

# UN: Sustainable Development Goals – Information and guidance for volunteer organizations

This document is part of the products of the UNV post-2015 project, which supported the positioning of volunteerism in the post-2015 process. Through the project, UNV enhanced the UN system-wide efforts to shape the new development agenda beyond 2015 while highlighting the specific contribution of volunteerism to sustainable development, in close coordination with global and national stakeholders.

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The document is available here:  
[http://www.unv.org/fileadmin/docdb/pdf/2015/Resources/UNV\\_Q\\_A\\_on\\_SDG\\_2015\\_web.pdf](http://www.unv.org/fileadmin/docdb/pdf/2015/Resources/UNV_Q_A_on_SDG_2015_web.pdf)

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# 2014-2017: Empowered Youth, Sustainable Future

Worldwide, youth face myriad challenges in terms of access to equal opportunities to jobs and having a voice in decisions which affect their lives. In response to the worldwide phenomenon of young men and women calling for meaningful civic, economic, social and political participation, including in recent consultations on the post-2015 development agenda, UNDP's Youth Strategy identifies development challenges and issues facing youth today, and more importantly offers forward-looking recommendations for strategic entry points and engagement of a broad range of partners, including young people themselves, in addressing youth empowerment issues around the world.

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The strategy is available here:  
<http://www.undp.org/content/undp/en/home/librarypage/democratic-governance/youthstrategy/>

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## UNESCO Operational Strategy on Youth 2014-2021

Around the world, young women and men are driving change and claiming respect for fundamental freedoms and rights; improved conditions for them and their communities; opportunities to learn, work and participate in decisions that affect them. At the same time, due to persistent crises, they are faced with acute challenges affecting important aspects of their lives.

More than ever, it is now time to improve investment in research, policies and programmes to create an enabling and rights-based environment where youth prosper, exercise rights, regain hope and a sense of community, and engage as responsible social actors and innovators.

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The strategy is available here:  
<http://unesdoc.unesco.org/images/0022/002271/227150e.pdf>

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## **« COMPASS », a manual on human rights education with young people – Council of Europe**

Human rights cannot be defended by legal texts only. They need to be protected and taken care of by everyone, young people included. This manual provides young people with opportunities to understand and speak human rights. It also provides youth leaders, teachers, educators, professionals and volunteers with concrete ideas to motivate engage and involve young people to take action for human rights in their own way, in their own community.

The manual is available here:  
<http://www.eycb.coe.int/compass/en/contents.html>

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# **Access of young people from disadvantaged neighbourhoods to social rights – Recommendation of Ministers of the Council of Europe**

Non-formal education/learning and youth work have again and again proven effective in helping young people to find approaches and solutions to overcome the disadvantage they experience and to become active and constructive contributors to the development of their communities and society as a whole. Yet, youth work and non-formal education/learning as well as their providers, youth organizations and more generally youth workers tend to suffer from poor social and political recognition, and are often considered low-status professions. The following measures increase the value of youth work and non-formal education/learning and contribute to community development across Europe.

The recommendation is available here:  
[http://www.coe.int/t/dg4/youth/Source/Resources/Publications/2015\\_Recommendation\\_Enter\\_en.pdf](http://www.coe.int/t/dg4/youth/Source/Resources/Publications/2015_Recommendation_Enter_en.pdf)

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## **Study: The Case for Investing in Young People – United**

# Nations Population Fund (UNFPA)

This paper presents evidence and analysis to support the integration of young people's rights, needs, and aspirations in poverty reduction strategies. It shows how to make a convincing and evidence-based case for prioritizing the needs of young people among other competing claims for resources for the poverty eradication agenda. It shows how to make a convincing and evidence-based case for prioritizing the needs of young people among other competing claims for resources for the poverty eradication agenda.

The study is available here:  
[http://www.unfpa.org/sites/default/files/pub-pdf/investing\\_young\\_2010.pdf](http://www.unfpa.org/sites/default/files/pub-pdf/investing_young_2010.pdf)

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## The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education

Learning in education for democratic citizenship and human rights education is a lifelong process. Effective learning in the area involves a wide range of stakeholders including policy makers, educational professionals, learners, parents, educational institutions, educational authorities, civil servants, non-governmental organisations, youth organizations,

media and the general public. Adopted in 2010, the charter is an essential document outlining the standards and principles for citizenship and human rights education.

The Charter is available here:  
<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016803034e5>

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## **UNESCO: A teacher's guide on the prevention of violent extremism**

This is UNESCO's first Teacher's Guide on the Prevention of Violent Extremism through education. This document has been developed to enhance its capacity to provide assistance to countries as they work to strengthen their education sector responses to violent extremism, including through human-rights-based Global Citizenship Education (GCED) programmes, keeping in mind national contexts. This guidance seeks to provide countries with a set of resources that can help build and reinforce national capacities to address the drivers of violent extremism through holistic and pragmatic education sector-wide.

The guide is available here:  
<http://unesdoc.unesco.org/images/0024/002446/244676e.pdf>

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# **Youth participating in community life: Implementing human rights projects in the Middle East and North Africa – Lessons learned and good practices**

This publication is one of the main tools developed through the Mosharka project. It captures the lessons learned and good practices for engaging young people in the promotion of human rights, including working towards implementing recommendations from the Universal Periodic Review (UPR). Led by Equitas – International Centre for Human Rights Education, the project was implemented in partnership with local organizations.

The publication is available here:  
<https://equitas.org/wp-content/uploads/2016/04/Recueil-EN-Mosharka-Equitas.pdf>

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## **African Union Commission: African Youth charter**

The African Youth Charter does not only provide the Governments, Youth, Civil Society and International Partners with a continental framework, which underlines to the rights, duties and freedoms of youth. It also paves the way for the development of national programmes and strategic plans for

their empowerment.

The charter is available here:  
[http://esaro.unfpa.org/sites/esaro/files/pub-pdf/CHARTER\\_English.pdf](http://esaro.unfpa.org/sites/esaro/files/pub-pdf/CHARTER_English.pdf)