



SDG GUIDEBOOK

for youth in action





UNDP works in some 170 countries to support the achievement of the Sustainable Development Goals. UNDP has been present in Thailand for more than 50 years as a trusted partner of the Royal Thai Government and people of Thailand. Working as part of the UN Country Team, UNDP aims to advance inclusive sustainable and human-centered development for all people in Thailand. In all our activities, we encourage the protection of human rights, and the empowerment of women, minorities and the poorest and most vulnerable.

In Thailand, UNDP works with a broad range of partners to provide policy advice, technical expertise and implementation support in areas such as environmental and biodiversity conservation, climate change adaptation and mitigation, anti-corruption, community livelihoods, and government and social innovation.

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INTRODUCTION

Youth play a significant role in achieving the Sustainable Development Goal (SDGs) as a stakeholder of all social phenomena and situations and as a group of people having the capacity to learn, and enabling environmental factors to develop themselves and society.

Nowadays, number of young people¹ in Thailand involved in activities and projects that work on their interests and issues are increasing. Consequently, understanding the SDGs can provide youth with a conceptual framework to elevate their ongoing projects to meet the needs and effectively address the local issues within their available resources.

The SDG Guidebook for Youth in Action aims to serve fundamental knowledge about the SDGs and provide guidance for youth-initiative projects and activities development in aligning with their work with the SDGs. This guidebook consists of four parts:

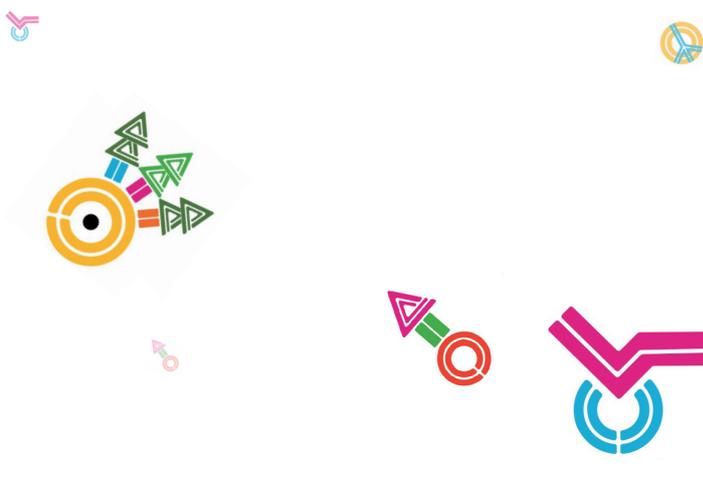
- Part 1 - Significance and role of youth in sustainable development,
- Part 2 - Fundamental principles and linkages between social issues and the SDG,
- Part 3 - Actions in daily life to achieve the SDGs and,
- Part 4 - How to develop SDG-aligned projects.

In each part, supplementary video are available to make the contents easier to understand and put them into action.

AN INITIATIVE OF



IN PARTNERSHIP WITH

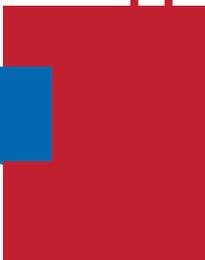


¹ UNDP Thailand youth target cover people between 15-30 years of age. See UNDP Thailand Youth Strategy < <https://www.th.undp.org/content/thailand/en/home/library/other-publications/youth-strategy.html> > (Accessed on 30 December 2021)



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01 Sustainable Development

Nowadays, every society tells us that we “need development” or need to grow up and move forward.

In **school or university**, we are often taught we need to study to develop our knowledge. If you are a **businessperson**, development could be organizational growth and profitability. Or, if you are a **scientist**, development may refer to inventions of new technologies no one has ever seen before.

So what exactly is “development”? Why is it important to everyone? Before getting to know the SDGs, I would like to encourage everyone to answer this question: “What is ‘development’?”

1.1 What is “development”?

Two sets of horizontal dotted lines for writing, separated by a double slash separator.

Theoretically, an effort to answer this simple and short question has led to an emergence of one significant field of study, development studies. As the term development is related to human life and behavior, different disciplines have different perspectives on development.

Today we would like to invite you to find the meaning of development through these five characters.



SCAN ME

Getting to know sustainable development through motion graphic video by scanning the QR code, or [click here](#).





Sir John - European Nobleman

Sir John had to lead his fleet for foreign trade. He had to do whatever to sell his goods at the best price and purchase items back to his country at the lowest.

For Sir John, the wealth of nations depends upon the **reserves of precious metals**, such as gold and silver. The **more precious metal, the wealthier and more developed the nation.**



Mercantilism and Colonialism
16th Century – 18th Century

Mister Boontham - Mill Owner

Mister Boontham built his wealth from rice trading in the era of food scarcity. However, only a handful of varieties was in high demand. He told farmers, including Uncle Boonmee, to stop growing unfavored varieties and buy his seeds for their crops instead, for better prices. For him, **the higher rice production, the higher profitability.**



Green Revolution
1930s

Uncle Boonmee - Farmer

Uncle Boonmee was born in the same era as millions of post-war fellows. He sold his rice to Mister Boontham, who accepted unlimited quantities. This business pushed him to use of chemical fertilizers and pesticides to increase his crop yield.



Free Trade and Globalization
1990s

Jane - Freelance Graphic Designer

Jane loves design work. She chose not to apply for a permanent job so she could do what she wants. Being freelancer gives her more flexibility and autonomy. Yet, she had to trade them off with job security. Jane has to race against time to meet customer needs and often take pay cuts just to get a job. Even so, Jane still made some savings for travel, doing volunteer work, and willing to pay more for eco-friendly products.



Information and Digital
Present

Industrial Revolution
1760s

Smith - Machinery Mechanic

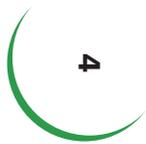
Smith was born in an era when scientists created many new inventions, notably "a steam engine", that modernized his country. With this machine, his country produced more and cheaper goods faster. Unfortunately, he had to endure dirty smell, smoke, and dust from massive coal burning. Smith had no idea that this would later be a rising of **carbon dioxide concentration in atmosphere, which spiked up later.**



Santi - Industrial Engineer

Santi has been working for a computer parts factory since the first days of its operations in Thailand. It was the first time he made friend with an expats. With this job, He could get himself a mobile phone and a car at a cheaper price than his parent's time.

As for Santi, he is okay with his income and stable job. Even if sometimes he has to work overtime without pay, he will still be able to pay bills for himself and his family.



1.2 For “development”, what did they have to trade-off for ?



Sir John - The Age of Colonialism (16th-18th Century)

Sir John represents a person born in the 16th century when mercantilism was booming. In this era, major powers sought to amass their wealth to the extreme. They believed that **the amount of gold, silver, or precious metal possessed represents wealth and development of one nation**. Consequently, they had to occupy foreign territories with abundant natural resources and cheap labors. These resources were used as raw materials to produce manufactured goods at lower costs for high-margin exports worldwide.

Major powers interventions brought wealth and prosperity to colonial countries back then. The interventions increased political powers of the colonial empires because they influenced several aspects of the colonial countries, including changing in customs and traditions, laying down foundations of governance, and allocating resources internationally.

Although the development in Sir John’s era had led to major changes and considered the foundations of modern governances, many problems followed, such as the destruction of local culture and racial discrimination, resulting in deep-rooted multidimensional inequalities today.

Smith - The Industrial Revolution (Between 1760s – 1840s)

A Machinery mechanic like Smith is the great representation of an era that forever changed the world: **the Industrial Revolution**. In this era, scientists invented many new technologies, notably “**the steam engine**”, which transformed the western hemisphere. They could produce large quantities of goods faster and cheaper because of their labor-saving machines.

Smith and the people of his generation were so excited about the inventions because it made him and his compatriots being a part of the nation’s greatness. Other countries would want to own sewing machines and trains like they did.

However, they weren’t aware that these modern inventions would also change their lives. Women in many families quit weaving and went to work in factories. Even Smith himself had to endure the dirty smell, smoke, and dust from massive coal burning. **Smith had no idea that his era was the rising of carbon dioxide concentration in atmosphere, which spiked up later.**



The development in Smith’s era transformed the world from labor-intensive to machinery-intensive manufacturing, which significantly made lives far more convenient. However, that was the rising of human-made atmospheric accumulation of carbon dioxide, led to global warming.



Mister Boontham and Uncle Boonmee -The Green Revolution (Between 1930s - 1960s)

“Green Revolution” refers to an era after World War II when global agriculture was diverted from subsistent cultivation to commercial. At that time, the number of newborns rapidly increased, a.k.a. **Baby boom. Mister Boontham and Uncle Boonmee were baby boomers.**

They two were born in the era when there were considerably fear of food scarcity because the number of populations was higher than food supply. They did whatever to increase crop and livestock production to feed everyone by using technologies such as disease-resistant varietal development, chemical fertilizers, and pest controls.

The increase in crop yields benefited both farmers like Uncle Boonmee to live a better life and rice traders like Mister Boontham, to gain his wealth.

However, the adoption of these practices was the beginning of extensive use of chemical fertilizers and pesticides, left mass residues on food, which could be harmful to both farmers and consumers health. These practices also caused biodiversity loss and reduced plants and animals’ species because every farmer chose to grow only a few varieties that they could sell at a good price. In addition, there was a significantly growing of deforestation for agricultural purposes.

The development in the era of Mister Boontham and Uncle Boonmee (or the era of our great-grandfather) resulted in producing adequate food for everyone in the world. However, we had to pay a price for it with chemical contaminated food that could harm our health and environmental degradation.

Santi - The Age of Free Trade and Globalization (1990s-Present)

Santi started his career as an engineer when the world started to be influenced by “freedom of choice” principle. By reducing the “barrier to entry” in a major international economic transaction and immigration, he could make oversea business trips, have some foreign friends, and buy a car at an affordable price for a middle-class person like himself.

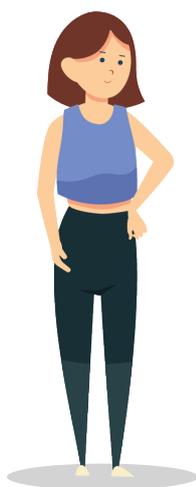
These are the results of widespread ideas of democracy, equality, and human rights. People believes that if we can move freely, invest, and build our business live with minimum control by the state, the economic performance would be better. And **when everyone has money, the country will be developed.**

This statement is valid in most developing countries, including Thailand, which became one of the top-picked industrial production bases in Asia. The number of people in poverty have declined. This generation of working-class (who would later be our parents) see working as an opportunity to improve their well-being. They are also inherited their parents’ belief that “having a job is very fortunate” as career options were limited and life was harder back then. If you have a decent work, you must be industrious, so you can build up financial capability for your family. With this idea in minds, education is very important. People in this generation are willing to pay for higher tuition fees if it would allow their children to study in a higher-quality school.



Even the spurt of economic growth has reduced the number of the poor, it is widening the income gap between the poor and the rich. Opportunities for the poor to elevate their status is lesser due to lack of seed money, education, good health, and land to be used as collateral. Moreover, a minimum wage is still increasing at a slow pace. All of these situations leads to “inequality”. Additionally, focusing only on economic development is the main cause of environmental degradation.

The development in the era of Santi (or the era of our parents) have shrunk the world, provided more facilities, and reduced the number poor by giving their jobs, at the expense of the inequalities and environmental degradation.



Jane - The Age of Digital and Information and Digital (Present)

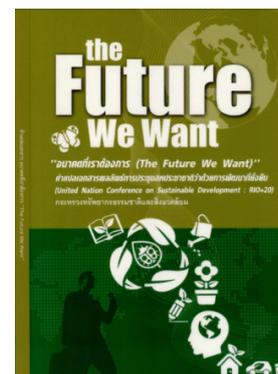
Jane is representing an early Gen Z (born in 1997-2015), who just started working life. People like Jane, including all us young people, grew up with technology like mobile phones and the internet. These technologies are decisive factors that totally differentiate us from our parents’ generation in terms of ways of thinking, questioning and being curious. We also have a sense that “wealth doesn’t provide any guarantee of a good life”. That is why Jane chose not to apply for any full-time jobs and became a freelancer, to enjoy flexibility. However, it also comes with some cons, such as underpayment, no welfare, and a lot of uncertainty.

Even in the modernized and convenient world, Jane and young people like us both grew up with full awareness of environmental issues and rising inequality. People in our generation do not believe that hard work alone can get us the good life, because we may have to live in a world with toxic air, face more frequent epidemics, and much more unexpected. This young generation is more concerned and pays more attention to the surrounding problems. **The development for this generation goes beyond having a good paycheck.**

No matter what generation is, the term “development” must be anything that makes everyone’s life better. Still, the word “better” means differently to different people and may lead to new problems.

What kind of development will be good for everyone then?

In 2012, a document titled “**the Future We Want**” was published. The document provides details of current social situations and issues to reaffirm us that **only economic development will not ensure good quality of life for all. Climate change is real, and human activities are the main factor that make it worse.** If it continues unchecked, we and the next generations may not be able to inhabit this planet. For that reason, the idea of sustainable development was proposed, suggesting that new **development approach from now on must creating a balance between economy, environment, and society. It is the only way forward for the planet and the people.**



1.3 Why do we have to act for sustainable development?

The world is facing unprecedented risks.

According to the stories of five characters representing each era, you have learned that mankind needed to deal with different problems: in the **Colonial age** of Sir John, people were seizing territory and resources for survival and greatness; in **the Green revolution** era of Mister Boontham and Uncle Boonmee, they were facing food scarcity after the World War; Santi must work harder for a stable job and survive the economic crisis in **the era of Globalization and free trade**.

And we have Jane, who represents a person with same age as us, growing up amid the awareness of environmental degradation, extreme weather, income disparity between the rich and the poor, and emerging diseases. Humans have never encountered these challenges before. Also, they are more complex and unable to be solved separately. These new problems, caused by certain countries, also have broader impacts, even causing unintended negative effects to others.

We must realize that **“we cannot solve new problems with old approaches”**.

Three reasons why old approaches are unable to overcome new problems.

The reasons we are unable to deal with both existing and upcoming problems, by using old approaches are because of their characteristics. The old approaches are linear, taking only single step at a time, and perceiving one problem clearly separated from others, which opposite the nature of the new problems we are encountering. Most present and future global challenges have three distinctive characteristics as follows:



More complex

The new problems arise from existing, equally serious problems. Choosing to solve one problem at a time is ineffective and may make the old problems worse or create unexpected new ones.



Unable to be solved by attitude alone

Many long-standing problems cannot be solved by changing attitude and behavior alone. They need systematic change and enabling environments to encourage those positive behaviors. That is why running awareness raising campaigns will only works temporarily.



Indivisible

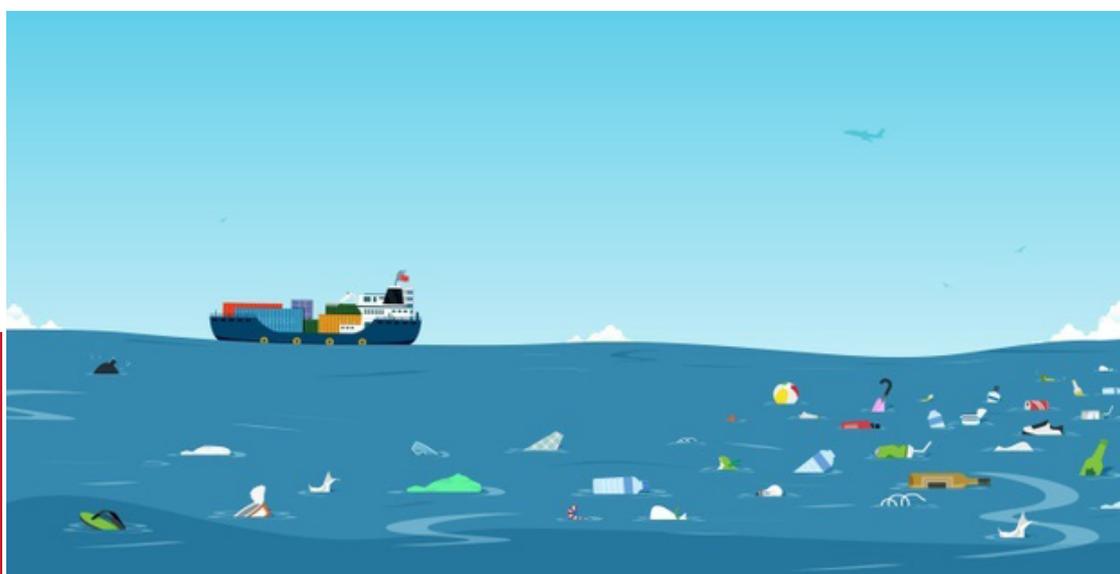
Having Ultra-Nationalists perspective will undermines problem-solving efforts because we are facing problems that affect all individuals, regardless of their nationals, race, and where problems originated. Nobody will escape the effects of the problems, unless there is strong cooperation.



An example of the problem that “we can no longer do the same to solve it”

Marine Plastic Pollution

If you gather plastic waste in the world’s oceans, an estimated size is twice the size of Texas². Most of them comes from land-based sources, even if you properly dispose the plastics and do not even throw them directly into the sea. Solving this problem needs a more efficient waste management system not only in some countries, but all that have access to the sea. This approach is easier said than done because an ideal waste management process begins even before its generation; from product design, manufacturing, household waste disposal, to its end in landfills. You can see that there are a lot of people involving in the waste management chain. Immediately implementing new stringent control measure will have broader impacts. Yet doing nothing or taking it too lightly will not solve the problem.



In addition to marine plastic pollution, there are many more issues sharing these three characteristics and cannot be solved with the old approach. What else can you think of?

In the given data and case, we can see that our world is facing new risks that are more severe and unable to be solved with the same old approach. We need to seriously consider and follow the concept of sustainable development by balancing between economic, social, and environmental aspects. Because of all these problems, **sustainability is not an option anymore but the key to our survival.**

² theoceancleanup, 'WHAT IS THE GREAT PACIFIC GARBAGE PATCH?' <<https://theoceancleanup.com/great-pacificgarbage-patch/>> Accessed 1 December 2021

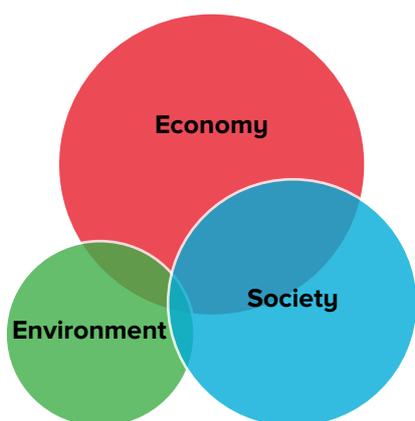
1.4 What is “Sustainable Development” ?

Sustainable Development

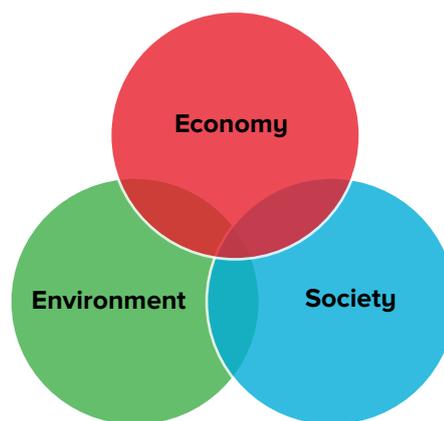
“Development that meets the needs of the present, without compromising the ability of future generations to meet their own needs”

A definition from Our Common Future

In other words, it is the development that allows us to live the way we want, but without jeopardizing the future generations or leaving our problems to them. This kind of development can only happen when everyone understands and agrees with an interconnectedness of the three dimensions; economic, social, and environmental, if one fails, it will affect to the rest. **Therefore, a focus of sustainable development is to balance the economic, social, and environment, known as “the three pillars of sustainability”.**



What it currently is.



What it should be.

However, humans have been damaging the environment until it significantly degraded. We can say that sustainable development is an attempt to make what it currently is (the right figure) to what it should be (on the left).

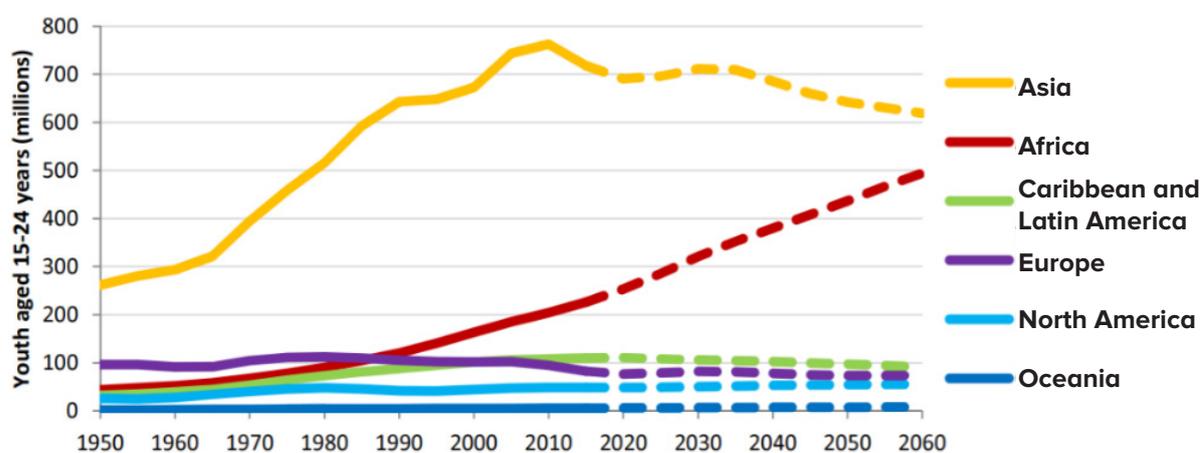


1.5 Youth and Sustainable Development

Why sustainable development is important to youth?

■ **The quality of life of 1.3 billion young people depends on sustainable development.** -

By 2030, the world youth population is projected to rise to 15% of the world's population in that year, approximately 1.3 billion people out of the estimated 8.5 billion (United nation: New York, 2015). However, this trend will not soar like it did after World War II. This generation and the next will grow up amid rising of environmental problems, economic inequality, and many more social issues. If we do not accelerate global sustainable development, many young people will have poor well-being. They may become malnourished, sick, drop out of school, have to live in a poor community, and suffer from air pollution.



Youth aged 15-24 years, by region, 1950-2060

Sources: Youth Population trends and Sustainable Development (UN DESA,2015)

■ **Youth are key stakeholders.** -

Young people cannot help but follow any policies related to them made by adults; whether those come from their families, teachers, or government decisions, and have been inevitably affected by them. Therefore, young people should be included to participate in the design and decision-making process of those policies affecting their lives.

■ **Young people in this generation will become adults at the most challenging time.** -

Our world is going to face many unprecedented challenges, especially environmental, in the next 5-10 years. Today's youth are becoming adults during the great challenging time of the world. For this reason, if we do not start to understand the global issues or try to get involved in any way, we will be severely affected.



Why are youth important to sustainable development?

We need a better world, but, the world also needs youth power to make it better. Why?

■ **Young people in this generation have role in determining the future of the world.** - In the next 5-10 years, youth aged 15-24 years today are going to reach working age. They are going to drive economic growth, support their families, and become leaders in various sectors. Young people need to play a significant role in designing the future we want at the very beginning.



■ **Youth can better communicate and voice their needs than adults, leading to more effective problems solving,** particularly issues concerning young people, e.g, learning styles, bullying, and stress in the educational system.

■ **Young people have certain skills needed for problem-solving.** - As mentioned above, the newer skills are needed to deal with them, including technology literacy, creativity, flexibility, adaptability, and powerful communication. These are the outstanding skills of the youth in this generation.



1.6 How can you contribute towards Sustainable Development?

Everyone can contribute to sustainable development, from an easy level you can do immediately to an advanced level that creates larger social impacts. Let us find out which level of contributions are you in and what you can do more.



Individual Level: Questioning your surroundings and changing behavior

The easiest and most ready-to-act level is “**changing your behavior**”. Ask yourself if you are constantly doing these actions.



(1) Questioning your surroundings: Questioning is the starting point for being aware of reasonableness of what is happening around you. Curiosity helps us seek bias-free answers, be a more rational person, and a critical thinker. These skills are helpful to better understand the complex problems and align your perspectives with the sustainable development approach.

(2) Changing consumption behavior: By **do it** and **drop it**.

Do it: Start by eating without food waste, and purchasing products with a label indicating environmentally-friendly manufacturing.

Drop It: Stop purchasing any products having production process that opposes sustainability, such as exploiting slave labor, oppressing workers, or disposing hazardous waste harmful to community area and environment. These actions will send signals to the producers to adapt accordingly.

(3) Stopping any behaviors against sustainability: Sustainability is not only limited to environmentally-friendly actions, but also treating everyone with respect and dignity. Therefore, we must end any destructive and disrespectful behaviors, whether intended or not, such as teasing, bullying, or using authority to suppress other, etc.

(4) Be Open-minded and Understanding Diversity: We are living in a diverse society -- race, religion, language, culture, etc. We should be more open to diversity, not express loathing, and stop being self-centered.

If you have more than three behaviors listed above or frequently behave accordingly, you are considered in **the individual level of contribution**. This level of change has immediate effects on yourself. Even if it looks like taking only a small step, it could lead to broader impacts or new norms, once the number of people changing their behaviors increase.





Change-makers Level: Having a firm standpoint and influencing people to make changes

It is the level of contribution for all ordinary people who have sustainability-aligned behaviors and want people around them to change accordingly. People who would like to make a change in this level do not need to set up any activity groups or projects, but focus on expressing their viewpoints to send signals to people around them so as to gain better understandings and agree with the points. You can be a change maker if you usually perform these following actions:

(1) Expressing your position to support all activities aligned with sustainability and oppose others that against sustainability on social media, or through any symbolic campaigns, for example.

(2) Giving accurate information when encountering behaviors that go against sustainability - For instance, when you witness bullying, you then inform those around you how bad it is and admonish the wrongdoers for their actions.

You always make a call out and express your opinion on

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Active citizen Level: Participating, Taking leading roles, and aiming for structural changes

It is the highest level of contribution for enthusiastic ordinary people, who are not only having positive behavior and influencing those around them but also advocating their beliefs to drive large-scale changes. This group of people begins to concern about social situations, take a leading role, participate in the issues of interest, and want to push ideas forward. Here are some examples of the actions you can do:

- 1. Taking part in political participation** by voting for leaders who promote sustainability policies or sharing your opinions on any sustainability-related activities or policies.
- 2. Participating in public callouts and monitoring through available channels** by joining peaceful social media campaigns or sharing your opinions on social issues through provided government's channels.
- 3. Forming groups to advocate their interested issues** by gathering those who commit and want to make changes on the same issues. It could be in a format of a group, a school club, or an informal assembly to do some activities together.

Do you still remember outstanding policies of your representatives or the latest elected leaders? Have they walked the talk?



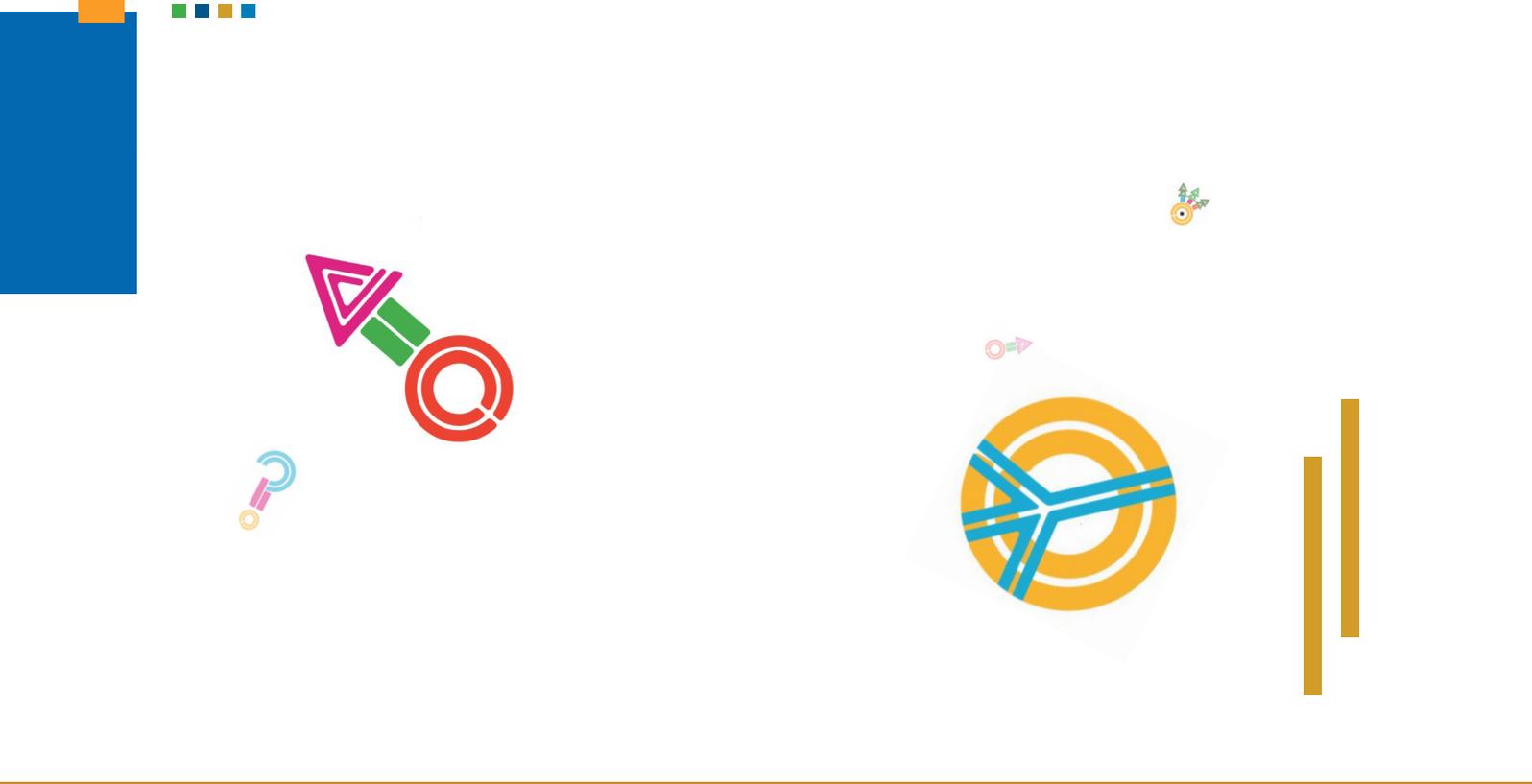
After the first chapter, to what extent do you think sustainable development is necessary for you?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5
Not necessary	Slightly necessary	Moderately necessary	Very necessary	Most necessary

To which level do you think you are contributing to sustainable?

- 1. Individual Level
- 2. Change-makers Level
- 3. Active citizen Level

Give an example that reflects your involvement in that level.



02

Getting to Know the Sustainable Development Goals (SDGs)



02 Getting to Know the Sustainable Development Goals (SDGs)

2.1 What are the SDGs ?

Sustainable Development Goals (SDGs), also known as Agenda 2030, are a set of 17 global goals agreed upon by all 193 member states of the United Nations. The SDGs works as a commitment between nations that they must work together to improve our quality of life in terms of economic, social and environmental development over the period of 15 years from 2016 to 2030.

**Why did UN members agree that we should have the SDGs?
We will take you back in time before the SDGs were created.**

2.2 Creation of the SDGs

Before the SDGs came, our world had another set of development goals, known as the Millennium Development Goals (MDGs), which were in effect from 2001 to 2015. The important principle of the MDGs is to encourage developed countries to promote and assist in the development of developing countries in 8 goals:

- Goal 1: Eradicate extreme poverty and hunger
- Goal 2: Achieve universal primary education
- Goal 3: Promote gender equality and empowering women
- Goal 4: Reduce child mortality
- Goal 5: Improve maternal health
- Goal 6: Combat HIV/AIDS, malaria, and other diseases
- Goal 7: Ensure environmental sustainability
- Goal 8: Create global partnership for development





Results of the MDGs helped improve the quality of life for people around the world, especially in those in developing countries and least development countries (LDCs), including

- Number of people living below the extreme poverty line (was set at \$1.25 per day on that period) had dropped by more than half, falling to an estimated 836 million people in 2015.
- Gender equality in access to education in most countries had been improved since 2000.
- Global mortality rate of children under-five years old had declined by more than half compared to 1990.
- Maternal mortality had reduced by more than 45% globally.
- 6.3 million deaths from malaria and 37 million deaths from tuberculosis had been averted.
- More than 2.6 billion people gained access to safe drinking water between 1990 and 2015.

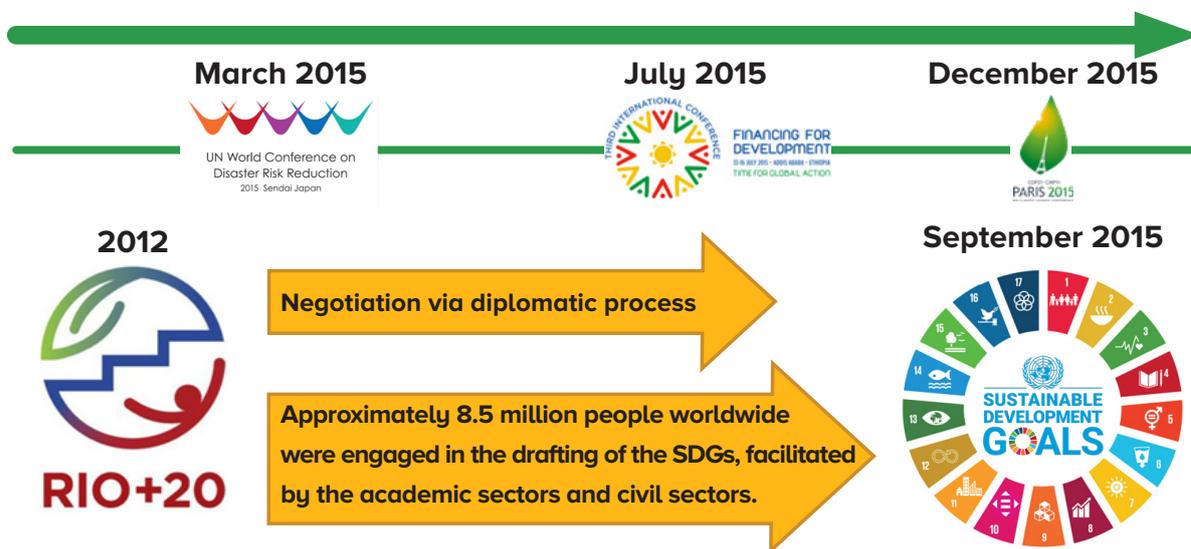
However, many problems still persist after the MDGs and new challenges keep arising, including climate change, population growth accelerating natural resources use and environmental degradation, socio-economic inequality, and intensified political conflicts.

Consequently, the main discussion at the United Nations Conference on Sustainable Development in 2012 (or Rio+20) was about how global community should deal with these challenges once the MDGs ended in 2015. The drafting process of the Post-2015 Agenda, which would contain a new set of global development goals after the MDGs, was proposed. The process was designed to be participatory, engaging multi-stakeholders from international organizations to ordinary people, particularly the vulnerable groups. Approximately, 8.5 million people were engaged in the process to imagine the world we want to see in 2030. The outcomes of that process are the **17 Sustainable Development Goals or SDGs**.



So what kind of the world would you like to see in 2030?

The Pathway of the SDGs



The fact that around 8.5 million people participated in the process might be insignificant if we compare it to the total world population. However, this is the largest participatory process for drafting a set of development goals the world has ever seen. This level of participation, both in the drafting process and the following implementation, is the major difference between the MDGs and the SDGs. Whereas the MDGs were formulated by developed countries to elevate development level of developing countries, SDGs were created by the inclusive process and negotiations of all countries. The SDGs, characterized by its universality, became a mutual agreement of the UN member states. All signatory countries are committed to implement the Global Goals to shape the future we want.

Fun fact:

Thailand also participated in the drafting of the SDGs, led by the Social Watch project of Chulalongkorn University Social Research Institute, which organized participation from academics, civil society, and other vulnerable groups.

2.3 What you should know about the SDGs

Human Rights

Leave no one behind

Decoupling



Inclusive

Indivisible

Universal

Transformative

SDGs

The 2nd Set of Global Goals

3 Pillars of Sustainability

5Ps

17 Goals

169 Targets

247 Indicators



Understanding the structure and the basics you should know about SDGs in video motion graphics, by scanning the QR code or [click here](#).

Structure of the SDGs

If you were one of the world leaders, do you think only setting the 17 Goals are enough for real-world implementation by development practitioners and ordinary people?

A clear framework, and systematic monitoring and evaluation are needed to implement the SDGs; therefore, the SDGs are structured into three levels:



Goal is the broadest level, setting to shape the future we want for all. This level contains 17 Sustainable Development Goals.



Target is a sub-goal level, identifying what need to be done to achieve the 17 goals. The 169 targets of SDGs are more specific and more practical.



Indicator is a tool designed to measure progress we made to achieve the targets or see if we should put more efforts. There are now 247 indicators in total.

Example

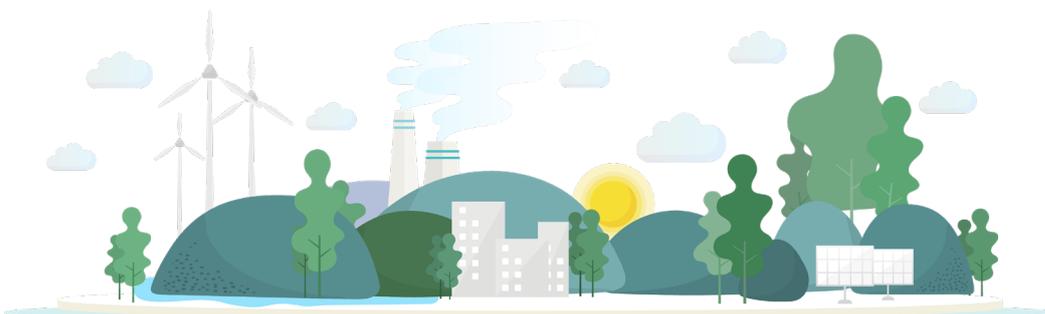


SDG 1 No Poverty → **Goal**

SDG 1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day (the threshold was updated to \$1.7 per day).

↳ **Target**

In summary, the goals give us a broader picture. The targets identify what we need to do to achieve the goals. The indicators are used to measure our performance. In practice, we will **focus mainly on achieving the targets.**



Learning Keywords of the 17 SDGs

Within each of the 17 SDGs, many issues and topics have been covered. To make it easier to understand and apply the SDGs at a basic level, we have compiled lists of keywords widely used in action and representing each target. See the table below.

5Ps	SDGs Goals	Keywords
People	1: No poverty	Ppoverty, vulnerabFragility, disasters (affecting with effect to vulnerable groups), land ownership
People	2: Zero hunger	Food security, food safety, nutrition, agriculturale market, agricultural biodiversity, sustainable agriculture, breastfeeding
People	3: Good health and well-being	infectious disease, non-communicable disease, health insurance, healthcare services, access to medical treatment, medications, healthcare professionals, trafficroad accident, pollutions, alcohol consumption, Vaccine
People	4: Quality education	Scholarship, educational inequality, employment, numeracy and literacy, teachers, sex education, gender identity, lifelong education, alternative education, place-based education, arts and cultural education
People	5: Gender equality	domestic violence, women, female women labour, girls, human trafficking, women rights, gender identity, LGBTQI, sexual harassment
Planet	6: Clean water and sanitation	drinking water, clean water, water quality, waste treatment, water scarcity, water resource management, freshwater resources, sanitation, clean toilet
Prosperity	7: Affordable and clean energy	Rrenewable energy , clean, affordable energy, solar energy, wind energy, biomass energy, energy from waste, electricity
Prosperity	8: Decent work and economic growth	employment, labour, SMEs, community enterprises, sustainable tourism, international trade, trade law, fiscal policy
Prosperity	9: Industry, innovation and infrastructure	lindustrial development, infrastructure, scientific research, technology, ICTs, innovation, financial services, value-adding

5Ps	SDGs Goals	Keywords
Prosperity	10: Reduced inequalities	linequality, income distribution, discrimination, disparity, justice, forcede labour, immigrant, equal opportunity, wages, social protection
Prosperity	11: Sustainable cities and communities	Basic services, housing, transportation system, public transport, road safety, cultural heritage, disaster, air quality, green space, public spaces
Planet	12: Responsible consumption and production	Chemical, waste management, food waste, sustainability report, procurement , effects on travel sector
Planet	13: Climate action	Global warming, climate change, greenhouse gas, climate change adaptation
Planet	14: Life below water	Ocean, seas, coast, fisheries, marine biodiversity
Planet	15: Life on land	Forest, ecosystem, biodiversity, wild animals, mountains, invasive alien species, water resources - river, lake, dam
Peace	16: Peace, justice and strong institutions	Justice, violence, crime, law and order, rights, freedom, terrorism, public information, bribery, corruption
Partnership	17: Partnership for the goals	Global cooperation, taxation, public sector, international cooperation, international trade, international innovation, international finance, multi-lateral trade, data system



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Keywords in the table are selected from only the words that represent the sub-targets and are often found to be easy to use at a basic level only.

For further details, please look at the full target name by scanning the QR Code or [click here](#)



2.4 Every development practitioner can take advantage of the SDGs.

What type of development practitioners are you? There are many types of social development practitioners, depending on their aptitudes and interests. Some are planners. Some are coordinators. Some are communicators, good at telling story about their work. No matter what kind of practitioner you are, adopting the SDGs into your work is beneficial in many ways, including



Helping us learn more about our work and filling in gaps that we overlooked.

Because the SDGs are comprehensive goals covering almost every social issue, they provide a conceptual framework to guide us to see links between our work and a broader range of problems.



Making our work more widely recognized.

Once everyone knows about the SDGs and uses them as a common language, it will be easier to communicate and present our work to a broader public. Our work can become a model or give others an idea.



Connecting us with more people working in the same fields or with shared interests.

The SDGs help group people doing similar activities together and create space to hold an assembly, initiate discussions, and exchange ideas.



Giving us new tools to measure what we are doing.

The SDGs specify what needs to be done and provide detailed indicators to apply as our new measurement tools.



Giving us access to more resources.

Currently, governments, business sectors, and funders have implemented policies targeting to support those working to promote sustainable development. Therefore, the SDGs can channel financial resources to our activities and help us get access to knowledge from experts.



Giving a warning when something is going to conflict with sustainability.

The SDGs are what the country's leaders have given a global commitment. We can therefore refer to the SDGs to empower our communication when we need to alert leaders or decision-makers on critical matters that conflict with sustainability, preventing them from causing damages.

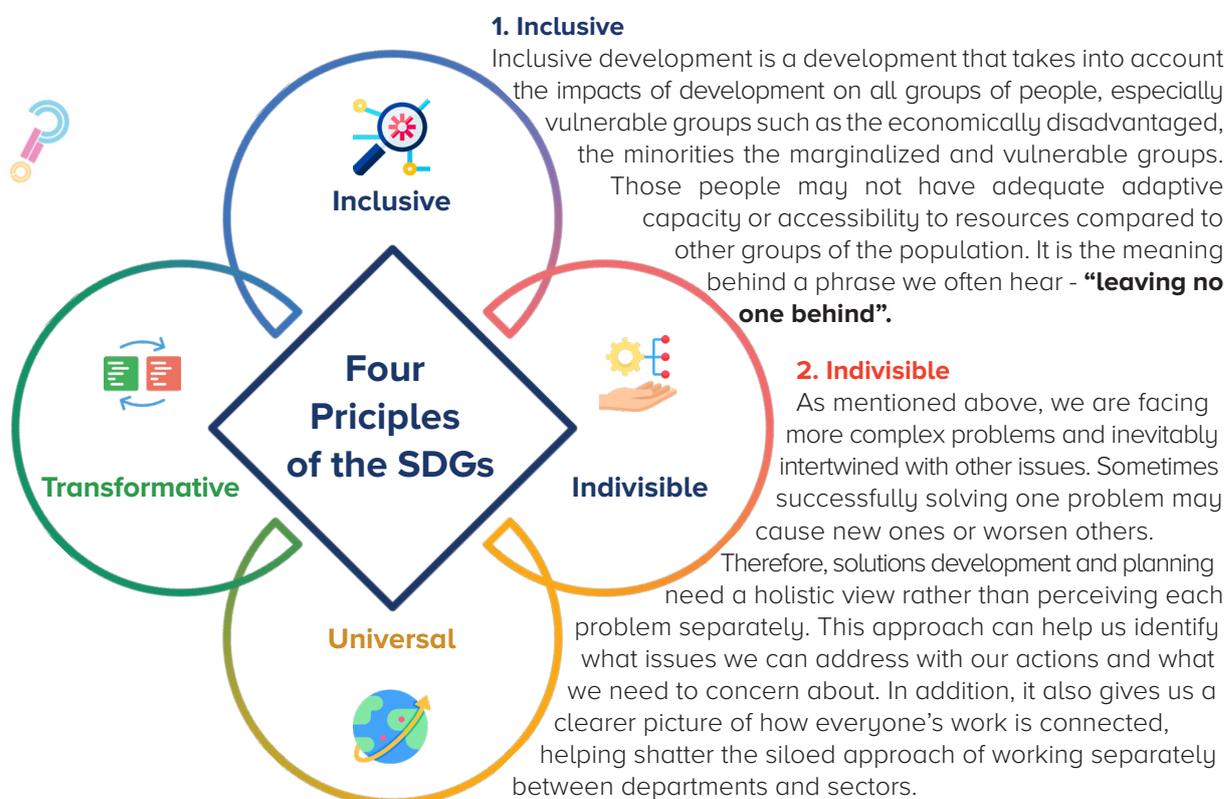


2.5 Four principles to consider when using SDGs

Do you think that just following the 17 SDGs is enough for us to achieve sustainable development?

There were plenty of projects and activities following the SDGs but did not turn out well as expected and even made things worse or caused new problems. Let us consider a tree-planting along the fence project aiming to increase community green space as an example. The project was in line with the SDGs however it was soon abandoned. This is because the trees made the residential streets too narrow to commute conveniently and some residents were concerned that the tree roots would break their fences.

This situation reflects the nature of existing social problems, which are complex and intertwined. Solving only one problem can worsen others or create new ones. For this reason, to apply the SDGs into action needs systematic solution planning and considers these following four fundamental principles of the SDGs:



3. Universal

Universal development is a development that is based on respect for universally shared common principles, such as human rights, fundamental rights, equality, and non-discrimination on the basis of race, color, religion, etc. Moreover, the SDGs apply to all countries, not only to developing countries.



4. Transformative

When the old approach is unable to solve the problems, the SDGs offer a paradigm shift to look deeper into root causes, which can be a systematic problem; social structure; values; customs; and persisting community behavior; and to reveal the real reason, leading to the most effective solution to the problem and preventing recurrence. To be able to make transformative change, the SDGs suggest that the following two principles can help



Locally-focused

A development that focuses on the participation in the development design process of locals, communities, schools, and minorities who are disproportionately affected to find the best fit their contexts, by reflecting on the problems and voice their needs.



Technology-driven

Adopting technology to drive development helps ease the completion of difficult, complicated, or time-consuming tasks. There is no need to use advanced or expensive technology, just choose the one that fits for purpose. For example,



storing community or project data on Cloud Storage, making it easy to access quickly and more secure,

using mobile applications that allow people to give anonymous comments, making them feel safe to speak out, and



using an unmanned ariel vehicle or drone for aerial imagery and exploring.

How about you? What technology has changed your life? and what did you use it for?

These fundamental principles are key points that differentiate SDG-aligned works from others because they guide practitioners on what should be prioritized and considered. At the same time, the SDGs can be the monitoring tools to find rooms for improvement in your work.

2.6 How can we know if our work aligns with the SDGs?

Once the work starts, how can we know if our project aligns with the SDGs? A simple way to verify the project is to use the following two evaluation criteria:



(1) The projects/activities must leave no one behind



(2) The projects/activities must focus on decoupling development from environmental degradation and practice circular resource utilization

(1) Leave no one behind

In the past, development did not benefit all people equally, and the negatively affected group did not receive adequate subsidies. The SDGs suggest that a new development framework should take into account its potential positive and negative impacts on everyone, especially on the vulnerable groups, who may not be able to adapt well or access to resources as other groups of the population. This concept originated the phrase **“leave no one behind”**. Our work must consider all people involved or affected by a project, policy, or activity **in the most precise way possible**.

An example of why we must “leave no one behind”.



A ban on single-use plastics - We are in urgent need to reduce disposable plastic waste. We all know that banning is one of the effective measures. However, a sudden implementation of the ban can severely affect particular groups of people, such as losing jobs among workers in plastic factories and entrepreneurs failing to adapt quickly. Therefore, we need to make prudent decisions and ensure those affected will not be left without support.



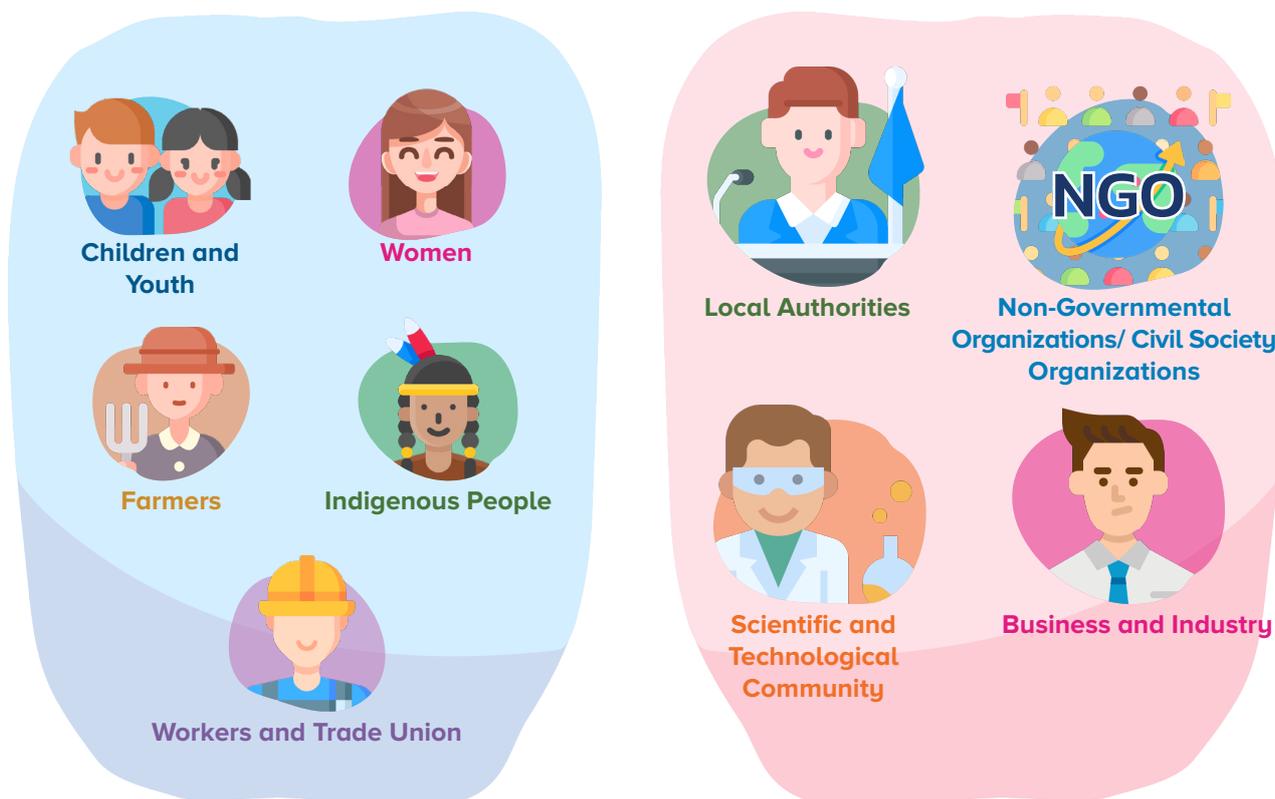
This scenario reflects how problem affecting each group of people differently and how different group of people have uneven adaptive and responsive capacities. Assistance and support should be tailored accordingly to the context of each group. Using this concept will guide us to more careful project execution with less negative impacts and prevent future problems as it is comprehensively planned.



Who do we have to consider?

We need to know who we are working with or who we should consider. If we say everyone is important and do not set up a specific target group or have any plans about this, we will end up unable to identify affected persons or people involved in the issue we are working on. Ultimately, it implies that “we think about no one”.

To make it easier to know who we should focus on and take into account when working to achieve the SDGs, the UN has identified nine groups of “stakeholders” include the following sectors:



The stakeholders can be grouped into two major categories:

The most often affected group (in blue) is the group that we need to help and take care of. When working with this group, we often ask “how can we help them?”. This category includes children and youth, farmers, indigenous peoples, women, and workers and trade unions, and

The stakeholder group as an organization (in red) is the group of people having influence or ability to drive sustainable development. When working with this group, we ask “how can they contribute?”. This category includes business and industry, local authorities, non-governmental and civil society organizations, and scientific and technological community.



What social issue are you particularly interested in?

Who are they?

Who is the most often affected?
(Blue Group)

How can we help them?

Who is involved with or can contribute
to the issue? (Red Group)

How can they contribute?



(2) The development that does not damage the environment and practices circular resource utilization (Decoupling)

In addition to the inclusion of all groups of people in the development, the SDGs also suggest that the new development framework must not damage the environment. In the past, development has focused mainly on economic growth and compensated for environmental damage after, which was inadequate to reverse the degradation of nature. Accordingly, the SDGs-aligned project must take into account environmental conservation going hand in hand with development in other dimensions. To turn this idea into reality, we must transform our linear approach to production and resource utilization to the circular approach.

If we continue using this linear approach, we may not have enough resources for everyone.

Keep extracting new raw materials
Wasting natural resources



Make



Use

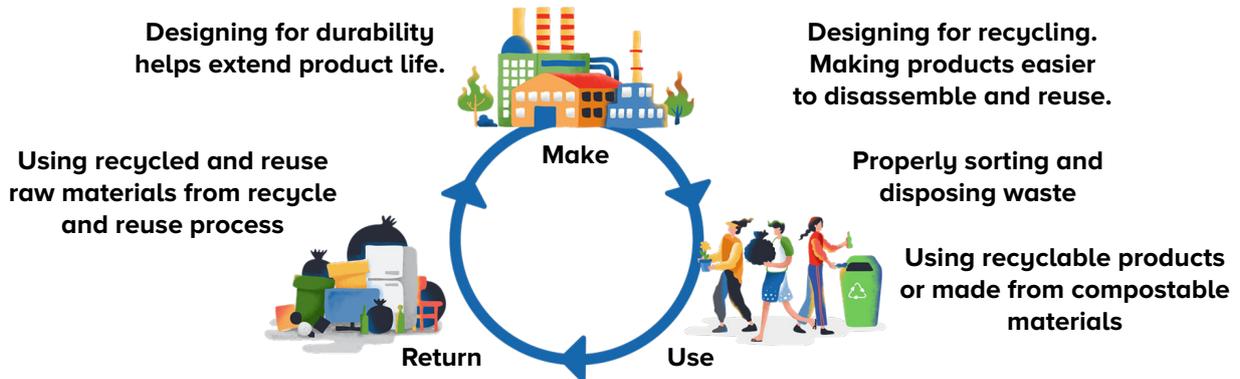


Dispose

Became waste that need to be disposed of

Inefficient use of resources

Linear model of resource utilization vs. Circular model of resource utilization

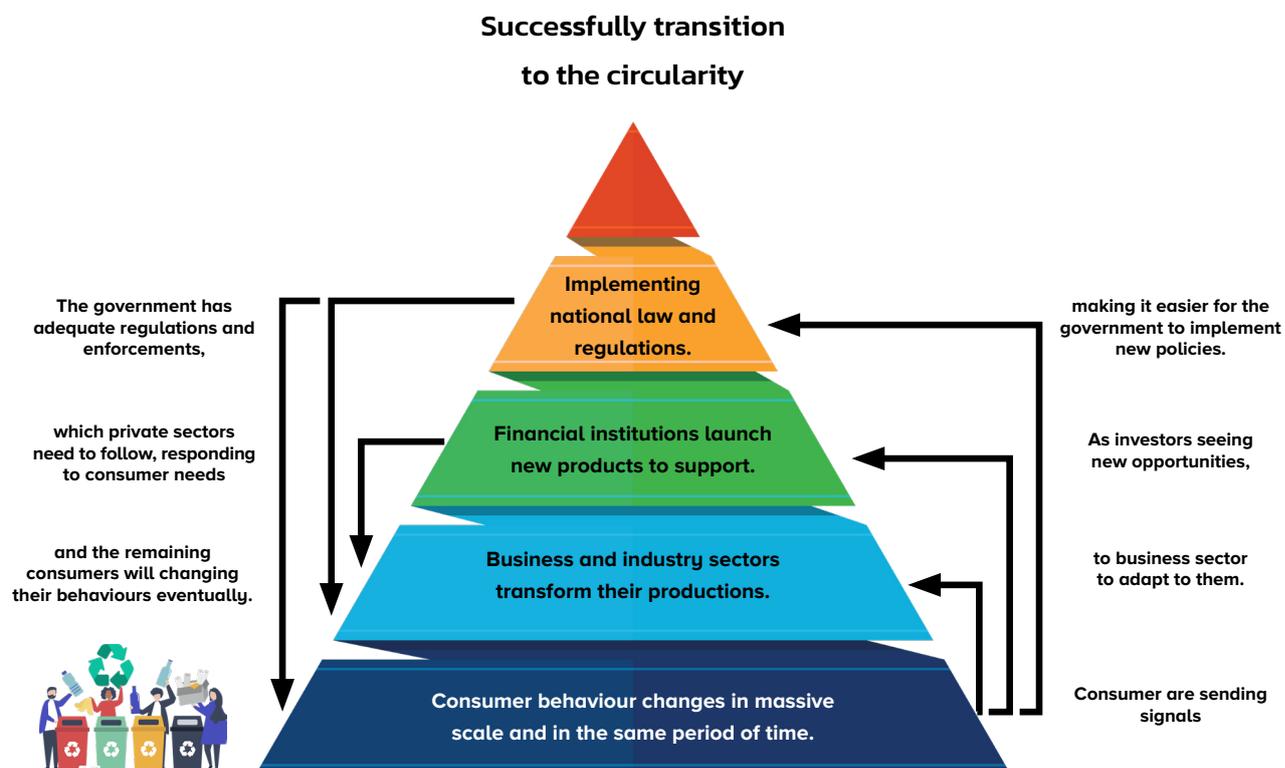


Using raw materials more efficiently and cost-effectively to reduce natural resource depletion.



As ordinary people, we can be a part in realizing the circularity concept.

From the pyramid diagram below, it seems that only manufacturing sectors and government agencies play a critical role in realizing the circularity concept. However, ordinary people's behaviour changes are no less important. Our decision can influence positive change in the manufacturing practice and government policies decision-making. Let us try to understand this process with this diagram.



You can see that all these transitions start from “a signaling from the consumers” or ordinary people like us, who make big changes in our consumption behavior. This action drives the manufacturing sector to adapt accordingly and is enable the government to make new laws and policies more easily.

Not only work effectively in the transition to the circularity approach, but the actions of ordinary people can also make positive changes in any social issue. We have to make sure they meet two requirements: must be on a massive scale, and taken at the same time, so they can send a strong and clear signal.



2.7 Remembering the 17 SDG Goals with 5Ps

The fact that the SDGs contain up to 17 goals and cover a wide range of issues makes them challenging to fully understand and accurately communicate. To reduce the burden on SDG learners, the United Nations have classified the 17 SDGs into five themes, easily called 5Ps, which include:

People

The goals in this group aim to ensure a better quality of life for all; everyone has enough income, access to food, access to quality education, and is treated equally regardless of their gender.



Prosperity

The goals in this group aim to ensure all decent works; access to clean energy, internet, good and affordable public transportation; and no exploitation and no discrimination.



Planet

The goals in this group aim to ensure all better environments for better living, clean air, and clean drinking water, sustainable resource use, and protection of oceans, forests, and wildlife.



Peace

This goal aim to foster a peaceful and just society, where everyone respects each other.

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



Partnership

This goal aim to strengthen the participation of all countries in addressing global challenges.

17 PARTNERSHIPS FOR THE GOALS



2.8 How does our work relate to the SDGs?

Once we understand the structure and fundamentals of the SDGs, we will begin to apply them to our work or an analysis of an issue. The SDGs application can be made in various forms including, using as a framework to choose an issue to work on, identify our target group and stakeholders, and evaluate our work. All of these applications share the same starting point, to answer **“how does our interested issue relate to the SDGs?”**. We can map the issue to the SDGs within four steps:

1

Choosing an issue

- Choose an issue to map. It can be any particular problem or situation.
- Scope of the issue will affects results from the mapping. If you want to **get an overview**, choose **a broader issue**. If you want to **get into the details**, choose **a more specific issue**.

2

What will happen if...

- Ask yourself, “what will happen if the problem or situation we choose actually happen?”.
- Answer this question with the first things that come to mind or expected consequences you can think of, not necessary to specify related SDGs.

3

+ / -

- Put plus and minus signs to the answers accordingly to theirs positive or negative effects to the choosen issue, respectively.

4

Identifying the related SDGs

- Identify which SDG’s goal is related to each of the answers from Step 2. You can go to Chapter 2 or scan the QR Code below to use lists of SDG keywords to link them with SDG’s targets.
- It is not necessary to map the issue to all 17 goals. Also a relationship between the issue and a goal can be both postive and negative.



Access the SDG target by scanning the QR Code or [click here](#).



Try to link the SDGs to your issue of interest in a motion graphic video by scanning the QR code or [click here](#).



2.9 SDGs and some interesting issues

Let us find out how the SDGs relate to our areas of interest by exploring these five examples.

Example 1: Plastic Pollution

Let us start with a well-known and one of the most chosen issues for a sustainability solution project, which is **plastic pollution**. As in this example, you can try mapping the SDGs with a problem statement, “**overflowing plastic waste**”, following these four steps:



Step 1: Choose an issue to map with the SDGs

It can be any problem or situation. Scope of the issue will affect results from the mapping; therefore, choose a broader issue if you want to get an overview and a more specific issue if you want to get into the details.



Step 2: Ask yourself “what will happen if ...”

Answer this question with the first things that come to mind or expected consequences you can think of, for example,

- ◆ Increasing number of plastic wastes needs to be disposed of due to the increase non-recyclable plastic wastes:
- ◆ Local authorities have larger quantities of household plastic waste to manage:
- ◆ Forming of a giant patch of garbage, degrading the marine ecosystems:
- ◆ Old landfills cannot cultivate crops due to soil contamination:
- ◆ Contaminations by plastic wastes reduce the number of clean water sources:
- ◆ Air pollutants emitted from waste disposal include carbon dioxide, a significant contributor to the rising global temperatures:
- ◆ Micro-plastic contamination on land and in water bodies affects food supply, especially those from the sea:
- ◆ Plastic waste could be an opportunity for waste-to-energy plants business:
- ◆ Plastic waste may lead to new industries which use waste as raw materials:
- ◆ Poor waste disposal causes adverse health effects and contamination in food, leading to illness:
- ◆ The most severely affected people from this issue are the vulnerable group, the poor, and waste workers. They are at greater risk of illness and have insufficient access to medical treatment:
- ◆ Plastic pollution is a global environmental threat. Collaboration from all countries is required.





Step 3: After finish listing all relevant answers, **try putting a + sign to the one that have positive effects to the chosen issue and a - sign to the one that shows negative effects.**

This step will help us see the positive and negative dimensions of the issue. If you find too many either positive or negative on the listed answers, do not panic yet. That is normal. Recheck your answers once again to see if there are any missing points. If not, go to the next step.



Step 4: Identify the related SDGs

In this step, everyone is encouraged to map the listed answer to the SDG's goals, using the SDG keywords in chapter 2 as a guide. You can also download the SDG Booklet to learn more details of all the goals and targets. To master this step, proceed through our following guidelines:

- ◆ Identify the most relevant SDG goals related to your listed answers:
- ◆ If you are unsure which one, look further to SDG targets. This step will give you a clearer answer of which SDG target that related:
- ◆ Once you are done with the SDGs mapping, you can see the linkages between the chosen issue and the SDGs, as shown in the below diagrams.

Linkages between the SDGs and "Overflowing of Plastic Wastes"

36

Linkages between the SDGs and "Bullying at School"

38

Linkages between the SDGs and "Transforming conventional community-based tourism into eco-tourism"

40

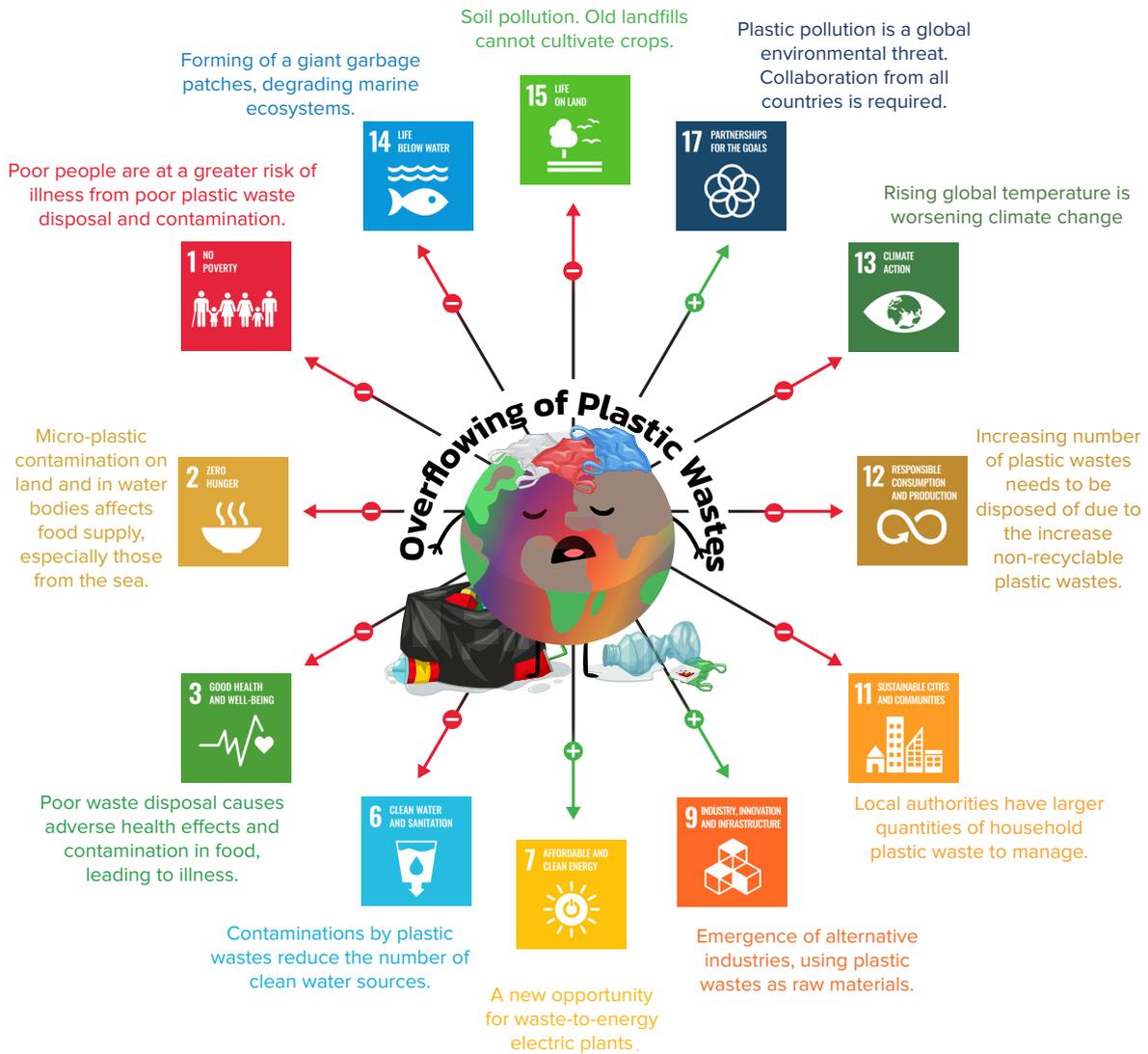
Linkages between the SDGs and "Mental Health Problems"

42

Linkages between the SDGs and "Corruption"

44

Linkages between the SDGs and “Overflowing of Plastic Wastes”



Example 2: Bullying at School

Let us continue to the second example. In this one, we will try mapping the SDGs to a more specific issue and learn how to make a greater use of the SDGs. This issue has gained more attention in our society because it is happening around us and severely affecting youth today. This is bullying.

1

Choosing
an issue

Step 1: Choose an issue - For this one, we would like you to imagine yourselves as a group of young people who want to set up a club to “Stop Bullying at School”.

2

What will
happen if...

Step 2: Ask a question – “What will happen if we could stop bullying at school?”

- ◆ If there is no bullying at school, all students would feel safe.
- ◆ Students will want to come to school if they feel safe there.
- ◆ Once students enjoy going to school, it will reduce the likelihood of dropping out.
- ◆ Students have good mental health, reducing the risk of developing depression.
- ◆ When mental well-being is ensured, students will have good relationships with friends, teachers, and people around them.
- ◆ Being in a healthy environment encourages effective learning.
- ◆ In gender dimension, stopping bullying make all students feel safer, especially among LGBTQI, who are likely to be more bullied.

3

+ / -

Step 3: Map the SDGs - To see more detailed linkages, we encourage everyone to map the issue to the SDGs but dive deep into the target level in this example. Explore which goals in the 17 goals are related to the chosen issue, then look further to that SDG’s targets to find the best fit. Write it down as in the following examples:

- ◆ Stopping bullying makes students feel safe from all forms of violence, in accordance with SDG 16.1:
 - ◆ It also has a positive effect on eliminating all forms of violence against women and girl, in accordance with SDG 5.2:
 - ◆ Students having good mental health, in accordance with SDG 3.4 - promote mental health and well-being:
 - ◆ Regular school attendance reduces the likelihood of student dropout from education or transferring schools midyear, in accordance with SDG 4.1 - ensure all children to basic education:
 - ◆ School without bullying can greatly reduce learning disparities between students on the basis of sex, disability, and ethnicity, in accordance with SDG 4.5 - eliminate all discrimination in education:
 - ◆ Understanding the seriousness of bullying as an abuse of human rights is what youth need to learn, in accordance with SDG 4.7 - ensure all learners acquire knowledge and skills needed to promote sustainable development, human rights, and global citizenship.

You can see that when we narrow down the issue, even fewer SDGs appear, you can get a closer look at the chosen issue. It also lets you know if your plan has direction aligning with the goals you want to achieve.



Access the SDGs target by scanning the QR Code or [click here.](#)



SCAN ME



Try to link the SDGs to your issue of interest in a motion graphic video by scanning the QR code or [click here.](#)



SCAN ME



Linkages between the SDGs and “Bullying at School”

(16.1) Stopping bullying makes students feel safe from all forms of violence.



(4.7) Raise awareness to stop bullying help youth understand and respect human rights. It is the knowledge needed to promote sustainable development, human rights, and global citizenship.



(4.1) Regular school attendance reduces the likelihood of student dropout or transferring school midyear. Ensure all basic education.
 (4.5) Decreased bullying reduce disparities in learning between students, on the basis of sex, disability, ethnicity, and vulnerable situations.



(3.4) Students have good mental health.



(5.2) Bullying has a negative impact on eliminating violence against women and girl, and people in LGBTQI community.

Example 3: Eco-tourism

In this third example, let us move on to tourism, an important economic activity that generates income for many communities in Thailand. Today, all sectors are putting more focus on and promote a new approach to tourism management. We will use “transforming conventional community-based tourism into eco-tourism” as an example.



Step 1: Choose an issue - Transforming conventional community-based tourism into eco-tourism.



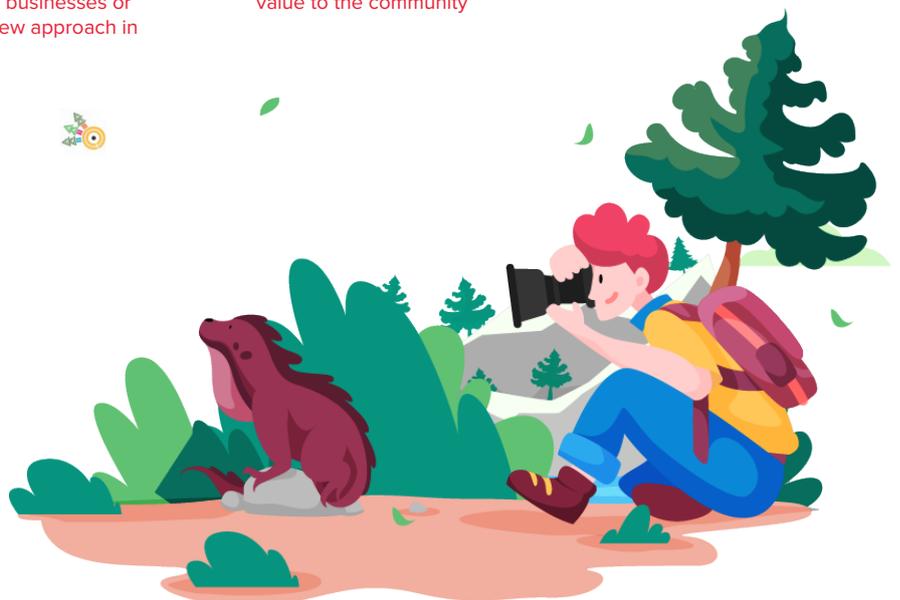
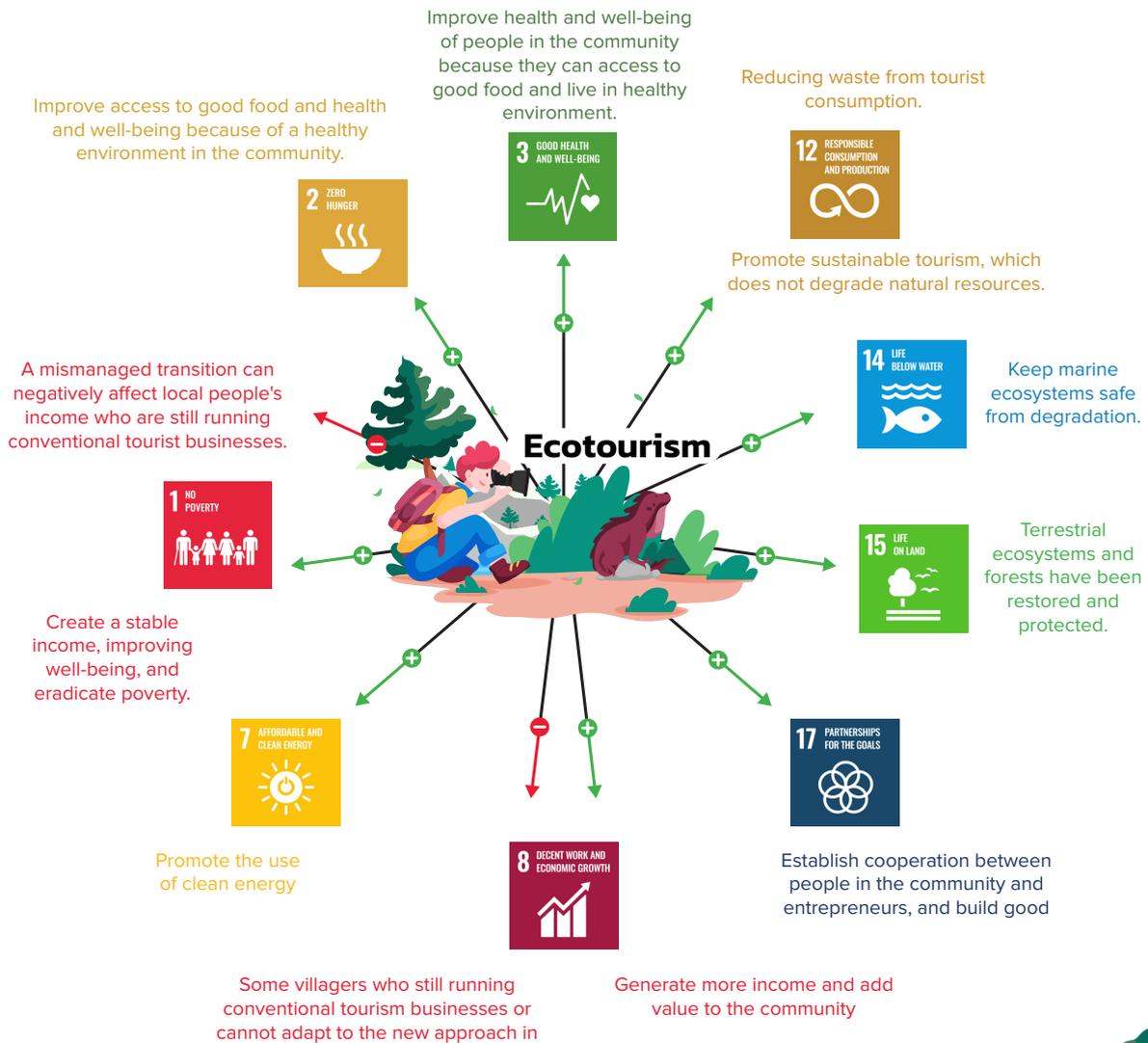
Step 2: Ask a question - What will happen if we could transform tourism to be more environmentally conscious? Answers could be like, once everyone is committed to protecting the environment, there will be less amount of waste generated, whether from either local people or tourists. It will also help lower impact on the natural ecosystem, improve the community environment, and ensure health and well-being of the local people.



Step 3: Map the SDGs - In this issue, the main relevant SDG goals include

- ◆ SDG 12: Promoting sustainable tourism which does not degrade natural resources. Reducing the amount of waste generated by tourist consumption:
 - ◆ SDG 14: Keeping marine ecosystems safe from degradation:
 - ◆ SDG 15: Terrestrial ecosystems and forests have been restored and protected:
 - ◆ SDG 8: Generating more income and adding value to the community. However, some villagers who still running conventional tourism business may lose their income or jobs if they can't adopt new approach:
 - ◆ SDG 1: Creating a steady income for local people and improving their well-being. However, some villagers who still running a conventional tourism business may lose their income or jobs if they can't adopt new habits.
 - ◆ SDG 2: Improving local people's accessibility to good food because they live in good environment :
 - ◆ SDG 3: Improving health and well-being of people in the locals due to the accessibility to good food and living in healthy environment:
 - ◆ SDG 7: Promoting clean energy:
 - ◆ SDG 17: Establishing cooperation between the locals and entrepreneurs, and building good relationships with governmental sector.

Linkages between the SDGs and “Transforming conventional community-based tourism into eco-tourism”



Example 4: Mental Health Problems

Having good mental health can improve our physical health, increase productivity at work and school, and build healthy relationships with the people around us. There are many external factors influencing good mental health such as living in a healthy environment, having a sufficient income to the point that there is no worry about the cost of living, and living in a violence-free community. These factors made mental health problems more complex and be more than just a personal issue. It becomes one of interesting examples for the SDG mapping.



Step 1: Choose an issue - Reduce risk factors influencing mental health problems.



Step 2: Ask a question - What will happen if our mental health get worse?



Step 3: Map the SDGs - The most relevant SDG goals in this issue include

- ◆ SDG 3.4: Mental health problems increase the risk of suicide:
- ◆ SDG 3.5: Substance abuse and harmful use of alcohol negatively affect both physical and mental health:

You can also map the issue to the other goals such as,

- ◆ SDG 1.2: If one's mental health is deteriorating to the point that being unable to go to work will cause a loss of income:
- ◆ SDG 2.1: In some cases, mental health problems are linked to appetite loss. Inadequate nutrition affects brain development and can lead to depression and anxiety disorders:
- ◆ SDG 4.1, 4.2, 4.3: Experiencing mental health problems lowers learning efficiency of students:
- ◆ SDG 8.8: Illnesses and mental instability affect one's work productivity, causing problems at work:
- ◆ SDG 10.1: People with lower socioeconomic status are more likely to suffer from mental health problems:
- ◆ SDG 16.1: If a serious mental illness goes untreated, in some cases, it can result in mania and unnecessary violence against others.



Linkages between the SDGs and “Mental Health Problems”

(3.4) Mental health problems increase the risk of suicide.

(3.5) Substance abuse and harmful use of alcohol negatively affect both physical and mental health.

(2.1) In some cases, mental health problems are linked to appetite loss. Inadequate nutrition affects brain development and can lead to depression and anxiety disorders.

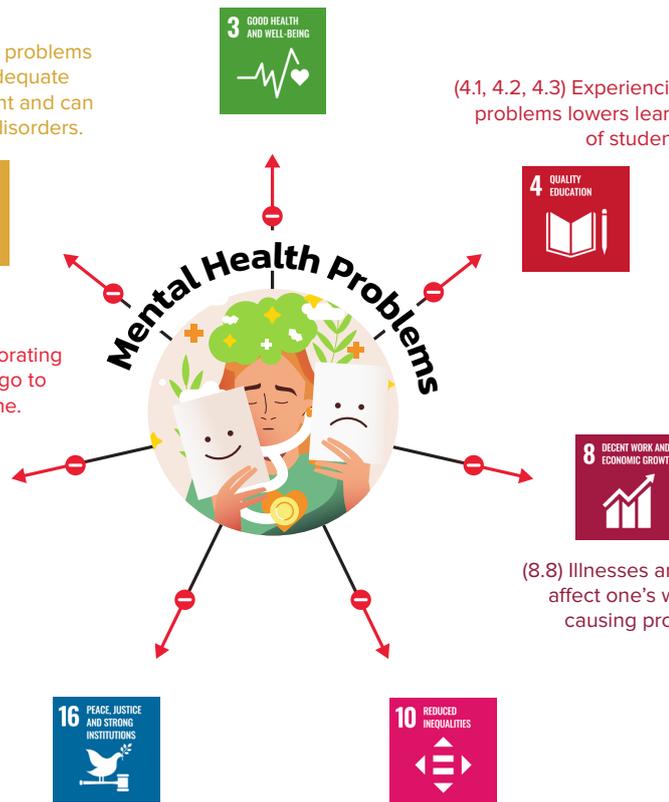
(4.1, 4.2, 4.3) Experiencing mental health problems lowers learning efficiency of students.

(1.2) If one’s mental health is deteriorating to the point that being unable to go to work will cause a loss of income.

(8.8) Illnesses and mental instability affect one’s work productivity, causing problems at work.

(16.1) If a serious mental illness goes untreated, in some cases, it can result in mania and unnecessary violence against others.

(10.1) People with lower socioeconomic status are more likely to suffer from mental health problems.



Example 5: Corruption

In the last example, we would like to point out a topic that some may perceive as a distant problem to our lives. But in reality, it may be closer than we think. This is corruption. We encourage everyone to figure out in which way corruption is related to the SDGs.

The main relevant SDGs to the consequences of corruption include

- ◆ SDG 16.4, 16.5: Rising in bribery. Corruption creating a loophole for weapon smuggling, money laundering, other kind of crimes:

- ◆ SDG 16.6, 16.10: Corruption makes public agencies lack transparency and reduce their efficiency. The corrupt agencies tend to limit access to public information, sometimes go as far as to restrict or deprive freedom of the citizen:

There are more other SDGs related to the impact of corruption on various sectors including:

- ◆ SDG 3.c: Public health budget will be cut. The government become ineffective in public health administration and providing essential medicines, increasing the risk of receiving unsafe or substandard medical products:

- ◆ SDG 4.5: High cost of education and corruption reduce educational opportunities of the poor. Nevertheless, receiving quality education helps people develop knowledge and a positive attitude to gain immunity to corruption:

- ◆ SDG 9.1: Corruption can lead to large-scale infrastructure built with low-standard construction and materials which may endanger the public:

- ◆ SDG 10.1: Power of wealth creates more opportunities to the rich to gain more income at a higher rate than most people in the country, widening inequality:

- ◆ SDG 14.2, 14.4, 14.5, 14.6: Corruption can lead to inefficient budgetary allocation for coastal resource conservation:

- ◆ SDG 15.2, 15.5, 15.6, 15.7: Corruption accelerates a threat to the planet's limited natural resources. Poaching and trafficking can lead to fast extinction of many protected species of plants and animals. There will be a loss in global biodiversity and degradation of ecosystems.



Linkages between the SDGs and “Corruption”

(3.c) Public health budget will be cut. The government become ineffective in public health administration and providing essential medicines, increasing the risk of receiving unsafe or substandard medical products.

(9.1) Corruption can lead to large-scale infrastructure built with low-standard construction and materials which may endanger the public.



(4.5) High cost of education and corruption reduce educational opportunities of the poor. Nevertheless, receiving quality education helps people develop knowledge and a positive attitude to gain immunity to corruption.



(16.4, 16.5) Rising in bribery. Corruption creating a loophole for weapon smuggling, money laundering, other kind of crimes.



(16.6, 16.10) Corruption makes public agencies lack transparency and efficiency. They tend to limit access to public information, sometimes go as far as to restrict or deprive freedom of the citizen



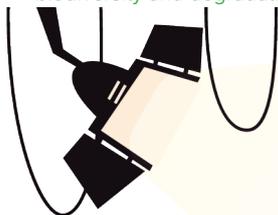
(10.1) Power of wealth creates more opportunities to the rich to gain more income at a higher rate than most people in the country, widening inequality.



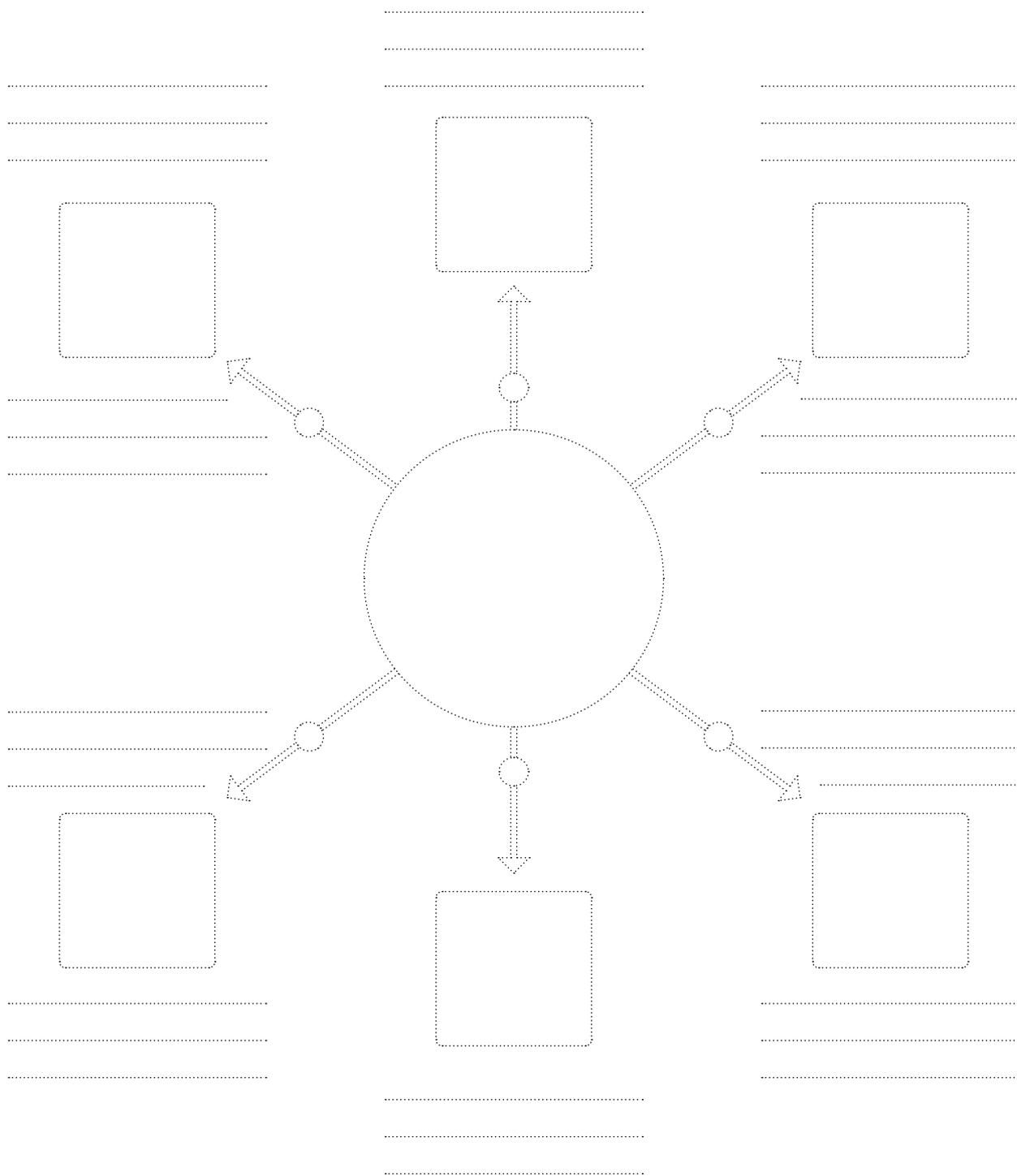
(15.2, 15.5, 15.6, 15.7) Corruption accelerates a threat to the planet's limited natural resources. Poaching and trafficking can lead to fast extinction of many protected species of plants and animals. There will be a loss in global biodiversity and degradation of ecosystems.

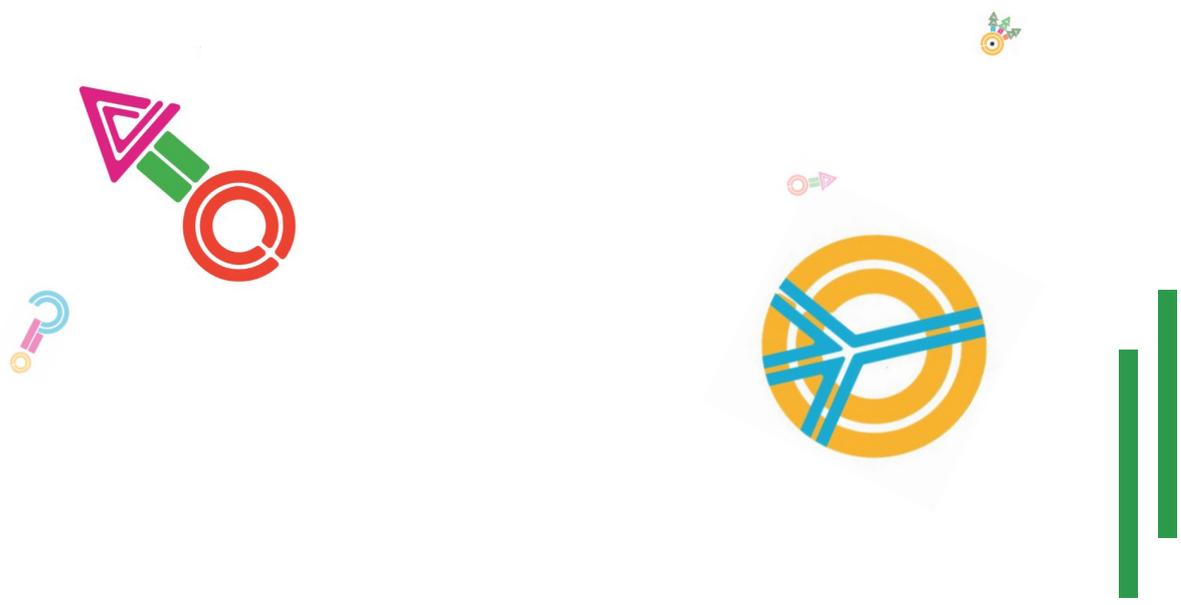


(14.2, 14.4, 14.5, 14.6) Corruption can lead to inefficient budgetary allocation for coastal resource conservation.



What about your project? Which SDGs are related to it? Try mapping them here.





03

Actions in Daily Life to achieve the SDGs



3.1 Three actions everyone (even a lazy person) can do for the SDGs

Even if you are not doing any projects or leading any activity groups (or no matter how lazy you are), you can contribute to the SDGs by changing some of your behaviours. First of all, conduct a self-assessment by following our advice from the checklist below.



A Checklist of three actions everyone (no matter how lazy a person is) can do for the SDGs.

Give yourself 1 point if each action in the list is you, and 0 point if it contradicts your behaviours. Then, add up the scores in each box. Let's find out to what extent how your behaviours align with the SDGs.

Consumption Behaviour

- Most of the time, you waste no food when having a meal.
- You do not eat food and use items containing rare ingredients or parts from endangered species such as shark fin, fish roe, small young fish, a seal-fat candle, real fur coat, etc.
- You always turn off the water and unplug the appliances when not in use.
- You mostly refuse single-use plastic bags and glasses.
- You always sort your trash before disposing of it.
- You prefer choosing products with environmentally-friendly labels.
- You do not buy products or services from any brand or stores, even it once was your favorite, that are not aligned with the SDGs, such as violating human rights, exploiting their employee, or releasing untreated waste into water sources.

Be Open-minded and Show Respect to Others

- You have never mocked or teased others over ones appearance or preference.
- You never bullied or discriminated against others because of ones gender identity.
- You understand and will not interfere in others' beliefs when you see them follow the teachings of their religion or belief, even if it is different from the majority.
- You have a way to give a suggestion or dissuade someone close to you from unintentionally teasing other people.
- You are not angry if someone offers an opinion or standpoint that is different from yours.
- You can explain to others, reasonably and calmly, why you have such thoughts and beliefs.
- You can explain to others why we should help take care of foreigners' lives and their safety, even if they are not native citizens.

Ask Questions, Ponder, and Do Not Rush to Conclusion

- You can distinguish between real and fake news.
- You fact-check news and information from multiple sources.
- You are aware of propaganda and its purpose and not susceptible to it.
- When things happen, you tend to examine causes and consequences.
- You tend to question and try to understand others' feelings and reasons behind their decisions.
- Your questions are quite friendly. Your communication style can make people around you feel comfortable and willing to respond or share without fear of being criticized.
- You can ask questions from new perspectives and make yourself and surrounding people suddenly think of the same issue differently.

Your total score is



And the result is!!!

18 - 21 points: Your behaviours are strongly aligned with the SDGs. Keep up the good work. If possible, invite people around you to join in.

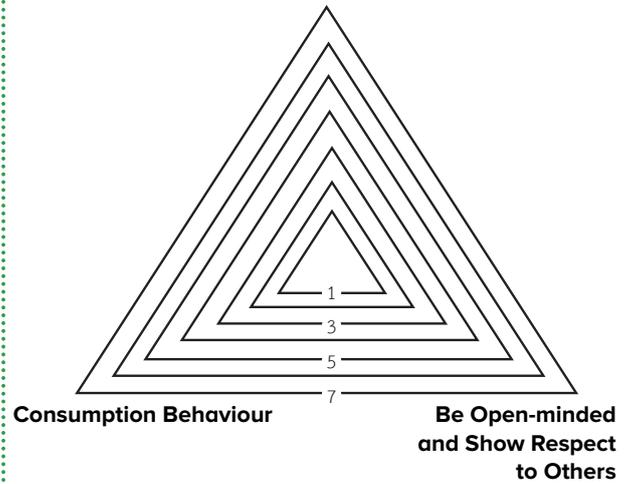
14 - 17 points: Your behaviours are quite aligned with the SDGs. You would do better if you can find what is missing in your actions and gradually adjust to focus more on those areas.

10 - 13 points: Your behaviours are aligned with the SDGs to some degree, maybe you are just careless or not take it very seriously. Challenge yourself to do something you have not done before. You might see a lot of change in yourself!

6 - 9 points: Your behaviours are slightly misaligned with the SDGs. If you find these actions are too complicated to understand and follow, try starting with the easiest to do, and add on one at a time. You will see it is easier than you think.

0 - 5 points: Your behaviours are misaligned with the SDGs, and some may inadvertently harm yourself and surrounding people. Try changing yourself a little at a time. You can start with what you think is easiest to do.

Ask Questions, Ponder, and Do Not Rush to Conclusion

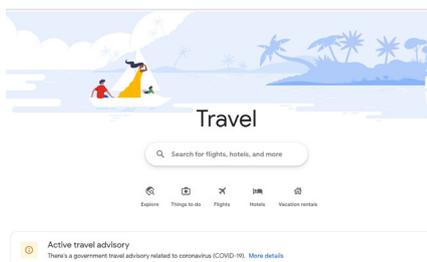


After getting your total score, we want everyone to try marking the scores from each box on the level line on a provided pyramid diagram.

If any axis has disproportionately low scores, it means you need to pay more attention and adjust your behaviour according to that group of actions.

After finishing self-assessment, you may invite others to try this checklist and assess their actions.

Examples of tools to help you identify sustainable products more easily



Google "Eco-certified" Tag

A certified tag from Google helps us identify hotels and accommodations that their practices meet high standards of sustainability. The assessment has a focus on environmental impact in 4 categories: energy efficiency, water conservation, waste reduction, and sustainable sourcing. Find the Eco-Certified accommodations [here](#).



EGAT Label No.5

Energy Label no.5 certifies an electrical appliance that meets a standard on quality, energy efficiency, and safety. Choosing a Label No.5 certified products will reduce the electricity consumption, compared to products without the label. Find List of Label No.5 certified appliances [here](#).



Green Label: Thailand

Green label certifies a product which its manufacturing, utilization, consumption and disposal phases create lesser environmental impacts on the environment than the non-labeled. Find List of Thai Green Label Products [here](#).



3.2 Action guidelines for “Active citizen”

Ways of expressing yourself

Once we have changed our behaviours and are keen to work harder, one way we can do is to “express ourselves”. To show people around us what we believe in and want to advocate and encourage them to follow, these three simple ways can help.



Vote for a leader who advocates SDG-aligned policies to be a government representative

Such policies cover climate change adaptation and mitigation, gender equality, anti-corruption, etc.



Sign, support, and express your stance on various issues

For example, we can share a message, change our profile picture on social network accounts, support a campaign, and join a peaceful assembly.

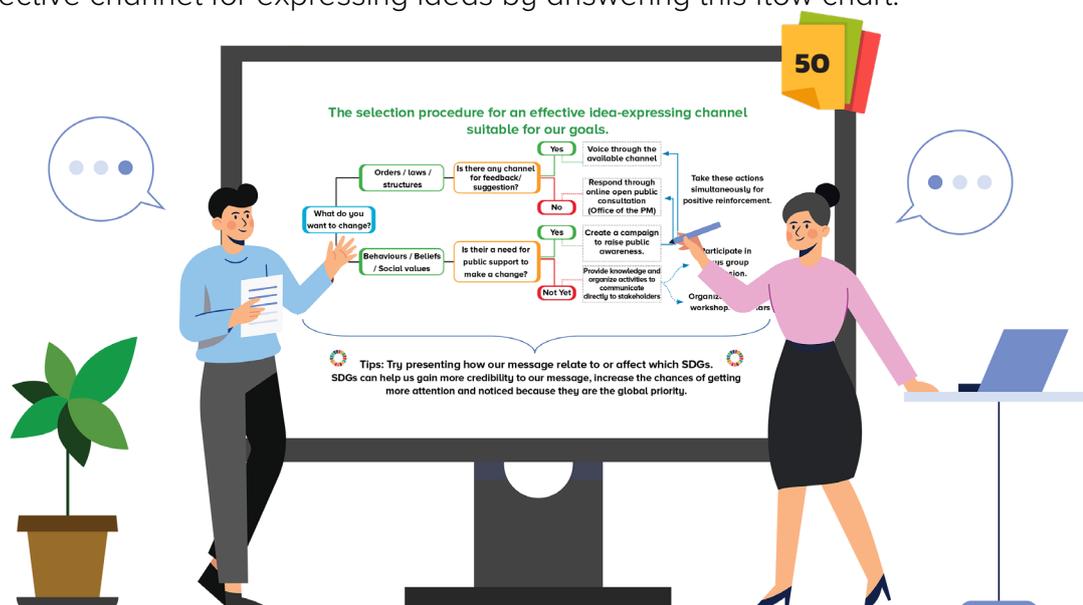


Apply for a group or a club to participate in activities that match our interests

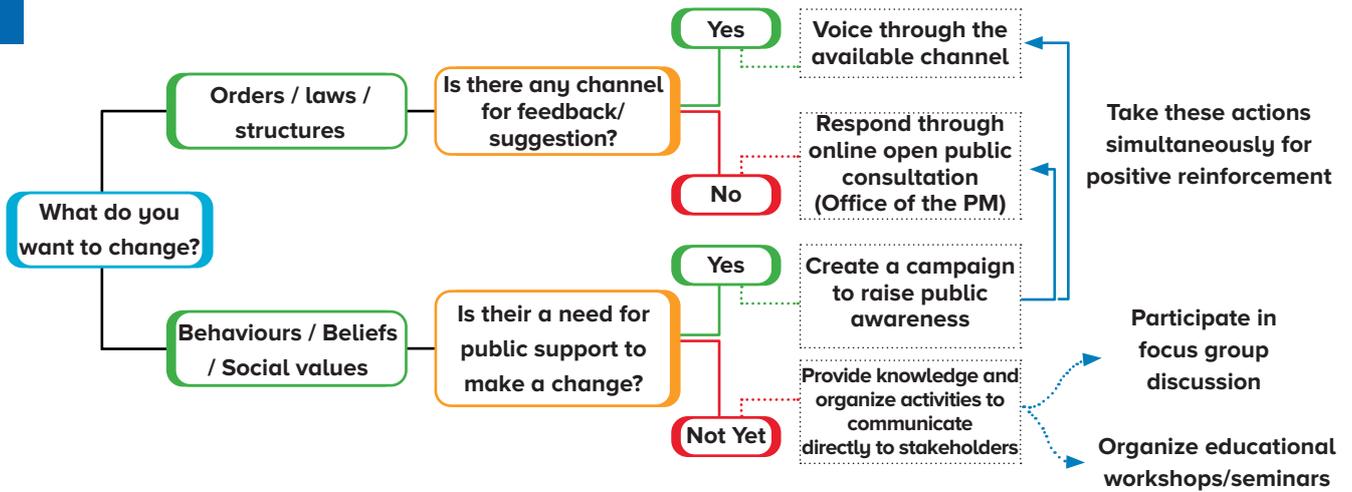
Such as doing volunteer work with vulnerable persons, being a mental health listener and counselor, joining environmental conservation club, and more according to our interests.

How can our voices be drivers of systematic changes that lead to the achievement of the SDGs?

In addition to self-change, solving problems for the long run requires some other tools like new and amended laws, rules, and policies, which can refer to “systematic change.” Undoubtedly, achieving this level of change is difficult. However, if it succeeded, it would create large-scale changes in society. Nowadays, it is easier for everyone to push for a change. We can speak out, communicate our ideas and needs directly to the public and relevant agencies. First of all, we recommend everyone the procedure for selecting an effective channel for expressing ideas by answering this flow chart.



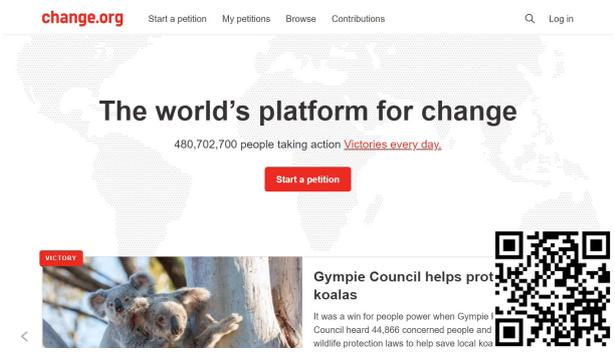
The selection procedure for an effective idea-expressing channel suitable for our goals.



Tips: Try presenting how our message relate to or affect which SDGs. SDGs can help us gain more credibility to our message, increase the chances of getting more attention and noticed because they are the global priority.



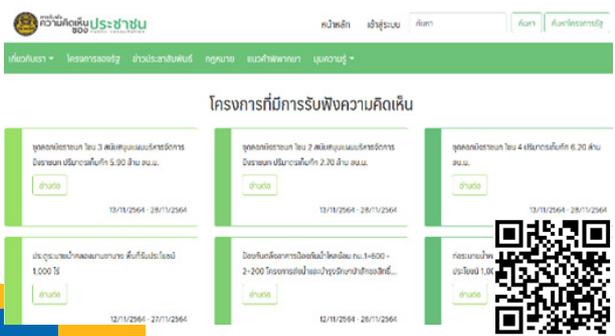
Examples of public communication channels everyone can use to build coalitions and offer opinions directly to relevant agencies.



Change.org is a petition website that offers everyone a platform to promote campaigns and invite other individuals [here](#).



Thai parliament website opens for public opinion on new draft bills. Have your say [here](#).



The Prime Minister Office's website offers channel for public consultation on government-running projects [here](#).



The Secretariat of the House of Representatives' website allows Thai citizens to directly initiate submission of a petition for introducing new laws. Learn more about the initiative process [here](#).

3.3 What will you get from adopting the SDGs?

Adopting the SDGs not only makes our society and the world a better place, but also benefits those who choose to do so. The reason is that the SDGs guide us how to analyse the problems comprehensively and understand their systematic interlinkages, preparing us for more complex problems in the future. If we keep training ourselves these thinking skills, we will master them. Accordingly, **even if the world fails to achieve the SDGs by 2030, at least we will obtain these skills.**

Conceptual thinking

Taking into account all potential impacts on all aspects as suggested in the SDGs framework will give us a broader perspective of our works and all possible outcomes.

Empathy

Taking into account all groups of people within society, e.g., vulnerable groups and stakeholders, will build our capacity to place ourselves in another's position, and enable us to understand and accept others' decisions and feelings.

Knowledge for future work and other applications

Sustainability is becoming a significant global issue and plays a role in education and career. Understanding the SDGs helps us develop the knowledge we can apply in future work.

Complex problem-solving

Practicing how to use cause and effect analysis and identify linkages with the SDGs teach us systematic thinking skills needed to understand complex problems and find effective solutions.

Skills for becoming global citizens

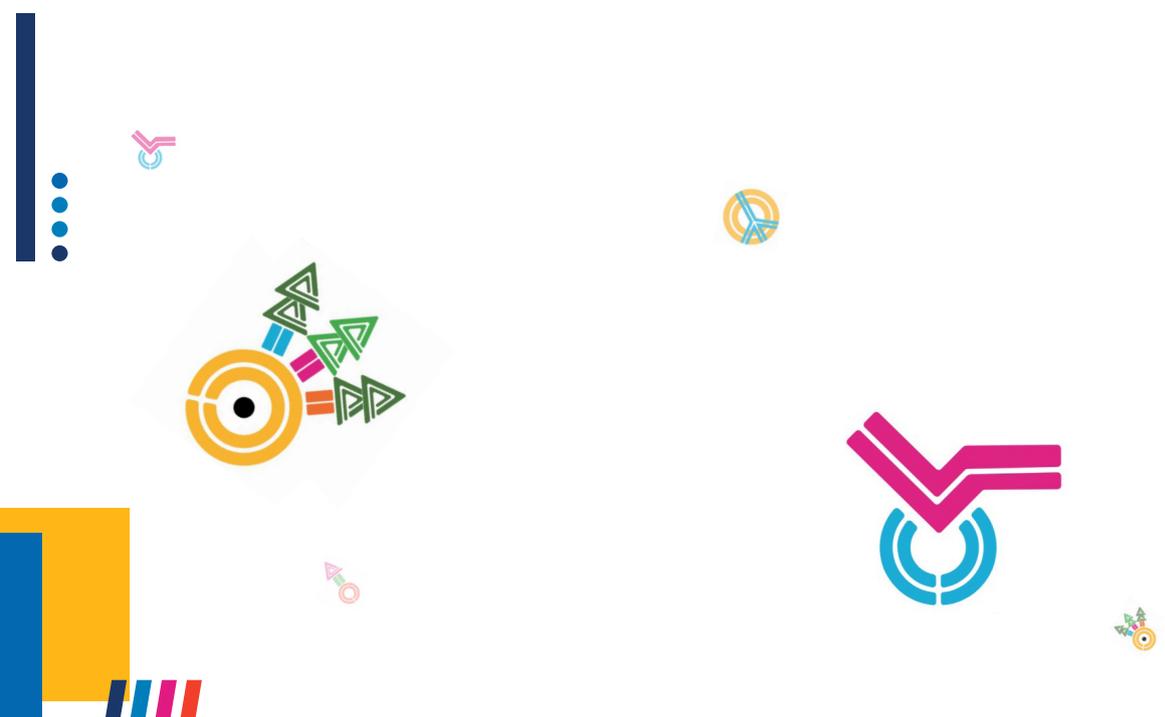
Developing system thinking, conceptual thinking, and empathy help us become open-minded and embrace diversity. These are competencies needed to become a better global citizen.





04

How to design a project that aligns with the SDGs?



4.1 Make simple projects cooler than ever with the SDGs

It is not unusual that everyone may encounter the following situations while designing a project. Sometimes we just cannot figure out what to do or may not know where to start, sometimes we are not sure if this project is going to work, or even if it is a well-thought-out one, it might not get much attention as it should. Perhaps the SDGs could be a helping hand that we are looking for. **Find out how we can apply the SDGs framework on project design and development.**



To understand the current situation

- **To understand the area:** Use 5Ps as a simple social assessment framework.
- **To understand the people:** Identify the project target groups and stakeholders by using the nine groups of SDG stakeholders.
- **To understand the problems:** Analyse causes and effects of the problems in all aspects by engaging with the 17 SDGs.

To set clear and feasible goals

- The goals should match skills and interests of the project contributors.
- The goals should be feasible under conditions of resources and time
- The project outcomes must leave no one behind.
- The project outcomes must not cause damage to environment.

To take action according to SDG principles

- Our plan must take into account potential impacts on everyone.
- Indivisible, by focusing on collaboration with other groups/institutions.
- Our method should be in accordance with basic principles, including human rights.
- Focus on transformation, by addressing the root causes of the problems

To systemically and regularly monitor, evaluate, and report

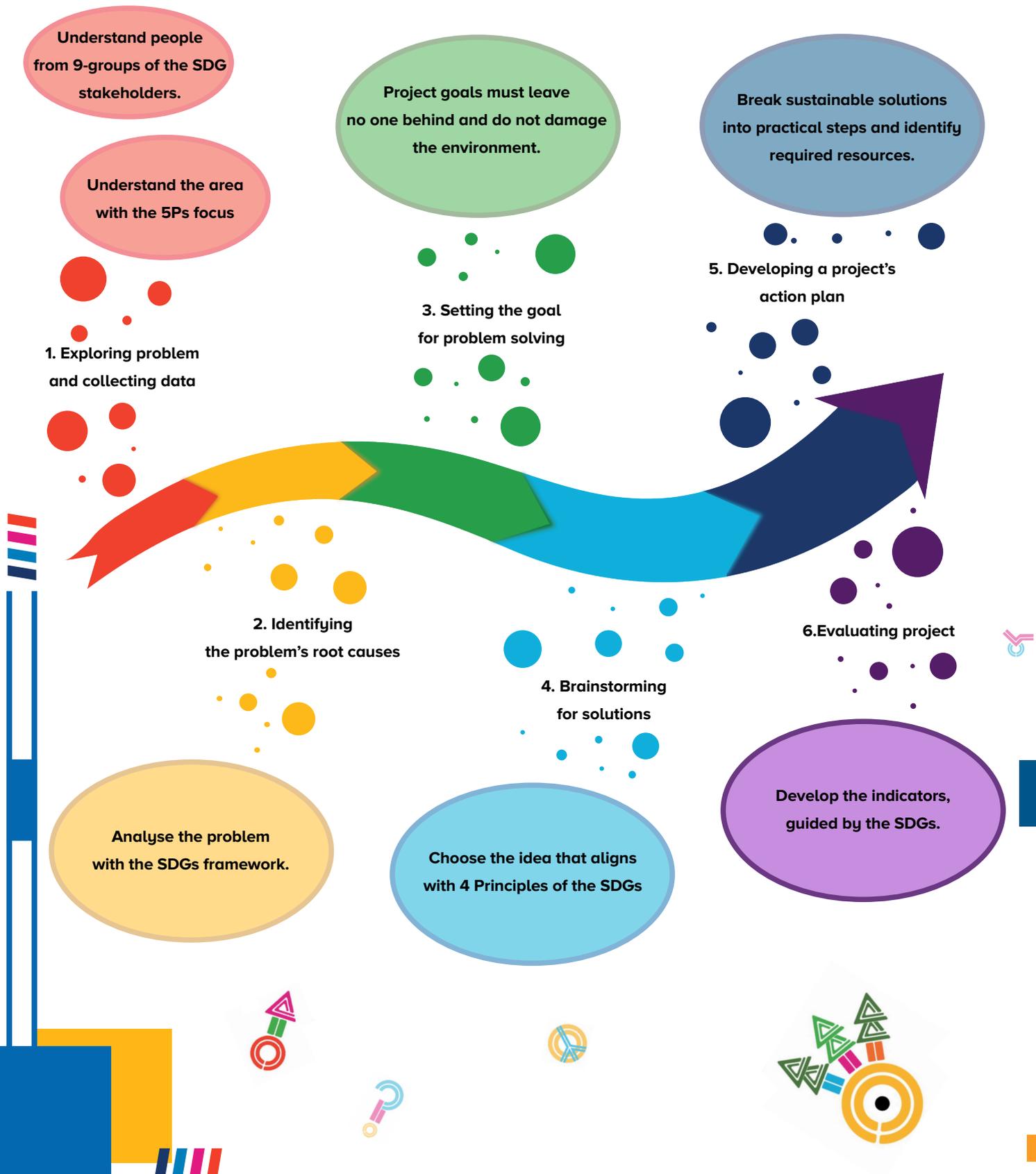
Use the SDGs as a guideline to develop and apply indicators that fit with our project context.

To present and communicate, externally and internally, the project impacts

- To communicate how our project outcomes align with or contribute to the SDGs.
- To communicate how we apply the SDGs into our project.

4.2 Steps in designing an SDG-aligned project

We already know how we can apply the SDGs framework to our project. Next, we will show you the five steps of project design with details to guide us on applying the SDGs in each step as shown below.



(1) Exploring problem and collecting data

Have you ever seen it when some people wanted to do good to others but turned out to be unsatisfying because that was not what they exactly want? This is the reason why, before doing anything, we need to identify what the community or area needs, problems, and root causes are.

**** We recommend answering all questions as suggested in order to support following the next steps.****

1. What is the problem? (What)

You can get the answer from observation, first-hand experience, or by questioning the locals.

*Seeking answers from various groups of people is recommended.

2. Where does the problem lie? (Where) and When did it happen? (When)

We recommend choosing the area where the problem persists. As accurate as possible of the 'where' and the 'when' answers will be helpful in designing projects that meet community needs.

3. Why does the problem occur? (Why)

Focus on survey and fieldwork methods to collect data. In this step, analysing and making personal comments are not required yet.

4. What is the characteristic of the area?

- Basic Information: size, population, main occupation, etc.
- You can use 5Ps as a survey framework.

5. What is the effect of this problem? (Effect)

Focus on extracting the answer from data and information collected from survey and fieldwork.

In this step, analysing and making personal comments are not required yet.

6. Who is a directly-affected person of this problem?

- Focus on groups of people who got affected, both positively and negatively, by the problem at the very first.
- Identify the details of the affected person as accurately as possible. For example, if they are students, find out which schools and grades they are in and other features.
- Start by considering nine groups of SDG stakeholders as a guideline.

7. Who is an indirectly-affected person of this problem?

- This answer is usually a person affected by the consequences of a previous problem. If that particular problem does not occur in the first place, this person will not be affected.
- Start by considering nine groups of SDG stakeholders as a guideline.

8. Who is currently solving this problem?

It can be a responsible agency or group of people are trying to ease this problem. Opinions from them will help us learn what is done and where we can make a contribution by collaborating with them or offering to do some tasks.

9. Other stakeholders

Not a first handed affected person nor a problem solver. It can be any person living in the area we work on or in the neighbourhood who is aware of the problem. We may invite them to work together in the future.

Introducing a 5Ps-based checklist for community, schools, organization exploration in all aspects

The SDGs can be applied in exploring characteristics of our community, school, educational institution, or target area. We can select issues in the SDG targets which is closely related to or fit the area context and adjust them to be in easy-to-understand language and question format. Use these questions to collect information and interview stakeholders to learn what is already done and needs to be done in our community.

See the checklist below as an example. Some of the issues from SDG targets are selected, focusing on the ones that can apply to all areas and are frequently found in action, made them easier to understand, and categorized into 5Ps groups. In doing so, everyone can use this checklist or create a new one if see better suits the project.

*****No need to ask all questions, select only some that could get us the information we want. However, to better understand the area in all aspects, asking questions from every 5Ps group is recommended.*****

✓ P-People			✓ P-People		
●	SDG 1	What is the economic status of local people? Is there any poor person living on less than 3,000 baht a month?	●	SDG 2	Can everyone in the community afford safe, nutritious, and sufficient food?
●	SDG 1	Is there any welfare money or social protection mechanism for the poor in the community?	●	SDG 2	Are there malnourished people? (e.g. stunting, wasting, and underweight.)
●	SDG 1	Do the locals have access to any financial sources, such as loans?	●	SDG 2	Can those who have food allergies or are on different diet patterns, for example, vegan and halal, get food in the area?
●	SDG 3	How many people in the community are suffering from non-communicable diseases (NCDs)? (NCDs include diabetes, cardiovascular disease emphysema, cancer, hypertension, and obesity)	●	SDG 4	Can most locals read and write?
●	SDG 3	How many local people consume alcohol and/or smoke?	●	SDG 4	Do all children have equal access to education, regardless of their gender?
●	SDG 3	Are there people suffering from depression/poor mental health?	●	SDG 4	Do local schools have adequate teachers and facilities?
●	SDG 3	Are there any teenage pregnancies in the community?	●	SDG 4	How many students have dropped out of school?
●	SDG 3	Is there sexuality education provided to students?	●	SDG 4	Are local languages and cultures taught in schools?
			●	SDG 4	Do schools have lessons on equality and diversity?

✓ P-People		
●	SDG 3	How often do traffic accidents occur in the community?
●	SDG 3	Are there accessible healthcare facilities in the community?
●	SDG 3	Do the locals have health insurance or healthcare coverage?
●	SDG 5	Have women and children in the community experienced physical violence?
✓ P-Prosperity		
●	SDG 7	Do most houses and places have access to electricity?
●	SDG 7	Does anyone in the community still use charcoal-fired, a source of PM2.5, for cooking?
●	SDG 9	Can everyone in the community access to the internet?
●	SDG 9	Do schools and government offices own enough computers and communication equipment to function?
●	SDG 9	Are there any SMEs, start-ups, young entrepreneurs in the community? What business do they do?
●	SDG 9	Are there any industrial factories in the area? Do they release untreated waste and cause pollution affecting the locals?
●	SDG 9	Is there the potential growth in the industries in the community?
●	SDG 11	Is there any inadequate and unsafe housing or slums in our community? How many of them? (in approximate number)
●	SDG 11	Does our community provide a safe, affordable, and accessible public transportation system?
●	SDG 11	Do our village, community, and school manage waste effectively? Are these areas clean and liveable?

✓ P-People		
●	SDG 5	Do local organizations or leader groups have a nearly equal share of male and female members?
●	SDG 5	Can everyone participate in public activities in the communities, regardless of gender?
●	SDG 5	In the community, are there any people being hated, bullied, and mocked based on their gender identity?

✓ P-Prosperity		
●	SDG 8	What is the employment rate of the working-age population in the community?
●	SDG 8	What is the occupation of most people in the community? Do they have stable income?
●	SDG 8	Have there been any strikes or protests on wage suppression in the community?
●	SDG 8	Do youths in employment get paid in legal wage rates?
●	SDG 8	How much do the locals earn from tourism? Have they been affected by any shocks?
●	SDG 10	What is the income disparity between the richest and the poorest in the community?
●	SDG 10	How many immigrants living in our community? How are their lives?
●	SDG 11	How much participation do the locals have in community planning and development?
●	SDG 11	Are there green public spaces like parks for everyone to enjoy in our community?
●	SDG 11	Does anyone in our community burn trash and leaves in the open area?

✓ P-Prosperity		
○	SDG 11	Does our community pay attention to protecting and conserving all cultural and natural heritage? How do we utilize local wisdom?

✓ P-Prosperity		
○	SDG 11	If there is a disaster, does our community have any preparedness plan? Do we have watchtowers, emergency alert systems, or evacuation drills?

✓ P-Planet		
○	SDG 6	Do houses, schools, and various places in our community have clean toilets and continuous supply of tap water?
○	SDG 6	Does everyone have access to clean and affordable drinking water?
○	SDG 6	Does our community have a wastewater treatment system before releasing it to the water source?
○	SDG 13	Has our community been affected by climate change? It could be extreme weather, repetitive flooding, coastal erosion, drought, or wildfire.
○	SDG 13	Does our community have a climate change preparedness and adaptation plan?
○	SDG 13	Do the schools teach about climate change?
○	SDG 15	Does our community provide guidelines for forest conservation and restoration, and wildlife and freshwater sources protection?
○	SDG 15	What are the conditions of forest area, soil quality, and freshwater sources in the community? (degraded/improved)
○	SDG 15	Are there poaching and illegal logging in our community?
○	SDG 15	How much participation do the locals have in forest management and protection?

✓ P-Planet		
○	SDG 12	Does our community promote single-use plastic reduction?
○	SDG 12	Is there a waste sorting and disposal system in our community?
○	SDG 12	Does our community and local organizations promote sustainable procurement and sourcing?
○	SDG 12	Does our community develop activities and policies to support sustainable tourism?
○	SDG 14	Are artisanal and small-scale fisheries still able to conduct fish catching to sell?
○	SDG 14	Is there a problem with slave labour in fisheries industry?
○	SDG 14	Are corals, sea animals, and marine ecosystems in our community protected?
○	SDG 14	Is our community affected by marine debris?
○	SDG 15	Have invasive alien species been released to natural ecosystems?



 P-Peace		
	SDG 16	How often do the incident of violence and physical abuse occur in the community?
	SDG 16	Has our community ever been reported about the locals involved in human trafficking?
	SDG 16	Has our community ever been reported about corruption and bribery in local agencies?
	SDG 16	Can everyone in our community express a different opinion without fear of harassment?

 P-Peace		
	SDG 16	Can everyone in our community express their opinions on the leader's administration?
	SDG 16	Do leaders of local organizations and communities have transparency? Can everyone monitor them ?
	SDG 16	Has everyone obtained ID cards or any other legal identity?
	SDG 16	Does everyone have access to public information of government, organization, and groups' administration and spending?

 P-Partnership		
	SDG 17	Is there any project/activity collaboration between our community and other communities or external organizations ?
	SDG 17	Are there activities for people with interests or people working in different areas to meet, discuss, exchange ideas, and collaborate in the future ?

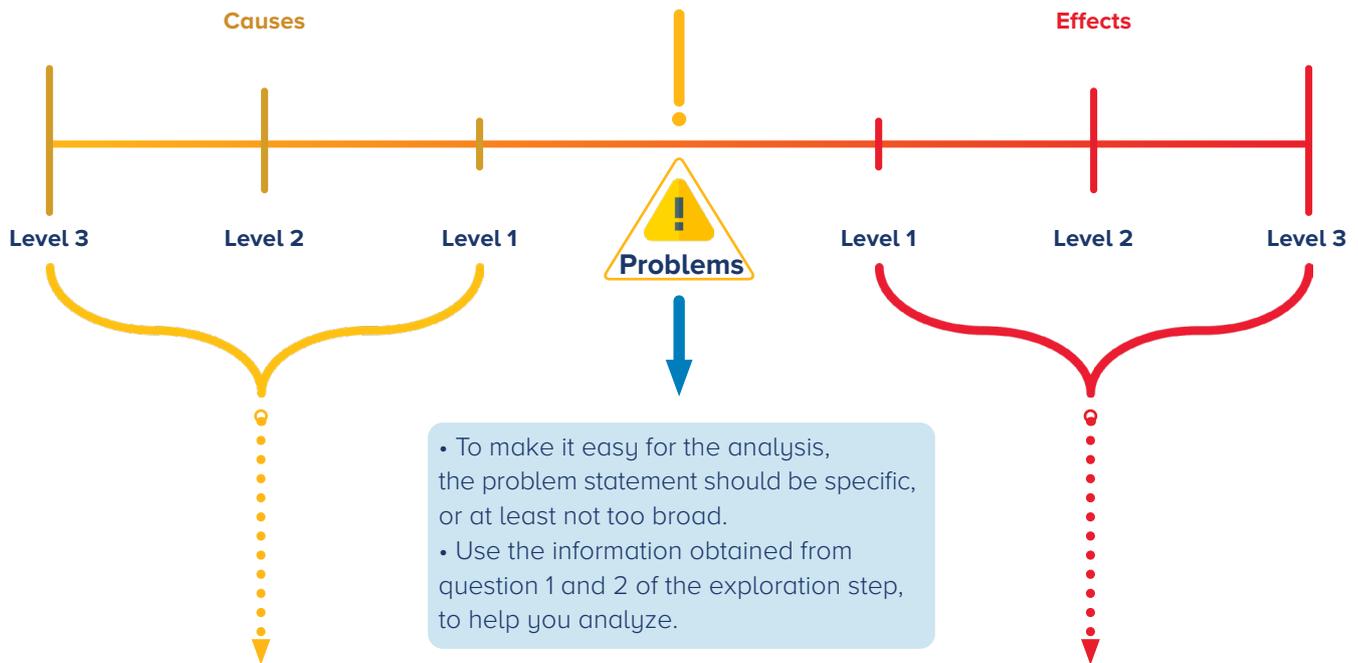
 P-Partnership		
	SDG 17	In our community, is there a fundraising event or procuring from various sources to support the project and activity



(2) Identification of the problem's root causes

After obtaining the data from the survey, we will further analyse the problem to determine the root cause and understand the impact, which leads to the decision about what to do next. For this step, we will analyse causes and effects with “**Triple-level Diagram**”.

** We will also use the information from the 9 questions from the exploration step. We recommend you to prepare it. **



- Ask the question “why does ... happen?” 3 times. Use the answer from the third question of the exploration step (why does the problem occur?) as an input.
- Ask the question “Why does ... happen?”. Write in the level 1 an immediate cause of the problem (it is usually observable or the first thing that comes to your mind).
- Then, ask the question “Why does the (cause in level 1) happen?” and write the answer in the level 2.
- Then, ask the question “Why does the (cause in level 2) happen?” and write the answer in the level 3.

• **Notice:** Causes in level 1 are generally the most obvious ones. Causes in level 2 and 3, in most cases, however, are less obvious and possibly the root causes of the problem.

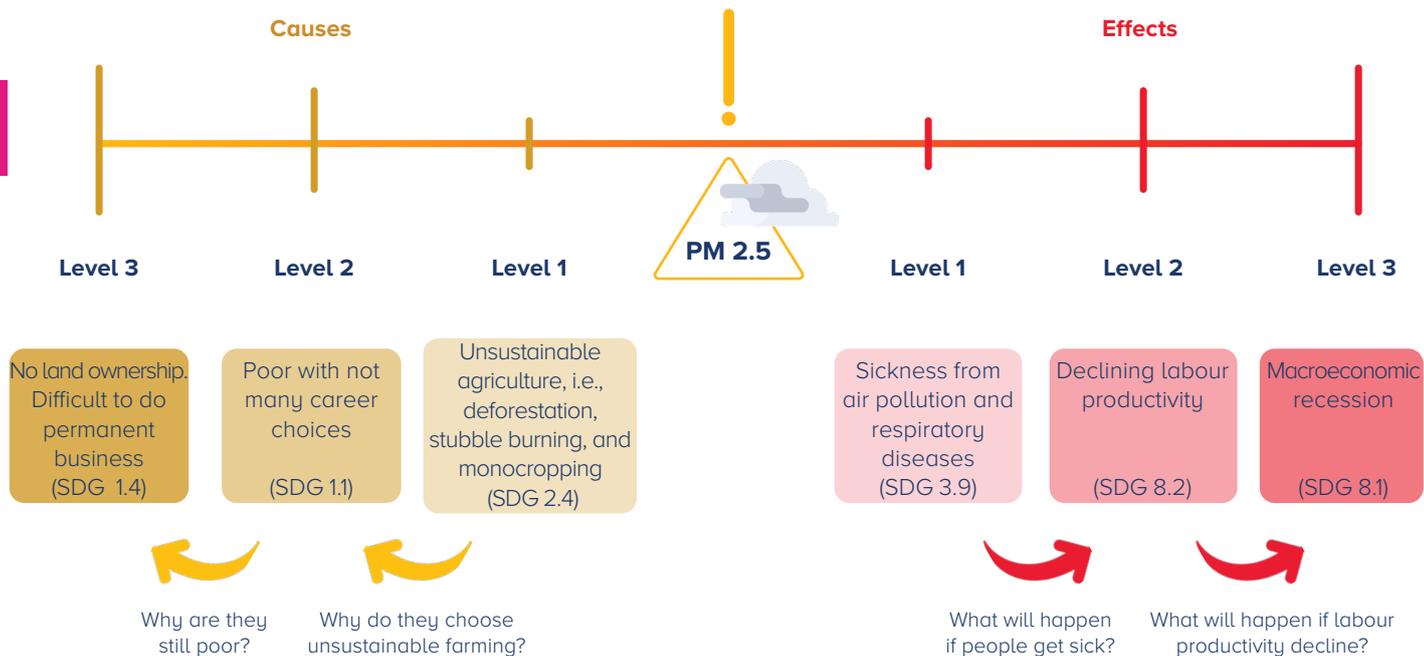
- Ask the question “what will happen if...?”. Use the answer from the fifth, sixth, and seventh questions of the exploration step (effects of the problem, and directly and indirectly affected people) as inputs.
- Ask the question “what will happen if...?”. Write in the level 1 an immediate effect of the problem (it is usually observable or the first thing that comes to your mind).
- Then, ask the question “what will happen if the (effect in level 1) happen?” and write the answer in the level 2.
- And ask the question “what will happen if the (effect in level 2) happen?” and write the answer in the level 3.

• **Notice:** Effects in level 1 are generally the direct effects of the problem. Thus, the people affected by the level 1 effect are probably our target group.



Finally, map causes and effects at all levels to the SDGs to see which SDGs are associated with the causes and which SDGs' achievement might be affected by the problem of interest. At this stage, the SDG mapping can be either at goal or target level as you see appropriate.

An Example



From the example, if we simply link to which SDG is related to the issue of PM2.5, we will find that it relates to SDG 11 - Urban air quality. However, when we analyse the causes and effects from levels 1 to 3, we can clearly see the sources and the impacts of the problem. It helps us set goals more precisely. But most importantly, we need to collect the information in the first step (the exploration step) correctly and sufficiently to make our analysis more accurate.

(3) Setting the goal for problem solving

Once the root cause is identified, we need to set a goal for our next step. The goal that leads to problem solving must have these five characteristics and its outcomes must leave no one behind and not be harmful to the environment.



(4) Brainstorming for solutions

When you get a problem you want to solve, now you will begin to find a solution to this problem. What you have to do is to brainstorm to get as many ideas as possible. Then, choose an idea (or ideas) that you see the most appropriate.

But how do you know if the chosen idea is a good idea? We have a method for selecting the best and most suitable ideas for action, by putting all ideas in these 4 boxes.



Not Feasible – Impossible to happen

The idea is unrealistic because it requires a large amount of capital, people and tools, or conflicts with local beliefs and values.

✘ Reject these Ideas.

How – Currently not feasible, but might be possible in the future

For example, an idea might be interesting but requires more than the currently available budget.

✔ Keep these Ideas and prepare for the future.

NOW – Already existing and feasible

It is an idea based on what you have done, or you are currently doing, which can definitely be done. But it is not new.

✔ Kept these idea as a “backup plan”

WOW – Innovative, nobody has done it before.

This is an ideal idea that should be used.

✔ Start evaluating the feasibility of the ideas in the following boxes.

Do not forget to include the “Four Principles”



The activities accommodate the needs of everyone or most people, but also consider possible negative impact on the minority

Equality
Open and accept all genders, races, colours
Human rights

Using technologies Adjust or changing structure and values
Make everyone participate equally

Idea evaluation

After sorting and selecting some interesting ideas, we will pick ideas from the red box or **“WOW Idea”**, which are interesting and innovative, to evaluate the extent to which they can effectively solve the problem. Try rating each idea using the following table. **The idea with the highest score** would be appropriate to use as our master plan. The rest of the ideas may be included as supplementary activities.

35 Points **Effectiveness**

This idea allows our work to achieve its goals or objectives.

25 Points **Long-Lasting Impact**

This idea aims to eliminate the problem, create long-term benefits, or bring about change on a larger scale, rather than a change in smaller and shorter-term scale until the problem recurs.

20 Points **Participative**

To realize this idea, everyone can take action or solve the problem together, which increases a sense of ownership and a desire to advocate the idea with us.

20 Points **Efficiency**

The idea was feasible and allows us to use the budget and other resources at the minimum with good quality and timely outcome.

WOW Ideas	Effectiveness	Long-Lasting Impact	Participative	Efficiency	Total
(In the red box)	(35 Points)	(25 Points)	(20 Points)	(20 Points)	(100 Points)
1.....					
2.....					
3.....					
4.....					



(5) Developing a project’s action plan

After choosing the best and the most achievable and feasible idea for a solution project, we need to plan it in more details. An action plan of the project should be created and cover steps of action, how to prepare, what resources are required (such as people, money, equipment, and venue). An action plan can be formulated in many ways, depending on the project’s characteristics. However, most action plans contain the following basic elements, as shown in the table below.

Activities	Tasks	Outcomes	Duration	Resources	Budget	Team
Break down the chosen idea into activities, such as activity promotion, field trips, setting up the venue, organizing a training, etc.	Specify what needs to be done to make each activity happen, such as visiting the area, contacting the landlord, preparing vehicle and travel information, etc.	Specify what we expect from each activity. For instance, we make field visits to get information and gain more insights of the local context.	Estimate how long each activity will last, covering from preparation to action stages.	Specify resources each activity requires, such as speakers, training locations, accommodation, vehicles.	Estimate how much money it will take to get the required resources (in the resources box)?	Identify who is responsible for each step.
Activity 1	1. 2. .... ..... .....	..... ..... ..... ..... ..... .....	..... ..... Days/Weeks/Months/Years...............	..............................	..............................	..............................
Activity 2	1. 2. .... ..... .....	..... ..... ..... ..... ..... .....	..... ..... Days/Weeks/Months/Years...............	..............................	..............................	..............................
Activity 3	1. 2. .... ..... .....	..... ..... ..... ..... ..... .....	..... ..... Days/Weeks/Months/Years...............	..............................	..............................	..............................



(6) Evaluating project

After the project has been done, an action that will indicate if the project is achieved as expected is project evaluation. Besides assessing whether the project is achieved, a project evaluation also reveals weaknesses of the project and could lead to the improvement in planning of future projects.

What needs to be concerned in project evaluation?

Set objectives of the evaluation.

Why do we evaluate?

For instance, to assess if the project should be continued, or to assess if the budget should be increased, or area expanded.

Set indicators.

On what basis are we evaluating?

In other words, what are project's indicators?
For example, participant's knowledge, amount of waste in the area, income of people in the community.

Most often they would set in accordance with the project's objectives.

Use a variety of evaluation methods.

Because each measurement method has different advantages and disadvantages and may lead to different evaluation results. Even if we evaluate from the same people/ area. Therefore, more than one method should be used.

Beware of possible discrepancies.

Discrepancies may arise from improper evaluation method, for instance, lack of variety of respondents for the evaluation, or respondents did not provide information or truthful opinions. Therefore, the project evaluation should cover a wide variety of respondents that match with the project's target groups. Questions and instruments must be clear, convenient, and suitable for the respondents.

Tools for project evaluation

Observation



The evaluator observes by using two methods.

- (1) participate in the project's activities
- (2) not participate in the project's activities but observing from outside

Suitable for preliminary evaluation while the project is still in progress and can be adjusted. Physical project, such as construction, cleaning, or area development, which is easily observable can also apply these methods.

Data Logging



Record of feelings
Record of thoughts
Journals of staff and participants

Suitable for activities with abstract, subjective, or emotional outcomes. This allows participants to reflect on what happened to them along the way.

Interview



Interview

Setting goals and prepare interviewing questions in advance, to find out the truth or real opinions of your target group.

This approach is friendly and easy to implement, suitable when insights and opinions are needed or when responding in writing is inconvenient. But it is time consuming when there are many interviewees. It is more suitable for small number of interviewees.

Questionnaire



Two types of questionnaire are

(1) Open-ended Questionnaire: For each question, multiple choices are not provided, only a blank space. This type of questionnaire is suitable for evaluation that requires respondents to elaborate their needs or recommendations.

(2) Closed-ended Questionnaire: For each question, multiple choices are provided. These choices are created by the evaluator. This type of questionnaire allows the evaluator to control the answer, suitable for evaluating concretely and quantitatively.

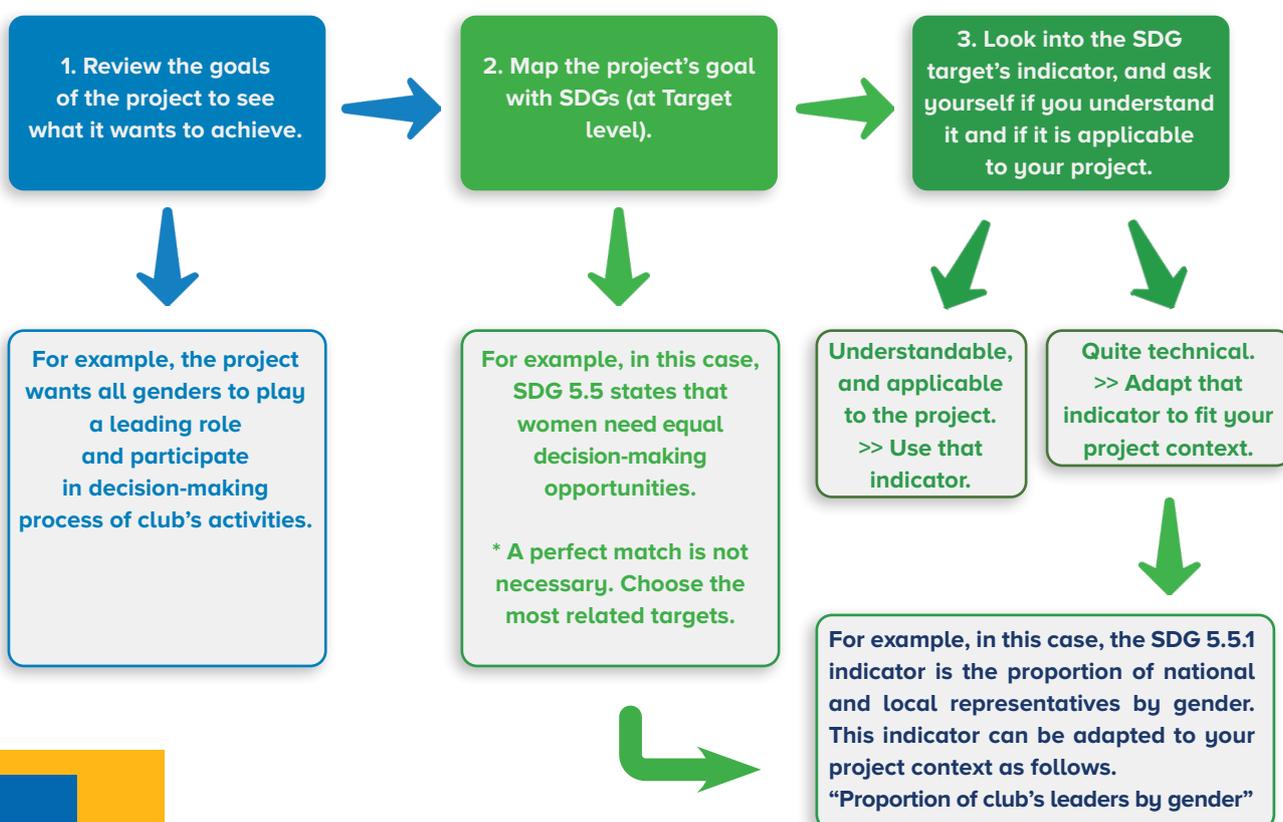
Examination



It is a tool to measure knowledge and understanding of various learning issues, both academic and behavioural, obtained by participants. It could be a written test or a hands-on exam. It is suitable for evaluating educational activities, skills, training, but might be a little tense and less flexible. The evaluator might adjust the format such as turning an exam into a game.

How to design indicators for your project with the SDGs

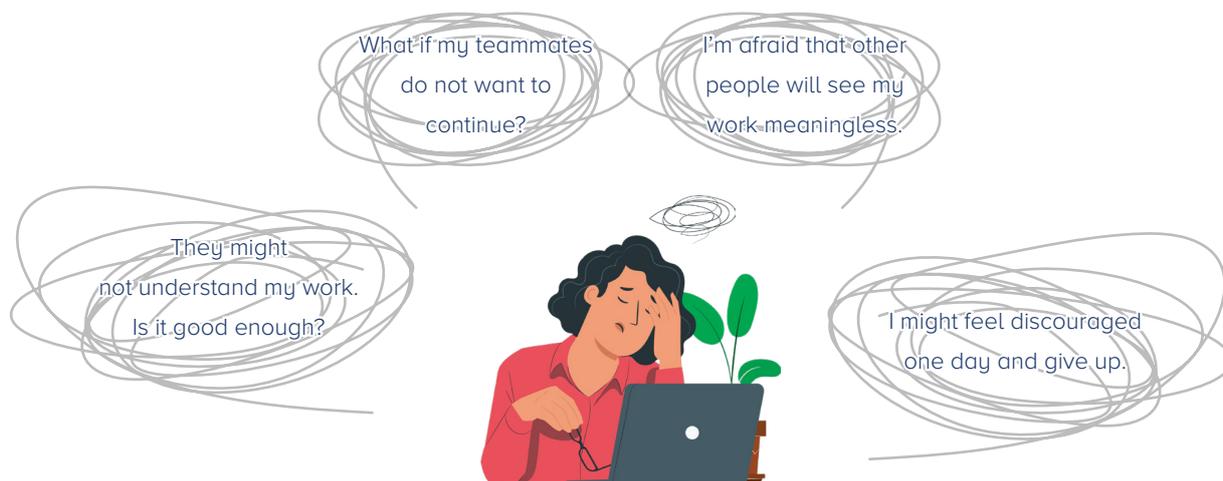
The structure of the SDGs reveals a set of indicators covering almost all development issues. These indicators have been well-researched and used for reporting at the global level. Therefore, they might be able to suggest how your project should be evaluated. Please see the diagram below.



4.3 SDGs, as an assistance to make people want to know our project

Communicating what we do is one step towards sustaining our activities and making other people acknowledge the values of our work and give us help and support, but it is not an easy task.

How about you? Have you ever felt this way?



Do not panic, if you have those feelings. It is normal to be nervous. Perhaps the SDGs can become a great help in communicating our work in two dimensions: (1) internal communication and (2) external communication.

(1) Internal communication - In the actual work situation, everyone has a different duty and roles, which led to a different level of situation awareness. To bring the pride sense of ownership, which affects the relationship of the people in the team and project sustainability. Therefore, it is necessary to communicate with the team to know the results equally and something that should be told to everyone likes:



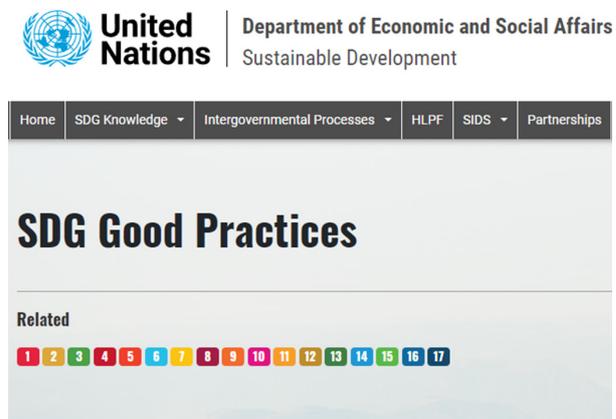
(2) External communication - The strong point of the SDGs is that they are widely known and globally adopted; therefore, shifting the communication direction of our work by adding linkages between our project outcomes and the SDG will open more channels for us. There are two critical messages we need to communicate to the external, as follows:



Examples of communication platforms to share SDG-aligned projects



SDGs Story: NESDC
 The NESDB’s platform for sharing SDG activities in Thailand. It opens for the public to submit their SDG stories to publish and get more recognition, especially from schools and government agencies. [Click here.](#)



SDG Good Practices: United Nations
 A website, initiated by the UN, for sharing SDG activities with good practices and open for submission of good practices and stories every year. If the practice is approved, it can reach a global audience. [Click here.](#)





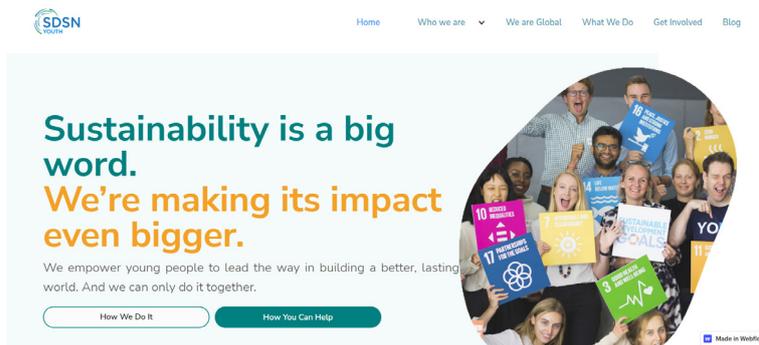
SDG Club Thailand

A Facebook group of people who are interested in and working in the SDG field, such as academics, teachers, businesspeople, local community leaders, and students. Group members can promote activities and make inquiries about the SDGs. [Click here.](#)



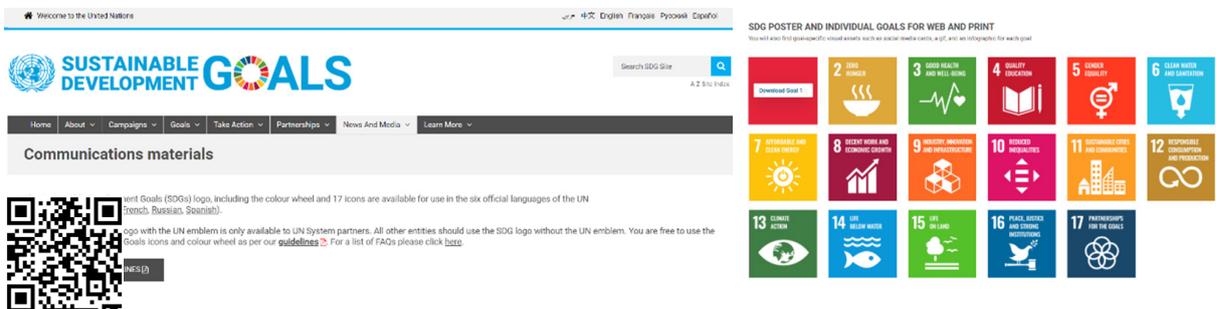
SDSN Thailand

Sustainable Development Solutions Network (SDSN) Thailand Is a network of academic and practical experts working to help realize the SDGs. They regularly publish news, events, funding information from SDSN Global and members and provide a platform for discussion. Their Facebook page is open for SDG activities promotion to Thai members. [Click here.](#)



SDSN Youth

A global network that unites to support knowledge, introduce new problem-solving tools to youth interested in sustainable development activities, and create a space for these people to meet and do activities together [here.](#)



Symbols and Logos of the SDGs

In addition to communication channels and activities, anyone can also use the SDGs logos to produce their own material which the UN is open to download for anyone with a user guide [here.](#)

4.4 Case studies of SDG-integrated activities

Friends from Thailand: Turning the missions into an effective mechanism

Friends from Thailand or the FFT is a project coordinating, recruiting, and sending Thai volunteers to work abroad. This project is supported by the Department of International Cooperation, Ministry of Foreign Affairs of Thailand. Generally, international volunteering already exists in many countries, including Thailand. FFT was established based on the experiences of the international volunteer collaboration and management and provides volunteers to developing countries that need development assistance. The project coordinates, recruits, screens, and sends 21–35-year-old skilled volunteers to work 1-2 years in the targeted areas. The volunteers must be specialized in one or more of the 5 major fields, namely, public health, agriculture, labour skill development, education, and rural development.



Learn more about Friends from Thailand [here](#).

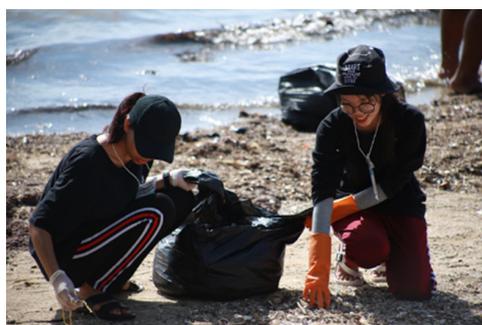


Through the lens of SDGs, this project does not only work on development issues contributing to the Global Goals, but also sets its organizational objective to be a mechanism to expand collaboration and localize development partnership (consistent with SDG 17). This volunteer unit is an intermediary between the locals who need assistance and the volunteers equipped with skills and desire to contribute. Promoting sustainable development at local level is therefore possible because the SDG concept is passed on to the volunteers and to the locals. As a result, this project was selected as a model project of SDGs Good Practices) by the United Nations Department of Economic and Social Affairs (UN DESA).

Friends from Thailand is an example of a project established under support of a government agency, which often has a clear mission, that the SDGs can be integrated into its mission and operations. By identifying its strengths or its responsibilities, and supplementing them with SDG-related knowledge, the project can increase its effectiveness and contribute to the SDGs without creating a new project.

YSDA: An assembly of ordinary people who want Thai youths to understand SDGs

Young Thai for Sustainable Development Association (YSDA) is a youth volunteering organization that was initiated by students from Pridi Banomyong International College of Thammasat University. They have undertaken projects encouraging students within the college, both Thai and foreign nationals, to pay more attention to the Sustainable Development Goals. Subsequently, YSDA has been expanding and including more alliances by accepting members from across the country. All members are provided with basic SDGs training before participating in other activities such as seminars and the SDGs Youth Camps. Once these members understand the SDGs and their concepts, they can be spearheads or voices to transform their communities to be more sustainable in the future.



Knowing more about YSDA Thailand [Here](#).



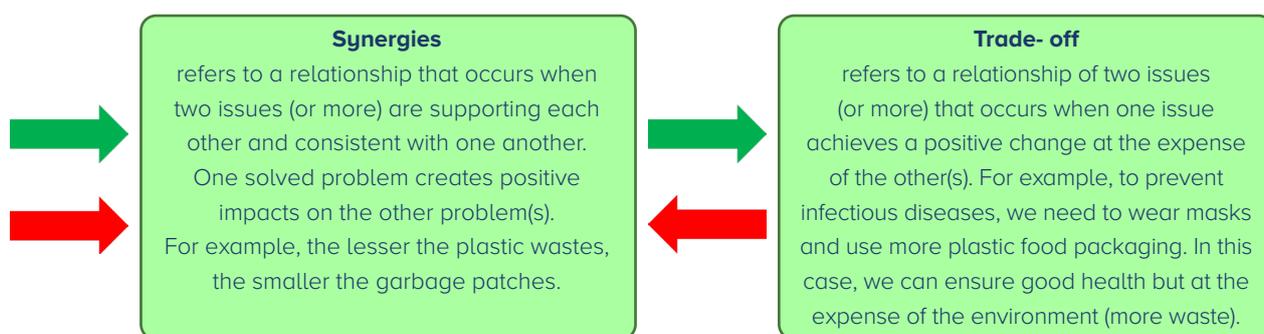
Currently, YSDA has been established for two years since 2019. An interesting aspect of this youth group is that it was initiated from an individual level without any official supports from any organizations. They have had to acquire and mobilize resources for their activities by themselves. However, with a clear objective of spreading the SDGs knowledge, an organizational culture that reflects the SDG principles (i.e, the membership is open for all, regardless of race, nationality, and ethnicity), and effective and motivated staff members who join voluntarily, YSDA has organized their activities effectively, regularly, and coherently with the SDGs.



4.5 Some considerations to prevent the misuse of SDGs

(1) It is not necessary to solve all problems in one single project.

The relationship between the SDG goals and targets can be classified into two types, which are synergies and trade-offs.



Therefore, when setting objectives for a project or activity, you need to understand that you do not need to solve every problem linked to the SDGs. However, we need to weigh different options to ensure that our project is successful with **a little negative impact, feasible, and consistent with our capacities.**

(2) SDGs are not just about the latest innovative technologies. Local wisdom and traditional ways of life can also provide sustainable solutions.

SDGs often refer to growth, transformation, and the use of technologies. But that does not mean abandoning the old traditions. Traditional wisdom can be a solution to a previously unsolvable problem. For instance, traditional food preservation methods could be cost-effective, minimising inputs, and reducing food waste; Sand fences using local wooden materials could prevent coastal erosion without destroying the beach.

(3) Put more emphasis on integrating the SDG principles into your project, and do not only link it to SDGs

SDGs will only differentiate our project only when we integrate the SDG principles into our project's details and planning. These principles include leaving no one behind, indivisibility, prioritizing human rights, empowering communities, and encouraging local participation. If these principles are neglected, SDGs will only be symbolic and not differentiate or improve our project.

(And many people are often trapped in this misunderstanding! Do not forget about it!!)



(4) Do not worry too much about indicators and reporting.

This is a common problem at work (regardless of its relationship to the SDGs). Project contributors are always concerned about underperformed indicators or unsatisfactory reporting because it can result in project cancellation. Therefore, they overemphasize the indicators.

However, an indicator is just a tool to measure the progress of our work. Trying to make the indicator show a good result does not necessarily mean we achieve the project goal. It is like taking a temperature when we have a fever, the number on the thermometer only reflects the body temperature (we do not know our diagnosis yet). If we immediately take a fever reducer, it could worsen the actual illness.



Likewise, if we overemphasize the indicator result and forget to tackle the root causes of the problem, we will end up failing to achieve our objective.



The Solutions

1. Try to understand that indicators are telling you what is going on. Underperformed indicator does not necessarily mean failure.
2. Communicate this matter to your team so that everyone understands, is not discouraged, and solving problems based on facts.

This is all this guide wants to tell you.

SDGs may not immediately transform your project.

But hopefully, it will help fill the gap and provide tools to continue and create new perspectives to develop your own project.

Just try it!!!



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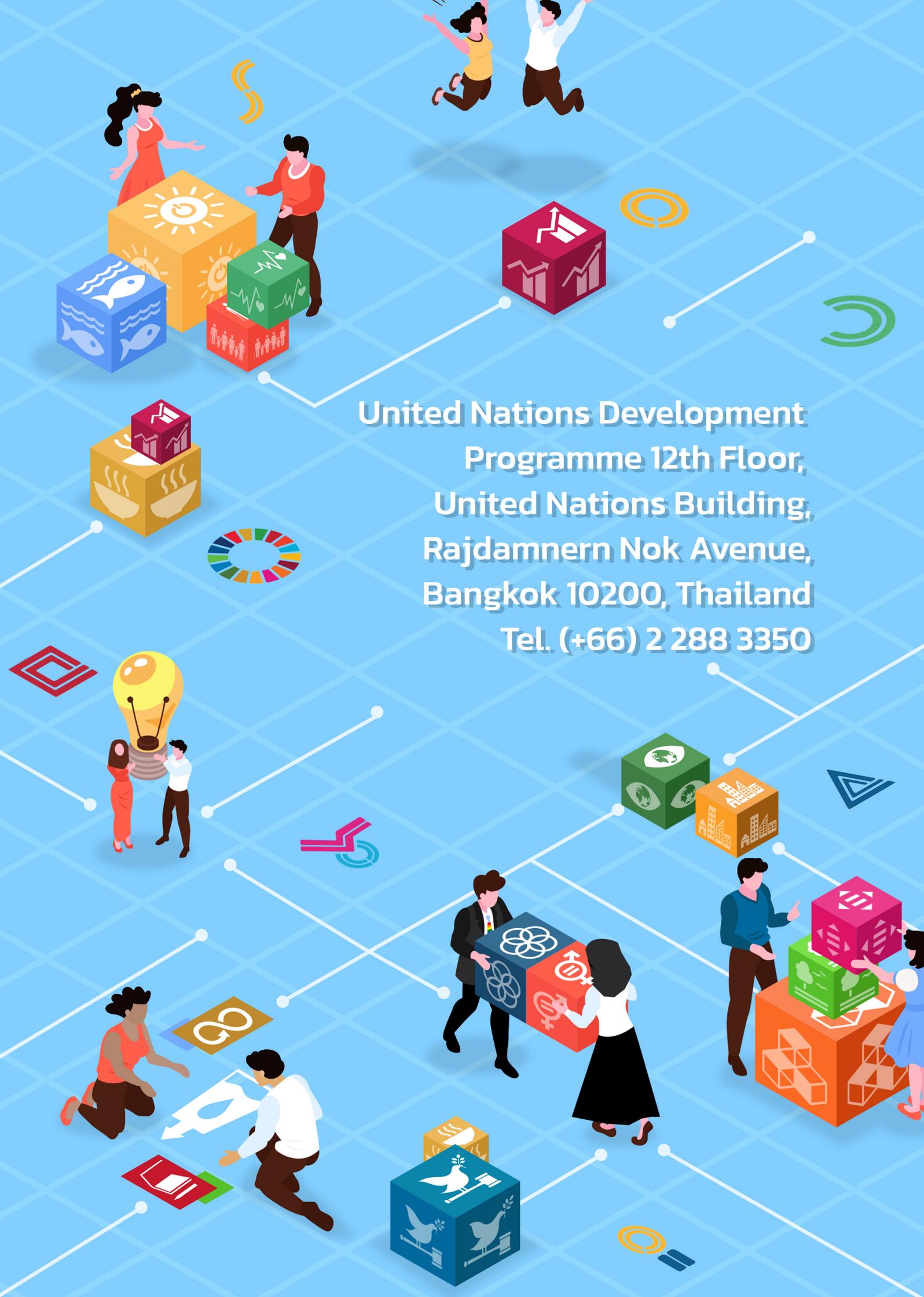
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