I.O.1

SUSTAINABLE SERVICE IN DS

SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS	

Sustainable

Service in DS

TRAINING SCHEME

INTELLECTUAL OUTPUT PRESENTATION

"SUSTAINABLE-SERVICE-IN-DS" is launched with the <u>main objective</u> of increasing the competences of PDS and their Supports regarding the implementation of the SDG through Service-Learning, while increasing their social inclusion.

<u>Specific objectives</u>:

• To make PDS active actors in the implementation of SDG and not merely beneficiaries.

• To increase the engagement of PDS with their local communities, social inclusion and visibility as useful and capable members of the civil society.

• To transfer knowledge and tools to Supports of PDS in how to be involved in the SDG and to cooperate with PDS.

• To strengthen the cooperation between Organizations working for PDS and other social stakeholders in order to commonly address problems affecting the local communities.

This **Training Scheme** has been developed, with the direct participation of People with Down Syndrome and other End Users (Professionals working with PDS, Relatives and other Supports and experts in the fields of Service Learning and Sustainable Development Goals) **with the main objective of involving all the stakeholders in the final specification of the Intellectual Outputs to be developed in the next stages of the project.**

The specifications are done including a country-based analysis, in order to reflect as better as possible, the national needs and specificities.

I.O.1 "SUSTAINABLE-SERVICE-IN-DS TRAINING SCHEME" is useful for ensuring that "SUSTAINABLE SERVICE-IN-DS LEARNING ACTIVITIES (I.O.2) "TRAINING MATERIALS", I.O.3 "I.O.4 "SUSTAINABLE-SERVICE-IN-DS e-Training Tool" are developed according to the requirements and needs of the PDS and other IDs and their Supports.

CONTEXT AND MAIN RESULTS OF THE CO-CREATION INCLUSIVE SESSIONS WITH POTENTIAL FINAL USERS

After the 2 inclusive working sessions in each country except in Greece where 1 inclusive working session have been developed, points of view and expectations of participants have been collected, the Consortium has developed this SUSTAINABLE-SERVICE-IN-DS TRAINING SCHEME, that includes:

• General and specific learning objectives, according to training needs and expectations.

• Target Groups: roles and competences to be developed for improving social inclusion and participation through Sustainable Development Goals and Service-Learning projects

• Methodological approach and specifications to be developed in further stages of the project and to make them as much useful as possible within the collective of PDS;

- Identification and schematization of Service-Learning Activities to be developed in I.O.2

- Identification and schematization of Training Materials to be developed in I.O.3

- Technical Specifications in terms of accessibility and usability for the I.O.4: SUSTAINABLE SERVICE-DS e-Training Tool

• Planning and scheduling of the Service-Learning Activities, including different scenarios and methodologies

• General assessment framework

The main figures and conclusions of the co creation sessions with potential end users are the next:

- Two co-creation sessions with the target groups have been developed in Spain, Romania and Croatia. Greece has conducted a single online session and Portugal has converted each session into "5 mini-sessions of 3 hours each" spread over a week.

Co-creation sessions data:

The total number of attendants to the co-creation sessions:
Total participants: 314 people
The numbers of participants according to the target groups were:
PDS/ID – 106 / Families – 85 / Companies – 15 / other participants (volunteers, social assistant inspector, counsellors for professional orientation and co-workers) - 107.

Main conclusions:

After the co-creation sessions and the sharing of the results by the different countries, we have found similarities and differences to be taken into account for the rest of the Project. Thus, we can consider:

Main similarities as barriers:
●	SDG and SL are abstract contents for all participants in general
●	Covid19 could be an issue during the development of the project because it is difficult to carry out this project technologically when the validation actions arrive due to the SL methodology that implies direct engagement in real activities.
●	Technological training needs for users/trainers/relatives and in many cases the need for internet connection, computers, tablets that make the development of the project more complicated.

Main similarities as drivers:
●	Motivation. All participants find the project very motivating; the combination of SDG and SL makes a sense of purpose in a learning environment.
●	Our users as well as our families and other stakeholders are very motivated to do things that contribute to the 2030 agenda.
●	Service-learning as a tool for inclusion of people with DS. It is an opportunity for our users to be an active part of the community in which they live.

	TRAINING SCHEME DEVELOPMENT
1	**COURSE INTRODUCTION.** SUSTAINABLE SERVICE IN DS proposes to develop a training methodology aimed at Persons with Down Syndrome (PDS) and other intellectual disabilities (ID) their supports (relatives and professionals) and members of the community to carry out a project to implement the SDGs through the SL methodology, after analysing and reflecting on the needs detected in the community.
2	**COURSE GENERAL DATA. Premises, organization and resources.** The course has been designed with the next characteristics: 1. The Duration of the total course is about **70 hours in total, distributed in 2,5 months**, adapted to the needs of the participants and the entity of which: a. **Face to face sessions: Group Dynamics (GD) 30** (10h*week) = **3 weeks or 1 month approx.** (Using 2 whole mornings of 5h or splitting the time into two mornings of 2 hours each.) b. **Online Sessions: 10 hours (3h*week) = 1 month.** (Using the training platform and including within these hours a proportion for the "training-learning" of the platform by our users.) c. **Practical Activities (PA) - Experiential and Real Activities (EA)**: **30 hours (10h*week) = 3 weeks or 1 months approx.** (Using 2 whole mornings of 5h or splitting the time into two mornings of 2 hours each.) (Focused on the training process of Service Learning where the students participate in a leadership course aimed at the identification of problems, in the identification of stakeholders, in the development of project proposals, as well as in their execution and evaluation.) d. **Learning by Doing Activities (LDA)** Focused on promoting participation in concrete actions. Two directions will be aimed: developing partnerships with stakeholders interested in SDGs for applying specific Service Learning projects, and deployment of own Service Learning project. **These hours will be in addition to the Face-to-Face hours previously determined and some sessions can be using more than one methodology.** 2. The methodology will be active and participative; it will take place in different workshops and will include the next tools and training materials: a. Face to face and online sessions. b. Practical Activities (PA) c. Experiential Activities (EA) d. Learning By Doing Activities (LDA) e. Group Dynamics (GD) 3. An e-Training Platform will be developed to support the implementation of the training materials and training contents including: a. ICT tools b. Training contents, to provide information, resources and support materials; FEATURES OF THE ONLINE PLATFORM The e-Training Platform will include tools specifically developed for this project which will support the practical and experiential training activities and will allow the trainers to:

1. Create Service-Learning Communities (including trainees and members of the community).
2. Define, list and select needs in the community and solutions to address it.
a. Identification and selection of possible "services" or problems to be addressed in the community and their relationship with SDG.
b. Identification possible solutions for the problems targeted before from a SGD perspective
c. Selection of a problem in the community and the solution to address it.
i. Selection criteria will be based on impact on SDG.
ii. Selection process is important; it might be democratic so it may include a voting tool.
3. Define Action Plans, including goals (project service and learning), to address the selected community service and linkage with the learning objectives and SDG.
4. Monitor the deployment of the plan by setting tasks and activities, resources, timing and feedback processes to facilitate control and assessment and expected impact in SDG terms

3	**PARTICIPANTS AND PROFILES (NUMBER OF ATTENDANTS PER GROUP).** SUSTAINABLE-SERVICE-IN-DS Project will involve the next profiles in the aforementioned project activities, during the project lifetime; • ***People with Down Syndrome and other Intellectual Disabilities***; They are the first beneficiaries of the project as they will improve their social inclusion and other competences to be developed by the project. • ***Supports***, including Relatives and Professionals; they will increase their competences for supporting Persons with Down Syndrome in the implementation of the Sustainable Development Goals through Service Learning. • ***Community Members*** involved in the implementation of Sustainable Development Goals in cooperation with Persons with Down Syndrome though Service-Learning projects. • ***Entities*** supporting People with Down Syndrome and other Intellectual Disabilities. • ***Other entities*** working with ***people with special needs*** where the project results will be highly exploitable with proper adaptations. • ***Universities*** and other learning and ***training entities*** specialized in ***Service Learning***. • ***Entities*** interested in the implementation of ***Sustainable Development Goals***.
4	**TRAINING OBJECTIVES.** This **Training Scheme** is developed, with the direct participation of People with Down Syndrome and other End Users (Professionals working with PDS, Relatives and other Supports and experts in the fields of Service Learning and Sustainable Development Goals) with the **main objective** of increasing the competences of PDS and their Supports regarding the implementation of the SDG through Service-Learning, while increasing their social inclusion. **Main Specific Objectives** of this Training Scheme are, among others; • ***Improving inclusion*** and participation of PDS with the potential of Service-Learning • ***To have a real positive impact*** in Society in general, and in communities in particular while inclusion and participation of PDS is increased with the potential of SDG using Service-Learning Methodology. • ***Implication and the application*** for PDS of Sustainable Service Project in their communities, • ***Find drivers and barriers*** for its implementation • ***Knowing key factors*** for getting a successful transference of knowledge and tools • ***Act as main specification for the development of IO.2, IO.3 and IO.4***

	COMPETENCES, TO ACQUIRE AND IMPROVE
	Creativity Creativity is important to awaken ingenuity, originality, exchange of ideas, and above all create an original and different project that stands out from the rest, increasing interest in participation and future collaboration. **Planification and Organization** The ability to plan and organize is essential for work, especially in a team. From an organized and well-planned work, better quantitative and qualitative results are obtained, in addition to increasing the skills and competencies of our users. **Cooperation** Achieving a common goal from the joint decision, through consensus, creates a feeling of unity and group belonging, improving positive relationships and the exchange of help and support. **Innovation** What we have learned most in the current global situation about the pandemic is to be creative and above all innovative. Faced with adverse situations, other possibilities arise to be innovative and thus be able to learn and improve skills and be more competent.
5	**Decision Making.** It is common for our users to make decisions for them, so it is essential to strengthen self-confidence and be able to solve problems and make decisions, from simple to more complicated and with responsibility. **Critical and reflective Thinking** To develop the ability to reflect on an issue and to position oneself in favour or against it. **Initiative.** To make important decisions, it is very necessary to be initiative, to be brave and to put your fears aside. All opinions are important and necessary, even if the most viable ones are carried out **Be aware of external issues / Empathy** Being able to feel and differentiate between the different types of emotions around us. **Self- advocacy** Being able to show confidence in your knowledge and expertise. A common mistake people with Down syndrome make is doubting themselves when speaking. **Self esteem** Being able to feel confidence in one's own worth or abilities and positively evaluate the self.

	TRAINING CONTENTS OR TOPICS.
6	**TOPIC 1. SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT GOALS** • 1.1 Personal development goals • 1.2 Sustainable Development Goals (SDG): concepts, frameworks and tools for its implementation • 1.3 Corporate Social Responsibility and Sustainability. Main Concepts. • 1.4 SDG and vulnerable groups: goals directly related to people with Down syndrome. • 1.5. SDGs good practices examples: involving people with diverse competences. **TOPIC 2. SERVICE-LEARNING METHODOLOGY (SLM).** • 2.1 Service-learning methodology - Main principles & concepts • 2.2 SLM as a way of extending learning beyond the classroom - engaging and impacting the community • 2.3 SLM as an opportunity to identify and transfer knowledge and skills to real situations while boosting social inclusion - mobilizing the talent • 2.4 Designing - launching - communicating and celebrating SL project • 2.5 Engagement and Reflection - SLM facilitating learning, critical thinking, and civic competence • 2.6. SLM good practices examples: involving people with diverse competences. **TOPIC 3. GUIDELINES FOR THE PROMOTION OF SDG THROUGH SLM WITHIN THE DOWN SYNDROME AND OTHER IDS COLLECTIVE:** • 3.1 How to identify needs in our local communities/context related with the Sustainable Development Goals? Mapping and Prioritizing tools. • 3.2 How to engage community stakeholders in SL projects? Dialogue Mechanisms. • 3.3 How to define an SL project and action plans based on the Sustainable Development Goals. Planning and assessment tools. • 3.4 How to define an SL project and action plans based on the Sustainable Development Goals. Developing and assessment tools. • 3.5 How to communicate the results of an SDG-SL project?

TRAINING METHODOLOGY.

A set of training activities based on the Service-Learning methodology will be designed for enhancing the involvement of PDS in the implementation of SDG, where they will increase their competences through "learning by doing". Through the implementation of the training activities, PDS will understand the relevance of the SDG and how they can be involved, will identify community needs related with the SDG and will develop and actively implement Service-Learning projects focusing on those needs, while they´re engaged with the community and they increase their social inclusion. According to that, along the implementation of the training methodology, learning objectives and also service objectives and expected impact in SDG terms will be achieved.

SUSTAINABLE SERVICE-IN-DS LEARNING ACTIVITIES (IO.2) will be addressed to TRAINERS and will include all the needed information for implement it successfully.

A set of Training Materials (IO.3) will be developed to be used by TRAINEES along the implementation of the SUSTAINABLE SERVICE-IN-DS LEARNING ACTIVITIES including Handbooks, Templates, Tools, etc…The Training Materials will be adapted to the different roles and cognitive capacities of the Target Group. Among others, the next topics will be addressed (see section 6 of this Training Scheme): i) Sustainable Development Goals; ii) Service-Learning and its implementation with PDS; iii) Guidelines for the promotion of Sustainable Development Goals through Service-Learning within the Down Syndrome collective.

Finally, an e-TRAINING PLATFORM (I.O.4) will be developed for enhancing the training and learning process.

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As a summary, a set of Service-Learning (SL) Activities will be designed for training People with Down Syndrome (PDS) and their Supports in how to develop SDG Projects in their communities.

The SUSTAINABLE SERVICE-IN-DS LEARNING ACTIVITIES (IO.2) will be specifically ADDRESSED TO TRAINERS, including guidelines for its implementation and proper use of Training Materials (I.O.3) and the SUSTAINABLE SERVICE-DS e-Training Tool (I.O.4) to be developed.

The IO.2 will be designed to be implemented with the common participation of PDS and Supports, where they will develop their competences through sharing capabilities and cooperation.
PDS will learn the purpose and the dynamics of SDG and how to offer their capabilities through SL projects enhancing their social inclusion by participating in real projects together with members of their communities. Supports will learn how to give the proper support to PDS on how to participate in SDG Projects based in SL.

SLA will be designed including Face-to-Face and Online Sessions (synchronous and asynchronous) and structured along 7 Training Activities (TA), divided into different sessions, including:
- Group Dynamics (GD),
- Practical Activities (PA)
- Experiential Activities (EA) and
- Learning by doing Activities (LDA)

	TRAINING ACTIVITIES PLANNING.
8.1	**TRAINING ACTIVITY (TA) 1. UNDERSTANDING SDG AND THEIR POTENTIAL FOR IMPROVING SOCIETY AND COMMUNITIES**

Objectives:

- To know the 2030 Agenda and the Sustainable Development Goals.

- To know what SDGs are and what they aim to achieve.

- To know that achieving SDGs requires indoor and outdoor activities.

- To value SDG and to be aware of their importance.

- To know that the WHOLE WORLD pledge to leave no one behind in order to achieve a better planet together.

Participants:
- People with Down Syndrome and Other Intellectual Disabilities
- Professionals in Down Syndrome and Intellectual Disabilities.
- Experts in SDG
- Supports: relatives
- Entities interested in the implementation of *SDG*.

Competences:
Creativity
Innovation
Cooperation
Self Advocacy
Self Esteem

Training contents: TOPIC 1
- 1.1 Personal development goals

- 1.2 Sustainable Development Goals (SDG): concepts, frameworks and tools for its implementation
- 1.3 Corporate Social Responsibility and Sustainability. Main Concepts.
- 1.4 SDG and vulnerable groups: goals directly related to people with Down syndrome
- 1.5 SDG Examples of good practices: involving people with diverse abilities

Duration of the Workshop:
The total duration of the workshop will be of **10 hours** distributed through the next training sessions:
· 1 F2F session (classroom and/or online synchronous) where trainees will learn about (**1 hours**):
- GD. Personal development goals
· 1 F2F session (classroom and/or online synchronous) where trainees will learn about (**3 hours**):
- GD. Introduction to SDG; Corporate Social Responsibility and Sustainability
· 1 F2F session (classroom and/or online synchronous) where trainees will learn about (**2 hours**):
- GD. SDGs directly related with people with Down syndrome
- GD. PDS participate as active actors of SDG. Examples of good practices
· 1 F2F session (outdoor) where we will carry out (**2 hours**):

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- EA. Visit to a SDG institution

· 1 asynchronous online session (**2 hours**) where trainees will review and see the training materials (ppts, videos and activities designed in IO.2, and also will upload the tasks and homework trainers set for them in the Training Platform (IO.4)

Methodology:

• **Face to face sessions:** PA and the EA are necessary to be done by face-to-face sessions, although it can be developed through online synchronous sessions if COVID 19 restrictions are settled. A methodology that uses emotion and fun for the ultimate purpose of learning will be used.

• **Online Training:** We can explain SDG through online sessions. It can be developed through synchronous and asynchronous training.

Training materials:

- PPT about SDG
- Videos - photos (examples of good SDG practices)
- Games and exercises about SDG
- Online platform (as a reference guide on SDGs adapted to easy-to-read)

8.2	**TA2. UNDERSTANDING SERVICE LEARNING (SL) AS A WAY TO INCREASE MY COMPETENCES EXPERIENTALLY**

Objectives:
-To understand the SLM 'philosophy' and how to translate one into (their) own learning journey to grow as agents of change
-To describe basic principles and concepts underlying the SLM and their role as citizens within an SL project
-To value new / innovative / creative learning platforms and engage in new collaborative opportunities with (various) community stakeholders to bring positive change into community
-To apply the SLM logic and the whole-approach into own SL project(s)
-To understand that SL projects take learning outside of the classroom/center
-To acknowledge the importance of reflection and the variety of its forms and possibilities in the context of deeper learning from own experience
-To empower and to value (their) own contributions to positive changes in their communities

Participants:
- People with Down Syndrome and Other Intellectual Disabilities
- Experts and Professionals of the field of disabilities and Service Learning
- Supports: relatives and professionals

Main Competences:
Creativity
Innovation
Planning and Organization
Be aware of external issues / Empathy
Critical and reflective Thinking
Decision making
Self advocacy
Self esteem

Training contents: TOPIC 2

- 2.1 Service-learning methodology - Main principles & concepts
- 2.2 SLM as a way of extending learning beyond the classroom - engaging and impacting the community
- 2.3 SLM as an opportunity to identify and transfer knowledge and skills to real situations while boosting social inclusion - mobilizing the talent
- 2.4 Designing - launching - communicating and celebrating SL project
- 2.5 Engagement and Reflection - SLM facilitating learning, critical thinking, and civic competence
- 2.6. SLM Best practices: involving disabled and not disabled persons

Duration of the Workshop:

The total duration of the workshop will be of **8 hours** distributed through the next training sessions:

- 1 F2F session (outdoor /classroom and/or online synchronous) where we will develop (2 hours):
  - EA. "soak up" the community (Introduction to SL Methodology. Learning Service Objectives. Impact in communities.)
  - GD. Discussion / Ideas Festival-exhibition (What competences could I improve by being part of a SDG-SL project?)
- 1 F2F session (classroom and/or online synchronous) where we will develop (2 hours):
  - PA. Reflection, Discussion. (Best practices of SL projects addressing SDG)
- 1 F2F session (classroom / outdoor) where we will develop (2 hours):
  - EA and LDA. Designing - launching - communicating and celebrating SL project
- 1 asynchronous online session (2 hours) where trainees will review and see the training materials (ppts, videos and activities designed in IO.2, and also will upload the tasks and homework trainers set for them in the Training Platform (IO.4)

Methodology:

EA. Introduction to SL Methodology. Learning-Service objectives. Impact in communities
GD. What competences could I improve by being part of a SDG-SL project?
PA. Best practices of SL projects addressing SDG
EA and LDA. Drafting a SL project for addressing one Environmental or Social SDG in my Organization.

Face to face sessions at class to teach and show the SLM, the theoretical part and the good practices in other entities and similarities with our projects.
Online sessions can be held to teach the theoretical part and examples, but not all sessions.

Training materials:

Face to face sessions: Handbooks (for trainer and trainees), ppt, videos, pictures, leaflet.

Online Training: computer, tablet or mobile, ppt, videos, pictures, internet connexion, our training platform and other.

8.3	**TA3. IDENTIFYING NEEDS IN MY COMMUNITY**

Objectives:
- Analysis of needs and available resources.
- Establishing needs that are close to and aligned with the SDG targets
- Define a list of stakeholders on which a Service Learning action aligned with one or more SDGs could be worked on.
- Define a list of stakeholders that could be involved in the future Service Learning action and under SDG 17, partnerships.

Participants:
- People with Down Syndrome and Other Intellectual Disabilities
- Professionals of the field of disabilities and Service Learning
- Supports : Relatives and professionals

Competences:
- Creativity
- Innovation
- Planification and organization
- Cooperation,
- Critical thinking,
- Decision-making,
- Self Advocacy
- Self esteem

Training contents: TOPIC 3

- 3.1 How to identify needs in our local communities/context related with the Sustainable Development Goals? Mapping and Prioritizing tools and Mapping the stakeholders.

Duration of the Workshop:
The total duration of the workshop will be of 9 **hours** distributed through the next training sessions:

- 1 F2F session (classroom and/or online synchronous) where we will develop (3.5 hours):
  ○ GD. Get to know the nearby community
  ○ EA AND LDA: Weaknesses analysis. Needs to improve the neighbourhood.
- 1 F2F session (classroom and/or online synchronous) where we will develop (2 hour):
  ○ GD AND PA: Establishing needs that are close to and aligned with the SDG target in our community
  ○ GD AND PA: Establishing available resources to work a Service Learning action.
- 1 F2F session (classroom, outdoor and/or online synchronous) where we will develop (2 hours):
  ○ GD AND PA: Analysis and mapping of nearby community stakeholders affected by the needs identified.
- 1 F2F session (classroom, outdoor and/or online synchronous) where we will develop (1,5 hours):
  ○ GD AND PA: Detect stakeholders that can solve needs found.

Methodology:
Face to face sessions: Making decisions about what we are going to work on in the future has to be done in person.

Online Training: We can use this methodology through the use of the e-platform during face-to-face training and simultaneously.

EA and LDA. First contact with my community area (not stakeholders) to see what's going on in terms of SDG
GD. Mapping the community needs in terms of SDG.
PA. Selection of main community needs in terms of positive impacts in SDG. Selection will democratic (voting tool from the e-platform)

Training materials:
- Mapping guide or data table
- Voting tool
- Online Platform
- Photos and video camera
- SDG information
- Specific training sheets

| 8.4 | **TA4. ADRESSING COMMUNITY NEEDS THROUGH COMMUNITY ENGAGEMENT** |

Objectives:
After having detected the needs of the community, it is important to involve its members in order to achieve greater commitment and, at the same time, success in achieving the project to be carried out.
- Involve users, community members, stakeholders.
- Be aware of the real problem and the need to address it.
- Make realistic and practical decisions.
- To know how to communicate well how to carry out the project

Participants:
- People with Down Syndrome and Other Intellectual Disabilities
- Experts in Service Learning.
- Community members,
- Supports: Relatives and Professional

Competences:
Creativity
innovation
planification and organization
cooperation,
critical thinking,
decision-making,
Self Advocacy
Self Esteem

Training contents: TOPIC 3
TOPICS:
3.2 How to engage community stakeholders in SL projects? Dialogue Mechanisms.

Duration of the Workshop:
The total duration of the workshop will be of **9 hours** distributed through the next training sessions:

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- 1 F2F session (classroom and/or online synchronous) where we will develop (1 hour):
- GD. Review the LISTs made in the TA3 and make reflections about how to start communicating with the stakeholders. Brainstorming. 5 best histories in my Community.
- 1 F2F session (classroom and/or online synchronous) where we will develop (2 hours):
- GD. Description of your near community. Definition and members.
- PA. Identify resources, strengths to highlight and weaknesses to improve.
- 1 F2F session (classroom, outdoor and/or online synchronous) where we will develop (2 hours):
- GD and EA. Identify stakeholders who could be involved in the SL process.
- 1 F2F session (classroom, outdoor and/or online synchronous) where we will develop (2 hours):
- EA and LDA. Community members involved in the problem and solution. Possible actions and first conversations.
- 1 asynchronous online session (2 hours) where trainees will review and see the training materials (ppts, videos and activities designed in IO.2, and also will upload the tasks and homework trainers set for them in the Training Platform (IO.4)

Methodology:

GD. Review and Brainstorming about the job done in TA3

GD. Identification of the all possible Stakeholders involved in the process

PA. Working in groups and guided by the teacher, implement tools for reflection and evaluation prior to the voting tool.

EA and LDA. First conversations with the community prior to the choice of an activity to be developed by the SL process.

Face-to-face sessions are the most necessary to connect with the group, better understand our concerns and be able to transmit them to make better decisions.

Online sessions can be good just to complement face-to-face sessions.

Training materials:
- **Face to face sessions:** Handbooks (for trainer and trainees), ppt, videos, pictures, leaflet.
- **Online Training**: computer, tablet or mobile, ppt, videos, pictures, internet connexion, our training platform and others.

8.5	**TA5. DEFINING THE SERVICE**

This Training Session aims to create specific guidelines that allow the trainer to plan and prepare with the trainees and the community members with whom he will work, the service problem, determine the specific service that will be provided, develop an SDG-SL action plan, identify the academic and other goals the project will meet, engage in reflection, and develop an assessment plan.

Objectives:

At the end of this Training Session the trainees should be able to design an SDG-SL action plan that should have a detailed plan about how services will be provided, along with persons responsible, team members, timeline, resources needed, and indicators of success. An assessment of readiness for service and training activities should be included in the SDG-SL action plan.

At the end of the training session the trainees should:
- Be able to identify the type of service to be developed addressed to an authentic community need on the area of SDG;

- Be able to identify how service will be developed.
- Be able to mobilise resources in collaboration with different agents in an articulated, transversal, and transdisciplinary manner.
- Be able to elaborate the SDG-SL action plan (service) taking into account the different stages of the service learning methodology: investigation, action, reflection, demonstration/ celebration namely:
  - To set the objectives of both the service and the learning components of the SDG-SL project
  - To specify the recipients of the community service.
  - To plan the activities of the community service.
  - To specify the learning contents and activities.
  - To develop a tentative schedule and timeline.
  - To select the locations for project development.
  - To identify the SDG-SL project leaders and active participants.
  - To secure resources.
  - To reflect on and evaluate the design and overall cohesion of the SDG-SL project

Participants:

- People with Down Syndrome and Other Intellectual Disabilities
- Experts in Service Learning.
- Supports: Professionals in the field of Down syndrome and Intellectual Disabilities
- Community members

Competences:

At the end of this training session the trainees must acquire or consolidate the following personal competences:
- Creativity;
- Innovation;
- Planification and organization;
- Cooperation;
- Critical Thinking;
- Decision making
- Self Advocacy
- Self esteem
- Empowerment

Training contents. TOPIC 3

TOPIC:
- 3.3 How to define an SL project and action plans based on the Sustainable Development Goals. Planning and assessment tools.

Duration of the Workshop:

The total duration of the workshop will be of **14 hours** distributed through the next training sessions:

- **Defining the Service - Elaboration an SDG-SL Action Plan**

1 F2F session (classroom and/or online synchronous) where we will develop (7 hours)
- GD: Getting to Know Each Other | Let's get warm
- GD: Help you our defining and planning the service
- PA: Elaboration SDG-SL action Plan - Preparation, Development and integrating instruction of an SDG-SL project
- Concepts Review:

- What is the SDG?
- Service Learning is...
  ○ GD:3 Important topics you should have in mind to make your Plan and define your Service Learning Project!
  ○ Group Dinamic / GD
  ○ Time to reflect
  ○ Begin to Design your SDG-SL Project
  ○ Group Dinamic / GD
  ○ GD: Let's weaving in Reflection through an activity of brainstorming

Times should be adapted according the group needs and work flows

1 F2F session (classroom and/or online synchronous) where we will make develop (7 hours)
- GD: Help you out in weaving in reflection and progress monitoring of a SGD_SL project
- PA: Descriptions, feelings and evaluation
- EA: Analysis, conclusion and action plan
- GD: 3 tools for peer and self-assessment
- Group Activity / GD
- Timeline
- Celebration

Times should be adapted according the group needs and work flows

Methodology:

GD: Getting to Know Each Other | Let's get warm

GD: Help you our defining and planning the service

PA: Elaboration SDG-SL action Plan - Preparation, Development and integrating instruction of an SDG-SL project

GD: 3 Important topics you should have in mind to make your Plan and define your Service Learning Project!

GD: Let's weaving in Reflection through an activity of brainstorming

GD: Help you out in weaving in reflexion and progress monitoring of a SGD_SL project

PA: Descriptions, feelings and evaluation

EA: Analysis, conclusion and action plan

GD: 3 tools for peer and self assessment

- **Face to face sessions:** 100% need it.
- **Online Training:** SDG activities, exercise can be done by this platform

Training materials:
- Computer,
- Data show,
- Internet connection,
- PowerPoint presentations,
- Videos,
- Flipchart,
- Markers,
- Blank sheets,
- Planning tool
- Online platform.
- Others materials considered essentials.

8. 6	**TA6. DEVELOPING AND ASSESSING THE SERVICE**

Objectives:

Main objective is to carry out the designed project and evaluate its effectiveness, results and consequences in the short, medium and long term.

After understanding the relevance of the SDG and how they can be involved, identify community needs related with the SDG and develop and actively implement project services focusing on those needs, while they´re engaged with the community and they increase their social inclusion.

According to that, we will develop the selected Project and after that we will evaluate the implementation of the training methodology, learning objectives and also service objectives and expected impact in SDG terms will be achieved.

Participants:

- People with Down Syndrome and Other Intellectual Disabilities
- Experts in Service Learning.
- Supports: Professionals in the field of Down syndrome and Intellectual Disabilities
- Community members

Competences:

All of them: creativity, innovation, planification and organization, cooperation, critical thinking, decision-making, initiative and be aware of external issues / Empathy

Training contents. TOPIC 3

TOPIC:

• 3.4 How to define an SL project and action plans based on the Sustainable Development Goals. Developing and assessment tools.

Duration of the Workshop:

The total duration of the workshop will be of **12 hours** distributed through the next training sessions:

• 1 F2F session (classroom and/or online synchronous) where we will develop (2 hour):

○ GD. Decisions: contacts, people involved, topics to develop, planning, schedule, …

• 1 F2F session (outdoor and/or online synchronous) where we will develop (6 hours in different days):

○ GD. Execution of the actions planned.

○ EA. interaction with the community, companies and other stakeholders' participation,

○ EA and LDA. Carrying out of the activities

• 1 F2F session (classroom and/or online synchronous) where we will develop (2 hours):

○ GD Evaluation: satisfaction, quality of the project, impact, acquired skills, viability and continuity of the project.

• 1 asynchronous online session (2 hours) where trainees will review and see the training materials (ppts, videos and activities designed in IO.2, and also will upload the tasks and homework trainers set for them in the Training Platform (IO.4)

Methodology:

EA. Implementation of tasks following the Project Plan

EA. Continuous feedback about plan implementation

EA. Team meetings to assess the plan implementation and the results obtained, in terms of learning and service

EA. Team final evaluation of the project, obtaining project indicators (learning and service) and assessing possible improvements for future actions

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EA. Could or should the Service Project be maintained in the future? Decision making with community stakeholders

EA and LDA. Carrying out of the activities.

Face to face sessions are totally necessary to develop the practical part of the Project with the community. The assessing part can be mixed, with face to face and online sessions.

Training materials:
- **Face to face sessions:** Handbooks (for trainer and trainees), ppt, videos, pictures, leaflet.
- **Online Training**: computer, tablet or mobile, ppt, videos, pictures, internet connexion, our training platform and others.

8.7	**TA7. COMMUNICATING THE RESULTS.**

Objectives:
- To disseminate the results obtained through the Service-Learning action.
- To socially validate the capacity of people with Down syndrome and/or intellectual disabilities to contribute to the 2030 agenda and the SDGs.
- To propose new Service-Learning actions.

Participants:
- People with Down Syndrome and Other Intellectual Disabilities
- Supports: Relatives and professionals
- Community members
- Experts in Service Learning,
- Entities working with people with disabilities
- Entities interested in SDG

Competences:
Creativity
Innovation
Planification and organization
Cooperation
Critical thinking
Decision-making
Self Advocacy
Self esteem

Training contents: TOPIC 3

- 3.5 How to communicate the results of an SDG-SL project?

Duration of the Workshop:

The total duration of the workshop will be of **8 hours** distributed through the next training sessions:

Event about the communicating the results: 1 day (6 hours)

- 1 F2F session (Classroom or Conference room and/or online synchronous) where we will develop (6 hours):
- GD . Breaking activities to know each other. Introduction activity

	- GD. Reflection - Discussion about what we have done in the SL process - PA. Engage the community - PA. Lets develop communication and dissemination materials - PA. Sharing experience. - GD. Propose new SL actions ● 1 asynchronous online session (2 hours) where trainees will review and see the training materials (ppts, videos and activities designed in IO.2, and also will upload the tasks and homework trainers set for them in the Training Platform (IO.4) **Methodology:** Active and participative Inductive learning Deductive learning Reflective learning Applied learning Presential and online **Training materials**: PowerPoint Presentations (PPT) PDF documents Whiteboard Markers Pens Notebooks or post-its Personal Computer or Laptop or Tablet or any other electronic device Questionnaires e-learning Platfoorm

9	**EXPECTED RESULTS.** At the end of the training course, trainees: In addition to all the material that will be obtained after the execution of the Project; - SUSTAINABLE-SERVICE-IN-DS TRAINING SCHEME (I.O.1) - SUSTAINABLE SERVICE-IN-DS LEARNING ACTIVITIES (I.O.2) - TRAINING MATERIALS (I.O.3) - SUSTAINABLE SERVICE-DS e-TRAINING PLATFORM (I.O.4) It should be noted that we will achieve other transversal objectives, no less important, such as the following: • After completing the course, the participating students will have identified, defined, implemented, evaluated and communicated at least one SL project on SDG with community participation. • After the course, the participating students will have improved their skills, such as creativity, critical thinking, etc. • After the end of the course, the students will have improved their social inclusion in the community. • We will improve their involvement and awareness of the problems they have around them, in their closest community, reinforcing their empathy. • In turn, society will have them more present, since they will show themselves as active members of society who intervene to improve it, and not so much to receive help. • People concerned and involved become responsible people and setting an example, and it is essential for a more just and diverse society. Diversity is the key to personal and business growth.

10	**ASSESSMENT METHODOLOGY** The development of the Training Program will consider the implementation of an assessment methodology which will be divided into 2 parts: - A Satisfaction Assessment will be implemented focusing in the opinions of trainees and trainers about the quality of the training activities, materials and experience - A Learning Assessment will be implemented focusing in the acquisition of skills pursued by the training program by trainees (See "Competences, to acquire and improve") A whole Assessment Methodology will be developed within IO4 to be implemented and tested in the validation actions of the project.
10.1.	**SATISFACTION ASSESSMENT.** The evaluation of the satisfaction of the project will be analysed by means of a continuous evaluation during the execution of the training courses, collecting opinions, attitudes, participation of the participants. At the end of the training courses, a satisfaction scale will be filled in, consisting of different items to assess and a descriptive part to provide suggestions for improvement. A satisfaction questionnaire will be developed in order to measure trainee's and trainer's satisfaction with respect to the following variables, among others: - Training materials. - Training methodology. - Training tool. - Resources and facilities. - Coaches and mentors. - Overall satisfaction with the course.
10.2.	**LEARNING ASSESSMENT.** The learning assessment will include actions to be done at different stages: - Before the execution of the training courses: to assess the initial knowledge and thus better establish the lines of work where to start, especially if the users with whom you are going to work, their skills, needs, and interests are not known. - Continuous evaluation to better adapt and adjust the project through trial error, opinions transmitted, evaluations and results, and thus guarantee success and motivation during the training courses. - A final evaluation where all the knowledge acquired is re-compiled,and the achievements are evaluated. Conclusions will be obtained in order to be able to apply improvements and modifications to the Training Program

11. Training course planning proposal.

The contents of this training course will be delivered in 7 Training Activities developed in the guidelines presented in the plan below:

TRAINING ACTIVITIES	TA1 UNDERSTANDING SDG AND THEIR POTENTIAL FOR IMPROVING SOCIETY AND COMMUNITIES	TA2 UNDERSTANDING SERVICE LEARNING (SL) AS A WAY TO INCREASE MY COMPETENCES EXPERIENTIALLY	TA3 IDENTIFYING NEEDS IN MY COMMUNITY	TA4 ADDRESSING COMMUNITY NEEDS THROUGH COMMUNITY ENGAGEMENT	TA5 DEFINING THE SERVICE	TA6 IMPLEMENTING AND ASSESSING THE SERVICE	TA7 COMMUNICATING THE RESULTS.
OBJECTIVES	- To know the 2030 Agenda and the Sustainable Development Goals. - To know what SDGs are and what they aim to achieve. - To know that achieving SDGs requires indoor and outdoor activities. - To value SDG and to be aware of their importance. - To know that the WHOLE WORLD pledge to leave no one behind in order to achieve a better planet together.	-To understand the SLM 'philosophy' and how to translate one into (their) own learning journey to grow as agents of change -To describe basic principles and concepts underlying the SLM and their role as citizens within an SL project -To value new / innovative / creative learning platforms and engage in new collaborative opportunities with (various) community stakeholders to bring positive change into community _To apply the SLM logic and the whole-approach into own SL project(s) -To understand that SL projects take learning outside of the classroom/center -To acknowledge the importance of reflection and the variety of its forms and possibilities in the context of deeper learning from own experience -To empower and to value (their) own contributions to positive changes in their communities	- Analysis of needs and available resources. - Establishing needs that are close to and aligned with the SDG targets - Define a list of stakeholders on which a Service Learning action aligned with one or more SDGs could be worked on. - Define a list of stakeholders that could be involved in the future Service Learning action and under SDG 17, partnerships	After having detected the needs of the community, it is important to involve its members in order to achieve greater commitment and, at the same time, success in achieving the project to be carried out. - Involve users, community members, stakeholders. - Be aware of the real problem and the need to address it. - Make realistic and practical decisions. - know how to communicate well how to carry out the project	At the end of this Training Session the trainees should be able to: - To design an SDG-SL action plan that should have a detailed plan about how services will be provided, along with persons responsible, team members, timeline, resources needed, and indicators of success. An assessment of readiness for service and training activities should be included in the SDG-SL action plan. -To identify the type of service to be developed addressed to an authentic community need on the area of SDG; -To identify how service will be developed. -To mobilise resources in collaboration with different agents in an articulated, transversal, and transdisciplinary manner. -To elaborate the SDG-SL action plan (service) taking into account the different stages of the service learning methodology: investigation,	Main objective is to carry out the designed project and evaluate its effectiveness, results and consequences in the short, medium and long term. After understand the relevance of the SDG and how they can be involved, identify community needs related with the SDG and develop and actively implement project services focusing on those needs, while they´re engaged with the community and they increase their social inclusion. According to that, we will develop the selected Project and after that we will evaluate the implementation of the training methodology, learning objectives and also service objectives and expected impact in SDG terms will be	- To disseminate the results obtained through the Service-Learning action. - To socially validate the capacity of people with Down syndrome and/or intellectual disabilities to contribute to the 2030 agenda and the SDGs. - To propose new Service-Learning actions.

					action, reflection, demonstration/ celebration namely: -To set the objectives of both the service and the learning components of the SDG-SL project -To specify the recipients of the community service. -To plan the activities of the community service. -To specify the learning contents and activities. -To develop a tentative schedule and timeline. -To select the locations for project development. -To identify the SDG-SL project leaders and active participants. -To secure resources. -To reflect on and evaluate the design and overall cohesion of the SDG-SL project	achieved.	
COMPETENCES	Creativity Innovation Cooperation Self Advocacy Self esteem	Creativity Innovation Planning and Organization Be aware of external issues / Empathy Critical and reflective Thinking Decision making Self Advocacy Self esteem	Creativity Innovation Planification and organization Cooperation, Critical thinking, Decision-making, Self Advocacy Self esteem	Creativity innovation planification and organization cooperation, critical thinking, decision-making, Self Advocacy Self esteem	Creativity innovation planification and organization cooperation, critical thinking, decision-making, Self Advocacy Self esteem	Creativity, innovation, planification and organization, cooperation, critical thinking, decision-making, initiative and be aware of external issues / Empathy Self Advocacy Self esteem	Creativity Innovation Planification and organization Cooperation, Critical thinking, Decision-making, Self Advocacy Self esteem
CONTENT	**TOPICS 1** ● 1.1 Personal development goals ● 1.2 Sustainable Development Goals (SDG): concepts, frameworks and tools for its implementation	**TOPICS 2** • 2.1 What is SLM? Foundations and evolution. The importance of balancing learning and service objectives. •2.2 How to design and launch an SL project? Outline, plan, implement, assess and communicate a SL Project.	**TOPICS 3** ● 3.1 How to identify needs in our local communities/context related with the Sustainable Development Goals? Mapping and	**TOPICS 3** ● 3.2 How to engage community stakeholders in SL projects? Dialogue Mechanisms.	**TOPICS 3** ● 3.3 How to define an SL project and action plans based on the Sustainable Development Goals. Planning and assessment tools. .	**TOPICS 3** ● 3.4 How to define an SL project and action plans based on the Sustainable Development Goals. Developing and assessment tools.	**TOPICS 3** ● 3.5 How to communicate the results of an SDG-SL project?

	• 1.3 Corporate Social Responsibility and Sustainability. Main Concepts. • 1.4 SDG and vulnerable groups: goals directly related to people with Down syndrome. • 1.5 SDG Examples of good practices: involving people with diverse abilities	•2.3 How SLM facilitates learning through active participation in service experiences? •2.4 SLM or a way to develop competences by thinking, debating, and writing about their experience. •2.5 SLM an opportunity to identify and transfer skills and knowledge to real situations while boosting social inclusion. Mobilizing the talent. •2.6 SLM as a way of extending learning beyond the classroom. Engaging and impacting the community. •2.7 SLM Best practices: involving persons with and without disability.	Prioritizing tools.			
METHODOLOGIES AND DURATION	The total duration of the workshop will be of **10 hours** distributed through the next training sessions: · 1 F2F session (classroom and/or online synchronous) where trainees will learn about (**1 hours**): - GD. Personal development goals · 1 F2F session (classroom and/or online synchronous) where trainees will learn about (**3 hours**): - GD. Introduction to SDG; Corporate Social Responsibility and Sustainability	The total duration of the workshop will be of **8 hours** distributed through the next training sessions: •1 F2F session (classroom and/or online synchronous) where we will make develop (3 hours): -GD. Introduction to SL Methodology. Learning Service Objectives. Impact in communities. -GD. What competences could I improve by being part of a SDG-SL project? •1 F2F session (classroom and/or online synchronous) where we will make develop (1 hours): -PA. Best practices of SL projects addressing SDG	The total duration of the workshop will be of 9 **hours** distributed through the next training sessions: • 1 F2F session (classroom and/or online synchronous) where we will make develop (3.5 hours): ○ GD. Get to know the nearby community ○ EA AND LDA: Weaknesses analysis. Needs to improve the neighbourhood. • 1 F2F session (classroom and/or online synchronous) where we will make develop (2 hour):	The total duration of the workshop will be of **9 hours** distributed through the next training sessions: • 1 F2F session (classroom and/or online synchronous) where we will make develop (1 hour): - GD. Review the LISTs made in the TA3 and make reflections about how to start communicating with the stakeholders. Brainstorming. • 1 F2F session (classroom and/or online synchronous) where we will make	The total duration of the workshop will be of **14 hours** distributed through the next training sessions: • **1 F2F session** (classroom and/or online synchronous) where we will make develop (7 hours) ○ GD: Getting to Know Each Other	Let's get warm ○ GD: Help you our defining and planning the service ○ Pa: Elaboration SDG-SL action Plan - Preparation, Development and integrating instruction of an SDG-SL project ○ Concepts Review: ▪ What is the SDG? ▪ Service Learning is... ○ GD: 3 Important	The total duration of the workshop will be of 12 hours distributed through the next training sessions: •1 F2F session (classroom and/or online synchronous) where we will make develop (2 hour): -GD. Decisions: contacts, people involved, topics to develop, planning, schedule, •1 F2F session (outdoor and/or online synchronous) where we will make develop (6 hours in different days): -GD. Execution of the actions planned. -EA. interaction with the	The total duration of the workshop will be of **8 hours** distributed through the next training sessions: • 1 F2F session (Classroom or Conference room and/or online synchronous) where we will develop (6 hours): - GD . Breaking activities to know each other. Introduction

· 1 F2F session (classroom and/or online synchronous) where trainees will learn about (**2 hours**): - GD. SDGs directly related with people with Down syndrome - GD. PDS participate as active actors of SDG. Examples of good practices · 1 F2F session (outdoor) where we will carry out (**2 hours**): - EA. Visit to a SDG institution · 1 asynchronous online session (**2 hours**) where trainees will review and see the training materials (ppts, videos and activities designed in IO.2, and also will upload the tasks and homework trainers set for them in the Training Platform (IO.4)	•1 F2F session (outdoor) where we will make develop (2 hours): - EA and LDA. Drafting a SL project for addressing one Environmental or Social SDG in my Organization. •1 asynchronous online session (2 hours) where trainees will review and see the training materials (ppts, videos and activities designed in IO.2, and also will upload the tasks and homework trainers set for them in the Training Platform (IO.4)	○ GD AND PA: Establishing needs that are close to and aligned with the SDG target in our community ○ GD AND PA: Establishing available resources to work a Service Learning action. ● 1 F2F session (classroom, outdoor and/or online synchronous) where we will make develop (2 hours): ○ GD AND PA: Analysis and mapping of nearby community stakeholders affected by the needs identified. ● 1 F2F session (classroom, outdoor and/or online synchronous) where we will make develop (1,5 hours): ○ GD AND PA: Detect stakeholders that can solve needs found.	develop (2 hours): - GD. Description of your near community. Definition and members. - PA. Identify resources, strengths to highlight and weaknesses to improve. ● 1 F2F session (classroom, outdoor and/or online synchronous) where we will make develop (2 hours): - GD and EA. Identify stakeholders who could be involved in the SL process. ● 1 F2F session (classroom, outdoor and/or online synchronous) where we will make develop (2 hours): - EA and LDA. Community members involved in the problem and solution. Possible actions and first conversations. ● 1 asynchronous online session (2 hours) where trainees will review and see the training materials (ppts, videos and activities designed in IO.2, and also will upload the tasks and homework trainers set	topics you should have in mind to make your Plan and define your Service Learning Project! ○ Group Activity ○ Time to reflect ○ GD: Begin to Design your SDG-SL Project ○ Group Activity ○ PA: Let's weaving in Reflection through an activity of brainstorming Times should be adapted according the group needs and work flows **1 F2F session** (classroom and/or online synchronous) where we will make develop (7 hours) ● GD: Help you out in weaving in reflexion and progress monitoring of a SGD_SL project ● PA: Descriptions, feelings and evaluation ● PA: Analysis, conclusion and action plan ● GD: 3 tools for peer and self assessment ● Group Activity ● Time Line ● Celebration Times should be adapted according the group needs and work flows	community, companies and other stakeholders' participation, -EA and LDA. Carrying out of the activities •1 F2F session (classroom and/or online synchronous) where we will make develop (2 hours): -GD Evaluation: satisfaction, quality of the project, impact, acquired skills, viability and continuity of the project. •1 asynchronous online session (2 hours) where trainees will review and see the training materials (ppts, videos and activities designed in IO.2, and also will upload the tasks and homework trainers set for them in the Training Platform (IO.4)	activity - GD. Reflection - Discussion about what we have done in the SL process - PA. Engage the community - PA. Lets develop communication and dissemination materials - PA. Sharing experience. - GD. Propose new SL actions ● 1 asynchronous online session (2 hours) where trainees will review and see the training materials (ppts, videos and activities designed in IO.2, and also will upload the tasks and homework trainers set for them in the Training Platform (IO.4)

| PARTICIPANTS						
	for them in the Training Platform (IO.4)					
	- People with Down Syndrome and Other Intellectual Disabilities - Professionals in Down Syndrome and Intellectual Disabilities. - Experts in SDG -Supports: relatives - Entities interested in the implementation of *SDG*.	- People with Down Syndrome and Other Intellectual Disabilities. - Professionals in Down Syndrome and Intellectual Disabilities. - Experts in Service Learning. - Supports: relatives	- People with Down Syndrome and Other Intellectual Disabilities. - Professionals of the field of disabilities and Service Learning. - Supports: Relatives and professionals in the field of Down syndrome and Intellectual Disability	- People with Down Syndrome and Other Intellectual Disabilities - Experts in Service Learning. - Community members,	- People with Down Syndrome and Other Intellectual Disabilities - Experts in Service Learning. - Supports: Professionals in the field of Down syndrome and Intellectual Disabilities	- People with Down Syndrome and Other Intellectual Disabilities - Experts in Service Learning. -Supports: Professionals in the field of Down syndrome and Intellectual Disabilities - Community members	- People with Down Syndrome and Other Intellectual Disabilities Supports: Relatives and professionals Community members Experts in Service Learning, Entities working with people with disabilities Entities interested in SDG

3 GOOD HEALTH AND WELL-BEING

10 REDUCED INEQUALITIES

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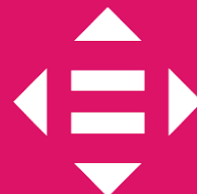
4 QUALITY EDUCATION

17 PARTNERSHIPS FOR THE GOALS

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