



YOUABLE

ToT Methodology

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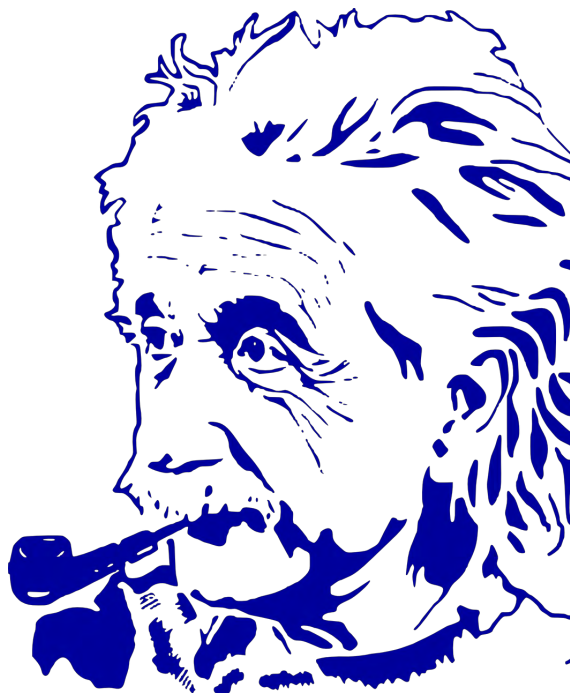
YouABLE: ToT Methodology



Association for research, education and development "Marketing Gate"
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Genius is 1% talent and 99% hard work.

Albert Einstein



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A dark blue brick wall with a single light fixture casting a warm glow. The text is centered on the wall.

DON'T BE
A PRISONER
OF YOUR
PAST

BE THE
ARCHITECT
OF YOUR
FUTURE

1. YouABLE: Introduction

This Methodology is developed in the framework of realization of the CBY project “mYOUTH Leaders for SustainABLE Development” [617687-EPP-1-2020-1-MK-EPPKA2-CBY-ACPALA].

This Methodology, prepared in the framework of YouABLE project, is focused on providing the youth with the knowledge about digital marketing ‘8Ps’ and Social media tools aimed to generate and increase the pressure on public authorities and business sector for the implementation of Sustainable Developments Goals [SDGs]. Also, the project offers opportunities to youth participants to enhance their skills in line with the new European Green Deal, respecting's Europe 2020 Growth Strategy and the EU Youth Policy Cooperation as “skills of the future”.

Special focus is done on exchanging ICT know-how about of the key elements, tools and methods of Digital marketing instruments, especially through using Social media.

YouABLE ToT Methodology is a mosaic of four modules:

- [a] Sustainable Development Goals [SDGs];
- [b] European Green Deal
- [c] Digital Marketing as contemporary philosophy of working and
- [d] Social Media as obligatory tool of our living daily.

YouABLE ToT methodology intends to disseminate the good practices, knowledge and entrepreneurs' know-how to involve participants to be more aware of the importance of everyone's contribution to saving the Earth implementing SDGs.

In this context, the project gathers 11 participating organizations from 10 countries: Bulgaria; Finland; Greece; Hungary; Italy; Kazakhstan; Kyrgyzstan; Nepal; North Macedonia; and Uzbekistan.

The methodology is published in 12 languages.

With the key methodology's choices outlined and justified, the next step for trainers is to upgrade the limitations of its design. No research design or methodology is perfect – there will always be trade-offs between the “ideal” design and what's practical and viable, given constraints.

Methodological limitations can vary greatly from trainer to trainer, from country to country, ranging from common issues such as time and budget constraints to issues of sample or target group selection bias. For example, you may find that you didn't manage to draw in enough respondents to achieve the desired sample size (and therefore, statistically significant results), or your sample may be skewed heavily towards a certain demographic, thereby negatively impacting representativeness.

It's important for the trainers to be critical of the shortcomings of our methodology. There's no use trying to hide them (your marker will be aware of them regardless). By being critical, you'll demonstrate to your marker that you have a strong understanding of research design, so don't be shy here.

This YouABLE training methodology is an opportunity to become an active participant in your community's future, whether you work in the private or public sector or for a civil society organisation, as a citizen, youth worker, teacher, social entrepreneur, concerned parent, pensioner, recent school leaver or university graduate.

If you want to teach SDGs, take part in SDGs education or facilitate such conversations where you live, this course is for you.

At the same time, don't beat our methodology to death. State the limitations, why these were justified, how you mitigated their impacts to the best degree possible, and how our methodology still provides value despite these limitations.



2. Re-design the human presence on Earth

Now is the time for transforming humanity's planetary impact from predominantly degenerative to regenerative! It is our generations, those alive today, who face the task of regenerating the healthy, life-supporting functions of marine and terrestrial ecosystems everywhere. In doing so we will create the basis for thriving local communities and vibrant circular bio-economies.

This is the promise ahead, if we come together across sectorial, national and ideological divides to collaborate in implementing the United Nations 2030 Agenda for Sustainable Development at the local, regional and global scale.

It is time to get to work – one community at a time!

Sustainability is not an end point in a journey; it is a community-centred process of learning how to live sustainably and regeneratively in a particular locality with its ecological and cultural uniqueness. Everyone in that place can take the leadership to start or participate in culturally-creative conversations about how to collaboratively create specific projects aimed at implementing priority SDGs in their community.

We live in a time when if we just look at the hard science of climate change we could despair and say maybe it is already too late. But we **don't think that is a way to live into the future. We need to now work miracles** because what is likely is unthinkable and unconscionable. We really need to make the impossible happen.

Regenerative design — creating regenerative cultures — is about building the capacity of people in place to respond to transformation and change in ways that create a healthier, more vibrant, more vital system that can move on into the future.

So regenerative cultures will look different in every place.

They are expressions that come out of the story of place and the potential that each place has — socially, economically and ecologically. The core element is basically to work with people and build their capacity to manifest that potential.

We are really in a key point in human history.

If we don't take this window of opportunity of the next two, three, four, maybe five years and begin a long journey of redesigning the human presence on Earth — the human impact on Earth from being degenerative and exploitative to being regenerative and collaborative — then there might not be a future for our species on this planet. So this is literally about human survival.

We are choosing to be hopeful!

We could be distraught and say we don't have a future but that is not a way to live into the future. I feel that we are at a point of inflection. The planetary immune response is kicking in.

Life wants to continue.

We can achieve this — through us, human beings moving into this regenerative design frame and becoming part of the reGeneration rising — there is still a chance that we can make it.

We have to start today!



The future starts today,
not tomorrow!

Pope John Paul II

3. YouABLE: ToT Activity Focus

The focus of Training of Trainers [ToT] methodology should be the transfer of solutions to different questions and exercises with respect to the specific context and activities in the classroom.

Non-formal education working methods and tools will be used throughout the training creating a productive and inspiring environment and giving the opportunity to the participants to have to experience what non-formal mLearning is.

The goals and contents, as well as the planned methodology, should therefore not be presented to the participants at the start of the course. Rather, they should evolve from a common discussion between trainer and participants - the learning steps will be reflected and intensified by exercises. The participants will be engaged in the design and delivering small non-formal activities such as team-building games, simulations, role-playing, storytelling, problem solving and cooperative challenges, interactive workshops, brainstorming sessions, outdoor activities.

Experience- and practice-oriented methodologies will be used to give the opportunity to work on complex tasks independently and actively.

By planning and mock-teaching lessons, the participants will reflect both their own working style and the elements of the YouABLE modules.

This Methodology give us an opportunity to become an active participant in our community's future, whether our work in the private or public sector or for a civil society organisation, as a community organizer, teacher, social entrepreneur, concerned parent, pensioner, recent school leaver or university graduate.

We can take part simply to engage with others in your community to explore the best opportunities to make a positive difference in collaboration with others. Alternatively, we can take part with the intention to become a multiplier of such conversations by learning how to use the SDGs Flashcards and the detailed workshop script to facilitate such conversations and initiate such projects around your community.

If you are a teacher, academic, civil servant or consultant, for example, taking part in the training will almost certainly contribute positively to your professional practice.



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Worldwide

780 MILLION ADULTS AND
103 MILLION YOUNG PEOPLE
(ages 15-24) are illiterate!

SDG 04: EDUCATION

YouABLE

4. YouABLE: Training concept

This Methodology is a training manual for trainers who will conduct a workshop to train educators at implementing priority SDGs in their community with the following objectives:

- To introduce background information and basic concepts of SDGs to workshop participants
- To increase awareness regarding the overarching aim of the European Green Deal is for the European Union to become the world's first "climate-neutral bloc" by 2050.
- To help participants experience fundamental notions of Digital Marketing and related learning and teaching methods
- To encourage participants to explore methods and opportunities through which they may practice Social Media tools in non-formal and other educational settings

The minimum TOT duration is FOUR days (one day for each module).

The focus of YouAble modules is on practical non-formal teaching activities. The workshops require participants' active involvement and participation during the whole learning process.

Accordingly, each session consists of lectures, discussions, activities, as well as reflection and constant dialogue with facilitators and among participants.

Teacher-trainers may consult this workshop manual but modify the curriculum structure or content if needed.

Depending on the goals of a given training, the duration of a certain module can be extended, above all, with practical creative activities.

When training trainers/teachers, not only are their own profiles of high importance, but also those of their students/participants

This guide assumes that the workshop trainers will play the role of a facilitator. Facilitators do not merely 'transfer' their own knowledge.

They should instead encourage workshop participants to share ideas, share opinions, and actively engage in workshop activities.

Training material

The course will work with the YouABLE modules prepared by the project partners. Other materials will be produced by the participants, so stationary such as laptops, smartphones, large flipchart paper, moderation cards, marker pens, etc. will be needed.

Room equipment

A large room is required for the course, so that small groups can work together without disturbing each other. Alternatively, the course needs a second room so that some of the groups can work there.

Internet connection is obligatory.

The main room needs to be equipped with a whiteboard and a computer connected to a projector or large TV for PowerPoint presentations. We will also need free wall space or pin walls for work with moderation cards and posters.

Certification & Evaluation

Participants will receive a participation certificate [Youthpass].

YOUTH WORKER

I THINK THAT THE YOUTHPASS IS MOST IMPORTANT FOR YOUNGSTERS THEMSELVES.

I KNOW THAT OUR YOUNGSTERS HAD PUT THE YOUTHPASS INTO A FRAME ON THE WALL AT HOME.



5. YouABLE: ToT participants

The focus on the participant (maximum 30 per training) is a fundamental and basic element before starting to plan the contents to ensure active participation. The type of participants of this course will necessarily change some of the final objectives, but above all, it will change the didactic and content approach of the theme a lot.

Reflecting on Characteristic of Workshop Participants

It is advised to organize the workshop with the characteristics of the participants involved in mind (e.g., participant group composition, purpose of participating, their experiences in relevant areas). For example, if the participants are unfamiliar with one another, it is important to build rapport through 'ice breaking' activities at the beginning of the workshop, and so it is recommended to plan a simple activity for introductions.

If participants profiles are university students or professionals with a higher proficiency in the target language, the didactic content of "YouABLE Methodology" will have a rather high scope, with the possibility of also investigating more technical and complicated aspects of the SDGs, Green Deal, Marketing & Social media, including the use of professional and high-level annexed materials. The lower the student skill level, the more necessary it will be to rethink the teaching method and the way it transmits the contents.

Building Relationships with Participants

For a workshop to have strong communication and participation, it is important for the trainer to produce a collaborative learning experience with the participants. The trainer should closely communicate with participants while treating them in a genuine manner and being sensitive to their needs. In addition, the trainer must be clear when explaining and detailing what he or she wishes to convey, work responsibly, and adhere closely to scheduling.

Competence focus

Competence can be described as the combination of training, skills, experience and knowledge that a person has and their ability to apply them to perform a task safely. Other factors, such as attitude and physical ability, can also affect someone's competence.

The existing competences of the participants should be integrated into the course as much as possible. They should be addressed by the methodological approach and used constructively for knowledge transfer. Individual skills should be supported.



The participants' skills decisively determine the didactic approach in the training classroom, the choice of contents (or at least the choice of the contents to which we want to give greater importance) and the use of materials.

It is therefore essential that the teacher knows in advance which type of student they will work with (at least in broad terms: teaching "YouABLE: ToT Methodology" in a secondary high school or in universities will be different from teaching it to a class of Public authorities representatives) so as to start lessons with the right approach in the first lesson.

However, many discoveries only happen in the classroom after the course has begun. It is, therefore, necessary to be flexible with the circumstances, but fortunately, the teaching materials of this curriculum are meant to be.



6. Workshop Planning and Preparation

Before beginning the workshop, the facilitator should be familiar with the guidebooks and course materials, as well as the workshop activities, time allotment, and discussion questions that participants will engage in. Sufficient practice will help you handle unexpected situations that may occur during the actual workshop. Additionally, it is helpful to prepare necessary materials in advance while reading and studying the reference materials introduced in this guidebook.

Creating the Workshop Environment

The workshop is based heavily on participant engagement, communication, and collaboration, so it is important to create a suitable environment for this.

- At the beginning of the workshop, it is necessary to remind participants that they are all part of the learning community and encourage them to participate actively.
- In order to facilitate active communication it is advised to create an inviting environment for participants, such as arranging a circle of chairs to encourage them to be openly engaged in dialogue.
- It is recommended to clearly communicate to participants on the goals of the workshop and to post those expectations/guidelines in a easily seen location to serve as a reminder.
- Displaying participants' creations (writing or drawing made through group works and workshop activities) in the workshop venue is helpful to set a learning atmosphere.

Identifying Workshop Flow and Being Prepared for Change

The trainer should be mindful of the workshop's flow and respond appropriately when necessary. If the workshop proceeds in an unplanned direction (e.g., participant attendance is low, discussions are overheated, a session is delayed or cancelled), be open with participants. In cases of delay or cancellation, ask for their reasons and find other methods to deal with those circumstances (e.g., suggest alternative programs, reduce the number of activities if delays occur). If participants are not actively involved (e.g., growing fatigue, embarrassment, lack of interest), be sure to identify the cause and respond accordingly.

Cooperation, communication, team building

The social situation and cultural background of the participants strongly influences their learning process. Therefore the interpersonal relationships between the trainer and the participants should be of great importance. It is important to start the course with a team building element and to choose methodologies which support collaboration, loyal consultation, exchange, and interaction between the participants.

Supporting and intensifying knowledge transfer

The examples and exercises used during the training will refer as much as possible to the training goal. In this way, we can obtain a workplace-related training. The trainer works according to the didactical concept and all participants can reach their cognitive training goals: “Awareness – Knowledge – Understanding – Application – Mastery”.

Differentiation of the group

While all the training participants will be teachers in the context of SDGs / Green Deal / Marketing / Social media education, there might be differences in focus, knowledge, expertise and competences.

It is important to identify these differences and to adapt your working style and methodological-didactical approaches to the different participants and technical focus area and institution.



7. YouABLE Module 1: SDGs

Sustainable development has been defined in many ways, but the most frequently quoted definition is from *Our Common Future*, also known as the Brundtland Report:

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:

1. the concept of needs, in particular the essential needs of the world's poor, to which overriding priority should be given; and
2. the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs."

The concept of sustainable development can be interpreted in many different ways, but at its core is an approach to development that looks to balance different, and often competing, needs against an awareness of the environmental, social and economic limitations we face as a society.

Sustainable Development Goals [SDGs]

SDGs, also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

The 17 SDGs are integrated—they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

Countries have committed to prioritize progress for those who're furthest behind. The SDGs are designed to end poverty, hunger, AIDS, and discrimination against women and girls.

The creativity, knowhow, technology and financial resources from all of society is necessary to achieve the SDGs in every context.

It's estimated that approximately 700 million people still live on less than US\$1.90 per day, a total of 1.3 billion people are multi-dimensionally poor, including a disproportionate number of women and people with disabilities and 80% of humanity lives on less than US\$10 per day. Increasingly, middle-income countries account for a large part of this trend.

Some countries are disproportionately affected by shocks and stressors such as climate change, disasters, violent extremism, conflict, economic and financial volatility, epidemics, food insecurity and environmental degradation. Climate-related disasters have increased in number and magnitude, reversing development gains, aggravating fragile situations, and contributing to social upheaval.

If sustainable development focuses on the future, does that mean we lose out now?

The 2030 Agenda for Sustainable Development [<https://sdgs.un.org/goals>], adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership.

They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

In order to make the 2030 Agenda a reality, broad ownership of the SDGs must translate into a strong commitment by all stakeholders to implement the global goals. DSDG aims to help facilitate this engagement.



Topic of scenario	Sustainable Development Goals [SDGs]
Summary of the scenario / background	<p>Youth will learn about the SDGs and their significance.</p> <p>SDGs, also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.</p>
Duration	8 hours = 2 sessions * 4 hours each
Short group or participants description	In total maximum 30 participants. Working in the group from 10 participants aged from 15 to 30. Selection will be made through a process of filling an e-form with basic information. Priority will have youth proposed from NGOs and other organization and institution included in this field of youth work.
Aims of the Activity	Make youth aware of SDGs importance
Learning Objectives	<p>After this module, the participants will be able to:</p> <ul style="list-style-type: none"> (a) Define and explain the 17 SDGs; (b) Describe their targets and interconnectivity; (c) Explain what causes the issues which inhibit or slow down sustainable development; (d) Identify key trouble aspects in the individual countries, and (e) Addressing and evaluating the progress of the SDGs.
Acquired Skills	The ability to work independently and in the team; Good interpersonal and communication skills; Good planning and organizational skills; Initiative and leadership qualities, with the ability to relate to young people; A non-judgmental attitude.
Materials	computer, LCD projector, Wi-Fi (if possible), flipchart; sheets of paper, pencils, pens, stickers etc.
Methods	<p>Non-formal teaching/training and learning methods:</p> <ul style="list-style-type: none"> * Communication methods: interaction, dialogue, mediation * Activity-based methods: experience, practice, experimentation * Socially-focused methods: partnership, teamwork, networking; * Self-directed methods: creativity, discovery, responsibility; * Team Building games and Icebreakers.
Evaluation/ Assessment, PRE/POST tests	<p>This scenario will be tested before and after being carried out. Pre/Post tests will be prepared (Duration: 5 - 10 minutes).</p> <p>Aim of the test is an assessment intended to measure youth workers knowledge& skill pre/post realized non-formal learning activities focused on main ideas:</p> <p>Define the SDGs and explain how SDGs meets the needs of the present without compromising the ability of future generations.</p>



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MORE THAN SIX MILLION
CHILDREN STILL DIE
Before their fifth birthday

SDG 03: GOOD HEALTH

YouABLE

8. Tools, methodologies and approaches in support of the implementation of the SDGs Agenda

The Multidimensional Poverty Index

MPI produced by the United Nations Development Programme (UNDP) and the Oxford Poverty and Human Development Initiative measures poverty by considering various deprivations experienced by people in their daily lives, including poor health, insufficient education and a low standard of living. It identifies the ways in which people are being left behind by looking into three key dimensions – health, education and living standards – through 10 different indicators. The index allows comparisons across countries. It looks into disparities within countries disaggregating by age groups, urban/rural areas and subnational regions.

[More detailed <http://hdr.undp.org/en/2021-MPI>]

The Rapid Integrated Assessment

RIA tool helps to facilitate mainstreaming of SDGs into national and local plans by assisting countries to assess their readiness to implement the SDGs. The assessment is a first step in the process of localizing the SDGs. It reviews the current National and Sub-national Development Plans, policies and relevant sector strategies, and provides an indicative overview of the level of alignment between the plans/strategies and SDG targets. The tool suggests clear steps for a rapid integrated assessment of the SDGs, interlinkages across targets and thereby also identify the potential need for multi-sectoral coordination around the achievement of specific SDG targets.

The primary target audience for this toolkit is policymakers at the national and sub-national levels. This includes stakeholders from the government (head of state's office, finance, planning, subnational bodies, sectoral ministries, national statistics office).

Other experts and practitioners – in particular from multilateral and bilateral agencies, NGOs and civil society – may also find this toolkit useful when developing plans to implement the SDGs and in supporting government partners

[See <https://www.undp.org/publications/rapid-integrated-assessment>]

Leave No One Behind framework.

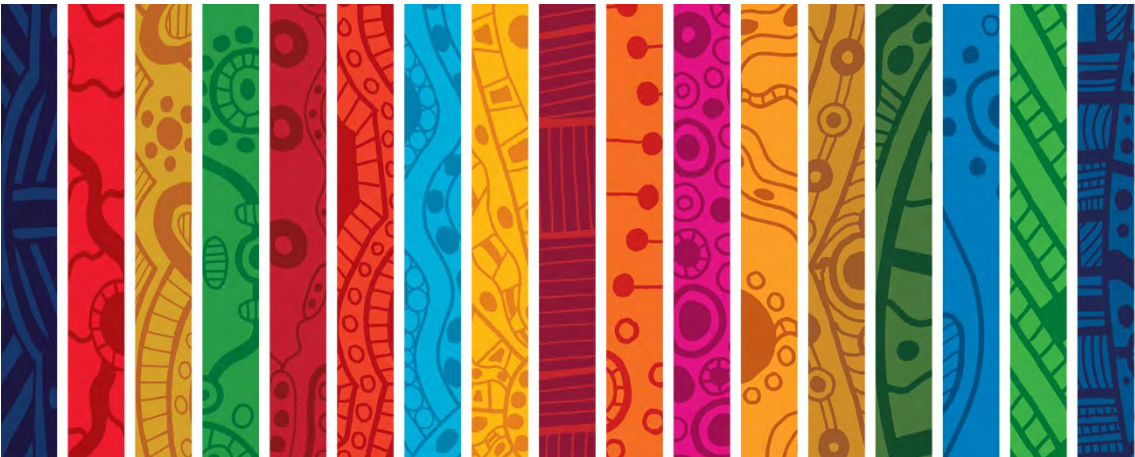
This framework is a practical framework for national dialogue that governments and stakeholders can use to act on the pledge to 'leave no one behind' (LNOB) in a way that enables and accelerates progress to achieve the SDGs. Five factors are proposed as key to understanding who is being left behind and why: discrimination; place of residence; socio-economic status; governance; and vulnerability to shocks. The factors can be applied using a three-pronged approach: to examine the disadvantages people face in and across the five factors; empower those who are being left behind (or who are at risk of being left behind); and to enact inclusive, far-sighted and progressive SDG policies. The framework is a precursor to an operational guide that will be taken forward systemwide under the auspices of the UN Sustainable Development Group.

[See more detailed <https://www.undp.org/publications/what-does-it-mean-leave-no-one-behind>]

The International Futures Global Forecasting tool.

IFs is a computable general equilibrium (CGE) model consisting of 12 interlinked modules/systems. It is produced and maintained by the Pardee Center at the University of Denver. The model can be used to provide analytical insights on the benefits of country reforms, SDG interventions or shocks. As part of UNDP's collaboration with Pardee center, the model also contains an SDG module allowing the user to track progress on several SDG indicators and targets from policy interventions. The model can be applied for both country, regional and global analysis.

[See https://unsdg.un.org/sdg_toolkit/international-futures/]



9. YouABLE Module 2: Green Deal – a roadmap to sustainable economies

The European Union's (EU) Green Deal is the EU's main new growth strategy to transition the EU economy to a sustainable economic model.

More details in: [https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en].

Presented in December 2019, the overarching objective of the EU Green Deal is for the EU to become the first climate neutral continent by 2050, resulting in a cleaner environment, more affordable energy, smarter transport, new jobs and an overall better quality of life.

There are a number of funding mechanisms in place to facilitate the EU Green Deal, totalling over €1 trillion. This investment will fund the delivery of the policy reform needed for the EU's economic growth and climate neutrality.

The main elements of the EU Green Deal are: Climate action; Clean energy; Sustainable industry; Buildings and renovations; Sustainable mobility; Eliminating pollution; Farm to Fork; Preserving biodiversity; Research and development; Preventing unfair competition from carbon leakage.

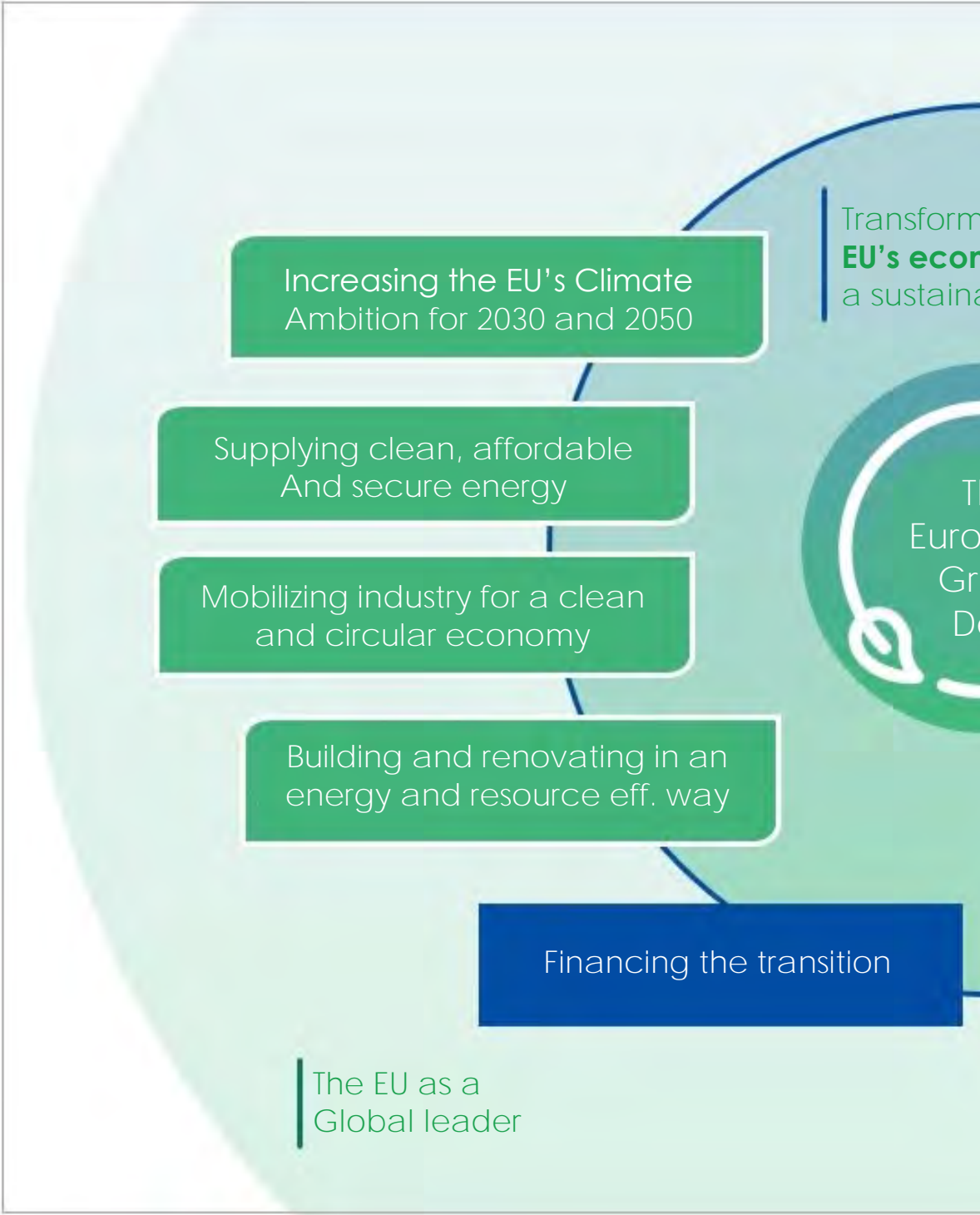
The European Green Deal presents a roadmap for making the EU's economy sustainable by turning climate and environmental challenges into opportunities across all policy areas and making the transition just and inclusive for all.

The European Green Climate change and environmental degradation are an existential threat to Europe and the world. To overcome these challenges, the European Green Deal will transform the EU into a modern, resource-efficient and competitive economy, ensuring:

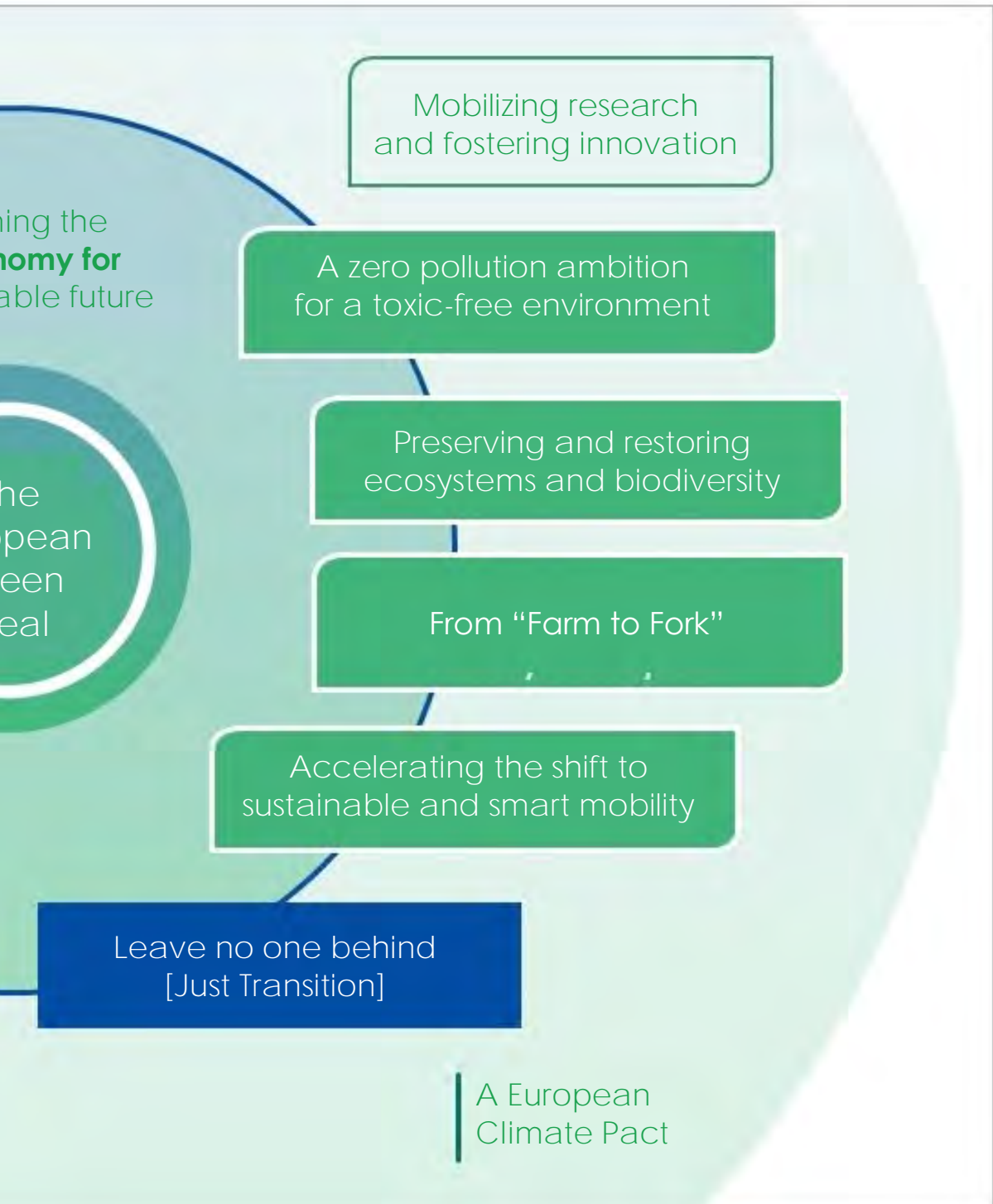
- no net emissions of greenhouse gases by 2050
- economic growth decoupled from resource use
- no person and no place left behind

The European Green Deal is also our lifeline out of the COVID-19 pandemic. One third of the 1.8 trillion euro investments from the NextGenerationEU Recovery Plan, and the EU's seven-year budget will finance the European Green Deal.

Climate change and environmental degradation are an existential threat to Europe and the world. The European Green Deal will transform the EU into a modern, resource-efficient and competitive economy.



The EC adopted a set of proposals to make the EU's climate, energy, transport and taxation policies fit for reducing net greenhouse gas emissions by at least 55% by 2030, compared to 1990 levels.



The overarching aim of the European Green Deal is for the European Union to become the world's first “climate-neutral bloc” by 2050. It has goals extending to many different sectors, including construction, biodiversity, energy, transport and food.

The plan includes potential carbon tariffs for countries that don't curtail their greenhouse gas pollution at the same rate. The mechanism to achieve this is called the Carbon Border Adjustment Mechanism (CBAM). It also includes:

- a circular economy action plan,
- a review and possible revision (where needed) of the all relevant climate-related policy instruments, including the Emissions Trading System,
- a Farm to Fork strategy along with a focus shift from compliance to performance (which will reward farmers for managing and storing carbon in the soil, improved nutrient management, reducing emissions, ...),
- a revision of the Energy Taxation Directive which is looking closely at fossil fuel subsidies and tax exemptions (aviation, shipping),
- a sustainable and smart mobility strategy and
- an EU forest strategy. The latter will have as its key objectives effective afforestation, and forest preservation and restoration in Europe.

It also leans on Horizon Europe, to play a pivotal role in leveraging national public and private investments. Through partnerships with industry and member States, it will support research and innovation on transport technologies, including batteries, clean hydrogen, low-carbon steel making, circular bio-based sectors and the built environment.

The EU plans to finance the policies set out in the Green Deal through an investment plan – InvestEU, which forecasts at least €1 trillion in investment. Furthermore, for the EU to reach its goals set out in the deal, it is estimated that approximately €260 billion a year is going to be required by 2030 in investments.

Topic of scenario	European Green Deal
Summary of the scenario / background	<p>Youth will learn about the European Green Deal - an ambitious strategy for making the EU's economy sustainable; it outlines and bolsters major changes across all policy areas to make Europe climate neutral by 2050.</p> <p>The effective implementation of the European Green Deal depends on the active participation of all parts of society.</p>
Duration	8 hours = 2 sessions * 4 hours each
Short group or participants description	<p>In total maximum 30 participants.</p> <p>Working in the group from 10 participants aged from 15 to 30.</p> <p>Selection will be made through a process of filling an e-form with basic information.</p> <p>Priority will have youth proposed from NGOs and other organization and institution included in this field of youth work.</p>
Aims of the Activity	Make youth aware for overarching aim of the <i>European Green Deal</i> is for the European Union to become the world's first "climate-neutral bloc" by 2050.
Learning Objectives	<p>After this module, the participants will be able to:</p> <ol style="list-style-type: none"> to understand the goals of the European Green Deal; to engage citizens and all parts of society in climate action; to increase the public awareness for building Europe a climate-resilient society by 2050, fully adapted to the unavoidable impacts of climate change
Acquired Skills	The ability to work independently and in the team; Good interpersonal and communication skills; Good planning and organizational skills; Initiative and leadership qualities, with the ability to relate to young people; A non-judgmental attitude.
Materials	computer, LCD projector, Wi-Fi (if possible), flipchart; sheets of paper, pencils, pens, stickers etc.
Methods	<p>Non-formal teaching/training and learning methods:</p> <ul style="list-style-type: none"> * Communication methods: interaction, dialogue, mediation * Activity-based methods: experience, practice, experimentation * Socially-focused methods: partnership, teamwork, networking; * Self-directed methods: creativity, discovery, responsibility; * Team Building games and Icebreakers.
Evaluation/ Assessment, PRE/POST tests	<p>This scenario will be tested before and after being carried out. Pre/Post tests will be prepared (Duration: 5 - 10 minutes).</p> <p>Aim of the test is an assessment intended to measure youth workers knowledge& skill pre/post realized non-formal learning activities focused on main ideas:</p> <p>Define Green Deal and explain how Green Deal meets the needs of the present without compromising the ability of next generations.</p>



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In developing countries,

**7 IN 100 CHILDREN
WILL NOT SURVIVE**

beyond the age of 5

SDG 01: NO POVERTY

YouABLE

10 YouABLE Module 3: Digital Marketing

Digital marketing is the use of digital or social channels to promote a brand or reach consumers. This kind of marketing can be executed on the internet, social media, search engines, mobile devices and other channels. It requires new ways of marketing to consumers and understanding the impact of their behavior.

Any marketing that uses electronic devices and can be used by marketing specialists to convey promotional messaging and measure its impact through your customer journey. In practice, digital marketing typically refers to marketing campaigns that appear on a computer, phone, tablet, or other device.

Digital marketing take many forms, including online video, display ads, search engine marketing, paid social ads and social media posts. Digital marketing is often compared to “traditional marketing” such as magazine ads, billboards, and direct mail.

Oddly, television is usually lumped in with traditional marketing.

Digital marketing creates growth

Digital marketing should be one of the primary focuses of almost any business's overall marketing strategy. Never before has there been a way to stay in such consistent contact with your customers, and nothing else offers the level of personalization that digital data can provide. The more you embrace the possibilities of digital marketing, the more you'll be able to realize your company's growth potential.

Digital marketing lets you communicate with your target groups in real-time. More importantly, it lets them communicate with you.

Think about your social media strategy. It's great when your target audience sees your latest post, but it's even better when they comment on it or share it. It means more buzz surrounding your product or service, as well as increased visibility every time someone joins the conversation.

Marketing Defined

Here is a formal definition of marketing:

Marketing is a total system of interacting business activities designed to plan, price, promote, and distribute want-satisfying products and services to consumers and business-to-business users in a competitive environment, at a profit.

What is a 4P marketing mix?

A marketing mix comprises the elements an organization might use to execute a successful marketing plan.

The term was coined in the late 1940s, and Harvard professor Neil Borden used it in his 1953 address to the American Marketing Association.

The 4P Marketing Mix allows you to map out four controllable factors affecting your company profits: product, place, promotion, and price. By deciding on the mix of these four factors, you can determine the ideal way to take a new project or service to market.

What are the 4 Ps?

The 4 Ps stand for: Product, Place, Promotions, and Price.

1. Product: is the tangible good or service that satisfies the target audience's needs.
2. Place: refers to where and when the product is available.
3. Promotions: include advertising, digital marketing, PR, event marketing, direct marketing, personal selling, channel marketing, and alliances.
4. Price: consists of the policies regarding basic price, upgrades, discounts, coupons, distributor price, etc.

Benefits of marketing mixes

An effective marketing mix can help your business develop strengths and limit weaknesses, become more competitive, adapt to the market, and collaborate with partners. Specifically, a marketing mix can help your NGO or association answer the following questions:

- Who is your target group?
- What problem do they have?
- What prevents them from solving it?
- How does your project activities solve that problem?
- How does your stakeholders feel about your competitors?
- How do they feel about your project?
- What motivates them to make a participating decision?

As with many things invented more than 60 years ago, the 4P's have also been updated to reflect the needs of modern businesses.

What are the 8 Ps?

Instead of a total focus on products, the new 8P's are flexible enough to include the role of customer service and adapt to businesses which sell services instead of products.

Let's look at the "New 4P's," which extend this model to service-based businesses and a customer-service oriented world.

5. People

Selecting, recruiting, hiring, and retaining the people who will do the job that needs to be done is among the most important parts of business.

6. Process

As tempting as it is to think of process in terms of your needs, to market-ers process is in fact what your customers experience. The process issues that are most annoying for a customer are the process elements which put the provider's convenience ahead of the customer's.

7. Physical evidence

All the visible and tangible traces of your business that a customer encounters prior to buying are the physical evidence.

Advertising, signage, your reception area, your corporate brochure, even staff clothing are part of the physical evidence of your business. Use physical evidence to stand out from the competition and create a strong brand image.

8. Productivity

As with process, this is less about your internal productivity than your ability to deliver to your customers. Productivity in this regard is always combined with quality – you supply the best quality every time.

The 8 P's (or sometimes 5 P's) are your "marketing mix."

Note that each element must be consistent with the other!



DIGITAL
MARKETING
IS MORE
THAN JUST
GETTING
LIKES
AND
COMMENTS.

- *Rahul Pandey*

Topic of scenarios	DIGITAL MARKETING
Summary of the scenario / background	<p>Digital marketing is the component of marketing that utilizes the internet and online-based digital technologies such as desktop computers, mobile phones, and other digital media and platforms to promote products and services. A broad term that refers to the uncontrollable urge to use digital devices such as computers, smartphones, and gaming systems.</p> <p>Youth workers can use this knowledge to get inspired and create effective and interesting advertisements for their activities / projects / products.</p>
Duration	8 hours = 2 sessions * 4 hours each
Short group or participants description	<p>In total minimum 30 participants.</p> <p>Working in the group of 10 participants aged from 15 to 30.</p> <p>Selection will be made through a process of filling an e-form with basic information.</p> <p>Priority will have youth proposed from NGOs and other organization and institution included in this field of youth work.</p>
Aims of the Activity	Make youth aware that the digital marketing should be SMART: (Specific, Measurable, Achievable, Relevant and Time Related);
Learning Objectives	<p>The participants will increase knowledge regarding:</p> <ul style="list-style-type: none"> • Global reach - a website allows you to find new markets and trade globally for only a small investment. • Lower cost - can reach the right target group at a much lower cost than traditional marketing methods. • Trackable, measurable results - measuring your online marketing with web analytics • Social currency - digital marketing lets you create engaging campaigns using content marketing tactics.
Acquired skills	The ability to work independently and in the team; Good interpersonal and communication skills; Good planning and organizational skills; Initiative and leadership qualities, with the ability to relate to young people; A non-judgmental attitude.
Materials	computer, LCD projector, Wi-Fi (if possible), flipchart; sheets of paper, pencils, pens, stickers etc.
Methods	<p>Non-formal teaching/training and learning methods:</p> <ol style="list-style-type: none"> 1. Communication-based: interaction, dialogue, mediation; 2. Activity-based : experience, practice, experimentation; 3. Socially-focused: partnership, teamwork, networking; 4. Self-directed: creativity, discovery, responsibility; 5. Team Building games and Icebreakers.
Evaluation/ Assessment, PRE/POST tests	<p>This scenario will be tested before and after being carried out.</p> <p>Pre/post tests will be prepared (Duration: 5 - 10 minutes)</p> <p>Aim of the test is an assessment intended to measure youth workers knowledge& skill pre/post realized non-formal learning activities focused on main ideas: To learn that marketing mix is the set of marketing tools that the firm uses in the target market" .</p>



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Not to the internet is

ALMOST HALF OF THE
WORLD'S POPULATION

Particularly in poor countries.

SDG 17: PARTNERSHIPS

YouABLE

11. YouABLE Module 4: Social Media

Social media are interactive computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks.

Social media have a history dating back to the 1970s.

Some social media sites have potential for content posted there to spread virally over social networks. In a social media context, content or websites that are "viral" (or which "go viral") are those with a greater likelihood that users will reshare content posted (by another user) to their social network, leading to further sharing.

Many social media sites provide a specific functionality to help users re-share content, such as Twitter's **retweet** button, Pinterest's pin function or Facebook's share option function.

Citizens & Businesses community & Public authorities have a particular interest in viral marketing tactics because a viral campaign can achieve widespread advertising coverage (particularly if the viral reposting itself makes the news) for a fraction of the cost of a traditional marketing campaign, which typically uses printed materials, like newspapers, magazines, mailings, and billboards, and television and radio commercials.



Social Media Marketing Plan

So now you need to create a social media marketing plan. No easy task, right? Many of us struggle to iron out exactly what that is, let alone how to build one from scratch.

Put simply, every action you take on social networks should be a part of a larger social media marketing strategy. That means every Tweet, reply, like and comment should all be guided by a plan and driving towards pre-determined goals.

It might sound complicated, but if you take the time to create a comprehensive social media plan, the rest of your social efforts should follow naturally. Everyone can do this if they approach it correctly.

Learn what a social media marketing plan should include, and follow our 6-step plan for creating your own:

What is a social media marketing plan?

A social media marketing plan is the summary of everything you plan to do and hope to achieve for your business using social networks. This plan should comprise an audit of where your accounts are today, goals for where you want them to be in the near future, and all the tools you want to use to get there.

In general, the more specific you can get with your plan, the more effective you'll be in its implementation. Try and keep it concise and don't make your social media marketing strategy so lofty and broad that it's unattainable.

This plan will guide your actions, but it will also be a measure by which you determine whether you're succeeding or failing at social media.

Step 1: Create social media objectives and goals

The first step to any social media marketing strategy is to establish objectives and goals that you hope to achieve. Having these objectives also allows you to quickly react when social media campaigns are not meeting your expectations.

Without these goals, you have no means of gauging your success and no means of proving your return on investment.

Make sure to ask yourself what the goal will look like when completed, and use that to determine how you will track it.

For example: For Instagram we will share photos that communicate our company culture.

We will do this by posting 3 photos a week that will achieve 100 likes plus 10 comments each.

Step 2: Conduct a social media audit

Prior to creating your social media marketing plan, you need to assess your current social media use and how it is working for you.

This requires figuring out who is currently connecting to you via social media, which social media sites your target market uses and how your social media presence compares to your competitors'.

An important part of your social media marketing plan will be to create mission statements for each social network profile.

These one-sentence statements will help you focus your attention on a very specific goal you want to accomplish using Facebook, Twitter or any other social network.

Step 3: Create or improve your social accounts

Once you've audited your accounts, it's time to hone your online presence. Choose what networks best meet your social media goals. If you don't already have social media profiles on each network you focus on, build them from the ground up with your broader goals and audience in mind. If you do have existing accounts, it's time to refine them and update them for your best possible results.

Step 4: Get social media inspiration from industry leaders, competitors, clients

One of the most important reasons for being active on social media is that your consumers already are. That usually means, so are your competitors. That might not be comforting, but it actually means that **there's** a wealth of knowledge already available to you which you can integrate into your social media marketing plan.

Turn to your competitors for inspiration when it comes to what content types and information get the most social media engagement.

Also, use social media listening to see how you could distinguish yourself from competitors and appeal to consumers they might be missing.



Step 5: Create a content plan and editorial calendar

Great content will be essential to succeeding at social media.

Your social media marketing plan should include a content marketing plan, comprised of strategies for content creation and content curation, as well as an editorial calendar.

Step 6: Test, evaluate and adjust your social media marketing plan

The most important thing to understand about your social media plan is that it should be constantly changing.

As new networks emerge, you may want to add them to your plan. As you attain goals, you may need to adjust them or find new goals for each network.

New challenges might present themselves that you need to address. As you scale your business, you might need to add new roles or grow your social presence for different branches or countries.

This is a plan that is meant to change, so be flexible and open to these changes.

Rewrite your strategy to reflect your latest insight, and make sure your team is aware of what has been updated.

Topic of scenario	Social Media
Summary of the scenario / background	<p>We all use social media just about every day. During the this module, focus will be to teach participants what social media is and how to determine our life. Exactly, we will:</p> <ol style="list-style-type: none"> Show the importance of social media; Promote methods that will help young people to use creative social media; Equip youth workers with adequate tools for using the social media; and Understand the content of social media tools.
Duration	8 hours = 2 sessions * 4 hours each
Small group or participants Description	<p>In total 30 participants. Working in the group of 10 participants aged from 15 to 30. Selection will be made through a process of filling an e-form with basic information. Priority will have youth proposed from NGOs and other organization and institution included in this field of youth work.</p>
Aims of the Activity	The final aim is the participants understand that social media are created for humans by humans.
Learning Objectives	<p>Youth will learn about the using of social media. After this training courses, youth will be able to: (</p> <ol style="list-style-type: none"> Define 'social media'; Explain what causes social media addiction, including specific risk factors; Describe the signs and physical and behavioral symptoms of social media addiction; and Identify social media addiction in samples discuss the treatment and options for social media addiction.
Acquired skills	The ability to work independently and in the team; Good interpersonal and communication skills; Good planning and organizational skills; Initiative and leadership qualities, with the ability to relate to young people; A non-judgmental attitude.
Materials	computer, LCD projector, Wi-Fi (if possible), flipchart; sheets of paper, pencils, pens, stickers etc.
Methods	<p>Non-formal teaching/training and learning methods:</p> <ul style="list-style-type: none"> * Communication-based: interaction, dialogue, mediation; * Activity-based: experience, practice, experimentation; * Socially-focused: partnership, teamwork, networking; * Self-directed: creativity, discovery, responsibility; * Team Building games and Icebreakers.
Evaluation/ Assessment, PRE/POST Tests	<p>This scenario will be tested before and after being carried out. Pre/post tests will be prepared (Duration: 5 - 10 minutes) Aim of the test is an assessment intended to measure youth workers knowledge & skill pre/post realized non-formal learning activities focused on main ideas: define and explain what are benefits from Social media. But, also see the physical and behavioral signs and consequences of digital addiction.</p>

EDUCATION BREEDS
CONFIDENCE.
CONFIDENCE
BREEDS HOPE.
HOPE BREEDS
PEACE.

- Confucius



12. Notes for trainers

This methodology, based on four-day workshops, is intended to introduce to participants the basic questions related to project topics: SDGs; European Green Deal; Digital Marketing, and Social Media.

Time of realization: Four working days. One working day, i.e. 8 working hours, per one topic, including lunch and two coffee breaks.

It is advised to organize the workshops with the characteristics of the participants involved in mind (e.g., participant group composition, the purpose of participating, their experiences in relevant areas).

Before beginning the workshop, the facilitator should be familiar with the guidebooks and course materials, as well as the workshop activities, time allotment, and discussion questions that participants will engage in.

In the new era of learning, technology plays a fundamental role in the processes of teaching children, adolescents, and youth. There are tools that facilitate communication between trainers, including youth workers, and students, among other things.

Hundreds of digital education tools have been created with the purpose of giving autonomy to youth workers improving the administration of academic processes, encouraging collaboration, and facilitating communication between trainers and learners. There is certainly no shortage of tech-based tools to use in the classroom:

- Edmodo is a global education network that helps connect all learners with the people and resources needed to reach their full potential [<https://new.edmodo.com>].
- Projeqt is a multi-dimensional digital storytelling tool that has lots of exciting potential for the K-12 classroom [<http://projeqt.com>].
- Scratch is a high-level block-based visual programming language and website as an educational tool for programming. Users on the site, called Scratchers, can create projects on the website using a block-like interface [<https://scratch.mit.edu/>].
- Socrative allows trainers to create simple quizzes that students can take quickly on laptops – or, more often, via classroom tablet computers or their own smartphones [<https://www.socrative.com>].

In the implementation of this module, we recommend using digital tools (Kahoot [\[www.create.kahoot.it\]](http://www.create.kahoot.it), Mentimeter [\[www.mentimeter.com\]](http://www.mentimeter.com), and other online quizzes [\[www.quizzes.com/\]](http://www.quizzes.com/)) which provide a way to implement text, images, audio, and video for a greater experience. Some popular digital classroom tools include Chromebooks, tablets, and Airtime devices.

For a workshop to have strong communication and participation, the trainer needs to produce a collaborative learning experience with the participants. The trainer must be clear when explaining and detailing what he or she wishes to convey, work responsibly, and adhere closely to the schedule.

The trainer should be mindful of the workshop's flow and respond appropriately when necessary. If the workshop proceeds in an unplanned direction or if participants are not actively involved (e.g., growing fatigue, embarrassment, lack of interest), be sure to identify the cause and respond accordingly promoting active participation.

When proceeding with the workshop, activities or explanations may take longer than planned thus leading to delays in scheduling. In those circumstances, it may be difficult to set aside time for participants to reflect on and share what they have learned or experienced during the session. However, it is necessary to have participants share their thoughts and experiences to help them gain new insights and deeper understanding. Therefore, when facing time constraints, make the sharing time short but effective.

At the end of the workshop, materials such as presentation materials and reports are to be shared with participants. This will help participants to remember what they have learned and to proceed with their follow-up activities. Sharing advice and their difficulties help promote communal practice in their fields.



12. Teachers' competencies after ToT

After the training of trainers course, teachers should have (or mature before the training) solid multi & interdisciplinary competences.

Competences in this document are to be understood as an overall system of values, attitudes and beliefs as well as skills and knowledge, which can be put into practice to manage diverse complex situations and tasks successfully.

The set of competences is to be seen as a flexible framework to be adjusted to various training situations, strategies and contexts for further discussions and implementation measures"

- Understand and facilitate individual and group learning processes [Choosing, adapting or creating appropriate methods & Creating an inspiring and safe learning environment];
- Learning to learn [Assessing one's own learning achievements and competences & Identifying learning objectives and pursue them pro-actively];
- Design educational programmes [Developing an educational approach based on the principles and values of non-formal learning];
- Cooperate successfully in teams is about and includes [Contributing actively to the tasks of a team; Readiness to take on responsibility & Encouraging and involving other team members];
- Communicate meaningfully with others is about and includes: [Ability to listen actively; &Ability to express clearly thoughts, feelings and emotions];
- Intercultural competence is about and includes [Reflecting acceptance of ambiguity and change & Willingness and ability to look at identity, culture and related aspects and dimensions from different perspectives].

The set of competences is not to be seen as a closed process but rather as a dynamic and living document, which will keep on evolving, partly through an online wiki and partly through future consultation processes. Self-confidence, motivation and well-being are important pre-requisites for a person to be able to act out his/her developed competences.

Therefore, the set of competences is not meant to be a 'must-have' list of competences each trainer in European youth work should possess to the same level of excellence, but rather a possible series of training-related competences, possible support mechanisms, training elements to consider while develop training courses and training modules, or for a trainer to consider for his/her further professional development.

The complexity in analysing the competences proposed in the reference documents lies in the fact that they all belong to a rather specific approach. They are part of a competences development framework, which varies very much depending on the target group, the youth workers and the young people those training address and – once again, the working context. Therefore and on top of supporting the development of training modules, this proposed set of competences should be seen as an opportunity to further develop one's competences. The latter certainly calls for risk-taking and for addressing personal challenges. It can also open the doors to peer-support and peer-review, to (self) assessment, to a 'trying-out' process, and to working on personal and professional development. There is no such thing as a 'perfect trainer' and this is not the aim of such document. Using the set of competences would therefore mean adapting it to the context of use.



14. Summary

Now is the time for transforming humanity's planetary impact from predominantly degenerative to regenerative! It is our generations, those alive today, who face the task of regenerating the healthy, life-supporting functions of marine and terrestrial ecosystems everywhere. In doing so we will create the basis for thriving local communities and vibrant circular bio-economies.

This YouABLE training methodology is an opportunity to become an **active participant in your community's future, whether you work in the private or public sector or for a civil society organisation, as a citizen, youth worker, teacher, social entrepreneur, concerned parent, pensioner, recent school leaver or university graduate.**

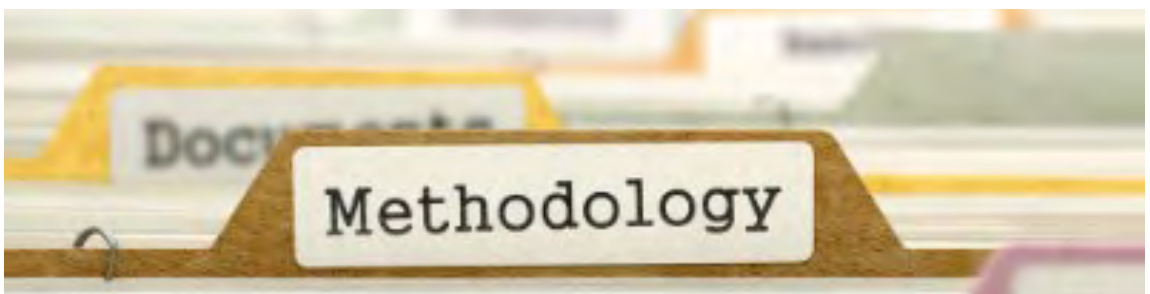
This methodology intends to promote and disseminate the good practices, knowledge and know-how involving participants to be more **aware of the importance of everyone's contribution to saving the Earth** implementing SDGs using Social Media.

YouABLE ToT Methodology is a mosaic of four modules:

- [a] Sustainable Development Goals [SDGs];
- [b] European Green Deal
- [c] Digital Marketing as contemporary philosophy of working and
- [d] Social Media as an obligatory tool of our living daily.

Accordingly, each session consists of lectures, discussions, activities, as well as reflection and constant dialogue with facilitators and among participants.

The minimum TOT duration is four days (one day for each module). Depending on the goals of a given training, the duration of a certain module can be extended, above all, with practical creative activities.



The focus on the participant (maximum 30 per training) is a fundamental and basic element before starting to plan the contents to ensure active participation.

The existing competences of the participants should be integrated into the course as much as possible. They should be addressed by the methodological approach and used constructively for knowledge transfer.

Individual skills should be supported. Experience- and practice-oriented methodologies will be used to give the opportunity to work on complex tasks independently and actively. The participants will be engaged in the design and delivering small non-formal activities such as team-building games, simulations, role-playing, storytelling, problem solving and cooperative challenges, interactive workshops, brainstorming sessions, outdoor activities.

While all the training participants will be teachers in the context of SDGs /Green Deal /Digital Marketing / Social media education, there might be differences in focus, knowledge, expertise, and competences.

The examples and exercises used during the training will refer as much as possible to the training goal. In this way, we can obtain a workplace-related training. The trainer works according to the didactical concept and all participants can reach their cognitive training goals: "Awareness – Knowledge – Understanding – Application – Mastery".



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YOU ARE NOT
DEFINED BY YOUR PAST
THE FUTURE IS WHAT
YOU MAKE OF IT

YOU  **u** **ABLE**

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