

# SDG CLUBS

## A Guide for Sustainable Development Goals Clubs in Municipalities and Schools



This guide provides a step-by-step approach for local governments to create Sustainable Development Goals (SDG) clubs in schools, empowering youth to engage with local issues, practice leadership, and contribute to sustainable development through interaction with the UN's Agenda 2030.

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## Introduction

This guide offers a practical roadmap for local governments and schools to establish Sustainable Development Goals (SDG) clubs—dynamic spaces where students can explore global challenges through the UN’s Agenda 2030 and take meaningful action in their local communities. SDG clubs are designed to inspire youth to engage with the 17 SDGs, providing them with the tools to lead projects, advocate for sustainability, and collaborate with local governments on real-world solutions.

Born out of the successful collaboration between Kibaha Town Council in Tanzania, Kibaha Education Centre, and Region Gotland in Sweden, these clubs have demonstrated the power of youth-led initiatives to influence local development. By integrating the SDGs into everyday learning, students not only gain a deeper understanding of global issues but also develop essential leadership skills, empowering them to become change-makers in their communities.

This guide is an invitation for local governments to harness the creativity and energy of their young citizens while fulfilling its role as duty-bearer to address the needs of its community. Through SDG clubs, students have the chance to shape their futures, working together to address critical issues such as climate change, poverty, and inequality, while strengthening their connection to local decision-makers.

The SDG clubs create a platform where young people can voice their ideas, participate in decision-making, and contribute to the development of their communities. This participatory approach ensures students ownership of their projects while receiving guidance from local leaders and educators. This toolbox is co-created by students from Kibaha Secondary School’s SDG Club, Kibaha Education Centre and ICLD.

As the SDG Clubs evolve and upscale, the concept will adapt to different cultural and administrative contexts. Each local government can tailor SDG

clubs modeled to its unique needs. As public official institutions, it is possible to empower the next generation to lead us toward a more sustainable, equitable, and democratic future.

### Background: the Kibaha / Gotland partnership

Kibaha Town Council, Kibaha Education Centre and Region Gotland in Sweden engaged in a municipal partnership project to create awareness of the Sustainable Development Goals in the education system. The SDG clubs were created as response to the lack of meaningful youth inclusion in local community development as well as more overarching political matters. A digital planning phase led to official site implementation between 2022 and 2024. This guide aims to enable local governments, with educational institutions as critical partners, to replicate the SDG clubs in their local contexts. In doing so, it aims to facilitate increased youth participation in matters that affect their own lives and the world they will live in.



Photo from when teachers and students from Wisbygymnasiet from Region Gotland, Sweden, visited one of the students from the SDG club awareness programme at the Bundikani secondary school. In a duck-keeping project to reduce poverty at the family level, the student now has 200 poultry including chicken, ducks and goose.

## Sustainable Development Goals: A Global Framework with Local Implementation

The 17 Sustainable Development Goals (SDGs) – or Agenda 2030 – were adopted by the United Nations as a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. These goals are interconnected, acknowledging that progress in one area affects others and that true development must balance social, economic, and environmental sustainability. Tackling critical issues such as poverty, hunger, inequality, and discrimination requires the active foregrounding of the most marginalized, and the active involvement of the affected communities. As such, while the SDGs are global in nature, their success relies heavily on local implementation. Many of the targets are tied directly to local service delivery, such as healthcare, education, and basic infrastructure. By framing local challenges within the broader context of the SDGs, communities can also advocate for structural change and address issues of scarcity and inequality on a global level more effectively.



### The Importance of Youth Inclusion in Agenda 2030

Youth inclusion is not just a tool for raising awareness of the SDGs – it is a critical component of meaningful governance and sustainable community development. By engaging young people, local governments tap into fresh perspectives and innovative ideas that can drive forward sustainable development. Youth participation ensures that local development strategies reflect the needs and aspirations of the next generation, making governance more inclusive and responsive to community priorities.

Meaningful youth inclusion creates a sense of ownership and responsibility among young people that is effective in the present, and prepares for future leaders. Youth participation in SDG-related activities also fosters a deeper understanding of healthcare, environmental conservation, and strategies to reduce poverty or generate income. It can also enhance a sense of connectedness, belonging and feelings of being valued

by the government and community at large, making implementation more meaningful. As they collaborate with local governments, youth gain practical insights into how resources are mobilized and policies are implemented, empowering them to advocate for more inclusive and effective development. In this way, SDG clubs foster a dual benefit: they provide young people with opportunities for personal growth and leadership, while also strengthening the ability of local governments to meet sustainability goals.



### SDG Clubs: Platforms for Learning and Action

The SDG Clubs can be a dynamic platform for youth to gather, outside of regular study hours, to learn about the SDGs and apply that knowledge in their local communities. These clubs act as forums for young people to express their ideas, develop leadership skills, and take direct action on issues that matter to them.

Understanding the Sustainable Development Goals (SDGs) equips youth with a framework and language to advocate for both local community development and global sustainable progress, extending even beyond 2030. Clubs offer a supportive environment for young people to connect the goals outlined in the Agenda to real-life situations. Through these platforms, they can evaluate how local governments address the SDGs in areas such as education, healthcare, environmental conservation, and gender equality.

The clubs provide a safe space for students to discuss their concerns, share skills, and devise solutions. It can be an opportunity to practice vital life skills, develop knowledge on human rights, citizenship, promote democracy and civic actions. Young people trained to identify elements that are violations of human rights can be part of defending the rights of marginalized groups. This is combined with practicing democratic participation by electing leaders and presenting their ideas to local authorities.



## Building Active Citizenship and Leadership

One of the key benefits of SDG clubs is their ability to nurture active citizenship. The club constitute an arena for forming and expressing opinions, and help youth develop vision and awareness to create positive changes in social, economic and political aspects. It is an experimental learning platform, where youth have liberty and opportunity to discuss their affairs, to share skills, discover their talents and creates common solution on matters affecting them or youth in general. They have a freedom to ask each other questions without being restricted by adults. Club members cast votes and choose their own for the club activities, and for presenting the youth views to relevant institutions.

The clubs also foster a sense of responsibility and community leadership. By building courage and self-confidence in contributing to the life of the group, students are encouraged to take initiative, whether it's by organizing environmental conservation programs, launching gender equality campaigns, or addressing other pressing issues like gender-based violence. In Kibaha, for example, SDG clubs have successfully motivated students to start tree-planting campaigns and participate in local environmental initiatives.



## Formalizing the Connection with Local Governance

Establishing strong links between SDG Clubs and local politicians is crucial to ensuring meaningful youth participation in governance. When youth leaders present their perspectives in formal settings, their opinions gain visibility and can influence local policies and projects. For this to be effective, local decision-makers must ensure that SDG Clubs have a tangible impact on decision-making processes. Regular meetings with local councils, for example, can institutionalize this connection, providing youth with a consistent platform to contribute to local governance. This formalized link transforms youth participation from being tokenistic to meaningful,

empowering them to make a real difference in their communities.

In addition, involving youth in governance enables them to follow up on resource mobilization and monitor how local governments utilize those resources. This process not only enhances inclusive development within communities but also fosters trust and accountability between citizens and decision-makers. By engaging youth in these processes, SDG Clubs contribute to building a culture of transparency and shared responsibility.

Participation lies at the heart of local democracy, serving as a vital mechanism to bridge citizens and governance. However, its full potential is realized when linked to social accountability—the mechanisms through which citizens, civil society, and other stakeholders hold public officials and institutions accountable for their actions and decisions. Social accountability ensures that governance is transparent, responsive, and aligned with the needs and expectations of the people it serves.

Incorporating accountability mechanisms into the operations of SDG Clubs for youth is essential for several reasons. It shifts participation from mere expression of opinions to meaningful influence, where leaders are held responsible for their commitments. By creating structured opportunities for dialogue between students and political representatives, SDG Clubs demonstrate how young citizens can actively engage in governance processes. This fosters a culture of accountability, empowering youth while enhancing trust and legitimacy in local governance.

### Example: How Kibaha's SDG Club generated clean drinking water for 1000 students

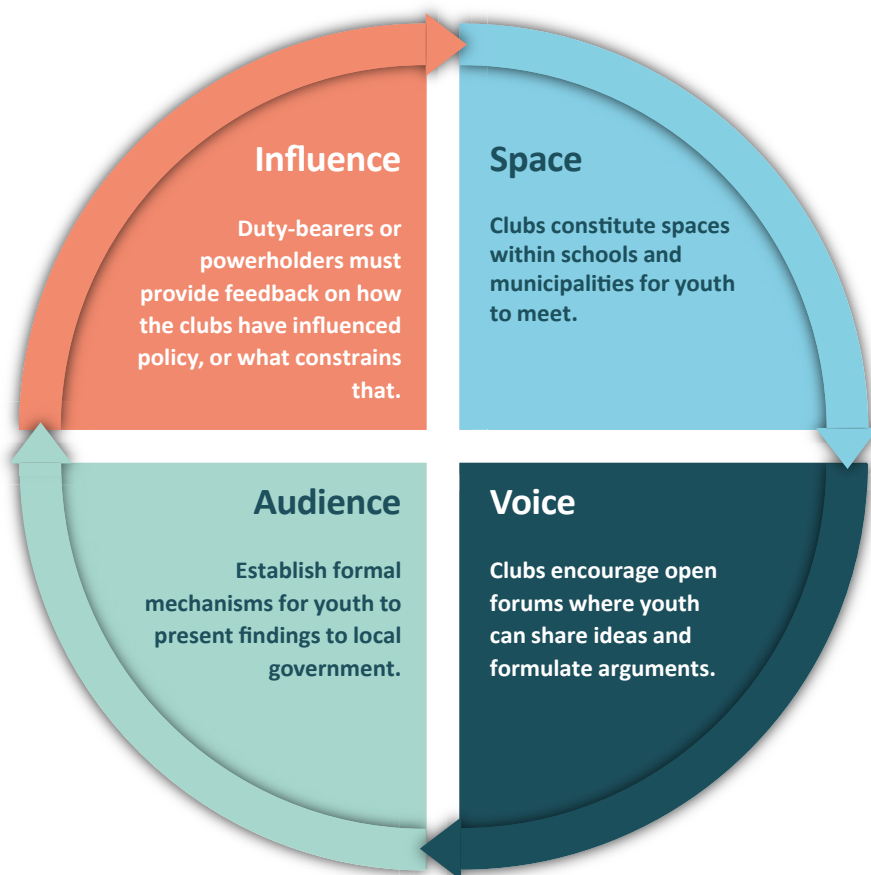
The SDG Club at Kibaha Secondary School successfully influenced the Kibaha Education Centre to address the lack of clean drinking water in the school. Acting on the students' recommendations, Kibaha Education Centre applied for funding from a national agency and secured approximately 20,000 USD for implementation. This funding was used to build sustainable water infrastructure, providing clean drinking water for more than 1,000 students.

The initiative not only improved daily life for the students but also empowered them to engage with sustainable development issues. Through the project, students gained knowledge about the SDGs, analyzed local challenges, and related these to their own context, inspiring them to express their opinions and take action in their community.



**Lundy's Model of Participation** emphasizes four key elements – **Space, Voice, Audience, and Influence** – that are crucial for meaningful youth involvement. This can guide the interactions between local authorities and youth, facilitated by the SDG clubs.

1. **Space:** SDG clubs create a dedicated, safe space for youth to come together outside of school hours and grading systems, where they can explore the SDGs, collaborate on projects, and discuss issues that matter to them. This space is crucial for fostering creativity and open dialogue among young people.
2. **Voice:** The clubs give youth the opportunity to express their ideas and perspectives on local and global challenges. By allowing students to lead discussions, propose solutions, and share their opinions, the clubs ensure that young people have an active role in shaping their communities.
3. **Audience:** For youth voices to be meaningful, they need to be heard by those in positions of power. SDG clubs establish formal pathways for students to present their ideas and project outcomes to local authorities, ensuring that their contributions reach the right audience, including local government officials and community leaders.
4. **Influence:** Beyond being heard, youth need to see their ideas translate into real impact. SDG clubs are designed to foster tangible change, whether through environmental initiatives, social justice projects, or policy advocacy. By collaborating with local governments, youth in these clubs can influence decision-making processes, ensuring that their participation leads to concrete outcomes.



## How to Start and Run the SDG Clubs

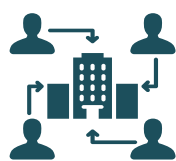
### Objectives of starting an SDG Club

- ☒ Raise awareness about the SDGs among youth and the wider community.
- ☒ Empower young people to actively participate in the implementation of Agenda 2030 by fostering their inclusion in the planning and execution of SDG-related initiatives.
- ☒ Cultivate a habit of engaging in democratic processes, with the aim of reducing human rights infringements and foster sustainable development in their communities.
- ☒ Enable dialogue with politicians in addressing challenges faced by youth and contribute to the implementation of municipal projects.

## Who to involve?



**Students:** The core members of the club should be secondary school students, ideally aged 13–18. Inclusivity is key, with clubs welcoming members from diverse social backgrounds and ensuring equal opportunities for boys and girls. To keep operations manageable and decision-making effective, clubs should ideally limit their membership to around 50 individuals.



**Local Government and school staff:** Municipalities provide critical resources and formalize connections with local governance. Schools serve as the operational base, where educators can facilitate and align club activities with the broader curriculum.



**Leaders and advisors:** Youth leaders elected by their peers take charge of the club's operations, ensuring all members have a voice in decision-making. An advisor, such as a teacher or community expert, plays a supportive role by providing guidance without undermining the students' leadership.



**Parents and community stakeholders:** Parental encouragement enhances participation, while community organizations and NGOs offer expertise, funding, and mentorship. Collaborating with local businesses and alumni networks also brings additional resources and perspectives.

## Training required



**Students** should get a foundation in SDG concepts, project management, and public speaking. Hands-on training tailored to specific activities, such as agricultural practices or advocacy campaigns, is equally valuable. The **Club Advisor** should be trained in youth facilitation, ensuring they empower students while respecting their leadership. **Local Government** staff may need guidance on youth inclusion and understanding the integration of SDG activities into municipal

priorities. Trainings can be conducted in partnership with NGOs, educational institutions, or community organizations to maximize their impact.

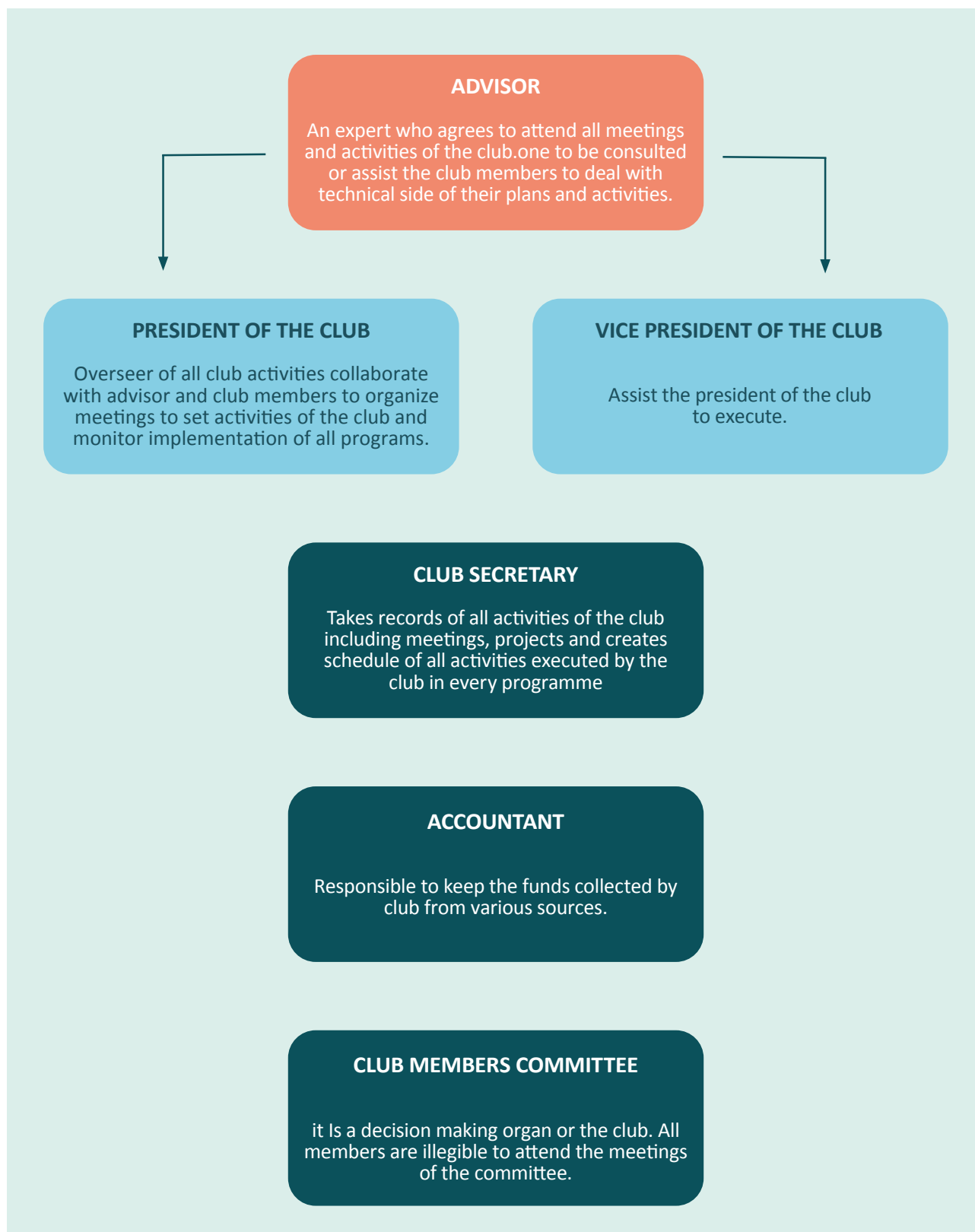
## Suggested activities



Club members may set standing meeting times per week, month or year. The SDG Club can plan events cutting cross the seventeen goals. Members may design their activities according to resources available, and include additional resource mobilisation as part of the activity. Activities should be designed with sensitivity to local culture, and strive to attract youth to join the club. Online platforms can be used to organize the club activities in combination with physical meetings. Using social media to communicate with club members when organizing activities can facilitate quicker decision-making and gather opinions. Possible event formats include:

- Exhibitions
- Structured discussions
- Educational projects
- Competitions
- Nature excursions, tree planting
- Volunteering with marginalised communities
- Field trips
- Songs and games
- Sports events

## Structure of an SDG Club



## Funding and Resource Mobilization

Costs for starting and sustaining an SDG club include initial setup expenses, ongoing operational costs, and funding for events or specific projects. The key source of funds should be the budget from the local government or institutions in which the club is operating. Clubs may also seek support from donors and NGOs, or generate income through projects like selling handmade products. Membership fees, if applied, must be carefully weighed against the risk of being exclusionary due to socio-economic circumstances. Clear financial accountability is crucial, with a dedicated treasurer, transparent record-keeping and, if necessary, a dedicated bank account for the club's funds.

Support from diverse stakeholders can be both tangible and intangible:

- **Local Governments** engage in dialogue, provide funding, formal recognition, and integration of ideas into local development plans.
- **Schools** host the clubs and ensure alignment with academic goals, while educators offer mentorship.
- **Parents and guardians** amplify participation through encouragement and involvement in club activities.
- **NGOs and Businesses** contribute expertise, funding, and mentorship. Partnerships can enhance the club's capacity and broaden its reach.

## Starting a new SDG Club step-by-step

The initiative and the first steps can be taken by local government officials, school staff, or students/pupils. Once the club is formed, the members are the main initiators and decision-makers, while adult staff advise and support.

1. Inform all involved stakeholders about the intentions of starting an SDG Club. The school and/or local government administration should be consulted in order to secure their active support. Clearly describe the purpose and opportunities to the youth.
2. Organise an open meeting with the youth interested in joining, where people sign up and the new members choose the President, Secretary and Treasurer of the club. Voting is done by all club members without considering the age or other types of status of the club members. Appoint an adult Club Advisor.
3. The club members set up the objectives of the club, along with the club's mission and vision. Design a club logo accepted by all members.
4. Agree about the regular activities of the club, days and places of the meetings and communication channels to disseminate information to all members.
5. Identify and agree upon funding sources. Consider if a bank account should be opened, and the requirements for audits from the funding institutions.
6. Establish rules or by laws. The club has to create rules to guide the process of enrolling new members and grounds for dismissal (such as misconduct, inactivity, etc). Mobilizing new members can be done with social media, putting up flyers and distributing brochures, or inviting them to workshops and events.
7. Meet with and establish contact points with civil servants and politicians to facilitate dialogue. They must be informed by written documents, by email or phone, with the aim to have regular physical meetings.
8. Inform parents and invite them to physical meetings or activities when relevant.
9. Select focus areas and identify if any training material is needed. And the SDG Club is up and running!

## Upscaling SDG CLUBS in Kibaha

From the first SDG Club in Kibaha Secondary School, the format has spread throughout the county. Currently 9000 students are working with SDG in their communities thanks to having clubs in their schools.

As of July 2024, the following schools have started SDG clubs:

1. Kibaha secondary school
2. Bundiakani secondary school
3. Zogowale secondary school
4. Mwanalugali secondary school
5. Miembe saba secondary school
6. Kibaha girls secondary school
7. Tumbi secondary school



Photo: Canva Design open content

## How SDG Clubs Work with the Global Goals

SDG Clubs should identify local priorities based on the lived experiences of the youth involved. The club may address the Agenda as a whole or concentrate on specific goals and targets that directly relate to the students' daily lives and challenges. The following examples demonstrate how Kibaha's SDG Clubs have worked with selected goals, and highlight the connection between the SDGs and local governance. The priorities and activities are designed by the students. As such, the clubs have been both an arena to advocate for concrete improvement, and an exercise in leadership and collective responsibility.



### **Goal 1:** **End Poverty in All its Forms Everywhere**

*SDG Club focus: Identify vulnerable families and develop initiatives like school-based micro-enterprises (soap making, vegetable gardening, etc.).*



Photo: Students learning how to make liquid soap, as part of Kibaha and Bundikani Secondary Schools' SDG Club activities designed to generate funds for running the club's initiatives.

The local government is responsible for creating strategies and plans that reduce extreme poverty and establish social security systems for all. These efforts must include ensuring equal access to natural resources, property ownership, job opportunities, and inheritance rights for both men and women. Expanding financial services and facilitating access to capital are also essential for supporting local economic development, while ensuring effective resource mobilization and policy alignment with national and international frameworks.

SDG Clubs provide opportunities for young people to acquire skills and engage in income-generating activities that support their families, but also to communicate the perspectives and needs of families. In Kibaha and Bundikani, the launch of SDG Clubs encouraged students to see their own potential in making change, and motivated them to participate and learn practical skills like soap making, beekeeping, fish farming, and garment and jewelry design. Through these efforts, students were able to generate income for sustaining their clubs and for capacitating their families to new sources of income.



### **Goal 2:** **Zero Hunger**

*SDG Club focus: Set up vegetable gardens and understand food production*

SDG 2 aims to end hunger, achieve food security, improve nutrition, and promote sustainable agriculture. This goal focuses on ensuring that everyone, especially the most vulnerable, has access to sufficient and nutritious food all year round. It emphasizes the need for sustainable farming practices, increasing agricultural productivity, and addressing issues like food waste and distribution. SDG 2 also highlights the importance of supporting small-scale farmers, particularly women, indigenous communities, and young people, to enhance food production and strengthen food systems. Despite having little prior experience in farming, SDG

club members started small-scale vegetable gardens around their homes and school. This initiative allowed them to learn the process of growing food, from planting seeds to harvesting. They documented the progress of the plants, identified any diseases that affected them, and worked together to find solutions to the challenges they encountered.

The local government can support these efforts by providing resources, such as access to agricultural training, funding for farming tools, or assistance with overcoming barriers like pests and diseases. Additionally, the local authorities can collaborate with the SDG Clubs to scale up these initiatives, ensuring that more community members, especially vulnerable groups, are empowered to engage in sustainable farming practices. This can also help raise awareness about the importance of local food production and nutrition, aligning with broader national and international efforts to achieve food security and reduce hunger.



Photo: Students working in the vegetable garden. They irrigate the plants in the evening to minimize water evaporation. A variety of plants, including fruits and shade trees, have been planted around the school to encourage conservation of forest resources.



### **Goal 3:** **Ensure Healthy Lives and** **Promote Well-being for All** **at all Ages**

*SDG Club focus: awareness  
and taboo-breaking*

This goal aims to reduce maternal mortality, end preventable deaths of children under five, and eliminate the epidemics of diseases like AIDS, tuberculosis, and malaria. In addition, the goal seeks to address the prevention and treatment of non-communicable diseases, as well as promote mental health and well-being.

Through the SDG Clubs, young people have a platform to learn about these health issues, raising awareness about the importance of preventative healthcare, mental health, and the need for accessible medicine and vaccines. The clubs also serve as a safe space to discuss topics that are often taboo in many communities, such as sexual and reproductive health care services. This creates an opportunity for youth to engage in open, informed discussions about their well-being, enabling them to seek help when needed or advocate for this help to be made available by the local government.

The activities organized by the clubs not only educate students but also keep them engaged in productive, positive pursuits. This helps prevent involvement in risky behaviors such as substance abuse. By promoting healthy lifestyles and providing support for youth, the SDG Clubs strengthen the municipality's efforts to address issues like drug addiction and ensure the overall health of the community.



**Goal 4:**  
**Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All**  
*SDG Club focus: create learning opportunities for those most in need*

The clubs aim to create inclusive educational opportunities that allow every child to meet the targets outlined in SDG 4. By 2030, the goal is for all girls and boys to quality early childhood education and to complete free, equitable, and quality primary and secondary education with relevant and effective learning outcomes. It also emphasizes the importance of equipping youth and adults with the skills necessary for employment, decent jobs, and entrepreneurship.

SDG 4 is not the direct focus of activities in the SDG Clubs, but a crucial underlying perspective woven into all the club's initiatives, which in turn enable students to learn skills for different career opportunities (for example agricultural practices). Technical and organizational skills help prepare youth for the workforce and empower them to explore diverse fields. By highlighting the methods and ways activities are organized for equitable access to knowledge and training, the SDG Clubs can work with relevant school and local government departments to scale up and ensure that the educational systems become more inclusive and equitable.



**Goal 5:**  
**Achieve Gender Equality and Empower All Women and Girls**  
*SDG Club focus: improve reporting mechanisms for abuse and advocate women's representation*

Helping youth understand and address social inequalities within their communities was one of the main objectives by the Kibaha Town Council, Kibaha Education Centre, and the regional Gotland when launching the SDG clubs in their joint project “Together Towards Sustainable Development Goals 2030”. project launched the SDG Clubs. The clubs offer young people the opportunity to identify and discuss issues related to gender, specifically in line with the SDG 5 targets on full and effective participation and equal opportunities for leadership, and eliminating all forms of violence against women and girls and harmful practices including gender-based violence, sexual exploitation and early marriages.

Through club discussions, youth have learned about safe spaces where they can report gender-based violence, becoming advocates and champions for human rights and gender equality in their communities. This involves working with the local government for better communication channels and reporting mechanisms, and advocacy for improved access to care and support that responds to actual needs – without exposing individuals girls.

Since the launch of the club campaigns, the town council has seen an improvement in women's leadership, education, and social participation. The youth were able to help change mindsets within the administration, to a more positive attitude to including all groups of individuals in the community without discrimination.



Photo: An image by Ibrahim Ramadhani Adia, titled "Make All Women Smile," captures the essence of this movement. The image shows a Maasai girl smiling brightly in traditional clothing, symbolizing the empowerment of women and encouraging men to create more opportunities for women, particularly in spaces that have traditionally not been associated with or held by women.

## 6 CLEAN WATER AND SANITATION



### Goal 6:

**Ensure Availability and Sustainable Management of Water and Sanitation for All**

*SDG Club focus: improve water infrastructure in schools*

The SDG Clubs at Kibaha chose to address the challenges surrounding water availability and sanitation as they directly impact both the individuals' health and economic activities in the community. One SDG Clubs took a proactive role in addressing the issues of equitable access to safe drinking water and to adequate sanitation and hygiene for all by writing a proposal to the directors of the Kibaha Education Centre (KEC) and Kibaha Town Council (KTC) for the construction of sustainable water infrastructure in their school. The institutions responded by building an underground reserve tank, turning the children's ideas into practical solutions for water storage and management.

By successfully applying for funds to upscale the implementation, the local authorities managed to secure water infrastructure in many additional schools. This project directly reflects the goals of SDG 6 and highlights the capacity of the SDG Clubs to engage with local authorities and contribute to sustainable development solutions at the community level.

## Global Goals are not islands

These examples are not conclusive, but offer examples of practical events, advocacy and discussions with real impact. Students also learn how the SDGs are interconnected. Activities have reflected this, for example in events about both health and environmental impacts of various energy sources and fuels, which combines SDG 7 on affordable, reliable, sustainable and modern energy, with SDG 3 on health and well-being and SDG 13 on climate action. The mentioned activities for poverty reduction and adequate education also address SDG 8 on decent work and economic growth. For example, a club may discuss career paths of interest, and the club patron invite experts from those professions to guide the students on the process and potential choices.



Photo: The club was granted permission by artist Daniel Mackenzie to sell his painting of a beautiful sunset with the message “Let us protect our planet from all factors of destruction”, to raise funds for the club’s programs toward sustainable development and environmental awareness.

## Conclusion

Local governments are uniquely positioned to lead the charge in youth inclusion for Agenda 2030. By supporting SDG clubs, local governments can foster local leadership, address critical challenges, and build a sustainable future. Begin today by taking the first step: engage your schools, allocate resources, and empower your youth.

The SDG Clubs in Kibaha exemplify this connection by providing a structured, inclusive, and scalable framework for youth engagement. These clubs are not just an arena for learning about sustainability and local governance but also a platform for forming and expressing opinions, fostering a sense of agency among students, and creating opportunities for meaningful dialogue. It is important that adults play an advisory role, while decisions are made primarily by the youth. The connection to political bodies, reinforced through mechanisms such as Lundy's Model, ensures that youth contributions are integrated into decision-making processes, transforming passive participation into active accountability.

The step-by-step process outlined in this toolbox offers practical guidance for replicating and scaling the SDG Clubs model. By addressing key requirements such as stakeholder involvement, training needs, resource mobilization, and effective monitoring, the toolbox ensures that local governments and practitioners are equipped to implement this initiative successfully. Linking local actions to the global framework of Agenda 2030, the SDG Clubs model highlights how localized efforts can contribute to achieving international sustainability goals.

Ultimately, this toolbox serves as both an inspiration and a practical manual for practitioners aiming to strengthen local democracy and sustainability initiatives. By embedding social accountability into their operations, SDG Clubs foster governance practices that are more responsive, transparent, and citizen-centered. This ensures that youth participation leads to tangible outcomes, empowering students to become active agents of change while building governance structures that prioritize inclusion, equity, and accountability.



Photo: Club members in Kibaha assess the level of inclusion based on the ladder of participation.

# THE GLOBAL GOALS

For Sustainable Development





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For Sustainable Development