

DIGITAL GUIDE

'BEST PRACTICES AROUND THE WORLD - HOW TO CREATE A MICRO ENTERPRISE WITH APPLICATION OF SUSTAINABLE DEVELOPMENT GOALS'

CAPACITY BUILDING IN THE FIELD OF YOUTH SUSTAINABLE DEVELOPMENT GOALS – INSPIRATION FOR YOUTH ENTREPRENEURSHIP



DIGITAL GUIDE	
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1. INTRODUCTION

The following publication main goal is to promote good practices around the world and explain how to create a micro enterprise with application of Sustainable Development Goals. This document is the result of the sixth activity of the Capacity Building in the field of youth project 'Sustainable development goals – inspiration for youth entrepreneurship' (#SDGIYE) co-financed by the Erasmus + programme of the European Union.

The guide is aimed at organisations and youth workers, particularly in the fields of education, employment and entrepreneurship. In this publication you will find a description of the activities undertaken during the project, guidance on the methodology of youth work, principles and guidelines relating to the establishment and running of sustainable businesses by young people and the opinions of expert entrepreneurs who shared their experiences of running a business.

We hope that this guide will be helpful in working with young people, developing their entrepreneurial competences and will complement the e-learning course created in the project at this address <https://www.iwr.org.pl/sustainable/>

Within the project there were realized following activities:

- 1) Activity 1 Kick off meeting
- 2) Activity 2 Dissemination and Communication activities at local level
- 3) Activity 3 Creation of the online platform and the e-learning course
- 4) Activity 4 Training Course
- 5) Activity 5 Job Shadowing
- 6) Activity 6 Digital Guide on 'Best practices around the world - How to create a micro enterprise with application of Sustainable Development Goals'
- 7) Activity 7 Youth Exchange 'Eco - community Innovation'
- 8) Activity 8 Youth Exchange 'My business –a chance for our better future!'
- 9) Activity 9 Final conference



This guide was created in cooperation with key persons and project partners involved in realization of SDGIYE project:

Instytut Współpracy Regionalnej (IWR) - Leader- Poland

Ośrodek Doradztwa „MT” Monika Tarczyńska (OD MT) - Poland

Centro de Estudios Paysandú (CEP)- Uruguay

Cooperativa de Turismo e Promoção Social (COOPERBOM TURISMO) - Brazil

RED ARGENTINA DE MUNICIPIOS FRENTE AL CAMBIO CLIMATICO (RAMCC) - Argentina

Comitato d’Intesa tra le Associazioni Volontaristiche della Provincia di Belluno (Comitato d’Intesa) - Italy

2. DESCRIPTION OF THE PROJECT ACTIVITIES

2.1 KICK – OFF MEETING

The project started with kick-off meeting that was organized on 9.12.2020, so as to debate and agree on project management and implementation strategies, definition of technical online platform specifications and distribution of e-learning course among partners, participants’ selection procedures and criteria, research methodologies and protocols. All partners were represented by at least 2 representatives.

Schedule of kick-off meeting:

1. Opening of the meeting;
2. Presentation of each partner organization;
3. Presentation of topic and aims of the project;
4. Presentation of project activities;
5. Presentation of budget;
6. Summing up of the meeting and questions session;
7. Evaluation of the meeting



2.2 DISSEMINATION AND COMMUNICATION ACTIVITIES AT LOCAL LEVEL

Dissemination of the project results took place through local activities, organization of local training events, participation in various entrepreneurial activities at the local level. This allowed youth workers and partners to present and disseminate activities at the local level, for youth to present ideas for sustainable enterprises, to try out new methods learned and to understand from a personal point of view the importance of entrepreneurial tools and methods.

In addition, after completing the training course (TC), youth workers from partner organizations conducted training sessions for youth workers from their countries/regions and for youth in crisis situations. The project aimed to practically implement the training concept in various contexts. Several youth organizations, especially those working with marginalized youth (in the area of youth unemployment) in Europe and around the world could benefit from these trainings. Therefore, we encouraged our partner organizations to conduct the workshops in a cascade format.

Youth workers from each partner organization implemented live and online training sessions (workshops) for about 12 youth workers and other workshops for about 15 young people each. Youth workers - the recipients of the workshops - then conducted workshops for youth workers from other local/regional organizations. In this way, the partners reached more people in the target group and disseminated the project results to a wider audience.

In addition, youth workers and partner organizations were encouraged to use the developed materials in their daily work with youth.

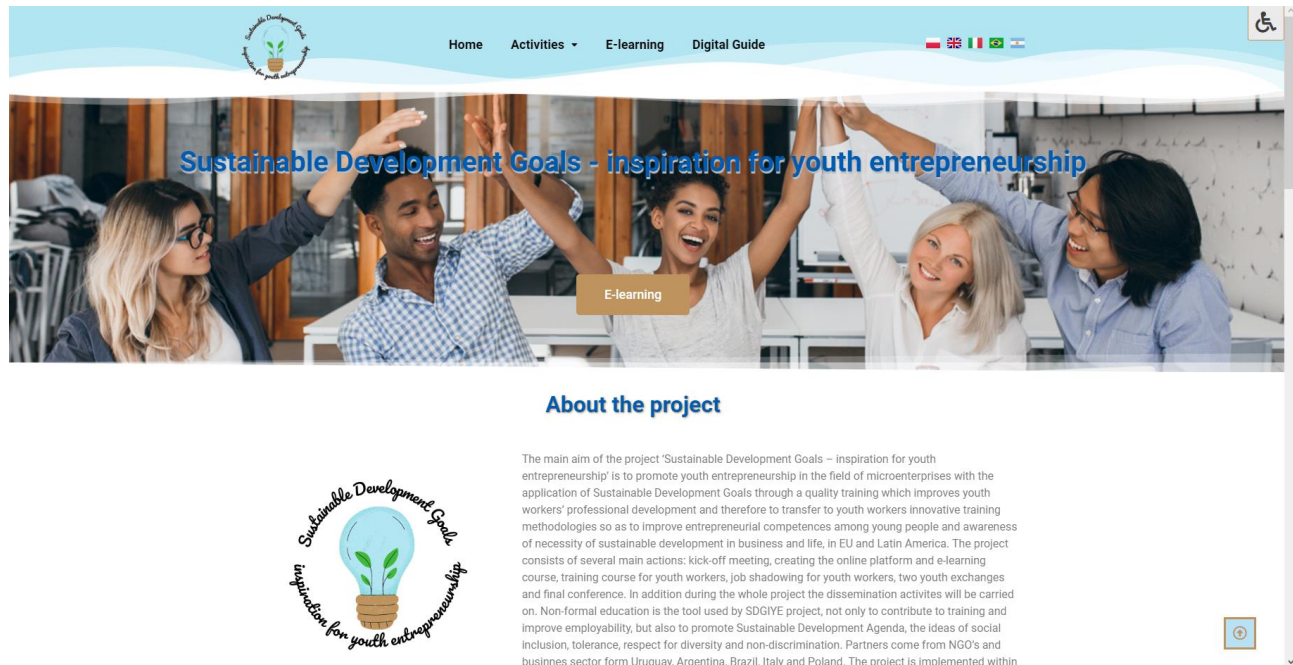
Youth workers were also responsible for disseminating the e-learning course they developed to at least 50 youth workers through online channels (Facebook, Instagram, project's website and online platform). All of these materials were also posted on the online e-learning platform.



Information about the project and its results was sent to organizations within the already established network of each partner organization. All developed materials, as well as the online platform, are branded with the Erasmus + logo (with information that the project is co-financed by the EU) and the project logo. Photos and posts on Social Media include the "Erasmus +" logo and/or hashtags: #erasmusplus, #capacitybuilding, #SDGIYE, etc.

2.3 CREATION OF THE ONLINE PLATFORM AND THE E-LEARNING COURSE

One of the project activities was to develop and promote an e-learning platform of the project, available on www.iwr.org.pl/sustainable. It provides access to open educational resources (OER) in the field of micro - enterprises and sustainable development, suggested activities, supporting material and developed courses, a News area, an Events Calendar and a multimedia library. The platform helped establish an innovative way of learning by using ICTs methodologies and virtual collaboration.





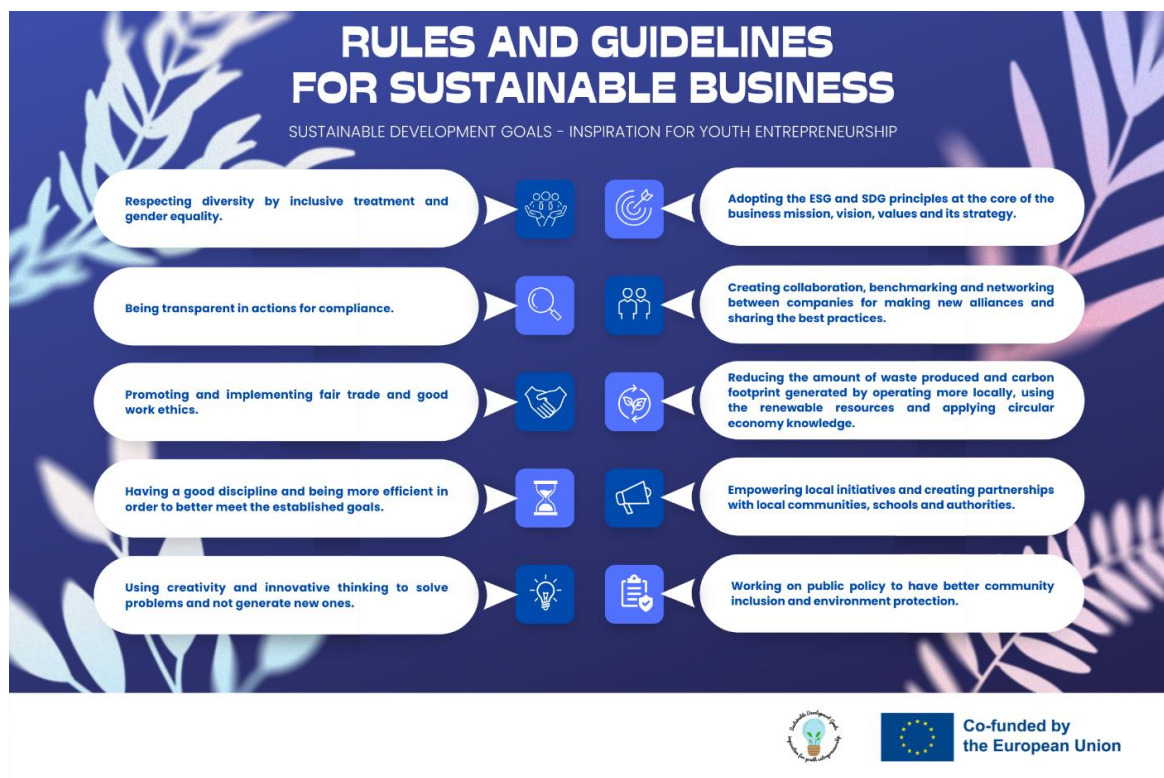
2.4 TRAINING COURSE

The Training Course, that took place in Gdynia from 18th to 25th of May, was attended by people working with youth and cooperating with project partners. During the activity they worked with e-learning course, exchanged their experiences and good practices, created rules and guidelines for sustainable business, and also visited several local institutions and organizations. The exchange of experiences between participants allowed them to go beyond the usual frameworks and patterns of action and inspire each other for pro-environmental activities in their local institutions.

During the Training Course participants worked on rules and guidelines for sustainable business in accordance with 17 Sustainable Development Goals. After discussion and brainstorming session they've managed to choose and name 10 principles that young entrepreneurs should implement in their business models and plans.

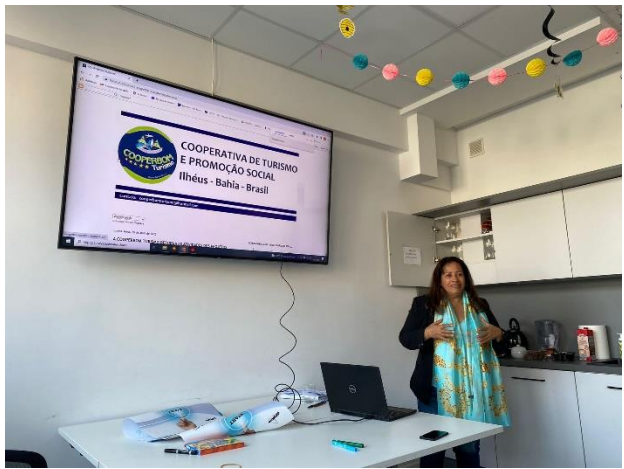
List of rules describing how to create a micro enterprise with application of Sustainable Development Goals:

- Respecting diversity by inclusive treatment and gender equality,
- Being transparent in actions for compliance,
- Promoting and implementing fair trade and good work ethics,
- Having a good discipline and being more efficient in order to better meet the established goals,
- Using creativity and innovative thinking to solve problems and not generate new ones,
- Adopting the ESG and SDG principles at the core of the business mission, vision, values and its strategy,
- Creating collaboration, benchmarking and networking between companies for making new alliances and sharing the best practices,
- Reducing the amount of waste produced and carbon footprint generated by operating more locally, using the renewable resources and applying circular economy knowledge,
- Empowering local initiatives and creating partnerships with local communities, schools and authorities,
- Working on public policy to have better community inclusion and environment protection.





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2.5 JOB SHADOWING

Two youth workers from each partner organization participated in 7-day job shadowing activity at another partner organization. The job shadowing internships took place either at the partner organization itself or at a local company with which the partner organization works.

The programme for all work observations was based on the following programme:

- Getting to know the organization, getting to know the staff,
- Initial evaluation,
- Observation of functions and duties of a particular staff member, understand office policies and procedures,
- Attending a regularly-scheduled staff or professional meetings,
- Completing office tasks or assist with projects,
- Research a particular topic relevant to your work,
- Meeting with key staff of the organization,
- Final evaluation.

Within the framework of the above, participants took part in various ongoing activities of host organisations and visits to project sites and cooperating organisations. The most important of these are listed below

2.5.1 Job shadowing at IWR

From 20.01.2022 to 25.01.2022 Instytut Współpracy Regionalnej hosted in Gdynia (Poland) two youth workers from partner organization RAMCC - Débora Dómina and Milagros Munuce.

Some of the most important meetings and activities during their stay were:

- Initial meeting at Instytut Współpracy Regionalnej office

In this meeting participants were welcomed by Wojciech Miłosz, president of the organization, coordinator of the project and Alicja Ochnik,. They also had the opportunity to meet some of the staff from the organization and take a look at the city. They had time to discuss several aspects regarding the project and future activities.



- Meeting with Green Hub in Education Center Experyment

Participants were welcomed by Ewelina Magdziak, main coordinator of the Center and general staff of the organization. In this encounter both parts had the chance to share their experience regarding environmental education, more specifically about climate change. It discussed the different public policies implemented in each country, such as waste management, transportation, education, and others, and how each organization play its role in spreading awareness about sustainable habits among citizens and local governments. When the reunion ended participants were able to take part in the interactive experience and experiment available at the center.

- Meeting in Jadłostajnia in Orłowo Gdynia

Participants were greeted at the local food market called Jadłostajnia by Agata Gierjatowicz, the project author, that gives local producers the space for them to sell their products once a week. It also helps to raise awareness about the importance of buying local products instead of industrial ones. They mostly offer natural home-made goods with a high quality. Agata explained the story of the market and how it became one of the first of its kind in the region. The market has been working for many years now and Agata had the chance to be the bridge between different generations of local producers.





2.5.2 Job shadowing at OD MT

Horacio Ragni and Gabriele Gilardi from Centro de Estudios Paysandu had a chance to participate in activities in office as well as in the project implanted at that time. We participated in the training for outdoor learning teachers in the city of Mielno, an opportunity to share and learn about educational policies in Norway and Poland while increasing our work dynamics tools.

In this opportunity to work together with our partners in Poland we have been able to appreciate different ways of approaching young people, with a different approach to the one used in Uruguay. The use of the media is encouraged as a means of learning technical skills as well as life skills, an extremely enriching experience. This new approach provides us with a different way of thinking and the possibility of broadening our networks with other foundations and realities.

It gives rise to the growth of Uruguayan technicians who can replicate what they have learned and shed new light on the different realities of our young people who are often not understood by our work methodology. On the occasion of getting to know the intercultural experience, the experience of getting to know the naval university and the exchange with teachers, different perceptions of the university reality and the conditions of access to it are acquired.

The visit to the museum of Polish emigrants around the world, their challenges and cultural contributions allows us to understand the history and capacity of constant entrepreneurship both in adversity and in prosperity, the time to take care of migration as a positive process in the development of communities.

At the end of the JS, the office work with our hosts allows us to foster our bond as partners, to improve the implementation of the next stages of the project and to think of new possibilities for future projects.



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2.5.3 Job shadowing at COOPERBOM TURISMO

At the beginning of October 2 youth workers from Poland took part in the project's activity - job shadowing in Ilheus, Brazil within the project "Sustainable Development Goals- inspiration for youth entrepreneurship" co-funded by the Erasmus + Programme of the European Union. Alicja Ochnik and Wojciech Milosz were hosted for a week by Cooperbom Turismo in a beautiful town of Ilheus in Bahia. In addition to activities in the office, getting to know the organization participants had the opportunity to see in practice, projects implemented or completed by hosting organisation belonging to the consortium and other local organisations and institutions implementing Sustainable Development Goals in their projects.

Participants visited, among others, University in Itabuna, local association dealing with collecting and recycling of trash, beauty shop that produce vegan products and work with local community and local branch of national initiative of funds for entrepreneurs. Participants came back home with strengthened competences and inspired to implement some elements in the organisation and local community.



2.5.4 Job shadowing at Comitato d'Intesa.

In May, an organization from Italy had the pleasure of hosting, for a job shadowing activity, two colleagues from Cooperbom Turismo who came specially from Brazil. The purpose of the trip was to start a path of debate, discussion and networking on the topics of sustainability and youth work, presenting to the colleagues the numerous activities implemented by the Area Europa organization at the local level (and beyond).

During the stay, a meeting was held with staff from the EUROPE DIRECT center and Gal Prealpi e Dolomiti. The ideas that emerged from the discussion generated reflections focusing on:

- Local community,
- Participatory processes,
- Biodiversity,
- Sustainable tourism.

There was also a guided tour of the Dolomiti Bellunesi National Park and a meeting at their headquarters. It was an opportunity to present the European Charter for Sustainable Tourism (CETS) and the Park's most important project supporting economically and environmentally sustainable activities: from the maintenance of traditional mountain agriculture to the promotion of quality products; from "light" tourism to the use of renewable energy sources.



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2.5.5 Job shadowing at Centro de Estudios Paysandú

During this job shadowing activity participants from Poland learned about the organization of work, the methods used to work with young people, clients, etc. procedures, observed the organization and work culture. In addition, participants learned about running a business from practitioners (learning by observation, learning by doing) and transferred this knowledge to the youth. Participants had the opportunity to attend a conference organised together with the local authorities, visit places of importance for local development, particularly in the context of development opportunities for young people.





2.5.6 Job shadowing at RAMCC

Participants from the Comitato di Intesa organisation visited the RAMCC offices where they were able to meet the entire network team. In addition, a meeting was held with the Coordinator of International Alliances in order to promote joint projects. Among the agenda of activities carried out, a visit was made to the Green Belt Huerta Park in Rosario where the representatives were received by farmers who grow agro ecological food. They also made a visit to the La Usina cultural centre where public policies for young people and non-formal training workshops are developed. Lastly, a meeting was held at a cooperative of recyclers where visitors were able to talk with urban recyclers and understand the processes of sorting waste in order to recover and reuse. Dissemination post at the website available here: <https://www.ramcc.net/noticia.php?id=1870>



2.6 YOUTH EXCHANGE 'ECO - COMMUNITY INNOVATION'

From June 9th to 16th, the Erasmus+ Youth Exchange 'Eco-community Innovation' took place in Mezzano, Northern Italy. Project involved 30 participants under the age of 30 who came from Poland, Brazil, Argentina and Italy, who are interested in youth entrepreneurship in their local areas and have common goals in learning about and creating sustainable communities based on Sustainable Development Goals and sustainable energy resources. The Capacity Building project provided participants with tools for developing their entrepreneurial skills, gave them the opportunity to



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discover real-life sustainable practices, as well as enhanced their sense of initiative and sustainable development awareness.



2.7 YOUTH EXCHANGE 'MY BUSINESS –A CHANCE FOR OUR BETTER FUTURE!'

A youth exchange took place in Puck, Poland from 20th to 26th of September 2022. Participants came from Poland, Italy, Argentina, Uruguay and Brazil. During the week they learned more about entrepreneurship, creating their own business and living in accordance with the Sustainable Development Goals. The youth exchange activities were implemented through a non-formal education approach and focused in particular on:

- learning about the e-learning course created as part of the SDGIYE project,

- getting acquainted with the Business Model Canvas,
- actively participating in the 1st day of the conference summarizing the SDGIYE project,
- strengthening the competencies of young people participating in the exchange,
- producing business models using the Sustainable Development Goals.

The tools that were used were all forms of non-formal learning, such as role-play, group discussions, workshops, sharing sessions, study visits, mixed-group work, peer learning.

The SDGIYE project's youth exchange focused on setting up Sustainable Development Goal businesses to create a balance between development needs and opportunities. In this way, the participants gained not only entrepreneurial skills, but also a sense of initiative and awareness of sustainability, which are very important when starting a micro-enterprise. As a result of this activity, the young people created enterprise plans, which were published on the project website





2.8 FINAL CONFERENCE

The final SDGIYE conference was organized by IWR in Puck, Poland in order to achieve greater dissemination of impact and participation. It lasted for 2 days – from 26th to 27th of September 2022.

The SDGIYE conference organized at the end of the project was intended to communicate the project's ideas and activities to a wider audience of people with different backgrounds and the project's activities to a wider audience consisting of people from different professional, educational and cultural backgrounds. The conference drew on the ideas, best practices and results of the SDGIYE project but will be broad in scope; it will be rooted in application-oriented interactive labour market activities of reintegration and inclusive education methodologies and training practices for youth. The first day of the conference was streamed online on the Facebook platform.

The conference was attended by youngsters from the youth exchange held in Puck. In addition there were 3 representatives from each of the following partners Comitato d'Intesa, Cooperbom Turismo RAMCC and CEP, and 2 representatives of each Polish organisations: IWR and OD MT and 3 external speakers, experts: 1 in the field of youth unemployment- Ph D Radosław Tyślewicz (the head of the Academic Career Office at one of Gdynia's universities, coordinator of several projects for students and unemployed graduates), 1 expert in the field of sustainable development- Mrs. Ewelina Magdziak (Senior Specialist in the Events and Science Programmes Department in the fields of physics, biology,



environment, climate change and sustainability at the Experiment Centre), and 1 expert in the field of micro-enterprises - Mr. Michał Woszczyna (owner of a small enterprise, co-owner of a new local social enterprise producing organic food). The experts presented their point of view and what they do to support youth entrepreneurship and how they conduct business related to the ideology of sustainable development. Local youth workers, teachers and local young people also attended the conference.

Programme of the Final Conference:

Day 1:

- Opening of conference, welcoming guests – W. Miłoś, President of Instytut Współpracy Regionalnej;
- Introduction of the major aims and activities realized within the project 'Sustainable Development Goals-inspiration for youth entrepreneurship' – A. Ochnik representative of IWR;
- Speech of youth workers and youngsters about the following mobilities: training course, job shadowing, youth exchanges; presentation of results;
- Presentation of Internet platform and e-learning course;
- Experts' speeches;
- Summing up of the first day.

Day 2:

- Opening of the second day of the conference;
- Discussion on implementation of the project- speeches of representatives of each partner organization;
- Discussion on the possibilities of future cooperation, continuation on SDGIYE project;
- Discussion and summing up of the final conference, evaluation.



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3. EXPERTS' OPINION

Labour market experts from each partner country were asked to prepare an analysis on the situation of young people in the labour market and the level of achievement of the Sustainable Development Goals. The analyses developed are presented below.

URUGUAY

The young population between 15 and 29 years old in Uruguay is around 25% of the total population. We can also say that an important percentage is in a situation of social vulnerability. In formal education, the completion of secondary education is low, thus limiting access to post-secondary and university levels, generating a low quality of technical specialisation (hard skills) and life skills. As a result, their access to the labour market is limited to manual, physical, basic and poorly paid jobs, and at the same time they are threatened by technology, which is increasingly occupying and displacing these jobs. In Uruguay, it is estimated that in the last 10 years, 500,000 jobs have been lost and replaced by various technologies, generating new jobs that require higher qualifications and technical skills. This is generating a need for complementary programmes in non-formal education, which strengthen entrepreneurial skills in the digital world. In this sense, Uruguay started more than 10 years ago an institutional process and networking between public and private actors to develop an entrepreneurial culture. Those who have access to these benefits are those who have a higher educational and/or cultural level, including their family networks; the most vulnerable population has seen a worsening in their access with the covid effect. Uruguay has been working in line with the SDGs, promoting research and development funds and pilot plans to promote entrepreneurship based on the social economy, circular and orange economy. At the country level, it is starting to implement dual training actions for employment with public funds. Entrepreneurship in Uruguay is nowadays more accessible than in the past, with an important network of support points for advice, training and technical support. However, in terms of taxation and possible forms of enterprise, the costs and associated costs are still a major problem. Some data from the SME observatory refers to the fact that 99.6% of companies are SMEs. 85% are micro, 2 out of every 3 jobs come from SMEs, 1 out of every 2 companies dies after three years and one out of every 10 manages to go from micro to small company.



BRAZIL

The significant heterogeneity of the social reality in the Brazilian territory culminates with the constant challenge of improving the instruments of management and governance. The institutional arrangements to include the scope and depth of transformations proposed by the 2030 Agenda go through the challenge of coordination between government departments and other actors in the search for understanding the integration and intersections between the environmental, social and economic dimensions. It is also worth mentioning the need for systematic evaluation and monitoring of public policies, not only to ensure greater efficiency in program execution, but also to optimize the quality of public spending. The issue emerging is, therefore, how to make the public sector more efficient so as to ensure continuity and improvement of public policies aimed at fulfilling the 2030 Agenda. Another important challenge concerns the improvement of the institutional capacity of Brazilian Municipalities and greater coordination among the three spheres of public administration. Such a complex and integrated Agenda requires multilateral efforts from government action, while addressing the accumulation of structural and overlapping inequalities is not the sole function of the State. Therefore, partnerships and networks with different civil society actors become imperative for the achievement of SDGs. The 2030 Agenda is a unique opportunity for Brazil to address its historical ills as regards reducing inequality. The global strategy is in line with the fact that the reduction of Brazilian regional disparities will only be effectively confronted if addressed under coordinated and convergent action by several public policies, with real expression in territories, which are reflected in the 17 SDGs and its 169 targets. The Brazilian challenge of reducing our historical inequalities is in full alignment with the 2030 Agenda action strategy. The next steps pointed out by this first Voluntary National Review are the improvement of public management, from the production of statistics to the execution of sector programs, the exercise of governance, and coordination of networks of actors. The complexity inherent to the implementation of the 2030 Agenda, in its due scope, requires a permanent effort to coordinate and integrate social, economic and environmental policies, as well as to promote interaction among the different levels of government, and between the government and society.



ARGENTINA

Argentina increased SDG 6 spending by \$8.6 million pesos, slightly increased the number of inter-jurisdictional catchment organizations, and enacted a climate change law that led to an increase in the number of protected areas and the creation of marine reserves. However, Argentina reported challenges in greening the energy sector due to underfunding and an increase in the number of protected areas.

Argentina reported that 87% of the urban population will have access to water through the public network, and 58% of the urban population already has access to sewerage. These figures are estimates made by the 2015 National Drinking Water and Sanitation Program. Argentina noted that it has begun further developing indicators for monitoring as a Level II and Level III priority in 2019.

Argentina highlighted the commitments it has made to develop comprehensive, inclusive and sustainable plans for the country - plans that are in line with Agenda 2030. These commitments include the development of six sectoral plans for forests, transportation, agriculture, industry, energy and infrastructure, which considers the links to SDGs 12, 13, 14 and 15. Similarly, the National Drinking Water and Sanitation Plan includes four axes that work toward goals 6.1, 6.2 and 6.3, and the Argentine Republic's National Irrigation Plan outlined a new goal of doubling irrigated area to reach four million hectares by 2030.

The Argentine Republic is committed to implementing Agenda 2030 for sustainable development beyond government administration. In recent years, Argentina has consolidated the National Inter-Institutional Commission for and Follow-up of the SDGs, coordinated by the National Coordinating Council for Social Policy, as a cross-cutting space for the Coordinating Council for Social Policy, as a cross-cutting space for building consensus and creating input for implementation and monitoring within the executive branch. From this sphere come the elements necessary for the essential elements of the matrix for monitoring and analyzing progress, which include indicators, public policy interventions and budget investments related to the 17 SDGs targets adopted by the 17 SDG targets adopted by the country.



ITALY

In Italy, the young people's transition to work is a priority, since the country has been facing high rates of youth unemployment and inactivity for a long time. Moreover, the ratio of NEETs (Not in Education, Employment or Training) is among the highest in Europe.

As a consequence of the ageing population and low birth rate that also characterise Italy, along with the increase in the retirement age, the lengthening of educational pathways, as well as the difficulties of entering the labour market, the proportion of young people among the employed is decreasing. In contrast, the precariousness rate and instability of professional careers is growing.

On the other hand, the education attainment level increases among young people employed. Those who have at least graduated have higher employment rates, as well as lower unemployment and inactivity rates. A tertiary level qualification, however, rewards in terms of employment and salary less than the European average. The production system struggles to increase the demand for high-skilled workers, that is why young graduates often risk being over-educated.

The COVID19 pandemic has of course taken a great toll on the lives of young people, whose working and professional opportunities have been highly impacted and where the precariousness of certain jobs has shown severe consequences. On the other hand the forceful switch towards smart-working and digital related professions showed the importance of young people and their competences in the workfields, where they proved to be a precious asset as those who were most capable to deal with the current challenges imposed by the pandemic.

Several measures have been taken by the Government and public authorities to promote youth employment: tax incentives and hiring subsidies for employers taking on young people; work-based learning programs and measures to facilitate job placement (skills certification systems, continuous vocational training, school-work experience, internships, apprenticeships); self-employment. The main pillar of youth employment policies is represented by the Youth Guarantee program, managed by the Ministry of Labour and Social Policies through the National Operational Program (PON): Youth Employment Initiative. Some other significant measures aimed at sustaining employment and, in particular, entrepreneurship, are not specifically targeted at young people, since there is no age limit, even though young people are often among the main recipients.



For 'planet', the country has prioritized SDGs 2, 6, 9, 11, 12, 13, 14 and 15, with three themes and 17 national strategic goals (UN DESA, 2017). The strategic goals include halting the loss of biodiversity (SDGs 2, 6, 12, 14 and 15) by safeguarding the conservation status of species and habitats in terrestrial and aquatic ecosystems; halting the spread of invasive alien species; increasing terrestrial and maritime protected areas and ensuring their effective management; protecting and restoring genetic resources and natural ecosystems linked to farming, forestry and aquaculture; and mainstreaming natural capital accounting in planning, programming and national accounting (Ministry for the Environment Land and Sea - IMELS, 2017).

Italy's strategic goal to ensure the sustainable management of natural resources (SDG 6, 11, 12, 13 and 15) includes providing biologically diverse and dynamic seas and preventing impacts on maritime and coastal environments; halting soil consumption and combatting desertification; minimizing pollutant loads in soils, water bodies and aquifers; considering the good ecological status of natural systems; implementing integrated water-resource management at all levels; maximizing water efficiency and adjusting withdrawals to water scarcity, minimizing emissions and reducing concentrations of air pollutants; and ensuring sustainable forest management and combatting forest abandonment and degradation (IMELS, 2017).

To create resilient communities and territories, protect landscapes and cultural heritage (SDGs 2, 6, 9, 11, 13 and 15), the country aims to prevent anthropogenic and environmental risk and strengthen urban and territorial resilience; to guarantee high environmental performances of buildings, infrastructures and open spaces; to boost urban regeneration; ensure sustainable urban accessibility and mobility; to ensure ecosystem restoration and defragmentation; strengthen ecological urban-rural connections, as well as developing their potential; and the sustainable management of territories, landscapes and cultural heritage (IMELS).

Italy started to align its development policies to the 2030 Agenda by preparing a harmonious 'National Sustainable Development Strategy 2017-2030' (NSDS).



POLAND

Poland is characterized by one of the lowest GDP per capita in the European Union. They do not have significant industries, but have significant cultural wealth, valuable natural environment and human potential. Therefore, the development of this part of Poland based on the principles and objectives of sustainable development is of particular importance. We can find these goals and principles in the Strategy for social and economic development of Poland until 2020. The document is aimed primarily at the implementation of broadly understood social objectives, but nevertheless emphasizes the need to create appropriate conditions for the development of entrepreneurship and sustainable use of the tourist potential of the area. Due to the short duration of the Strategy, it is difficult to determine the sustainability of changes, but it should be noted that the first years of its implementation can be evaluated positively. GDP per capita is growing, the unemployment rate has decreased significantly. Many of the investments undertaken under the Operational Program Development of Poland (an instrument for the implementation of the Strategy) are infrastructural in nature (construction of roads, bypasses, infrastructure of universities, science and technology parks, bicycle paths, broadband network, etc.). The positive results of these activities are of a long-term nature and only become apparent sometime after the investment is completed. At the same time, it should be borne in mind that there is still a lot to be done, especially in terms of improving the mobility of residents by improving transportation accessibility, making wider use of the region's natural riches in the direction of tourism keeping in mind the balance of existing ecosystems. It should also be noted that the changes and use of European funds for the implementation of the Strategy have so far had a more local dimension and are local rather than interregional impact investments. Therefore, it should be borne in mind that there should be greater cohesion not only within the regions concerned, but broader links and external cooperation between the regions that make up the area of Eastern Poland.



4. HOW TO CREATE A MICRO ENTERPRISE WITH APPLICATION OF SUSTAINABLE DEVELOPMENT GOALS

4.1 GENERAL INFORMATION

According to a list of the world's 100 largest economies, published by Forbes magazine, in 2003. 51 of them were transnational corporations. At the same time, the vast majority of Fortune 500 corporations have been implicated in scandals involving illegal and unethical activities, including in the area of the natural environment. Moreover, business has now become a creator of civilization's values, placing consumption at the forefront of values, thus promoting materialism and consumerism. The growing awareness of societies has led them to demand that businesses, which are gaining more and more importance thanks to increasing globalization, as major external cost generators, actively counteract civilization threats and implement the concept of sustainable development as a remedy to global problems. Indeed, business should bear a responsibility adequate to its growing position and role in the modern world.

Free, unlimited and universal access to the resources of the natural environment has become a source of modern environmental problems. With rapid technological progress and the population explosion, the scale and accumulation of environmental pollution began to threaten the Earth's ecological balance. The global dimension of these threats began to be realized only in the second half of the 20th century. It was then that the concept of sustainable development was born as a response to the challenges posed by the increasing degradation of the natural environment. The idea of sustainable development emerged in 1972 at the UN Conference in Stockholm, and was presented to the wider global community at the Second UN Conference in Rio de Janeiro in 1992. At that time, it was recognized that sustainable development is "development that meets the needs of the present without depriving future generations of the opportunity to meet their needs." Both the definition adopted and the 27 principles of sustainable development in the Rio Declaration on Environment and Development indicated that the concept of sustainable development was initially interpreted primarily in terms of eco-development, or respect for the natural environment. It was treated as a priority area, not only because the environmental dimension stands in the strongest opposition to traditional development thinking, but also because the non-renewability of natural resources is the strongest barrier to development (already conditioning life on Earth itself). However, very soon it was



realized that there is an interdependence between environmental threats and social and economic problems - it began to emphasize that sustainable development is such socio-economic development that is compatible with the requirements of protecting the natural environment. The expression of such a comprehensive approach is the adoption of 17 Sustainable Development Goals (SDGs) by UN member states in 2015, along with 169 actions (Figure 1). Unlike the Millennium Development Goals, which focused on social issues and the poorest developing countries, the SDGs encompass all elements (i.e. economic growth, social inclusiveness and environmental protection), are globally focused (they apply to the entire world) and will be monitored by some 300 indicators. Although the concept of sustainable development is considered globally, referring mainly to systems at the macro level - regions, states and economies, in accordance with the slogan from the Rio Conference Think globally, act locally implementation of this idea is not possible without the cooperation of all stakeholders - each area requires support from both the state, society and business.



Implementing the SDGs concept in a company must mean integrating economic, environmental and social goals, both in the short and long term, which translates into designing activities that are socially responsible, environmentally friendly and economically valuable while contributing to macro sustainability. Companies are making diverse and multifaceted changes in the way they operate to make their operations more sustainable - modifying the way they design, manufacture and deliver products, supply chains, monitoring business performance, policies and procedures, etc. In this case, it is important to remember that due to its global and comprehensive nature, the concept of



sustainability cannot be treated by a company as one functional area, to be implemented only in selected departments or side projects. Therefore, it is not a matter of having two separate strategies - business and sustainability, but of building a core business strategy that is sustainable. Only in this way will all the activities undertaken by the company be a coordinated and logical sequence, long-term contributing to the realization of the common vision. Such activities are easier to engage in for smaller, owner-managed companies, which find it easier to convince a small group of employees of the company's sustainability philosophy. It also seems easier to create sustainable products, strategies and business models from scratch, embedding the concept of sustainability into the company's philosophy from the very beginning, rather than modifying it.

4.2 EXAMPLES OF COMPANIES AND ACTIVITIES IN LINE WITH SGD

An example of a company that seeks to embed sustainability into its core business strategy is Unilever. In 2018, the company announced its global Living Sustainably plan, under which it aimed to double its size by 2025 while halving the environmental impact of its products and increasing the positive social impact within its value chain. For the 2020 plan. Unilever conducted a detailed analysis of all its products and functions in 14 countries. Unilever's progress in implementing the plan is presented in annual reports, in which each element of the plan is measured by detailed indicators that show the effectiveness of the adopted plan (e.g. a 72% increase in environmental efficiency in Poland as of 2018). It's worth noting that the corporation's brands that implement social goals are growing twice as fast as the others.

Another company that has taken steps to balance its business strategy is Kompania Piwowarska (KP), part of the SABMiller group. In 2016, the conglomerate adopted the strategy 10 Priorities. One Future, in which it set sustainability priorities for the entire group. KP achieved the best score in the implementation of this strategy among all companies in the SABMiller group, which includes breweries from more than 80 countries (4.39 on a 5-point scale). In 2014. SABMiller adopted a new strategy Bet on Beer, defining 5 pillars. As part of the new strategy, KP set specific goals and an action program until 2025. It is noteworthy that all pillars fit into the SDGs.



Based on a sustainable business model, Leslaw Domino Production Company of Chelm in Poland operates its business, offering pierogi under the well-known Polish brand Pierogarnia Piaski. In line with the founder's vision, the company produces naturally made pierogi according to traditional recipes using only organic ingredients supplied by reliable local suppliers. An important part of the company's operations is educating local farmers about modern organic farming methods and the benefits of using them, as well as consumers about the importance of healthy eating and the dangers of chemical food additives. The innovative use of heat recovery technology in dumpling production has led to students visiting the company as part of their internships.

The SDG concept, which assumes a long-term balance between three dimensions: economic, social and environmental, allowing to ensure the basis for further development (sustainability of development), is not possible without the participation of all stakeholders, including companies - their real involvement, not greenwashing or social washing. For as Martin Luther King noted, we may come from different ships, but we are currently in the same boat. Regardless of size, industry or type of business, there are plenty of opportunities for companies to fit sustainability into their business strategy, or better yet, to build sustainable business models from the ground up. RZ requires a holistic and integrated approach, strategic and long-term, written into a company's DNA (its vision, mission, values and strategy), because this only ensures that RZ efforts are coordinated and cover all areas and levels of the company. Although more and more good practices can be observed in this area, there are still too few of them to speak of effective implementation of the RZ paradigm. The role of society - demanding appropriate behaviour from companies as consumers and verifying the intentions of companies in practice - as watchdog NGOs is therefore important in this area.

More examples can be found in the e-learning course developed by the SDGIYE project.

5. ANALYSIS OF THE CURRENT LABOUR MARKET SITUATION OF YOUTH IN EUROPE AND LATIN AMERICA

5.1 EUROPEAN YOUTH GUARANTEE PROGRAM



European Youth Guarantee Program In December 2012, the European Union developed the Youth Employment Package, of which the Youth Guarantee initiative is a component. This is a form of demand, addressed to EU member states, to ensure that young people up to the age of 25 have a good offer of employment, apprenticeship or further education opportunities. EU members have been obliged to implement it. In Poland, 550 million euros have been allocated for the program's implementation. In the third quarter of 2013. The Ministry of Labour and Social Policy and the Ministry of Infrastructure and Development developed a "Plan for the Implementation of the Youth Guarantee in Poland." Already in January 2014, implementation of some tasks with the support of state funds began. At the same time, work was underway on amending the provisions of the Law on Employment Promotion and Labour Market Institutions. The changes introduced expanded the definition of young people in a special situation on the labour market from 25 to 30 years of age. The amended law also changed the length of the maximum time limit for providing support to unemployed persons under the age of 25, reducing it from 6 to 4 months from the date of registration at the labour office. At the end of 2014, a decision was made at the European level to grant Poland funds for the implementation of the "Youth Guarantee" project. The Polish version of the "Youth Guarantee" is aimed at young people up to the age of 29. It is assumed that about 2.4 million beneficiaries received assistance under the program, which started in 2014 and lasted until 2021.

The launch of the European YG in April 2013 raised great attention among stakeholders in Europe, not only due to its timing – launched in a moment where an urgent and coordinated response to the high levels of youth unemployment was very much needed – but also because of its innovative features. Through the YG, all EU Member States committed to ensuring that all youth out of employment received a good continued education, apprenticeship, training or employment opportunity within a maximum period of four months. Putting such commitment into action involved important policy efforts in terms of rolling out the policies, adapting the existing institutional frameworks and allocating sufficient resources. This paper uses recent evidence on the implementation of the national YG schemes to shed light on the successes and challenges faced by countries when meeting this ambitious objective.

Empirical evidence from countries with a long experience on the implementation of youth guarantees (e.g. the Nordic countries) suggests that these interventions are an effective way of responding to youth unemployment, provided they are designed and implemented properly, as they can produce



significant effects at a modest cost. In particular, this article has identified six elements that are fundamental to the effective functioning of these programmes, namely: early intervention, clear eligibility criteria, the provision of activation measures in a comprehensive package, appropriate institutional frameworks, sufficient resources and the availability of enforcement mechanisms. In this paper, we examine published European countries' implementation plans, as well as the most recent documents on the progress made to date in the implementation of the national YG schemes, with views to assessing whether countries have taken these key success factors into account during the implementation of the national programmes. Three years after the launch of the YG, we find that there are several achievements that can be highlighted. In particular, our analysis shows that all European countries have established clear eligibility criteria and developed specific measures targeting the most vulnerable young people. Likewise, relative to the wide variety of measures countries planned within the framework of the YG, they have undertaken important steps towards the execution of most of the planned measures (with the exception of some delays in the implementation of private sector incentives). Moreover, efforts to create and adapt existing institutional frameworks to comply with the YG recommendations, also deserve a positive assessment. This is particularly the case with regards to all the initiatives aimed at modernizing the national PES and improving their efficiency.

Unfortunately, the look at the first years of implementation of the YG also sheds light on a number of challenges that countries are still facing. In this regard, issues that deserve particular attention include, the lack of sufficient resources and the inability to provide systematically an early intervention. Regarding the allocation of resources, it is worrisome that 60 per cent of the countries analysed have planned expenditures below the recommended levels; and, although some of them have allocated in practice more funds to YG interventions than initially planned, the majority has not managed to make substantial progress in closing this gap. We argue that this lack of resources has had detrimental consequences on the ability of countries to provide all NEETs with an opportunity to work or to attend training within four months. Indeed, available data on the monitoring of the European YG show that 57 per cent of the European youth enrolled in a national YG scheme in 2015 had been registered for more than four months. Our conclusion is in line with other recent evidence on the implementation of the European YG, which suggests that it is not possible to assist the entire European NEET population with the current resources allocated to the YG initiative (European Court

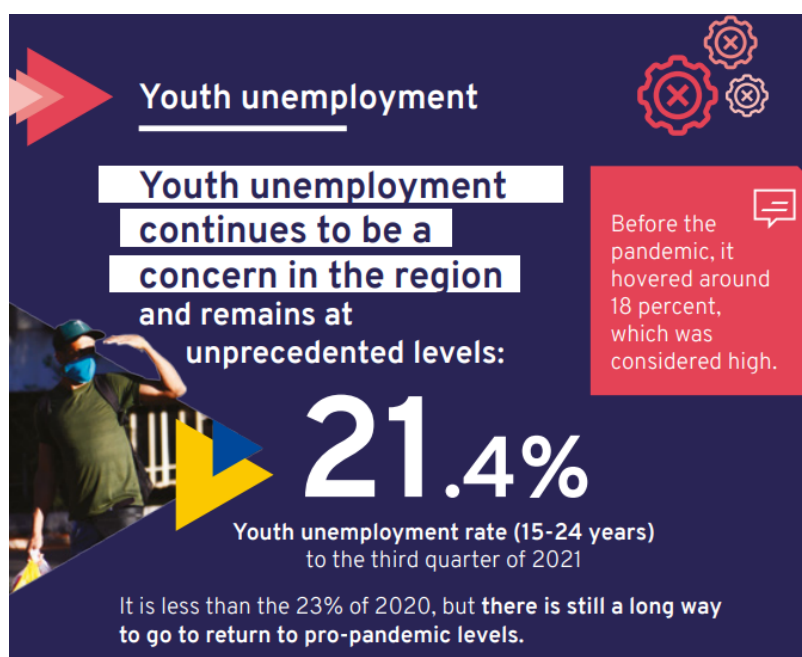


of Auditors, 2017). This means European countries will have to make greater financial commitments now if the desired objective of reducing youth unemployment is to be achieved. The achievement of the early intervention objective is also worrying. While all countries fixed the maximum period of four months in their implementation plans to assist young people out of employment, in practice, 57 per cent of the European youth enrolled in a national YG scheme in 2015 had been registered for more than four months. In line with this, it is important to stress that the YG scheme was not launched as early as it should have (i.e. while the peak in the EU-28 unemployment rate was reached in 2010, the YG implementation only happened four to five years after). This poses another threat to the YG's effectiveness, as extended periods out of employment have been proven to weaken the effectiveness of all activation policies.

5.2 LATIN AMERICA LABOUR MARKET ANALYSIS

The higher initial proportional loss of occupations among young people is a widespread phenomenon in the region. Although in percentage points, both young and adults experienced similar contractions (a drop of around 11 percentage points), in relative terms, this drop had a greater impact on young people because they had a lower employment rate (Figure 4.4). This more unfavourable behaviour stems both from the higher degree of informality among those employed under 25 years of age and from the worse performance of young people in all occupations during the first half of 2020.

However, during the recovery phase, young people returned to employment faster than adults. Moreover, unlike what happened with women, the net balance is more favourable for young people than for adults: when the comparison is made between the third quarter of 2021 and the same period of 2019, the regional employment rate for young people is the same (40.5) while that for adults falls by almost 3 percentage points (61.1 and 64, respectively). In part, the recovery of youth employment is associated, as will be seen later, with the behaviour of labour informality and of certain economic sectors with a greater presence of young people.



Brazil and Mexico, which, due to their size, have a significant influence on regional averages. In the second set of countries, net declines in youth employment exceed those observed among adults by 7 to 10 percentage points.

Likewise, the historically greater difficulties experienced by young people in the region's labour markets continue. Actually, they face greater labour intermittency, which is in part explained by the intense inflows and outflows from the labour force. Greater occupational instability, in turn, is associated with their greater prevalence in informal, precarious, low-skilled activities. For adolescents who enter the labour market early and, in general, for young people with little work experience and less developed work skills, the high occupational turnover hinders the possibility of accumulating specific qualifications, thus hindering their future employment trajectory. In fact, less experience reduces their chances of getting a job, especially in contexts of low labour demand, and increases their chances of being dismissed.

This situation may be accompanied by an increase in the discouragement effect that results in lower incentives to look for a job and to start or continue their studies.

At the same time, workers with lower levels of schooling have also experienced the most significant job losses since the outbreak of the pandemic. This is observed in all the countries included in.

The greater contraction of employment in this group of workers is due, on the one hand, to the greater weight that informality has among people with a low educational attainment. However, in



most cases this process was reinforced because the jobs of less qualified also experienced larger than average declines within the different occupational categories.

6. Methods of working with young people

All the above information can be skilfully used in youth work. Increase their knowledge of entrepreneurship, the labour market and the use of the SDGs at work and strengthen their entrepreneurial and sustainable attitudes. Below are theory and practical examples on how to work most effectively with young people.

The teaching process, regardless of the subject matter we want to transfer to the students, is not based solely on efforts and knowledge transfer by the teacher/trainer. Student's active participation is also very important (readiness and willingness to learn). The choice of the teaching and learning model/method is very important in this process.

We can specify the following models:

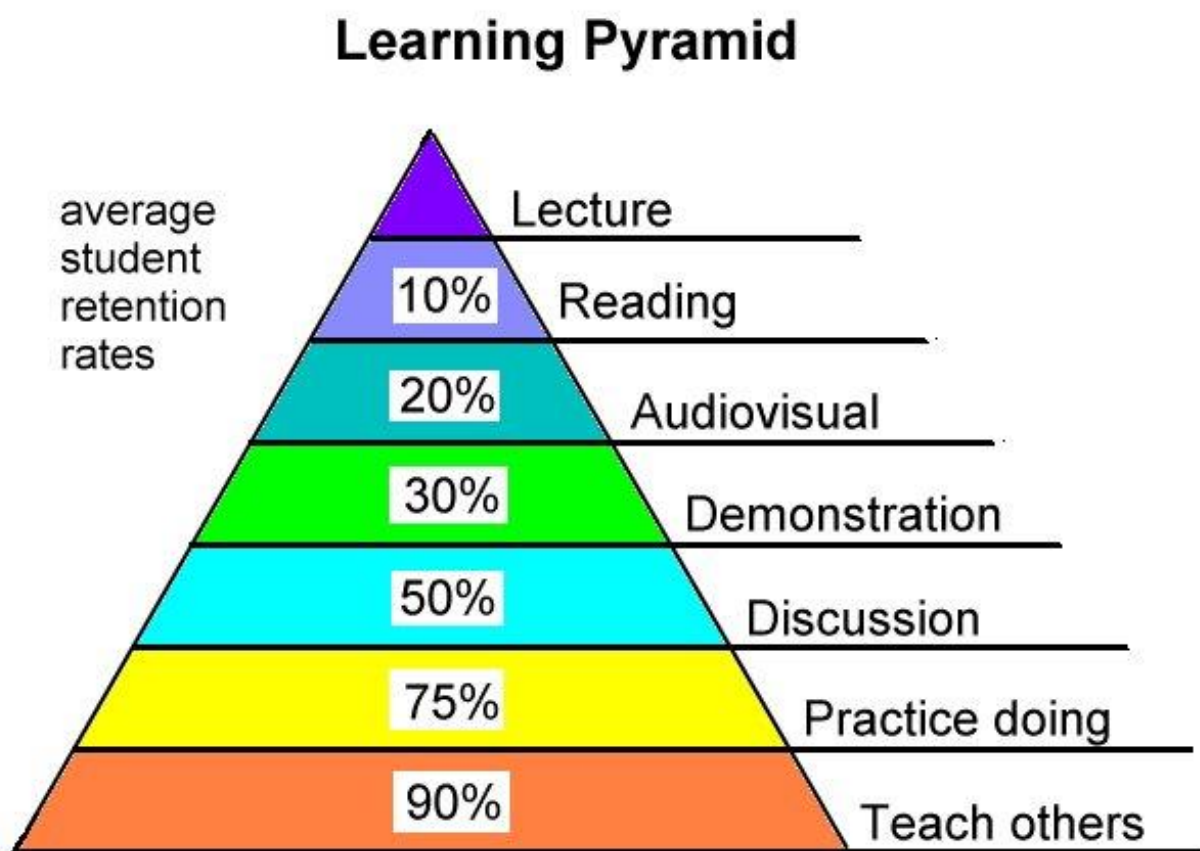
- **providing** - knowledge transfer;
- **teaching concepts/ definitions** - teaches logical thinking;
- **direct** - focuses on procedural knowledge;
- **seeking** - creative problem solving, creating problem situations;
- **cooperation** - teaching how to cooperate with each other.

When working with young people, it is also important to remember that there are three types of learners: visualisers, audiles and sensorials. Visualizers learn most effectively through images, imagining what they are supposed to learn, reading a text, observing what they are doing (for example, some people like to take notes or rewrite notes because they remember more by writing and observing their hand movements). Audiles learn most effectively and acquire knowledge by listening (for example, listening to a lecture or a podcast). Sensorials, on the other hand, acquire knowledge best by stimulating the five senses, or as many of the senses listed as possible: taste, touch, smell, sight and hearing. This allows them to use their senses to explore and understand the world around them (this type of learning involves activities that help them explore objects, colours,



textures, tastes, numbers and situations; learning through the senses is most commonly used in children's learning). Of course, no one can be 100% assigned to one type of person, but a predisposition or preference to choose one of these types of knowledge selection can be observed.

The Dale's Learning Pyramid below shows the ways of learning from least effective to most effective.



Source: National Training Laboratories, Bethel, Maine

The literature on the subject lists the following teaching methods:

- **giving** (story, lecture, description, talk);
- **exhibiting** (show with elements of experience);
- **core curriculum** (based on the curriculum, using a book, computer, etc.);
- **practical** (project-based teaching (Design Thinking method), laboratory exercises);
- **problem- based learning** (problematic lecture, classical problem method, in the scope of these methods can also include activation methods).



„Tell me and I'll forget.
Show me, and I'll remember.
Let me take part, and I'll understand.”

Division of activating methods:

- **Integrative** - their task is to introduce a pleasant and friendly atmosphere in the group, in order to work together effectively and efficiently;
- **defining terms** - they are aimed at learning to analyse, define. They also teach the elements of discussion, expressing one's own opinion and understanding different points of view;
- **prioritizing (hierarchy)** - they teach how to organize information due to their importance. The methods used here are: priority pyramid, priority order (the method used mainly among younger pupils, consists in arranging sunrays depending on the importance of the issue), diamond order (the priority order worked out jointly resembles the shape of a diamond);
- **creative problem solving** - they teach the approach to problems in a creative and unconventional way, they also develop the ability to discuss;
- **cooperation** – they shape students’ ability to cooperate and to accept differences between people;
- **discussions** - they teach cultural discussion, teach how to take a position in relation to a problem, but also how to respect a different opinion;
- **evaluation** – they help with the evaluation of one's own work as well as the acceptance of criticism.

The methods we use in our youth work should develop independence and creativity. Teach them to communicate with other people, develop empathy and self-education skills. The main methods by which we can achieve these goals are valorizing and activating didactic methods.