habits, think about what needs to be done to achieve a more balanced and sustainable world. It is also a low-cost, low foot-print and sustainable activity. The final component of this project is giving training/talks/raising awareness in promoting SDGs. For example, an expert can talk to raise awareness about the importance of sustainability. How it affects everyone both in the South and North network. For example, how consuming habits of someone or in overall unsustainable ways in the overall North network may affect those in the South network. This training could demonstrate how those in South and North are connected and how the way we live our lives affect/influence each other. Or an influencing person (potentially a woman) with a story of breaking rules on the perception of gender roles can talk about her experience, how starting/staying in education, having a job/career have brought positive results in her life. This would contribute to making both male and female participants think about gender roles.

Idea #	28
Author	Bright
Statement	**clubs**
Clarification	Clubs are also a very useful avenue that would create equality and partnerships for instance, creating SDG clubs would bring people from all walks of life to participate in the execution of common goals. Let me give an example: in high school we had clubs search as GUNSA (Ghana United Nations Students Association), and this club had an agenda which didn't consider who the person is or where the person is coming from.

Idea #	29
Author	Sarah Asiedu
Statement	**After school hours (sdg4)**
Clarification	The problem of lack of academic help for students at home is a reality that renders some (vulnerable) children lurk behind in academics and incapable of competing with other kids. The after school hours will make volunteers available to assist students with their school activities and organiza a weekend fun and learning time for students. Make volunteers available to assist students with their school activities and organize a weekend fun and learning time for students. And help students to do their school activities like homework and reading with fun on weekends. Students will be able to read from the weekend reading club and find other alternatives of understanding what happened in school. In as much as education is important, one needs a total well being to be able to make meaning into what happens around them, which is why activities like this wou;d have to hold on until there is global calmness from the pandemic.

Idea #	30
Author	Mihaela Mursa
Statement	**Awareness of our habits (of consumption and disposal)**
Clarification	For a period of one month, 30 young people from north will be connected with 30 people from south, via 1 to 1 video calls, once per week. They will analyse and compare their expenditures (on food, clothes, entertainment, transportation, personal care, etc.) and their waste (weighting or counting the number of trash bags per person in the household, understand what is it composed of, if it's mainly food scapes, or other pattern). Then, on a one month period, once per week via video calls, all the 60 young people will be trained on sustainability, ecology, circular economy (3 trainers with 3 groups of 20 people, 4 sessions in parallel). At the end of the training month, the original teams will get together (via video call) to see if and what is changed in their habit of consuming and disposing. The results will be collected by the trainers. A big online meeting with all 60 participants will be held in which participants can share their feedback. During the whole duration of the project, a Facebook page will offer the participants the occasion to share their progress, their newly achieved knowledge, their achievements. The impact of the project can be measured by giving a questionnaire in the first meeting, in order to understand the habit of participants related to consuming and disposing. The same questionnaire will be given in the last meeting. The goal would be to have 60 young people (gender balanced), 3 trainers. The project will increase awareness of SDG 12. This would be a 2 months project + one month to share, collect and publish feedback.

Idea #	31
Author	Abdulkarim
Statement	**Establish a cross-cutting euro-Afro youth network for SDGs on sustainable communities**
Clarification	Common projects have a way of keeping the participants together and committed for a cause. As a youth from Africa and EU highly involved in matters of community engagement informing sustainable development goals, it is imperative to establish a project that cuts across the twin continent for 3 projects that directly and indirectly affects behavior of youth towards sdgs. This can be done through use of sports to address gender dialogue for peace.

Idea #	32
Author	Margarita Asparuhova
Statement	**Local organizations will attract parents and educators as partners in the above described process.**
Clarification	The significant adults play a vital role in the views and the behaviors of the young people. If youth organizations have them as their allies, the parents and the teachers will support the process and in some cases will change or refine further their own views and behaviors realizing they serve as role models for the children.

Idea #	33
Author	Abiba
Statement	**Youth Trip for SDGs (Tech, SDGs and Data Gap)**
Clarification	It is vital to educate and create awareness about the 17 sustainable Development Goals and Agenda 2030. Creative and innovative approaches that go beyond traditional engagement will be used. This will involve experiential learning opportunities, connecting young people (15-24)years while encouraging them to think globally, take local action and explore as they journey through the SDGs. Platforms for discussions e.g virtual, face to face(classroom, community etc), art and digital media to tell their own stories will be involved with conditions for active engagement. This will empower young people to become powerful advocates of rights, equity, equality as they journey through the SDGs and promote a sustainable world. The main objective is to make sure youth are informed and engaged with global vision to tackle issues ahead and be key drivers of their communities and the successful implementation of the SDGs. One hundred youth (male & female) from 5 communities to begin with will be reached within a period of a year. Data is an asset but when it is about sustainable development goals, data is lacking. Using technology to reach out, collect these data and analyze in order to share knowledge and update everyone.

Idea #	34
Author	Mkyeku
Statement	**Use of Briquettes**
Clarification	The children and young people will be encouraged and supported to research the origins of everyday items – clothing, electronic devices and food, and discuss if their production has been safe and fair. Concepts such as fair-trade, organic and sustainable growth, over-consumption, carbon footprint, child labor will be introduced and explained in an age-appropriate way. Then, the children will discuss what usually happens with their belongings, when they don't need them anymore or can't use them for one reason or another – concepts like donations, recycling, product lifespan will be discussed.

Idea #	35
Author	Margaret
Statement	**Capacity Building**
Clarification	It is very important to build capacity of the youth which consist of women/girls, boys/men to know what their civic rights are, which will also emphasize on the SDGs, that is 5 gender equality and to let them understand the role they have gotten to play to achieve the SDGs.

Idea #	36
Author	Abdulkarim
Statement	**Strategic sharing of digital innovation and knowledge**
Clarification	The world is moving very fast in terms of digital access and use. EU is more digitally advanced than Africa and most developing countries and in order to promote the Global Education Goes Local and the SDGs in question, there is a need to have a strategic digital innovation and knowledge sharing. This will assist the developing countries and communities targeted to pull up towards emancipation and sustainable communities. When we share what we know and learn from each other on tackling community Community issues touching on gender equality, sustainable communities and the responsible consumption and production, we will be able to advance the conversation on promoting and sustaining the Sustainable Development Goals and ensure we leave no one behind.

Idea #	37
Author	Sarah
Statement	**Gender Equality**
Clarification	Achieve gender equality and empower all women and girls through providing skills and capacity building workshops for women and girls. Including men and boys to understand the effect of violence on the individual especially women and girls.

Idea #	38
Authour	Dorcas Mawuena Gakpetor
Statement	**Educational Curriculum**
Clarification	The Sustainable Development Goals should be inculcated in our educational curriculum so that the youth can have at least a basic knowledge of it and can also be tested to know the level of their understanding. A particular course, specifically social studies can have a particular chapter on the various SDGs and why they were developed. The understanding of the SDGs can be measured at the end of the semester with an examination. Teachers would be tasked to implement this once it is part of the curriculum. Basic knowledge of this would be relevant to the students. This can be studied within a particular semester.

Idea #	39
Author	Zora
Statement	**Conscious fashion and experimenting designing**
Clarification	This project would involve a total of 10 participants, 5 from North, 5 from South Network. (to promote sdg 5, 5 female, 5 male participants) The initial duration suggested for this project is one week. This project is made up of 2 components. First, doing hands on activities together to be introduced to each other's culture, identity in order to foster the understanding of interconnectedness between them. This may include redesigning one of their clothes/t-shirts by adding a traditional sewing technique (such as Lefkara lace) or materials. It would create a fun and relaxed environment for participants to express themselves.It is also a low-cost activity, low foot-print activity. Second, this activity would also contribute to the next component of this project which is helping implement SDG 12. Redesigning clothes would promote sustainability by encouraging participants to reuse their clothes, reflect on their consumer habits, think about what needs to be done to achieve a more balanced and sustainable world. It is also a low-cost, low foot-print and sustainable activity.

Idea #	40
Author	Daniel Afriyie Gyimah
Statement	**Disable in Technology**
Clarification	This project Will be very rewarding as it seeks to bring humanity job balance. It should be in aid to add up alongside the already existing rehabilitation centers, all these centers teach handcrafted works but teaching the disable about technology will also help to put them at are institutions alongside with able people.

Idea #	41
Author	Mkyeku
Statement	**Use of woven bags**
Clarification	This project is simply for environment conservation.In Tanzania, we have a new policy since 2018 that no plastic bags are used and only woven bags which decompose easily and don't cause any pollution.Thus concept can help reduce plastic being in access in the globe.Huge fines are also implemented if someone is caught using them or even possessing them.

Idea #	42
Author	
Statement	**SDGs and Data Gap (Deleted)**
Clarification	

Idea #	43
Author	Margaret
Statement	**Awareness Creation**
Clarification	Creating awareness is an important one as well. This will help individuals become responsible and to enhance as well as to re-enforce policies that could promote the agenda 2030(SDG).

Idea #	44
Author	Abdulkarim
Statement	**Establish transparency, Accountability and exchange programs**
Clarification	Having solid transparency, accountability among the youth both in EU and developing countries can boost trust and integrity needed to advance the sustainable development goals. With that having been cemented, the exchange program in favour of sharing knowledge including physical movement between the two continents to experience reality will be achieved to ensure that any project we undertake, brings us all together. Transparency and accountability is achieved from the organizational levels in the Community that are partisan to the project with the assistance of other organizations from the North and South.

Idea #	45
Author	Dorcas Mawuena Gakpetor
Statement	**Workshops and Seminars**
Clarification	Periodic workshops and seminars should be organized for interested youth groups and individuals. These workshops can be organized once in a month and outlined with interesting activities that would make others interested to join the groups and learn more.

Frequency of organizing these workshops and the projects that are executed shows the activeness and seriousness of the groups.

Governments, various Civil Society Groups and Non Governmental Organisations can be tasked with this mandate. It is going to be especially relevant to developing countries. This can be organized at least once a month |

Idea #	46
Author	Zora
Statement	**Cook and bake with local vegetables**
Clarification	This project would involve 12 participants in total, equal numbers from both sides (gender balance focused). It would involve participants to cook with local ingredients by teaming up with each other. So, 6 teams in total and in each team, there is one Cypriot one other participant country's participant. And in total 3 Cypriot recipes and 3 other participant country's recipes will be cooked. Cooking with local ingredients would emphasise the interconnectedness between participants as in small local places people are more likely to cook local recipes, with available ingredients around them. Then the food cooked/baked could be sold in the town centre. This would encourage them to be more active in their local civil society.

Idea #	47
Author	Ali Zahedi
Statement	**Add global education to curriculum**
Clarification	Adding global education to school curriculums would be highly beneficial to kids everywhere. Global education generally allows kids to have a better understanding of the world and their place in it. It gives a broader world perspective and could open the door of opportunities such as exchanges and other international/multicultural programs.

Idea #	48
Author	Daniel Afriyie Gyimah
Statement	**Women in basic Technology**
Clarification	Women in our communities found it a bit difficult to follow the advent of this technological movement, which put them at a disadvantage, others may use it as an advantage to scam them. This project will let the women get the little knowledge to follow a step-in technology to solve their own problem.

Idea #	49
Author	Kwame (deleted)
Statement	**Financial assist**
Clarification	

Idea #	50
Author	Mkyeku
Statement	**Educate the mass**
Clarification	Educating the mass, was simply an initiative that people should introduce digital gap & digital literacy that can reduce digital divide. Women were known to be high over the years but now more women have smart phones.But the issue is, most don't know how to use them nor explore different opportunities.You can access e-mental health, make posters for business or google anything and etc.But the mass are limited to the information.So educating those on what most is in their phones rather IG,Facebook and WhatsApp is vital.

Idea #	52
Author	margaret
Statement	**Advocacy/Campaign**
Clarification	This will ensure the involvement and engagement of citizens as well as decision makers such as policy makers and civil societies to help advocate and campaign for the implementation of the Goals in the long term so as to educate them on the importance of the targeted goals. How to ensure sustainable cities and communities. This can be done by using local ways of activism.

Idea #	53
Author	Abdulkarim
Statement	**Promote innovative volunteerism and support in implementing sdgs**
Clarification	This will ensure the involvement and engagement of citizens as well as decision makers such as policy makers and civil societies to help advocate and campaign for the implementation of the Goals in the long term so as to educate them on the importance of the targeted goals. How to ensure sustainable cities and communities. This can be done by using local ways of activism.

Idea #	54
Author	Leticia Oppong
Statement	**A seminar requiring participants to share their thoughts on mobility**
Clarification	Mobility is the direct result of social activities such as trade, consumption etc. therefore participants sharing their thoughts on it will bring certain issues concerning the SDGs to light . Mobility is the movement of people from one to another. Mobility can be done through various media, which include land, sea and air. Mobility is the direct result of social activities such as trade, consumption etc. it therefore important for participants to share their thoughts on it.
	Imports and export of goods are one of the major contributions to the world's economy. When movement is stagnant the economy also becomes stagnant. The only possible solution is to cause the movement of things. However, there is the fear of racism and xenophobia among
	others. It therefore believe that when participants are given the chance to share their thoughts on this subject, it will broaden their understanding on the topic since they will research and also
	listen to the views of other participants. By so doing, participants minds will be cleared of all the negative things associated with mobility and promote SDG 11, on sustainable cities and
	community.

Idea #	56
Author	Daniel Afriyie Gyimah
Statement	**Student Volunteering Club**
Clarification	This project idea is to build the charisma in students to develop the habit of engaging in development through volunteering. This club will let the student volunteers in their school to aid development. When students get this habit in them it will aid them to extend it to their communities for development.

Facilitators

Participants

The Knowledge Management Team who organized the SDD co-laboratory would like to thank the participants for the time, enthusiasm, and wisdom which they dedicated to this dialogue.

Kwame Antwi- A volunteer for Young People We Care, holds a Bachelor in IT Security from SMC University. Kwame is ambitious, good interpersonal skills, ready to assist others, and a change maker. He has been to several workshops on youth development.

Zora Kizilyurek- a law master's student partly focusing on international security-human trafficking laws. Gaining experience over the years working for an NGO on sustainability and student exchanges. Strong believer in change for a more sustainable, peaceful world.

Mihaela Mursa - every day learning how to human, every day more aware of the world's citizenship, every day more curious about life's twisted ways. Full time volunteer and dreamer. Part time traveler and adventurer. One time parachute jumper.

Dorcas Mawuena Gakpetor is a people centered person who studied Bsc Business Administration (Human Resource Management). She is a volunteer with a number of NGOs on different projects with thematic areas in Gender Equality, Employment and Labour and has experience in mobilization, advocacy, activism, facilitation and training.

Melih Çağdaş Atlıhan is a professional in the field of International Relations who enjoys different roles in various NGOs starting from the junior years of education. Involved in projects covering; migration, human rights, media literacy and youth development. Embracing all kinds of -learning, sharing, serving- activities that aim for harmony, equality and peace at any aspect of life is the main motivation.

Abiba Abdallah- an energetic and passionate university student of Bs. in Information Technology Management at the University of Professional Studies Accra. Aiming to use IT knowledge to solve world pressing issues, boost development and research to satisfy Information Technology Management world. A global citizen with over five (6) years experience in advocacy, activism, training and facilitation working to acquire an in-depth knowledge, cultural, working and learning experience globally. Ambitious and Articulative with interpersonal and communication skills, very approachable, cheerful and friendly.
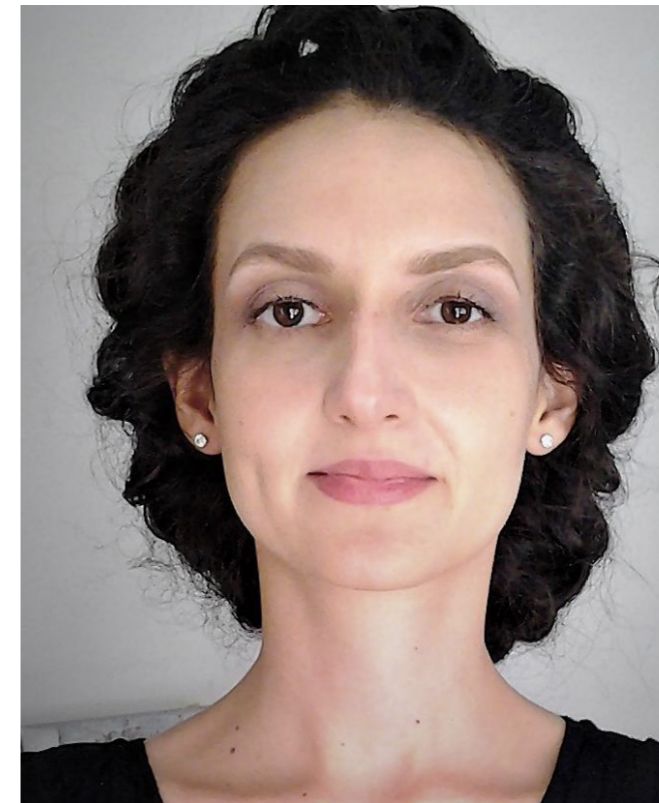
Margarita Asparuhova has more than ten years of experience as an NGO worker in the fields of inclusive education, child rights and global education in Bulgaria. She also has a rich experience as a volunteer in her community, supporting children and youths from underprivileged backgrounds.

Daniel Afriyie Gyimah is a graphic and web designer who obtained Higher National Diploma in Commercial Art (Graphics Option) at Takoradi Technical University Ghana, Takoradi. Daniel is currently the media and publicity officer at Young People We Care.

Mkyeku Onesmo Kisanga(Cecilia) is a psychology student who is diligent and pragmatic. Advocates for human rights, hate speech for youth in the globe. Ensures intersectionality, intergenerational and interconnectedness is prevalent in our communities through her altruistic nature. Currently a volunteer at Caritas NGO, where our beneficiaries are asylum seekers, refugees and human trafficked victims. She is also the President of Sakonsa in Tanzania, dealing with SDG's 4,10 & 17. I practice volunteerism as I believe is a step of integrity and commitment. I value the 3C'S i.e communication, commitment and consistency.

BRIGHT KWASI EKUFULI is creative, sociable and with a sense of responsibility. He holds a bachelor's degree in economics and information studies obtained from the university of Ghana, Legon. As Ghana is taking tactical steps towards economic development, Bright perceives himself to be one of the young professionals who would bring new ideas and tactical steps towards economic development. Bright is currently a member of Young People We Care (YPWC) where he serves as a volunteer and young action ambassador.

Leticia Oppong. A volunteer at Young People We Care. I believe in change and the power of the mind. Hence anytime i get the opportunity to make an impact I don't let it slide. I hold a bachelor degree in communication studies from the University of Cape and also an LL.B candidate at Kwame Nkrumah University of Science and Technology.

Abdulkarim Taraja was born in Kenya and is a Communication, Media and Public Relations practitioner. He is the Founder and Chief Executive Officer at Elgon Centre for Education (ECE) an organization that promotes access to education, reproductive health and mitigating effects of alcohol and substance abuse. Further, he currently serves as the Communications Officer at the Civil Registration Services in Kenya. He was a co-participant at the Reinventing Democracy in the Digital Era- African Initiative and a champion of governance, accountability and integrity.

Ali is a software developer and focuses on Mobile Phone development. He was the youngest student joining Victoria University of Wellington (New Zealand) majoring in computer science and is currently living in Cyprus. He is very passionate about teaching programming, robotics and solving puzzles. He also has a passion for projects on sustainability, human rights and equality. On an academic level, he is involved as a researcher in various projects of the European University of Cyprus as well as Victoria University of Wellington.

Jordan has been in Cyprus since January 2018 interning for Future Worlds Center working under the guidance of Yiannis Laouris. While at FWC, she has managed projects GLobal Education Goes Local and Migrated. She has also become a trained SDD co-facilitator. She has a Bachelor of Arts in Political Science and International Relations from Victoria University in Wellington New Zealand.

Margaret Osei. I'm a level 200 student in KNUST and from Ghana. I'm reading Business Administration. I'm passionate about helping others to achieve their goals, and that has always pushed me to volunteer. I have been in the field of social work as a volunteer for the past 7 years. In this regards, I see myself as a young community volunteer and still pushing to learn more and practice new skills to enrich my goals.

Dr. Michael Boampong is the founding director of the NGO Young People We Care (YPWC). Michael Boampong has been actively engaged in youth development and migration policy issues since 2005. He has worked with a range of civil society organizations, youth networks, and international agencies such as UNDP and UNICEF to design and implement policy and field-oriented initiatives that promote rights-based approaches to migration, poverty reduction, social inclusion, and justice.

My name is Emmanuel Duker and I am the Programs Coordinator for Young People We Care (YPWC) .
He has led numerous strategic initiatives and cohorts including Climate Change Capacity Building Initiative for Rural youths. My passion includes working with youths to solve organizational and leadership challenges. Whether those problems are large-scale social issues, organizational dysfunction, or leadership effectiveness

Sarah Asiedu is my name- a facilitator, volunteer and a stage performer. I believe when people understand a course they go all in to support it and make it happen which is why I try to get to the masses with the little exposure and skills I have.