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SUSTAINABLE SERVICE IN DS



Sustainable

Service in DS



PHILOSOPHICAL AND THEORETICAL UNDERPINNING

A TRAINING GUIDE FOR ALL

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This guide does not aim to be prescriptive in any way, but to provide suggestions that trainers can select and adapt to fit a concrete learning context.



FOREWARD

This Training Guide aims to provide guidance and suggestions that trainers can select and adapt to fit concrete learning contexts for people with Down syndrome and other intellectual disabilities.

This Training Guide is designed:

- to help people with Down Syndrome to develop and sustain competencies related with the Sustainable Development and,
- to empower their trainers and supporters, to contribute in the achievement of the ambitious 2030 Agenda and its Sustainable Development Goals (SDGs).

The 2030 Agenda invites humanity to achieve all the 17 SDGs, but for the involvement of people with Down syndrome and other intellectual disabilities as active actors of change, an inclusive training program is required, in which they participate together with professionals, support people, experts in SDGs and members of the communities to which they belong.

We all need to learn more about Sustainable Development in order to acquire new competences, values and attitudes that help us to change our lifestyles and transform our way of thinking and acting to lead to more inclusive and sustainable societies.

Education is explicitly formulated as an independent goal (SDG 4) in itself and a means to achieve all the other SDGs becoming a key factor in sustainable development.

This publication suggests learning objectives, methodologies and resources to work on achieving the particular education for SDGs in people with Down syndrome and other intellectual disabilities.

This Training Guide has been developed as an intellectual output within the Erasmus+ European Project “INVOLVING PERSONS WITH DOWN SYNDROME IN THE IMPLEMENTATION OF SUSTAINABLE D GOALS THROUGH SERVICE LEARNING”, project acronym: **SUSTAINABLE-SERVICE-IN-DS**”.

This publication benefits of the equal contribution of all the 8 partners from 5 European countries, namely: ASOCIATIA LANGDON DOWN OLTENIA CENTRUL EDUCATIONAL TEODORA, ALDO-CET Bailesti, Romania as project leader, in partnership with four NGOs working in the field of Down Syndrome: ASOCIATIA DOWN PLUS Bucharest, Romania; FUNDACIÓN ASINDOWN Valencia, Spain, FEDERACAO NACIONAL DE COOPERATIVAS DE SOLIDARIEDADE SOCIAL COOPERATIVA FCRL FENACERCI Lisbon, Portugal, and HRVATSKA UDRUGA RADNIH TERAPEUTA HURT Zagreb, Croatia; the UNIVERSITY OF RIJEI, FILOZOFSKI FAKULTET U RIJEI Croatia as an expert in service learning; the COORDINA ORGANIZACIÓN DE EMPRESAS Y RECURSOS HUMANOS, S.L. Valencia, Spain as an expert in Sustainable Development Goals; and the INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT LARISSA, Greece as an expert in the development of ICT Tools adapted to persons with disabilities.

Thanking the authors, enjoy the journey of SDGs!

1. WHAT IS SUSTAINABLE SERVICE IN DS



Down Syndrome is a chromosomal disorder, occurring at the rate of 1 in 600/1000 births. The world's population of people with Down Syndrome is over 6 million. The medical condition and cognitive development of these people are affected. For people with Down syndrome, life-long learning is not only about learning new skills or vocational training; it is about being included in society, according to Article 3 of "Convention on the Rights of Persons with Disabilities".

According to the report "Realization of the sustainable development goals by, for and with persons with disabilities" (UN, 2018), "persons with disabilities are not yet sufficiently included in the implementation of the SDGs where sustainable development for all can only be attained if persons with intellectual disabilities are equally included as both agents and beneficiaries". The success of the 2030 Agenda requires a participatory and inclusive approach in which all stakeholders, including people with intellectual disabilities, are engaged.

Service Learning is a teaching method, by which the knowledge and skills that trainees have acquired through studying are applied to a project development. That project addresses a concrete socially-responsible cause based on real needs and problems.

"SUSTAINABLE-SERVICE-IN-DS" is launched with the main objective of increasing the competences of people with Down syndrome and their supports regarding the implementation of the SDGs, through Service-Learning, while increasing their social inclusion.

Specific objectives:

1. To make people with Down syndrome to be active actors in the implementation of SDGs and not merely beneficiaries.
2. To increase the engagement of people with Down syndrome with their local communities, social inclusion and visibility as useful and capable members of the civil society.
3. To transfer knowledge and tools to Supports of people with Down syndrome in how to be involved in the SDGs and to cooperate with them.

To strengthen the cooperation between organizations working for and with people with Down syndrome and other social stakeholders in order to commonly address problems affecting the local communities.

This publication provides useful information about approaching education for SDGs, examples of learning templates and a set of seven Training Activities designed for training people with Down Syndrome and their Supports in how to develop SDGs Projects in their communities. Service-Learning methodology is proposed to be used for increasing competences through "learning by doing" activities.

2. WHAT IS THE UNITED NATIONS 2030 AGENDA?



2.1. The UN 2030 Agenda: Main concepts and precedents

On 25 September 2015, the 193 member states of the UNITED NATIONS (UN) approved the **2030 Agenda for Sustainable Development**, an ambitious plan that sets out to achieve prosperity that is respectful of the planet and its inhabitants.

This Agenda is made up of **17 Sustainable Development Goals (SDGs)**, as you can see in the image below, further broken down into 169 targets, to be met by 2030 with the intention of "leaving no-one behind".

SUSTAINABLE DEVELOPMENT GOALS

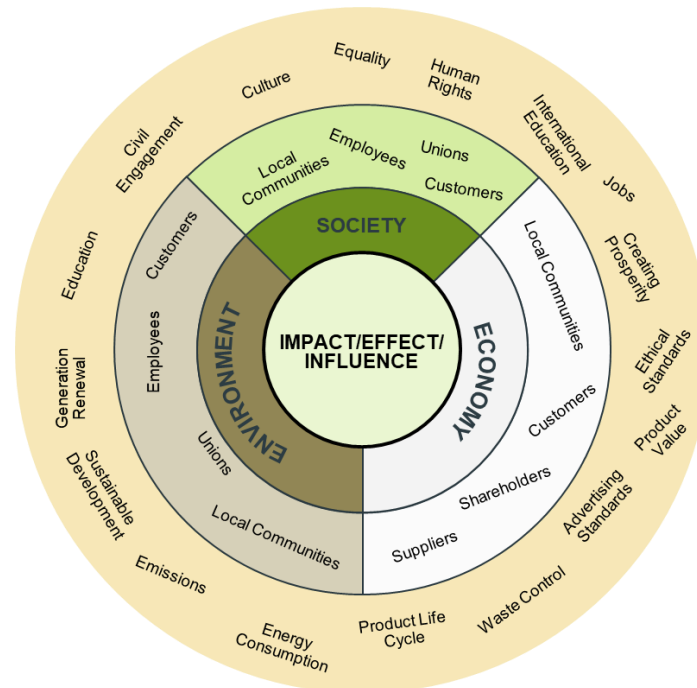


The UN 2030 Agenda and its SDGs are based on the concept of **Sustainability** that refers, by definition, to the satisfaction of current needs without compromising the ability of future generations to meet theirs, guaranteeing the balance between economic growth, care for the environment and social welfare. From this concept, the idea of **Sustainable Development** was born, as that mode of progress that maintains that delicate balance today, without endangering tomorrow's resources.

A key issue in the Sustainable Development idea is that it is based on the management of the **impacts or effects** that our actions, at different levels, have or generate in Society. Therefore, the concept of impact is key, so everyone should be aware of what are their impacts in the environmental, social and economic pillars.

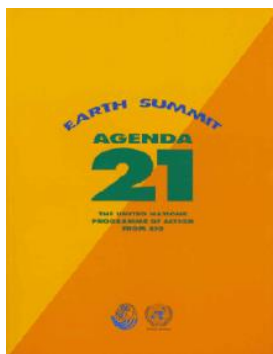
Another key issue within the Sustainable Development idea is the concept of **Stakeholders** defined as *any group or individual who can affect or is affected by the achievement of the organization's objectives*. Therefore, each organization, each person and each organization,

produce impacts, negative or positive, in economic, environmental and social terms on its stakeholders (clients, suppliers, society, employees, local communities, etc.).



The 2030 Agenda has a number of precedents.

The first one was the **United Nations Earth Summit 1992 – Río de Janeiro Conference where the Agenda 21, the United Nations Agenda for Action**, was launched. This agenda was a comprehensive plan of action to be taken globally, nationally and locally by organizations of the United Nations System, Governments, and Major Groups in every area in which human impacts on the environment.



Agenda 21, was adopted by more than 178 Governments at the United Nations Conference on Environment and Development (UNCED) held in Rio de Janeiro, Brazil, 3 to 14 June 1992. The Commission on Sustainable Development (CSD) was created in December 1992 to ensure effective follow-up of UNCED, to monitor and report on implementation of the agreements at the local, national, regional and international levels.

The second one, of which the 2030 Agenda is a continuation, was the **UN Millennium Development Goals (2000-2015)** which were in their day the first international consensus on facing global problems such as the eradication of extreme poverty and hunger, and to promote improvements in access to education.



Although the Millennium Development Goals' targets were not fully achieved, they nevertheless provided the basis for significant progress which, in 2015, was extended through the 2030 Agenda and its respective SDGs.

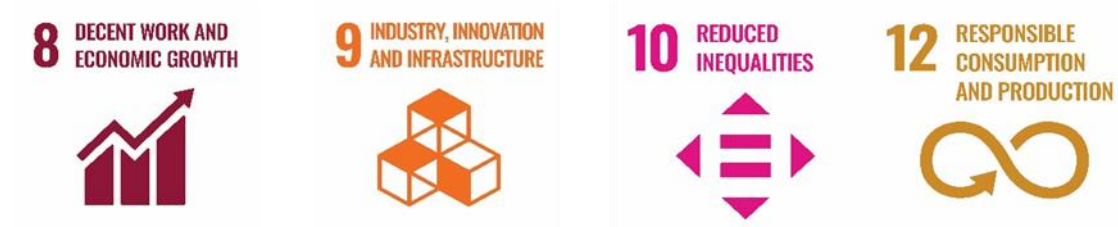
2.2. The UN 2030 Agenda: Dimensions and Impacts

2030 Agenda is based on five dimensions, also known as the 5Ps:

- **People.** To end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.
- **Planet.** To protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change.
- **Prosperity.** To ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.
- **Peace.** To foster peaceful, just and inclusive societies which are free from fear and violence.
- **Partnership.** To mobilize the means required to implement the 2030 Agenda through a partnership based on a spirit of solidarity and focused, in particular, on the needs of the most vulnerable.

The purpose of the 2030 Agenda and its SDGs is produce positive impacts in 3 pillars: economy, society, and the environment.

- **Economy.** Supported by a prosperous environment and society, the SDGs from an economic point of view are focused on industry, innovation and infrastructure, the reduction of inequality, responsible consumption and production; decent work and growth disassociated from environmental deterioration. Therefore, the main SDGs related with the economic pillar are:



- **Environment.** A healthy environment is an essential starting point for promoting social justice and economic development. If we fail to meet the targets regarding clean water and sanitation, marine life, life on land and climate action, we will never achieve the other higher objectives. Therefore, the main SDGs related with the environmental pillar are:



- **Society.** Social development is impossible if the environment is harmed and natural resources become scarce. Thus, the SDGs associated with clean energy, the eradication of

poverty and hunger, peace and justice, sustainable cities, education, gender equality and health, serve as a foundation for the goals that are financial in nature. Therefore, the main SDGs related with the social pillar are:



2.3. The UN 2030 Agenda: Disability

The UN 2030 Agenda for Sustainable Development, pledges to “leave no one behind” in an ambitious plan of action of the international community towards a peaceful and prosperous world, where dignity of individuals and equality among all is applied as a fundamental principle. From this point of view stated by UN, it is critical to ensure the full and equal participation of persons with disabilities in all spheres of society and create enabling environments by, for and with persons with disabilities, in line with the [Convention on the Rights of Persons with Disabilities \(CRPD\)](#) | [United Nations Enable](#).

In 2018 the United Nations launched a first-ever UN flagship report on disability and the Sustainable Development Goals named [UN Disability and Development Report – Realizing the SDGs by, for and with persons with disabilities | DISD](#). The report shows that persons with disabilities are at disadvantage regarding most Sustainable Development Goals and declares that concrete action is needed to include the world’s one billion persons with disabilities – 15% of the world population – as both agents and beneficiaries of development.

Some of the main conclusions brought by the report show that:

- Despite the progress made in recent years, persons with disabilities continue to face numerous barriers to their full inclusion and participation in the life of their communities. It sheds light on their disproportionate levels of poverty; their lack of access to education, health services and employment; and their underrepresentation in decision-making and political participation. This is particularly the case for women and girls with disabilities.
- The main barriers to inclusion entail discrimination and stigma on the grounds of disability; lack of accessibility to physical and virtual environments; lack of access to assistive technology, essential services and rehabilitation; and lack of support for independent living that are critical for the full and equal participation of persons with disabilities as agents of change and beneficiaries of development.

The 2030 Agenda for Sustainable Development and its 17 SDGs provide a powerful framework to guide local communities, countries and the international community toward the achievement of disability-inclusive development.



Where are the Persons with Disabilities in the 2030 Agenda?

[2030 Agenda Introductory Toolkit for persons with disabilities
\(internationaldisabilityalliance.org\)](https://internationaldisabilityalliance.org/2030-Agenda-Introductory-Toolkit-for-persons-with-disabilities)

Millennium Development Goals (MDGs)	2030 Agenda
Adopted in 2000 and ended in 2015	Adopted in 2015 and ends in 2030
Focused on developing countries	Universal, applies to all countries
To reduce extreme poverty	To eradicate poverty in all its forms and to realize economic empowerment through sustainable development
8 goals, with 18 targets and 48 indicators	17 Goals, which include a total of 169 targets (all measured using 231 global indicators)
No references to persons with disabilities	7 references to persons with disabilities: education (2), employment, reducing inequalities, inclusive cities (2), disaggregation of data by disability. Total of 11 in the 2030 Agenda and 9 global indicators

Disability is referenced in various parts of the SDGs and specifically in parts related to education, growth and employment, inequality, accessibility of human settlements, for instance:

Goal 4: Quality Education.

- Target 4.5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- Target 4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

Goal 8: Decent Work and Economic Growth.

Target 8.5. By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.

Goal 10: Reduce Inequalities.

- Target 10.2. By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

Goal 11: Sustainable Cities and Communities.

- Target 11.2. By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.
- Target 11.7. By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities.

Goal 17: Partnership for the goals

- Target 17.18. By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts

So far, it seems as if the SDGs only consider people with disabilities as mere beneficiaries of the goals and targets of those, however, our purpose with this project called Sustainable Service in Down Syndrome, is to help persons with intellectual disabilities in general and persons with Down syndrome specifically, from training, education and real inclusion, to be agents of change who are involved directly in the design and development of initiatives and projects related to the SDGs that seek to generate positive impacts on their stakeholders, communities and societies in terms of sustainable development.



3. THE SUSTAINABLE DEVELOPMENT GOALS ONE BY ONE

GOAL 1: NO POVERTY



To end poverty in all its forms everywhere by 2030. Eradicating poverty is not a task of charity, it is an act of justice and the key to unlocking an enormous human potential. Still, nearly half of the world's population lives in poverty, and lack of food and clean water is killing thousands every single day of the year. Together, we can feed the hungry, wipe out disease and give everyone in the world a chance to prosper and live a productive and rich life.

The effects of poverty on people with Down syndrome can be lifelong. Economic growth must be inclusive to provide sustainable jobs and promote equality. Strong social protection systems are essential for mitigating the effects and preventing many people with Down syndrome from falling into poverty.

Poverty has many dimensions, but its causes include unemployment, social exclusion, and high vulnerability of people with Down syndrome to health conditions which prevent them from being productive. People all over the world should care about the economic situation of people with Down syndrome. There are many reasons, but in short, because as human beings, our wellbeing is linked to each other. Growing inequality is detrimental to economic growth and undermines social cohesion.

People with Down syndrome active engagement can make a difference in addressing poverty. It ensures that their rights are promoted and that their voice is heard. Sharing knowledge and encouraging critical thinking at all ages goes to transformational change in the life of people with Down syndrome and their communities.

Governments can help create an enabling environment to generate productive employment and job opportunities for people with Down syndrome. The private sector has a major role to play in determining whether the growth it creates is inclusive and contributes to poverty reduction. It can promote economic opportunities for these people.

Young people today face considerable challenges in creating a bright future for themselves. There are significant concerns for the position of people with Down syndrome in the labour market and the future of their financial security. The situation is worse for these people in low-income countries, where only few of them are involved in informal employment, sporadic, poorly paid and sometimes falling outside the protection of the law.

Many of the global challenges to development are critical for people with Down syndrome. The SDGs established that young people are a driving force for development, but only if they are provided with the skills and opportunities needed to reach their potential, support development and contribute to peace and security. To end poverty, we all have to take action including people with Down syndrome that can be productive not merely assisted.

There are seven targets to create action to end poverty in all its forms. Poverty still persists in every country. Over 8% of the world population lives in extreme poverty. Lend your voice to the fight against extreme poverty.

Get inspired here: [Goal 1: No Poverty | The Global Goals](#)

GOAL 2: ZERO HUNGER



End hunger, achieve food security and improved nutrition and promote sustainable agriculture. The food and agriculture sector offers key solutions for development, and is central for hunger and poverty eradication.

The number of people affected by acute food insecurity is on the rise and 23 countries will be particularly affected in 2021, the Food and Agriculture Organization (FAO) and World Food Programme (WFP) have warned in their [REPORT](#).

The world is not on track to achieve Zero Hunger by 2030.

Extreme hunger and malnutrition remain barriers to sustainable development and create a trap from which people with Down syndrome cannot easily escape. People with Down syndrome are more prone to lactose, glucose or gluten intolerance, diabetes or other nutritional diseases. Therefore, they are experiencing some food insecurity and it happens to be unable to eat a healthy, balanced diet on a regular basis because of income or other resources constraints.

We all want our families to have enough food to eat what is safe and nutritious. A world with zero hunger can positively impact our economies, health, education, equality and social development. It is a key piece of building a better future for everyone.

Having proper nutrition and social protection, people with Down syndrome will be able to achieve other sustainable development goals such as lifelong education, health and reduce inequalities. Therefore, there is a general need to transform food systems to achieve a more inclusive and sustainable world.

People with Down syndrome are able to learn about the origin and functions of food, modification of food, eating and healthy lifestyles or about how to make healthy changes in their own lives. They can learn about supporting local farmers and markets and making sustainable food choices, supporting good nutrition for all and fighting food waste. They even can use their power as a consumer demanding businesses and governments make the choices and changes that will make Zero Hunger a reality.

Self-management is very important for the quality of life. One of the most central themes in care around people with Down syndrome is their own influence. Opportunities to personal development on a professional and personal level also have to be offered for people with Down syndrome and other intellectual disabilities.

It has long been thought that people who cannot think well themselves, cannot make decisions for themselves, but nowadays, we know that when someone has no influence on his/her own life he / she cannot grow. For growth and self-confidence, everyone should be able to discover what can eat, how can help the food sector and what choices to make for hunger reduction, but in a safe way. People with Down syndrome and other intellectual disabilities have the capacity to develop and must be challenged to evolve. Training in SDGs is needed to make these steps. We find it important to offer learning by doing activities as immediate approaches to promote initiative, empathy, self-advocacy and self-esteem in these people. Teach them to not waste food and to buy local and in-season food and to consume less meat as the meat production industry has a huge impact on the environment. There are eight targets to eradicate world hunger.

Get inspired here: [Goal 2: Zero hunger | The Global Goals](#)

GOAL 3: GOOD HEALTH AND WELL-BEING:



Ensuring healthy lives and promoting the well-being for all at all ages is essential to sustainable development.

Health is the "complete state of physical, mental and social well-being," according to the WHO. Beyond this definition, it must be understood as a multidimensional concept that affects hygiene at work and the environment, the prevention and treatment of epidemic diseases and the creation of conditions that assure everyone the assistance and medical services in case of illness, disability or dependency situation.

This SDG aims to improve the health of millions of people.

Progress has been made in increasing life expectancy and reducing some of the common causes of death associated with infant and maternal mortality. However, more efforts are needed to completely eradicate a wide range of diseases and address a large number of ongoing and emerging health problems. Through more efficient financing of health systems, improved sanitation and hygiene, and greater access to medical personnel, significant progress can be made in helping to save the lives of millions of people. (United Nations)

Many people, especially those with disabilities, the elderly and / or in a situation of dependency, see their right to health protection violated on a daily basis and especially with the current coronavirus crisis, the deficiencies that still exist in our society.

This violation of the right of equal and non-discriminatory access to Health is also seen in the deficiencies and lack of attention to Early Care Services, so necessary to ensure the healthy development of many minors. Reducing mortality rates - triggered by COVID -, supporting research in the development of medicines and vaccines, and achieving real universal health coverage are some of the goals set out in SDG3 of the Agenda for Sustainable Development 2030 - "Guarantee a healthy life and promote well-being for the entire population, at all ages". Objectives that in no case can be achieved if the situation of many elderly people, people with disabilities and / or dependencies, whose physical and mental health has been severely hit due to the pandemic is not taken into account.

For example, people with Down syndrome have a higher genetic predisposition to obesity. Excessive weight gain is a problem for many of them. Obesity reduces your quality of life and even life expectancy. Also, heart problems, vision and hearing problems, hypothyroidism, hypotonia, digestive problems or mental and emotional health problems.

Regarding people with Down syndrome and/or intellectual disabilities this SDG can increase and improve the competencies (attitudes, skills, knowledge) and professional care towards people with Down syndrome, families and professionals who care for them. Associated health problems could be prevented, while increasing their skills and autonomy, through a specific professional approach and care adapted to the circumstances of each individual. Direct patient interaction, health informatics and telemedicine could and can be improved through better connectivity using ICT tools to enhance the care, autonomy, skills and abilities of people with Down syndrome and other intellectual disabilities.

Direct patient interaction, health informatics and telemedicine could and can be improved through better connectivity using ICT tools to enhance the care, autonomy, skills and abilities of people with Down syndrome and other intellectual disabilities.

There are thirteen targets to create action to promote health and well-being for all.

Get inspired here: [Goal 3: Good Health and Well-being | The Global Goals](#)

GOAL 4: QUALITY EDUCATION



Obtaining a quality education is the foundation to improving people's lives and sustainable development. Indicates education as a determining area to achieve sustainability.

This goal encourages us to work to "ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all." In other words, education to be of quality must be inclusive. This issue is very important in general, since currently people with disabilities are not fully included. Many are segregated in special education centers or

specific classrooms in general centers.

The UN Committee on the Rights of Persons with Disabilities (CRPD) published a report on the situation of people with disabilities in the educational system. [OHCHR | Committee on the Rights of Persons with Disabilities](#)

The Committee warned that a lot of countries do not respect the right to inclusive education contained in different international treaties signed. According to the report, more than 20% of people with disabilities of training age are isolated from other young people in special centers or classrooms.

Childhood and adolescence are precious moments of life in which we all form the foundations of the type of person we will be in the future. As a society, we have a duty to guarantee the information and experiences necessary for our future to be inclusive. And this will not be the case if the youngest do not learn to live with the different skills that are present in our society, or if people with disabilities end up relegated to special centers.

With tools such as easy reading or accessible and understandable signage we can comply with the accessibility mandate that public administrations have to turn schools into centers that serve all people.

These tools are part of the indispensable resources that the UN report talks about in its recommendations. The report states that "in order to achieve inclusive education in a practical way, a transfer of resources from special educational centers to the general educational system is necessary, allowing access for students with disabilities on equal terms with other students."

The Report on "Adult education and training in Europe" investigates adult education and training across Europe, with a special focus on policies and measures supporting adults with low levels of basic skills and those with low or no qualifications. Alongside qualitative data covering 42 education and training systems, the report also presents statistical data from international surveys. The report is available here:

European Commission, European Education and Culture Executive Agency, *Adult education and training in Europe: building inclusive pathways to skills and qualifications*, Education, Audiovisual and Culture Executive Agency, 2021,
<https://data.europa.eu/doi/10.2797/898965>

There are ten targets to create action to ensure quality education.

Get inspired here: [Goal 4: Quality Education | The Global Goals](#)

GOAL 5: GENDER EQUALITY



Gender equality besides being a fundamental human right, is an essential mean for a nonviolent, thriving and sustainable world. There has been progress over the last decades: more girls are going to school, fewer girls are forced into early marriage, more women are in parliament or in leadership positions, and there are laws being reformed in the field of gender equality. But despite these, there are still a lot of challenges we need to face: unfortunately, all around the world discriminatory laws and social norms remain, women continue to be understated at all levels of leadership and sadly

they are still reporting on a regular base physical or sexual violence. The implementation of measures (national and international levels) that allow the reality of women and girls to be known and contribute to their equal rights, opportunities, participation, recognition is increasingly at the center of political agendas.

In other hand, social exclusion and discrimination to which people with intellectual disabilities faced are also increasingly recognized as a human rights issue. The CRPD is the basis for this reflection, since it is presented as a reference for the exercise of rights for women and girls with disabilities in each country that has ratified the Convention. However, for women and girls with disabilities to be able to exercise their fundamental rights, it is important that national and international public authorities assume the principle of gender equality in all political and social areas and contribute to changing the attitudes of society in general. The work provided by professionals/ organizations in the area of disability is focused on promoting the rights and quality of life, given higher relevance of this variable in terms of participation, accessibility and integration of this population group. However, there are other variables such as gender, age, sexual orientation, religion, among others, which cumulatively to the condition of disability, contribute to situations of discrimination and disadvantage. The gender dimension is particularly relevant so it is important to reflect on its influence and impact on the lives of men and women with intellectual disabilities, in terms of opportunities, accessibility and rights in areas such as education, health, training and employment, participation in political, public, cultural, recreational, leisure and sports life and family life. We must bear in mind that the guarantee of equal treatment for women and girls with or without disabilities, as well as the adoption of positive discrimination measures, are not enough to avoid situations of discrimination. It is therefore essential to make civil society aware and sensitive to the importance of the gender dimension when defining policies and measures, in the pursuit of a fairer and more equal society. Mainstreaming gender equality in inclusion policies may contribute to improve the inclusion of women and girls in a situation of greater socio-economic vulnerability, contributing to increase their access to resources, to improve their social and economic status, their empowerment, as well as to reduce risks of exploitation and their vulnerability regarding the exercise of fundamental rights.

For this to happen, people with intellectual disabilities must be provided with learning opportunities, tools and resources that allow them to acquire key competencies to get involved and achieve the opportunity to actively participate, ensuring that their rights are respected and their voice is heard.

There are nine targets to create action for gender equality.

Get inspired here: [Goal 5: Gender Equality | The Global Goals](#)

GOAL 6: CLEAN WATER AND SANITATION



Ensure availability and sustainable management of water and sanitation for all.

The SDGs represent a global challenge mobilizing all countries and people to jointly achieve social development and economic prosperity. This development will only be achieved by creating conditions that promote equality and diversity where people with disabilities are naturally included, namely people with Down Syndrome.

SDG 6 aims to ensure the availability and sustainable management of water and sanitation for all, ensuring

universal and equitable access to safe drinking water, reduction of pollution and effluents to improve water quality, reduction of chemical emissions and percentage of untreated wastewater.

According to the report of Progress on drinking water, sanitation, and hygiene (2000-2017), signed in 2019 by the World Health Organization (WHO) and UNICEF it is estimated that about 2.2 billion people worldwide do not have access to treated drinking water and 4.2 billion do not have safely managed sanitation services.

One out of every 10 people in the world (approximately 785 million) lack basic services, including the 144 million who drink water from untreated surfaces. Similarly, 673 million people continue to perform their physiological needs outdoors.

Diarrhea related to lack of clean water, sanitation, and hygiene is a direct cause of child mortality: 297,000 children under the age of five die annually due to this problem. In addition, poor sanitation and contaminated water are linked to the transmission of diseases such as typhoid fever, dysentery, cholera, and hepatitis A.

People with intellectual disabilities, like everyone else, can play a key role in achieving the goals set for 2030, including access to clean water and sanitation.

For this to happen, PWDS must be provided with learning opportunities that allow them to acquire key competencies to intervene and achieve the opportunity to actively participate, ensuring that their rights are respected, and their voice is heard.

It is important to encourage and support people with disabilities to achieve knowledge that allows their civic involvement and participation once they are, also agents of change who can let their footprint into a common and better world.

Sustainable Service in DS intends to promote those conditions, engaging PWDS and increasing skills regarding their participation and implementation of SDG based in Service-Learning Methodology.

Service-learning methodology and the implementation of service-learning projects is a key empowerment tool once provides meaningful ways for learners, trainers and community to move together with deliberate thought and action toward a common purpose such as ODS.

People with intellectual disabilities have also a helping hand. Allow them to participate, work and build a better and more sustainable world! Run together an awareness campaign on hygiene or organize a clean-up project for rivers and oceans and teach them to not overuse water.

There are eight targets to ensure clean water and sanitation for all.

Get inspired here: [Goal 6: Clean Water and Sanitation | The Global Goals](#)

GOAL 7: AFFORDABLE AND CLEAN ENERGY



Many of the Sustainable Development Goals depend and support the access to affordable, reliable and sustainable energy, including here domains such as health, education, business, medicine, agriculture, water supply, infrastructure industrialization and so on.

According to The Energy Progress Report, [Sixth report on the state of the energy union | Energy \(europa.eu\)](#), we can observe improvements in renewable energy, in the clean and safe cooking fuels and technologies and also in energy efficiency.

However, even if the electricity it's becoming more and more sustainable and we can clearly measure significant changes in

the good way, we still need to become active actors in the realization of the objectives set for 2030 Agenda.

For a long period of time, fossil fuels have been the source of electricity production, but that led to major negative impacts on our planet and health. That is why we need to change something, because those problems are not affecting just a few, but all of us.

Let's think in a smaller scale. We all know that technology became a huge part of our everyday lives. We can mention here the cell-phones, the PCs and more important, the numerous platforms that we started to use especially during the pandemic period. Our jobs, activities, meetings, hobbies, and even education moved in the online platforms in the last period and, we can all agree, that they changed our lives forever. In the last year we realized what a difference can technology makes, how it keeps us close, how it keeps us connected and how it offers us the chance to continue to be educated. It offered us an alternative to the lives we used to have before. In this moment, we cannot imagine a life without technology anymore. Now, let's not think only about ourselves. Let's think about people that are living in rural or poor areas. That are not affording all these kinds of energy and are using firewood and many other similar ways of living. The solution would be to adopt exactly this type of clean and affordable energy. But this thing can be realized only by educating the families and the society regarding such thing. Because by being educated, they will have perspectives and they will find appropriate jobs in the future, that will allow them to afford not only energy, but everything that is required for a normal, balanced and sustainable life.

All of the above are factors which affect the lives of people with Down syndrome too. But in order to just become passive actors, they can become directly implicated in the change.

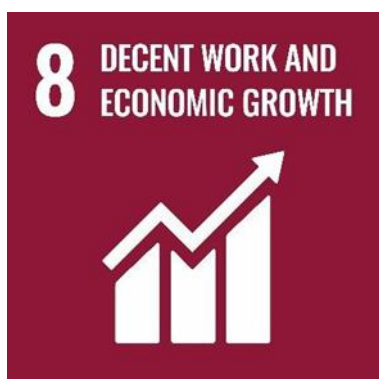
By promoting the benefits of the transition to an affordable, reliable and sustainable energy system, by sharing the knowledge regarding the importance of the investment in renewable energy resources and by being an example for the importance of the adoption of the clean energy technologies, people with Down syndrome can be directly implicated in the realization of the objective for 2030 Agenda. Teach them some useful tips for their everyday life that can really make a difference:

- Turn off your air conditioning, especially for sleeping – open a window or use a fan.
- Don't use multiple devices at the same time.
- Switch off your appliances at the socket. Turn off the lights when you're not using them.
- Buy rechargeable electronics. Don't buy or use one-use batteries.

There are five targets to create action to ensure universal access to sustainable energy.

Get inspired here: [Goal 7: Affordable and Clean Energy | The Global Goals](#)

GOAL 8: DECENT WORK AND ECONOMIC GROWTH



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. Sustained and inclusive economic growth can drive progress, create decent jobs and also improve the living standards.

However, after the situation with the pandemic, as we all know, strong economic and financial shocks were felt. Many youngsters remained without a job and many domains were totally affected, such as tourism, entertainment and so on.

The “decent work” term refers to the equality of opportunities for everyone, to the possibility to get a work that is productive. Also, to have a decent work means to have a fair income, to have security in the workplace, to have social protection and even to have better and clear prospects for personal development and, linked to that, to social inclusion.

Each and every aspect mentioned above is essential for a person with Down syndrome in order to have a normal and balanced life. By promoting and providing the best opportunities to decent job calls, by promoting the importance of the investing in education, by realizing quality trainings that result in developed new and improved skills that will fit in the labor market and also by reducing the inequalities, we can all contribute to the realization of the objective set for 2030 Agenda.

The sustained and economic growth goal directly affects people with Down syndrome which are even more exposed to not having a job with proper and adapted conditions, to not being treated equally and to not be well-prepared for the requests of the labor market. For them it is even more complicated to obtain a job, this is why, now days, most of them are not employed and just a few of them have a job in the category of employed people.

The lack of jobs can be only translated in inequality for people with Down syndrome. Before starting to talk about decent working places for people with Down syndrome, we have to first talk about jobs for people with Down syndrome. They must be created first in order to be adapted after. By becoming employees, people with Down syndrome can be both promoters of the sustainable development goal and also can become examples by being the definition of the reduced inequalities. They can become models by showing that their abilities can be used for a great variety of jobs and tasks, in order to help us all, not only them.

There are few easy things to do in order to make people aware about how they can contribute. Teach them some useful tips for their everyday life that can really make a difference:

- Organize a mentoring program. Invite people with experience in a certain field to create a mentoring group that will help young people with Down syndrome better prepare for their future jobs.
- Read about workers with Down syndrome and business practices. Talk to your colleagues about these issues.

To ensure decent work and sustainable economic growth for all, we all have to take action! There are twelve targets to create action to ensure decent work and sustainable economic growth for all.

Get inspired here: [Goal 8: Decent Work and Economic Growth | The Global Goals](#)

GOAL 9: INDUSTRY, INNOVATION, AND INFRASTRUCTURE



Progressive, energetic and competitive economy development, employment and income are stimulated and empowered by the inclusive and sustainable industrialization, intertwined with innovation and infrastructure. Their key role in introducing and promoting new technologies, facilitating international trade and enabling the efficient use of resources has been unquestionable.

Disparities between least developed countries and developed countries emphasize a great potential to progress, especially if we talk about acquiring the 2030 target, especially in the area of the scientific research and innovation. The COVID-19 “punched” already endangered global manufacturing growth impacting the disruptions in global value chains and the supply of products.

The coronavirus pandemic has revealed the urgent need for resilient infrastructure and facilitated finding lasting solutions to both economic and environmental challenges within innovation and technological progress.

Information and communication technologies (ICT) have been on the frontlines of the COVID-19 response. The COVID-19 pandemic has reshaped our lives, impacting all the aspects of our daily living. On the other hand, it has facilitated the digitalization of many services, including tele-education, tele-therapy, tele-health, transforming the way we live, work, school, socialize, but also has shown impact on the 3.6 billion people who remain offline, unable to access online world and with it being restricted to have equal access to education, employment, health care.

There has been shown present need for countries to invest in infrastructure more than ever so to accelerate economic recovery, create jobs, and stimulate productive investment.

The community of persons with Down syndrome as all communities who depend on the innovative spirit in rehabilitation, education, work and housing so to provide them with forefront life-changing services for ensuring living to their full potential. On the other hand, changes which have been done during the last decades are showing more and more placements which can provide and person a fulfilling life. Information and communication technologies (ICT) may provide multiple assets across the full lifespan of a person with Down syndrome and their potential for use is still insufficient.

Everyone can help to make sure that we meet the Global Goals.

There are eight targets to create action to build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

Get inspired here: [Goal 9: Industry, Innovation and Infrastructure | The Global Goals](#)

GOAL 10: REDUCED INEQUALITIES



Reduce inequality within and among countries

“No one is left behind” is not just a sentence from a cartoon or just an empty phrase. It is an integral part for achieving the Sustainable Development Goals.

Inequality within and among countries has had some positive development toward reducing inequality in some dimensions, until pandemic due to COVID-19. Despite vigor efforts done by the international community who have resulted in some progress, inequalities still prevail, especially in the access to

health and education services. The most vulnerable communities, such as persons with continue to have impact as those services are quite important to them.

COVID-19 has expanded existing inequalities, hitting the poorest, most vulnerable and at-risk communities the hardest, significantly increased global unemployment and dramatically slashed workers' incomes. COVID-19 has hindered progress that has been made on gender equality and women's rights, with newly developed political events deepening the void more and more each day.

Inequalities are as well excavated for vulnerable populations, such as persons with disability /Down syndrome in countries which have underdeveloped health and social care system. Refugees and migrants, as well as indigenous peoples, older persons, people with disabilities and children are particularly at risk of being left behind. And hate discourse which is focused on vulnerable groups has been rising, especially during the past months.

Too much of the world's wealth is held by a very small group of people. This often leads to financial and social discrimination. In order for nations to flourish, equality and prosperity must be available to everyone - regardless of gender, race, religious beliefs or economic status.

We emphasize Target 10.2 PROMOTE UNIVERSAL SOCIAL, ECONOMIC AND POLITICAL INCLUSION - by 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

There are few easy things to do in order to make people aware about how they can contribute. Here are some useful tips for their everyday life that can really make a difference:

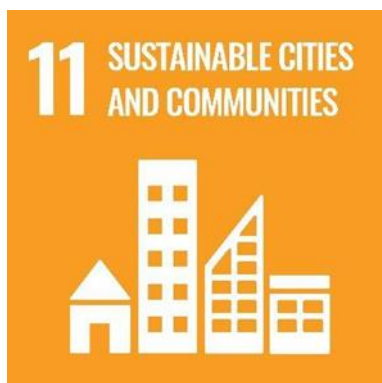
- Raise your voice against any type of discrimination. Everyone is equal regardless of their gender, race, sexual orientation, social background and disabilities.
- Visit local shelters or people with disabilities community centers, support people with intellectual disabilities in your communities and organize a conversation space to discuss the importance of the human rights or volunteer there regularly.
- Favor companies that are inclusive. Check the lists of the companies that are inclusive for people with disabilities through employment there or their products.
- Favor inclusive education for all.

Everyone can help to make sure that we meet the Global Goals.

There are ten targets to create action to reduce inequalities.

Get inspired here: [Goal 10: Reduced Inequalities | The Global Goals](#)

GOAL 11: SUSTAINABLE CITIES AND COMMUNITIES



Countries have pledged to “make cities and human settlements inclusive, safe, resilient and sustainable”. This goal aims to protect and safeguard the world’s cultural and natural heritage. More than 4.2 billion people live in cities today and by 2030, it is estimated that six out of ten people will be city dwellers. By 2030, the world is projected to have 43 megacities with more than 10 million inhabitants each. Rapid urbanization is resulting in a growing number of dwellers, inadequate infrastructure, and services, such as waste collection and water and sanitation systems, roads, and

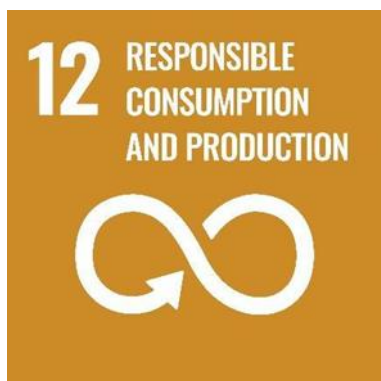
transport, worsening air pollution and unplanned urban sprawl. Rapid urbanization is also exerting pressure on fresh water supplies, the living environment, and public health. Despite numerous challenges, cities offer efficient economies of scale on many levels, including the provision of goods, services, and transportation. With risk-informed planning and management, cities can become drivers of innovation, growth, and sustainable development. Listed below are the main targets of the Sustainable Cities and Communities:

- Make sure everyone has access to safe, adequate, and cheap basic services and housing.
- Provide safe, cheap, sustainable, and accessible transportation systems for everyone, enhancing road safety, especially for increasing public transport, with a special focus on vulnerable people like people with disabilities, older people, children, and women.
- Enhance sustainable and inclusive urbanization as well as capacity for integrated, sustainable, and participatory human settlement management and planning in every country.
- Reinforce efforts to safeguard the natural and cultural heritage of the world.
- Lower the total number of people who die or are affected and reduce the financial losses triggered by disasters, with an emphasis on vulnerable people and the poor.
- Lower the negative environmental effect of cities, particularly waste management, and air quality.
- Provide accessibility to inclusive, green, and safe public spaces, especially for children and women, people with disabilities and older people.
- Support social, environmental, and economic links between rural, urban, and peri-urban areas through strengthening regional and national development planning.
- Increase the total number of cities implementing and adopting integrated plans and policies towards resource efficiency, disaster resilience, inclusion, adaptation, and mitigation to climate change, and implement the holistic Sendai Framework for Disaster Risk Reduction 2015-2030.
- Support the least developed nations, through technical and financial help, in building resilient and sustainable buildings using locally available materials.

People with Down syndrome should have a fundamental position with respect to accessibility that will improve their real inclusion in the society. At present, people with DS and ID do not have 100% accessible cities. Access to public transport, to public administrations and to a large number of services is still not adapted and with the necessary improvements for the understanding of this group. There is still much to be done in this regard. The support of entities and NGOs specialized in this field will be of paramount help in achieving it.

Get inspired here: [Goal 11: Sustainable Cities and Communities | The Global Goals](#)

GOAL 12: RESPONSIBLE CONSUMPTION AND PRODUCTION



This goal aims to ensure good use of resources, improving energy efficiency, sustainable infrastructure, and providing access to basic services, green and decent jobs and ensuring a better quality of life for all. One of the greatest global challenges is to integrate environmental sustainability with economic growth and welfare. Resource decoupling is needed to promote sustainable consumption and production patterns and to make the transition towards a greener and more socially inclusive global economy. Sustainable development will be achieved both by growing the

economies and minimizing waste. Its implementation helps to achieve overall development plans, reduce future economic, environmental, and social costs, strengthen economic competitiveness, and reduce poverty.

Listed below are the main targets of the Sustainable Consumption and Production:

- Implement the 10-year framework of programs on sustainable consumption and production.
- Achieve the sustainable management and efficient use of natural resources.
- Reduce global food waste and food losses along production and supply chains.
- Achieve the environmental management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and reduce their release to air, water and soil to minimize their adverse impacts on human health and the environment.
- Reduce waste generation through prevention, recycling, and reuse.
- Encourage companies to adopt sustainable practices into their reporting cycle.
- Promote public procurement practices that are sustainable, in accordance with national policies and priorities.
- Ensure that people everywhere have awareness for sustainable development and lifestyles in harmony with nature.
- Support developing countries to strengthen their technological capacity to move towards more sustainable patterns of consumption and production.
- Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products.
- Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, considering the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities.

SDG 12 is an enabler to achieve other SDGs, since the policies that need to be taken to achieve its targets are related to economic growth and on the use of the resources and how they have impact in the process of poverty eradication and shared prosperity, leading to achieve sustainable consumption and production patterns. In this SDG people with DS have much to contribute. They are direct consumers and, through quality education based on sustainability, they are able to make decisions that uphold the principles established by this SDG.

Get inspired here: [Goal 12: Responsible Consumption and Production | The Global Goals](#)

GOAL 13: CLIMATE ACTION



Take urgent measures to combat climate change and its impact.

Sustainable Development Goal 13 (SDG 13 or Goal 13) is about climate action. The decade between 2010 - 2019 was the warmest decade recorded in history. Currently climate change is affecting the global community in every nation across the world. The impact of climate change not only impacts national economies, but also lives and livelihoods, especially those in vulnerable conditions. By 2018, climate change continued exacerbating the frequency of natural

disasters, such as massive wildfires, droughts, hurricanes and floods. Over the period 2000–2018, the greenhouse emissions of developed countries in transitions have declined by 6.5%. However, the emissions of the developing countries are up by 43% in the period between 2000 and 2013.

The leading sources of the greenhouse gas savings that countries need to focus on in order to realize their commitments under the Paris Agreement are switching fuels to renewable energy and enhancing end-use energy efficiency.

Climate change is a global challenge that affects everyone, everywhere. Climate change is a real and undeniable threat to our entire civilization. The effects are already visible and will be catastrophic unless we act now. Through education, innovation and adherence to our climate commitments, we can make the necessary changes to protect the planet. These changes also provide huge opportunities to modernize our infrastructure which will create new jobs and promote greater prosperity across the globe.

Climate change has been demonstrated to have both a direct and indirect impact on the effective enjoyment of a wide range of human rights, including the rights of persons with disabilities. People with disabilities are often among those most adversely affected in an emergency, sustaining disproportionately higher rates of morbidity and mortality, and at the same time being among those least able to have access to emergency support.

Also, it should not be forgotten that people with disabilities, and specifically with DS and ID, should not be left behind in future actions to avoid exerting negative impacts in their daily lives that promote the effect of Climate Change.

They are and must be active agents in the defense and protection of our planet.

The adverse impacts of climate change on individuals with multiple vulnerability factors, including women and girls with disabilities, require adequate measures that take into account their specific requirements and ensure their participation in disaster response planning for emergency situations and evacuations, humanitarian emergency response and healthcare services.

The meaningful participation, inclusion and leadership of people with intellectual disabilities and their representative organizations within disaster risk management and climate-related decision-making at the local, national, regional and global levels, lies at the heart of an approach to climate action that is respectful of the rights of persons with disabilities. Train them to buy eco-friendly products, to reduce the use of paper and to bike, walk or take public transport.

There are five targets to create action to combat climate change.

Get inspired here: [Goal 13: Climate Action | The Global Goals](#)

GOAL 14: LIFE BELOW WATER



Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

Careful management of this essential global resource is a key feature of a sustainable future. SDG 14 seeks to conserve and use the oceans, seas and marine resources in a sustainable manner. It therefore seeks to prevent and reduce marine pollution of all kinds, to minimize and address the effects of ocean acidification and to regulate fisheries, among other objectives.

Rainfall, drinking water, the climate, coasts, some foods and the oxygen in the air all ultimately come from the sea and are reliant upon it. The oceans also provide vital natural resources, such as food, medicine and biofuels. The seas and oceans facilitate and contribute to the removal of waste and pollution, and their coastal ecosystems are good buffers for slowing down storm damage.

Despite the vital importance of the oceans, irresponsible exploitation over decades has led to an alarming level of degradation. The ocean is the largest carbon sink on the planet, acidity threatens many marine species, including coral reefs. Acidity ultimately disrupts the marine food chain and has negative effects on its ecosystems, including fisheries, agriculture, coastal protection, and transport and tourism. The sustainable development of the oceans requires us to take care of marine conservation areas. These areas protect the most vulnerable species and ecosystems, ensuring biodiversity.

The specific SDG 14 targets set for 2030 are:

- Sustainable management of marine and coastal ecosystems.
- Putting an end to the loss of biological diversity and the degradation of natural habitats.
- Addressing the effects of ocean acidification and regulating fishing.
- Stopping poaching and trafficking of protected species and preventing the introduction of toxic and invasive species.

People with Down syndrome and other intellectual disabilities, like other, are affected by the adverse impacts on oceans because they multiple vulnerability factors which require adequate measures that take into account their specific requirements and ensure their participation in SDG 14. The meaningful participation, inclusion and leadership of people with disabilities and their representative organizations within this SDG 14 and decision-making at the local, national, regional and global levels, lies at the heart of an approach to Life Below Water objective that is respectful of the rights of persons with disabilities.

There are few easy things to do in order to make people aware about how they can contribute. Here are some useful tips for their everyday life that can really make a difference:

- Reduce waste - much of the waste that we produce on land ends up in the oceans. Stop using plastic bags: Usage and wrong disposal of plastic is a major cause of marine pollution.
- Organize a cleanup project for rivers and oceans. Engage your whole community to clean up a local river, seaside or an ocean.
- Never buy bottled water – boil, filter, chlorine, rainwater, do what you can.
- Run a campaign on the effects of plastic use on the seas and oceans.

There are ten targets to create action to conserve and sustainably use the oceans.

Get inspired here: [Goal 14: Life Below Water | The Global Goals](#)

GOAL 15: LIFE ON LAND



This is to sustainably manage forests, combat desertification, halt and reverse land degradation and halt the loss of biodiversity. Goal 15 means protecting our land and nurturing our planet's plants, forests, insects and animals.

Nature is vital to our survival: nature provides us with oxygen, regulates our weather systems, pollinates our crops, and produces our food, feed, and fiber. However, human activity has altered almost 75% of the earth's surface and has pushed wild flora and fauna and nature to a smaller and smaller corner of the planet.

Around a million species of animals and plants are in danger of extinction. The health of the biodiversity and ecosystems on which we depend, like all other species, is deteriorating faster than ever, which is affecting the very foundations of our economies, livelihoods, food security, health and quality of life all over the world.

Deforestation and desertification (caused by human activities and climate change) pose serious challenges to sustainable development and have affected the lives and livelihoods of millions of people. Forests are vitally important for sustaining life on Earth and they play a key role in the fight against climate change. Since 1990, some 420 million hectares of trees have disappeared in favor of agriculture and other land uses. Investing in land restoration is crucial to improving livelihoods and reducing vulnerabilities and risks to the economy.

The health of our planet also plays an important role in the emergence of zoonotic diseases, that is, diseases that are transmitted between animals and humans. As we continue to invade fragile ecosystems, we increasingly come into contact with wildlife, allowing pathogens in wild species to spread to livestock and humans, increasing the risk of occurrence of diseases and amplification. Biodiversity and the ecosystems can also be the basis for climate change adaptation and disaster risk reduction strategies, as they can deliver benefits that will increase people's resilience to the effects of climate change. Forests and nature are also important for recreation and mental well-being. In many cultures, natural landscapes are closely associated with spiritual values, religious beliefs, and traditional teachings.

Some of the things we can do to help achieve SDG 15 include recycling, eating sustainably produced locally produced food, consuming only what we need, and limiting energy use through efficient heating and cooling systems. We must also be respectful of wild fauna and flora and participate only in ecotourism activities that are organized ethically and responsibly so as not to disturb wildlife. Well-managed protected areas contribute to healthy ecosystems, which in turn contributes to people's health. Therefore, it is essential to ensure the participation of local communities in the development and management of these protected areas.

While there is no direct reference to SDG 15 and persons with disabilities, we can refer to the document from the Convention on the Rights of Persons with Disabilities, which states that persons with disabilities will be "active" actors in the implementation of the SDGs. In this line, persons with disabilities through their individual action will ensure the conservation of wildlife, terrestrial life and nature in general. They will try to produce the least possible impact on the environment and be aware of it.

There are twelve targets to create action to protect and restore life on land.

Get inspired here: [Goal 15: Life on Land | The Global Goals](#)

GOAL 16: PEACE, JUSTICE AND STRONG INSTITUTIONS



To promote peaceful and inclusive societies for sustainable development, facilitate access to justice for all and create effective, accountable and inclusive institutions at all levels.

To achieve the Sustainable Development Goals, it is necessary peaceful, just and inclusive societies. People around the world should not fear any form of violence and should feel safe throughout their lives, regardless of their ethnicity, religion or sexual orientation. To advance the SDGs, we need effective and inclusive public institutions that can provide quality education and healthcare, implement fair

economic policies, and provide inclusive protection of the environment.

To achieve peace, justice and inclusion, it is important that governments, civil society and communities work together to implement durable solutions that reduce violence, do justice, effectively combat corruption and ensure inclusive participation at all times. The freedom to express one's opinions, in private and in public, must be guaranteed. People must be able to participate in the decision-making process that affects their lives. Laws and policies must be applied without any discrimination. Disputes must be resolved through well-functioning systems of justice and politics. National and local institutions must be held accountable and provide basic services to families and communities fairly and without the need for bribes.

Violence, in all its forms, has a widespread effect on societies. Violence affects children's health, development and well-being, as well as their ability to thrive, causing trauma and weakening social inclusion. The lack of access to justice means that conflicts remain unresolved and that people cannot obtain protection or redress. Institutions that do not function in accordance with the law are prone to arbitrariness and abuse of power, and are less able to provide public services for all. Exclusion and discrimination not only violate human rights, but also cause resentment and animosity, and can lead to acts of violence.

Some of the things we can do to help achieve SDG 16 include, really take an interest in the performance of our government. Raise awareness in our own community about the reality of violence and about the importance of building peaceful and just societies, and determine how we can contribute to the achievement of the SDGs in our daily lives. Exercise our right to hold elected officials accountable for their actions. Exercise our right to freedom of information and share our opinion with elected representatives. Promote change - promote inclusion and respect for people with intellectual disabilities. Together we can help improve conditions to achieve a dignified life for all. If we take the document extracted from the International CRPD, we can see how the SDG16 is legally linked to some of the articles in this document:

1. Awareness raising.
2. Equal recognition as a person before the law.
3. Access to justice.
4. Participation in political and public life.
5. International cooperation.

It is intended that persons with disabilities can be agents of change according to the agreements made following this Convention.

There are twelve targets to create action to promote peace, justice and strong Institutions.

Get inspired here: [Goal 16: Peace, Justice and Strong Institutions | The Global Goals](#)

GOAL 17: PARTNERSHIPS



The main objective of Goal 17 is to strengthen the means of implementation and revitalize the global partnership for sustainable development.

The SDGs can only be realized with strong global partnerships and cooperation. A successful development agenda requires inclusive partnerships — at the global, regional, national and local levels — built upon principles and values, and upon a shared vision and shared goals placing people and the planet at the center. Today, strong partnerships between the disability movement, institutions, organizations and the general public are needed to contribute to the fulfilment of Sustainable Development Goal (SDG) 17, which states that "a successful sustainable development agenda requires partnerships between governments, the private sector and civil society".

Without partnerships, the principles set out in the International Convention on the Rights of Persons with Disabilities would not be met, making this SDG a fundamental part of real and inclusive action for persons with disabilities.

We are all in this together. The 2030 Agenda with its 17 goals, is universal and calls for action by all countries, both developed countries and developing countries, to ensure no one is left behind.

The Global Goals can only be met if we work together. To build a better world, we need to be supportive, empathetic, inventive, passionate, and above all, cooperative.

There are nineteen targets to create action for partnerships for the goals. There are few easy things to do in order to make people aware about how they can contribute. Teach them some useful tips for their everyday life that can really make a difference:

- Work or volunteer in NGOs that are working towards the Global Goals and people with intellectual disabilities. You can contribute through various projects to achieving the Goals by 2030.
- Read about the abilities of people with Down syndrome and other intellectual disabilities. Talk to your colleagues about these issues.
- Join/create a group in your local community that seeks to mobilize action on the implementation of the SDGs.
- Encourage your governments to partner with businesses for the implementation of the SDGs.
- Stay informed!

We strengthen the partnerships together. We all have to take action!

There are nineteen targets to create action for partnerships for the goals.

Get inspired here: [Goal 17: Partnerships for the Goals | The Global Goals](#)

4. WHAT IS SERVICE-LEARNING METHODOLOGY



Service-learning is quite an ambiguous concept that is used in the literature when referring to various, and not necessarily always compatible notions.

There is a set of definitions that focuses on service-learning being a *special approach to teaching* that connects theories and concepts of scientific disciplines with current real needs and problems in the (local) community and society. Another set of definitions describe it as a *teaching method* that encourages active learning in students. Then, there are definitions that describe service-learning as an *experiential learning model*. An abundance of definitions focuses on service-learning as a *pedagogical approach* that integrates the study program and commitment to communities. Some authors define service-learning as a *process* of practical and direct application of existing educational resources of higher educational institutions in order to respond to identified community needs. And last, but certainly not the least, service-learning has been conceived in the literature as a *movement for social change*.

So, at the end, service-learning seems to be all of that - an approach, a teaching method, an experiential learning model, a pedagogy and a movement.

Taking into account diversity and particularity of learning contexts for people with Down syndrome and other intellectual disabilities, we can define service-learning as an educational approach that combines learning objectives with community service in order to provide a meaningful, pragmatic and progressive learning experience while meeting societal needs. Service-learning involves students in collaborative community-based projects with various local organizations/institutions so that students can develop, deepen and apply their knowledge, skills, critical and reflective thinking, sense of civic responsibility, and commitment to the community, thus contributing to positive changes in their (local) communities.

4.1. What is the teaching method of service learning?

Service-learning courses and/or projects, combine community service with learning content and are designed to meet and address the real needs of the community while engaging students/learners in meaningful and personally relevant service activities. Although there are different perspectives in setting up the types/models of students' engagement in service-learning projects (particularly depending on the level of education and youth cohort involved), there is a high consensus among experts that there are **four basic types of service** in service-learning projects - (I) direct, (II) indirect, (III) research and (IV) advocacy.

Direct service-learning is a type of service that directly affects people, animals or places we want to impact. These are usually organized as person-to-person, face-to-face service projects in which students engage directly with individuals receiving the service. This may include tutoring other students and adults, volunteering with minority groups, conducting art/music/dance lessons for youth, helping in a homeless shelter, helping animals in an animal shelter, or cleaning up a park in the neighborhood.

Indirect service-learning is a type of service in which you are not in the presence of a person or a thing you are impacting. These kinds of projects usually focus on broad issues and are organized as environmental projects, or community development - projects that have clear benefits to the community or environment, but not necessarily to individually identified people with whom the students are working. Examples can include compiling a town history, restoring historic structures or building low-income housing, removing invasive plants and restoring ecosystems in preserve areas for public use, building birdhouses in local or school park, or organizing a fundraising event to help underprivileged people, animals or places we want to impact.

Research-based service-learning is a type of service focused on gathering and presenting information on areas of interest and need projects that find, gather, and report on information that is needed for a certain action that might follow or decision making. Examples can include gathering information on available community services and writing a guide, conducting small-scale surveys among neighborhood residents, gathering information and creating brochures or videos for non-for-profit organizations, or water testing for local residents.

Advocacy service-learning is a type of service dominantly focused on raising awareness and/or educating others about topics of public interest. These kinds of projects usually aim to create awareness and action on some issues that impact the community. Examples can include planning and putting on public forums on topics of interest in the community, conducting public information campaigns on topics of interest or local needs, working with elected officials to draft legislation to improve communities, or organizing a 'bird night' in school neighborhood to inform everyone about the importance of saving birds' home.

Regardless of the type of service and students' engagement, service-learning is a balanced approach to experiential learning that ensures equal focus on both the service provided to the community and the learning that is occurring. It is known also as an inspirational pedagogical tool where meaningful serving and learning empowers & transforms people as well as communities.

4.2. What is a service-learning course?



Service-learning courses and/or projects can be described as experiential learning platforms that contribute to students' deeper learning about certain educational content by tackling real-life problems in their community.

There is no 'one-size-fits-all' recipe for their design, and depending on the context, such courses/project can last from just a couple of days up to the whole (academic) year.

Activities within service-learning courses/projects need to be

appropriate to participants' ages and developmental abilities so that they can understand their service experiences in the context of the underlying societal issues being addressed.

Service-learning courses/projects are designed and coordinated in partnerships that are collaborative and mutually beneficial with a shared vision and common goals to address community needs.

Partners should collaboratively develop and implement action plans to meet specified goals. There is plethora of possible partners to engage, including youth/students and their family members, community-based organizations (e.g., museums, libraries, hospitals), local businesses and entrepreneurs, local institutions (education, culture, health, social care etc.), local authorities, civil society organizations.

Partnerships in service-learning projects are characterized by frequent and regular communication to keep all partners well-informed about activities and progress. Partners usually bring different resources into the partnership that are all equally valued and used to serve the project purpose.

Service-learning projects should provide participants with a strong voice in planning, implementing, and evaluating their own service-learning experiences with guidance from adults.

Participants should be given a space to be involved in the decision-making process throughout their service-learning experiences so as to promote the acquisition of knowledge and skills that will enhance youth leadership and their participation in decision-making.

Together with teachers and partners, participants should engage in creating a safe environment that supports trust and open expression of ideas and opinions.

4.3. What is the difference between community service and service- learning?

Service-learning is a multifaceted teaching and learning process that can be uniquely tailored and adapted to different age levels, community needs, and learning goals. Seeking to engage individuals in thoughtfully structured activities that simultaneously combine and balance both community service and learning, service-learning has particular attributes that distinguish this pedagogy from other community-based concepts (e.g., volunteering, internships, project-based learning). Volunteering, as we all know, is a philanthropic act where you give your time and service by offering to do something that is intended to promote goodness and improve the quality of life for humans and/or animals. Service-learning, on the other hand, is an amalgamation of studying and volunteering where one compliments the others. Both volunteer service and learning go hand in hand at the same time, helping students to reflect on the experiences from both. Those who join service-learning share their learnings, troubleshoot difficulties, and accumulate their experience into meaningful (classroom) discussions in order to better apply their education to the real world. The easiest way to describe that difference is by an example. If students organize themselves to clean up a local park or a beach for example, that would be considered as their volunteering contribution. However, if they engage in the journey of inquiry, critical reflection and proposing possible solutions, that would be considered as service-learning. That would assume students' engagement in asking questions like: who is actually throwing all that garbage in our parks and beaches? Why do people behave in such a way? Are there enough garbage cans in that park, or on that beach? What can we do to raise awareness among our co-citizens about keeping our parks and beaches clean? In the case of volunteering, anyone can be a part of any project, and no specific skill set is required as such. On the other hand, service-learning has to involve learning/classroom sessions in the volunteer work, so that there's a relation between the theory and the practical.

4.4. What are the advantages of service learning?

There are many advantages of service-learning that have been recorded in many research studies worldwide. Due to key characteristics of service-learning as a powerful pedagogical tool, students' learning becomes social, emotional, cognitive, multicultural and interpersonal. Through service-learning, students can develop skills that can further help them to observe, identify and distinguish other people's emotions, manage (evaluate and regulate) their own emotions, establish and maintain positive relationships, take responsible decisions, cope with new interpersonal situations and improve their academic performance. Service-learning offers to students and teaching staff opportunities to explore and to understand social perspectives by harnessing and investigating the individual differences in cognitive and emotional patterns that can be revealed during the learning process. Students benefit from service-learning as a real-world application of their learning. Service-learning approach offers them a real platform to question, investigate, analyze, practice, review, reassess, and reflect, all with the guidance and support of knowledgeable teachers. Service-learning helps them see the applicability, viability and purpose of their study (their learning), while building their understanding of both learning content and its relation to various societal issues.

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