ZURICH UNIVERSITY OF TEACHER EDUCATION

PH ZH

Kanton Zürich
Gemeinnütziger Fonds

TOGETHER ADVANCING COMMON TRUST

MANUAL FOR PROJECT PLANNING AND EVALUATION



SUSTAINABLE

DEMOCRATIC

CULTURE

Sustainable Democratic Culture (SUDECU)

Living in a sustainable democracy.

A program for parents and young activists in North Macedonia.

"It is time for parents to teach young people early on that in diversity, there is beauty, and there is strength."
Maya Angelou

"The greater the diversity, the greater the perfection."
Thomas Berry

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SUSTAINABLE DEMOCRATIC CULTURE

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TABLE OF CONTENT

INTRODUCTION....4
1. WHAT SUDECU IS ALL ABOUT....5
2. THE PROJECT-PARTNERS....7
PART A: BASIC TEXTS FOR ALL....8
3. PEER LEARNING....8
4. SUSTAINABILITY....9
5. DEMOCRACY....16
6.CULTURE OF DEMOCRACY....19
7.LIVING-DEMOCRACY.COM....21
PART B: MATERIALS FOR PARENTS....23
8.LIVING-DEMOCRACY FOR PARENTS....23
9.LEARNING FROM EQUALS....25
10.DEMOCRATIC UPBRINGING....26
11.SUDECU PARENT COMMUNITY GROUPS....28
12.FAMILY PROJECTS....32
PART C: MATERIALS FOR YOUTH....37
13. SOCIAL ENGAGEMENT FOR YOUTH....37
14. SEVEN PHASES OF PROJECT DEVELOPMENT....38
15. SIXTY IDEAS OF YOUTH ENGAGEMENTS....42
PART D: MONITORING, REASEARCH AND EVALUATION....44
16. MONITORING AND RESEARCH....44
17. HOW TO USE RFCDC FOR EVALUATION....49
18. EVALUATION FORM TEMPLATES....50
APPENDIX....59
19. EIGHT EXAMPLES OF YOUTH ENGAGEMENTS....59
20. TWO YOUTH PROJECT DESCRIPTIONS....61
21. FOUR EXAMPLES OF PARENTS' ACTIVITIES....66
22. TWO PARENTS' PROJECT DESCRIPTIONS....68
23. WHAT ARE THE SPECIFIC ESD COMPETENCES?....70
24. SDG-GOALS: CURRENT SITUATION AND FUTURE STEPS....73
25. THE GLOBAL GOALS – A FEW FAQ'S. 91
26. MY NOTES....92

INTRODUCTION

This manual is a comprehensive resource designed to empower both parents and young people in leading community initiatives, specifically within the framework of the SUDECU (Sustainable Democratic Culture) project. SUDECU focuses on fostering a democratic and participatory culture, driven and supported by parents and youth alike.

The manual is structured to be flexible, allowing specific sections to be extracted and utilized according to different group needs.

Additional documents and information may be required during the planning and implementation process and will complement this manual.

However, the aim is also to provide useful and pragmatic materials for the implementation of peer learning beyond the SUDECIU project, especially for the fields of parent education and youth work.

We have chosen to write short articles to help experts and peer trainers reflect on their own work, but also to encourage them to read on and find additional information

Skopje and Zurich,
Date of the publication: March 2024

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1 WHAT SUDECU IS ALL ABOUT

The SUDECU (SUstainable DEmocratic CUlture) project aims to anchor democracy and sustainability as an element of everyday culture, as the acronym makes clear. SUDECU is being implemented in North Macedonia because of the multi-ethnic and multilingual (several national languages) context, which is comparable to Switzerland.

NGO TAKT, based in North Macedonia, with its many years of experience, will develop, plan and implement the workshops to implement SUDECU in North Macedonia together with the PH Zurich during the project period (September 2023 – December 2026).

With SUDECU, the aims and objectives of the reference framework on competences for a democratic culture (RFCDC - www.coe.int) promoted by the Council of Europe are used and implemented in an exemplary manner. At the same time, the project serves as a pilot project to strengthen lived elements of sustainability and democracy in international education projects and to develop recommendations for the possible further development of existing reference concepts.

The implementation approach of peer learning is innovative for the project country. The basic understanding of learning in the chosen region of the Western Balkans has changed in recent years. However, this understanding must be shifted from 'knowledge' to 'ability'. Learning processes - if they are to be lifelong - must address the question of how learners of all ages determine and approach their own learning processes. The search for answers to this question is called self-regulated learning. Self-regulation is understood as a proactive activity by which learners help themselves to learn, e.g. by applying a strategy, rather than a passive response, e.g. by absorbing knowledge from a teacher. Second, self-regulation researchers do not limit their vision of self-regulation to individualized forms of learning, such as discovery learning, self-education through reading or computer-assisted instruction. Instead, they also include social forms of learning, such as seeking help from peers. This is where SUDECU comes in its implementation approach: All learning activities are realized in concrete terms by peers who are trained for this methodically and in terms of content within the framework of the project. This applies to all target groups, i.e. young people and parents. This approach meets a need for both the basic assumption of a sustainable, participatory democratic society and an understanding of personal and social development. The aim is to strengthen a democratic culture that is tested and suitable for everyday life in the sense of the objectives intended by the Council of Europe for all member countries.

The SUDECU project has a content-related and a process-related component. In terms of content, SUDECU deals with the implementation of sustainability and democracy and the shaping of a culture of sustainability and democracy, as it has been propagated in particular with regard to democratic culture by the corresponding concept of the Council of Europe for several years by developing the so-called Reference Framework for a Culture of Democracy.

The starting point for the development of the *Council of Europe's Reference Framework on Competences for a Democratic Culture* was the conviction that education systems, schools and universities should understand civic education as one of their most important missions. Learners should know and understand the challenges they face and the consequences of their choices, what they can do and what they should refrain from doing. This concern is equally central to Education for Sustainable Development. For this, they need not only knowledge but also the necessary competences - and the aim of the Framework is to define what these competences are.

A democracy, according to the experience of the past decades and the realization of real current developments must be filled with life every day anew. It needs people who live, cultivate and shape democratic culture. Democracy, freedom and the rule of law - these are the values on which a good and solidary coexistence of people of different origins, cultures and convictions is based. This heterogeneity is a reality of the social composition of both, the project countries of SUDECU North Macedonia and Switzerland.

Peaceful and inclusive societies are core elements for promoting sustainable development. Within the framework of SUDECU, the described challenges are met by shaping sustainability and democracy at the local level. SUDECU therefore aims to initiate and support innovative projects and long-term engagement.

SUSTAINABLE DEMOCRATIC CULTURE

2 THE PROJECT-PARTNERS

TAKT, Skopje:

TAKT (Together Advancing Common Trust) is a non-profit organization dedicated to fostering cross-cultural understanding, promoting dialogue among communities, combating gender and social discrimination, and empowering vulnerable groups.
The vision of TAKT is to create a world that is equitable, and just for ALL. TAKT believes that every person has the right to a healthy and dignified life, and that it is our collective responsibility to ensure that this becomes a reality.

www.takt.org.mk

Faculty of Pedagogy St. Kliment Ohridski at Ss. Cyril and Methodius University in Skopje

Faculty of Pedagogy St. Kliment Ohridski is a high educational institution, an integral part of the University Ss. Syril and Methodius in Skopje. We are committed in providing the best quality education for students-future preschool and primary school teachers, and to prepare them for the implementation of a contemporary, creative teaching and learning processes.
Our mission is to enable and support the acquisition of competencies that are supporting development of the vibrant community based on diversity, equity and inclusion in all three cycles of university education.

www.pfsko.ukim.edu.mk

Department IPE at Zurich University of Teacher Education:

Education is of great importance for living together peacefully. The Department for International Projects in Education (IPE) of the Zurich University of Teacher Education (PH Zurich) has longstanding experience in educational development and cooperation and in knowledge exchange between universities, ministries and international organisations.
The focus is on offering education or professional development for teachers, school principals, students, parents and officials in the following areas: Democracy education – Inclusive education – Life Skills – Sustainability – Transcultural Learning – Teaching and Learning.

https://phzh.ch/de/ueber-die-phzh/international/internationale-bildungsentwicklung/

3 PART A: BASIC TEXTS FOR ALL PEER LEARNING

Peer learning means: "education among equals".

The word peer comes from English and means equals or peers. A peer group is a social reference group whose members share similar experiences or face similar challenges. Often, peer groups are primarily understood as groups of people of the same age. More importantly, however, the people in the peer group are equals and influence each other.

Where does peer education come from?
Peer learning in general cannot be confined in time and place. It emerged as a targeted pedagogical method since the mid-1970s in the USA and Great Britain in the fields of health education as well as in drug prevention. Today, peer education is used on very different topics with different groups, also in different age groups, for example in schools, extracurricular education, mentoring programs, parent education or in counselling services.

How does peer education work?
Peers face similar challenges, move in similar life worlds. Due to these similarities, peers can support each other particularly well, they provide orientation and can be points of comparison for self-assessment. In other words, they learn from each other in their daily lives. This phenomenon that peers can learn particularly well from each other is used by the concept of peer education.
To this end, the peer trainers are involved in the project from the very beginning. In this case, they are the experts who impart knowledge and skills to other peers. For example, young people guide other youth groups through an exhibition, young women conduct empowerment workshops for girls or young people with refugee experience offer seminars on political topics for other young refugees. The peer trainers either bring the expert knowledge with them or learn it within the framework of the project. In addition to specialist knowledge about the project topic, the trainers should also be taught methods for imparting knowledge, dealing with conflicts and a discrimination-sensitive attitude.
In this way, many sides can benefit from a peer education project. On the one hand, the learners benefit because they meet with the peer trainers at eye level. On the other hand, the trainers themselves benefit in particular. They work intensively on a topic, acquire new skills and strengthen their self-confidence. The implementing organization broadens its perspective through that of the peer trainers and creates multipliers for various topics.

What are possible pitfalls or criticisms?
The method requires a participatory approach. This means that members of the peer groups are involved in the planning and implementation and are allowed to make decisions. For this, it is important to deal with each other in a transparent way, in which it is clear who is responsible for what and who is allowed to decide at which point.
It is also important to value and support the peer trainers. Finally, a peer education project depends on the voluntary participation of the participants. These characteristics require the professionals to have great trust in the trainers and to be open to new approaches.

4 SUSTAINABILITY

What are the Sustainable Development Goals (SDG)?

We live in turbulent times. The world is changing rapidly and with far-reaching consequences for people and the environment. The guiding principle of sustainable development, which is anchored everywhere both nationally and internationally, ties in with this dynamic. The goal of sustainable development is to enable all people to live well, both today and tomorrow, within the ecological limits of our planet.
The 2030 Agenda for Sustainable Development (SD) results from the merger of the UN Conferences on Sustainable Development (1992, 2002, 2012) and the Millennium Development Goals, which expired at the end of 2015. It identifies the most important global challenges and sets the guidelines and priorities for sustainable development for the next years. The Action Plan aims to eradicate extreme poverty and hunger, protect the planet from degradation, promote peace and prosperity, and strengthen a global partnership for sustainable development.

SUSTAINABLE DEVELOPMENT GOALS



At the core of the 2030 Agenda for Sustainable Development are the 17 global Sustainable Development Goals (SDGs) with 169 sub-goals. They are to be achieved globally and by all UN member states by 2030. The latter can adapt the targets to their national circumstances. The SDGs take into account the economic, social and ecological dimensions of sustainable development in a balanced manner. All activities and approaches of SUDECU should be reflected in the large and comprehensive concept of AGENDA 2030 and thus in a comprehensible language of sustainability. Therefore, some principles of Education for Sustainable Development should be described here, which we want to refer to in the context of our project work.



Goals	Objective	Description
Goal-1	No Poverty	By 2030, eradicate extreme poverty for all people everywhere.
Goal-2	Zero Hunger	End hunger, achieve food security and improved nutrition by 2030.
Goal-3	Good Health and Well-being	Ensure healthy lives and promote well-being for all at all ages by 2030.
Goal-4	Quality Education	Ensure that all girls and boys complete free, equitable and quality primary and secondary education by 2030.
Goal-5	Gender Equality	To achieve gender equality and empower all women and girls.
Goal-6	Clean Water and Sanitation	Ensure availability and sustainable management of water and sanitation for all by 2030.
Goal-7	Affordable and Clean Energy	Ensure access to affordable, reliable, sustainable and modern energy for all by 2030.
Goal-8	Decent Work and Economic Growth	Promote sustained, inclusive and sustainable economic growth.
Goal-9	Industry, Innovation and Infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation by 2030.
Goal-10	Reduced Inequality	Reduce inequality within and among countries by 2030.
Goal-11	Sustainable Cities and Communities	Make cities and human settlements inclusive, safe, resilient and sustainable.
Goal-12	Responsible Consumption and Production	Ensure sustainable consumption and production patterns.
Goal-13	Climate Action	Take urgent action to combat climate change and its impacts.
Goal-14	Life Below Water	Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
Goal-15	Life on Land	Protect, restore and promote sustainable use of terrestrial ecosystems, combat desertification and halt biodiversity loss.
Goal-16	Peace and Justice Strong Institutions	Promote peaceful and inclusive societies for sustainable development; provide access to justice for all.
Goal-17	Partnerships to achieve the Goal	Strengthen the means of implementation and revitalize the global partnership for sustainable development.

On the country website for North Macedonia (https://unsdg.un.org/un-in-action/north-macedonia), some milestones are formulated for the country, including 2025 as the important target year. Since all contents and goals formulated by SUDECU should be aligned with the country goals and communicated accordingly, it is important for all project members to be aware of them.
The milestones published on the website state, that the United Nations will work towards various goals in North Macedonia based on the overarching principle of Leaving No One Behind (LNOB), the human rights-based approach, gender equality and women's empowerment, resilience, sustainability and accountability.

- By 2025, the living standards of all people in North Macedonia should be improved through equal access to decent work and productive employment.
- By 2025, all people in Northern Macedonia will have universal access to quality, rights-based social services - health care, education and necessary social and child protection.
- By 2025, all people in North Macedonia will benefit from ambitious climate action, sustainably managed natural resources and well-preserved biodiversity through good environmental governance.
- By 2025, North Macedonia has improved rule of law, evidence-based, forward-looking and gender-responsive policies, greater social cohesion and effective service delivery through transparent, accountable and responsive institutions.
- The implementation of the goals is intended to ensure sustainable development on an economic, social and ecological level, which should ensure that our planet is still worth living on for future generations. The goals contain a whole range of tasks to which the signatory states have committed themselves, from the protection of natural resources, the fight against poverty and better health care to initiatives for more equality and peaceful coexistence.

The Sustainable Development Goals (SDGs) are therefore an occasion to take a closer look at the current state of our world and to start in the own lives, in the own environment, at the own work, in the own country. What is required is a self-critical look at the own way of life and the willingness to take actions that are conducive to achieving the goals. By looking at the current situation and recognising how everyone is in the same boat, strength, will and new possibilities are to be created together to make this world a world worth living in for everyone. It is essential not to work on the goals in isolation, because in an interconnected world all actions have an impact on the other areas at the same time. Thus, achieving the goals is only possible in cooperation.

The international UNESCO education campaign "Education for Sustainable Development" (ESD) has the self-declared goal of "development that provides opportunities, enables people to live in peace and creates a sustainable ecosystem". Education for sustainable development generally means aligning educational goals, curricula, etc. with the premises of sustainability. Contrary to the colloquial understanding, sustainability does not only refer to questions of resource, environmental and nature protection, but also includes global perspectives on the interaction of environment, economy and society as well as the view on future generations (keyword intergenerational justice).
Sustainable education should go beyond imparting factual knowledge. Values and competences are imparted that enable people to think ahead, to act on their own responsibility, to participate in social decision-making processes and to acquire interdisciplinary knowledge. One thematic focus is on the areas of consumption, energy

and locomotion. But gender justice, a culture of peace and non-violence, as well as global citizenship and appreciation of cultural diversity are also taken into account in Education for Sustainable Development. So it is a very comprehensive approach. How did it develop?

The beginnings and approaches of ESD

In 1992, at the UN Conference on the Environment in Rio de Janeiro, the United Nations adopted Agenda 21, the guidelines for sustainable development in the 21st century. Ten years later, at the Rio +10 World Summit in Johannesburg, this central importance of education was reaffirmed. For the years 2005 to 2014, the UN adopted the World Decade of Education for Sustainable Development. During this time, national governments were to introduce the sustainability approach into their respective education systems and strategies with the support of UNESCO. In 2015, the UNESCO World Programme of Action "Education for Sustainable Development" was launched. It is intended to further promote the change in the education system towards more sustainability and to bring ESD even more strongly from the idea into practice. The aim is to "initiate and intensify activities at all levels and in all areas of education in order to accelerate the process towards sustainable development".

In this context, the Sustainable Development Goals adopted in 2015 also play a major role: education is considered a central prerequisite for achieving the goals formulated there. The ESD approach thus encompasses a holistic, transformative, political approach to education. By 2030, inclusive, equitable and quality education and lifelong learning opportunities should be ensured for all". The United Nations 2030 Agenda therefore sets out the following goals on ESD - Goal 4: "Ensure inclusive, equitable and quality education and lifelong learning opportunities for all by 2030 "Subgoal 4.7: "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including through education for sustainable development and (...) global citizenship (...)".

What does sustainability mean?

Sustainability refers to a desirable, ideal state in which the basic needs of all people are met without destroying the environment. The goal is a good life for all. Sustainability comprises five dimensions: Ecology, society and economy, as well as time (past, present, future) and space (here and elsewhere).

What does sustainable development mean?

Sustainable development is one of several responses to environmental and social urgencies. Sustainable development refers to a programme that is politically negotiated between several countries and sets out steps, issues and goals to achieve sustainability. Sustainable development thus proposes a path towards sustainability. There is debate and discussion around this path: for example, there are different perspectives on sustainable development, focusing on the status quo, reform or transformation. Various interest groups are involved in these debates, and there is a power imbalance between them. Sustainable development can take different forms and set different priorities depending on the social, political, geographical and cultural context.

What does Education for Sustainable Development mean?
In general terms, Education for Sustainable Development means the orientation of educational goals, curricula, etc. towards the premises of sustainability. Contrary to the colloquial understanding, sustainability does not only refer to questions of resources, environmental protection and nature conservation, but also includes global perspectives on the interaction of environment, economy and society as well as a view on future generations (keyword intergenerational justice). In ESD, it is important to show the different perspectives and conflicts of interest that arise from concrete situations that are connected to issues relevant to sustainability. It is about making clear and discussing the values underlying different perspectives so that people can understand the challenges, form a well-founded opinion and participate in discussions.

What learning methods are used in ESD?
ESD has not invented its own learning methods but, as described above, is oriented towards methods that promote active, experiential, interdisciplinary learning and incorporate local and regional conditions. These include:

- Working in nature
- Project work
- Service learning
- Role plays and simulations
- Discussion groups
- Activities based on a stimulus (photo, video, poem, newspaper article)
- Debates
- Case studies
- Reflective narratives
- Critical reading and writing
- Mind-mapping

ESD is fundamentally oriented towards transformative learning. Transformative learning aims to make us aware of our thought patterns - culturally transmitted values, beliefs and assumptions - which are crucial for understanding the world, guiding our actions and building our identity. So during the project work, the aim is to make these patterns of thinking visible through a reflexive process. Transformative learning aims to change the existing patterns of thinking in order to participate in transforming society where appropriate.

ESD advocates a holistic institutional approach that involves all community actors, establishes a parallelism between what is learned and what is lived, and is based on the values of participation and democracy.

What are the specific ESD competences?
Professional competences are fundamental to ESD, which needs content in order to develop. They therefore contribute comprehensively to ESD, which strives for an interdisciplinary approach and thereby advances and deepens this knowledge and competence. The competences to be promoted in ESD include:

- the professional competences,
- the generic competences, some of which overlap with the ESD competences,
- specific ESD competences.

Competence thus denotes both an individual resource (having competences) and an individual process (being competent). It encompasses and articulates personal and contextual resources that are mobilised by an individual, taking into account the constraints of the context (concept of motivation/engagement).

ESD is both a prerequisite and a driver for sustainable development. ESD is an educational concept that is applied across all subjects and the whole school, but also centrally in non-formal work for children, young people and adults throughout life. It supports holistic learning processes based on questions relevant to the future. Using reflective and participatory methods, it promotes the development of key competences for sustainable development. ESD combines various elements such as topics, competences, learning objectives, principles, methods in such a way that (young) people learn to help shape the present and future critically and creatively in the sense of sustainable development.

What is good ESD content?

The thematic approaches offer different entry points to ESD. The following reflection questions can be helpful:

- How can I use the topic XY to show a relationship between local and global conditions and processes?
- How can I address the effects of the past and present on future generations and let the participants develop desirable visions for the future?
- How can the topic show the ecological, economic and social dimensions and their interactions?

Possible content fields:

- Health
- Democracy and human rights Diversity and intercultural understanding
- Environment and natural resources
- Consumption and the economy
- Global development
- Sport
- Child education and family life

ESD in which age?

Lifelong and non-formal
Lifelong learning for adult, youth and children in non-formal learning moments. These settings are particularly relevant for lifelong learning. A large part of the projects initiated in the framework of the UN Decade will be implemented in the field of non-formal education. SUDECU aims to contribute to this.

Early childhood education
In the field of early childhood education, children should be introduced to topics relevant to the future in a playful, age-appropriate way. The lessons are oriented towards concrete everyday experiences and areas of the children's lives, on the basis of which topics of sustainable development are dealt with at a low level (e.g. water, nutrition, energy).

School
The aim of implementing ESD at school is to anchor the concept structurally in the curricula and education plans and at the school as a place of learning. Within the framework of a "Packaging" project day, for example, it becomes possible to teach specialised knowledge with sustainability topics. In higher classes, such a link is possible, for example, when dealing with different growth processes. But also topics such as democracy and participation/civic engagement, learning in global contexts, self-determined living in the digital world are part of a deeper understanding of Education for Sustainable Development at a higher level.

Vocational education
The integration of ESD into vocational education and training is of great relevance to ensure the future viability of companies and enterprises themselves. This includes the training of trainers themselves (train-the-trainer, awareness training, method training), the sustainability-sensitive training of trainees and the long-term creation of sustainable places of learning through a structural anchoring of sustainability in vocational education.

University
On the one hand, knowledge and values are developed and conveyed at universities, and on the other hand, multipliers as well as future leaders and educators are trained. For the establishment of ESD, it is therefore essential to anchor the concept in the structure of the university as well as in its implementation and communication.

Outlook:
ESD is an educational approach that addresses almost all current social issues and aims to strengthen sustainable, global development: sustainable development that ensures the quality of life of the present generation and at the same time gives future generations the opportunity to shape their lives.

5 DEMOCRACY

According to the famous quote by Abraham Lincoln (1863), democracy is "a government of the people, by the people, for the people"; the three definitions can be understood as follows:

- "of": power emanates from the people - the people are the sovereign power that exercises or mandates power, and whoever is part of the authority can be held accountable by the people;
- "from": power is exercised either by elected representatives or by direct rule of the people;
- "for": power is exercised to serve the interests of the people, i.e. the common good.

These definitions can be understood and linked in different ways. Political thinkers in the tradition of Rousseau insist on direct rule by the citizens (identity of the governed and the government). The people decide on everything and are not bound by law. Political thinkers in the tradition of Locke emphasize competition between different interests in a pluralistic society; within a constitutional framework, they must agree on a decision that serves the common good.
Regardless of how long the democratic tradition has existed in a country and how it has developed, it cannot be taken for granted. In every country, democracy and the basic understanding of human rights must be constantly developed to meet the challenges that each generation faces. Each generation must be educated in democracy and human rights.



The core elements of modern constitutional democracies include:

- A constitution, usually in written form, which sets out the institutional framework for democracy and in some countries is protected by an independent high court; human rights, usually not all, are protected as civil rights;
- human rights are mentioned in the constitution and then classified as constitutionally guaranteed civil rights. Governments that have signed human rights conventions are obliged to uphold the rights they have ratified, regardless of whether they are explicitly mentioned in the constitution;
- Equal legal status of all citizens: All citizens are equally protected by the law through the principle of non-discrimination and must fulfil the duties imposed on them by the law.
- Universal suffrage: This gives adult citizens, men and women, the right to vote for parties and/or candidates in parliamentary elections. In addition, some systems provide for a referendum or plebiscite, i.e. the right of citizens to decide on a particular issue by direct vote;
- Citizens enjoy human rights that provide them with a wide range of opportunities for participation. These include freedom of the media from censorship and state control, freedom of thought, expression and peaceful assembly, and the right of minorities and political opposition to act freely;
- Pluralism and competition of interests and political goals: Individual citizens and groups may form or join parties or interest groups (lobbies), non-governmental organisations, etc. to promote their interests or political objectives. There is competition in promoting interests and unequal distribution of power and opportunities in achieving those interests;
- Parliament: the body of elected representatives has the power to legislate, i.e. to pass laws that are universally binding. Parliament's authority is based on the will of the majority of voters. In a parliamentary system, when the majority shifts from one election to the next, a new government takes office. In presidential systems, the head of government, the president, is elected separately by direct vote;
- Majority rule: the majority decides, the minority must accept the decision. Constitutions set limits on majority voting that protect the rights and interests of minorities. The quorum for majority voting can vary depending on the issue - for example, two-thirds for constitutional amendments;
- Checks and balances: Democracies combine two principles: The power to use force rests with the state, which is tantamount to "disarming the citizens". However, to prevent the power of force from turning into autocratic or dictatorial rule, all democratic systems provide for checks and balances. The classical model divides state power into legislative, executive and jurisdictional (horizontal dimension); many systems make further provisions: a bicameral system for the legislature and federal or cantonal autonomy, which corresponds to an additional vertical dimension of checks and balances (as in Switzerland, the USA or Germany);
- temporary powers: Another means of checking power is to delegate it only for a certain period of time. Every election has this effect, and in some cases the total duration of the term can be limited, as in the case of the US president who has to step down after two four-year terms. In ancient Rome, consuls were appointed in tandem and left office after one year.

Democracy is based on the norms and principles of human rights. Human rights are sometimes misunderstood as a system in which individuals enjoy complete freedom. However, this is not the case. Human rights recognize the individual rights and freedoms inherent in being human. However, these rights are not absolute. The rights of others must also be respected, and sometimes there are conflicts between rights. Democratic processes help to create procedures that promote people's freedom, but also set necessary limits. In order to give everyone (in a group, for example) the opportunity to express their opinion, the right to speak is rationed, perhaps quite strictly. For the same reason, speaking time is limited in parliamentary debates or TV talk shows.
Many rules of the road restrict our freedom of movement: Speed limits in the city, stopping at red lights, etc. These rules, of course, serve to protect people's lives and health.
Democracy gives the people and also the individual more freedom than any other system of government - provided it is embedded in an order, i.e. an institutional framework, and implemented as such. To function well, democracy depends on a strong state that exercises the rule of law and achieves an accepted level of distributive justice. A weak state or rule of law means that a government is unable to implement its constitutional framework and laws.

Strengths and weaknesses of democracy

Broadly speaking, the different types of democracies share some common strengths and weaknesses, including the following.

a. Strengths of democracies
- Democracy provides the framework and means for civilized, non-violent conflict resolution; conflict dynamics and pluralism support problem solving.
- Democracies are "strong pacifists" - both in their societies and in international politics.
- Democracy is the only system that allows for an exchange of political leadership without changing the system of government.
- Democracies are learning communities that can tolerate human error. The common good is defined through negotiation, not imposed by autocratic authority.
- Human rights strengthen democracies by providing a normative framework for political processes based on human dignity. By ratifying human rights treaties, a government can make "promises" to its citizens that uphold personal freedoms and other rights.

b. Problems and weaknesses
- Parties and politicians tend to sacrifice long-term goals for electoral success. Democracies create incentives for short-sighted political decisions, for example at the expense of the environment or later generations ("muddling through").
- A government for a people is a government within the borders of a nation state. Increasing global interdependence, e.g. in economic and environmental developments, limits the sphere of influence of democratic decision-making in a nation state.

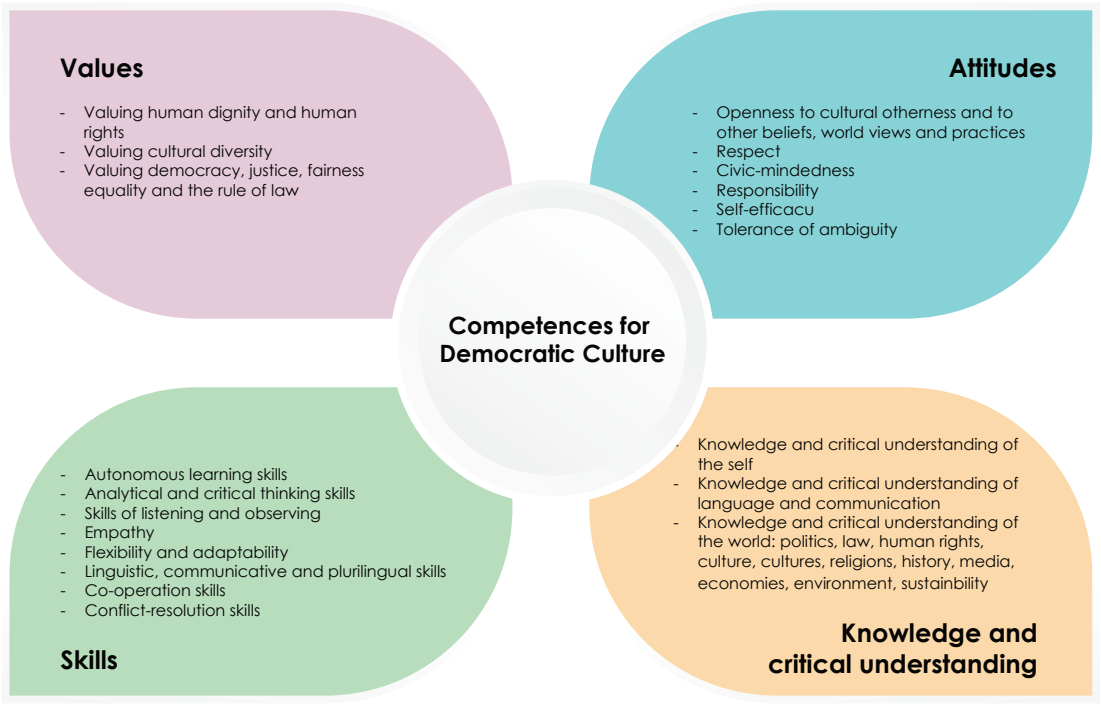
Conclusions
Democracies depend on their citizens to develop their strengths and keep their weaknesses in check. Democracies are sophisticated systems that depend on the active participation and support of their citizens - an attitude of informed and critical loyalty; as Winston Churchill (1947) put it: "Democracy is the worst form of government, except for all the other forms that have been tried from time to time." In both established and young democratic states, democracy building in formal and non-formal settings contributes decisively to the political culture in which democracies must be rooted in order to thrive and survive.

6 CULTURE OF DEMOCRACY

With the Reference Framework of Competences for Democratic Culture (RFCDC), the Council of Europe (CoE) has published a concept that provides a systematic approach to shaping active participation in complex and diverse democratic societies. The core of the framework is a model of 20 competences that citizens need to acquire in order to participate actively and effectively in all aspects in a democratic society. In addition to the competency model, the framework provides a set of descriptors for each of these competencies and various guidance documents that address key areas and aspects of implementation.

The RFCDC is the flagship project of education policy in the Council of Europe. Supported by member states from the outset, the development of the RFCDC has been accompanied by high aspirations and ambitions. After decades in which international education policy has been dominated by labour market orientation, competitiveness and the prioritization of measurable 'hard skills', the framework has been developed to support policy makers and all other actors in European education systems to focus on active citizenship. The ultimate goal of the framework is to put democratic citizenship on the education policy agenda and give it top priority within education systems.

The competency model - the "butterfly" and the descriptors.



The core element of the framework is a competency model, which consists of 20 components in four different areas: Values, Attitudes, Skills and Knowledge, and Critical Understanding. The term 'competencies' (plural) is used in the framework to refer to the specific psychological resources (the specific values, attitudes, skills, knowledge and understanding) that are mobilized and deployed to engage in competent behavior. Consequently. "competence" as a holistic concept consists of the selection, activation and organization of "competencies" and the application of these competencies in a coordinated, adaptive and dynamic manner to concrete situations.

If a person is to act competently in situations with known or unknown challenges, the interplay of skills, knowledge, attitudes and values is necessary. This understanding of democratic processes as dynamic and processualism implies that learners need to experience and actively participate in a variety of situations in which the full range of the 20 competences is brought to bear in order to activate the different clusters of competences. As mentioned above, the aim of the RFCDC is to enable a more systematic and holistic focus on competences for a democratic culture in pedagogical practice. The set of 135 key descriptors are a planning and diagnostic tool to identify how competent one is, has behaved and acted, or which competences one wants to learn, practice and use additionally.

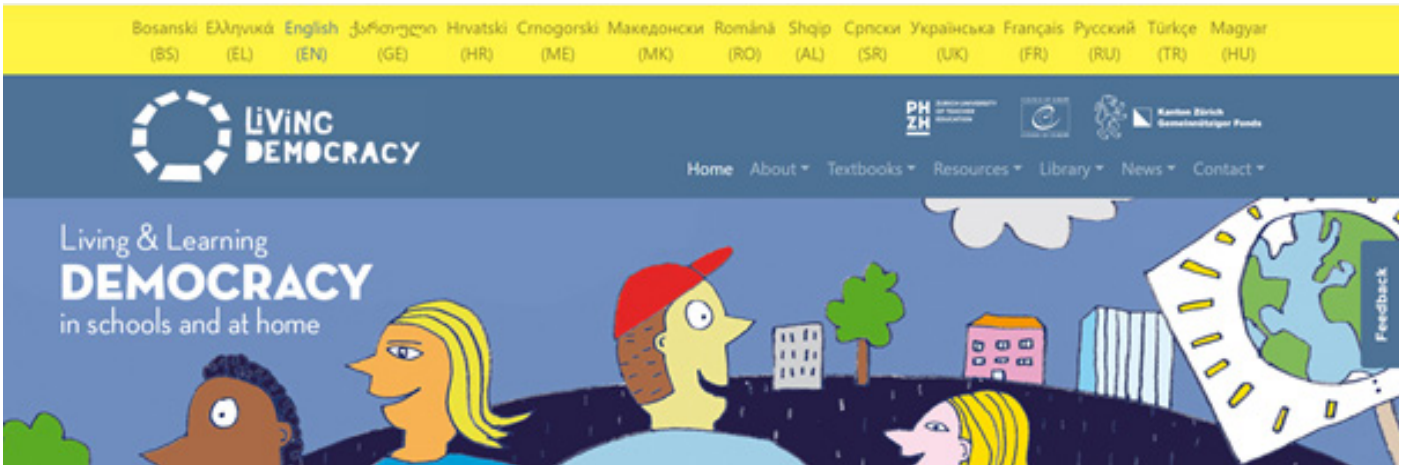


7 LIVING-DEMOCRACY.COM

Living-democarcy.com: Interactive Website with Materials on Democracy Education
The website "Living Democracy" is a unique educational resource, available in multiple languages, which aims to promote democracy and human rights without additional cost to the user. The educational materials are prepared by educators from different countries and are approved by national authorities and the Council of Europe.

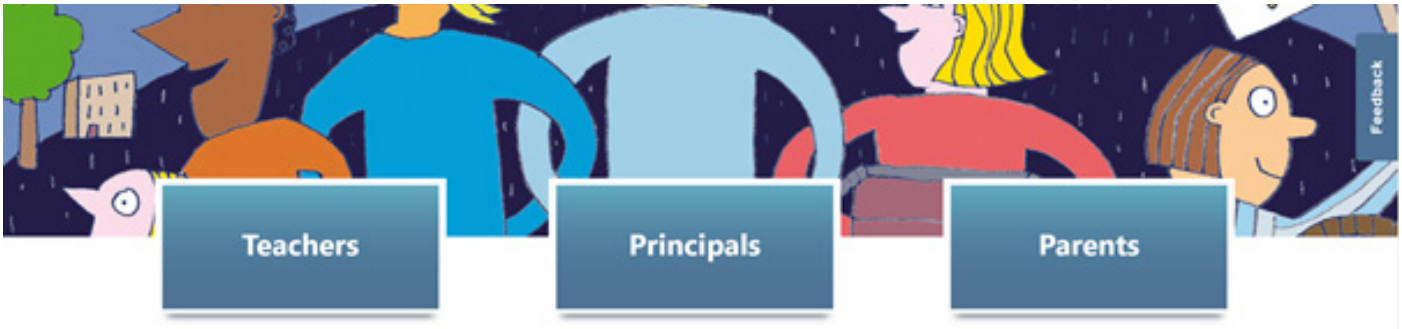
The principle of the website teaching material is based on the idea that Education for Democracy and Human Rights enables students to have an active role in school and their life environment, empowers teachers, supports school leaders and provides guidance to parents in their daily life with children.

The user-friendly approach allows for easy browsing by topic and by key-word.
The website www.living-democracy.com provides resources for teachers, students, principals and parents.



Democracy Education acts on three levels:

- Classroom – as a small collective providing lots of opportunities for first experiences in democratic education.
- School – as an extended community.
- Society – where children and teenagers experience what participation means through defending their interests outside school.



The teaching materials for Democracy and Human Rights Education offered on the "Living Democracy" website aim to support the learning process and teach students the necessary content while providing methodical and decision-making competencies. Separate sections of the website focus on the competences of principals in democratic school governance and the empowerment of parents.

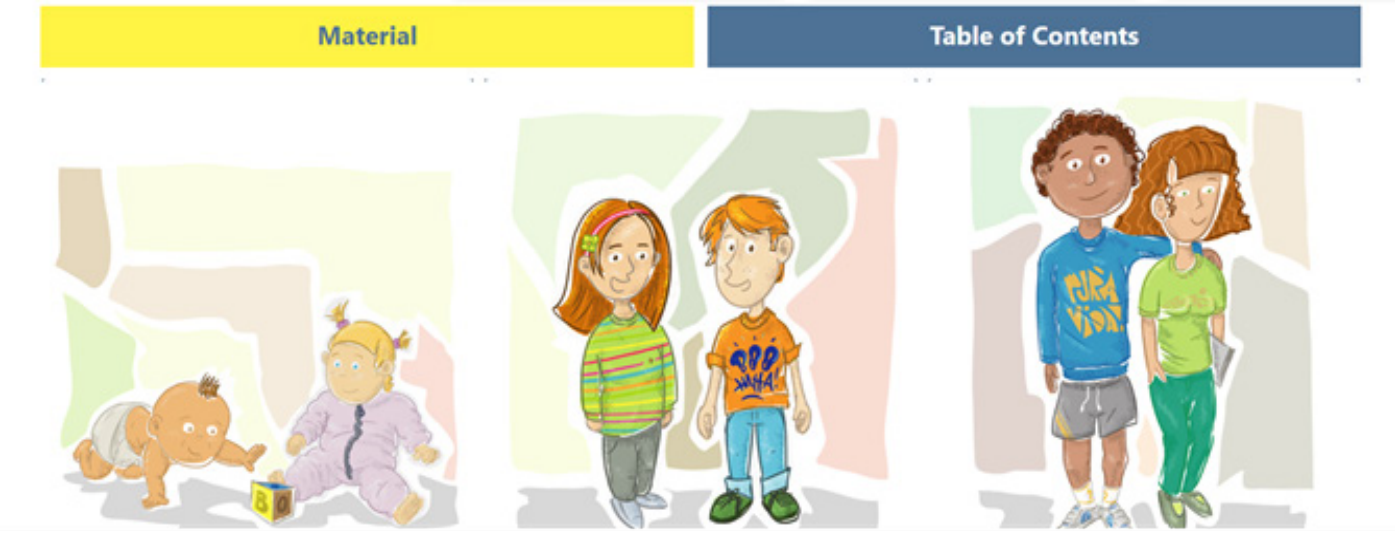


The website is a central element of the IPE project "Living Democracy", supported by the Canton of Zurich Government, Switzerland. The project aims to train teachers, principals and parents in all member countries of the Council of Europe and beyond.

8 PART B: MATERIALS FOR PARENTS
LIVING-DEMOCRACY FOR PARENTS

In cooperation with experts from various Council of Europe countries, a democracy website has been created under the direction of the PH Zurich, which shows teachers, headmasters and parents very concretely what democratic action and learning can look like in everyday life. Here we briefly present the part of the website that is specifically aimed at parents and that deals centrally with questions of democratic and participatory communication between children of different ages and their parents.

Different situations are starting points for discussion and the development of joint solutions: The eldest child in a family is about to choose a career and has no idea which profession might suit her. At school, there has been more frequent feedback lately about the son's unfinished homework, and the youngest child in the family regularly causes trouble when shopping when his favorite biscuits do not end up in the trolley. Do these situations sound familiar to you? Do you also sometimes feel that you need to look for new ways to engage in conversation with your children?



The website living-democracy.com offers various tips and tricks for everyday life with children of different ages. In addition, the website provides tips for raising children that especially promote democratic thinking, acting and communicating. Only those who experience democratic communication and democratic action in everyday life can develop a democratic attitude themselves and practice democratic communication and democratic action.

For toddlers (1-3 years), children (4-12 years) and adolescents (13-18 years) there are different situations in everyday life that can be a challenge for parents, e.g. cleaning up after toddlers, practicing table manners with the youngest ones, doing homework, regulating media use by adolescents and sex education: How do I talk about this with children and adolescents? The approach to the different topics is always roughly the same and is based on the principle of "problem-based learning". An entertaining cartoon with a description introduces the topic and the problem (or problematic behavior) is made clear.

Now the user is confronted with the question: "How would you react as a parent? Smaller cartoon drawings follow, each depicting a different way parents might react. The user selects the reaction that most closely corresponds to his or her own reaction in this situation and clicks on the picture. Now the advantages and possible disadvantages of this reaction are discussed: Will this reaction solve the problem? How will the situation continue? How does the child feel? How does the adult feel? Will the situation change? These and similar reflection questions guide the assessment of the adult's response.

The next step is to identify alternative actions that can help solve the problem. Here, modern pedagogical theories and approaches (such as sending I-messages, non-violent and open communication) are linked to the concrete situation. However, the user not only has the opportunity to learn theoretically about the alternative courses of action but is also encouraged to practice these new ways of communication in practice with the help of suitable exercises. Some exercises can and should be integrated directly into everyday life, such as filtering out destructive messages from the parents' own communication style.

Because one's own behavior can only be changed if it is practically observed and acknowledged beforehand. This action makes the abstract theory tangible and transforms it into immediate, new knowledge about the parents' actions. The new patterns of action or suggestions for conversation are not only relevant in the selected, exemplary situations, but can also be immediately transferred to other challenging parenting situations at home. Some of the suggested communication strategies may seem unfamiliar, if not strange and inappropriate, but trying something new is often the only way to overcome problems and make progress. With this in mind, we encourage you to engage in this experiment! It is at least worth a try if you are trying to get a grip on parenting problems!

We hope that entrenched conflicts and situations with seemingly insurmountable stress can be reviewed and re-evaluated with the help of the parenting and communication strategies we have put together. If you incorporate these strategies as approaches to solutions in your everyday parenting, you and your children can experience this time together as quality moments that are important for the exciting journey of growing up in a democratic society.



9 LEARNING FROM EQUALS

Discovering how adults and youth (young adults) learn is increasingly an important endeavor. This is because rapidly changing lifestyles, environmental situations and economic systems compel all people to remain lifelong learners. But how do adults learn best? What do we need to know when dealing with adult education?
Four principles of adult learning can help in planning and evaluation:

1. Adults and young adults are most interested in learning subjects that have immediate relevance and impact on their work or personal lives.
2. Adults need to be involved in planning and evaluating their learning.
3. Experiences (including mistakes) form the basis for learning activities.
4. Adult learning is problem-oriented and not content-oriented.

To be effective, any training initiative must take these principles into account. Peer learning groups are therefore based on and fulfil these four principles.

Immediate relevance

Principle #1: Effective adult learning has immediate relevance and impact. (Young) Adults want to learn how to solve an immediate problem they have in their jobs or everyday lives. Therefore, education must always be centered on the participants' own life situation, and it is even desirable for participants to talk about themselves and to focus on their own problems and questions.

Self-directed

Principle #2: Effective adult learning is self-directed. Adults readily take responsibility for their learning decisions. Peer learning groups are self-directed. Parents themselves identify their learning needs based on a challenge in their family that they have not dealt with. These issues, questions and problems guide the structured discussion of the topic. Participants also self-select the knowledge and skills they want to adopt and apply.

Building on experience

Principle #3: Effective adult learning builds on experience. Adults have a wealth of experiential knowledge. They need to share their knowledge so that they can build on it. In the right environment, adults can also learn from each other. The first session of a peer learning group starts with members identifying, analyzing and discussing where they have gone wrong or solved a challenge poorly in the family. This forms the basis for the subsequent discussion about the causes of the problem and alternative strategies to solve it.

Problem-centered

Principle #4: Adult learning is problem centered. Adults prefer to focus on a particular topic or skill. A peer learning group, as described above, focuses on active problem solving through identifying and analyzing alternative strategies. Experimenting with a different strategy to solve the problem in the time between sessions; and reflecting and deciding on the behavioral adjustment can be included in a subsequent session.

Peer learning group: *A peer learning group built on these adult learning principles is an excellent laboratory for solving problems and trying out new techniques for dealing with critical challenges in the family (but also at work, in clubs, in politics, etc.).*

10 DEMOCRATIC UPBRINGING

SUDECU is the abbreviation for the three central elements of the project: Sustainability, Democracy, Culture of Democracy. What is meant by culture of democracy in the context of education and guiding children and young people into adulthood? What effect does it have on my educational style when I know that my children are to be responsible participants in an open democracy? The central question, then, is what are the consequences of educating children within a democratic society? Well, as we know, democracy means that power is shared. Not one should rule, not several, but all. This applies to the community as well as to the family. In the patriarchal family, only one person rules. All others have to submit and obey. An unrestricted autocracy that deprives citizens of their political freedom was considered reprehensible by the ancient philosophers as tyrannis. For the family, however, the same philosophers demanded it. Political freedom includes the right to decide for oneself. Only when this is guaranteed for every citizen does power emanate from the people, from the "demos". In contrast to all other forms of political rule, democracy is the only one in which the exercise of power is tied to the consent and participation of the subjects. In ancient democracy, this was done through large assemblies in which every male citizen had the right to speak and vote. In the family, on the other hand, only one man had the right to make decisions for all members. There was no assembly. In the direct democracy of antiquity, the independence of each individual citizen was to be enforced. The domestic conditions of this autonomy consisted of patriarchal autocracy. The right to speak publicly in the assembly and the power to call the shots in private at home were directly linked.
In representative democracy, too, the people should rule over themselves. The government is elected by the people and is supposed to express their majority will. But even those whose opinions do not agree with the majority should not experience the rule of the elected government as alien. All opinions should be represented in parliament so that everyone can recognize their democratic representation. The opposition, as a possible future government, always has a stake in the current government. Constituency-appointed MPs should represent the entire population, men and women from all walks of life and professions. After gaining the right to vote, women began to represent themselves accordingly, not only through democratic participation but also through the democratization of the family. Participation in the public sphere also meant a say in the private home. Equality increased, and employability, free choice and common interest in the child became representative issues for families, as they still are today. In other words: We are confronted with the fact that children must also be represented. For they are as much a part of the "demos" as men and women.



For centuries, obedience to the family was considered the highest educational goal. To be devoted not only to the parents but to the whole family was highly valued. This was especially true when the children were grown up and had children of their own. This was to ensure that the children lived up to their parents' standards, both in terms of their inheritance and in terms of their care The interests were directed towards the community, not the individual. Love and affection were not displayed publicly. The main focus of families was to raise children to succeed in work and to maintain family values and wealth. The family always included several generations and consisted of a large number of relatives. This is still the case in many cultures today. Belonging to one's own family, which is often the only necessary protection and support for the individual, is usually stronger than ties to the community and its institutions. Important positions are preferably given to relatives. Nepotism is part of everyday life.



And this is by no means only true at the higher levels, but everywhere where the ties to one's own family are stronger than the rules of the community. Even in democracies that have existed for a long time, there are still very influential families in which political and financial power is concentrated. This tendency can be traced back to antiquity, when one of the main tasks of democratic rule was to reduce the political influence of large families. Democracy had to assert itself not only against tyranny, but above all against the rule of the nobility. So that offices could not be passed on from one relative to another, they were awarded by lot. The polity was not to be dominated by large families and their political allies, as was the case in European hereditary monarchy until well into modern times. Without the independence of the children, the large families form a political power that is incompatible with democracy. Breaking the chain from one generation to the next is one of the existential conditions of democracy.

11 SUDECU PARENT COMMUNITY GROUPS

As a parent, everyday life can sometimes be stressful and overwhelming. A great way to connect with other parents and support each other is to join a SUDECU parent community. A parent community is a group of parents who meet in person to exchange experiences, share ideas and create cohesion.
A parenting community allows parents to share their experiences and learn from those of others. It's a great way to support and encourage each other. This way you can identify with other parents who are going through similar challenges in parenting. A parenting community can also help to reduce the isolation that many parents experience, especially if they have a child who has special needs or if they are personally going through a challenging phase.

What is a SUDECU Parent Community Group?

In principle, every meeting is a lively group and something similar happens: several people come together and discuss a topic that interests the group. The purpose is to exchange ideas and support each other. The aim is to find out the attitudes and opinions of other parents and to learn from each other. To this end, a discussion leader initiates the discussion with a predetermined or jointly determined parenting topic; ideally, the participants contribute to the group discussion independently, without the need for any special further impetus.



Five Phases of a successful SUDECU parent Community Meeting

1st phase: Preparation

As with a structured interview, the discussion leader must think about a guideline in advance. What is the actual question that the group discussion should answer? What obstacles may arise and how will you react to them? From these considerations, you derive the basic stimulus that will later encourage the participants to engage in discussion.

Phase 2: Who is in the group?

The parents present are fundamental to the group discussion. Decisive criteria can include age, gender, education, status and social affiliation. Depending on who belongs to the group of parents, this will affect the results of the discussion. It is therefore important to think about the respective target group in advance. For example, if a group is rather homogeneous, the discussion will tend to result in an existing group opinion being confirmed. If the group is more heterogeneous, divergent opinions and points of view are to be expected.

3rd phase: Stimulus

The discussion leader welcomes the participants and then provides a so-called basic stimulus for the discussion: this can consist of a text passage, a film sequence, an open question or a provocative statement. It is important to be familiar with the materials on the living-democracy website and to use them. On the one hand, this serves to introduce the topic. On the other hand, it also sparks the group discussion through the way it is organized.

4th phase: Free discussion

Ideally, the basic stimulus leads into a free group discussion, i.e. the parents talk to each other in a similar way to how they would in an everyday situation about their experience of the chosen topic. The discussion leader follows the discussion closely, but does not contribute their own opinion. He moderates the discussion, for example by making sure that participants get a chance to speak when there are interruptions. It may be necessary to decide beforehand whether a family or parent should take center stage with their experience and be given time to share their example. It is very important here that it is not about success stories! People should be allowed to ask questions and admit to difficulties. Only when this honesty is present in a group does it become a development group.

5th phase: Meta-discussion

In this phase, the participants in the group discussion can give feedback on how they perceived the discussion. This is followed by a joint evaluation. What did we learn, what did we hear? What would I like to try out? When will we meet again and what topic could be helpful? We look at the living-democracy website together and get inspired.

Eight Rules for leading group discussions

Anyone who takes on the role of leading parent discussion groups can benefit from tried and tested tips:

1. Carry out preparatory work
Prepare the Living Democracy website, clarify the topic, be clear about your role, think through the process again. If you are well prepared, you will also help them to leave the meeting well informed and satisfied. This point is actually a matter of course - and yet it is so often ignored.

2. Be on time
Lack of time is a symbol of power and status. Nevertheless, if you turn up late, you have to apologize before you say anything else - a very bad start to any meeting. As a moderator, always shine with punctuality - always.

3. Address all parents
Every time you start talking, turn to the person sitting furthest away from you first. This automatically ensures that you don't speak too quietly. If you then look at everyone once and have an overview of the whole room, everyone will know that nobody can hide here or chat to the people next to them. Because: you include everyone - noticeably and visibly.

4. Ask questions
Bring a lot of curiosity to the meeting. Open questions and systemic questions help to spark discussion, generate interaction and lead the conversation. As you know, you can activate reluctant parents by addressing them specifically or holding them accountable.

5. Tolerate opinions
Opinions enrich the meeting. The group discussion is there precisely to promote the exchange of ideas. Unfortunately, some people confuse this with "being right" and regard a different (possibly even better reasoned) experience than their own as an affront. This is where you need to intervene and emphasize that this is about the issue at hand. Personal attacks, sweeping criticism and polemics are taboo and must be reprimanded immediately. Otherwise there will be no group discussion.

6. Bundle results
To ensure that the group discussion does not get out of hand and retains its central theme, you need to summarize the (previous) main arguments briefly and concisely from time to time. Interim results help to provide a better overview. But beware: If you present this as a final result, the discussion is over. Emphasize the different experiences of individual parents and stimulate the group discussion again. At the end, you should thank everyone for the discussions.

Attention! Personality types in groups!

In a group discussion, you may encounter personality types that present different challenges. As the discussion leader, you should think in advance about what difficulties could arise and how you can deal with them professionally so that the meeting and the group discussion do not take on a life of their own.
The three most common types:

The leader

He would probably like to be the boss, looks after the participants and thinks a lot of himself. He is a decider, even overriding others if necessary. He has great self-confidence and uses his presence as a spokesperson. He supports weaker participants, but still makes his position clear in a dominant manner if anyone doubts it. He can be a welcome support for the meeting leader as he is reliable and takes responsibility. However, he can also become a competitor if the leader of the group discussion shows weakness.

The doubter

This personality is responsible for the analytical. Those with doubts are less pragmatic, but they love theories. They devote their full attention to any problems or risks. Unfortunately, this is also the case when quick decisions are required. Yes, that can be annoying. But there is also a certain amount of caution and pessimists can put the brakes on some euphoria and over-optimism and thus prevent major damage. However, because they rarely act in a solution-orientated way and prefer to play the role of the clever critic, they need to be slowed down regularly and held accountable: It's okay to point out problems - as long as you also think constructively about how to solve them.

The comedian

The comedian or clown also regularly appears in group discussions. The comedian is less interested in technical matters. Instead, he tries to liven up the group with his jokes and naturally enjoys the attention he receives. Humour can unblock some things. However, if the joker overdoes it, the meeting quickly becomes a joke - and the leader finds it difficult to keep the conversation on track. You should therefore not simply let the comedian have his way. Laughing is okay - but also emphasise the seriousness of the problem or topic. The doubter can be a valuable ally here.

12 FAMILY PROJECTS

With its ideas and approaches, SUDECU supports living together in families and thus also the quality of time spent together, because mental and physical health are essentially linked to shared experiences in the family and neighborhood. Only in the last hundred years, however, has there been talk of a phenomenon that today determines our lives in many different ways: leisure time. Just a few decades ago, life was determined by external con strains and above all by work. It was only with the shortening of working hours, the increase in prosperity and corresponding offers that the topic of leisure time took on the significance it has today. In our SEDECU project, we want to address issues of active leisure time together, in addition to suggestions relating to parenting issues and mutual help from parent to parent, because for most families, leisure time provides the space for activities, experiences and adventures that they cannot have in other areas of life. Leisure time is not aimed at securing a livelihood, but at improving the quality of life and is an important element in the culture of democracy. Even though we know that many parents (and children) have many ideas of their own, we attach to this text a list of possible leisure activities that can be supportive in having fun, experiencing shared experiences, working together on a project and learning or practising democratic skills in the process.

In purely quantitative terms, leisure activities are one of the most important areas in the family, alongside shared meals and conversations. However, due to different time structures dictated by school, work or hobbies, the time available together is limited. During the week, a precise schedule often has to be adhered to so that everything works. This doesn't even leave the 4 to 5 hours of free time that an adult has on average. In addition, there are often conflicting interests as to how free time and time together should be organised. Younger children want to experience something together with their parents. They want to play, swim, cycle and exercise. They expect their parents to make time to be with them. Children need free spaces to play with others that are not scheduled with kindergarten, sports clubs, music school and computers. Where these play areas are lacking in the neighborhood, appropriate provision must be made. Schoolchildren are already starting to leave home to go to friends, youth groups and sports clubs. They need peers, although they still like to do things with their parents if they are interesting enough.

However, parents also need free time for themselves. The working parent may be looking to spend time with the family during this time, which they are rarely able to experience due to their job. The parent who is at home every day and has the children around them for a large part of the day may want to take a break from the family in their free time. This can lead to conflicts over the appropriate organisation of precious time together. This also applies to family holidays, which are often subject to exaggerated expectations in terms of conversation, harmony and togetherness.

Is there such a thing as a "family leisure culture" and how does it manifest itself? Children grow up in the family in a certain environment that is strongly characterised by leisure activities. It starts with the eating culture and continues with hobbies, socialising, music, dealing with media, excursions and travelling. Children initially learn from the example set by their parents and later develop their own "leisure style" after leaving home.

A wide range of leisure activities has developed around customs and traditions. Families celebrate public holidays, milestone birthdays, wedding anniversaries and family festivals. Towns and municipalities organise town festivals and fairs that are based on a multitude of traditions. Why do people yearn for such traditions? Cycles such as the daily routine, the weekly schedule or the seasons provide people with security and orientation in a constantly changing environment through the repetition of the same forms and content. Children, but also adults, need this rhythm in their lives.

Ten rules for organizing leisure time together:

1. Don't stay on all the time; switch off for once.
2. Don't constantly chase after fast-moving trends.
3. Only buy what you really want and make your personal well-being the most important purchase criterion.
4. Don't try to constantly improve your standard of living or even confuse it with quality of life.
5. Learn to let go, i.e. to leave out the superfluous. It's better to miss something once than always be there.
6. Don't do anything at the expense of others or at the expense of future generations.
7. Don't make all your dreams come true; save your unfulfilled wishes.
8. Avoid consumer offers if they are more stressful than fun.
9. Relearn to do one thing at a time.
10. Enjoy made to measure, so you can enjoy longer.

As mentioned above, here are 30 suggestions for possible leisure activities to help develop a democratic family community. They are divided into 7 categories and are intended to give an idea of how varied the time spent together can be. Although children want to be heard and have the right to contribute their views, they do not usually expect everything to be implemented exactly as they imagine it. They realise and even want their parents to be the ones who make the final decisions and bear the responsibility. These expectations coincide with their experiences of everyday decisions, such as what to do at the weekend. Here too, parents make the decisions, but children naturally want to have a say and contribute their ideas. However, when it comes to joint projects and activities, it is important that adults practise and allow their children to listen and be involved. Only those who can practise independence and are allowed to make mistakes will become independent.

30 SUCCU -Activities for Parents.

Role-Playing Scenarios
1.Drawings: You are talking to me - I am talking to you
2. Creating costumes for Halloween
3. Imagining funny poem about us
4. Organising a picnic basket and supplies - changed roles

Parent and Child / Teenager Vision Board
5. Brainstorm and discuss vision of own family based on magazine, video, book sample
6. Creating a time table of family activities for a week
7. Planning a trip - writing the time line together
8. Let's make lunch together
9. To the laundry

Parent Mindfulness Exercises Self Care and Stress Management
10. Tips to reduce stress reduction - notes
11. Tips for emotional regulation - notes
12. Tips to improve focus - drawings/ painting/sculpturing
13. Gratitude journaling
14. Crafting activities



Career and Skill Approaches
15. A letter to my colleague
16. My gift to a colleague
17. Organising party with colleagues - Agenda
18. Controversial issues at work - drawing chart

Managing Relationships
19. Song / poem to my partner
20. Why - Why not video
21. Writing letter to a partner
22. What is love all about - individual creations in various media: message on Viber, funny photo, creatin the video from mutual photographs

Handling Siblings Dynamic
23. My sister/brother and me as a kids - drawing the symbols
24. My sister/brother and me growing up - photographs
25. My sister/brother and me now - placate, representational or expressive painting,
26. On a trip together - cartoon

Communication and Self-expression
27. This is me - singing, craft, video from sport activity, drawing, pie making...
28. 3 beautiful things to share
29. Me in 5 years - video to myself
30. A box of treasures for my kids

A family-project step by step

As parents, we do not want to act in the same way as teachers. A family is not a school. Nevertheless, we can plan our project carefully and involve the children in the realization and planning. These are elements of practiced and lived democracy. We have listed 30 activities or project ideas. We suggest that planning is also part of the time spent together. Here are four steps that can help to make the shared experience even more conscious and valuable:

Step 1: The project idea

There are many starting points for project work. The reason for a project can arise from a situation in the children's everyday lives: The circus is performing near the daycare center. Suddenly, lots of children are talking about circus performances, life in the circus wagon and artists. An idea is born. Or a child brings in an idea from their everyday life that they are interested in. For example, it could be the sister who has broken her arm and now has to spend a few days in hospital. How does a hospital work? What professions are there?
You can also specify the topic. In both situations, you should work with the children to find out what they already know and what they can and want to learn.

Ask questions such as:

- "What do you know all about it?"
- "What else would you like to know?"
- "What do you particularly like about this topic?"
- "What ideas do you have about it?"
- "What could we do about it in the near future?"

During the course of the project, however, there should always be enough freedom for the children to make changes and adjustments.

Step 2: Collecting ideas

Once the children or the team have decided that they would like to carry out a certain project, the idea exchange is opened. This is where you collect what you need to think about, how you want to plan, how long it might take. Create a list on which you write down the ideas and then let the children draw or cut out a picture that illustrates this idea. Hang up this list and it can be added to at any time. Give the children a few days to process the ideas they have collected. The children then decide democratically which action they will start with first. Steps 1 and 2 already show how many democratic skills have been practiced or learned. A culture of democracy is created!

Step 3: Carrying out the project

At the beginning, find out with the children what experience they already have with the topic or approach. The length of the project depends entirely on the children's interest. As long as the children are still asking questions and want to find out new things, you can continue to explore the topic together and plan the next activities. If you notice that interest is waning, it is time to move on to step 4. When selecting the activities, always ensure that there is a balance between active and passive offers and that as many senses as possible are addressed.

Step 4: The conclusion

At the end of a project, there should always be a worthy conclusion, as the children have worked intensively on a topic over a longer period of time. This could be, for example:

- The children present their results to grandparents, neighbors or other interested par ties.
- The children organize an exhibition or performance that fits in with their experience and the project.
- The entire project ends with a small celebration.

By the way: You don't always have to do projects with your own children. You can get together in the SUDECU group or with neighboring families. Maybe a few of your children's friends can join in and create great team experiences.



Why is it worthwhile for young democratic people to get socially and sustainably involved?

One of the central goals of SUDECU is to empower young educators to plan and implement social, ecological, democratic and ultimately sustainable smaller and larger projects with their peers in the form of volunteering. By volunteering we mean all activities that are carried out on one's own initiative and collectively, take place in public spaces and are not aimed at material gain. They range from self-organized and occasional activities to legally organized voluntary services that require a fixed period of commitment. The spectrum of voluntary activities is broad. So are the motives for voluntary social engagement.

Some key aspects are important in voluntary social engagement:

- Enjoyment of the common cause: One of the reasons to volunteer is the joy of social engagement. By contributing one's own know-how, one can do something good. At the same time, you can broaden your own horizons and get involved in a common cause with people from other cultures and walks of life.

- Helping others and doing good: Basically, volunteering is about supporting other people - without expecting anything in return. Many volunteers cite altruistic drives, i.e. the altruistic desire to help others, as their reason for volunteering. After all, those who decide to get involved in social work open up important opportunities for other people, for animals and for nature, and thus ultimately for an open and vibrant democracy. Without volunteers, it would often be hopeless for certain groups or causes to survive or develop themselves.

- Acquiring qualifications: Self-initiative and a sense of responsibility, open-mindedness, the ability to work in a team and deal with conflict - all these qualities are needed in voluntary work when working with other people for a common cause. At the same time, these qualities are also in demand in the working world, because employers recognise them as key qualifications for professional life. That is why many make an effort to become socially involved during their school and university years. However, the focus should not be on improving one's CV, but on a genuine interest in doing something good!

14 SEVEN PHASES OF PROJECT DEVELOPMENT

SUDECU aims for young people to learn from young people and develop projects together and have a social impact. The development of such youth engagement initiatives thus aims to enable young people to initiate and implement community projects that can have a lasting impact on both personal development and community and environmental development. In order to plan such projects together, tools are needed. The following is a brief description of the 7 steps that will help SUDECU teams to carefully palm and realise their projects and thereby learn together for the future, because only active and wisely planning citizens help to move democratic society forward in a sustainable way.

Step 1: Follow your passion
The theme of the SUDECU project should be chosen based on the interests and abilities of the group. Whether it is environmental protection, education, health care or art, choosing a theme that the participants are passionate about will encourage engagement and enthusiasm throughout the project. By following your passion, you not only ensure a lasting commitment, but also harness your unique talents, creativity and energy, setting the stage for a project that not only serves your community, but is also a powerful catalyst for personal growth and self-determination.

Step 2: Identify the problem and set a goal
Projects should focus on solving a concrete problem in the community where the participants live. Identifying the problems faced by the community helps in setting a clear purpose/objective for the project. Check the set goal against the following questions:

- What problem is this intended to address?
- What positive change do you want to bring about in your community?
- What benefits will your project have for your community?

The second step on the way to the project is essentially to embed one's passion in a tangible and relevant context. It transforms one's idealism into a purposeful and effective force for change by aligning it with real challenges in the community. In this way, the project takes on a profound meaning and relevance that is crucial to its ultimate success.

Step 3: Target audience
Research the target group that the project will help. A clear idea of the beneficiaries will help in planning and implementing the project. Example: If we carry out an action to clean the local stream, who will we be helping? Who will benefit most from our clean environment? A clearly defined target group improves the project's ability to accurately measure and evaluate its impact. It provides a benchmark against which progress can be assessed and ensures that the project remains accountable to those it is intended to serve. In essence, the identification of the target group is a crucial step that bridges the gap between the overall objectives of the project and the practical measures required for implementation. This ensures that the SUDECU Youth project is people-centred and that its initiatives directly benefit and empower the specific group within the community for which it is intended.

Step 4: Detailed plan
A detailed project plan is required that includes the steps required for implementation, the resources needed and the timetable for each phase of the project. This plan will serve as a roadmap throughout the development process.

A detailed project plan is more than just a document; it is a dynamic tool that guides the development and implementation of the project. It ensures that resources are used efficiently, risks are mitigated and objectives are achieved within the set timeframe. As young leaders set out to bring about positive change in their communities, this plan serves as a reliable compass that helps them navigate the complexities of project implementation with confidence and precision.

Step 5: Plan the resources

A resource plan is needed for the implementation of the project – financial, material and human. Tapping potential sources such as grants, crowdfunding, donations or sponsorships can be efficient for the sustainability of the action. Sustainability can be achieved by involving stakeholders who are affected by or have an interest in the project. These can include community members, local authorities, NGOs and businesses. In other words, planning and mobilizing resources for the SUDECU Youth project are essential steps to ensure not only its successful launch, but also its sustainability. By diversifying funding sources, engaging community stakeholders and fostering partnerships with local organisations and businesses, the project can access the financial, material and human resources needed to have a lasting and positive impact on youth development and community improvement.

Step 6: Public relations and awareness raising

To ensure a well-planned and executed project, it is important to choose communication channels - social media, local newspapers, workshops and events - to raise awareness of the issue it is addressing. Effective publicity can attract volunteers, supporters and additional resources.

Events, whether awareness-raising, fundraising or educational, serve as effective platforms not only to publicize the project's goals and progress, but also to forge partnerships and gain the support of volunteers and advocates. Ultimately, effective promotion and awareness-raising serve as the public face of the project, making its mission known, its impact visible and its call to action compelling. By using different communication channels and articulating powerful messages, "SUDECU" can inspire the community to come together, donate their time and resources, and participate in the journey towards a more sustainable and democratic future.

Step 7: Evaluate, reflect and support

After completing the project, the paper group evaluates their results against the objectives set. Evaluation questions: What worked well? What were the challenges? Consider what you learned from it to improve future projects. Appreciate the achievements of the project and consider how to sustain the positive impact beyond the completion of the project. Evaluation and reflection are not just final steps, but an essential part of the initiative's continuous improvement and growth. By critically assessing its successes and challenges, the project can refine its approach, strengthen its impact and continue its mission to promote sustainable democratic cultures in communities. This continuous assessment and improvement cycle ensures that each project builds on the knowledge and experience of previous projects, ultimately leading to more effective and impactful youth-led initiatives. The phases of project development are essential steps on the path to fostering engagement initiatives. Each contributes to the overall goal of empowering citizens of all ages to take the lead in designing and implementing community projects that have the potential to have a lasting impact on both their personal development and the wider community. From the initial needs assessment, which carefully explores the specific needs and interests of participants along with pressing community issues, to the careful project planning, which sets clear goals and a roadmap.

Step 1: Follow your passion
What interests you personally? What are others in the group interested in? What would the group participants like to get involved in?
Step 2: Identify the problem and set a goal
What urgent social or environmental problems should be solved or at least addressed? What can WE really address with our experience, our group members, our time? What is desirable, necessary AND feasible?
Step 3: Target audience
Who should benefit? Who should actually be able to experience, see and feel the results of our work and commitment? Do we help and support people and groups directly (rather social projects) or indirectly (rather environmental projects)?

Step 4: Detailed plan
Are we capable of writing a good and detailed prekt plan? Do we need support? Who in the team will take the lead (a sub-group of about three people is recommended)?
Step 5: Plan the resources
The detailed plan will certainly also mention the necessary financial resources. How will these be procured? What are the minimum funds? How much is needed to get started? How much money (budget) is needed for what? Who from the team is mainly responsible for this financing work?
Step 6: Public relations and awareness raising
Before during and after the completion of a project, communication with the wider public is needed. There are several reasons for this: The social and environmental impact should be made known, this increases the impact and possible replication. If the project is continued, it needs further support and funding. Public relations work helps with this!
Step 7: Evaluate, reflect and support
Sustainable projects need careful evaluation. All participants learn for their lives and for their future only if they evaluate. Here we already plan which contents and processes we want to analyse and set provisional dates, when this should take place and how we record the results.

15 SIXTY IDEAS OF YOUTH ENGAGEMENTS

The first eight ideas are shown in a bit deeper detail in the next chapter, while projects 9 a 10 will be described in detail further on.

Eight Descriptions (see chapter 13)

1. Grounding in nature conservation and environmental protection
2. Offer visiting services
3. Organize donations in kind
4. Contribute to local refugee aid
5. Offer tutoring for school learning
6. Organise childcare
7. Offer telephone counselling
8. Helping out at an animal shelter

Two Project proposals (see chapter 14)

9. Building bee hotels
10. Starting a bike repair place

Fifty short ideas to build on:

11. Planting action: Plant trees, flowers or shrubs.
12. Environmental podcasts: Listen to and discuss podcasts that focus on environmental issues and conservation.
13. Visit to a recycling yard: learning how waste is recycled.
14. Environmental film evening: Watching documentaries on the environment.
15. Ecological footprint calculation: Reflect on one's own impact on the environment.
16. Bike day: Young people use bicycles for everything for one week.
17. Waste separation: Introduction of waste separation systems at home, at school, etc.
18. Upcycling workshop: Creating something new from old materials.
19. Rubbish collection action: In the vicinity of one's own home or in a park.
20. Repair café (possibly as a working group): Repairing defective everyday objects.
21. Energy saving competition: School classes try to use as little energy as possible.
22. Solar or wind energy project: Building models for renewable energy.
23. Create an urban garden: Cultivation of fruit, vegetables or herbs.
24. Lectures by environmental activists or experts: Information on current environmental issues.
25. School Challenge: Pupils find environmentally friendly alternatives for their way to school.
26. Energy of the family flat or house: Checking energy consumption.
27. Paperless daily life: Promote digital learning / test new ways.
28. Water saving measures: Installing water-saving fittings.
29. Building rainwater barrels: Collecting rainwater for garden irrigation.
30. Clothes swap party: swap old clothes instead of buying new.
31. Reusable snack and lunch packaging: Avoiding disposable packaging.
32. Mural painting: Designing environmental themes on the school walls.
33. Science experiments: Explore environmentally friendly projects.
34. Working out an environmental quiz: Test others' knowledge about environmental protection and nature.
35. Letters to politicians: Making demands for more environmental protection.

36. Building birdhouses: Create a habitat for birds.
37. Excursion into nature: Discover flora and fauna.
38. Animal sponsorships: Support animal and nature conservation projects.
39. Environmental books: reading and discussing literature on the topic.
40. Hydroelectric power plant visit: learning about alternative energy sources.
41. Plastic-free everyday life: Reducing plastic waste.
42. Nature reserve excursion: visiting and exploring protected areas.
43. Introduction of green spaces: Creating green parks.
44. Climate change debate: Discussion on climate protection measures and targets.
45. Waste prevention: Initiatives to avoid food waste.
46. Plastic waste sculpture: works of art made from collected plastic waste.
47. Sustainability simulation game: Simulation of decision-making processes on the topic of environmental protection.
48. Environmental photography: pictures and exhibitions on the topic of environmental protection.
49. Construction of solar charging stations: Use of solar energy for mobile phones and tablets.
50. Fair trade initiatives: use of fair trade products in everyday life.
51. Sustainability association: Founding of a working group on the topic of environmental protection.
52. Environmentally friendly school materials: use of recycled and sustainable materials.
53. Building mini-vegetable beds: Creating small beds for self-sufficiency.
54. Guided tour of local eco-businesses: visiting sustainable businesses.
55. Weather station: observing and analysing weather phenomena.
56. Energy saving tips: Sharing ideas on how to save energy.
57. Zero waste project: Aiming for a waste-free family.
58. Making environmentally friendly cleaning products: Reducing chemicals.
59. Participation in climate demonstrations: Support climate protection measures.
60. Organise a summer-vacation neighbourhood girls football camp.



A. Action research: Participatory Monitoring and Evaluation for Peer Learning

1. Content

Aims
The main aim of the follow up is to investigate the impact of SUDECU project on the achieved democratic culture with the continuous research and follow-up of conducted activities in all phases of projects` realization. With the implementation of RFCDC we will evaluate developed sustainable, participatory democratic behaviour based on peer learning of youth and parents.

Objectives
To investigate the ways on which youth and parents determine and approach peer learning as a way to establish self-regulated learning. A list of 60 thematic activities is designed to enable understanding of the holistic approach of "Education for Sustainable Development" (ESD).

Concept of research and follow-up program
Incorporating in democratic process entails engaging of all team, not solely the ones that are the most outspoken. It involves cultivating mutual respect, empowering individuals, and fostering a deeper mutual comprehension. When peers are consulting during monitoring and evaluation endeavor, it doesn't inherently guarantee a participatory process.

Therefore, we are using effective program: *Participatory Monitoring and Evaluation for Peer Learning* to evoke a dynamic exchange of information in both directions peer trainers – peers. Shared learning and joint decision making based on the implementation of RFCDC will be foundation of peer learning.

Participatory monitoring and evaluation inherently require the involvement of numerous individuals willing to create a positive influence within the community through their peer endeavors. Its implementation is essential for fostering peer learning and cultivating democratic behaviour at peer groups, encompassing both youth and parents.
Evaluation and follow up instruments are designed to capture changes in peer experiences during the process of learning and provide evidence that are going to present its success. Therefore, we developed qualitative and quantitative research approaches to evidence transfer of the SUDECU concept into action.

Contemporary scientific research strongly advice the implementation of the qualitative analyses and follow up when the small group of participants is involved in the project (Agee, 2009; Irwin & Stafford, 2016). They prove that qualitative analysis provides an understanding of the phenomenon and of the process, with both: the strengths and the weaknesses of the process of interaction we were interested about. In that content, in order to fully understand their approach and reactions, the reflection process as the part of participants own learning process will be of particular interest (Hausman, H., Myers, SJ, Rhodes, MG, 2021).

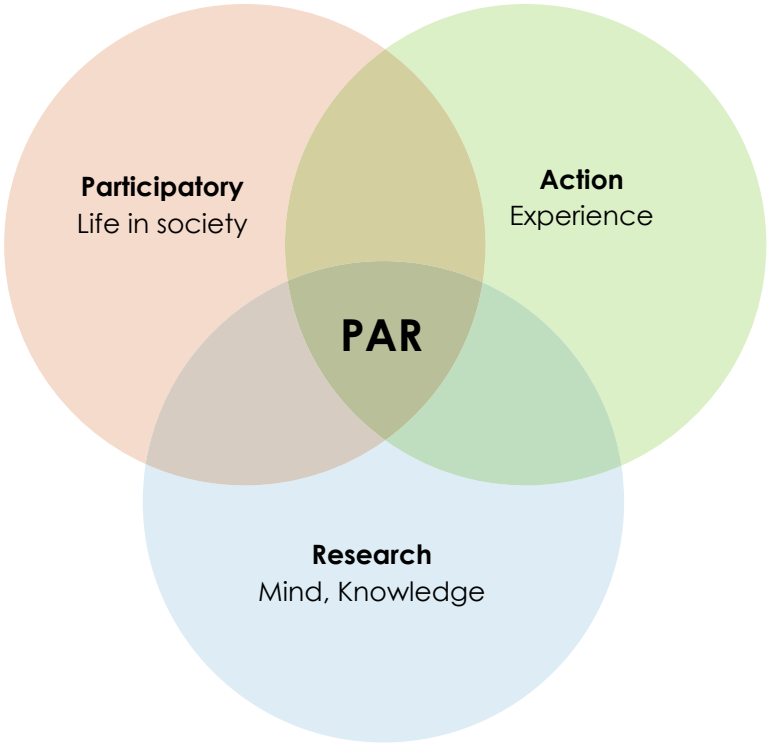


Table 1. Chevalier, J.M. and Buckles, D.J. (2008) *SAS2: A Guide to Collaborative Inquiry and Social Engagement.* Sage India and IDRC, Ottawa and New Delhi. e-ISBN 978-1552504185

Participatory Monitoring and Evaluation for Peer Learning is a concept developed especially for SUDECU project, based on the strong and relevant established scientific referent materials.

Participatory Monitoring and Evaluation for Peer Learning strongly relies on the structure of the processes of learning and evaluation as its strongest segment, essential for acquisition of knowledge and experiences. It supports involvement of active participation and taking tangible actions. The core goal is to gain understanding of the sustainable goals through collaborative peer endeavours and thoughtful introspection. It seeks to understand the world by trying to change it, collaboratively and following reflection. In this way communities of inquiry and action evolve and address questions and issues that are significant for peer learners.

Participatory Monitoring and Evaluation for Peer Learning contrasts with mainstream research methods, which emphasize controlled experimentation, statistical analysis, and reproducibility of findings.

This draw attention to the process of *Participatory Monitoring and Evaluation for Peer Learning* as an essential tool for learning and creating impact in the society.

2. Goals

Utilizing the collected data, we will provide comprehensive understanding of the mechanisms driving peer learning, peer communication and peer evaluation. This will enable us to unveil actual outcomes of SUDECU project`s implementation, all its insight details, to explore the depth, richness and complexity inherent for peer learning.

Conclusions gained, will be a strong base for the implementation of contemporary educational methodology (peer learning, SDG's and RFCDC) in the North Macedonia, but also in the Balkan and European region.

The important added value of the SUDECU project is to enable participants to understand and implement RFCDC in their daily peer activities. Therefore, the concept of follow-up activities will be focused on the understanding of the opinions and reached competences of these three groups of participants.

3. Participants

Basic number of participants involved will depend of the size of participants, the peer-trainers will recruit, therefore action research in multiple segments of the project will be conducted. Action research is focused on solving a problem or informing individual and community-based knowledge in a way that impacts teaching, learning, and other related processes. It is less focused on contributing theoretical input, instead producing actionable input.

Research will be focused on the three groups of participants: local coordinators, parents and youth. All activities will be directed to acknowledge groups`:

Phase 1:

- Views,
- Impressions,
- Opinions,

concerning the new implemented manual for parents and students.

Phase 2:

- Evaluation of the understanding of the content of the manual – peer learning and its implementation in life
- Evaluation of the understanding RFCDC
- Implementation of the activities that supports peer learning with implemented RFCDC
- Evaluation of participants` reflection on own proses of learning (based on ESD).

Phase 3:

- Dissemination activities
- Dissemination process
- Results of peer learning in all three categories

4. Approaches and instruments for follow- up and evaluation:

a) Self- Evaluation form of the peer learning process (for peers)
b) Poster - Competences for my democratic culture
c) Observational form - to be filled by peer trainer: A less direct method than interviews or focus groups, requires careful attention to participants' activities and behaviours in order to gather data requiring of sustainable goals activity and CDC– needs an experienced observer/s
d) Portfolio of activities for document analysis: peers gather useful data from all activities that will be performed - use of smartphones and cameras to capture experiences of being involved in a project. Documentary photographs, videos and activity results will provide evidence of the realization of sustainable development goals activity and CDC. Afterwards, they can be base for peer discussion.
e) Spider chart: Involve multiple participants at once as are another route to obtaining responses and making interview observations based on peer analyse of conducted activitiy/es.
f) SUDECU Video TED Talk: Instead of classical interview: in-depth, structured personal explanation, to gain insights from the participants to best understand their experience
g) SUDECU Word game play – to evaluate peer involvement and understanding.
h) Timeline game - instrument for monitoring of peers understanding of activity step by step

B. How to observe SUDECU-Activities.

1. SUDECU Guide for Peer Trainers / Peers

The goal of each SUDECU activity is to enable participants to acquire competences for democratic citizenship based on peer learning while accomplishing sustainable goals projects.

To perform quality observation, peer trainers have to:

1. Understand 20 competences and the 135 descriptors

2. Focus own observation to the activity performed in relation the competences and descriptors: which are used, demonstrated, trained? It can happen during activity or in the time between activities, breaks and side conversations. Which competences and descriptors are visible?

3. Are sustainable goals achieved by the performed activity? What are the evidences or direction towards achieving?

4. Write short observations in descriptive manner – which competences was visible during concrete activity and the evidence of its appearance.

In order to provide systematic observation and data gatherings, instruments /formulars for self-evaluation and observational forms are created. The most important aspect for peer trainers in writing observational data is not to reflect or evaluate process, but only to describe what was visible.
Conclusions will be done in by analyse and evaluation together with peers, including them in that way in the process of own evaluation as one of the most prominent aspect of peer learning.

2. Participatory Monitoring and Evaluation (PME) for Peer Learning

Dear peer trainers and peers,
The SUDECU project aims to establish a vibrant interaction with the community and share new approaches to current issues. It will support the implementation of your peers and your own ideas into democratically engaged social action.
Specificity offered with this project is peer learning approach with an integral implementation of standards for democratic citizenship.
What is peer learning?
It is informal sharing of information, standpoints, approaches to actual social open questions, within the community of peers. Peers are individuals with similar age, or social position or level. Peer means one that is of equal standing with another: EQUAL.
We all have experiences that formal education – schools, faculties, academies in all its quality and standards implemented, cannot provide all knowledge and skills necessary for successful life. We all learn so many concepts and mastering life skills in other ways of education.
In a relaxed, supported atmosphere, supported with peers, with no high authority, many excellent social issues can be solved, and great social activities can be conducted.
SUDECU is inviting you to learn about the culture of democratic citizenship by learning how to use the Reference Framework of Competences for Democratic Culture (RFCDC) developed by the Council of Europe.
The learning can be efficient and establish results only if learner is aware about it.
Discussing contemporary issues, choosing activity, conducting it and reflecting upon are the phases that establish learning.

As a peer trainer you will have to follow up realization of each phase with the already prepared evaluation and follow up instruments:

1. **At the beginning of the interaction with peers** - to share the survey (peers' expectations);

2. **During the realization of the activities** - to collect photographs, videos (documentation of realization of sustainable development goal activity and CDC);

3. **Reflection on the activity/s** (spider chart, word game play, peer evaluation form, self-evaluation form as Video TED Talk, Timeline game).

17 HOW TO USE RFCDC FOR EVALUATION

The RFCDC framework places a strong emphasis on empowering learners to become active participants in democracy, which has specific implications for assessing CDC. Assessment should not only help learners gauge their CDC achievements or proficiency, but also encourage to reflect on the learning process that led to specific outcomes.
Using RFCDC in evaluation can detect areas of further competence development and enable peers to take appropriate actions related to own learning. These ways of assessment should contribute to peers to directed own process of learning.
Identifying acquiring of CDC in peers provides a picture how proficient peer learner is in applying relevant competences in conducting of various SUDECU activities. Because each way of evaluation can provide static description of peers competences, we created multiple instruments suitable to detect dynamic use of several competences simultaneously.
Peer Trainers and peers among themselves, can use this evaluation and follow up instruments as a tool for critical self-reflections.
Thus, product and accompanying documentation provide information about how and which set of CDC have been adjust over time to the needs of the situations encountered during the SUDECU project.
The Reference Framework of Competences for Democratic Culture in brief, Council of Europe.(2021) p.20 ret. 3.9.2023 from https://rm.coe.int/prems-004721-the-reference-framework-of-competences-for-democratic-cul/1680a27f24
We are providing several instruments that will show evidence of the participatory peer learning process. Each instrument is designed to seek for presentation of competence that became visible by matching- observing situation with descriptor from the list.

For example: The of use the poster – Competences of my Democratic culture.

1. On the poster, four wings of butterfly contain values, attitudes, knowledge and critical understanding, and skills, accomplished with the written competences for each segment.

2. After the activity, peers will fill the poster with the content of the meeting or activity, or discussions, or reactions… by selecting competences that were visible for them reading the written descriptors from the other side if the page.

3. Visually attractive, this evaluation instrument is considered as a play list, so peers will feel free to write and present realistic situations.

18 EVALUATION FORM TEMPLATES

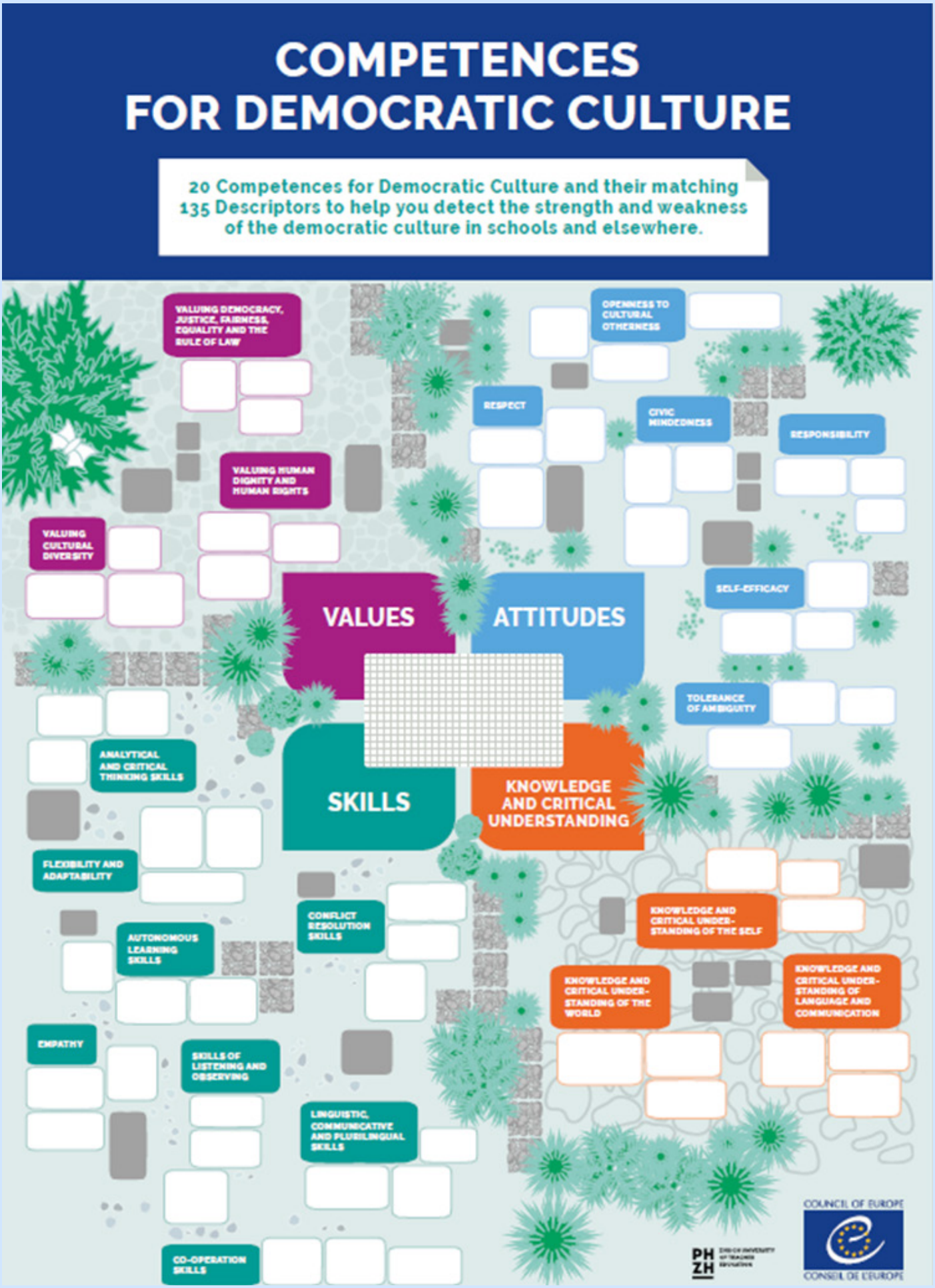
a) Self- Evaluation form of the peer learning process – for peers

This instrument is aimed to evaluate the conducted elements and reached outcomes of the peer learning process:

My peer trainer _____ Date_____

Content
I found this topic challenging: SDG: CDC:
Triggers
These elements triggered me: SDG: CDC:
Implementation
I consider this to be implement in my further action/s:
Development
These questions will continue to occupy me:
My open thoughts

b) Poster to be filled after peer meetings, discussions or activities.



20 Competences for Democratic Culture and their matching 135 Descriptors*

Council of Europe website ▸ www.coe.int
Campaign website ▸ www.coe.int/free-to-speak-safe-to-learn

* You can choose other descriptors from the full bank, available online in Volume II of the RFCDC: www.coe.int/competences

VALUES

Competence 1:
Valuing human dignity and human rights

1. Argues that human rights should always be protected and respected
2. Argues that specific rights of children should be respected and protected by society
3. Defends the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment
4. Argues that all public institutions should respect, protect and implement human rights
5. Defends the view that when people are imprisoned, although they are subject to restrictions, this does not mean that they are less deserving of respect and dignity than anyone else
6. Expresses the view that all laws should be consistent with international human rights norms and standards

Competence 2:
Valuing cultural diversity

7. Promotes the view that we should be tolerant of the different beliefs that are held by others in society
8. Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be "different" from one another
9. Expresses the view that the cultural diversity within a society should be positively valued and appreciated
10. Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations
11. Argues that intercultural dialogue should be used to develop respect and a culture of "living together"

Competence 3:
Valuing democracy, justice, fairness, equality and the rule of law

12. Argues that schools should teach students about democracy and how to act as a democratic citizen
13. Expresses the view that all citizens should be treated equally and impartially under the law
14. Argues that laws should always be fairly applied and enforced
15. Argues that democratic elections should always be conducted freely and fairly, according to international standards and national legislation, and without any fraud
16. Expresses the view that, whenever a public official exercises power, he or she should not misuse that power and cross the boundaries of their legal authority
17. Expresses support for the view that courts of law should be accessible to everyone so that people are not denied the opportunity to take a case to court because it is too expensive, troublesome or complicated to do so
18. Expresses support for the view that those to whom legislative power is entrusted should be subject to the law and to appropriate constitutional oversight
19. Expresses the view that information on public policies and their implementation should be made available to the public
20. Argues that there should be effective remedies against the actions of public authorities which infringe civil rights

ATTITUDES

Competence 4:
Openness to cultural otherness

21. Shows interest in learning about people's beliefs, values, traditions and world views
22. Expresses interest in travelling to other countries
23. Expresses curiosity about other beliefs and interpretations and other cultural orientations and affiliations
24. Expresses an appreciation of the opportunity to have experiences of other cultures
25. Seeks and welcomes opportunities for encountering people with different values, customs and behaviours
26. Seeks contact with other people in order to learn about their culture

Competence 5:
Respect

27. Gives space to others to express themselves
28. Expresses respect for other people as equal human beings
29. Treats all people with respect regardless of their cultural background
30. Expresses respect towards people who are of a different socio-economic status from himself/herself
31. Expresses respect for religious differences
32. Expresses respect for people who hold different political opinions from himself/herself

Competence 6:
Civic-mindedness

33. Expresses a willingness to co-operate and work with others
34. Collaborates with other people for common interest causes
35. Expresses commitment to not being a bystander when the dignity and rights of others are violated
36. Discusses what can be done to help make the community a better place
37. Exercises the obligations and responsibilities of active citizenship at either the local, national or global level
38. Takes action to stay informed about civic issues

Competence 7:
Responsibility

39. Shows that he/she accepts responsibility for his/her actions
40. If he/she hurts someone's feelings, he/she apologises
41. Submits required work on time
42. Shows that he/she takes responsibility for own mistakes
43. Consistently meets commitments to others

Competence 8:
Self-efficacy

44. Expresses a belief in his/her own ability to understand issues
45. Expresses the belief that he/she can carry out activities that he/she has planned
46. Expresses a belief in his/her own ability to navigate obstacles when pursuing a goal
47. If he/she wants to change, he/she expresses confidence that he/ she can do it
48. Shows that he/she feels secure in his/her abilities to meet life's challenges
49. Shows confidence that he/she knows how to handle unforeseen situations due to his/her resourcefulness

Competence 9:
Tolerance of ambiguity

50. Engages well with other people who have a variety of different points of view
51. Shows that he/she can suspend judgments about other people temporarily
52. Is comfortable in unfamiliar situations
53. Deals with uncertainty in a positive and constructive manner
54. Works well in unpredictable circumstances
55. Expresses a desire to have his/her own ideas and values challenged
56. Enjoys the challenge of tackling ambiguous problems
57. Expresses enjoyment of tackling situations that are complicated

SKILLS

Competence 10:
Autonomous learning skills

58. Shows ability to identify resources for learning (e.g. people, books, internet)
59. Seeks clarification of new information from other people when needed
60. Can learn about new topics with minimal supervision
61. Can assess the quality of his/her own work
62. Can select the most reliable sources of information or advice from the range available
63. Shows ability to monitor, define, prioritise and complete tasks without direct oversight

Competence 11:
Analytical and critical thinking skills

64. Can identify similarities and differences between new information and what is already known
65. Uses evidence to support his/her opinions
66. Can assess the risks associated with different options
67. Shows that he/she thinks about whether the information he/she uses is correct
68. Can identify any discrepancies or inconsistencies or divergences in materials being analysed
69. Can use explicit and specifiable criteria, principles or values to make judgments

Competence 12:
Skills of listening and observing

70. Listens carefully to differing opinions
71. Listens attentively to other people
72. Watches speakers' gestures and general body language to help himself/herself to figure out the meaning of what they are saying
73. Can listen effectively in order to decipher another person's meanings and intentions
74. Pays attention to what other people imply but do not say
75. Notices how people with other cultural affiliations react in different ways to the same situation

Competence 13:
Empathy

76. Can recognise when a companion needs his/her help
77. Expresses sympathy for the bad things that he/she has seen happen to other people
78. Tries to understand his/her friends better by imagining how things look from their perspective
79. Takes other people's feelings into account when making decisions
80. Expresses the view that, when he/she thinks about people in other countries, he/she shares their joys and sorrows
81. Accurately identifies the feelings of others, even when they do not want to show them

Competence 14:
Flexibility and adaptability

82. Modifies his/her opinions if he/she is shown through rational argument that this is required
83. Can change the decisions that he/she has made if the consequences of those decisions show that this is required
84. Adapts to new situations by using a new skill
85. Adapts to new situations by applying knowledge in a different way
86. Adopts the sociocultural conventions of other cultural target groups when interacting with members of those groups
87. Can modify his/her own behaviour to make it appropriate to other cultures

Competence 15:
Linguistic, communicative and plurilingual skills

88. Can express his/her thoughts on a problem
89. Asks speakers to repeat what they have said if it wasn't clear to him/her
90. Asks questions that show his/her understanding of other people's positions
91. Can adopt different ways of expressing politeness in another language
92. Can mediate linguistically in intercultural exchanges by translating, interpreting or explaining
93. Can avoid successfully intercultural misunderstandings

Competence 16:
Co-operation skills

94. Builds positive relationships with other people in a group
95. When working as a member of a group, does his/her share of the group's work
96. Works to build consensus to achieve group goals
97. When working as a member of a group, keeps others informed about any relevant or useful information
98. Generates enthusiasm among group members for accomplishing shared goals
99. When working with others, supports other people despite differences in points of view

Competence 17:
Conflict-resolution skills

100. Can communicate with conflicting parties in a respectful manner
101. Can identify options for resolving conflicts
102. Can assist others to resolve conflicts by enhancing their understanding of the available options
103. Can encourage the parties involved in conflicts to actively listen to each other and share their issues and concerns
104. Regularly initiates communication to help solve interpersonal conflicts
105. Can deal effectively with other people's emotional stress, anxiety and insecurity in situations involving conflict

KNOWLEDGE AND CRITICAL UNDERSTANDING

Competence 18:
Knowledge and critical understanding of the self

106. Can describe his/her own motivations
107. Can describe the ways in which his/her thoughts and emotions influence his/her behaviour
108. Can reflect critically on his/her own values and beliefs
109. Can reflect critically on himself/herself from a number of different perspectives
110. Can reflect critically on his/her own prejudices and stereotypes and what lies behind them
111. Can reflect critically on his/her own emotions and feelings in a wide range of situations

Competence 19:
Knowledge and critical understanding of language and communication

112. Can explain how tone of voice, eye contact and body language can aid communication
113. Can describe the social impact and effects on others of different communication styles
114. Can explain how social relationships are sometimes encoded in the linguistic forms that are used in conversations (e.g. in greetings, forms of address, use of expletives)
115. Can explain why people of other cultural affiliations may follow different verbal and non-verbal communicative conventions which are meaningful from their perspective
116. Can reflect critically on the different communicative conventions that are employed in at least one other social group or culture

Competence 20:
Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability)

117. Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities
118. Can explain why everybody has a responsibility to respect the human rights of others
119. Can describe basic cultural practices (e.g. eating habits, greeting practices, ways of addressing people, politeness) in one other culture
120. Can reflect critically on how his/her own world view is just one of many world views
121. Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption
122. Can reflect critically on the risks associated with environmental damage
123. Can explain the universal, inalienable and indivisible nature of human rights
124. Can reflect critically on the relationship between human rights, democracy, peace and security in a globalised world
125. Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses
126. Can explain the dangers of generalising from individual behaviours to an entire culture
127. Can reflect critically on religious symbols, religious rituals and the religious uses of language
128. Can describe the effects that propaganda has in the contemporary world
129. Can explain how people can guard and protect themselves against propaganda
130. Can describe the diverse ways in which citizens can influence policy
131. Can reflect critically on the evolving nature of the human rights framework and the ongoing development of human rights in different regions of the world
132. Can explain why there are no cultural groups that have fixed inherent characteristics
133. Can explain why all religious groups are constantly evolving and changing
134. Can reflect critically on how histories are often presented and taught from an ethnocentric point of view
135. Can explain national economies and how economic and financial processes affect the functioning of society

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c) Observational form – to be filled by peer trainers / peers:

Guide for observation:

- Understand all 20 competences and the 135 descriptors
- Analyse the activity performed in relation the competences and descriptors: which are used, demonstrated, trained?
- Also try to observe the time between activities, breaks and side conversations. Which competences and descriptors are visible?
- Fill in the list with the competences you observed and note when each competence was visible during the activities.

	Competence and matching descriptors seen (choose from the 20 competences of the "butterfly")	Sustainability goals achieved through Activity	Learning situation in which competences/descriptors were applied or trained.
1			
2			
3			
4			
5			
6			
7			
8			
9			

d) Portfolio of activities

Peers gather useful data from all activities that will be performed -– use of smartphones and cameras to capture experiences of being involved in a project. Documentary photographs, videos and activity results will provide evidence of the realization of sustainable development goals activity and CDC. Afterwards, they can be base for peer discussion.

ACTIVITY	
Date:	
Content	**1. Photographs:** - - **2. Video** - - **3. Colleagues** - -

e) Spider chart - to evaluate peer groups.

Spider chart is a diagram illustrating data points in a logical as well as visual manner. Radar chart examples are built in concentric circles and are often used for data values and comparison. Spider chart helps you connect different ideas while visualizing the difficult concept to grasp through data.

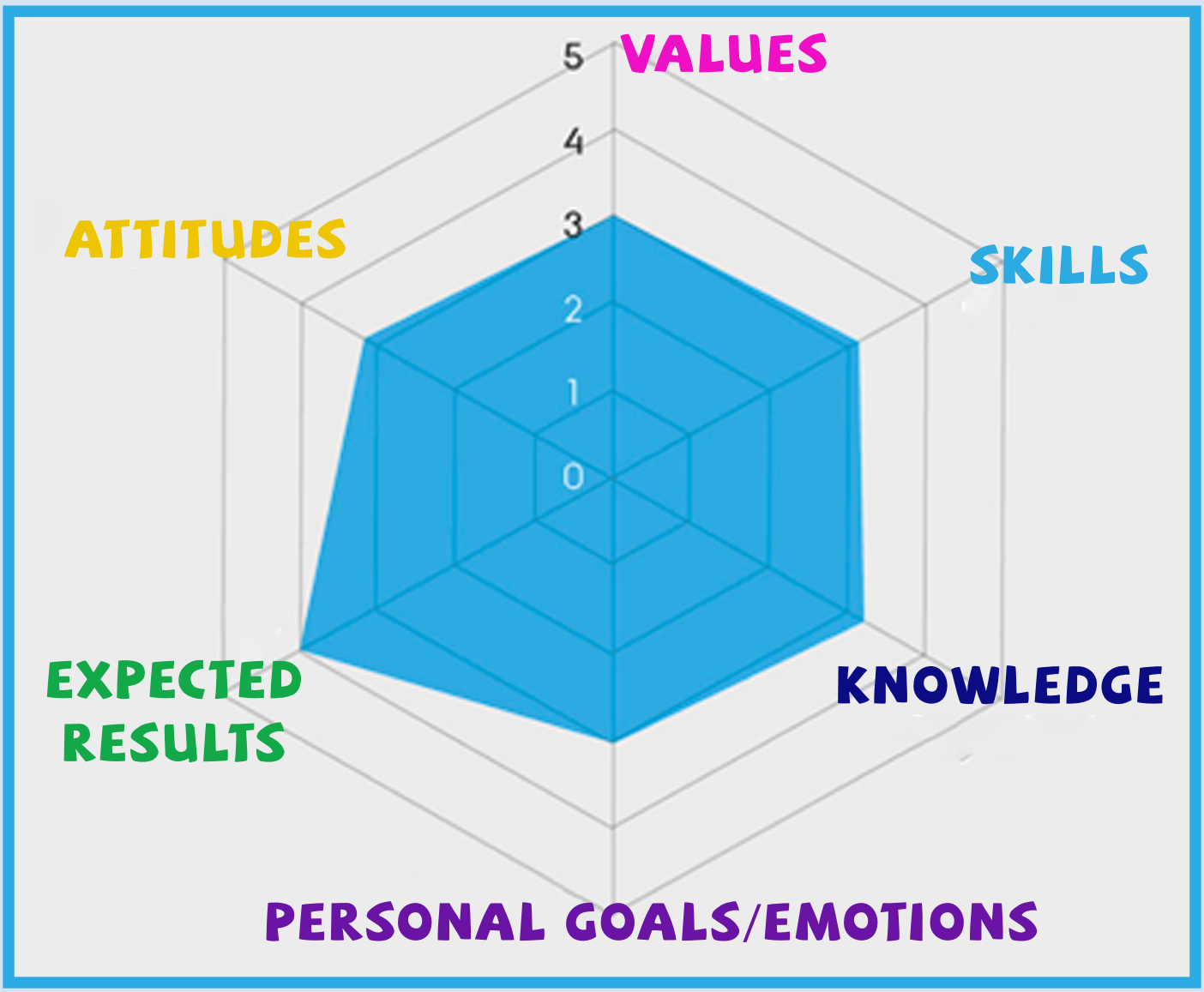
In SUDECU spider chart can be used after each peer activity to present achieved values, skills, attitudes and knowledge achieved.

In the centre is sustainable goal that presents the activities. As radial lines that can be added starting from the centre can be emotions that arise, expected results and reached personal goals.

When it comes to key components, a spider graph contains the following:

- A centre. The core of a spider chart from which axes take their beginning.
- Axes starting from a centre. At least three axes are involved, each representing particular variables.
- Different grids. With axes dividing the spider chart, you get grids showing information.
- Key values. Different values are portrayed for each specific axis using a distinctive colour.

1. Values
2. Attitudes
3. Knowledge
4. Skills
5. Expected results
6. Personal goals/ emotions



f) Self-evaluation form in form of a Video TED Talk

Peers create the video with oral explanation TED Talk style. It will be used in follow up Instead of classical interview.

8 - Step Process for Creating Your TED Talk

Step 1	**Find an idea you want to share – one competence or one sustainability goal!**
Step 2	**Develop an unexpected way to state your idea:** Use vivid examples, illustrations, stories, facts, music, drawing, video to ketch audiences` attention.
Step 3	**Collect anything and everything that relates to your intention and content:** Seek for anything that comes to your mind should be collected: a quote you heard in school/work, a story that relates to your idea, a fact, or cluster of data that supports it, a metaphor or analogy that helps explain it. a personal moment in your relationship with the idea.
Step 4	**Start imagining how you might open and end your talk:** Start playing with ideas for these important parts of your talk. An effective way to begin any speech (not just a TED talk) is to grab your audience's attention — often with a human interest story, a surprising statistic, an unexpected observation, or a thought-provoking question.
Step 5	**Put the rest of your materials in a reasonable order:** Create a high-level outline (leave out most of the detail, just arrange the big points or elements).Write each element (story, comment, observation, fact) on a card and physically shuffle them to see different possible orders. Trust your instincts! It is fine if you don`t find the best organization for your talk the first time you try – it happens to all!
Step 6	**Talk your way to a rough draft of your script:** This is where your "speaking plan" becomes a "speech. «Good idea is to record yourself, to listen after and became aware how it looks in real. Hint: Pay particular attention to the way different elements in your TED talk are connected.
Step 7	**Try out your Ted talk draft on a volunteer listener:** It is always fascinating to see how others react on our presentation – the feedback is needed to improve the structure and clarity of your draft. The point is not to change your talk. The point is to improve its effectiveness.
Step 8	**Repeat the following steps as needed:** After getting feedback from volunteer listener, repeat these steps as often as needed until your talk has taken a satisfying shape. And finally… prepare carefully, take your best shot, and try to relax. Your audience is going to love this talk — and you deserve to enjoy it, too!

g) Word game play – to evaluate peer involvement and understanding.

This game is combination of SUDECU and CROSSWORD GAME that has to be performed after realization of meeting or conducting of activity.
Presentation of personal achievement in only 4 words is fine tool to evaluate individual knowledge of the content (or work in pairs) and to be shared on project web page, FB or Instagram page.

Description:

SUDECU WORD GAME

Each participant should find 4 words (CDC competences) and to write in horizontal or vertical lines, so at least one letter from each word to be accompanied matching with another word.

VALUES
ATTITUDES
SKILLS
KNOWLEDGE

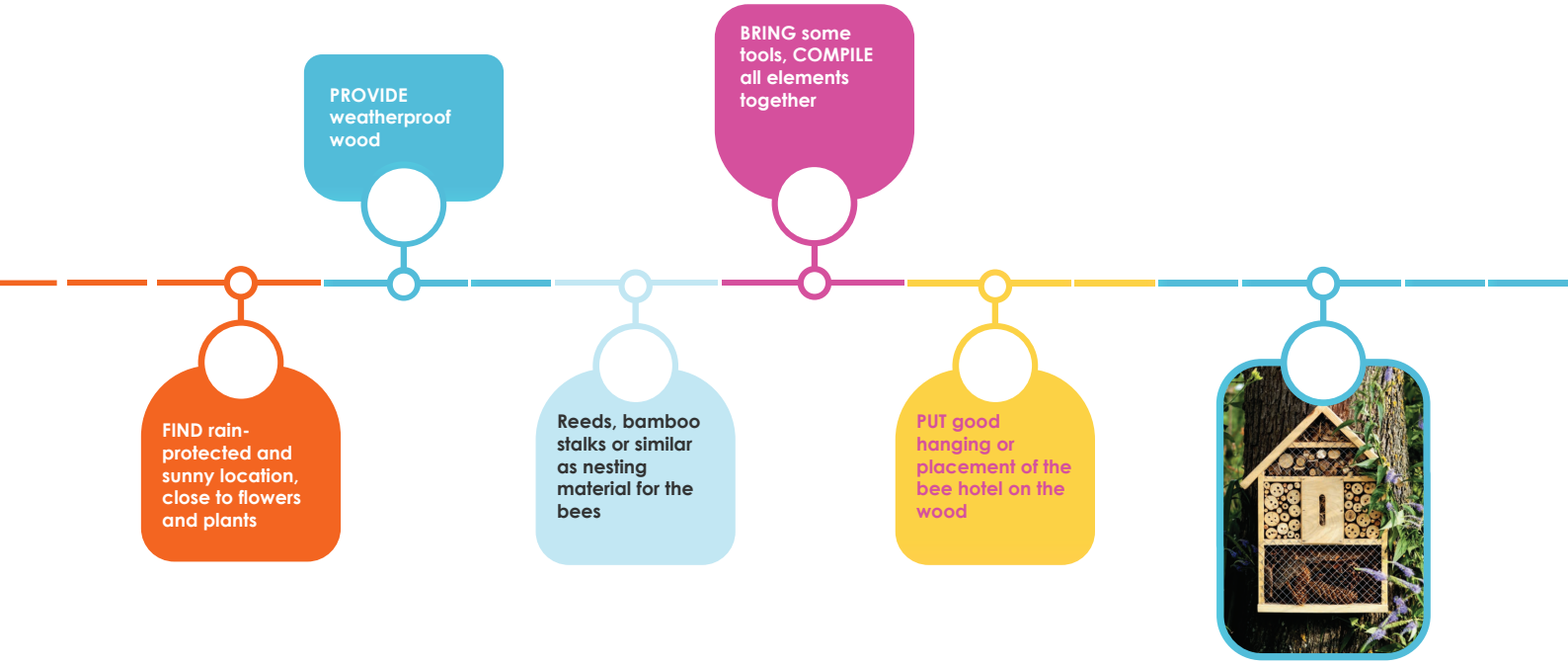


h) SUDECU Timeline game - instrument for peer monitoring.

Guide:
Peers make the history with the events timeline game!
This method can be used to learn phases of chosen activity step by step.

Peers draw phases cards and create a timeline by putting them in the right order.
This process of peer learning can start from peer trainer and then each participant can put own card in the line.
Peer learning appears when peers prove or correct placement of the card.
The goal is to provide all steps needed towards competition of the activity or the planned project.

The Timeline game can be performed also on a flipchart or on a bigger drawing paper, so each participant can draw/write/glue own presentation of particular step.
This game - like presentation is joyful, don't take much time and supports active peer communication and learning.



19 APPENDIX
EIGHT EXAMPLES OF YOUTH ENGAGEMENTS

1. Grounding in nature conservation and environmental protection:
If you want to pay attention to ecological, sustainable behavior not only in everyday life, you can work selflessly for nature and the environment. Organizations are active in northern Macedonia that may provide training: https://www.foei.org/member-groups/north-macedonia/

2. Offer visiting services:
Elderly or disabled people, often single, often need support in everyday life, for example accompaniment to visits to the doctor or authorities, help with cleaning or shopping. But often it is just a matter of keeping them company. To volunteer for visiting services, you can contact the German Red Cross, regional youth and old people's aid associations or the senior citizens' facilities themselves.



3. Organize donations in kind:
Those who cannot donate money can help with donations in kind during natural disasters and crises. However, there is often the question of how clothing, furniture, household goods or children's toys should reach those in need. It is best to seek advice from Caritas, for example: https://migrants-refugees.va/country-profile/north-macedonia/

4. Contribute to local refugee aid:
If you want to become active in helping refugees, you have many options. Among other things, you can help refugees as an everyday companion with visits to the authorities, help with childcare or offer tutoring in learning the new language. Often, organizing household items and furnishings, clothing or bicycles also helps.

5. Offer tutoring for school learning:
Even one hour of tutoring per week can help children and young people with special needs. Setting up an association called "Students Educate Students" could be extremely important to give socially and financially disadvantaged children a good educational opportunity.

6. Organize childcare:
In order to relieve the burden of everyday life, to reconcile family and work or to be able to take care of all necessary appointments and errands, many parents need support - but often cannot afford it.

7. Offer telephone counselling:
Many volunteers around the world work in telephone counselling, which is a contact point for people in a difficult situation. To volunteer, however, you need not only a sympathetic ear, but also good training. How can this be organized? Where can you get support? https://knowledge.unv.org/country/north-macedonia

8. Helping out at an animal shelter:
Help is always welcome at an animal shelter - and not only in the form of monetary or material donations. Almost all animal shelters are happy to have volunteers who love dogs and cats and are willing to spend time with the animals. But it's not just about petting and walking the animals: Helping hands are also needed for the daily work - cleaning and repairing the animal areas or maintaining the green spaces! The best thing to do is to ask the nearest animal shelter how it can be supported. https://www.meowpawsnorthmacedonia.com/



Proposal 1: Bee hotels for wild bees

Several hundred bee species live in the Balkans. Many are threatened with extinction. With a homemade bee hotel you can contribute to the survival of these useful insects!
It may be an idea to start a proper bee hotel initiative within the framework of SUDECU and have the goal of activating some 1000 bee hotels in the period of two years.



The bee hotel: a safe haven for bees
Did you know that bees have to fly 3000 kilometres to collect 25 grams of honey? That's about the amount you need to make a honey bun. Honey bees are amazing and useful insects that are an integral part of our daily lives.
But there are many other types of bees. They may not provide honey, but they do provide fresh apples and pears, for example. For it is only by pollinating plants that bees can grow fruit.

Bees: No fear of stings
Many people prefer to see the useful little insects from afar. The reason: they can sting. But honey bees are anything but sting-happy!
The bees, which are also called wild bees to distinguish them from honey bees, thus have an important task. Conversely, of course, this means that without bees there would be no plants.

Help the bees – provide them a hotel
This project description aims to build a hotel for the wild bees! Because what wild bees need most of all is a safe place to grow up. What you need to build the bee hotel:

- Weatherproof wood that does not soften when it rains, for example oak or beech.
- Alternatively, you can use aerated concrete. There are no limits to your imagination!
- A rain-protected and sunny location or a homemade rain shelter. It is important that you decide on the location right from the start, because once the bees have moved in, you can no longer move the bee hotel - otherwise the bees would not be able to find their way home.

- Reeds, bamboo stalks or similar as nesting material for the bees.
- Possibly some tools, such as a drill.

If you like, you can also add nesting material to tins. The sheet metal is an ideal rain shelter. A perfect bee hotel also provides food nearby. Wild bees like wildflowers, such as cornflowers, corn poppies and hogweed.

Build a bee hotel
If you don't use a tin can or a ready-made wooden box, you will of course have to assemble the basic structure of your bee hotel yourself.
To do this, you screw together a back wall and the side walls and then only have to take care of the interior furnishings, so to speak. In the wild, many wild bee species nest in small holes in walls or trees.
You can recreate these holes, for example, by using a hollow block, drilling holes in some porous concrete or simply tying stalks of bamboo together.
If you provide your bee hotel with entrances of 2-10 millimetres in diameter in this way, you will offer wild bees an ideal shelter. The bees prefer entrances with a diameter of 3-6 millimetres.



Proposal 2: Bicycle repair shop

Many bikes actually only need minor care and maintenance. If this is well organised in a school, in a neighborhood, in a club, it contributes immensely to mobility, environmental protection and safety. Setting up and running such a service as a group of young people can have a huge impact in a village, a city district.

Basic questions to ask:

- Who will provide us (for free) with a space that is easy to reach from the street?
- Who will train us so that we have the necessary knowledge?
- Do we need money or can we collect the necessary material?



How do I maintain my bike properly?
Regular maintenance of your bike is not only to keep it in good condition for longer, but also to ensure safety. The 8 most important points for maintaining a bicycle, which can be done with a minimum of tools.

1. Tyre maintenance
Patch holes in the inner tube:
This is the most common reason for not using the bike. It is important that everyone learns how to repair the tube with simple tools.
Check tyre pressure:
After some time, even when the bike is not being ridden, the tyres lose pressure. For a comfortable and safe ride, it is important to check the tyre pressure regularly. To check the pressure, you ideally need a pump with a pressure gauge. More and more cities offer self-service pump stations for bicycles: Find out!
Check the condition of the tyres:
If they are worn, damaged or cracked, the tyres must be replaced.

Wear: Is the tread on the tyre tread still visible and good? (important for grip/grip, especially in the rain).
Rims: Check that they are not worn. If your tyre is worn near the rim, check that the brake pad is not rubbing against the tyre.
Cracks are a sign that a tyre is too old, as the rubber has lost its flexibility.

2. Wheel check
Turn the bike upside down and rotate each wheel under observation: if a wheel rotates unevenly, it is advisable to have it centred by a technician.
Replace bent or broken spokes as soon as possible, as a defective spoke increases the pressure on the other spokes, which can cause the wheel to suddenly collapse.

3. Check the gearbox
Cables:
Check that no cables are frayed or damaged: If so, they should be replaced as soon as possible.
Tooth wear: Check the condition of the teeth of the sprocket and chainrings. How can you tell that the teeth are worn? They are sharp or deformed. Worn teeth can lead to chain slippage and high chain wear derailment.
Chain wear: Wear is defined by an extended chain. How can I check this? The easiest way is to get a chain wear tester. If a gap appears when the chain is pulled (more than half the height of a tooth): Change the chain.
Clean and oil the gearbox: It is an important step for smooth gear changes and for the longevity of the gearbox.
Check the gears: Ideally place bike on a stand, otherwise hang it up. Shift through all gears: They should shift quickly without cracking. Tutorials on the internet will help.

4. Check the brakes
Position the bicycle brake well!
Regularly check the brake pads. Vital! Replace if necessary!

5. Check the lights
Check that the front and rear lights are working properly. Clean the reflectors, because the dirtier they are, the less effective they are.

6. Check the bike repair materials:
Checking that it is still complete or that the glue has not dried out. What the kit should contain for every cyclist:

- Tyre lever
- Sandpaper
- Allen key
- 1 tube of glue
- Round and rectangular patches



7. Testing the Velo helmet

The shell and the polystyrene foam must not have any cracks or deformations, otherwise the helmet must be replaced. In any case, you should replace it every 5 years or so, as the materials age and lose their properties.

For visibility and thus safety, the helmet can be decorated with reflective elements.



21 FOUR EXAMPLES OF PARENTS' ACTIVITIES

1. Organizing a picnic basket and supplies - changed roles

Spending time together in nature is always rewarding for all members of the family. To prepare it well, usually parents are the only one involved, making them responsible for all activities that will happened. Allowing planning with roles switch among family members can be refreshing, fun and can give dept to understanding obligations and responsibility. When kid acts like parent and parent like a kid, they understand each other role more essentially and can add own ideas how other can react. This can be performed in writing the list of food supplies, sitting equipment, or sport props.



2. Brainstorm and discuss vision of own family based on magazine, video, book sample

Reflection of what is read, perceived or seen is one of the most important aspects of learning. Very often, valuable messages that can be implement to understand or enrich own relations are lost in fast changing life. Many information about various situation in family life are conveyed by books read in school, social media or TV commercials. For example: based on a video clip that shows how modern technology connects family members can be a great base to discuss about own family relations, behaviors and how to improve them.

3. Planning a trip - writing the time line together

Exciting time for family is to go travelling together. Very often a family member/ members can complain or be unsatisfied, having other ideas what and how time should be organised. It can influence all time spent for others. To make the most of the trip in accordance with each family member expectations, planning activities in a time line together can be the key. Writing the trip time line can start with dividing responsibility for each family member, from packing bags, bringing food supplies, buying tickets, to choosing places to visit, when, how long, etc.

In this way cohesion of the family can be reinforced with understanding and respecting mutual gained decisions and shared interests.

4. Writing letter to a partner

Valuable and important segment of parenting is relation with own partner. In fast moving life, covered with many obligations, connections with partner can be blurred or be putted aside wile obligations are fulfilled. There are many ways to make mutual relationship warm, gentle and in that way strong. One of the very intimate and subtle way to keep connection with partner tight is to write a letter. It can be classical letter written on paper, e-mail, letter -message on various e-platforms, etc. The letter can contain daily activities with message how important our partner is, memories form joyfully time spent together, a quote of the day, photograph, collages. Sometimes explanation of own thoughts in written way can be easier and more profound than in spoken way. A letter with own handwriting can be a nice surprise that can enlightened our partners` day.



Proposal 1: Enable beauty to grow

Active involvement of the parents in the school environment is not that common. School activities are usually aimed for pupils and teachers. But engaging parent with other parents, all together with their kids can be amazing experience with permanent results. It can reinforce creation of parents` teams, parent – child bonds, so each parent can feel welcomed and supported.



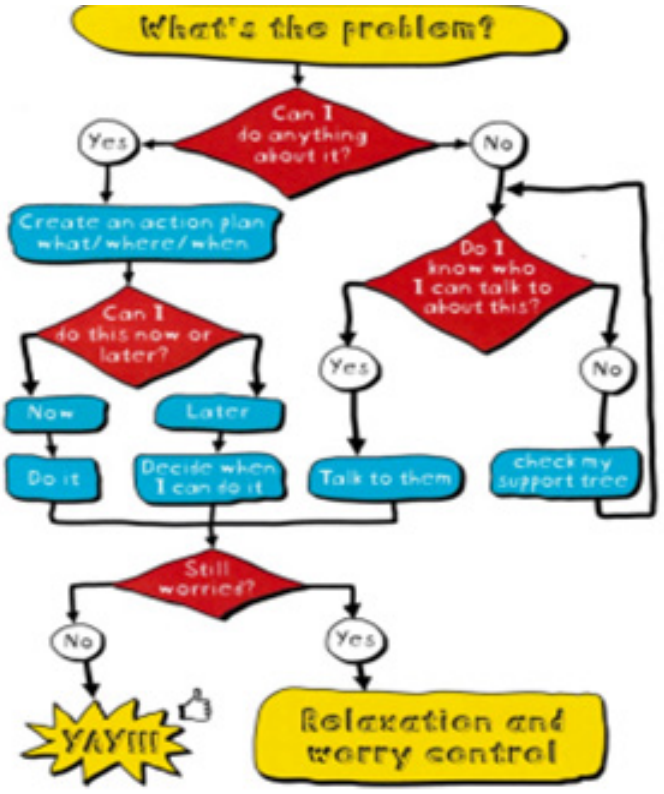
The activities can include planting trees, flowers, or just putting grass seeds in a school yard. The most amazing effect is that this activity needs constant communication, organization and care for plants in a longer period. In that way, connecting and sharing, with others, helping and learning in the school yard, many life skills can be developed, for parents and also kids, respectively.



Proposal 2: Controversial issues at work - drawing chart

Working time for each grown up is a way to enable support and development of each member of the family. Dealing with such serious issue that is of life importance for each family member, put a lot of visible and deep psychological pressure. It is even enlarged when some unwanted situation appears at work. Based on the established fake image that everything has to be always perfect in order to make others perceive individual as successful, many parents feel anxiety if share own concerns or complex problems at work. It can make situation even more difficult if parent feel isolated from others.

Creating a chart with just naming the issue, not including names, time, working place and discuss about the situation can be relaxing and enlightening for many parents.
Chart can start with the issue in the center, and then add ways (steps) how to explain, present, solve situation in communication with colleagues.
Drawing arrows can explain direction of problem-solving step by step. Of greatest importance would be to create more than one possible solution, to present wider view and various solutions. In that way each member of parent group can participate with own approach, but chart should not present only one member`s ideas, but integrative building of the possible solution of parent group.



23 WHAT ARE THE SPECIFIC ESD COMPETENCES?

Professional competences are fundamental to ESD, which needs content in order to develop. They therefore contribute comprehensively to ESD, which strives for an interdisciplinary approach and thereby advances and deepens this knowledge and competence. The competences to be promoted in ESD include:

- the professional competences,
- the generic competences, some of which overlap with the ESD competences,
- specific ESD competences.

Competence thus denotes both an individual resource (having competences) and an individual process (being competent). It encompasses and articulates personal and contextual resources that are mobilised by an individual, taking into account the constraints of the context (concept of motivation/engagement).

Cognitive competences	
Complex thinking - Systemic approaches - Uncertainty management Management of paradox -Sense of synthesis	**Systemic approaches** The learner may Compare elements with each other (information, facts, opinions, etc.) and recognise connections Understand different relationships (consequences, non-linear interactions, feedbacks) between ecological and social phenomena. Carry out a systemic analysis around a sustainability issue **Management of paradoxes** The learner may: Take a stand and argue Search for and explore alternative solutions (to the norm, to one's own position) **Uncertainty management / Sense of synthesis** The learner may: Endure situations for which there is no clear solution and/or opposing truths Develop a strategy in a situation characterised by resistance and obstacles **Creative thinking : imagination, flexibility and adaptability** The learner may: Imagine concepts, future scenarios Recognise the issues and challenges of problematic, new and unusual situations Adopt divergent (non-conformist, original) and convergent thinking to solve problems (=find solutions). **Anticipation, projection** The learner may: Understand and evaluate possible, probable and/or desired futures. Hypothesise about the future Imagine one's own vision of the future, taking into account possibilities and limitations.

Metacognitive competences	
Motivational and metacognitive skills - Learning strategies - Autonomy - Responsibility - Taking initiatives	**Learning strategies** The learner may: Creating mental images, planning and hypothesising Self-regulate observe oneself, analyse and describe one's own learning processes and resources. Adapt according to one's personal and environmental resources **Autonomy** The learner may: Find help when it is needed Make conscious, individual and collective decisions in the context of learning, school activities, in relation to one's own life and society in general. **Responsibility** The learner may: Take responsibility in the context of the class and the school environment. Take responsibility for his/her ideas and the resulting decisions, for oneself and for others (collective responsibility). **Taking initiatives** The learner may: Find and propose solutions for his/her work as a pupil within the framework of the class, the school environment and beyond. Participate in the classroom, in the school and ultimately in relation to changes in society

Reflective competences	
Reflexivity - Reflexive approach - Scientific, critical mind - Ethics	**Reflexive approach** The learner may: Taking distance from facts, information, learning processes, human actions and decisions, including one's own, in a space-time structure at the edge of activity Rationally analyse these elements (name, categorise, identify convergences, divergences, complementarities and consequences of action). Evaluate these elements based on one's own experience (concerns, questions, intentions, values) and in terms of a decision to be made. **Scientific, critical mind** The learner may: Compare one's own position with that of others Question one's own position (assumptions, beliefs, values underlying discourses and practices). **Ethics** The learner may: Recognise norms and values underlying discourses and practices Reflect on and question one's own values Asking ethical questions - what is right, what should I do? Take a stand, especially in relation to sustainability issues

Socio-emotional competences	
Interpersonal skills Communication Cooperation Participation Respect Empathy	**Communication** The learner may: Expressing oneself in an understandable way, mobilising information, facts and different resources Use different types of language depending on the context Engage in dialogues to work with others **Cooperation** The learner may: Apply strategies for collaboration, both within the class (e.g. class council) and at school level (e.g. project). In moments of cooperation, take into account one's own character traits and those of others. Seek consensus to resolve disputes, recognise it and stick to it **Participation** The learner may: Develop measures with others to maintain and help shape the school environment. Taking into account the challenges and limitations inherent in a problematic, debate Understanding the value of participation and the importance of democracy in the context of sustainability **Respect** The learner may: Understand, consider and apply rules arising from a collectively negotiated agreement. Recognise different roles in a group and consider the diversity of opinions Recognising and taking into account the diversity of the world **Empathy** The learner may: Consider the character traits of others Listen and consider the opinions and viewpoints of others Putting oneself in another person's shoes, i.e. recognising what that person is thinking and feeling, especially when they are from comes from a community other than one's own
Self-knowledge Self-esteem Self-confidence Self-efficacy Values	**Self-esteem** The learner may: Recognising one's own value Recognising and expressing one's emotions, interests and needs Assess his/her strengths and weaknesses in relation to his/her learning and social interactions. Accept criticism Adjust to common goals (convince and/or put own interests aside) **Self-confidence and self-efficacy** The learner may: Act and make personal decisions based on self-knowledge (physical, intellectual, emotional and social). assess his/her strengths, especially for situations that are challenging Assess his/her scope of action in the collective and as a fellow citizen. **Values** The learner may: Question own arguments and those of others on the basis of facts, norms, interests and values. Discuss them in relation to values on a collective, cultural and global level

24 SDG-GOALS: CURRENT SITUATION AND FUTURE STEPS



The 2030 Agenda is now at about half-time. The World Sustainability Report, which is published every four years, shows that all countries are a long way from achieving the sustainability goals. Only 15 per cent of the total of 140 individual measures are on schedule. For more than 30 per cent of the goals, there has been no change or even regression since 2015.

However, SUDECU wants to support all participants in not remaining complacent, but in wanting and being able to take concrete steps in their own democratically characterized lives. The 17 goals commented on here will help you to achieve this. Where do we stand and what steps can we take?

01 NO POVERTY

End poverty in all its forms and everywhere.



1. No poverty

Current situation:

The fight against poverty is a prerequisite for sustainable and viable development. Poverty has many consequences, on health status, educational opportunities, future prospects. People die as a result of poverty. Eradicating poverty is therefore one of the greatest challenges facing humanity.

Steps:

By 2030, extreme poverty is to be eradicated for all people everywhere in the world. In all countries, the proportion of poverty in their own country should be reduced by half. To this end, good social systems and social measures are to be established worldwide to enable all people to adequately meet their basic needs (housing, food ...). People should also be better protected against the risk of poverty caused by disasters and environmental damage. All people should have the same opportunities for the future. Everyone should have access to natural resources such as water and soil and the opportunity to acquire land and property. Everyone should also have access to opportunities to get out of poverty, e.g. through micro-credits and help for self-help in various forms.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

02 NO HUNGER

End hunger, achieve food security and improved nutrition and promote sustainable agriculture.



2. No Hunger

Current situation:

Although enough food is produced worldwide for all people, almost 800 million people are still chronically undernourished (FAO, 2015). Many small and micro farmers suffer from hunger themselves, as they cannot live sufficiently from agriculture. Extreme situations in particular, such as droughts or environmental disasters, cause crop failures and famine.
Although enough food is produced worldwide for all people, almost 800 million people are still chronically undernourished (FAO, 2015). Many small and micro farmers suffer from hunger themselves, as they cannot live sufficiently from agriculture. Extreme situations in particular, such as droughts or environmental disasters, cause crop failures and famine.

Steps:

Ensure that all people have access to safe, nutritious and sufficient food by 2030. All forms of malnutrition are to be ended. Above all, small food producers, especially women, members of indigenous peoples, family farms, pastoralists and fishermen should be able to live from agricultural production.
Agriculture is to be transformed in such a way that it contributes to the preservation of ecosystems and soil quality, withstands climate change and at the same time produces sufficient yields. The genetic diversity of seeds, crops and livestock, domestic animals and wildlife should be preserved.
Above all, agriculture in the less developed countries is to be improved through advisory services etc. and inter- national cooperation. In addition, trade restrictions and distortions in the global agricultural markets are to be corrected and measures taken to counteract the extreme fluctuations in food prices, especially for raw materials.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

03 HEALTH AND WELL-BEING

Ensure healthy living and promote well-being for all people at all ages.



3. Health and well-being

Current situation:

Living conditions and thus life chances vary greatly around the world. In many countries, the most pressing problems include polluted drinking water, malnutrition and protein deficiencies, lack of sanitation, environmental pollution and the lack of health care. Due to these and other deficiencies, the mortality rate of children under 5 years of age is also often still above 5% and people die from diseases or injuries that are easily treatable in the rich part of the world.

Steps:

By 2030, good medical care should be available for all people worldwide, with medicines and vaccines that are affordable. Well-functioning health systems should be in place in all countries, especially in the less developed countries, and specialists should be trained.

To eradicate HIV and AIDS, other epidemics such as hepatitis and waterborne diseases worldwide. To significantly reduce maternal deaths in childbirth and prevent preventable deaths of newborns and children under five. Deaths due to air, water and soil pollution and contamination by hazardous chemicals are to be noticeably reduced. The number of people who die or are injured in traffic accidents is also to be halved worldwide.

States also agreed to provide better and broader education to all people about health concerns, including alcohol, tobacco and other addictive substances, as well as measures on family planning, mental health and the link between environment and health.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

04 QUALITY EDUCATION

Ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all.



4. Quality education

Current situation:

Worldwide, many children and especially girls from poor backgrounds are still denied access to education and thus the chance to lead a more self-determined life. In many places, this serves to maintain power relations. Around 58 million children worldwide do not go to school every year (UNESCO, 2012). Many of those who do go leave school without being able to read, write and calculate, partly due to the poor quality of school education. Young people and adults who have not completed their schooling are more likely to end up unemployed than those with a higher education. Education is therefore a key to advancement and a better life.

Steps:

All people worldwide should have equal opportunities for quality education. By 2030, free primary and secondary education should be ensured for all, regardless of gender and origin, and the number of young people and adults who can read, write and calculate should be significantly increased.

School facilities and school environments should be child-friendly, disability-friendly, gender-friendly and, above all, safe in order to create the prerequisites for a positive learning without fear and violence. Inclusive learning should be made possible and equal educational opportunities should also apply to children with disabilities, members of indigenous peoples and people from crisis areas.

A greater offer of technical and vocational further education is to be created for young people and adults in order to increase the chance of better jobs. In particular, people from less developed countries are to be given improved access to quality education through scholarships. The technical and pedagogical training of teachers should be improved worldwide. Education for sustainable development should become part of all teaching so that all learners can acquire the necessary knowledge and qualifications for sustainable development.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

05 GENDER EQUALITY

Gender justice and empowerment for all women and girls.

5. Gender equality

Current situation:

The situation of girls and women varies greatly around the world. Discrimination and violence against women is still a much-practiced reality. Millions of girls under the age of 18 are still forcibly married, a third of them under the age of 15. Psychological and physical violence against women and girls exist especially in less developed countries and war zones; worldwide problems are also trafficking in women and domestic violence. Discrimination against women is often based on a social and cultural image of women that is not designed for equality.

Steps:

In order to achieve gender equality, states have agreed to empower women and girls worldwide by 2030 and to take measures to end all forms of discrimination against them. To this end, all violence against women and girls is to be combated, from illegal human trafficking to sexual exploitation.

All practices that violate the physical, mental and sexual health of women and girls shall be prevented. Women's rights to sexual health and well-being and to self-determined family planning shall be protected.

Women and girls should be empowered to have the same rights to be heard and the same opportunities to participate in politics, business and public life.

The work that women do in the household and family is also to be better valued and recognised. Laws on equal rights for men and women are to be passed. This includes reforms that enable women to acquire and own land, financial services, inheritances and raw materials on equal terms with men.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

06 CLEAN WATER AND SANITATION

Ensure availability and sustainable management of water and sanitation facilities and wastewater systems.



6. Clean water and sanitation

Current situation:

Water, the number one food and basis for hygiene, varies in ease and difficulty of access around the world. According to estimates, more than 1 billion people have no access to clean drinking water and about one third of the world's population has no access to hygienic sanitation. The world's fundamentally unequal access to drinking water is compounded by increasing global pollution of water by chemicals. In addition, water has been seen as an economic factor in recent years; dirty deals with drinking water in regions where it is already scarce threaten the livelihoods of many people there.

Steps:

To achieve Goal No. 6, countries have agreed to provide access to safe drinking water for all by 2030. People should also have access to sanitation - with special attention to the needs of women and girls and people in vulnerable situations - to ensure hygiene for all.

Worldwide, the pollution of water by hazardous chemicals is to be stopped, continuous water treatment is to improve the quality of water worldwide.

Improve to a large extent. Water use in general is to become more efficient. The cooperation on.

The cooperation of all levels with regard to the management of water resources should be strengthened, if necessary also across borders. Developing countries should be supported internationally to achieve adequate water and sanitation.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

07 AFFORDABLE AND CLEAN ENERGY

Ensure access to affordable, reliable, sustainable and modern energy for all.



7. Affordable and clean energy

Current situation:

Energy is needed to get to school or work, or to turn on the lights at home, at school or at work. Especially in developing countries, the lack of access to energy to do everyday things like cooking or washing clothes is partly responsible for people living in poverty. For example, it takes a lot of time to get firewood, or access to energy (e.g. batteries or paraffin) is simply too expensive.
Especially in rural areas of the world, the use of renewable energy could be used as an environmentally and climate-friendly option to strengthen the region economically, socially and in the area of basic health care, and to stop a dependence on fossil fuels. The potential of renewable energy is very large: sun, wind, water, earth and biomass provide more energy than the population would need. At the moment, however, only a small part of it is technically usable, and fossil energy sources are still largely subsidised.

Steps:

To achieve Goal No. 7, countries have agreed to provide affordable, reliable and modern access to energy services by 2030. The share of renewable energy (e.g. wind and solar energy) in the global energy mix is to be increased significantly and energy efficiency increased worldwide. In order to advance research into clean energy technologies (e.g. in the field of electricity storage), international cooperation should be stepped up. Especially in developing countries, the infrastructure (such as power lines, power plants and electricity storage) should be improved and technologies modernised in order to provide sustainably generated energy for all.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

08 DECENT WORK AND ECONOMIC GROWTH

Achieve sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

8. Decent work and economic growth

Current situation:

Out of 3 billion jobs worldwide, only 1.2 are considered safe. Forced labour, modern slavery, child labour and working conditions that threaten health and life are widespread.
Child labour and thus the denial of education is still an explosive issue. 860 million jobs with earnings below 1.11 euros per day contribute to exacerbating poverty. Worldwide, more than one billion people live with disabilities, less than half have a job, often without any form of social protection.
To improve working conditions worldwide, companies must be held more accountable, human rights must be incorporated and respected everywhere in business. People must have the opportunity to support themselves independently through their total income. Exclusion, discrimination and mistreatment and the endangering of the livelihoods of many people through the extraction of valuable raw materials needed for business must be stopped.

Steps:

To achieve Goal No. 8, states have agreed to create secure jobs through innovation, creativity and technological modernisation that foster human development and potential, thereby increasing economic productivity.
More fair and secure jobs should be created for women and men, young and old people, migrant workers and people with disabilities. The growth of micro, small and medium enterprises is to be promoted. To reduce unemployment among young people,
measures are to be taken to improve training. Effective measures
to put an immediate end to forced labour, modern slavery, human trafficking and child trafficking.
In order to stop the destruction of the environment and to counteract climate change, sustainable consumption and production patterns are to be developed and raw materials are to be extracted with more care in the future with regard to natural cycle systems.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

09 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Build resilient infrastructure, promote inclusive and sustainable industrialisation and support innovation.

9. Industry, innovation and infrastructure

Current situation:

Around the world, a lack of intact public (energy supply, communication, waste disposal, drinking water, transport, financial systems) and social infrastructure (education, welfare, health system, cultural facilities, public safety, sports and leisure, social security such as unemployment insurance) is often responsible for people living in poverty.
A well-functioning infrastructure is the prerequisite for economic development, and thus the basis for better living conditions. Access to vital resources and sanitation are prerequisites for health, peace and productivity.

Steps:

To achieve Goal No. 9, countries have agreed to build high-quality infrastructure (regional and cross-border) that is reliable, sustainable and resilient and supports human well-being and economic development.
Existing infrastructure is to be modernised. Research is to be strengthened in order to achieve an increased use of clean and environmentally sound technologies and industrial processes as well as a more efficient use of resources.
Loans and technical assistance for small farms and businesses, especially in the developing countries, are to be provided. Access to information and communication technologies is also to be expanded; all people are to have affordable access to the internet.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

10 FEWER INEQUALITIES

Reduce inequality within and between countries.

10. Fewer inequalities

Current situation:

According to the aid organisation Oxfam, 1% of the world's population currently owns more than the remaining 99%. 70% of the world's population is affected by growing inequality, and the gap between rich and poor is widening.
Inequality within and between states (in terms of material and immaterial resources) is due, among other things, to the different geographical and political locations of countries. Combating tax avoidance and tax evasion, taxing capital instead of labour and introducing minimum wages could counteract inequality, according to Oxfam. Restructuring processes in the economy and within society, with the greatest possible participation of the civilian population, are the prerequisite for peaceful, just and sustainable global development.

Steps:

In order to implement Goal No. 10, countries have agreed to achieve and sustain an increase in the incomes of the poorest 40% of the world's population by 2030. In the long term, this can increasingly reduce the differences between rich and poor.
Global financial markets should be better regulated and monitored. Developing countries should have a greater say in decisions on global economic and financial situations. Official development assistance and financial flows should be channelled to those countries that have the greatest need.
By 2030, all people, regardless of age, gender, ethnicity, origin, impairment, sexual orientation, world view and religious or economic status, should be empowered. Discriminatory laws should be abolished and equal opportunities should be guaranteed. Migration policy should develop in such a way that it allows people to migrate safely and responsibly.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

11 SUSTAINABLE CITIES AND COMMUNITIES

Making cities and settlements more inclusive, safe, resilient and sustainable.



11. Sustainable cities and communities

Current situation:

According to Amnesty International, about one billion people worldwide live in slums. Living in cramped quarters and under difficult conditions such as poor or no sanitation and irregular access to electricity and heating means that crime is high, people increasingly turn to drugs and people's health suffers.
Various causes make the slums grow or are responsible for people moving from the countryside to the cities. Extreme weather events such as drought or heavy rainfall, which occur more frequently due to climate change, make it difficult to grow food. In search of better conditions or jobs to feed their families, there is a rural exodus. Another phenomenon of modern times are refugee camps, where people fleeing war or political persecution or simply hoping for better living conditions are forcibly housed and often stay there for years.

Steps:

To achieve Goal No. 11, countries have agreed to ensure good, safe housing and basic services for all by 2030.
Slums are to be rehabilitated by 2030. Access to sustainable transport systems affordable for all is also to be created, road safety is to be improved worldwide and the expansion of public transport is to be given special consideration.
Citizens should be involved in the design and planning of cities and settlements in the future. World cultural heritage and natural heritage should be better preserved and protected. Accidents of all kinds (e.g. natural disasters or epidemics) are to be prevented. The per capita environmental impact of cities should be reduced, especially air quality and waste disposal should be better monitored. Access to more green spaces and to public space in general should be increasingly made possible for people. In future, urban and rural regions should increasingly plan together in a coordinated manner in order to gain economic, social and ecological advantages. Countries of the South should be supported financially and technically to enable the construction of sustainable and resilient buildings using indigenous materials.

How do I assess the situation in my neighbourhood/region/country with regard to this goal?

How do I personally implement this goal?

12 RESPONSIBLE CONSUMPTION AND PRODUCTION PATTERNS

Ensure sustainable consumption and production structures.



12. Responsible consumption and production patterns

Current situation:

Raw materials are first needed to produce objects for everyday use. These have to be extracted, transported and processed. To reach the consumer, goods are packed, stored if necessary and transported again. All these production steps also require energy. The extraction of raw materials and further processing are very often at the expense of people and the environment, as these often take place under difficult and unfair working conditions and there are no satisfactory environmentally friendly extraction and production processes. Again, this affects people who live in poverty, rely on work and cannot afford to question conditions in the workplace. Moreover, environmental laws are often much less strict in developing countries, where groundwater is increasingly polluted, rainforests are cut down, the soil is exhausted and the air is polluted.

Steps:

In order to achieve Goal No. 12, the states have agreed on a ten-year programme framework in which sustainable consumption and production will be achieved. Developing countries should also be supported in this regard.
Sustainable management and efficient use of natural resources worldwide by 2030. Global food waste in both the private and industrial sectors is to be halved by 2030. To reduce waste, reuse and recycling should be increased.
By 2020, the aim is to achieve environmentally sound management of waste and chemicals, thereby better protecting water, air and soil. Companies are to be encouraged to introduce sustainable processes and public procurement is also to become more sustainable. Local culture and local products are to be strengthened, thus creating local jobs. Sustainable tourism should also be highlighted and offered more. The public should regularly receive information that enables and strengthens awareness for sustainable development. Fossil fuel subsidies are to be phased out.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

13 CLIMATE PROTECTION MEASURES

Take urgent action to combat climate change and its impacts.

13. Climate protection measures

Current situation:

Since the beginning of the industrial revolution, man-made emissions of greenhouse gases have risen sharply. In the course of the last few years, scientists have shown the connection between greenhouse gas concentrations in the atmosphere and global warming through numerous studies.
The human-induced greenhouse effect has various consequences around the world: extreme weather events increase, the poles and glaciers melt, sea levels rise, numerous plant and animal species are affected and migrate or become extinct. However, the people most affected by the consequences are those who live in geographically inhospitable areas or who lack financial resources.
lacks the means to adapt to climate change. This results in the increasing number of "climate refugees". In order to achieve the "2 °C target", all countries of the world must agree on measures that primarily reduce CO2 emissions and counteract warming.

Steps:

To achieve Goal 13, countries have agreed to educate and raise awareness about climate change and its impacts.
Climate protection measures should be included by national policymakers in future strategies and planning. Money and resources should be made available to counteract climate change. The resilience and adaptive capacity in relation to the consequences of climate change should be strengthened in all countries.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

14 LIFE UNDER WATER

Oceans, seas, and marine resources
Preserve and use in the sense of sustainable development



14. Life under Water

Current situation:

The oceans are threatened worldwide by increasing overfishing, the constant influence of oil, e.g. after oil catastrophes such as in the Gulf of Mexico, or by permanent pollution from shipping and sewage. Radioactive waste also enters the sea.
The pollution of our oceans by plastic, which ends up on our plates in the form of microplastics via the food chain, has been the focus of media attention again and again in recent years. Between Hawaii and the American mainland, a plastic island the size of Central Europe is drifting, created by currents that carry flotsam from industrial and household waste there.

Steps:

To achieve Goal No. 14, states have agreed to substantially reduce marine pollution of all kinds and to implement sustainable management of fisheries, aquaculture and tourism.
Measures are to be taken to manage and protect the oceans sustainably, and the oceans are to become healthy and productive again. The acidification of the oceans is to be reduced to a minimum. In addition, fishing activities should be effectively regulated and illegal fishing should be stopped.
Certain forms of fisheries subsidies will be prohibited as they contribute to undeclared and unregulated fishing. Small-scale artisanal fishermen should be guaranteed access to marine resources and markets. Above all, the poorest countries and small island states are to be supported financially so that they can better contribute to the conservation of the marine ecosystem. Scientific knowledge is to be deepened, and research and sustainable technologies are to be supported.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

15 LIFE ON LAND

Protect and restore the Earth's ecosystems and promote their sustainable use. Manage forests sustainably, combat desertification and revitalize barren land, and halt the loss of biodiversity.



13. Climate protection measures

Current situation:

All terrestrial ecosystems are threatened by climatic changes, but above all by the influence of human activities; these include the clearing of primeval forests, the draining of wetlands, soil compaction through intensive agriculture, the disturbance of the biological balance in sensitive mountain regions through tourism, poaching and illegal animal and plant trade.
Another potential threat to biodiversity arises from invasive animal and plant species. Although there are many international agreements to protect ecosystems or the species living in them (including the Washington Convention on International Trade in Endangered Species of Wild Fauna and Flora. Genetic resources as well as biodiversity in agriculture are also massively endangered by overexploitation, habitat destruction and wrong agricultural and development policies.

Steps:

In order to achieve Goal No. 15, the international community of states has agreed to adhere to the agreements already negotiated in all local, national, bilateral and multilateral agreements on the one hand, and to take new measures on the other. Especially forests, Inland water ecosystems, mountain landscapes and drylands are the focus of attention, with particular emphasis on soil conservation or rehabilitation.
Taking into account the expected climatic changes, reforestation should be intensified and forests sustainably managed, desertification prevented, drought and flooded landscapes rehabilitated and mountain ecosystems only sustainably used for tourism. A balanced use of genetic resources is also called for, with urgent measures against poaching and trade in protected animal and plant species. The effects of invasive species, which are increasing as a result of globalisation, on terrestrial and aquatic ecosystems are to be curbed to a greater extent. As a political and legal requirement, ecosystem and biodiversity values should be included in national and regional planning, strategies and processes in all countries.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, reliable accountable and inclusive institutions at all levels.



16. Peace, justice and strong institutions

Current situation:

Promoting peace and human security is one of the essential prerequisites for development. Countries marked by violence, conflict and insecure political conditions also fall into the spiral of poverty. In 2014, 46 armed conflicts and wars were counted internationally and 200 000 people died due to armed conflicts. The number of people fleeing their homes is steadily increasing and, at over 50 million people, is the highest since the World War II. According to the World Bank, there are currently around 35 states worldwide in which armed groups have taken power and determine the lives of the population. Arbitrariness, inequality and corruption prevail in many states. While life in Europe has been peaceful since World War II, the situation in the crisis regions of the world is increasingly getting out of control, extreme examples being the Middle East and Northern Africa, as this is spreading terrorism to other countries.

Steps:

By 2030, many measures are to be taken to promote the development of a peaceful and just society worldwide. All forms of violence should be significantly reduced everywhere. All violence against children, such as abuse, exploitation, child trafficking and torture, should be ended.
The rule of law should be promoted nationally and internationally, and all people should have equal access to justice. All forms of organised crime are to be combated. Illegal financial and arms flows, corruption and bribery are to be significantly reduced by 2030.
the. To this end, appropriate institutions are to be established and strengthened at all levels. International cooperation to fight crime and terrorism as well as other important international tasks should be strengthened and national efforts should be supported.
The needs of all people should be respected by state authorities and the interests of all people should be given greater consideration in political issues. Developing countries should be more involved in global governance institutions.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

17 PARTNERSHIPS TO ACHIEVE THE GOALS

Strengthen means of implementation and revitalization of the global partnership for sustainable development.

17. Partnerships to achieve the goals

Current situation:

There are now some agreements, intergovernmental cooperation and resolutions on individual topics of the 17 UN goals. At present, international cooperation to achieve the SDGs is only taking place in isolated cases. Nationally, issues are already being addressed at different levels.
It is also the UN's task to ensure that the issues are not only focused but also considered and addressed in relation to the other goals. Above all, goals such as poverty reduction, climate protection and the preservation of ecosystems cannot be achieved alone and need an internationally binding basis. Some countries have very different ideas and approaches, which makes the SDGs all the more important as a joint resolution and common goal.

Steps:

In order to achieve Goal No. 17, global cooperation, the states have agreed to include the SDGs in each country's national plan, with each country deciding for itself which issues are the most urgent in each case. When working on the goals, care must be taken that they do not hinder but support each other.
All countries should be able to provide their own technical and financial resources to achieve the goals. The least developed, poorer countries should be supported in implementing the goals, e.g. by doubling exports. The dependence of poorer countries on richer countries should be reduced and domestic resources should be promoted instead. Political decisions of a country are to be respected as long as they do not contradict other regulations. "Triangular cooperation" between industrialised countries, emerging economies and poorer countries is to be expanded so that people can learn from each other.
Organisations and individuals working on global issues such as poverty, health and education should be involved in all efforts, as their experience and support are needed. The identification of data and statistics in all countries should be improved so that the path towards the implementation of the goals can be documented.

How do I assess the situation in my neighborhood/region/country with regard to this goal?

How do I personally implement this goal?

25 THE GLOBAL GOALS – A FEW FAQ'S.

What does "Global Goals for Sustainable Development" mean?
"Global goals" means: These goals apply all over the world.
"Sustainable development" means that development should take place in such a way that people use raw materials carefully and do not destroy the environment. And development should take place in such a way that people can continue to live well in the world in the future.

Who set the Global Goals for Sustainable Development?
The Global Goals for Sustainable Development were set by the United Nations.
The United Nations is an assembly of politicians from almost every country in the world. People often say "UN" when referring to the United Nations. This is the abbreviation for the term in English: United Nations. The United Nations works together for a common policy.
For example, they consider together: What rules must people observe in all countries of the world,

- so that people do not further destroy the environment,
- so that there are fewer wars in the future,
- so that people in all countries are treated fairly,
- so that all people around the world will have enough to eat in the future.

The Global Goals for Sustainable Development are in a treaty that countries signed together at the United Nations. This treaty is called the 2030 Agenda for Sustainable Development. An agenda states which goals are to be achieved at what point in time. The countries of the United Nations want to achieve the goals of the 2030 Agenda for Sustainable Development together by the year 2030. The 2030 Agenda for Sustainable Development contains a total of 17 different goals.

What are the goals of the 2030 Agenda for Sustainable Development?
With the 2030 Agenda for Sustainable Development, countries want to achieve, for example,

- that there is less poverty and hunger in the world,
- that fewer people die from diseases that can be cured well,
- that human rights are respected in all countries around the world,
- that citizens are taken seriously by their governments in the different countries.
- and have a better say in the future,
- that governments around the world work better together in the future.

What do you have to pay attention to at the same time?

- You have to pay attention at the same time:
- what is good for the environment,
- what is good for the economy,
- what is good for society.

The area of the economy includes, for example, the question:

- How many business enterprises are there in a country?
- Is there a lot of rubbish or air pollution in the work of the business enterprises?
- Do the employees of these business enterprises have good working conditions?

The area of society includes, for example:

- Is there a dispute or war in a country?
- How can people in a country determine their lives?
- Are there very many poor people in a country?
- What laws exist in a country for the work of business enterprises and for the Environmental protection?