



# UESF



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## THE COMMUNICATION ON ENGAGEMENT (COE)

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### United for Education and Sustainable Futures) UESF

Period covered by Communication on Engagement: Two (2) years

From: June 2014 to June 2016

#### **Part I. Statement of Continued Support by the Chief Executive or equivalent**

Dear our stakeholders,

I am pleased to confirm that United for Education and Sustainable Futures (UESF) reaffirms its support to the United Nations Global Compact and its Ten Principles in the areas of Human Rights, Labour, Environment and Anti-Corruption. This is our Communication of Engagement with the United Nations Global Compact. We welcome feedback on its content.

In this Communication of Engagement, we describe the actions that our organization has taken to support the UN Global Compact and its Principles as suggested for an organization like ours. We also commit to sharing this information with our stakeholders using our primary channels of communication.

Sincerely yours,

Billy Batware  
President, UESF

## **Part II. Description of Actions**

UESF activities in the past two years (June 2014 – June 2016) were implemented through its flagship program – Youth Education Ambassadors (YEA Program). The YEA program trains high school pupils in issues of education, rights, poverty, project management, and sustainable development. Students conclude the program with a certificate of successful completion after which they do internships in Austria and abroad to put learned theories in practice. The following labs were conducted during the reporting period. At the end of this document, pictures of the graduations and two reports of the international internships are provided. The word lab in this document refers to workshop.

### **Education Lab**

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#### **Objectives of the Education Lab**

The YEA Education Lab constitutes the foundation for all further workshops in the YEA Program. The participants are given the possibility to gain insight into the importance of education and the problems connected with it.

The aim of this workshop is to attain the following goals:

- To raise awareness in the participants for the importance of education
- To explain the most important reasons for lack of education worldwide
- To find ways and means in order to fight this problem

Furthermore, this workshop will establish a connection to the other YEA Labs to define how and to what extent the issue of education plays a fundamental role in the fields of environmental protection, development, sustainability and human rights.

#### **Activities of the Education Lab**

Three workshops were conducted in cooperation with Teach for Austria<sup>1</sup>. The workshops were conducted in the framework of the Sustainable Development Goals and the 2030 Agenda for Development and covered the definition of education, issues related to the importance of education which pupils mentioned some being the ability to create one's own opinion and to influence one's own destiny as well as empower marginalized groups including women and girls, consequences of the lack education, some of the main causes of lack of education including poverty, local social norms, etc., the question of how consequences of lack of education in far-away places can affect others who seem not connected to the problem, for

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<sup>1</sup> <http://www.teachforaustria.at/>

example economic migration, current initiatives to ensure access to adequate education including UNESCO's Education for All initiative.

Pupils were also asked to think for themselves about what they can contribute with as individuals or groups in order to contribute to providing education to all young people in affected places.

At the end of the first Education Lab of the YEA Program, pupils showed a great interest in knowing and understanding concerns around the lack of education but most importantly, the importance of having a good quality access to it. They demonstrated that they have a keen interest to get involved in doing something to continue making progress towards a world in which every young person has a chance to reach her/his full potential empowered by education.

## **Human Rights Lab**

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### **Objectives of the Human Rights Lab**

The main goal of the Human Rights lab Workshop is to give participants of the YEA program basic ideas on the issues related to human rights, with a focus on the rights of children and refugees.



### **Activities of the Human Rights Lab**

The workshops were conducted in cooperation with UNHCR office, Vienna.

The students took keen interests in the changing patterns of war and conflicts, and the climate change and natural disasters as causes of flight and mass migration.



Also, a quiz game was conducted and two videos were shown. The first video showed the current UNHCR work in Syria. The second video showed the life of a young refugee from Syria who describes his past and his new life in Austria. Especially the second video gave the students insight in the situations of refugees in Austria.

The participants learned how the refugees started to organize themselves and build up informal infrastructures (e.g. grocery store, hair salon, electricity etc.) according to their personal needs, while residing in the camp. Time was also allocated for questions.

## **Project Management Lab**

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### **Objectives of the Project Management Lab**

The main goal of the Project Management Workshop was to give YEA participants fundamentals on how to plan and design a project.

## Activities of the Project Management Lab

The workshop dealt with questions such as *“how to conduct and manage a project”* and *“what if my self-esteem suffers from critique passed on my project/my ideas?”* and training methods such as the *“Dragon Dreaming”*.



Every participant had to locate themselves on a coordinate system, which was already prepared on the floor. On this coordinate system (4 Phases Model) the participants could see, where they gauge their own affinities: more theoretically or practically oriented; more introverted or extroverted.

Julian lined out, that their perceptions on how they regard themselves and how they were positioned on the coordinate system are subjectively biased and that everyone possesses the capability to change their positions on this coordinate system.

The YEA participants were split up in groups in which they exercised how to design a project for each issue. The following questions had to be answered: *“what are the main challenges [of the project]?”*, *“which of these main challenges do we want to address?”*, *“where do I see call for action?”*, *“which [of these challenges] can I relate to?”*, *“are there already initiatives, projects working in this field?”*, *“which personal skills can I contribute to reach my goal?”*, *“can someone in my closer environment support me with my project?”*.

These questions were discussed in groups, where the participants had to find a solution for their projects through argumentation, understanding, and agreement. Jessica and James assisted and found ways to join their discussions. Finally, the results of this brainstorm were presented by the participants. The participants had to decide, whether they want to work on their *“newborn”*

projects and in what intensity. Is there enough commitment to realize the project? The participants learned that commitment is one of the keys to success of a project.

## Poverty Lab

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### Objectives of the Poverty Lab

The main aim of the development lab is to introduce the *YEA* participants to the concept of development from two lenses – human development index and happiness planet index.

### Activities of the Poverty Lab

The workshops were conducted in cooperation with Südwind Austria.

The workshops dealt with the definition of poverty, problems in the south, particularly in Africa, and a development cards game. Student formed groups to do exercises related to Human Development Index and Happiness Index.

The workshops were concluded by feedback sessions from participants.



## Sustainable Development Goals (SDGs) Lab

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### Objectives of the SDGs Lab

The workshops aims to allow students to reflect on the SDGs and what they have learnt in other workshops. Students then go from “abstract” goals to very specific ways of integrating the SDGs in their lives and projects. The process include finding answers to the following questions:

1. Start dreaming big – how do you want to change the world?
2. Which specific problems do you want to tackle, where (Vienna or abroad)?
3. Get specific: What will your project look like in more details? Will you need people, money, and advocacy?
4. Make a poster of what your project is about (problem), how do you want to make a change (solution), and how you will achieve this (means)?

The workshop also included group presentations of the outcome of the exercises.

### **Activities of the SDGs Lab**

The workshops introduced the concept of SDGs to students answering questions such as what is Sustainable Development? What are the SDGs and explained some of the SDGs in detail, focusing on SDG four on education.

Students were put in groups to work on SDGs they would you like to focus on in their internships or personal project.

Finally, students worked on specific project ideas – how to integrate the SDGs in their daily lives and communities.



### **Volunteer report – YEA Program**

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**Name:** Amadia Kilic

**Organization / Country:** La Esperanza Granada, Nicaragua.

**Duration of the volunteering / Date:** 20.07.2015 – 14.08.2015.

Amadia's main activity at la Esperanza Granada was to teach English at the school. The kids, as well as Amadia were very motivated and enjoyed the time. She always had good ideas and knew how to motivate the children.

The time she spent with us was very productive, both for her and for us. She also learned new things and always was very punctual.

Her personal presentation was very good.

Asoc. La Esperanza Granada  
Granada Nicaragua.  
03.09.2015

Nombre: Amadia

Durante el voluntariado de Amadia en el equipo de ingles, puedo observar que sus destrezas en la enseñanzas del idioma extranjero fueron muy buenas. cuando ella estaba al frente enseñando a los niños siempre estaban pendiente a la clase, a ella le gustaba trabajar con los niños.

Siempre tubo iniciativa, tambien buenas ideas, motivaba a los estudiantes cuando no querian hacer nada, tubo buena aceptación con los niños porque era una persona muy amable, siempre disfrute de su trabajo.

Puedo decir que su tiempo aqui fue de mucho provecho para nosotros tanto como para ella que aprendio nuevas cosas, siempre fue muy puntual en cuanto a las llegadas a las escuelas y tambien a las reuniones. tenia buena presentación.

Asoc. La Esperanza Granada  
03-7-15  
Granada, Nicaragua  
Ruc. J080000120000

**Name:** Ian Lang

**Organization / Country:** La Esperanza Granada, Nicaragua.

**Duration of the volunteering / Date:** 14.08. 2015 - 27.09.2015

Ian showed to be a very responsible, honest and hard working person.

Ian's main activity at la Esperanza Granada was to teach English to the children at the fifth and sixth grade. He was a great help for me and for the children.

He is someone who goes after his goals and fulfill them.

There is nothing else to say.

Asoc. La Esperanza Granada  
Granada Nicaragua.  
19.10.2015

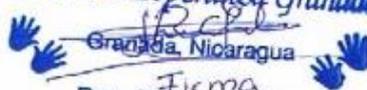
19/10/15

A quien Corresponda.

Atraves de la Presente quiero expresar que conocí al joven Ian, en el transcurso de su voluntariado con la esperanza Granada mostro ser una persona honesta, trabajadora y responsable.

Tubo la oportunidad de trabajar en el grupo de ingles enseñando a niños de 5to y 6to grado tubo muy buena comunicación con los niños y Genwigo que fuí su ayudante. Es una persona que si se propone algo lo logra, una persona con metas y propósitos y es una persona muy activa.

Sin nada más que agregar, me despido.

Asoc. La Esperanza Granada  
  
Granada, Nicaragua  
Firma  
Ruc. J080000129005

**2014-2015 and 2015-2016 graduations**

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Class of 2015-2016



Class of 2014-2015

### Part III. Measurement of outcomes

At the start of the YEA program in October 2014, the aim was to have ten (10) students successfully completing the program each year. So far, 26 pupils have graduated from the program. Four (4) of those have done their practical experience (internships) in Guatemala while the rest have done so in partner organizations in Vienna. 73% (19) of the total 26 graduates are girls. As part of the implementation of the YEA program, UESF has increased its partners to eight (8) non-governmental organizations (NGOs) – five (5) based in Vienna, one (1) based in Latin America, one (1) based in Africa, one (1) based in North America. UESF also has maintained the cooperation with United Nations High Commissioner for Refugees' Austrian office for the human rights workshop and secured the Austrian UNESCO Commission's patronage to the program. Five (5) schools have participated in nominating students to participate in the program. This number is projected to increase for the 2016-2017 year.

