Workshop 1 – Student actions

Q1 - 1) Have you and/or the organization/agency you represent eve raise awareness on issues related to Agenda 2030? (i.e. climate change, global migration, gender inequalities, international inequalities …)

- Very different experiences, also due to the diversity of the participants and their backgrounds;
- Ways of supporting student actions and experiences in the different contexts:
- e.g. funding and facilitation of events, trainings for youth leaders, link formal and non-formal educators, school-based events, help with publicity through websites or social media (especially during covid-19 pandemic), in general to voice the youth,…
- Very experienced participants, with a main focus on student actions and campaigning:
- Students on Sustainability United Kingdom (SOS UK) with various student-led campaigns, e.g. www.teachthefuture.uk campaign about curriculum reform and reform of the educational system, completely student-led; or www.sustainability.nus.org.uk/sdgteachin a national campaign (SDG Teach-In) encouraging teachers to include the SDG's in their teaching and assessment for one week;

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Q2 - 2) Are student actions on the Sustainable Development Goa school activities in your country, and if not, should they be?

- Very different situations between the countries, but also within the countries (depending on schools or regions);
- In some cases the SDGs or GCE is somehow embedded within the school curricula, also with a mention of volunteering, but student actions are not included within the timetable time
- Student actions are often viewed as “additional” work/engagement – this should change, also through structural reforms

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Q3 - 3) How can we support meaningful SDGs related actions by y
that are: led by the young people; based on learning and analysis of how the action can make a positive difference; where possible, incorporate the voices/experiences of those affected by the SDG related issue; effectively reach target audiences etc.

- It is important to take young people serious and see engagement and activism as part of their citizenship. Therefore it is crucial to encourage young people to get active in the first place. Further support may include the following points:
- Help and support young people with finding their voices – listen to them and hear their needs
- Adults need to offer the space and time to facilitate young people to engage
- Show solidarity with young people
- Support with different tasks, e.g. finding local partners or funding
- Offer continuous assistance through the whole process of action – as long as needed
- IInclude opportunities for reflection and growth, and revisiting action, so that the engagement does not conclude with the “action” itself
- Connect global issues to the local context – focus on a local impact and help to overcome the externalisation of global issues

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Q4 - 4) How can student actions on the SDGs better connect s communities (local authorities, families, CSOs, private sector, online etc.) in the context of physical distancing and other COVID-19 related restrictions?

- Online campaigning is an effective way to reach a bigger audience, e.g. Mock COP - student led, virtual COP in place of postponed COP26 summit. Student delegations of over 150 countries come together to discuss climate action. www.mockcop.org ; Backyard Nature - project which seeks to engage pupils from urban areas in a love of nature www.backyardnature.org.uk
- Take advantage of national/international partnership work e.g. Connecting Classrooms (UK)
- Build new networks within the local community, e.g. adjacent schools, institutions, etc.

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Q5 - 5) From your perspective, how could you concretely support y
Examples:

- Promoting the training or preparation of teachers
- Promoting and showcasing how the actions highlight increased wellbeing, student learning, community growth and engagement
- provide opportunities for funding/support
- raise awareness, use blogs, videos - online ways of communicating
- see online as opportunity for reach - stress importance of collaboration in community
- use networks to foster new sustainable education activities in local schools after Covid-19
- Promoting and showcasing how the actions highlight increased wellbeing,
- Offer young people “a place at the table” – support them in their right as citizens