



**1 NO POVERTY**



**2 ZERO HUNGER**



**3 GOOD HEALTH AND WELL-BEING**



**4 QUALITY EDUCATION**



**5 GENDER EQUALITY**



**6 CLEAN WATER AND SANITATION**



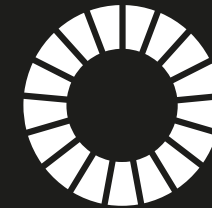
**7 AFFORDABLE AND CLEAN ENERGY**



**8 DECENT WORK AND ECONOMIC GROWTH**



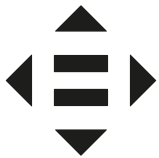
# Multipliers Handbook



**9 INDUSTRY, INNOVATION AND INFRASTRUCTURE**



**10 REDUCED INEQUALITIES**



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# Introduction



The **SDG Training of Multipliers** is designed to build the capacity of facilitators and multipliers to support the vitally important conversation about the implementation of the 17 SDGs at the local and regional scale in ways that are carefully adapted to the biocultural uniqueness of each location. This question-centred training

“ The purpose of this **Multiplier’s Handbook** is to support the participants of the **Training of Multipliers** in the process of stepping forward to act as multipliers and to offer a training themselves.

is designed to engage local communities or specific organisations, businesses and educational institutions in a process that will empower them to infuse the meaning and significance of their local context into the ‘Global Goals’ of the United Nations. To create widespread participation in the implementation of the SDGs we need processes that enable people to engage with them and make the goals locally relevant and meaningful. Only then will we create the kind of participation and collaboration across all three sectors necessary to

stimulate innovative implementation projects that will achieve the goals, community by community, business by business, region by region.

The **SDG Flashcards** contain more than 200 questions asked from the perspective of the four dimensions of Gaia Education’s whole systems approach to sustainability



(social, ecological, economic and worldview). Participants will explore these four dimensions of each of the 17 SDGs in question-focused small group conversations, gaining a multi-faceted understanding of each SDG in the process. Each group will collaboratively identify actions and solutions aimed at implementing the global goals in ways that are relevant to their lives, communities and/or organisation. This is an effective way of creating local community ownership of the SDGs and engaging active participation from all three sectors of society in SDG implementation.





The purpose of this **Multiplier's Handbook** is to support the participants of the **Training of Multipliers** in the process of stepping forward to act as multipliers and to offer a training themselves. It can also serve those with extensive facilitation and teaching experience who want to move straight into using the **SDG Flashcards** in their work of promoting and implementing **UN 2030 Agenda for Sustainable Development**. In short, a multiplier is someone who takes on the role of facilitating conversations about SDG implementation in their community, organisation, business or educational institution. The training, manual and cards are there to support and enable such people.

The **Multipliers Handbook** offers you a number of ideas and processes on how to use the cards creatively along with

two detailed workshop scripts for either a full day or half day workshop. Experienced facilitators can use these as suggestions and create their own workshop flow. The manual is designed to support those with less experience and give them the confidence, that with the manual and flashcards in hand, they can step forward into the role of a SDG multipliers and start facilitating important conversations about how all 17 SDGs can be implemented in their community and region.

For more affluent communities in the Global North these conversations can be expanded to explore how their community can contribute to and partner with other communities around the world so that the Global Goals become a local reality everywhere.



# Who is the Training of Multipliers for?



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

“ The cards have been endorsed by Gaia Education’s partners at **UNESCO Global Action Programme** on Education for Sustainable Development.

If you want to take part in or facilitate such conversations where you live, the **SDG Flashcards** and this facilitator’s manual are for you. You may also consider taking part in one of Gaia Education’s **Training of Multipliers** as a first step towards becoming a multiplier yourself. The training is an opportunity to become an active participant in your community’s future. The **SDG Flashcards** have been designed to support conversations that matter to the future of your community, business, school, university, charity, neighbourhood or city. Since their launch in December 2016, the

**SDG Flashcards** and evolving versions of the **SDG Training of Multipliers** have been held in countries on five continents with participants from diverse contexts, including local and civil society organisations and charities, cooperatives focused on bioregional development, grassroots activists in the global North and South,

educators focused on Sustainable Development and SDG implementation, UN officials working on Agenda 2030, diverse community groups (concerned parents, school leavers, pensioners, etc), and teachers in secondary education wanting to introduce the SDGs in class.

The cards have been endorsed by Gaia Education’s partners at **UNESCO Global Action Programme** on Education for Sustainable Development. So far the cards have been translated into Spanish, Portuguese, French and Arabic. Versions in Russian, Chinese and German will hopefully follow soon.







# What is the main purpose of the flashcards & the training?

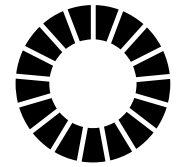


The **SDG Flashcards** have been intentionally designed to support workshops and public dialogues focused on SDG implementation in a wide variety of settings. The content of the **SDG Flashcards** and the structure of the **Training of Multipliers** serve multiple purposes in support of successful local, regional and national implementation of the UN Agenda 2030:

- **raising** awareness of the SDGs and the need for collaboration among diverse local and national stakeholders
- **initiating** community-centred dialogue about local SDG implementation in community groups and local businesses
- **training** a growing number of people to become multipliers of such conversations
- **shifting** the focus to highlighting the local and regional relevance of the Global Goals and Agenda 2030
- **identifying** those SDGs that have priority within the unique biocultural context of a particular locality
- **ensuring** that SDG implementation projects are designed with sensitivity to this biocultural uniqueness of place
- **paying** attention to the systemic relationships between the 17 SDGs and increasing capacity for whole systems thinking
- **envisioning** and designing implementation projects that address multiple SDGs in synergistic ways
- **acknowledging** how different goals might have higher priority in the Global North while others need to be addressed with urgency in the Global South



# How are the SDG flashcards structured and why



The **SDG Flashcards** were designed to help people develop a systemic understanding of the significance of each of the 17 SDGs and their intricate interconnections as aspects of a whole systems approach to sustainable development. Achieving any of the goals requires progress on all of the other goals, as they are mutually reinforcing.

“ Applying Gaia Education’s **‘whole systems design’ framework** - structured in the four dimensions of sustainability: social, ecological, economic, and worldview...

A key design intention behind the **SDG Flashcards** is that they should enable conversations between people with varying backgrounds and knowledge about the SDGs and still allow all of them to deepen their understanding of the Global Goals. Each of the 51 cards focused on a particular SDG offers some background information and trends relevant to that SDG. There is also a series of questions that helps people to explore the meaning of each goal for their community and move from there towards

a better understanding of how each goal might be implemented in ways that are sensitive to the biocultural uniqueness of their place.

Applying Gaia Education’s **‘whole systems design’ framework** - structured in the four dimensions of sustainability: social, ecological, economic, and worldview

(culture) - to help structure the conversations about each SDG, is an effective way to generate a more holistic appreciation of each goal in the wider context of sustainability. This novel approach of looking at each goal through the lens of the sustainability tetrad (social, ecological, economic and worldview) ensures that even professionals working on a regular basis with the Agenda 2030 are likely to gain new insights and a more multi-faceted awareness of each goal and their interconnections.

There are three different cards associated with each of the 17 goals. On each of those three cards the content of the white boxes - giving some background information and trends on that SDG from the perspective of the four dimensions - is identical. The coloured boxes contain questions exploring local relevance and implementation of that particular SDG. These questions differ on each of the three cards. This maximises the amount of generative questions for the Training of Multipliers and hence the potential for small working groups in the training to co-create ideas and plans for new SDG implementation projects. This question-centric approach aims to stimulate citizen participation and the emergence of collective intelligence and co-creative action in the group and community being worked with. Below is an example of the basic layout and structure of the SDG specific flashcards. To make it easier for the facilitator and participants to find and refer to a particular card, all 61 cards have been



# How are the SDG Flashcards structured and why



numbered from 1 to 61. You can find the number at the bottom left of the content side of each card.

In addition to the 3 times 17 cards that address the individual SDGs, there are a number of supplementary cards to support the facilitator in addressing the historical context, systemic integration, and the relevance of the cards and goals to the **UNESCO Global Action Programme** on Education on Education for Sustainable Development.

Three cards offer important introductory material on the SDGs in general, the connection between the Millennium Development Goals (MDGs) and the SDGs (card 55), the UN reference framework for SDG implementation (card 54), and

some background on the consultatory process that led to the formulation of the SDGs (card 53), which was the largest in UN history.

There are two cards that offer a brief timeline of the UN sustainable development process from the 1972 Stockholm Conference on the Environment, via Rio '92 and other SDGs in September 2015 (cards 57 & 58). Card 59 introduces

Applying Gaia Education's **whole systems design framework** to each SDG invites people to take a **social, ecological, economic** and **worldview** (cultural) perspective on each goal.

The **white boxes** offer some general trends and background on each SDG from the four dimensions.

All 61 cards are numbered **from 1 to 61** for easy access and reference.

**SUSTAINABLE DEVELOPMENT GOALS** 6 **CLEAN WATER AND SANITATION** Ensure availability and sustainable management of water and sanitation for all

**Gaiaeducation**

According to water.org, one in ten people lack access to safe water, one in three do not have access to a toilet, and women and children spend 125 million hours each day, collecting water. These facts affect the health and resilience of people and communities.

Every 90 seconds a child dies from a water-borne disease. What many people in the global North take for granted - a tap with drinking-quality water - is out of reach for 800 million people. We cannot create a sustainable world without also creating a more equitable world.

How could you initiate an inter-generational dialogue about the importance of water care in your community and link it to a global solidarity initiative to help improve access to fresh water and sanitation?

What kind of education or public art project could educate your community about your regional watershed, linking local water care with global solidarity with people lacking access to clean water and sanitation?

How can improving the efficiency of water use and water treatment generate opportunities for new eco-social enterprises in your community?

What role could improved eco-literacy education in local schools play in protecting your regional watershed; and how could schools be supported in creating such programmes?

Experts estimate that for every dollar invested in clean water and sanitation, a return US\$4 is generated (water.org). In developing countries, the time children and women spend fetching water could respectively be dedicated to education and engaging in other economic activities. The knock-on effects of the lack of clean water and sanitation are major drivers of poverty, hunger, ill-health, and environmental degradation.

The lack of proper sanitation leads to the release of many pathogens into the environment that can damage human and ecosystems' health. Fresh water and ecological and geological water treatment processes are important ecosystems' services that depend on healthy ecosystems' functions.

**SDG 6 FLASHCARD 18**

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## How are the SDG Flashcards structured and why



the UNESCO Roadmap for implementing the Global Action Programme (GAP) on Education for Sustainable Development (ESD).

Card 56 highlights the importance of taking a systemic approach to the 17 SDGs introducing the 'wedding cake' graphic developed by the Stockholm Resilience Centre that graphically emphasises how achieving social goals depends on implementing the ecological goals, and likewise achieving economic goals depends on implementing the social and environmental goals (card 56).

Card 60 offers a brief introduction to the Gaia Education's global work in ESD and local capacity building. Card 61 suggests a broad outline programme for a full day and a half day Training of Multipliers.

While the initial Trainings of Multipliers have been designed to be either a full day or half day in length, the SDG Flashcards can also be used for longer trainings and programmes focused on local implementation of the SDGs.

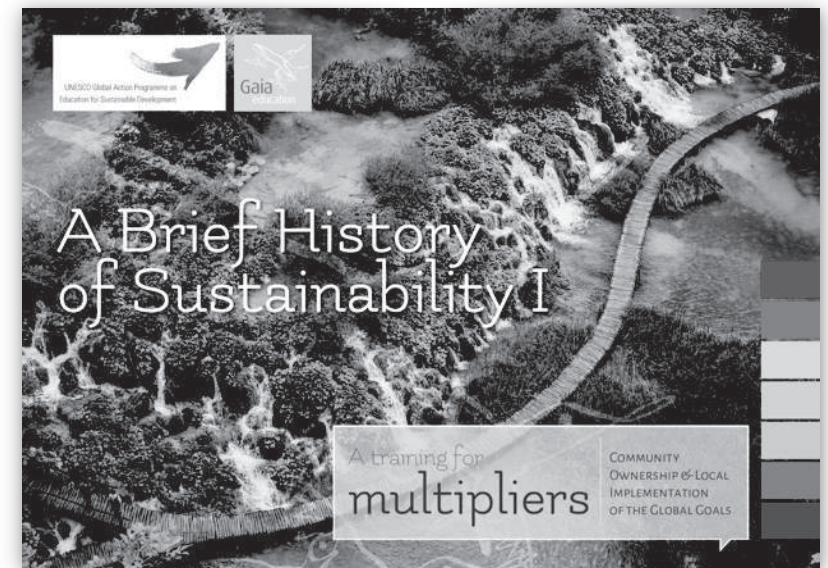
Eight of the 10 additional cards offer scope for creating shorter or longer processes to cover the material they introduce in more depth. Each of these eight cards carries two additional questions that can also be explored in small working groups and then be presented back to the larger group.

Additional sessions can be created that invite people first to work on different SDGs in different working groups and design possible projects for local implementation. The groups can then be re-combined in pairs (dyads), or by merging three (triads) or four (tetrads) groups with the challenge to find the synergies between SDG specific

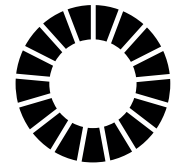
projects in ways that ensure a systemic approach implementation, rather than creating solution silos for each of the goals. This helps groups to better understand the potential for positive reinforcement that comes from implementing various goals in an integrated way, and can lead to more systemic SDG implementation projects that address multiple goals at the same time in a mutually reinforcing strategy.

Looking at each of the 17 goals from four dimensions (social, ecological, economic and worldview) and then combining issues of two, three, four or more goals supports cognitive coupling and trains participants in more systemic and integrative thinking, as the basis for a whole systems design of more sustainable solutions. Gaia Education will develop additional and more specifically targeted workshop scripts and materials to support SDG multipliers in the future and make them available online.

There are two cards that offer a **brief timeline of the UN sustainable development process** from the 1972 Stockholm Conference on the Environment to the launch of the SDGs in September 2015.



# Advice on how to prepare for training



The first step to running a successful **Training of Multipliers** is to ensure that people know about it well in advance and have enough information to answer all the questions they might have before they decide to make the time commitment to participate.

**Training of Multipliers** flyers are available online, in PDF format, in English, French, Spanish, Portuguese (BR) and Arabic.

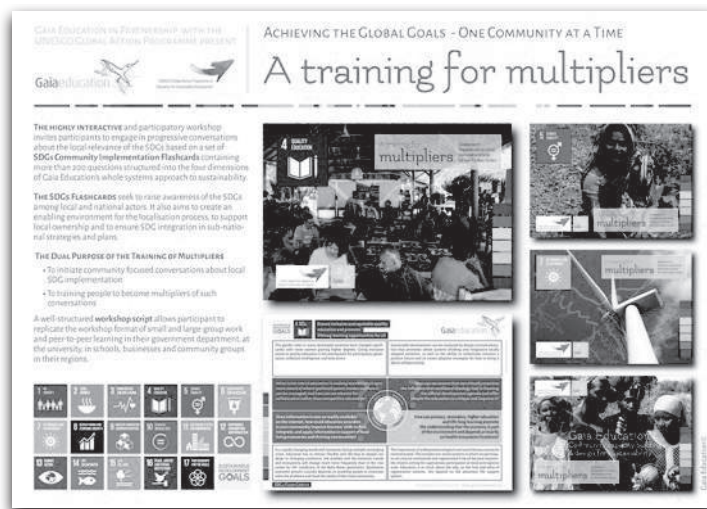
Organising, preparing and offering a **Training of Multipliers** also requires a time commitment from you. You may choose to invest this time as a volunteer in order to stimulate positive change in your community, business or educational institution but you may also have a need to earn an income from your work. The **Training of Multipliers** can be offered free of charge, or you might convince a local charity, business or public authority to fund one or more trainings in your region. Charging the participants themselves for the training is yet another option. Sometimes getting the free use of a workshop room

and some support for advertising can reduce the costs for participants and thus make the course more affordable. You may also find sponsors for a number of bursaries or reduced fees for young people or the unemployed.

Some questions your promotional material should answer:

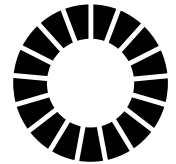
- **What** are the SDGs and why is it important to be well informed about them?
- **Why** would success in implementing the SDGs where you live be important for your community and the people living in it?
- **Why** do people from diverse backgrounds choose to step into the role of active change agents and become multipliers of the important local conversations about how the SDGs could be implemented in your community?
- **Who** is this training for?
- **What** will you learn?
- **How** will the training enable people to become multipliers i.e. propagators of conversations about SDG implementation in their community or organisation?

Also make sure to clearly state the date, starting time, outline schedule, location, associated costs or sponsors of the training, and how to register your attendance. You might want to create a Facebook event or use other social media platforms to announce and promote the event. Some people like to use Eventbrite ([www.eventbrite.co.uk](http://www.eventbrite.co.uk)) to manage online enrolment and pre-payment. The introductory pages of this **Multiplier's Handbook** offer you enough background information to ensure that you can answer all of the above questions in your promotional material.





# Recommended numbers of participants per training



There are three cards with different sets of questions for each of the 17 SDGs, there are a total of 51 SDG cards (plus an additional 10 supplementary cards) in each set. Hence the maximum number of participants for a training to be held using just one set of cards is 51. (Of

course there are creative ways of adapting for larger groups if necessary.)

“ Working with a group of 25 to 30 participants is an ideal way to gain experience in facilitating the **Training of Multipliers**.

In the first trainings you run it's recommended that you have a co-facilitator. It's also best to work with a co-facilitator when working with large groups.

Working with a group of 25 to 30 participants is an ideal way to gain experience in facilitating the **Training of Multipliers** and once the group reaches this size a co-facilitator is highly recommended.

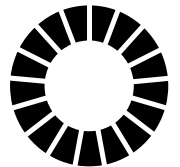
People and working groups can then be paid more attention, and this improves their learning experience. We have conducted trainings for from 20 to 200 people.

Independent of the number, it is important to have enough tables to break into small groups of five or six people to allow optimal participation and good communication. Adapt the number of co-facilitators and sets of **SDG Flashcards** to the size of the group.





## Room set-up and materials check-list



The size of the room needs to be appropriate for the workshop you are planning and in particular, the group size. A welcoming, warm, comfortable space, ideally with lots of natural light, fresh air and some plants, is a key contributor to a successful workshop. This is not always available so to some extent it is part of the skill-set of a good facilitator to be able to make the best of the situation at hand.

The **Training of Multipliers** uses a highly participatory and dynamic format that moves frequently from exercises or dialogues in smaller working groups or pairs to harvesting

insights and reflecting with the group as a whole. This means that it is essential to have enough space for the participants to sit or stand in a large circle or oval. Chairs and desks should be movable, (not in rows bolted to the ground). Make sure to have the exact number of chairs for participants and trainer(s) and remove any extra chairs.

Working in small (break-out) groups helps people to have more engaged conversations. Experience shows that having four to six people (maximum seven) in a group enables everyone to contribute and have a conversation



## Room set-up and materials check-list



without running into the danger of larger groups that often divide into two subgroups if someone tries to dominate the airtime. This means you need to set a maximum number for your workshop and ensure the workshop room can support the needed amount of small groups of four to six people. Each of these groups should ideally have a (round) table to sit at and work on as a group. It is better if these tables are easily movable and that the room is large enough for tables to be far enough apart so that people can focus on their group's conversation and not be distracted as the noise level in the room rises.

It is up to you as the organiser and facilitator whether you choose to include a free set of **SDG Flashcards** for all participants as part of your **Training of Multipliers**. You can also make the sets of flashcards available at the end of the training for sale to those who are interested, or simply provide participants with clear information on where to purchase the flashcards and the multipliers manual online.

Here is the link:

[gaiaeducation.org/sdg-flashcards](https://gaiaeducation.org/sdg-flashcards)

### Materials check-list:

- ✓ **At least one, ideally two movable flip charts** with sufficient paper - alternatively a large white or black board
- ✓ **Flip chart marker pens** in three or four colours (black, red, green, blue) - one set for each flip chart and one set per break-out group
- ✓ **Masking tape or blue/white tack** for sticking flip chart pages to the walls without leaving permanent marks
- ✓ **Chairs for all participants and facilitator(s)** and one table per break-out group - large enough for four to six people
- ✓ **At least one set of SDG Flashcards** per 51 participants
- ✓ **A digital camera to record outcomes**, take a group photograph and images or videos to promote future trainings
- ✓ **Some A4 paper and a pen** for people to fill out the mailing list - you might want to prepare a template
- ✓ **A large wall poster that lists all the SDGs** in a way that is readable from anywhere in the room, or a number of smaller posters around the room - this is optional, but it does help a lot if people can remind themselves of all 17 SDGs at a glance while they are working in pairs or small groups



# What are the main outcomes of participating in the training?



After completing a full day **Training of Multipliers** participants will:

- be able to take a multi-dimensional perspective on all **17 SDGs** and be aware that **Agenda 2030** also includes **169 targets** for the implementation of the goals,
- have identified with other members of their community/organisation which goals could be considered priorities and catalytic for the successful implementation of other goals,
- have participated in a series of working group conversations to brainstorm and prioritise possible multi-stakeholder community projects aimed at the integrated implementation of priority **SDGs** in their context,
- have identified already existing as well as much-needed policies, resources and activities that might be drawn on, or required, for effective implementation,
- have explored with others how the different **SDGs** interrelate and how systemic projects can be created that aim to implement progress on various **SDGs** at the same time,
- have reviewed the wider context of the UN's sustainable development process and its history leading up to the endorsement of the **Sustainable Development Goals** by the General Assembly in September 2015,
- have experienced an effective structure for a **Training of Multipliers** so they could potentially use the **Multiplier's Handbook** along with the **SDG Flashcards** to replicate such culturally-creative conversations where and when needed,
- have had an opportunity to work with like-minded people in their community/organisation who are also willing to collaborate on local SDG implementation projects and have identified projects that might be considered 'low hanging fruit',
- have experience of using the '**SDG Project Canvas**' to brainstorm ideas and design strategies for the implementation of successful projects, and how to communicate best practices and best processes effectively to stimulate replication,
- have taken the first step to becoming an active multiplier of conversations that matter to their community/organisation and to humanity as a whole by stimulating conversations about how to implement the **SDGs** in locally meaningful and relevant ways, and
- be familiar with the resources provided by Gaia Education to support them in organising and facilitating more **Training of Multipliers** in their community, business, town hall, school or university (the **SDG Flashcards** in multiple languages, the Multiplier's Handbook, the promotional flyer in multiple languages, and the '**SDG Project Canvas**').





# How does the half day script differ from the full day script



The full day training is designed to last eight hours including a lunch break and a brief comfort or coffee/tea break in the morning and the afternoon. This half day training takes five hours of workshop time, so in order to fit it into a morning, you will have to start early. This shortened version of the full day training basically leaves out movements 7 to 11 which all offer different ways of initiating and deepening conversations about SDG implementation and begin to move participants towards a more systemic way of approaching the goals.

The half day training takes these movements and instead concentrates on using the **SDG Flashcards** as the primary teaching and process tool for these conversations. The cards are designed to cognitively prime participants to think systemically and aim to integrate multiple perspectives (social, ecological, economic and worldview) into creating synergistic project proposals that address the implementation of multiple SDGs at the same time. Hence the use of the cards reinforces what, in the full day training, is offered by movements 7 to 11. The aim is that the half day training still achieves all the desired learning outcomes but does so with less time for participants to practise and explore different ways of working on SDG implementation in working groups.

Customs around when to start the working day and when to have lunch, or how much cultural importance is given to long tea and coffee breaks are very different from country to country. Therefore you might have to adapt this five

hour version even further and cut some additional time from individual movements in order to finish earlier or have longer breaks.

To shorten the half day version by another 30 minutes, you can cut 5 minutes from Movements 2, 4, 15 and 16, and cut 10 minutes from Movement 12. As you become more proficient at facilitating the **Training of Multipliers** you will also feel more confident to experiment with the different movements, their length and the way you personally like to facilitate them.

The two versions offered in this manual are points of departure and initial guidelines. Gaia Education encourages you to evolve your own style and feedback new ideas to us so we can potentially include them in future versions of the manual.



# Script for a full & half day training in 17 or 12 movements



Movement 1	Why	How	Time
<p><b>Welcoming people and opening</b></p>	<p>For people to be at their most creative and participatory they need to feel comfortable and welcome, so it is good to pay special attention to each person as they arrive and say a few welcome words to them.</p> <p>It is best to start at the announced time and only give a maximum of 5 minutes courtesy if you know some people are late, as you are otherwise inconveniencing the people who arrived on time.</p> <p>Keeping the opening (welcoming) statement relatively short. Moving quickly into a dynamic exercise helps to break the ice and get everyone involved.</p>	<p>To create a welcoming environment, make sure the room is comfortable and clean, with fresh air and all the materials needed. See also the section on 'room set-up and materials check-list'. It is best to start standing (or sitting) in a big circle or oval, with the tables in the corners of the room.</p> <p>In your <b>welcoming statement</b> make sure to include:</p> <ul style="list-style-type: none"> <li>i) your name and that of the co-facilitator if you have one</li> <li>ii) a 90 second intro of who you are and why you are offering this workshop</li> <li>iii) the title of the training and the rough timetable</li> <li>iv) best to state when the breaks are and when it will end and then refer to a more detailed timetable on a flip chart or on the wall</li> </ul> <p>For a full day workshop it takes too much time to create a process to agree <b>group agreements</b>. It is more efficient to offer a list of agreements on the wall then ask whether people are happy with them or want to add something. Here are some suggestions:</p> <ul style="list-style-type: none"> <li>i) confidentiality (not referring to people's contributions in ways that identify the person)</li> <li>ii) punctuality after the breaks</li> <li>iii) co-learning is facilitated by deep listening and not interrupting</li> <li>iv) try not to generalise with 'we' statements and stick to 'I' statements</li> </ul> <p>In large groups and particularly when working in break-out groups in the same room, it can be hard to get everyone's attention to be silent in the middle of creative dialogue. An easy <b>method to refocus group attention</b> - tell participants early on, 'if you see somebody standing still with one of their arms raised straight up, do the same and fall silent immediately'. Once introduced and after experiencing it for the first time, people catch on quickly to this method and it avoids having to shout or clap loudly.</p> <p><b>House-keeping announcements</b> at the start:</p> <ul style="list-style-type: none"> <li>i) where the toilets are</li> <li>ii) any health &amp; safety issues regarding the room and building (fire alarm procedures &amp; emergency exits)</li> <li>iii) photo policy (You may want to take photos to illustrate future reports or announcements of future trainings, so let people know that if they do not want to be in images they should tell you.)</li> <li>iv) If you haven't already created a mailing list through the sign-up procedure, it is good to circulate one during the morning and remind people to make sure they are on it during lunch break. Highlight that people should indicate if they do not want their contact details shared with everyone else.</li> </ul>	<p><b>10 mins</b></p> <p><b>Full Day</b></p> <p><b>Half Day</b></p>

# Script for a full & half day training in 17 or 12 movements



Movement 2	Why	How	Time
<p><b>Constellations Introductions: Mapping who is here</b></p>	<p>Constellation work is a good way to bring people present in the room, as everyone is asked to respond to the questions asked by physically positioning themselves along a spectrum.</p> <p>This helps to focus people and also breaks the ice as the group is active together and people can begin to make eye contact and see 'who is here'.</p> <p>Everyone is asked, even if the facilitator might then only go and 'interview' 2 or 3 people as to why they placed themselves in a particular position within the constellation.</p>	<p>Ask participants to stand up and form a circle or oval. You can then use the space in the middle to walk out the spectrum for each constellation before you ask people to position themselves.</p> <p><b>Explaining the mapping process</b> (<i>spoken instructions in italics</i>): <i>We will now do a series of mappings (or constellations) to see who is in the room, find out a little about each other, and get a feeling for why we are here... I will ask a series of questions that everyone will then answer by positioning themselves along a spectrum that the question introduces. ...Once we are positioned along that spectrum, have a look around and see where people have placed themselves...I will then walk around and interview some of you as to why you chose to stand at a particular spot... Let's keep the answers lean and to the point, as we can hear from more people that way.</i></p> <p><b>Choosing the right questions</b> and making sure to <b>frame questions clearly as a spectrum</b> is important. Depending on the diversity of your audience you might vary the questions. Here are some possible questions:</p> <ol style="list-style-type: none"> <li>1) <i>Where do you come from? If it is a big megacity of close to 5 million or more go to this end of the room. Around a million would be here, 100k here, a small town of 10k here, and a village of a 1500 or less here. (Walk the spectrum as people are still in the circle and then give the signal for people to position themselves.)</i></li> <li>2) <i>How much do you know about the SDGs and Agenda 2030? If you are an expert working with education about and implementation of the SDGs in your work, stand at this end of the room...If you have had some engagement with the SDGs but only sporadically stand in the middle and if you've only just heard about the SDGs and came here to start learning about them stand at the other end of the spectrum.</i></li> <li>3) <i>Do you see yourself as an active change agent in the transition towards a more sustainable world (one end) or do you identify more with someone who has understood the need for change, but has not yet found ways to bring it into your personal or professional practice?</i></li> <li>4) <i>Do you mainly work in a) the business sector, b) public authority &amp; policy making, c) for a civil society organisation or with a community group, or d) in the inter-connections between the three sectors? (indicate one corner of the room for a, b, c, d).</i></li> </ol> <p>You can make up your own constellation question to fit the particular audience or location you are working with. Give about 3 minutes max for each question/constellation and try to ask between 2 to 4 people why they are standing where they have positioned themselves.</p>	<p>20 mins</p> <p>Full Day</p> <p>Half Day</p>





# Script for a full & half day training in 17 or 12 movements



Movement 3	Why	How	Time
<p><b>Brief intro of the flashcards and how they are structured</b></p>	<p>The Training of Multipliers is structured around the SDG Flashcards for a number of reasons:</p> <ul style="list-style-type: none"> <li>i) to make it easy for participants who have experienced the training to be able to replicate it</li> <li>ii) to maximise the time that people in a particular place, business, or community have to converse about the local relevance of the goals and how best to support their implementation</li> <li>iii) to offer a dynamic and interactive way for people to learn more about their SDGs and local implementation.</li> </ul>	<p>Make sure to read the section 'How the SDG Flashcards are structured and why' to make your own personal notes on what to mention about the cards in this brief introduction.</p> <p><b>Points you should mention:</b></p> <ul style="list-style-type: none"> <li>i) The Training of Multipliers is structured around the cards to maximise the time people have to converse about local relevance and local implementation of the SDGs.</li> <li>ii) The flashcards will make it easy for you to step into the role of multiplier, as this workshop is less about hearing the facilitator talk than about truly facilitating conversations that matter in order to achieve the global goals - one community at a time.</li> <li>iii) There are a total of 61 cards, 3 x 17 (51) cards that address issues and ask questions about specific SDGs, plus another 10 supplementary cards to give background on the UN sustainable development process, the consultative process that led to the SDGs, the need for systemic integration of the SDGs, etc.</li> <li>iv) All cards are numbered and you will find the reference number at the bottom left of the contents page. Card 52, for example, lists all the 17 SDGs on one card. This can be a useful 'cheat sheet' as you are learning the 17 goals and their associated number.</li> <li>v) All the beautiful images on the front of the cards were taken on Gaia Education trainings or in locations around the world where Gaia Education is active. The cards were developed by Gaia Education and UNESCO has become a partner in translating them into (so far) 5 languages and promoting them through the Global Action Programme on Education for Sustainable Development.</li> <li>vi) All the 3 x 17 cards referring to the 17 goals have the same basic structure. Each SDG is explored through the 4 dimensions of Gaia Education's 'whole systems design' framework for Design for Sustainability: social, ecological, economic and worldview.</li> <li>vii) The white boxes (hold up a card to show them) give general background information and trends related to the SDG the card refers to - this information is the same on the 3 cards per goal. The coloured boxes contain questions about local relevance and implementation of a particular SDG - these questions are different on the 3 cards referring to a particular SDG.</li> <li>viii) During the course of this Training of Multipliers we will use the cards in a variety of ways so you can become familiar with different ways that they can serve you as facilitation tools. Let's get into it and start learning by doing!</li> </ul>	<p><b>5 mins</b></p> <p><b>Full Day</b></p> <p><b>Half Day</b></p>



# Script for a full & half day training in 17 or 12 movements



Movement 4	Why	How	Time
<p><b>SDG Mingling</b></p>	<p>This movement called 'mingling' is another way of making sure that everyone feels involved and becomes even more present to the work the group is aiming to do together.</p> <p>As people walk around the room, each holding one particular SDG flashcard, they can familiarise themselves further with the other participants.</p> <p>During each stop for 'active listening in pairs' people get a chance to meet another participant and to learn and share something about a particular SDG.</p> <p>This exercise builds general SDG-literacy, offering people an opportunity to practise giving a precise and brief explanation of a particular SDG. The use of the 4 dimensions through which to explore each SDG helps participant to gain a more whole systems understanding of the breadth and depth of the goals and their inter-connections.</p>	<p><b>Set-up:</b> You can either have a table prepared with the 51 SDG cards referring to specific SDGs laid out and invite everyone to chose one card (quickly), or simply hand out one card to each person. Give everyone a couple of minutes to read the card they have chosen before explaining the rest of the movement.</p> <p><b>Framing the exercise:</b> It is important to explain clearly that 'active listening' is not the same as having a conversation. Explain that at each signal to stop and find a partner, you will give 2 minutes to the person with the longer hair to explain which SDG is featured on the card that they are holding. Invite people to speak to what relevance that SDG has to the community they live in or organisation they work for.</p> <p>You can offer people the option to also explore which of the questions (from the ecological, social, economic or worldview perspective) made them think about that SDG in a different way, or was particularly thought provoking for them. After two minutes of one person only listening and the other speaking about the SDG card they are holding, the facilitator will give a signal to swap and now the person with the shorter hair gets to share their reflections on the card they are holding. It does not matter if it happens to be the same SDG, most likely it will be a different one.</p> <p>After another 2 minutes of active listening, the facilitator will give a signal to start walking slowly around the room again, giving attention to who is here to learn about the Sustainable Development Goals.</p> <p>Mingling is simply a form of walking around the room slowly with full attention to the others around you, until the facilitator gives another signal to find another partner again for the second round of active listening. You can invite participants to share again what most struck them about the SDG card they are holding, or you could suggest they speak to another of the four dimensions through which the questions are structured. Remind people that this is 'active listening' and not a conversation and that you will give the signal to switch partners. You can choose to let the person with the shortest hair start this time.</p> <p>We recommend that you allow for 3 (maximum 4) stops in the mingling, with each person having an opportunity to meet and learn from 3 or 4 other people. Remind people that it helps to read out the longer wording of the SDG (on the upper left of the back-side of each card) at the beginning of each 'active listening'.</p> <p>At the end of the last paired interaction, simply invite people to stay where they are in the room and ask for some reflections. This could be a short statement of something interesting that came up for them, or something they thought of in response to what they learned from each other. Take maybe 4 or 5 voices, before moving on to 'Movement 5'.</p>	<p><b>20 mins</b></p> <p><b>Full Day</b></p> <p><b>Half Day</b></p>

# Script for a full & half day training in 17 or 12 movements




Movement 5	Why	How	Time
<p><b>SDG Timeline</b></p>	<p>In order to be able to communicate the significance and historical context of the SDGs, it is helpful to give participants a short review of the timeline of the UN's sustainable development process.</p> <p>This short movement does so through the use of the 2 timeline cards, which can be studied and talked about in small groups that then present back to the large group by a series of volunteers forming a line and each naming one of the milestones and its significance in the process.</p>	<p>At the beginning of this movement, briefly mention the importance of putting the SDGs within the context of the longer term process of <b>the sustainable development agenda of the United Nations</b>. Remind people that to build a shared agenda into the future without reminding yourself of a shared past and historical context is 'like planting cut flowers'.</p> <p>Invite 2 groups of 5 volunteers each to step forward. Give each of these groups one of the 2 SDG Timeline Cards (Cards 57 &amp; 58). Group A is the group with card 57 that starts with the 1972 Stockholm conference on the environment, and group B is the group with card 58 with the milestones that end with the endorsement of the SDGs by the UN General Assembly in September 2015.</p> <p>Give both groups time to prepare how they will present the milestones on each of their cards and to decide who will present - one person per milestone and stepping forward in chronological order. Start with Group A, so that in the end we have a line of people each representing one of the seven milestones on the way to the launch of Agenda 2030 and the SDGs. You can ask the rest of the group to form pairs and have a brief personal reflection with a partner on when participants first connected personally with the sustainable development agenda or the Education for Sustainable Development (ESD) programme of the UN.</p> <p>This movement helps to bring the history on which we are building into the room and offers a historical context for the day of learning about the SDGs. Give 2 minutes for explaining the tasks and creating the groups, 4 minutes for the groups to decide who presents which milestone in less than a minute (while the rest work in pairs), and a little under a minute for each of the 7 milestones to be presented until the volunteers stand in front of the room forming a <b>timeline from 1972 to 2015</b>.</p> <p>You can offer the people in the two small groups the option of writing their milestone on a piece of paper with the name of the event and the year it happened. Make sure to provide them with A4 paper or cards and pens to do so.</p> <p>Often the presentation of the timeline takes a little less than 10 minutes, so you can take a few reflections from the group, or ask where anyone was physically present at the time of any of the milestone conferences represented. You can also take a picture of the timeline to share with the participants after the workshop along with the group picture and other images of the day and its generated outputs (e.g. photos of flip charts worked on etc).</p> <p><b>Highlight the 169 implementation targets and Gaia Education's focus on the implementation of target 4.7:</b> <i>"by 2030 ensure all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development."</i></p> <p>The Training of Multipliers is a contribution to achieving this target. At this point, raise general awareness of the 169 targets to evaluate implementation of the SDGs and make explicit that the training does not deal with the targets in detail.</p>	<p><b>15 mins</b></p> <p><b>Total time so far: 70 mins.</b></p> <p><b>Full Day</b></p> <p><b>Half Day</b></p>





# Script for a full & half day training in 17 or 12 movements




Movement 6	Why	How	Time
<p><b>Creating Working Groups</b></p>	<p>The aim of the training is to maximise the time that participants can spend in conversation and exploration of how to give local meaning and significance to each one of the SDGs and how to create projects that help SDG implementation in their communities or organisations.</p> <p>Based on the first year of running SDG Trainings of Multipliers, Gaia Education noticed there are broadly 3 types of groups:</p> <ul style="list-style-type: none"> <li>i) diverse groups of people already working with the SDGs at local, regional and national level;</li> <li>ii) more homogenous groups of people focused on SDG implementation in a specific community, organisation or business; and</li> <li>iii) groups who are focused on Education for Sustainable Development (ESD) and aim to replicate the training in schools or universities.</li> </ul>	<p>There are a number of ways you can form small groups (of 4 to 6 people) to work in during most of the remaining 'movements'. What kind of grouping makes most sense might have to be determined by you and your co-facilitator once you know more about who is in the room. Here are some suggestions:</p> <p><b>Based on Scale:</b> You can ask people to reflect on what scale of change or scale of SDG implementation they feel most drawn to or their work most connects them to. Four easy groups to create based on scale are 'local' (community scale), 'bioregional' (watershed or ecosystem scale), 'national' and 'global'. The group working on 'global' implementation can sometimes be divided into 2 sub-groups, one working on 'developing countries' (Global South) and another working on 'developed countries' (Global North).</p> <p>With regard to the local and bioregional scale, the training is particularly effective in generating useful outcomes and next steps if groups are focused on a specific community or bioregion and work through the questions on the flashcards with their place and their region in mind. The diversity of your group permitting, you could also create working groups with people who come from the same community and have the potential to work on implementing ideas for next steps together after the training.</p> <p><b>Based on Sectors:</b> You can also ask people to reflect on which sector they normally work in and/or feel drawn to, to support SDG implementation. The obvious sectoral groups are the 'private sector' (small and medium sized business and/or large companies), 'public authority' (for people working in public administration at the town, city, regional or national level), and 'civil society' (for people working in non-governmental and civil society organisations, community groups, civic associations, or activist groups like 'transition town' initiatives or groups focused on environmental or social justice). Sometimes it can be helpful to offer a 4th choice around 'education' (for those in the room whose main aim is to support SDG implementation through a wide range of formal or non-formal education offers based on the flashcards and the Training of Multipliers then).</p> <p><b>Random:</b> A third option is to simply select groups at random. An easy way to do this is to first define whether you want people to work in groups of 5 or 6 (with 7 people or more in a working group they tend to subdivide and people become less able to have a focused conversation together). Once you know how many groups you want to form, ask people to stand or sit in a circle and then count off around the circle from one to the number of groups (say 8 groups in total) and once they get to 8 the next person starts with one again. Everyone has to remember their own number and then all the people with number 1, 2, 3 etc join together respectively to form one group each.</p>	<p><b>10 mins</b></p> <p><b>Full Day</b></p> 




# Script for a full day training in 17 movements



Movement 7	Why	How	Time
<p><b>Prioritise and identify 3 'Catalyser SDGs' in separate groups for Global South and Global North</b></p>	<p>One crucial take-home message for participants is that the SDGs are not 17 separate goals but a series of interrelated aspects of the overarching aim of promoting sustainable development in a systemic way.</p> <p>While there might be a difference between the Global North and South in priorities and urgency of implementation with regard to particular SDGs, achieving the Global Goals means finding ways to effectively foster South-North collaboration and ensure a whole systems design approach to SDG implementation everywhere.</p> <p>This movement challenges participants in their working groups to explore the relationships between the SDGs in the context of place and socio-economic conditions. You can start this conversation by asking groups to identify 3 particular 'catalyser SDGs' that unlock and enable the implementation of all the other goals in a particular locality. Again these may differ between locations or between Global North and South.</p>	<p><b>Background:</b> It might be useful to give participants a little background for this movement, or you can choose to set them to work and see what insights they generate among themselves. The concept of a 'catalyser' is borrowed from chemistry where the presence of a certain substance - a catalyst - enables a reaction to be faster and more effective. In a metaphorical sense a catalyser SDG is a Sustainable Development Goal that, once implemented in a community or organisation, will enable the more effective and efficient implementation of many, if not all, of the other SDGs.</p> <p>Since people's basic needs have to be met first in order for them to become effective participants in the implementation of the SDGs, it is possible that you may come across different catalyser SDGs in different locations. This will depend on the level of basic development and wellbeing in that particular location. For example, in communities in the Global South that are falling short on the implementation of SDG 2 (Zero Hunger), SDG 6 (Clean Water and Sanitation) and SDG 7 (Affordable &amp; Clean Energy), local people may not be sufficiently resourced or motivated to work towards the implementation of or improvements in any of the other SDGs.</p> <p>In the Global North or developed countries where basic food, water, sanitation and (clean) energy needs of the population might be met in a more satisfactory way, working on SDG 4 (Quality Education), SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities) might support a catalytic chain-reaction that enables improvements in all the other goals in a more systemic way. As the 'wedding cake' graphic of the SDGs created by the Stockholm Resilience Centre (see card 56) communicates visually, the abundance generated by healthy ecosystems functions (SDGs 6, 13, 14, and 15) are the fundamental basis for a healthy society and a functioning economy.</p> <p><b>How:</b> In this movement you can keep people in the groups you created previously. Aim to get roughly half of the groups to work with a focus on the Global South and the other half with a focus on the Global North. Ask the groups to draw on what they know and - if they want to - find additional information online using their mobile phones.</p> <p>Create a 15 minute conversation with everyone taking notes on a large piece of flip chart paper in the middle of the table - in World Café style - to explore whether the group can identify three specific catalyser SDGs that would need to be implemented in their location of focus in order to unleash a process that would allow for an easier implementation of all the other SDGs in that place/organisation/country/region/sector.</p> <p>Invite exploration of the systemic interconnections between the different SDGs. What needs would have to be met, or what conditions would have to be set, in order to create a systemic enabler for all the other SDGs. Ask people to prepare notes on their 'table cloth' in a way that supports reporting back to the large group, the main aim being to identify 3 catalyser SDGs in their region and why they play an important role, with the additional invitation to highlight any systemic connections that are particular to that place.</p>	<p><b>20 mins</b></p> <p><b>Full Day</b></p> 

# Script for a full day training in 17 movements



Movement 8	Why	How	Time
<p><b>Harvesting insights from each group about the priorities and 3 catalyser SDGs they identified for the Global South and the Global North</b></p> <p><b>Group dialogue and reflections on the outcomes.</b></p>	<p>The conversation in a specific working group focused either generally on the Global North or the Global South, or more specifically on a particular country or region will have already generated some insights about the systemic relationships and location specific challenges and opportunities of SDG implementation.</p> <p>In this movement we are deepening the practice of whole systems thinking about the 17 SDGs by harvesting insights from the different groups and inviting reflections on whether and why groups with a similar location focus might have come to similar - or different - results.</p> <p>This movement also helps participants to identify whether there are any specific catalyser SDGs that are likely to always play an enabling role in the implementation of other goals e.g. SDG4 (Quality Education).</p> <p>Furthermore, this movement highlights the importance of international collaboration in achieving the UN Agenda 2030.</p>	<p>How much time you can give to each working group for a very brief report back from their conversation depends on how big the overall group is and how many working groups you have divided them into. Assuming that you are working with the optimum group size of 25 to 30 people, you would have 5 or 6 working groups. In that case you could give each group between 1 and 2 minutes to report their main insights.</p> <p><b>Remind them to state clearly:</b></p> <ul style="list-style-type: none"> <li>i) whether they were looking at the Global North or South in general or whether they decided to pick a specific locality or country in those contexts;</li> <li>ii) name the 3 catalyser SDGs they identified and why prioritising those 3 SDGs initially would unlock a pathway towards better implementation of all the other goals in that place;</li> <li>iii) highlight any other systemic relationships between the SDGs, noteworthy North-South differences, or insights from exploring the location or region-specific implementation of the SDGs.</li> </ul> <p>Try to use roughly half of the time of this movement with the harvesting of insights generated in the small groups. You may want to use a flip chart or white board to write down key words or key insights that come from each group, as they report back. This can then serve as a basis for some reflections invited from the whole group on what can be learned from this way of homing in on a number of priority SDGs within a specific socio-ecological and economic context.</p> <p>You will have to respond to whatever the working groups have generated as insights from their conversation. If there is a general agreement on some SDGs being more important (or so far less well implemented) in the Global North or Global South, then explore together why that may be so. If groups who focused on more specific countries or regions in the context of the Global North/South came up with different catalyser SDGs for different locations in the North and South, invite reflections from the whole group on what kind of insights we might be able to draw from this.</p> <p>Remind the participants of their dual roles in this Training of Multipliers. They are challenged to pay attention to both the process they are experiencing as participants engaging with the different movements (exercises) and also to simultaneously keep track of how each movement is facilitated so they can begin to generate insights into how they themselves can repeat the Training of Multipliers in the role of facilitator for their own communities, organisations or businesses.</p> <p>Emphasise that the training is aiming to put conversations in place - focused on specific communities, localities, bioregions, organisations or businesses - about the relevance and challenges/opportunities of SDG implementation in that particular context. As such, all voices and insights are welcome and what matters is the conversation and the learning together. There are no right or wrong answers, only a process of collaboration between people to gain a deeper and more multi-faceted understanding about what we need to do in order to support the implementation of the SDGs in different contexts.</p>	<p><b>20 mins.</b></p> <p><b>Total time so far: 120 mins.</b></p> <p><b>Full Day</b></p> 



# Script for a full day training in 17 movements



Movement 9	Why	How	Time
<p><b>Context specific implementation of the SDGs: Creating dynamism by starting with the 'low-hanging fruit'</b></p>	<p>This movement is about identifying easy ways to create dynamism around SDG implementation in a specific community, organisation or sector.</p> <p>The excitement that comes with early successes can help to create more participation and motivation - building on already existing and successful initiatives and those SDGs that can be considered 'low hanging fruit' easy to implement.</p> <p>By focusing on those SDGs first and paying attention to their connections with each other, participants are again invited to think of the SDGs not as a series of independent goals but as interconnected aspects of a whole systems approach to achieving sustainable development.</p> <p>The subsequent 2 movements take this systems thinking approach further and relate the 'low hanging fruit' to goals still in need of improvement (<b>Movement 10</b>) and look at enabling conditions for successful implementation (<b>Movement 11</b>).</p>	<p>For the next 3 movements, it is best to remind each working group to focus their conversation by sticking with the focus that was established in 'Movement 6' of forming the working groups. Invite the group to recall the sector or scale they are focused on and to ideally bring a specific location, organisation or context to mind as they have their conversation. It is best to choose a specific community or organisation that all or most of the working group have experience of.</p> <p>Depending on the diversity of the group you are working with and whether they all come from the same geographic location or not, groups will be able to add realism to their conversation by focusing on a specific locality or organisation, or will have to explore more generally what role the sector they decided to focus on plays in SDG Implementation. It is important to highlight that each group will stay with their specific focus for the next 3 movements.</p> <p><b>Offer a brief preview of the next 3 interconnected movements:</b></p> <ul style="list-style-type: none"> <li>i) First (Movement 9), there will be a 15 minute exploration in working groups of the '<b>low hanging fruit</b>' (those SDGs that already have tangible and successful examples of implementation in the location, scale or sector the group is focusing on).</li> <li>ii) Second (Movement 10), there will be another 15 minutes of group work around the opportunities represented by yet 'outstanding SDGs' in the group's focus (such SDGs might still lack successful examples of implementation but might naturally follow on from the 'low hanging fruit' or represent such an important still unmet need that it will be relatively easy to mobilise resources and people's commitment to creating new implementation projects to support achieving those SDGs).</li> <li>iii) Third (Movement 11), will give each working group an opportunity to revisit the 'low hanging fruit' and 'outstanding SDGs' they identified in their group's focus and choose one or more of each of them to have a more in-depth conversation about the policies, resources and activities needed to further improve or activate the implementation of those SDGs.</li> </ul> <p><b>Remind the working groups of the following;</b></p> <ul style="list-style-type: none"> <li>iv) Each working group should use flip chart paper in the middle of their table and the provided marker pens to take notes of their conversation. You may want to suggest that one person per group takes the role of ensuring that the main outcomes of the conversation are captured either collectively or by assigning the role of a main note taker whose notes others can add to on the World Cafe 'table cloth';</li> <li>v) It is helpful to collect specific examples of successful SDG implementation projects or activities that they are aware of in the context of their group's focus. They might want to keep notes of organisations, websites, specific programmes that different members of the group offer as examples based on their experience or knowledge.</li> <li>vi) Highlight any interrelationships between different 'low hanging fruit' SDGs and how they in turn might enable and set the conditions for implementing other SDGs that still leave room for improvement.</li> <li>vii) The SDG Flashcards can be used to offer more background or spark new insights, if they feel stuck.</li> </ul>	<p><b>15 mins.</b></p> <p><b>Full Day</b></p>

# Script for a full day training in 17 movements





Movement 10	Why	How	Time
<p><b>Context specific implementation of the SDGs: Revealing opportunity by identifying 'outstanding SDGs' on the growing edge</b></p>	<p>This movement invites each working group to identify particular SDGs in their sector or scale of focus that are still lacking examples of successful implementation.</p> <p>The aim is to turn what might be perceived as problems into opportunities for systemic intervention - working from the areas of strength identified in Movement 9 towards identifying possible activities that will help to manifest latent potential through collaboration and systemic integration.</p> <p>By calling SDGs in need of better implementation 'outstanding SDGs' they are given a special importance without using a framing that categorises them as a problem issue.</p> <p>Working with these SDGs and exploring new ideas of how to create projects that drive their effective implementation is working with the 'growing edge' of the system. The more SDGs are successfully implemented, the easier it will become to support the implementation of the remaining SDGs.</p>	<p>While the last movement identified the 'low hanging fruit', during this movement the working groups continue their conversation around their focus community, organisation, scale or sector, and identify the opportunities on the 'growing edge'.</p> <p>The aim is to explore how successful implementation of the 'low hanging fruit' has created the condition for working on outstanding SDGs that still need to be implemented in the context of the group's focus. If groups get stuck in this movement, it can be particularly helpful to invite them to first identify the SDGs that are still lacking examples of successful implementation and then use the SDG Flashcards relating to the identified outstanding SDGs to spark new ideas for implementation projects.</p> <p>Remind the participants that both in a personal and a collective context 'growing edges' can be somewhat uncomfortable as they always have an element of not-knowing and transformation as we move from latent potential to expression. Yet, it is precisely that latency and the need for transformational change which activates the opportunities waiting to be realised.</p> <p>The challenge in this movement is again to think of the different goals in an interconnected manner and explore how, by starting from a place of strength and existing dynamism (the 'low hanging fruit'), we can create systemic relationships and supportive conditions that make work on outstanding SDGs easier or more effective.</p> <p>Invite the working groups to reflect on what <b>enabling conditions</b> created the context for the 'low hanging fruit' and which <b>systemic impediments</b> have so far stopped attempts to create improvements with regard to outstanding SDGs. This might give them the necessary background to co-create proposals for how the latent potential in the outstanding SDGs can be made manifest.</p> <p>Another way to spark innovative ideas about how to create new projects in support of effective implementation of outstanding SDGs in the context of the working groups scale, sector, and/or locality of focus, is to invite people to reflect on whether they are aware of any other successful projects anywhere that successfully implemented those SDGs. Once they have identified possible case studies that could offer inspiration, they can explore how and whether these examples could be adapted to the working group's focus.</p> <p><b>Note:</b> In general, you may not want to give all the instructions at once and keep the time you use for framing each movement as short as possible, in order to maximise the time the groups spend in conversation and learning from and with each other. Once the groups are working on the challenge set in each movement, you and your co-facilitator can walk from small group to small group and add some of the reminders offered in the 'how' section of each movement to those groups that seem in need of help.</p>	<p>15 mins.</p> <p>Full Day</p>



# Script for a full day training in 17 movements



Movement 11	Why	How	Time
<p><b>Mapping the 'Implementation Synergy Triangle': Policy, Resources &amp; Activities (for low-hanging fruit &amp; 'outstanding SDGs')</b></p>	<p>This movement offers an opportunity for each working group to revisit specific SDGs they have identified in the previous two movements as either 'low hanging fruit' or 'outstanding SDGs' and explore them through yet another lens (perspective).</p> <p>New strategies and systemic interventions can be identified by asking the groups to reflect on specific SDGs through the lens of the 'Implementation Synergy Triangle' of the policies, resources and activities that either contributed to successful implementation or have yet failed to help the expression of 'outstanding SDGs'.</p> <p>Each movement offers a particular way of working with and thinking about SDG implementation. The time spent on each movement is relatively short in order to introduce different ways of working. After the training people can work on specific SDGs in specific contexts with the aim of using the ideas generated to actually strengthen existing and support new implementation initiatives and projects.</p>	<p>After the last 2 movements (9 &amp; 10) there was no time allowed for feeding back experiences and insights from working groups to the large group. This movement offers an opportunity to revisit and deepen the conversation about one 'low-hanging fruit' and one outstanding SDG that was identified previously and look at them through the lens of the framework of the <b>Implementation Synergy Triangle</b>, as well as spending 10 minutes at the end of this movement harvesting some reflections and insights from the different groups.</p> <p>Invite groups to pick one example of a 'low hanging fruit SDG' and an outstanding SDG and write that SDG in the middle of a fresh flip chart sheet. Next ask them to draw a triangle around that SDG and write the words policies, resources, and activities on each of the points of the triangle. Ask the groups to quickly brainstorm which policies, resources and activities enabled the successful implementation of projects in support of the 'low hanging fruit' and which <b>policies, resources and activities</b> are lacking to move the outstanding SDG from latent potential to effective expression.</p> <p>Remind groups that they should move through this relatively quickly, spending roughly 10 minutes on each of the two SDGs they decided to use as examples. If they manage to do so with time left for dialogue, invite them to take a closer look at the dynamics between the 3 points of the triangle and how enabling policies and adequate access to human, financial and other resources can enable the kind of activities that support successful implementation. Likewise, identifying the lack of enabling policies and resources can help to identify what activities might be needed to invite a necessary policy change or attract the resources needed to successfully implement a yet outstanding SDG.</p> <p>Keep track of time and give the groups a clear signal when they have 2 minutes left to wrap up one triangle, and when to shift to the second example after 10 minutes. <b>Aim to have about 10 minutes at the end of this movement to invite reflections and insights from the different working groups.</b> Depending on how detailed these reflections are from each group you should have time for a brief report back from at least 3 and ideally all of the groups.</p> <p>Ask each group to write the scale, sector, or specific community or organisation that they were focusing in the upper right corner of the flip chart sheets they used for each triangle and make sure to capture the results as photos to be shared with the whole group after the training.</p>	<p><b>30 mins.</b></p> <p>Total time so far: <b>180 mins.</b></p> <p><b>Full Day</b> </p> <p><b>Half Day</b> </p>



# Script for a full & half day training in 17 or 12 movements



Movement 12	Why	How	Time
<p><b>Stepping into the shoes of a multiplier and facilitator of SDG implementation</b></p> <p><b>Clarifying some important skills for effective facilitators</b></p>	<p>The SDG Flashcards, the Multiplier’s Manual, and the Training of Multipliers have all been created with the explicit intention to enable more people to step into the role of catalysts for successful SDG implementation.</p> <p>Now that participants have had some time to put the SDGs into their historical context, explore their relevance and priorities in different parts of the world, and home in on specific SDGs in specific contexts, it is time to remind people that the ideal outcome of the training would be for all of them to feel empowered and enabled to replicate the training in their own communities, organisations or businesses.</p> <p>This movement draws on the experience present in the whole group to collectively identify a series of characteristics, practices and attitudes that describe an effective facilitator and his/her way of working with groups.</p>	<p>Since most of the participants will either have experience of participating in workshops and trainings or have a background as facilitators, trainers or team leaders, the best way to create a shared perspective on what makes for good facilitation is to simply ask for comments from the whole group and have your co-facilitator create a list of attributes on a flip chart.</p> <p>Try to harvest suggestions from the group for about 5 minutes and then ask people to prioritise which skills and characteristics are particularly important.</p> <p><b>Some of the characteristic of good facilitation may include:</b></p> <ul style="list-style-type: none"> <li>i) supporting the wellbeing and active involvement of each participant and the group</li> <li>ii) building on contributions in a ‘yes-and’ rather than a ‘yes-but’ or ‘no-actually’ way</li> <li>iii) being good at asking generative questions that stimulate new thinking</li> <li>iv) keeping track that nobody dominates the conversation and that introverted people get a chance to speak</li> <li>v) keeping time effectively with the right balance between moving things along and allowing for flow</li> <li>vi) being a good listener and able to reframe people’s contributions so they are easy to grasp for the group</li> <li>vii) creating a safe and collaborative environment where people feel willing and able to engage</li> <li>viii) being charge neutral and responsive rather than reactive</li> <li>ix) able to share roles like time-keeping and note-taking delete ‘out’ among collaborating participants</li> </ul> <p>Remind people that for the remainder of the training there will be opportunities for people to step into the role of facilitating the conversations in the working groups and practising how to work with the SDG flashcards to stimulate co-creative conversations about SDG implementation.</p> <p>For the sake of keeping it simple, once you’ve collected a number of characteristics from the group and made sure that no important ones you would like them to keep in mind are missing, it is best to highlight and underline the 5 most important ones to keep in mind as they step into practising facilitation.</p>	<p><b>10 mins.</b></p> <p><b>Full Day</b></p> <p><b>Half Day</b></p>

# Script for a full & half day training in 17 or 12 movements



Movement 13	Why	How	Time
<p><b>Using the SDG Flashcards to structure conversations (in small groups of 4 to 6 people including one facilitator)</b></p>	<p>For the remaining movements we will focus on creative ways to work with the SDGs Flashcards. We will introduce a number of ways they can be used to spark and deepen systemic conversations around SDG implementation.</p> <p>The overall aim is to have as many participants in the training feel confident that they could use the cards and the manual - along with their own experience of the training - and become multipliers by repeating the training in their community, organisation, school, university, etc.</p> <p>Experienced facilitators and workshop designers will no doubt invent and discover many other ways to work with the flashcards as interactive facilitation tools. The aim here is to offer and experience enough possible exercises to understand the versatility of the cards.</p> <p>By different participants taking turns in the roles of facilitator, time-keeper and note-taker, people get an opportunity to experience the different roles and their importance, as well as different facilitation styles.</p>	<p>To start with, have each of the working groups decide who would like an opportunity to step into facilitating a round of conversation using the cards. You can either have one person volunteering to facilitate this whole movement, or - preferably - have 3 or 4 people volunteer to facilitate one of the rounds of this movement. Also remind the groups that beside having a facilitator identified for each round they should agree on 2 more roles for this movement: a time-keeper and a note-taker.</p> <p>Sometimes participants need a little reminder that they signed up to a 'training of multipliers' and that volunteering to take on a practice opportunity to facilitate is a good way to start stepping into the role of 'multiplier'. There are 4 options you can either choose for the groups, or have the groups decide for themselves, as pathways through this movement. (Beware: letting the groups choose will take more time!)</p> <p><b>Option A:</b> The group picks one card for one SDG and works with the 4 dimensions (social, ecological, economic and worldview) on that card to take a deep dive into understanding that particular SDG within the context of the working group's focus (scale, sector, or specific community/organisation). In this case there are four rounds of little under 15 minutes for a conversation about the questions posed on the card - one round for each of the 4 dimensions. The facilitator keeps everyone involved and makes sure all voices are heard, the time-keeper reminds people when there are 5 minutes left for that round and when to move on to the next round (question and dimension), and the note-taker captures the main outcomes and insights of the conversation on a flip chart sheet (making sure that they write the group's focus on it too).</p> <p><b>Option B:</b> The group works in a less in-depth way with 4 different SDGs (4 different cards) and scans all 4 dimensions (questions) for each of the SDGs to stimulate a 15 minute facilitated conversation about local implementation for each of the 4 SDGs they choose.</p> <p><b>Option C:</b> The group homes in on one of the 4 dimensions (social, ecological, economic or worldview) and then works with 4 different SDGs but stays focused on only the questions on that dimension.</p> <p><b>Option D:</b> The group identifies one particular SDG that they feel is of utmost importance and works in 3 rounds of little under 20 minutes each, exploring all 4 dimensions on all 3 cards available for that SDG. (Remind the participants that the background information in the white boxes on the 3 cards per SDG is the same, and that only the questions differ).</p> <p>All the questions are about local (context specific) relevance of the SDG the card focuses on and lead towards identifying existing projects and ideating possible new projects that could support the implementation of that SDG in that context. Remind the facilitator and the groups that the main outcomes of their conversations to record are a <b>list of existing 'best practice/process examples'</b> of SDG implementation in their context (if any) and a <b>list of ideas for projects that could support a more effective implementation of that SDG in the context of the group's focus.</b></p>	<p><b>60 mins.</b></p> <p>either 4 rounds of just under 15 mins. each, options A, B, C; or 3 rounds of 20 mins. as in option D</p> <p><b>Full Day</b></p> <p><b>Half Day</b></p>

# Script for a full & half day training in 17 or 12 movements



Movement 14	Why	How	Time
<p><b>Identifying one SDG implementation project per group to focus on</b></p> <p><b>Working with the 'SDG Project Canvas'</b></p>	<p>The previous movement will have generated a whole range of initial ideas for projects that could help the implementation of specific SDGs in the context of the working group's focus. In this movement the working groups will spend some time going into more detail on how to plan a new implementation project.</p> <p>The use of the 'SDG Project Canvas' applies an adapted version of the 'business model canvas' in order to create a rapid ideation and strategising process that enables groups to quickly brainstorm and structure ideas for how to design, fund and implement an initiative.</p> <p>The best results are achieved when working groups are challenged to create SDG implementation projects that address a series of interconnected goals in a systemic way. This invites people to explore synergistic relationships that can be leveraged by whole systems design and exploring the SDGs from four dimensions.</p>	<p>For this movement give each group a large A1 or A2 version of the <b>SDG Project Canvas</b>; alternatively give them a small A4 print out of the canvas and a large flip chart sheet and ask them to quickly copy the layout of the canvas and the questions for each of the sections of the canvas onto the flip chart.</p> <p>Ask the group to choose one of the ideas for an SDG implementation project that they generated in the previous movements of the day. Encourage groups to explore combining the implementation of various SDGs through an integrated project. Suggest that it is best to choose a project that the group would ideally be willing to take further into actually implementation.</p> <p>Give each group a series of post-it notes and fine-tip marker pens and ask them to take about <b>20 minutes brainstorming</b> together, to have at least some ideas (approximately 5 or more post-its) collected for each of the sections of the canvas. The aim here is to quickly collect ideas that can serve to add realism and become elements of an outline strategy for implementation of the project. Get them started in groups swiftly and then circulate between the working groups to support them and keep them generating ideas.</p> <p>After 20 minutes invite the groups to stop the brainstorm and move on to revisiting every section of the canvas with the aim of <b>clustering the post-its</b> (create groups of ideas that are closely related) and to see if there is a way of <b>prioritising ideas</b> based on their relevance for the success of the project and/or the sequence along a <b>timeline for strategic implementation of the project</b>. Let the groups know that they have about 25 minutes for this phase, to make sense of the ideas generated in the brainstorm and bring them into a <b>coherent narrative of how the project will (could) be implemented successfully</b>.</p> <p>Remind the groups that they can decide to offer another opportunity for facilitation to one of the group members, choosing one person to facilitate the brainstorm and another the clustering exercise. Also let them know they will present the results of their SDG Project Canvas work in the next movement.</p> <p><b>Note:</b> There is always a creative tension that has to be managed by the facilitator between giving the working groups what might feel - to them - as too little or too much time for the task you are setting. Try to encourage people to <i>just roll with it</i> and do the best they can in the time available. Tell them there is no wrong way of doing this, since the main point of the Training of Multipliers is to become familiar with the use of the flashcards and materials and the different exercises in each of the movements, so they can run future trainings in their own constituencies (organisations or communities). Clearly, a group that decides to actually implement the project they have been working on will revisit and deepen the results and strategy they started to generate in the training.</p> <p>While the participants are engaged in the different working groups, you and your co-facilitator can circulate from group to group, giving them opportunities to ask clarification questions, making sure they move along to work with all the sections of the canvas, and if they are stuck suggesting ideas or that they might use the flashcards as an inspiration to generate more ideas.</p>	<p><b>45 mins in total</b></p> <p>20 mins for the brainstorm phase, and 25 mins for the clustering and strategy phase</p> <p><b>Full Day</b></p> <p><b>Half Day</b></p>



# Script for a full & half day training in 17 or 12 movements



Movement 15	Why	How	Time
<p><b>Mini-presentations of each group's project using the canvas</b></p> <p><b>&amp; group reflections</b></p>	<p>By this stage of the training each working group should have generated a more or less detailed idea &amp; plan for a specific project that would improve implementation of a specific SDG (ideally multiple SDGs synergistically). This project will be focused on the context that the group set itself (sector, scale, locality).</p> <p>After spending some time going into more detail on their projects with the use of the 'SDG Project Canvas' this movement offers an opportunity to present the results of their cooperation to the larger group.</p> <p>The mini-talks themselves give another opportunity to practise a concise and engaging presentation - a useful skill for multipliers. More importantly, everyone gets to learn from the ideas, strength and weaknesses in the project plans generated by other groups. The presentations also create a sense of achievement for everyone, as they learn about a series of possible projects that will increase SDG implementation in their community or organisation.</p>	<p>At the start of this movement give the working groups 5 to 10 minutes so they can prepare their mini-presentations. Assuming you are working with an ideal group size of around 5 to 6 working groups of 5 to 6 people each, you can give each group between 3 to 5 minutes for their presentation. If you are working with larger groups, it is sometimes better not to have all the groups present. Avoid having more than say 8 short 3 minute presentations, as it can get tiring to follow. You will have to use your own discernment as a facilitator to adjust timings and flow to your group size and local rhythms of meal times and working days.</p> <p>Remind the groups that they are only preparing an <b>'elevator pitch'</b> of their SDG implementation projects. They should focus on the 4 important questions of <b>'what'</b> (the basic idea is and what SDG(s) they focused on), <b>'how'</b> (the project aims to support implementation of these goals) <b>'why'</b> (this is important to their community or organisation of focus) and <b>'who'</b> will be involved in implementing the project and creating widespread participation in it.</p> <p>If you have to cut the time for presentations for each working group to a minimum, you might ask them to report back in the style of a <b>'breaking news radio announcement'</b> or in the style of a <b>'headline in the local newspaper'</b>. It is better to set the groups the challenge to report back very briefly and therefore have some flexibility if one of the groups ends up taking a bit longer, or have time after the presentations to ask some questions to specific groups.</p> <p>Make sure to move the process of presentations along swiftly to keep an active dynamic going. Stop people from getting into discussions or 'question and answer' conversations after each mini-presentation and remind them that after the presentation there will be time for reflections and facilitated dialogue in the large group to answer questions or highlight insights or learning outcomes.</p> <p>Make sure to <b>keep it fun and light-hearted</b>. If necessary, remind the participants that psychological research has shown that <b>we are at our most creative in 'play mode'</b>. Invite them to have fun while aiming to communicate the main ideas and creative insights they generated while working with the SDG Project Canvas on their proposed SDG project. Presentations can be done by one member of the working group or as a team.</p> <p>Ideally you will have time for 10-15 minutes of dialogue and reflections at the end of this movement. It is easiest to call for individuals to share perspectives and moderate the conversation by calling on people who raise their hands. Invite people to make shorter statements when necessary so more diverse voices can be heard. Remind the participants that the whole training is a participatory process of increasing our collective intelligence about SDG integration and implementation, and getting more out of the group's wisdom means hearing more of the perspectives and voices represented in the group.</p>	<p><b>45 mins.</b></p> <p><b>Full Day</b></p> <p><b>Half Day</b></p>

# Script for a full & half day training in 17 or 12 movements



Movement 16	Why	How	Time
<p><b>How to step into the role of being an SDG multiplier</b></p> <p><b>Using the flashcards, the canvas and the Multiplier's Handbook as enablers of multi-stakeholder conversation about SDG implementation</b></p>	<p>This movement is another opportunity for integrating the different movements of the day and the different opportunities they created to build a more systemic understanding of the SDGs and their implementation in specific contexts.</p> <p>As we are moving towards the final movement and closure, now is the chance to actively encourage participants to not only consider the training as a learning for themselves, but as an invitation to share and multiply this learning opportunity with and for others in their own communities, organisations and contexts.</p> <p>This movement also offers an opportunity for people to ask questions about the process of the training and the materials that were created to support it.</p>	<p>Reflections for forward actions: This movement is about initiating a dialogue and 'question and answer' session about how to become an effective multiplier and use the flashcards and manual to replicate the training they just experienced, so that more people can have similar conversations about contextualised SDG implementation and co-design projects to achieve it. At the same time, this movement offers an opportunity to reflect on what has been learned and what may still be missing.</p> <p>Start this movement in a large circle again, after moving the tables into the corners of the room. Ask people to turn to the person next to them, or find a person that they have not yet talked to during the day. Invite the pairs to work with 3 questions to trigger reflections in an active listening exercise. Each person gets 5 minutes to reflect on the following 3 questions and then you give a signal for the pairs to swap. Stress that they should do an 'active listening' rather than a conversation, so only one person speaks and the other person listens until the swap-over. Write the 3 trigger questions on a flip chart for people to refer to as they are sitting in pairs around the circle. Here are the questions:</p> <ol style="list-style-type: none"> <li>i) In what ways has my systemic understanding of the SDGs improved today and what aspects need further exploration for me personally?</li> <li>ii) Of all the possible stakeholders that were identified in the different projects throughout the day, was there a group under represented or are there any important stakeholders missing all together?</li> <li>iii) What are my next steps regarding personal involvement in an SDG implementation project in my community/organisation or stepping into the role of multiplier by facilitating a training like this myself?</li> </ol> <p>You can choose to offer participants the option of choosing to answer one of the questions in more detail or reflect on each of them briefly in their personal 5 minutes in the active listening.</p> <p>After the active listening, harvest a few comments from the circle and remind them that there will be a brief closing circle at the end, so they should stick to sharing on their readiness to move forward as a multiplier and/or to collectively implement a project with others.</p> <p>Give a 5 minute presentation about the Multiplier's Manual, with a copy in hand. Explain how it is structured, what information people can find in it, and show how each of the movements is described in some detail (Why and How) for both a full day and a half day training. Explain where people can order copies of the manual and the flashcards, and give them the reference for the Gaia Education webpage with further resources.</p> <p>Try to leave about 10 minutes at the end of this movement to answer questions and give advice as people voice their aspirations and concerns regarding stepping into being a multiplier or regarding getting involved in actually implementing one of the projects that was explored by working groups during the day.</p>	<p><b>30 mins.</b> (10 mins. for active listening; 5 mins. harvest; 5 mins. on the manual and materials for multipliers; and 10 mins. Q &amp; A about next steps and running trainings)</p> <p><b>Full Day</b></p> <p><b>Half Day</b></p>

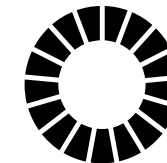
# Script for a full & half day training in 17 or 12 movements



Movement 17	Why	How	Time
<p><b>Constellation as Feedback Session</b></p> <p>&amp; Closing Circle (plus group photo)</p>	<p>It is important to give participants some time to reflect on their experience in the training and the spontaneous feedback you can harvest at the end of the training can help you learn as a facilitator and improve subsequent trainings.</p> <p>At the end of a long and intense day, it is also important not to spend too much time on feedback and closing.</p> <p>We recommend that you circulate an email list during the breaks or over lunch and also ask people to indicate whether they are willing to have their email shared with the whole group. That way people can stay in touch after the training. You can send them a link to a brief online survey to harvest additional feedback on the training a few days after the event, at the same time as you send the group photo and some of the images of their work you captured during the training.</p>	<p>One quick way to get feedback from everyone without everyone having to speak (which can take too long) is again to offer a series of <b>feedback constellations</b> and invite people to physically position themselves in the room along a spectrum that these questions create. Here are two examples for possible feedback constellations:</p> <ul style="list-style-type: none"> <li>i) <i>If you feel like you know a lot more about the SDGs than at the beginning of the day and feel inspired to take what you learned into your professional and private life to support SDG implementation in creative ways, stand at this end of the room. If you feel that after spending the day working on the SDGs you are less interested in getting involved with an implementation project and would rather leave that work to others, stand at the opposite end of the room.</i></li> <li>ii) <i>If you feel excited about the flashcards, the SDG Project Canvas and the existence of a detailed SDG Multiplier's Handbook' and can't wait to start experimenting with offering full day or half day trainings in your organisation, community or a local school and university, stand on this side of the room, and if you know you will definitely step into the role of becoming an SDG multiplier' place yourself at the other end of the room.</i></li> </ul> <p>In both constellations, the facilitator can yet again 'interview' some of the participants about why they chose to position themselves in that particular place along the spectrum.</p> <p>It is useful to dedicate 5 minutes to getting someone to take a <b>group photo</b> of you and your co-facilitator(s) with all the participants. This can help your own memory of the group (if you are contacted by anyone with follow-up questions), it can be used for advertising the next training, and it offers a nice memento to the whole group, along with any other photos of the day. Remember to exclude those who do not want their picture taken or to be used for media purposes.</p> <p>The easiest way to keep the final <b>closing round</b> short and to the point is to invite everyone to stand in a circle - shoulder to shoulder - and ask everyone to say just one word, or at the most one or two sentences that would help them feel complete or that simply reflect how they feel after the day. Pass the first word of the closing circle to the person on your left - with your co-facilitator(s) on your right - to ensure that at the end of the circle the turn will come to you to say a few closing words and thank everyone for taking the time to engage and participate.</p> <p>You may also want to remind everyone that they will receive a link to a short - 3 or 4 questions only - questionnaire via google forms or survey monkey, and that feedback given in that context will help you improve future trainings. Try to end on a high note with positive encouragement for the creative ideas that were generated together and the exciting potential that lies in people actually going on to implement all or some of them. Remind them of the '<b>ripple effect</b>' that would go out from the day if all of them become SDG multipliers and facilitated at least 3 such trainings within the first year.</p>	<p><b>30 mins.</b> (10 mins constellations 5 mins group photo, 15 closing circle)</p> <p><b>Total Time:</b> 400 mins. (6hrs 40 mins)</p> <p>If you add 2 comfort breaks of 10 mins. in the morning the afternoon and allow for an hour lunch break, the workshop fills an 8 hour day.</p> <p><b>Full Day</b></p> <p><b>Half Day</b></p>



# Some tips on how to adapt formats to learners and contexts



It is a challenge to design a training and training materials that can be applied to a wide range of different contexts and this necessarily entails some compromise. In the design and content development of the flashcards Dr. Daniel C. Wahl, Gaia Education's head of innovation and programme design, had a certain type of community group or group within an organisation in mind. These groups would have an average to high level of education and some basic knowledge of sustainability, the SDGs, as well as experience of working in groups and facilitating team work.

Gaia Education is already planning to produce a set of flashcards that is less content heavy and has easier and fewer questions, to more adequately meet the needs of educators and facilitators working with children under 15 or with rural communities in the developing world with a lower level of literacy and formal education.

Depending on the context, facilitators might need to help people understand some of the cards or help them reframe the questions on the cards in ways that are appropriate for the group that they are working with.

As you step into the role of multiplier and begin to plan offering the **Training of Multipliers** in diverse contexts, you may need to spend some extra preparation time to

adapt the workshop script to your specific audience. In **trainings for different age groups** (kids / youth / mixed age groups) you could choose to create different working groups made up of the same age group, or mix up participants in each working group to explicitly engage participants in inter-generational dialogue about SDG implementation in their community.

In **trainings in a business context** (for workers & owners of SMEs / for large corporations) try to keep the working groups diverse, with a spread of people from different departments or areas of responsibility, and perhaps delete 'aim angle the' focus more on the organisation's needs and desired outcomes. The latter you might have to define with the management beforehand.

In **trainings for local government & planning professionals** (with or without community participation) ensure that working groups focus on implementation projects with as much relevance to the local community/town/city as possible. If you can, try to suggest that having some members of the community present will enrich the results.

In **trainings for grass-roots and civil society organisations** (activists / large CSOs) be sure to give people an opportunity to reflect on their attitudes towards multi-stakeholder collaboration and partnering with large multi-nationals.





It might also help to create a space for people to voice possible issues or reservations held with regard to the UN Agenda 2030 being perceived as a top-down process, or the SDGs and their 169 targets being perceived as influenced by neoliberal lobbyists.

In working with *rural communities in the developing* world who are facing the effects of insufficient implementation of many of the basic needs related to SDGs, be particularly sensitive to local needs and work on supporting these communities to create projects highly likely to attract support and funding for implementation.

In general, aim to invite people to look at the issues being addressed through multiple lenses and perspectives.

Not just the social, ecological, economic and worldview dimensions of a whole systems approach to sustainability, but also through the perspectives of the 'other' players in a multi-stakeholder process.

Invite people to do a brief role play, where they shift into the role of a manager of a large corporation, the mayor or planning official of a city, a teacher in a local school, or an activist organising a local direct action campaign. Role plays help people to shift perspectives and consider issues from someone else's point of view.

They can be a quick way to increase and generate a more shared understanding of how all perspectives are informed by what people prioritise and see as their more urgent needs.





# Available Resources



The **SDG Multiplier's Handbook** is available through Gaia Education's website. Gaia Education also offers a discounted **SDG Multiplier's Tool Kit** that includes one set of **SDG Flashcards**, a printed **SDG Multiplier's Handbook** and an A1-sized laminated version of the **SDG Project Canvas**. You can also download a basic flyer introducing the trainings and the flashcards from the Gaia Education website. This flyer is currently available in English, Spanish, French, Portuguese and Arabic.

## Source documents for trends and statistics mentioned in the SDG flashcards:

The Sustainable Development Goals Report 2016, United Nations, New York, 2016: <http://www.un.org.lb/Library/Assets/The-Sustainable-Development-Goals-Report-2016-Global.pdf>

UNESCO Roadmap for Implementing the Global Action Programme on Education for Sustainable Development, UNESCO 2014: <http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>

Who Framed Global Development? Language Analysis of the Sustainable Development Goals, Joe Brewer, The Rules 2015: <https://www.slideshare.net/joebrewer31/who-framed-global-development>

Roadmap for localising the SDGs: Implementation and monitoring at the subnational level, Global Taskforce of Local and Regional Governments, UN Habitat and UNDP, 2016: [https://www.global-taskforce.org/sites/default/files/2017-06/bfe783\\_434174b8f26840149c1ed37d8febba6e.pdf](https://www.global-taskforce.org/sites/default/files/2017-06/bfe783_434174b8f26840149c1ed37d8febba6e.pdf)

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# SDG Project Canvas



UNESCO Global Action Programme on  
Education for Sustainable Development



Key Partners:	Key Activities:	Theory of Change:	Engaging Participation:	Impact:		
<p>Who needs to be there to collaborate?</p>	<p>What activities are needed to make this SDG implementation project/campaign a success in our community/organisation?</p>	<p>How exactly will this project/campaign enable the implementation of SDG ( __ ) in our community/organisation?</p>	<p>How will the project initiators ensure wide-spread participation in the project and the implementation of SDG ( __ )?</p>	<p>Who will benefit directly and indirectly and why?</p>		
	<th data-bbox="468 740 909 804">Key Resources:</th>	Key Resources:		<th data-bbox="1332 740 1774 804">Key Policies:</th>	Key Policies:	
<th data-bbox="73 1267 461 1331">Costs:</th>	Costs:	<th data-bbox="468 1267 909 1331">Designed:</th>	Designed:	<th data-bbox="916 1267 1326 1331">Funding and/or income streams:</th>	Funding and/or income streams:	
<p>Which human resources, infrastructure, materials, and logistics need to be financed in order for the project/campaign to become successful?</p>	<p>By:</p> <p>For:</p> <p>Date of Training:</p>		<p>What possible sources of funding or in-kind support could help to cover the costs?</p>			



# Acknowledgments

The **SDG Flashcards** are available through the Gaia Education website in the following languages: English, Spanish, French, Portuguese, Arabic. Gaia Education aims to follow up with Russian, Chinese, German, Italian and Catalan versions soon.

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**SDG Project Canvas**

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**Graphic Design** by Alexandre Pereira

**Note:** The idea of the 'SDG Project Canvas' is based on an adaptation of the widely used 'Business Model Canvas' created by Strategyzer (see: <https://strategyzer.com/canvas/business-model-canvas>). We acknowledge this important source of inspiration and have adapted the content significantly to fit the use as a '**SDG Project Canvas**' which does not have 'customer relationships and segments' or 'distribution channels' and 'revenue streams' in the same sense as a business model

**SUSTAINABLE  
DEVELOPMENT  
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of Japan

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