



YoPeSDGs
Young people and SDGs

Research report



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1. ABOUT THE YOUNG PEOPLE AND SGDS PROJECT

During the 2012 United Nations Conference on Sustainable Development, Member States agreed to launch a process to develop a set of sustainable development goals (SDGs). The SDGs are to address all three dimensions of sustainable development (environmental, economic and social) and be coherent with and integrated into the United Nations global development agenda.

Disability is referenced in various parts of the SDGs and specifically in parts related to education, growth and employment, inequality, accessibility of human settlements, as well as data collection and monitoring of the SDGs, for instance: Goal 4 on inclusive and equitable quality education and promotion of life-long learning opportunities for all focuses on eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities. In Goal 8: to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all, the international community aims to achieve full and productive employment and decent work for all women and men, including for persons with disabilities. Goal 11 would work to make cities and human settlements inclusive, safe and sustainable.

To realize this goal, Member States are called upon to provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety for people with disabilities. Goal 17 Member States are called upon to enhance capacity-building support to developing countries, including least developed countries (LDCs) and small island developing states (SIDS), which would significantly increase the availability of high-quality, timely and reliable data that is also disaggregated by disability.

This Erasmus+ proposal "Youth and Sustainable Development Goals for the promotion of inclusion of people with disabilities" is a strategic partnership composed of organisations whose objective is to contribute to the awareness of young people and young people with disabilities on the Sustainable Development Goals, involving young people across the EU to become future active citizens and take part in their decisions.

The main objectives of the project are:

- To get active civic engagement and participation of young people by promoting dialogue on the 17 SDGs;

- Enable young people to play an active role for the community and the environment at local, European and international levels.

2. THE RESEARCH METHODOLOGY

The objective of this research was based on the knowledge of efficient pedagogical teaching methodologies that are focused on young people with and without disabilities to promote their active and total participation in the current problems of society as ambassadors of societal change through the SDGs.

The research was structured in two parts: a field research by PREDIF and a desk research carried out in each partner country.

The field research was developed through a focus group, that is a qualitative research method/data collection technique that seeks to gather information that is beyond the scope of quantitative research. This research method is particularly useful when the interaction among participants of a focus group can enrich the topic's results and the co-construction of the discourse is useful for the research objectives.

A Focus group consist of a small group of selected participants that are stimulated with open-ended questions in a discussion type atmosphere in order to generate comparative analysis of a given topic. The target group of the filed research phase were youth workers and youth organizations.

The focus group analysis allowed for a preliminary clustering of methodologies.

Regarding the Desk research, in order to select the most relevant and adequate research findings, partners were invited to follow the following criteria

- The research focused on resources and data coming from project countries about the problematic of the low participation of young people in cultural, educational, political activities in particular, of young people with disabilities and the importance of their inclusion.
- The research focused as well on methodologies, good practices on non-formal education activities for the participation of young people with and without disabilities and the development of the SDGs.

3. FIELD RESEARCH

In this phase PREDIF organized a focus group with youth workers, in which the best methodologies for the inclusion of young PWDs were discussed, as well as different ideas and approaches on how to empower young people with disabilities to be the leaders of change.

When asked why the participation of young people with disabilities in cultural, educational, and political activities is important, the interviewees answered that it is fundamental that young people with disabilities have to participate in society like any other young person, their points of view are also needed in the design of activities. They expressed that at the end of the day it is the present and future generations that have the power to demand and promote changes in current inclusive and social policies.

Therefore, the participation of people with disabilities is essential so that they are more included in the design and development of cultural, educational, and political activities. Without their vision and perspective, it is impossible for society to know how to understand their reality.

It is also important that young people with disabilities exercise free self-determination, to be able to have their life projects represented in the community. Delegating their needs and desires to other collectives is not always the best course of action because there is also a certain identity in what young PWD need. Therefore, without the manifestation of their necessities, it is very difficult for them to be included in the community.

Speaking of the low participation of young people with disabilities, it emerged that the ways of acting and participating are different from those that are promoted by the third sector entities themselves. It is essential that entities adapt and take into account the potential and the voice of young people with disabilities, the low interest of this group from third sector entities is due to the fact that society and public administration have not yet done enough for them to participate.

There is low participation also because society does not know how to connect with the needs of young people. The third sector entities have the public administration as their main ally basically because it is the main source of financing, therefore in their lines of work they are going to adapt to current public administration needs. However, the necessities of young people do not match with the public administration needs but rather to their own needs in their different life stages, so for example if there is a need for people with disabilities to learn how to use social networks, the public administration still does not know how to meet this need. This lack of accompaniment generates a certain disconnection

between the entities and the needs of people with disabilities, not only in terms of channels or modalities, but also in terms of content.

Young people with disabilities are in a stage of discovery , their social reality is very far from knowing that they are complete beings with desires equal to the rest of the people.

Speaking of ideas for the inclusion and social participation of young people with disabilities, it emerged that more socio-cultural activities must be promoted as well as raising awareness of new technologies, and including digital innovation in the promotion of inclusive activities etc.

In the focus group emerged that we must approach young people and not wait for them to come to us, if they are part of institutes or organizations we must approach their environment from a perspective of full inclusion, because each group has its differentiated needs. Therefore, we have to promote that young people are included in the community and the creation of focus groups and workspaces meeting the needs of young people

Non-formal education activities can be implemented for the inclusion of young people with disabilities, such as musical, cultural, sports, leisure and free time events... they need to know their active participation in society is a right, therefore it is essential to bring these activities closer to the group.

We have to be careful not to segregate as young PWD themselves have interaction needs with other young people with and without disabilities, it is important to know how to identify what needs they have in order provide groups and appropriate skills for every need.

We can empower young people with disabilities to be the leaders of change by making them feel like any other young person, giving them the same opportunities, and making them part of this change.

We must allow young people with disabilities to grow and become empowered, free of judgment and letting them be the ones who define themselves and choose their needs, their models of inclusion and let them be their own interlocutors.

Finally, in the field report emerged that no formal education, dissemination activities and inclusive campaigns are very functional in the engagement of young people with disabilities. For this reasons these findings, among others, were the object of the desk research.

4. DESK RESEARCH

Carrying out the desk research, we intended to investigate the broader current situation in each country/region about the low participation of young people with disabilities in cultural, educational, and political activities. The partnership was asked to offer an overview on existing good practices/case studies on no formal education activities and as well strategies on dissemination activities, that are useful to depict participation of young people with and without disabilities taking in consideration as well the development of the SDGs.

4.1 PROBLEMATIC IN ALL PARTNER'S COUNTRIES ABOUT THE LOW PARTICIPATION OF YOUNG PEOPLE WITH DISABILITIES

4.1.1 CONTEXT IN SPAIN ABOUT THE LOW PARTICIPATION OF YOUNG PEOPLE WITH DISABILITIES

According to the report "Challenges for the inclusion of young people: the educational intervention of the Spanish Institute for Youth (INJUVE)", social exclusion of young people could be caused by one or multiple problems, such as unemployment, discrimination, lack of skills and abilities, low income, affordable housing, and often family dysfunction or trauma.

In the last two decades, transitions from youth to adulthood have greatly increased in complexity (Furlong, Cartmel and Biggart, 2006). This complexity is the result of the lack of choice that most young adults experienced, especially those in vulnerable groups due to their access to education or/and labor markets, leading to greater levels of vulnerability and lack of participation in their communities. (Du Bois Reymond, 1995).

In response to these challenges, the reports states that participation and inclusion of young people are essential for their wellbeing as individuals, as well as for the community as a whole, ensuring a healthy society. This participation implies their empowerment as citizens, and will strengthen the connection with their own rights as citizens.

As the writer and philosopher Fernando Savater (2005) observed, the relationship with other human beings is fundamental to the development of our own humanity. Humanity is made as a complexed net of symbolic relationships, and we as symbolic beings are meant to develop our capabilities by our interaction with others.

According to Rosa Blanco in her article “Equity and social inclusion”, social participation is also connected to the right of young people to be listened and have their opinions taken into account in the different areas that specially affect their lives. Participation has to do with shared experiences and negotiations that result from social interaction within a community that has a common goal, Mel Ainscow (2004).

In order to promote participation, inclusion, culture, and organization among young people the first objective should focus on transforming education. The Article 12 of the Convention on the Rights of the Child states that adults shall provide children with the necessary opportunities and encouragement to express their views on all subjects concerning them, and shall provide with the information appropriate to their age, based on which they may develop their own views.

Participation involves democratic decision-making processes in which different educational community stakeholders, including students, are involved. Teaching must be adapted to students and not students to teaching. From this angle, the attention of children and young people with special educational needs is part of a broader context of attention to diversity, since all students, and not only those with disabilities, have different abilities and educational needs. Therefore, creating youth-tailored approaches to their needs would be key to raise interaction of this group with society.

As education alone cannot compensate social inequalities or eliminate the multiple discriminatory forms existing in our societies. It is necessary to develop economic and social policies addressing those barriers that generate inequality and exclusion outside the educational sphere, such as access to employment.

According to the report Challenges for the inclusion of young people: the educational intervention of the Spanish Institute for Youth (INJUVE)”, statistical data on education showed the existence of a gap in the educational level between young people with disabilities compared to the non-disabled young people.

According to the EISS 2012 report, the percentage of illiteracy of people with disabilities was significantly higher than the general population, which leads to minimal percentages of young people with disabilities with vocational studies or university degrees.

This educational phase is essential for their early participation in society and later access to the labor market, which would guarantee their livelihood and personal development. This integration is the foundation for the recognition and exercise of their civil rights.

On the other hand, 40% of young population with disabilities stated that they have felt discrimination in educational or training environments in the last 12 months because of their disability. Despite the progress made in the accessibility in educational spaces, young people with disabilities continue to highlight accessibility difficulties, adapted places and resources, and the need for more and/or better technical and human assistance. We need to overcome these barriers, providing better, adapted spaces

for people with disabilities as education is essential in accessing employment and assuring their full participation in society. Unfortunately, unemployment rates in the country are nearly doubled for people with disabilities than those without disabilities, this is also shown on the activity rate. The activity rate of young people in Spain is 66.2%, while that for young people with disabilities is less than 50%.

INJUVE's report relies on normalization as a solution to the educational and employment challenges that young people with disabilities face in their lives. Normalization according to J. R. Orcasitas García (1998), is one of the most important issues in the disability world for young people. This normalization is understood as providing the same living conditions as those available to other citizens, allowing people with disabilities to develop at of their abilities. This normalization requires to meet some demands:

- Normalizing access to common services: policies and services are designed for all citizens.
- Normalizing social relationships: society abandons prejudices towards people with disabilities, facilitating their social participation (emancipation, decent employment, economic independence, social autonomy, social identity, etc.).
- Delayed transition to adulthood due to the lack of emancipation. Dependency jeopardizes their interaction with peers and/or social activities.
- Deficient education, poorly related to the demands of the labor market. Limited adapted education and training in certain areas.
- Low quality of employment. lower salaries for people with disabilities compared to the non-disabled population.
- Low purchasing power, which leads to an unceasing state of dependence.
- Housing shortage and high purchase prices. Lack of adapted housing at high prices, hindering access to housing.

Since the participation of young people with disabilities depends on the adaptation of society to their needs, these challenges make it difficult for this group to fully participate as citizens in the social, cultural and political life. Therefore, the promotion of their participation in society is based on their normalization in all layers of society, being the most important the fair access to education and labor market to become self-determined individuals as their peers without disabilities.

Normalization and participation of this group will result in the development of normalized social relations and participation in social interactions, community life, sports, cultural, leisure and political activities (Jenaro R o, 2001).

4.1.2 CONTEXT IN ROMANIA ABOUT THE LOW PARTICIPATION OF YOUNG PEOPLE WITH DISABILITIES

According to Eurostat data, in Romania, about a quarter of the population aged 16 and over have disabilities. Of these, people with severe activity limitations represent 6% of the population (1.2 million people). In this context, disability is measured in conjunction with the so-called general activity limitation concept used by Eurostat: "limitation of the activity that people usually do as a result of health problems that have occurred for at least the last six months." As of December 31, 2019, the total number of persons with disabilities communicated to the National Authority for the Rights of Persons with Disabilities, Children and Adoptions (ANDPDCA) through the general directorates of social assistance and child protection of the county and local sectors of Bucharest (capital of Romania) was 846,354.

The actions and initiatives on which Romania is now based in terms of young people with disabilities mark the transition from the medical model of disability to a social model based on human rights. This model understands disability as the interaction between a person's particularities and the way society responds to them, highlighting the barriers in society that prevent people with disabilities from actively participating in society. The low participation of young people with disabilities in cultural, educational, and political activities is highly influenced by specific barriers or obstacles.

They are seen in Romania as factors in a person's environment that, in their absence or presence, limit their functioning and create disability. Some examples of barriers are given by an inaccessible physical environment, lack of assistive technologies and devices, people's negative attitudes towards disability, and services, systems and policies that either do not exist or raise barriers to the involvement of people with a health problem in all domains of existence.

The right of young people with disabilities to be integrated in the community also faces social obstacles, especially from internal perception and thinking of people around them - the problem is that it does not fully support the process of ensuring and living a full social life and having access to all services provided to the public and support services for young people with disabilities to enable them to be fully integrated and participate in all spheres of social life.

The major needs and difficulties that young people with disabilities face nowadays are related to the “impossibility” of: independent living and community integration, including access to public services; lack of individualized education, political and public participation; but also lack of social protection, including empowerment / rehabilitation. To all these obstacles are added the major social and cultural ones, among which priority are cross-cutting issues, such as: awareness of people with disabilities and the promotion of respect for their rights and dignity.

4.1.3 CONTEXT IN PORTUGAL ABOUT THE LOW PARTICIPATION OF YOUNG PEOPLE WITH DISABILITIES

Despite progress made over the years, young people with disabilities still face some difficulties in the Portuguese territory.

Portugal does have a solid constitution protecting PWDs. Thanks to the National Institution for Rehabilitation (Instituto Nacional para Reabilitação), it is possible to find a complete and updated guide summarizing rights and opportunities for PWDs in the country (look at Guia prático dos direitos das pessoas com deficiência em Portugal, revised every year). But nevertheless, there are discrepancies between PWDs and people without disabilities, especially regarding the work field.

According to the Disability and Human Rights Observatory (Observatório da Deficiência e Direitos Humanos), between 2011 and 2021 unemployment of PWDs increased by 30.5% in Mainland Portugal. This growth seemed to be more consistent among women (+63.1%) than men with specific needs (+9.8%).

The pandemic was responsible for a significant gain as well: +11.6% in 2020, and +1.2% in 2021 (in contrast with the decrease observed in 2021 by the general population: -12.8%). That means that the effects of the pandemic were more serious for the employability of PWDs.

Another negative growth concerns social discrimination. The National Institute of Rehabilitation (Instituto Nacional de Reabilitação) released a report in 2018 underlining that there were 1024 complaints in 2018 against the 284 of 2016, more than tripled over two years and most of them about the healthcare.

So, both the political and cultural environment suffers from deficiencies and could be more active in improving its data.

On the contrary, the educational field presents quite positive numbers: according to a 2017 report by the Observatory of People with Disabilities (Pessoas com Deficiência em Portugal), 99% of students

with disabilities already attend regular education, of which the 86% in public schools. The number of students with specific needs attending the 3rd cycle has also been significantly increasing over past years.

Data concerning scholarships are positive as well. In 2021, out of 69,762 scholarships awarded, 1.2% were granted to students with disabilities, specifically 636 in public higher education and 192 in private higher education.

It must be stressed, although, that there is gender disparity among them, considering that only 38% of students are female against the 62% of male students. Moreover, 57% of students with specific needs spend less than 40% of their class time with their classmates.

4.1.4 CONTEXT IN BULGARIA ABOUT THE LOW PARTICIPATION OF YOUNG PEOPLE WITH DISABILITIES

The most important strategic principle of the 2030 Agenda is “leaving no one behind”. The realization of the SDGs according to that principle requires special care and attention to vulnerable people and groups of people who fail to gain access to or to benefit from the opportunities offered by the society and the economy or are in a risk of marginalization and social exclusion. It is necessary to identify the causes and to find adequate solutions.

Bulgaria internalized the belief that the solutions are to provide access to social, health and educational services, the labor market, quality education, as well as guarantees for full participation in all spheres of public life. A cross-sectoral approach is being implemented in Bulgaria that brings together the resources of the public systems for education, health and social protection.

Bulgaria has ratified the UN Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities, approved by the UN General Assembly in December 2006, which further reinforces the rights of children with disabilities and introduces new obligations on the states to remove the barriers that limit their participation in all relevant domains of life. Hence, in terms of legal defense the country has been operating in a global context. In the past decades Bulgaria has made significant progress on inclusion of young people with disabilities in cultural, education and political activities.

The so-called protest of the „Mothers of disabled children “in 2018 and 2019 help to speed up the processes of creating a new legal act for disabled people. New legal act was committed in December 2018 for people with disabilities. The act abrogated the previous law for people with disabilities. The idea behind the new act is to create one single institution - National agency for disabled people in 2021 that will help disabled people and protect their interests on a national level.

Also, another goal of the Agency is creating and organizing effective policies for their inclusion. Priority of the legal act is personal choice and independence of the disabled people and their families.

The Pre-school and School Education Act adopted at the end of 2015, established conditions for inclusion of children with disabilities in the mainstream educational system. During the 2018-2019 academic year almost 22,035 children with disabilities and special needs attended mainstream schools and kindergartens. In addition, the recently adopted Law on Social Services, Law on People with Disabilities, as well as the Law on Family Benefits for Children amendments further expanded the support and services provided to children with disabilities and their families.

Nevertheless, there is still a long way to go to solve the issue entirely, with many young people with disabilities still struggling to get properly integrated into the society. Despite the national efforts children with disabilities continue to be one of the most excluded and invisible groups in the society. They are at greater risk of separation from their biological families, they are more likely to live in institutional care or to remain outside the mainstream schools and kindergartens.

For example, data shows that in 2018 approx. 90% of all children in infant homes (0-3 years for age)[5] and 50% of the children in family type residential facilities were children with disabilities. Around 10,000 is the estimated number of children with disabilities who are out of school. Data also shows that many of the young people with disabilities aged 15-24 are not in employment, education or training. The end aim of the process is the achievement of a qualitatively new model of policy towards the people with disabilities, based on the principles of the equal treatment and inclusion in all the spheres and dimensions of the social life.

The vision of the Ministry of Labor and Social Policy for the development of disability integration policy in recent years is closely linked to the implementation of an integrated policy management approach. The integration policy of people with disabilities is related to the universality and interdependence of all human rights. The fundamental freedoms and the need for people with disabilities to ensure the use of their rights without any discrimination is a keystone in The Ministry of policy.

This policy applies for Individually-orientated human rights-based approach that aims to ensure the integration and active participation of people with disabilities in public life. The strategic goal of the Ministry of Labor and Social Policy in the field of disability integration policy after 2015 is to integrate disabled people in all areas of public life by creating conditions and guaranties for equality, social integration and the exercise of rights. Another goal is ensuring better support for people with disabilities and their families and easier integration into the work environment and labor market.

The main priorities of the strategy for disabled people 2016-2020 were:

- Providing an accessible living environment, transportation and transport services, information and communication.
- Ensuring equal access to education at all levels and learning opportunities throughout life.
- Ensuring effective access to quality health care.
- Providing better employment opportunities for people with disabilities.
- Provide adequate support for life in the community.
- Providing access to sports, leisure, tourism, and participation in cultural life.

4.1.5 CONTEXT IN ITALY ABOUT THE LOW PARTICIPATION OF YOUNG PEOPLE WITH DISABILITIES

Unfortunately, the most recent organic report on low participation of young people with disabilities in cultural, educational, political activities dates back to 10 years ago, 2012. "The participation of young people with disabilities in the Southern Regions" (FISH - Italian Federation for Overcoming Handicap) aimed to investigate the participation and inclusion of adolescents with disabilities (15-19 years) in all areas of social life. The regions involved in the project were: Basilicata, Calabria, Campania, Puglia, Sardinia and Sicily.

Compared to the data that emerged, the disadvantages we know well due to the socio-cultural conditions of the families to which they belong, to gender differences and to the territory of residence were confirmed.

This is how a snapshot of the young person with disabilities who does not participate in associative life is outlined: if we want to describe it, we could say that it is more likely a girl who belongs to a family with medium or low socio-cultural status and lives in a small town in the South; a person not engaged in daily life in recreational and cultural activities, be they group or individual, and who has an attitude of skepticism both towards his own future and towards the possibilities that the associative participation could offer him; his failure to register with an association derives from scarce interests and incentives towards the associative world, but also from inadequate information regarding this reality.

We have seen, however, that being registered in an association is not always synonymous with active and continuous participation, and that therefore the registration must be followed by activities capable of stimulating, motivating and involving young people with disabilities.

The contexts in which the young people interviewed carry out aggregative activities are mainly schools, sports, associations and the parish. Taking part in cultural activities such as theater, sports, recreational activities such as dancing, parties and pizzas is an important indicator of participation and inclusion, and an opportunity to develop a network of social relationships.

From the analysis of the interviews, the plurality of the activities described appears to be "group". Experimenting participatory processes in different contexts turns out to have a fundamental function in the propensity of young people to assume active roles. In fact, diversified participation, in addition to influencing the development of individual skills, increases commitment and interest in problems and issues concerning one's own reality.

The real paradigm shift of the UN Convention on the Rights of Persons with Disabilities (CRPD), approved on 13 December 2006 and implemented in Italy with Law no. 18/ 2009, was to place as the main challenge the realization of the right to participate in social life, on an equal footing with others. In particular, two articles of the UN Convention specifically focus on participation in political and public life (art. 29) and in cultural and recreational life, in leisure time and in sport (art. 30).

In the case of minors, this means working not only for school integration, a prerequisite of course, but also for inclusion in all areas of daily life. Starting from the possibility of accessing informal learning contexts, from organized sport to cultural activities, as well as playful, recreational and social activities in the company of peers. "In most years, the data showed a significant negative association between disability severity and social participation (...) For example, in 2016 people who reported 'no' disability (...) were more likely to socialise and to have higher levels of participation than people disabled 'a lot'." (M. Hadfield-Spoor, Disability and social participation in Europe 2002-2016 (2020))

In Italy, this trend is fully validated by the most recent Istat surveys. In 2019, participation in cultural, sporting and social activities, as well as satisfaction in various areas of life, tends to decrease in the presence of serious limitations in the activities usually carried out.

"The judgments on the quality of life are strongly influenced by employment and the level of education: 38.2% of the employed and 30.5% of graduates have a high degree of satisfaction. Among people with disabilities who participate in cultural life there is a significant increase in the level of satisfaction: the share of very satisfied people rises to 37% (...) Even sports practice shows significant effects on the quality of life of people with disabilities (...).

It is likely that the relationship observed reflects real inequality in social participation among disabled people, suggesting persisting significant barriers to inclusion for disabled people, which can negatively impact on people's wellbeing and broader health systems" (2020. Openpolis - Con i bambini. "Il diritto all'inclusione sociale ed educativa dei minori con disabilità").

Ensuring full accessibility to educational opportunities, both formal and informal, is crucial for the healthy growth of disabled children and for their future physical and mental balance. At the same time, the fact that these opportunities are not actually available fairly, particularly for severe disabilities, suggests that the path to inclusion is by no means complete. In particular, the effective possibility of access to non-institutionalized educational opportunities.

To give just a few examples, the right to play with peers, the accessibility of public parks, the usability of cultural or sporting activities and events. According to the Istat survey "People with disabilities have less access to cultural, social and sporting activities" (Percentage of people between 14 and 44 years for participation in cultural, social and sporting activities – 2019), 13.3% of people in the target (14-44 years) with severe limitations declares that he is not at all satisfied with his free time. Among peers without limitations the share is equal to 4.1%. Only 22.8% of people with severe limitations participated cultural activities, such as shows or visits to museums.

Among peers without limitations, the share is 34.9%; 21.3% of people with severe limitations participated in social activities, versus the 27.2% of people without limitations. The 37% of people with severe limitations participated in sporting activities. Among peers without limitations, the share is equal to 50% (The data on sporting practice refer to the age group 3-44, all the others refer to that between 14 and 44 years).

Italy's situation is still dire, and available data show that progress towards achievement of the Goals has been put at serious risk. The 2020 updates of the composite indicators relating to the SDGs provide an initial quantitative assessment of the impact of the pandemic crisis on the various Goals. Between 2019 and 2020 the indicators for nine Goals have deteriorated: poverty (Goal 1), health (Goal 3), education (Goal 4), gender equality (Goal 5), decent work and economic growth (Goal 8), inequality (Goal 10), sustainable cities and communities (Goal 11), life on land (Goal 15) and international cooperation (Goal 17).

The comparison of the 16 composite indicators for other European countries, for which it was possible to conduct an assessment, is also highly significant: Italy is below the EU average for ten Goals (Goal 1,

4, 5, 6, 8, 9, 10, 11, 16 and 17). Unless there is a decisive step change, Italy will not achieve the 2030 Agenda Goals within the timeframe agreed at the UN. This will entail serious consequences (ASviS Report 2021. “Italy and the Sustainable Development Goals”).

4.1.6 CONTEXT IN CROATIA ABOUT THE LOW PARTICIPATION OF YOUNG PEOPLE WITH DISABILITIES

The UN Committee on the Rights of Persons with Disabilities has highlighted the following issues related to violation of the rights of children and youth with disabilities in the Republic of Croatia:

- Segregation in education and the lives of children with disabilities in institutions that are still not always considered a form of discrimination.
- A large number of abandoned children and youth with disabilities who are placed and live in institutions and insufficient care in education, health or rehabilitation and exposure to abuse and violence.
- Low level of awareness of the rights of children and youth with disabilities in society and overcoming of the charity model in the mass media.
- Placement and forcible detention of persons with mental and intellectual disabilities difficulties in institutions.
- Youth and children with disabilities can be sterilized at the request of their parents or guardians, they do not have to give free and informed consent, and may be subject to others medical procedures.
- Very low level of education of persons with disabilities; a large number of people with disabilities have not completed primary school, and less than 30% have completed secondary school.

With such state of violations of the rights of children and youth, the low participation of young people in cultural, educational and political activities is granted.

The needs of the youth with intellectual disabilities are not met in the framework of the educational curricula. There is significant lack of the methodology and teaching materials for them, although rather sporadically there are efforts for integration. On the other hand, youth with physical disabilities still have in some places the issue of accessibility. Also, the sensory deprived youth can have a problem of accessibility due to the lack of specialized assistants.

That is especially obvious with deaf youth that has the most serious problems in communication in everyday life. The education is problematic, but participation in the cultural and political activities is even worse. Most of the cultural and rare political activities are carried out by specialized OCDs providing services for the disabled youth providing additional formal and informal education, some sports and cultural activities. The main problem is sustainability of those OCDs as well as their geographical distribution.

They are mainly operating in main cities, leaving countryside void of organized activities for disabled youth. The engagement of youth with disabilities in cultural and political activities also depends on the socio-economic status of their families. The low family income is quite an obstacle for youth engagement, as it is linked with costs (lower mobility, need for transport, assistants for communication, food, lodging if from rural areas etc).

4.1.7 CROSS-COUNTRY RESULTS OF DESK RESEARCHES

The research shows a main common outcome, participation of people with disabilities in society implies a recognition of equal rights, ensuring full integration in all layers of society as rightful players. The common areas that countries agreed to be key for this participation are education, civic participation and labor market (employment).

The countries participated in this study are in different levels of overcoming the challenge of transitioning from institutionalization of people with disabilities to providing integration and participation into society as a human right.

The UN Convention on the Rights of Persons with Disabilities at the UN General Assembly in 2006 was a milestone for legislation on people with disabilities as governments promoted local regulations based on that common agreement made by the UN. Together with the advance of local regulations, a majority of countries created or promoted national agencies on disability to support national human rights advocacy efforts aiming to promote active integration and visibility of this group in society.

The research also shows a great disparity on the level and effort of governments on integration of people with disabilities, this reality leads to different levels of integration that directly affects the socio-cultural conditions of people with disabilities mainly based on gender and/or place of residency.

Within these disparities gender turns out to be a chronic cross-sectional challenge in all countries, with women having lower levels of participation in terms of education, social integration, and employment.

4.2 BEST PRACTICES ON NON-FORMAL EDUCATIONAL ACTIVITIES THAT PROMOTE THE PARTICIPATION AND COMMITMENT OF YOUNG PEOPLE WITH AND WITHOUT DISABILITIES

4.2.1 BEST PRACTICES IN SPAIN

"Entre Iguales - 2020" of Solidaridad sin Fronteras (SSF)

The project "Among equals - 2020" developed by Solidaridad sin Fronteras (SSF) aims to promote social cohesion and inclusion, as well as the knowledge of social and political rights of the population of the southern Metropolitan area of the Community of Madrid, promoting awareness, empowerment and social participation, aimed at preventing and acting against any discriminatory behavior. The participation of the beneficiaries was encouraged, and innovative methodologies, social mentoring and non-formal education were used to increase understanding of diversity and favor social inclusion.

This project considers people with disabilities as a social group that needs special protection when it comes to guarantee their human rights and basic freedoms. A large number of people with disabilities in Spain are subjected to discrimination that limits their rights, with factors that increase these attitudes that multiply their vulnerability, such as gender, age, ethnicity or type of disability. For instance, when a person with a disability is also of foreign origin, the risk of poverty or social exclusion is significantly higher (state observatory on disability, 2017).

Having this reality, the project focuses on key audiences that can serve as multipliers of the positive effects of the intervention: population with disabilities by their participation in different workshops.

"Social and Political Participation Workshop". The objective of this workshop is to raise interest of participants in social and political issues, focusing on the benefits, objectives and possibilities of a more active social participation. Every session showcases problems of coexistence, discrimination or intolerance, as well as possible social and political approaches that might solve such problems (public denouncements, legislation, etc.). For this workshop the dynamic of the "Ladder of Participation" is used to facilitate the knowledge of the different levels of participation.

Modelo de "Participación" (Roger Hart, 1992)	
Participación:	
Escalón 8	Toma de decisiones compartida
Escalón 7	Iniciada y dirigida por los jóvenes
Escalón 6	Iniciada por adultos, toma de decisiones compartida
Escalón 5	Jóvenes consultados e informados
Escalón 4	Jóvenes asignados e informados
No participación:	
Escalón 3	Jóvenes simbólicamente involucrados
Escalón 2	Jóvenes como "decoración"
Escalón 1	Jóvenes manipulados

This dynamic seeks to encourage reflection on the opportunities for young people to participate in social and political life, developing the ability to cooperate and cultivate a sense of responsibility for their own actions. First, the term "youth participation" is discussed and the diagram of the "Participation Scale" (Hart, 1992) distributed. Then, the group is divided into 8 different teams, assigning a level to each group, so that they can identify the characteristics or elements that define each "Participation Step", as well as specific examples. The

"obstacles", "favorable factors" and the participation approaches suggested are discussed with the participants.

With this project, the participation of young people with and without disabilities becomes an exercise in citizen participation, debating problems that affect them at different levels. This workshop allows young people to become aware not only of their own reality, but also that of the different members of the community and the community as a whole.

Photography and Inclusion Program by the Spanish Youth Hostel Network (REAJ)

In 2018, the Spanish Youth Hostel Network (REAJ) launched a new project aimed at all associations and entities working with people with disabilities. This project focuses on a photographic contest in which participants show the barriers that a person with a disability encounter in their daily lives through photographs.

The main objectives of this program are:

- Raise awareness through photography about the full inclusion and participation of people with disabilities.
- Encourage the participation of people with disabilities in society.
- Promote the use of youth hostels, many of which are adapted for all types of people with disabilities,
- Promote mobility in tourist sites through youth hostels
- Promotion of culture in society through photography

The program offers two prizes:

- A prize of 1.000€ for material needed by the entity.

- A prize of 3,000€ for the entity to organize a trip to a REAJ hostel.

This project is a good example of social empowerment as participants are encouraged to expose the barriers that people with disabilities face in their daily lives as a public claim. This action transforms the participants into active community members taking action within their communities.



Valleverde Project, “together against climate change”. People with intellectual disabilities as agents of social change.

The Valleverde project, has a double objective: facilitating training and access to employment to people with intellectual disabilities in the field of sustainability at the same time that participants promote environmental values such as recycling and the use of natural resources at local schools or social entities.

Environmental Education can be developed within any area of education (Formal, Non-Formal and Informal Education). In this project the Down Syndrome Foundation of the Region of Murcia (FUNDOWN) showcases a training for young people with intellectual disabilities based on a comprehensive development of the person. this training focuses on their interests and abilities, working on the development and maintenance of daily living skills, self-determined, leisure and free time, seeking their employability in standard companies.

Thus, the FUNDOWN area of employment and vocational training began this specific training program designed to create a professional profile focused on environmental sustainability working with nurseries and gardens. During training, users received theoretical and practical training directed at obtaining a position as gardening assistant. Students received training through the development of different practical experiences: recycling and waste reuse in the nursery, the creation, care and maintenance of an organic garden at FUNDOWN's facilities.

The project also includes school awareness-raising activities to support environmental change. Workshops are developed with a practical dynamic to motivate the implementation of activities shown to students in their daily lives.

The objectives of the project are:

- To provide useful training to access the labor market in an environmental related job.
- To provide environment-related knowledge, through the implementation of activities on energy consumption, water saving, air care and protection of wild flora and fauna.
- To develop awareness through the analysis and treatment of problems related to the environment.
- Promote interest in the environment and the will to preserve it.
- Acquire skills and habits for responsible use of resources.
- Promote participation and involvement in the prevention of climate change.
- Evaluate the environmental education resources and programs available.

Since the Valleverde project started in 2017, the project met and exceeded expectations. More than 3600 hours of activities and workshops have been performed with the participation of circa 77 educational centers and different entities, exceeding 3000 participants who have benefited from the project.

Working and acting as agents in the field of non-formal and environmental education, people with intellectual disabilities have developed a series of activities that they never thought they could be responsible, playing a leading role in the project and their local community, generating employment and leading awareness-raising activities in educational centers. These activities could be replicated with young adults with physical disabilities, giving a chance to interact with society in a field where they have been isolated due to their own realities.

4.2.2 BEST PRACTICES IN ROMANIA

The political interest in the student-centered and practice-based educational process subsumed under non-formal learning is increasingly focused on quality standards and strategies for recognition. In non-formal education the student's participation is voluntary. Non-formal education is planned, student-centered and has a flexible educational approach, without official certification.

The educational process in non-formal education has a more flexible curriculum and methodology. Non-formal education activities or lessons can take place both outside institutions and in schools, in different contexts. The needs and interests of students are taken into account. There are specific Methodologies developed for supporting the non-formal education and involvement of young people with disabilities.

1) One of the Methodologies/good practices focused on the brief presentation of some instructional theories and on the permanent use of practical activities for young people with and without disabilities. The structure and program of the Methodology showed that particular activities have been used as good practices to promote the inclusion and participation of young people in non-formal education, including: creative free painting workshops, knowledge and self-knowledge workshops, mapping workshops, games, photography exhibitions, dramatized poetry workshops, training and debates on diversity and equal opportunities, workshops on violence and the conflict that will include watching movies followed by discussions / debates, energizing for all people, treasure hunt, quiz games etc.

This methodology did not restrict anyone's access and did not impose conditions for participation, the main rule being to be very interested in learning and being active in society. This good practice of creating specific activities for young people in need of non-formal education regardless of whether or not they have disabilities has been aligned with the Day of Non-Formal Education which was celebrated in Romania, in Bucharest.

The methodological aspects show here that non-formal education offers a set of necessary social experiences, useful for every child, young person or adult, complementing the other forms of education by: capitalizing on students' free time, from an educational point of view; opportunities for capitalizing on students' life experiences, through a more flexible and open environment and through the diversification of everyday learning environments; voluntary, individual or collective participation; a framework for practicing and cultivating different inclinations, skills and abilities, for manifesting talents in art, culture, music, sports, painting, IT, etc.; supporting school and social inclusion.

2 Another Methodology/good practice demonstrated that assessing the situation of youth participation in non-formal education (needs, expectations, values, and motivational sphere), the role and effectiveness of non-formal education in improving the chances of socio-professional success of young people is a core value for an inclusive program.

This is related to some main priorities of SDGs and stress that the Climate Change and Environmental Education in Sustainable Goals recognizes the importance of formal, non-formal and informal education in informing and raising awareness among young people and the general public about the environment (including climate change).

This good practice showed that the non-formal education focused on promoting the development of SDGs, and defined an update in the non-formal activities including programs in biology, geography, and economics. The update was also related to the introduction of a "green week", optional on climate

change, etc. This good practice highlighted the fact that young people with and without disabilities need to be aware of the sustainable development goals and practice their skills on them.

To “meet” this priority they are trained to become "green-keepers", that is, to replace polluting transport with a non-polluting one such as cycling or walking; plant trees in deforested forests; cleans wastewater; promote responsible consumption of water or electricity, etc.

The climate actions also influence the promotion of gender equality and well-being of young people. Unlike environmental education, which already exists in the Romanian school, in education for sustainable development the focus is on practical skills, on the development of critical analysis skills, on problem solving, creativity and originality.

3 The third Good Practice was focused on the creation of a platform dedicated to non-formal education and its sustainability as an online course. Youth work 2.0 platform is useful for experts who want to develop learning mobility and / or non-formal education activities because it addresses the steps needed to be taken to create, plan, implement, evaluate, monitor and ensure the sustainability of an activity; learning with young people with and without limited opportunities, in common. The platform helps you:

- Understand the relationship between social inclusion and youth work.
- Develop, plan, implement, monitor and evaluate non-formal activities carried out to support the development of social, civic, intercultural skills among young people with and without reduced opportunities, jointly.
- Understand how to actively involve young people with and without reduced opportunities in non-formal activities.
- Identify the needs of the target group and analyze the context in which you are.

Some of the main tools used for this good practice were built around:

- Social inclusion and the connections between social inclusion and youth work.
- How to facilitate non-formal education activities with young people and without reduced opportunities, in common - identification of the target group, selection of participants.
- Steps to be taken to encourage the development of social and civic skills in activities that involve young people with and without reduced opportunities.
- How to introduce the intercultural dimension into activities.
- Design of the non-formal activity, the program, the design of the learning sessions.
- How to choose the methods used - what are the differences between methods and methodology, target group, time, space, experience, preferences, individuals, themes.

- Tools used to ensure transfer and multiplication etc.

4.2.3 BEST PRACTICES IN PORTUGAL

There are many realities supporting PWDs in Portugal.

APD (Associação Portuguesa de Deficientes), APPACDM (Associação Portuguesa de Pais e Amigos do Cidadão Deficiente Mental) and APEDV (Associação Promotora de Emprego de Deficientes Visuais) are just a few examples of them. Here, there is a full list of both local and regional, and sometimes national associations specifically providing support for PWDs in the Portuguese territory.

All of them are invested in promoting social inclusion in different ways, including activities and specific programs carried each year.

AAMA (Associação Actividade Motora Adaptada), for example, holds specific swimming classes for young people with special needs, divided in three classes depending on the age (children, adolescents and young adults).

APPACDM (Associação Portuguesa de Pais e Amigos do Cidadão Deficiente Mental) organize monthly educational meetings and conferences open to everyone and is currently engaged in the fight for the creation of a national day dedicated to PWDs, along with other associations.

An equally interesting example specifically focused on the promotion of the SDGs can be found in Youth Coop. This young-made no-profit Portuguese association organizes summer workshops for individuals between 15 and 30 years with the intent of promoting SDGs' goals. Just like a summer camp, there are many workshops and recreational initiatives, spreading awareness through play games. The access is free (and often supported by a grant) and is held regularly every year.

The association also takes into account specific aims designed for young people with fewer opportunities.

4.2.4 BEST PRACTICES IN BULGARIA

Bulgarian Association for Persons with Intellectual Disabilities (BALIZ) have launched a range of good practices, promoting a new model for working with people with mental disabilities, through learning in a real environment, attracting all stakeholders and innovative methods of publicity.

1 Acquiring work habits for people with intellectual disabilities - "I am special and I want to work!"

Objective: Development of cooperation between socially engaged business and the Association for Support of Persons with Intellectual Disabilities in the interest of persons with intellectual disabilities, whose employment opportunities are repeatedly underestimated and neglected.

15 users of Chaika Rehabilitation Center for the Blind and Riviera Day Care Center for Adults with Disabilities for 6 months received theoretical and practical training for acquiring work skills in two training modules "Hospitality" and "Catering". In a real work environment, the young people got acquainted with the work responsibilities and specifics of professional activities. In addition, young people with disabilities have acquired knowledge and skills to build work habits.

The implementation of the practice "I am special and I want to work" started as a project activity for the Association, funded by BALIZ. Its implementation is related to the need for preparation for employment for people with intellectual disabilities.

The training was under a special program, including an internship at the Kamelia Hotel-Restaurant in Varna. In a real working environment, the participants in the project were committed to real activities related to the preparation of catering products, packaging of products for home delivery, preparation of guest rooms.

Thus, communication was achieved between persons with SEN, employees of the hotel-restaurant, specialists and hotel customers.

The practice achieved its goals: changing attitudes towards society and the organization of employers to people with intellectual disabilities, proving their real opportunities for labor participation. The employees of the restaurant were prepared in advance for the specifics of safe and have accepted their role of "assistants" in real work Wednesday. Social exclusion is overcome by acquiring independent living skills. Participants, indeed, acquired various practical skills for practicing professions (for example: washing kitchen utensils, working with washing machines and detergents, use of various kitchen tools for preparation catering, etc.)

Benefits for the community: the urban community learned about the real employment situation of people with mental disabilities by reflecting the success of local practice media. An innovative way to promote the employment of people with intellectual disabilities / special delivery stickers to customers the restaurant with the inscription "Made by a special person", a special sign with "Served by a special person" at the door of the hotel room, served by users / have led to the promotion of their skills to guests of the hotel-restaurant.

2 "Share at home" Project of the Foundation by "St. Nikolay the Miracleworker"

The Share Home project started at the end of 2011 with the aim of organizing a pilot scheme for inter-family bargaining, according to which trained foster families care for a child or a person with an intellectual disability for a short period of time.

First, they hired five people, choosing those who work in the services that their potential clients visit. Their goal was for these five people to be acquaintances who have already built a relationship of trust with both consumers and their families. On the one hand, it was important that their families agreed to participate, as the project took place in their homes. The Foundation did trainings for the whole families. Employees worked in different services - Day Care Center for Adults with Disabilities and Day Care Center for Children with Disabilities. Initially they called the service inter-family bargaining, later temporary foster care. In the process of work, the name "substitute care" was established.

The actual activities started in December 2011. and ended after 24 months - at the end of 2013. If necessary, each family could plan to "visit" their child in the family and home of one of the employees of the project. These 'visits' took place according to pre-arranged schedules - overnight visit with overnight stay, daily visit and Saturday-Sunday visit with overnight stay. During this time, it was chance for the parents to breath - the opportunity to relax, go out, have some time for their social life.

On the other hand, the children and young people themselves had the opportunity to "visit", something that rarely happens to them in reality. It is no secret that most families with a child with a disability live in isolation. The lack of communication deepens with age. Children rarely know people outside their family and social service if they visit one.

In 24 months, the substitute care service was used by a total of 38 children and young people. Of these, long-term contracts were signed with 24 families. 11 of them used the "visits" 2-3 and more times. Two of the families used the service regularly - almost every month.

3 Project on the involvement of children and young people with autism spectrum disorders in information technology training and employment by Autism Association in Sofia.

The current practice is addressed to the inclusion of people with disabilities in training activities for working with IT and employment in the information technology sector through practical internship training and support in finding a suitable job. The partners started to develop and implement the training and employment model in 2007 and continue to upgrade it to this day.

In 2010, a pilot phase was launched with 20 young people with autism spectrum disorders. Eight of them went through theoretical and practical internships in IT organizations, and three continue to work in companies and currently - two of the young people continue to work in IT companies - part-time and part-time, one girl currently works part-time on a civil contract. continuing his higher education. They

continue theoretical and practical individual trainings for work with IT and preparation of employers for joint work with young people, motivation and support of employers is forthcoming.

The model is implemented in 4 main stages:

- Promotion and analysis - the partners inform the public about the new social service and analyze the needs and opportunities of employers, people with autism and their families.
- Theoretical and practical individual trainings for work with IT and preparation of employers for joint work with young people.
- Adapting young people to the work environment.
- Youth employment and the continued support of employers and youth by partners.

The model was developed and applied in Sofia and Varna. To date, it covers about 50 families of people with autism spectrum disorders.

All these good practices contributing to the promotion of the development of several SDGs combines. First, it is relevant for Goal 4, which focuses on inclusive and equitable quality education and promotion of life-long learning opportunities for all, ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities. Additionally, Goal 8 is covered – namely, to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

4.2.5 BEST PRACTICES IN ITALY

¹ BASKIN Brindisi (Southern Italy)

https://losportpertutti.it/attivita_sportiva/a-s-d-herakles/

The ASD Herakles project was born in 2020 within the "Urban Innovation Laboratory", within the "Brindisi Smart Lab" project of the Municipality of Brindisi, managed by Palazzo Guerrieri, with the aim of promoting a sports culture oriented towards inclusion.

The association's goal is to make sports a moment of true aggregation and socialization, breaking down physical and mental barriers and creating a playground accessible to all: people with and without disabilities, boys and girls, adults and children.

Herakles brought the “baskin” to Brindisi, the inclusive sport par excellence, which draws inspiration from basketball but has its own regulation. Originally born from the intuition of a physical education teacher from Cremona, who studied a new discipline that allowed the inclusion of people with disabilities and without disabilities in common gaming activities, baskin was recently recognized by the CIP (Italian Paralympic Committee) as an activity sporty in all respects.

2 BANDA RULLI FRULLI (Northern Italy)

<http://www.bandarullifrulli.com/>

The drum of a washing machine, a tube, a lid, a pot ... how many sounds exist inside each element? How many melodies can people come up with regardless of their abilities? The Rulli Frulli Band was created to create a place where diversity becomes a source of common growth. Young people of different ages and with different abilities are the protagonists of a family in which music becomes the tool for being together, creating and breaking down the barriers of difference.

A method exported to 5 Italian cities involving 2800 people and which will fly to New York as soon as possible. “In the Rulli Frulli band we grow. There is the preparation, the trip, the concert. Do you know what autonomy has allowed disabled children to develop? They who create the instrument, assemble and disassemble the stage, learn to organize the journey”. An important step also for children without disabilities “We never say the disability of others. True integration is born in the laboratories: live, understand, stand next to each other. You are valued for what you can do and this builds a common intent”. Pioneers of a unique model, exhibited in 198 concerts that not even the Pope was able to resist, calling them to play close to him in front of 90 thousand people. “We trained, we prepared the kids to manage emotions, we invented a way of life”.

3 LA SEMENTE – Angsa Umbria (Center of Italy)

<https://www.lasemente.it/about/#av-layout-grid-1>

Social Farm.

An economically and financially sustainable social enterprise, alongside the Day Center, which collaborates with public institutions, profit organizations, the varied world of the third sector and the local community. Thanks to its characteristics, it has an elasticity that is rarely observed in extra-agricultural sectors and is therefore able to guarantee differentiated responses that respect the personalized approach. A place where crops and spaces are managed by a mixed group of workers, including and fostering the participation of people with disabilities who take care of the land and various activities, favoring the organic production method, environmental and landscape protection and processes that respect social values.

Rural District of Solidarity Economy.

It was developed thanks to a temporary association whose members are the University of Perugia - Department of Economic / Estimative and Food Sciences, Angsa Umbria Onlus, the Agricultural and Food Technological Park of Umbria, the Italian Association for 'Organic Agriculture of Umbria, the CIA Umbria, the "le due Torri" farm, the "Cuore Verde" organic farm, the Filippucci Fabio farm, the Fratelli Properzi farm and the Maridian agricultural company.

From the perspective of a fraternal system for the development of community welfare, where diversity means wealth, events are organized, commercial experiments are implemented and territorial and social marketing actions are promoted.

Goal 3 - Good Health and Wellbeing

Goal 4 - Quality Education

Goal 8 - Decent Work and Economic Growth

Goal 11 - Sustainable Cities and Communities

Goal 12 - Responsible Consumption and Production

Goal 13 - Climate Action

4.2.6 BEST PRACTICES IN CROATIA

<https://argonauta.hr/argonautini-projekti/kornati-vazno-je-o-moru-znati-6/>

1 PROJECT KORNATI - IT IS IMPORTANT TO KNOW ABOUT THE SEA 6.

The Kornati archipelago is one of the most beautiful parts of the Mediterranean not only because of its natural specifics but also because of its cultural and historical values. As such, it faces problems involving a large number of visitors, uncontrolled waste management, uncontrolled construction and other forms of anthropogenic disturbance of the landscape / environment, but also insufficient education of young people and children about the values of the Kornati archipelago, which is fully protected. national park, and part as a significant landscape.

Due to the extensive curriculum, environmental education is only roughly realized within a few subjects. It often follows the traditional division into scientific disciplines, which prevents the achievement of interdisciplinarity, and thus a comprehensive understanding of environmental issues necessary for its preservation and protection. Local cultural and historical values, on the other hand, are poorly covered in the history and geography curriculum.

Through three components of the project, in cooperation with partners, will try to solve some of the problems identified in the local community: environmental education will be conducted for children of kindergarten age and primary school children, the project activities will include vulnerable groups (with disabilities, difficult mobility and developmental difficulties), and these activities will contribute to preserving the environment of the Municipality of Murter-Kornati and raising the quality of life in the community.

Component I.: Educational programs on the topic of the Kornati archipelago

During the educational trip to the Kornati National Park, children and youth will be shown the importance of nature protection through topics from geology, land and marine biology, cultural and historical heritage and a demonstration of field research in marine biology. In the implementation of educational programs, we will include in the same groups children and youth with disabilities and gifted children and youth and thus create a new relationship to diversity and encourage their mutual support.

Component II: THE SEA IS ALIVE, a play for children

The play will be a tool for preschool and first grade children in an interesting and interesting way bring closer the topic of nature protection and the importance of conserving marine biodiversity. The play The Sea is Alive is inspired by a series of educational picture books The Wonderful World of the Kornati Underwater World, which talks about the protection of the marine ecosystem and the biological diversity of the sea through the experiences of the sea turtle-headed turtle. The play will be performed in the spring of 2022.

Component III: Argonautina Eco-patrol, extracurricular educational program for sustainable development

As part of the project, a mixed group of primary school students (5th-8th grade) from the Elementary School of Vodice will participate in an extracurricular educational program for sustainable development. The methods of non-formal education and informal learning will ensure the added value of the educational program and the participation, active citizenship and social inclusion of young people in the social flows of their local communities from an early age.

<https://www.pcst.hr/aktivnist/>

2 ActiveST

Entrepreneurship Center Split in cooperation with the Student Entrepreneurship Incubator of the Faculty of Economics, University of Split is implementing the project "ActiveST" with the aim of training young people for active citizenship, social entrepreneurship and employment in a flexible labor market. We also want to encourage young people to become active members of their community, to get acquainted with the needs and problems in their community and environment and to engage in solving them.

The following activities will be carried out through "AktivniST":

- Education and workshops where the emphasis is on socially useful learning, techniques for generating ideas in accordance with the UN Sustainable Development Goals and social entrepreneurship
- Social hackathon Hack4Split where the emphasis is on detecting problems in the local community and creating solutions in accordance with the UN Sustainable Development Goals

<https://www.odraz.hr/projekti/svi-projekti/razmisljajmo-odrzivo-ucimo-mlade-za-odrzivi-razvoj-zajednice/>

3 Let's think sustainably - we teach young people for sustainable community development

The aim of the project "Think Sustainable - Teaching Young People for Sustainable Community Development" was to strengthen the contribution of associations to sustainable development (OR) by training high school students on the principles of sustainable development and encouraging the involvement of young people in local communities in Zagreb, Rijeka, Split and Osijek.

GENERAL OBJECTIVE OF THE PROJECT

Strengthen the contribution of associations to sustainable development (OR) by training high school students on the principles of sustainable development and encouraging the involvement of young people in the life of the local community in Zagreb, Rijeka, Split and Osijek.

ACTIVES

"Academy of Sustainable Development for Teachers" - Strengthening the professional capacities of teachers on sustainable development, volunteering, community organization, through five modular two-day trainings

Sustainable development in school - activation of students and teachers

Volunteering and local community collaboration

Educational materials and drama methods

Raising public awareness of the importance of sustainable development goals

The target group of the project are high school students, who are from schools in four cities and the surrounding area. In total, they will:

320 students to be involved in education

80 students directly involved in the organization of activities (debates, drama workshops, video)

80 students involved in the implementation of community activities / events

20 students from schools from four areas will participate in the Student Meeting and Study Visit

Project results:

- Eight trainings for sustainable development and volunteering were designed and conducted
- A total of 841 students participated
- Designed and implemented Student meeting with interactive work and teachings on examples of good practice in which 32 students participated
- 30 high school teachers from Rijeka and the surrounding area, Zagreb, Split and Osijek participated in the modular training program.
- Five two-day training blocks of the Academy of Sustainable Development for Teachers were held
- A total of 15 events in schools
- Two panel discussions were held
- Conducted 10 volunteer actions
- Prepared Charter for Sustainable Development
- Made 3 videos about volunteering
- Project holder: ODRAZ - Sustainable community development

4.3 DISSEMINATION ACTIVITIES FOR THE PROMOTION OF THE SDGs AND THE PARTICIPATION OF YOUNG PEOPLE WITH DISABILITIES AND FEWER OPPORTUNITIES

4.3.1 DISSEMINATION ACTIVITIES IN SPAIN

The participation of young people with disabilities depends on the adaptation of society to their needs, these challenges make it difficult for this group to fully participate as citizens in the social, cultural and political life. Therefore, the promotion of their participation in society is based on their normalization in all layers of society, being the most important the fair access to education and labor market to become self-determined individuals as their peers without disabilities.

Influencer marketing

This type of marketing has become highly popular in the last years in Spain, but it mustn't be confused with endorsements. An influencer is a trusted figure within a loyal community who usually has knowledge or experience about what they advertise, but a brand endorsement it's just about attaching a brand to a celebrity who doesn't necessarily use or know the brand or industry they're promoting.

How can this be useful to reach our objectives? The best way to reach young people is through their equals. A brand, organization, project, etc. who suddenly appears on the internet to tell them about how important SDGs are won't be trusted or even listened. They don't care about you because the most probably thing is that they don't even know you.

Instead, if an influencer (someone they read and/or watch on their social media time lines every day), tells them about SDGs, also contributing their own vision or opinion about this topic, they will listen and perhaps they'll want to know more about the brand, project, organization or whatever that influencer is promoting.

An example of this idea is a small communication action that PREDIF did for the International Disability Convention Day in Spain, the 3rd of May. We wanted to talk about bullying and the right to social inclusion and equal opportunities for children and teenagers with disabilities. But they're absolutely not our social media target, they usually don't follow our SM accounts and they probably don't even know who we are so... How could we reach them? The answer was on TikTok, specifically on the influencer Alan "el Ruedas" (which translation would be something similar to "Wheels Alan", which is a humorous nickname because he is a young man with quadriplegia who uses a wheelchair). We contacted him and his representation agency and told them about our idea. They loved it and accepted a pro-bono collaboration which consisted on a TikTok video in which Alan talked about the 3rd of May, the right to

equal opportunities for minors with disabilities and then he gave a few tips about how to deal with bullying whether you are a victim or a witness of that violence.

Make your audience the protagonist

If you want your target audience to really get involved in what you're telling them, you have to turn them into "prosumers".

In marketing and communication, a prosumer is someone who consumes contents but also produces them. This concept was coined by Philip Kotler in 1986, and he predicted how the public would stop being a passive consumer and move to a more active role.

To apply this to our field, we have to actively involve the target and make them not only receive the information we provide, but also participate and generate related content themselves. A good way to achieve this is by creating a social media hashtag and ask them to use it in every content they upload related to you campaign.

For example, if we want to raise awareness about the barriers that people with disabilities face in their day-to-day, we can create a great campaign with lots of examples... or we can involve those PWD and make them actively participate by uploading videos and photographs to social networks that serve as real examples of those barriers (of course, tagging the hashtag we have designed for the action).

Tiktok is a popular media network that young people are using a lot now and it will be great to gather people with and without disabilities to work together with this channel since many youth are using and it will increase their visibility. It will be great to join groups of people with and without disabilities who teach each other, because people with disabilities just want to feel "normal" as they are, not different as society see them, so we need to change that mindset.

4.3.2 DISSEMINATION ACTIVITIES IN ROMANIA

The promotion of SDGs is crucial for convincing young people with disabilities to get involved in a non-formal education. In addition to the growing concerns about environmental and climate change issues among young people, we must also take into account their preferences for digital tools for recreation and education. Therefore, climate change and environmental education must use digital tools and contribute to the digitization of education. Those tools can be also used for promotion and dissemination.

The Social Media are mainly used in Romania for promoting SDGs and their messages show that well-informed citizens can ask environmental policy makers to understand certain environmental policies

and to accept that pollution has costs to bear. Education can thus influence policy makers to take further action to combat climate change and protect the environment. Considering young people with fewer opportunities many promotional materials (flyers, brochures, posters etc.) have been developed to raise awareness of the importance of SDGs nowadays.

In addition to facilitators and actors in the non-formal education, externals and companies were also involved in the process of promoting the SDGs to young people. As an example, in recent years, more and more manufacturers have begun to look for innovative and environmentally friendly solutions, promoting a sustainable lifestyle.

This is also the case of UNIKA, the largest Romanian producer of diaries and promotional materials, which has been constantly interested in conserving and protecting the environment, investing resources and creativity in creating environmentally friendly products, made from recycled raw materials. UNIKA offers a diverse range of promotional materials made of regenerated natural leather.

4.3.3 DISSEMINATION ACTIVITIES IN PORTUGAL

The Portuguese Government has prepared a specific 5-year plan under the name of ENIPD, *Estratégia Nacional para a Inclusão das Pessoas com Deficiência 2021 -2025* (National Strategy for the Inclusion of People with Disabilities 2021-2025).

The plan aims to improve PWS' living conditions in every operable field, such as education, social, political and cultural. Its range of topics involved is vast and includes citizenship, equality and non-discrimination; promotion of an inclusive environment; education and qualification; employment, work and vocational training; promotion of autonomy and independent life; social measures, services and support; culture, sports, tourism and leisure; knowledge, research, innovation and development.

Also worth noticing is the Portuguese association *Jovem Cascais*. This young group has made available on their website information about all the 17 SDGs. They first provide an explanation for each of them, as described by the ONU, and then deepen each point illustrating activities and campaigns present in the Portuguese territory.

For example, as we can see, regarding SDG number 12 *Ensure sustainable consumption and production patterns*, the association points out several initiatives with the *Pingo Doce* – one of the most relevant chain shops in Portugal – for the promotion of healthy eating and respect for the environment, both with the integration and reuse of food products previously little to none used, or sometimes completely wasted as well.

And still, regarding the SDG number 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss, the association proposes an open activity called "Junto à Terra" in collaboration with EDP (Energias de Portugal); it aims to bring young citizens closer to local socio-economic activities promoting biodiversity management practices (just like farmers, pastoralists, local NGOs, etc.), and also to spread awareness on the importance of biodiversity for the well-being of communities and human beings in general.

In conclusion, we must say that despite several problems and obvious shortcomings, Portugal has made advances over years, and is continuing to operate for refining PWDs' living conditions. The presence of numerous associations active on the territory is surely a strong bright spot. At the same time, it is clear how only laws and some good achievements by independent realities, are not enough to guarantee a socially balanced system for everyone. In the end, there are still major improvements to be made.

4.3.4 DISSEMINATION ACTIVITIES IN BULGARIA

To promote the UN Sustainable Development Goals, Bulgarian government is actively participating in different forms of cooperation at the national and international level. The non-governmental sector plays an important role in Bulgaria regarding the promotion and implementation of the UN Sustainable Development Goals. Coalitions of non-governmental organizations and many individual non-profit organizations work on the main topics of the 2030 Agenda within national or international projects.

Bulgarian Platform for International Development (BPID)

The Bulgarian Platform for International Development assists the promotion of the UN Sustainable Development Goals. It brings together organizations with various fields of activity: global citizenship education, health care, gender equality, childcare, Roma integration. The platform has diverse expertise in development education, human rights, gender, minorities' rights/education/integration, disability, children and youth, social inclusion, health. BPID and its members are among the most visible and active organizations in Bulgaria for promotion of all SDGs and advocating for their implementation.

Activities on Inequalities:

Most of the activities (both of the Platform and of each member organization) refer to the goals to reduce inequalities. BPID increased its visibility and influence in the countries of the Western Balkans and the Black sea region and is planning to work with partners for those countries and improve the civil society involvement in advocacy and implementation of the SDGs in the region. and resources for children with SEN, developed by professionals and teachers.

At this stage, within the pilot project, the main focus is on materials from pre-school to junior high school. They are located in the Resources section and are structured in two sections - educational and therapeutic resources, some of which are publicly available, and others, which are more specialized, require a request from the parent. All resources in the platform are completely free.

The platform enables professionals, teachers and parents to improve their knowledge and skills on topics, related to child development and inclusive education, by free webinars and other training and methodological resources in the Training section. In the Inspire section are selected videos filled with a lot of strength, motivation, talent, and potential of young people with disabilities, parents and other ordinary people - champions of positive change.

International event “Investing in Sustainable Development”

When participating in international forums, Bulgaria organizes side events thematically related to the 2030 Agenda as a contribution to international efforts. A significant event was the discussion “Investing in Sustainable Development”, jointly organized by the Bulgarian Presidency of the Council of the EU, Germany and the EU at the UN Economic and Social Council (ECOSOC) Forum on Financing for Development in April 2018.

Bulgaria organized a formal side event on “Putting Children at the Heart of the 2030 Agenda” at the High-Level Political Forum in July 2019. Bulgaria presented the deinstitutionalization process (the process of replacing institutional care for children with care in a family or family-like environment in the community) and the inclusive education for children with disabilities as key national priorities. The opinion was expressed that it is important to direct children's energy in a productive direction, which is why children should be active partners in the decision-making process.

4-3-5 DISSEMINATION ACTIVITIES IN ITALY

The European Commission, on 3 March 2021, adopted the Strategy for the rights of persons with disabilities 2021-2030, to ensure the full participation of persons with disabilities in social life, in line with the principles of the UN Convention on the rights of persons with disability, approved on 13 December 2006 and implemented in Italy with Law no. 18 of 2009.

Attention to policies in favor of people with disabilities also characterizes the entire National Recovery and Resilience Plan (PNRR), involving transversally different measures and administrations. Mission 5 of the PNRR, "Inclusion and Cohesion", provides for an ad hoc reform, the Framework Law on disability whose main purpose is to give impetus to the so-called "personalized and participatory life project", an

instrument that favors the right, for people with disabilities, to self-determination and to participate in social life.

Referred to the participatory process it's crucial to expand the spaces for discussion and information about skill in all its facets to combat prejudice and information campaigns to raise awareness among citizens on the importance of social inclusion. Therefore, fostering the promotion of the SDGs among young people with and without disabilities means giving them the opportunity to truly participate actively in the social, cultural and political life of the country. The question is how to get them involved and get them engaged.

On 17 February 2021, Italy's Prime Minister, Mario Draghi, reaffirmed the commitment to insert sustainable development in the Italian Constitution.

Unfortunately, the present situation presents some alarming figures: ISTAT's Annual Report for 2021 (www.istat.it/it/archivio/258983), presented in July, states that in 2020 there were 2,100,000 young people between the ages of 15 and 29 falling into the category of NEETs (Not in Employment, Education or Training), accounting for 23.3% of individuals in this age group (an increase of 1.2% compared with 2019). It is thus clear that young people are among those hardest hit by the crisis, but also those deemed a priority by Next Generation EU, as well as by the European Green Deal, both assigning them a place of central importance.

Unequal conditions at the starting line in terms of education and wealth, places many deserving youths at a disadvantage. This inequality spawns additional injustices, adding to existing ones already worsened by the pandemic, thereby hindering a more just generational transition.

The Strasbourg Assembly, with resolution 7.10.21 on the protection of people with disabilities, wanted to lay the foundations for a new long-term European strategy on disability. To address the problems in more concrete terms than the general themes mentioned in the European Commission's 2021-2030 Strategy. That resolution underlines that the active involvement of people with disabilities in all spheres of social life involves:

- The need to consult and actively involve organizations of persons with disabilities at all stages of planning, adoption, implementation and monitoring of all types of measures, so that they ensure and reflect the promotion of their fundamental rights,
- The guarantee of full and effective participation of people with disabilities in all areas of life and society, as a prerequisite for the exercise of their fundamental rights,

- The assurance, by the Member States, of the effective involvement of people with disabilities in the political process, without limitations.

From greater equality of starting conditions to environmental, economic and social sustainability: the younger generations dream of a more just future and there are many opportunities to hear what they have to say. It will be fundamental forming networks, putting forward proposals, imagining alternative scenarios.

It is with this spirit that the Italian Alliance for Sustainable Development (ASviS), on the occasion of celebrating its fifth edition, has chosen to place further attention on dialogue with the youth organisations operating in Italy, many of which have shown great interest in the 2030 Agenda and ASviS itself. For this reason, in July 2020, ASviS invited its member organisations' youth groups to take part in a working group, today numbering more than thirty youth organisations (asvis.it/gruppo-di-lavoro-trasversale-organizzazione-giovanili/).

Work got underway in November and, near the end of its first year of activity, this wide-ranging group has committed itself to assessing the impact made by measures and laws on intergenerational justice and to spreading and promoting skills pertaining to the issues set in the 2030 Agenda, with specific focus on entrepreneurial skills linked to sustainable development and to the creation of a new model of production on a global scale.

In order to give voice to, listen to and engage with the younger generations, on 10 February, ASviS consulted with representatives from the Working Group and other youth organisations in an event entitled "Vogliamo decidere sul nostro futuro!" (We want to decide our future!). Specifically, the young participants were asked to evaluate Italian plans for the Next Generation EU programme, launched by the European Union with the aim of combating repercussions from the Covid-19 health emergency and rendering the EU more sustainable, resilient and just. Representatives of the various associations reiterated - in this context - the importance of the Principle of Intergenerational Justice laid as the foundation of the 2030 Agenda. Youth policies, education and training, work, digitalisation, ecological transition, social equity, human capital: these were the main topics of discussion during what the then Director of ASviS, Enrico Giovannini, termed a peaceful call to arms for change.

Sustainability, the environment, food, education and urban and cultural regeneration as essential resources for socio-economic development are some of the topics of the Next Generation You manifesto issued by Young Italians for UNESCO (AIGU) (aiguofficial.it/wp-content/uploads/2021/06/AIGU-Manifesto-Next-Generation-You_May-2021.pdf).

4.3.6 DISSEMINATION ACTIVITIES IN CROATIA

All the projects and dissemination activities related to the topic are locally based and geared toward children, youth, students with or without disabilities. All are educational project that heavily build on the SDGs whether they deal with the SDGs directly (in one case goal by goal) or indirectly covering them without mentioning.

The highlights of the projects that can be important for the promotion of the SDGs.

- Inclusion of youth with disabilities is of great importance; the mix of youth with disabilities and gifted youth and children is rather interesting novel concept that can be used
- Online activities (hackathon and workshops) are beneficial for the youth with disabilities as they have additional software at their homes that can facilitate their participation; also the online content is available without geographic obstacles (e.g. to the youth in rural areas)
- Incorporation of SDGs in local communities problems and eliciting proposals on the projects for resolution of the local, everyday problems can make them closer to youth lives
- Incorporation of SDGs in other issues (e.g. self-employment workshops) makes them more interesting and down to earth goals.

Example of dissemination activities:

In cooperation with CSOs working with youth with disabilities organize three online meetings/workshops with following content:

1st workshop: brief presentation of SDGs; group decision on the max 2 goals they want to work on

2nd workshop: state of affairs' in Croatia

3rd workshop: proposals of solution.

The methodology emphasis the involvement of participants and allow them to define the areas they feel are important and possible for them to work with. Also, it allows them to learn about SDGs in easy and engaging manner.

5. CONCLUSION:

Participation in community life is vital for our health and wellbeing, promoting a sense of belonging, creating networks of social support and opportunities for physical activity. Young people with disabilities have lower levels of mobility and participation in recreational activities (physical, social and cultural), education and employment, than their peers without disabilities. This has implications for their health, wellbeing, and life course opportunities.

Disability is referenced in various parts of the SDGs, specifically in those areas related to education, growth and employment, inequality and accessibility of human settlements.

In the research about the situation in each country of the participation of people with disabilities, the common areas that countries agreed to be essential for their participation are education, civic participation, and labor market (employment).

In the best practices and the dissemination activities collected, emerged that areas like culture and environment are also considered fundamental for fully inclusion and participation.

Regarding the methodologies, as mentioned before, from the field report emerged that no formal education and dissemination activities or inclusive campaign are very functional in the engagement of young people with disabilities, promoting dialogue on the SDGs.

In general, from the desk and the filed research emerged that the right of young people with disabilities to be integrated in the community also faces social obstacles, especially from internal perception views-of people around them.

Since the participation of young people with disabilities depends on the adaptation of society to their needs, these challenges make it difficult for this group to fully participate as citizens in the social, cultural and political life. Therefore, the promotion of their participation in society is based on their normalization in all layers of society, being the most important the fair access to education and labor market to become self-determined individuals as their peers without disabilities.

In conclusion these are the methodologies emerged:

- no formal education activities
- dissemination activities
- inclusive campaigns

The areas emerged within the methodologies during the researches and the collection of dissemination activities and best practices are the following: environment, education, employment, civic and cultural participation.

Those areas will be the themes included in the modules with special focus on the environment area.

6. FROM THE RESEARCH TO THE TOOLKIT: MODULES PROPOSAL

This toolkit course is aimed to youth workers to engage young people and to promote their active participation in the current problems of the society as ambassadors of social change through the SDGs

Based on the finding the modules proposal is designed as following:

Module 1: Non-formal educational activities to promote the participation of young people and their involvement in the development of the SDGs.

Area 1.1 Environment

Area 1.2 Employment

Module 2: Dissemination activities for the promotion of the participation of young people with disabilities and fewer opportunities

Area 2.1 Environment

Area 2.2 Civic and cultural participation

Module 3: Inclusive campaigns on promotion of the SDGs. How to communicate the SDGs in an inclusive manner

Area 3.1 Environment

Area 3.2 Education