



UNITED NATIONS
GUATEMALA



MANUAL FOR SDG CHAMPIONS

YOUTH EMPOWERMENT BY THE UNITED NATIONS IN GUATEMALA





Resident Coordinator's Office (RCO)
Manual for SDG Champions. Youth Empowerment by the United Nations in Guatemala
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More information <https://www.un.org/geospatial/content/guatemala>

Cover photo: "Consolidating Infrastructures to Sustain Peace", February 2023. UNESCO Guatemala



LET'S LEARN ABOUT THE 2030 AGENDA

Sustainable development and youth in Guatemala

The United Nations System in Guatemala developed this manual for the use of the SDG Champions¹ during the training they provide to young people in their communities on the field. It also has a broader purpose to be used as a learning material for all young people in Guatemala who do not have access to the online course on the SDGs².



Presentation of public policy for the prevention of violence and crime of Chimaltenango in October 2017.
Photo: UNDP Guatemala.

This manual contains 5 modules, covering the following SDG areas:

1. Sustainable development
2. Dignity and prosperity for everyone
3. Peaceful, equitable, and inclusive societies
4. Preserving our planet for future generations
5. Partnerships to implement the 2030 Agenda

Each module begins with a description of the context and the related SDGs, followed by learning activities.

¹ For more information on the 2023 SDG Champions, see page 50.

² An [online SDG course](#) was also developed by Guatemala's RCO in collaboration with ECLAC.



UNITED NATIONS

The Organization of the United Nations (UN) was created in 1945, after World War II. It is the largest international organization in the world, with 193 member states highlighted in blue on the map below.



The UN's mission is to facilitate cooperation on matters related to human rights, international peace and security, economic and social development, environmental protection and humanitarian affairs,³ among other topics.

The Secretary General is the chief administrative officer of the UN. He contributes actively to the implementation of the responsibility to protect principle through his good offices, his briefings to the inter-governmental bodies of the United Nations and the work of the different departments that compose the Secretariat on issues related to early warning, conflict prevention, human rights, cooperation with regional organizations, political engagement with member states, capacity building, electoral assistance, mediation, administering peacekeeping/peacebuilding/political missions etc. In particular, the Secretary-General is mandated to bring issues or situations threatening the maintenance of peace and security to the attention of other United Nations organs.

³ A situation that is often caused by disasters of natural origins (earthquakes, tsunamis) or a war in which the people affected need support to survive.



Since 2013, there has been a UN Secretary General’s Envoy on Youth. This person acts as a global advocate for the needs of young people and promotes youth participation in their countries and internationally. In 2022 the UN Youth Office was created⁴. This means that youth will play an ever-increasing role in the work of the United Nations in the coming years.



Likewise, every year the UN organizes the **Youth Forum**, so that young people can share their ideas and talk about the situation of youth and the SDGs. In September 2024 there will be a **Summit of the Future** to address critical issues affecting the future, and in preparation, consultations with youth will be carried out globally.

⁴ The UN Youth Office, which is directed by the Assistant Secretary-General for Youth Affairs, Dr. Felipe Paullier, will lead engagement and advocacy for the advancement of youth issues across the United Nations, in the areas of peace and security, sustainable development and human rights.



“The active participation of youth is the only way to achieve the SDGs in Guatemala.”

Miguel Barreto
Resident Coordinator of the
United Nations in Guatemala

In the countries where the UN works there is a country office, which integrates all the agencies, funds, and programs of the United Nations. This office is led by the Resident Coordinator. There are 132 Resident Coordinator’s offices covering 162 countries and territories.⁵

⁵ For more, see <https://un-dco.org/>



MESSAGE BY THE RESIDENT COORDINATOR

The UN in Guatemala has a strong commitment to sustainable development and human rights, always with an intergenerational perspective and youth at the center.

We designed this manual for every young person in the country. Women and men, students and workers, in urban and rural areas, indigenous and non-indigenous people, people with and without disabilities.

In recent years we have designed and implemented many activities to promote the inclusion and empowerment of Guatemalan youth, with an emphasis on access to decent employment, social protection, public participation, education, healthcare, and violence prevention.

This manual is an example of the work of the UN in Guatemala for the youth of the country. I congratulate you on your interest in reading this manual and I hope that it provides you with new knowledge and tools that will allow you to actively contribute to your community.

Let's work together for a prosperous and sustainable Guatemala, leaving no one behind!

Miguel Barreto
United Nations Resident Coordinator in Guatemala



Young people participating in an event on the SDGs in Petén in November 2021. Photo: RCO Guatemala.



THE SDG ROUTE

As cross-cutting themes: youth, women, indigenous population, disability, and data.

1 Sustainable development

9



2 Dignity and prosperity for everyone

17



3 Peaceful, equitable, and inclusive societies

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4 Preserving our planet for future generations

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5 Partnerships to implement the 2030 Agenda

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SUSTAINABLE DEVELOPMENT



There are many people on the planet who do not have access to the services and resources necessary to fully develop. In other words, there are many people who do not receive education, do not have access to health services or do not have enough food. There are also wars, conflicts and natural disasters that affect people's lives.

These problems are shared across different regions and countries and can only be solved through the collaboration of all for solutions.



Project on returned youth in San Marcos, in September 2021.
Photo: PBF Guatemala.

Sustainable development refers to the growth of a country, while protecting the environment, considering future generations, ensuring equal conditions for inclusion, and respecting the laws and rights of people.

Sustainable development was first discussed in the 1987 UN report "Our Common Future". To promote global sustainable development, at the Millennium Summit in 2000, the 8 Millennium Development Goals (MDGs) were adopted (2000-2015).



Later, to continue to promote sustainable development, the countries of the world designed a new international development strategy: the 2030 Agenda for Sustainable Development.

The **Agenda 2030** lasts 15 years (from 2015 to 2030) and proposes 17 Sustainable Development Goals (SDGs) to achieve social and economic development, while protecting the environment.

SUSTAINABLE DEVELOPMENT GOALS

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 	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 	10 REDUCED INEQUALITIES 	11 SUSTAINABLE CITIES AND COMMUNITIES 	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION 	14 LIFE BELOW WATER 	15 LIFE ON LAND 	16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	17 PARTNERSHIPS FOR THE GOALS 	

The 2030 Agenda and its 17 SDGs integrate five pillars: people, prosperity, planet, peace, and partnerships.



The 2030 Agenda and the SDGs are based on **human rights**. As a result, it highlights that the SDGs apply to all countries and all people. It also seeks to **leave no one behind**, which is why development should first and foremost benefit the people who are at greatest risk and in greatest difficulty, such as migrants and people living in poverty.



Girl with eggplant, October 2016. Photo: WFP Guatemala

Youth is a priority in the 2030 Agenda, as it seeks to empower⁶ young people as fundamental actors of change for a better world. Likewise, the UN **Youth2030** strategy guides the organization's actions for the benefit of youth, with a focus on the health, education and employment of young people, as well as their participation in public decisions making or issues related to human rights, peace, climate change, and others.



FOR YOU, WHO IS A YOUNG PERSON?

Answer:



Visit to middle school students in Patzún, Chimaltenango, in October 2022.
Photo: RCO Guatemala.

⁶ Giving to people or groups the strength and knowledge needed to help them overcome their obstacles.



LET'S REVIEW WHAT WE HAVE LEARNED

Complete the following activities to review what you have learned in this module.

Activity 1

Definitions. Match each concept with its definition, by drawing a line to connect them.

Leave no one behind	Global sustainable development strategy consisting of 17 SDGs
Sustainable development	People, prosperity, planet, peace and partnership.
Five pillars	Focus on those persons most at risk or in difficulty.
2030 Agenda	Economic growth of a country that protects the environment and people.
Youth2030	Strategy guiding UN actions for the benefit of youth.

Activity 2

Word search about sustainable development. In this word search, find the following ten words seen in this module:

S	U	S	T	A	I	N	A	B	L	E	D	E	V	E	L	O	P	M	E	N	T
A	S	C	F	G	H	J	K	S	D	G	G	H	H	N	B	M	A	C	N	M	B
R	G	E	F	A	S	C	F	G	H	J	K	J	Y	Y	U	O	F	E	C	N	E
F	H	N	G	F	F	A	S	C	F	G	H	J	K	O	P	P	G	F	G	B	E
G	G	V	H	F	U	U	I	N	C	L	U	S	I	O	N	P	J	G	B	V	D
B	B	I	N	E	F	A	S	C	F	G	H	J	K	S	I	P	K	B	N	C	U
N	P	R	M	B	A	G	H	T	H	H	O	P	O	W	H	B	O	N	M	W	C
M	J	O	A	N	U	L	E	M	K	E	I	K	U	W	M	P	V	M	A	Q	A
A	A	N	I	M	H	F	T	T	G	D	A	Y	U	G	I	P	G	A	I	A	T
I	I	M	O	A	N	F	D	H	T	S	Y	Y	R	T	K	Y	H	I	O	L	I
O	O	E	U	I	H	A	G	O	T	U	O	Y	D	T	K	O	N	O	U	J	O
U	U	N	H	O	N	S	U	H	Ñ	I	R	S	S	R	K	U	K	U	A	N	N
A	A	T	N	U	T	Y	G	O	P	W	I	A	S	C	P	T	W	A	R	G	F
R	R	T	H	I	E	I	I	I	F	A	A	L	U	L	P	H	T	R	C	F	G
C	C	E	H	P	R	J	Y	U	I	O	O	M	O	I	P	E	J	C	C	T	E
C	C	G	M	N	E	R	O	A	S	C	F	G	H	J	K	S	P	I	V	E	I
V	I	B	A	D	F	Y	A	S	C	F	G	H	J	K	I	P	U	P	P	R	H
R	O	M	B	J	I	O	P	R	O	S	P	E	R	I	T	Y	R	D	H	W	U
D	U	G	G	U	R	P	Q	R	S	P	W	S	T	R	E	T	Y	H	D	G	E
H	T	L	E	A	V	E	N	O	O	N	E	B	E	H	I	N	D	R	A	B	S

Sustainable development	SDGs	Prosperity	Inclusion	Youth
Human rights	Leave no one behind	Education	Health	Environment



Would you like to learn more about the SDGs while having fun with friends and family?

If you have internet access, you can use the QR code to download the **SDG board game**.

MODULE 1

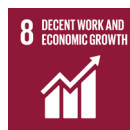


TAKE NOTES OF WHAT YOU HAVE LEARNED

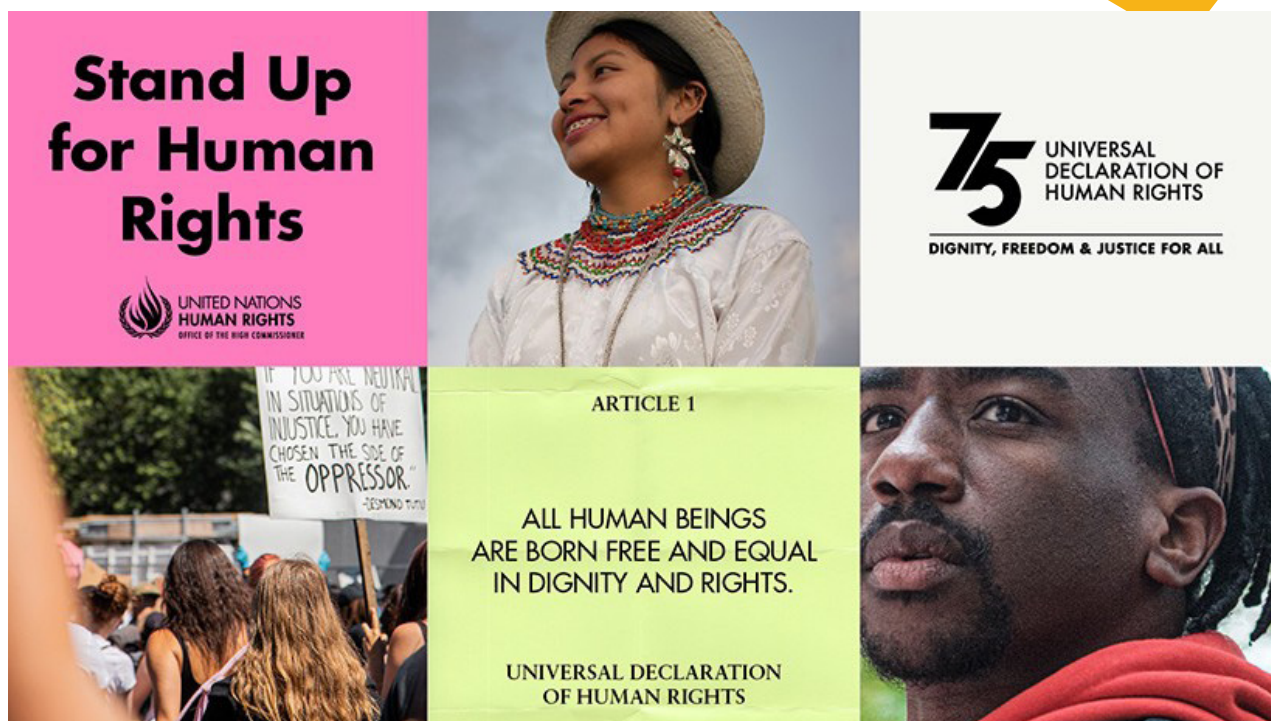
A series of horizontal dotted lines for taking notes, spanning the width of the page.



DIGNITY AND PROSPERITY FOR EVERYONE



The Universal Declaration of Human Rights is the first global document that recognizes that all people have the same rights and must have the same opportunities. If you have internet access, you can use the QR code to learn more about the celebration of the 75th anniversary of the Universal Declaration of Human Rights in 2023.



MODULE 2

Every State is responsible for ensuring that the rights of all people in its territory are respected. In this module, three SDGs related to prosperity and dignity⁷ were chosen and will be explained for didactic purpose. Indeed, all 17 SDGs work to ensure prosperity and dignity.

SDG 2. Zero Hunger

Throughout the history of the world, there have been people who suffer from hunger or who do not have access to food that gives them all the nutrients⁸ they need. For this reason, SDG 2 seeks to ensure that all people have enough nutritious food.

⁷ The respect and esteem that all human beings deserve.

⁸ Substance that ensures the conservation and growth of an organism.



End of hunger, achieve food security and improved nutrition and promote sustainable agriculture



Globally, even before the COVID-19 pandemic, the number of people who did not have enough to eat was increasing, and during the pandemic, it increased even more.

In Guatemala, 6 out of 10 people are poor and half of Guatemalan children under the age of 5 are malnourished⁹. Malnutrition is more common among children from **vulnerable groups**¹⁰, for example, the indigenous, those that do not have access to education, or those who live in remote rural areas.



Children use a healthy canteen. Photo: FAO Guatemala.

The **Great National Crusade for Nutrition** is an example of the actions carried out to improve this situation. The government, the UN and many other actors collaborated to improve nutrition in 114 municipalities of the country, especially in children under 5 years of age, adolescents, and pregnant women.

SDG 4. Quality Education

Access to education is key for people to get out of poverty since it generates opportunities. In addition, it helps to reduce inequalities between women and men and to create more peaceful communities. For this reason, SDG 4 seeks to ensure that all people can go to school and learn how to read and write.

⁹ It occurs when you do not get enough calories or the right amount of major nutrients.

¹⁰ Level of risk to be affected by a possible catastrophe.



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



In Guatemala, during the COVID-19 pandemic, students were affected by the closure of schools. In addition, thousands of children had to abandon their studies.



Visit of the Resident Coordinator Miguel Barreto to the Jocotán Chiquimula school, in January 2023. Photo: RCO Guatemala.



The pandemic demonstrated the importance of technology and the Internet to access education. In Guatemala, tests of different virtual learning spaces have begun. However, a challenge in the country is that only 4 out of 10 young people have access to the Internet.

Young people are promoting changes in education. In 2023, Guatemalan María José Carranza Padilla was named a youth leader of the **Global Partnership for Education**.

María José Carranza Padilla, Research Auxiliar and member of the Productive Persons with Disabilities Association (ASODISPRO)

SDG 8. Decent Work and Economic Growth

Access to decent work is essential for people to have a decent home, access to basic services and opportunities. However, many people do not have a decent job and, in poor families, there is an increased risk that their children will have to drop out of school to work.

WHAT IS A DECENT JOB IN YOUR OPINION?

Answer:



For this reason, SDG 8 seeks for countries to be more developed, without damaging the environment, and for everyone to have decent work, including the youth.



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



Citizenship project for peace and development in Cobán, Alta Verapaz, in April 2022.
Photo: UNDP Guatemala.

During the COVID-19 pandemic, there were fewer jobs available in Guatemala. The most vulnerable groups (indigenous people, women, migrants, and youth) were the most affected.

In the country, 7 out of 10 employed people have an informal job, that is, without a formal contract in a company that complies with the law. This is normally the case of people who work as street vendors, in domestic services, among others. It is very important to formalize work so that workers have access to social protection, pension, insurance, and vacations.



LET'S REVIEW WHAT WE HAVE LEARNED

Complete the following activity to review what you have learned in this module.

Activity 1

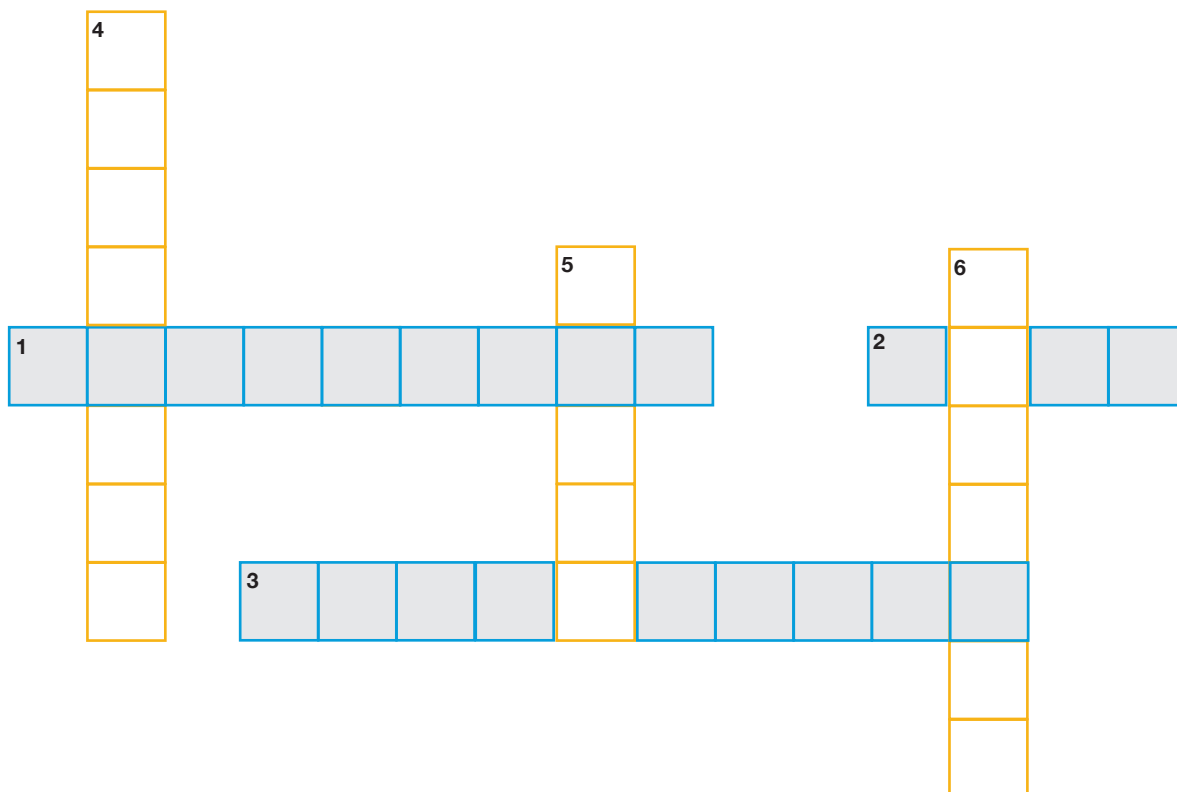
Crossword. Complete the crossword puzzle with the missing words from the following sentences.

Horizontal

1. Quality _____ is important because it seeks to ensure that all people can go to school and learn how to read and write.
2. Access to decent _____ is essential for people to have a decent home, access to basic services and opportunities.
3. The title of SDG 2 is _____.

Vertical

4. _____ are the group most affected and vulnerable by malnutrition.
5. The most vulnerable groups (such as indigenous people, women, and _____) have fewer opportunities to have decent employment.
6. Access to education is key for people to get out of _____.



TAKE NOTES OF WHAT YOU HAVE LEARNED

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MODULE 2

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PEACEFUL, EQUITABLE AND INCLUSIVE SOCIETIES



Imagine a peaceful, fair and inclusive community



In many countries around the world, conflicts, inequalities between people and weak institutions do not allow human rights to be fully realized.

The 2030 Agenda promotes communities that live in harmony and peace, with equality and without discrimination. In this module, three SDGs related to this target were chosen for didactic purpose and will be explained.

SDG 5. Gender Equality

In many parts of the world, people believe that women should take care of household chores, while men should work, study and make decisions. **This generates inequality, since it limits the opportunities of women to become independent, find a job or make their voice heard.**



Masonry in the Munijoven project, in November 2019. Photo: UNDP Guatemala.

Gender inequality also generates violence. Violence is not normal. There are different forms of violence against women and girls.



WHAT WOULD YOU DO IF YOU SAW A YOUNG WOMAN SUFFERING VIOLENCE?

Answer:

MODULE 3

SDG 5 seeks to eliminate discrimination and violence against women and girls.



Achieve gender equality and empower all women and girls



The empowerment of women and girls contributes to reducing poverty, improving the nutrition and health of children, and reducing violence in communities. In other words, through gender equality we contribute to building a better world.

SDG 10. Reduction of Inequalities

Inequality is an obstacle to providing opportunities that especially affects migrants, rural populations, indigenous peoples, the elderly, people with disabilities, women, children, and LGBTIQ+ people.¹¹



Theater play “Vernos Florecer” on the International Day of Persons with Disabilities, in Guatemala City, in December 2022.
Photo: UNDP Guatemala.

Reducing inequalities is essential to ensure that we leave no one behind. That is why SDG 10 seeks to increase the income of the poorest groups and promote equitable treatment for all people.



Reduce inequality within and among countries



Inequality is currently increasing, and Latin America remains among the most unequal regions in the world.¹²

The high levels of inequality in Guatemala cause many people (especially young people) to migrate to the United States, or other countries.

¹¹ It stands for lesbian, gay, bisexual, transgender, and queer, with the plus sign representing people of diverse sexual orientation and characteristics who identify using other terms.

¹² Along with sub-Saharan Africa, according to a [study made by UNDP in 2021](#)

HOW CAN WE CONTRIBUTE TO PUTTING AN END TO INEQUALITIES?



SDG 16. Peace, Justice and Strong Institutions

The 2030 Agenda states: “There can be no sustainable development without peace, nor peace without sustainable development.”

To guarantee conditions of peace, security and justice in all countries, it is necessary to strengthen State institutions so that they respect rights and are democratic.¹³



International Day of Persons with Disabilities, in Guatemala City, in December 2022.
Photo: UNDP Guatemala.

¹³ Form of government in which political power is exercised by and for the people.

For this reason, SDG 16 seeks to create effective and transparent institutions, and involve all people in the decisions of the authorities.



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels



HOW CAN WE PROMOTE SDG 16?

MODULE 3

3

An active and informed citizenry can promote change.

Get involved in your community and be an informed citizen.

Respect the decisions, opinions and convictions of others.

Lead by example. Be honest, fair and empathetic to others.



LET'S REVIEW WHAT WE HAVE LEARNED

Complete the following activities to review what you have learned in this module.

Activity 1

True or False: State whether the following sentences are true (T) or false (F).

1. Women are born with more skills than men to care for children.

2. Inequality affects mainly men and boys in urban areas.

3. In the workplace, men and women should have access to the same positions and salaries.

4. A country at war can achieve sustainable development.

5. The domestic sphere and housework only correspond to women.

Activity 2

Link: Find and place on the lines the corresponding words that relate to each of the SDGs seen in this module.

Gender

Inequality

Peace

Migration

Institutions

Housework

Psychological violence

Democracy

Indigenous peoples



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TAKE NOTES OF WHAT YOU HAVE LEARNED

MODULE 3

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PRESERVING OUR PLANET FOR FUTURE GENERATIONS



MODULE 4



Visit of the Resident Coordinator Miguel Barreto to an indigenous community of Jocotán Chiquimula, in January 2023. Photo: RCO Guatemala.

All people use the resources of nature to live, including food, water, energy, among others. We must use **resources sustainably**, so that they can be enjoyed by both present and future generations.

Renewable resources are those that are reproduced by natural processes, that is, they do not cease to exist over time. Some examples are the energy of the sun, wind, water, fauna, and flora.



Sustainable food production and environmental conservation practices in the Las Minas community, in August 2022. Photo: UNDP Guatemala.



Disposal of chemical substances in January 2023.
Photo: UNODC Guatemala

Non-renewable resources are those that cannot be cultivated, produced, or reused in an unlimited way. Some examples are metals, natural gas, and oil.

There are fixed amounts of these resources that have been created over long periods of time, so they must be used sparingly to avoid that they run out. In addition, their overuse often generates a negative impact on the environment.

Both the increase in the number of people in the world and the economic development of countries have resulted in countries using more and more resources.



Women farming in July 2022. Photo: WFP Guatemala.

We are using resources faster than they are generated and producing waste faster than the planet absorbs it. For this reason, among other, the temperature on the planet has increased (global warming) and there are strong variations in the climate, such as storms and droughts (climate change).



WHAT COULD YOU DO TO TAKE CARE OF THE ENVIRONMENT IN YOUR COMMUNITY?

Answer:

In 1992, the countries of the world came together in the **Earth Summit in Brazil** to talk about environmental protection. At the Summit, they created three international agreements about change climate, desertification¹⁴ and biodiversity¹⁵. Every year meetings called Conference of Parties (COP) are organized between all the countries on each one of these agreements.

The 2030 Agenda seeks to achieve economic growth that does not have a negative impact on the planet, especially through the following SDGs.



SDG 13. Climate Action

SDG 13 seeks to limit climate change and increase the adaptation capacities of communities through education, public policies, and international cooperation.

¹⁴ Gradual process of soil productivity loss and the thinning out of the vegetative cover because of human activities and climatic variations such as prolonged droughts and floods.

¹⁵ Whole variety of life-forms on Earth, ranging from mammals, birds, reptiles, amphibians, fish, insects and other invertebrates, to plants, fungi, algae and micro-organisms



Take urgent action to combat climate change and its impacts



In Guatemala, the use of resources has resulted in negative impacts on the country's environment, among others:

- o Air and water pollution
- o The felling of the forests
- o Soil erosion¹⁶

However, in recent years, actions have been taken to protect the environment in the country. As a result, there is progress on SDG 13 in Guatemala.

SDG 13 seeks to empower youth to drive action on climate change. **Youth leadership** on climate change is already happening, for example, the young environmental activist Greta Thunberg.



Greta Thunberg at an event with the UN Secretary General

¹⁶ Wear of the upper layer of fertile soil.












LET'S REVIEW WHAT WE HAVE LEARNED

Complete the following activity to review what you have learned in this module.

Activity 1

Circle the renewable resources and mark the non-renewable resources with an **X**.

				
Wood	Water	Sun	Oil	
				
Metal	Coal	Plants	Wind	Natural gas

TAKE NOTES OF WHAT YOU HAVE LEARNED

A series of horizontal dotted lines for taking notes, spanning the width of the page.



PARTNERSHIPS TO IMPLEMENT THE 2030 AGENDA



The 2030 Agenda recognizes that the SDGs can only be achieved through partnerships¹⁷ and cooperation between all countries, groups and people. In this module we will address the importance of partnerships to ensure that countries with the greatest needs have greater opportunities, with a focus on SDG 17.



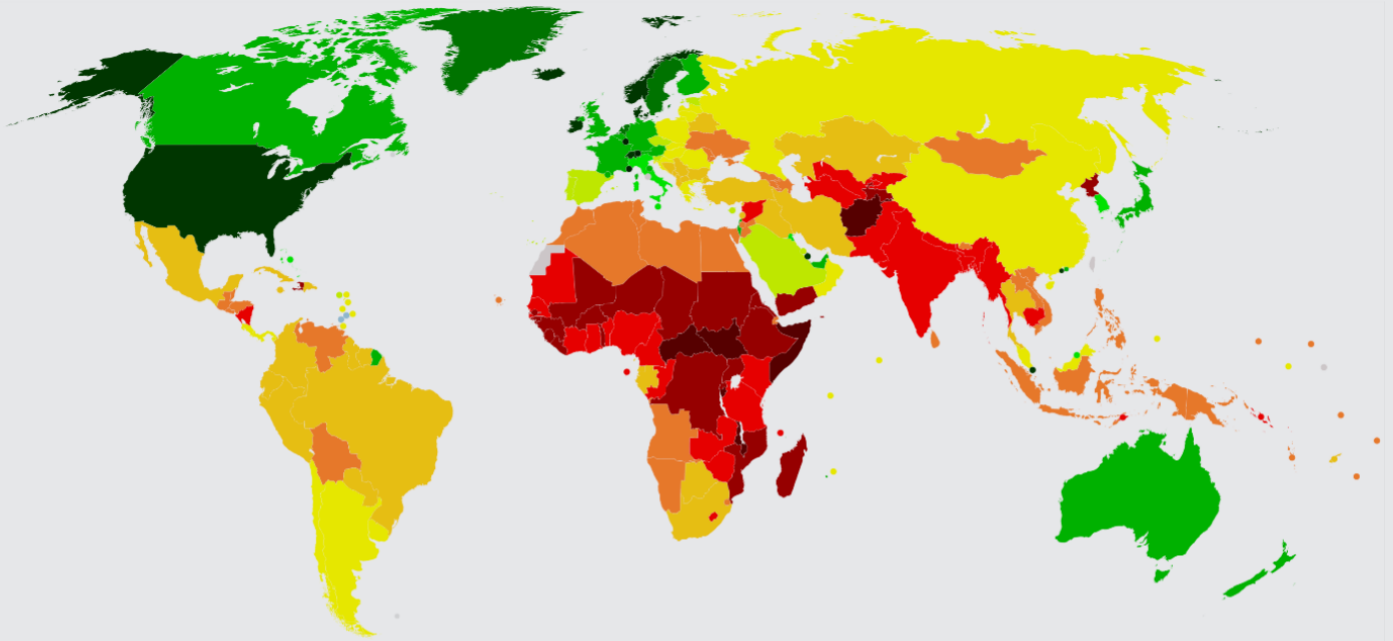
Some countries have more opportunities than others.

MODULO 5

Town of Guatemala in November 2014.
Photo: RCO Guatemala.

Countries have grown at different rates economically and demographically. Thus, development differences are real, which imply that while in some countries access to health, education and livelihoods is standard, in other countries access to these services can be different.

¹⁷ Relationship between two or more people, social groups or states to achieve a common goal.



This map shows the wealth of countries. A darker green color indicates greater wealth, while a darker red color indicates greater poverty.

MODULE 5



WHAT COLOR IS GUATEMALA ON THE MAP AND WHAT DO YOU THINK IT MEANS?

Answer:

The income level of a country, measured in GDP per capita¹⁸, is often used to guarantee better living standards for its inhabitants. However, in some cases, a country may be developed, but due to high inequality many people continue to live in poverty.

This is the case of Guatemala, which is a relatively high-income country, but where many people suffer from hunger and do not have access to education and health services. Hence the importance of measuring wealth in terms of well-being and human development in addition to GDP per capita.

¹⁸ The indicator is a basic economic indicator and measures the level of total economic output relative the population of a country. It reflects changes in total well-being of the population.



In the quest to improve living conditions, some countries have acquired debts.

Cuchumatanes girl in November 2014. Photo: RCO Guatemala.



Countries with less wealth often do not have sufficient resources to serve their population, forcing them to request loans from abroad. During the COVID-19 pandemic, many countries – including Guatemala – increased their public debt in order to meet the needs of the population.

Debt can limit the development of a country. The obligation to pay the debt means that governments do not have enough money to invest in public services.

The 2030 Agenda recognizes that debt to providers from another country represents a burden for developing countries.



The more developed countries assist the less developed countries through official development assistance.

Recovery of ancestral practices and knowledge, Association of Oxlajuj Mayan Women in Sololá, in August 2022. Photo: UNDP Guatemala

To achieve the SDGs, all countries need to collaborate. This implies that the more developed countries should help improve the situation of the countries with the greatest needs, through **international development cooperation**.

One of the forms of development cooperation is **official development assistance**¹⁹, which traditionally comes from developed countries and benefits developing countries. The quantity has increased over the past few decades and hit a new record high during the pandemic.



New cooperation modalities have been established between less developed countries.

Vaccination of pregnant women in December 2021.
Photo: UNFPA Guatemala.

Another form of development cooperation is **South-South or Triangular Cooperation**, which refers to the exchange of knowledge and resources between developing countries. Guatemala provides and benefits from South-South Cooperation, especially in social and economic projects in Latin America. For example, in 2023, Guatemala and Panama started cooperating in creative economy related topics.

SDG 17. Partnerships for the Goals

SDG 17 seeks to strengthen relations, commitments and exchanges between countries, prioritizing the least developed countries. This SDG contributes to achieving the entire 2030 Agenda.



Strengthen the means of implementation and revitalize the global partnership for sustainable development



¹⁹ Government aid designed to promote the economic development and welfare of developing countries.

To strengthen the capacity of countries to respond to common problems and the needs of the most vulnerable populations, SDG 17 pursues targets related to:

- Increase economic resources and exports (Targets 17.1, 17.2, 17.3, 17.4, 17.5 and 17.11)
- Strengthen policies and the capabilities of people (Targets 17.13, 17.14 and 17.15)
- Improve communication between different government authorities (Target 17.13)
- Generate data on progress (Target 17.18)
- Update countries' technology (Targets 17.6, 17.7 and 17.8)

To achieve all this, partnerships are needed between governments, companies, the media, civil society, youth, and international organizations, among others. Only with everyone's participation can more effective and inclusive solutions be generated, leaving no one behind.



First meeting of the Advisory Council for people with disabilities, in Guatemala City in November 2022. Photo: RCO Guatemala.



LET'S REVIEW WHAT WE HAVE LEARNED

Complete the following activities to review what you have learned in this module.

Activity 1

Turn the SDG 17 symbol into a colorful drawing, or fill it with recyclable materials (example: pieces of paper, newspaper, wool, among others).



MODULE 5

Activity 2

True or false. Indicate whether the following sentences are true (T) or false (F).

1. Collaboration between countries is important to achieve the 2030 Agenda and the 17 SDGs.

2. All countries in the world have the same level of wealth.

3. South-South cooperation is between the richest and most developed countries since the other countries do not have knowledge to share.

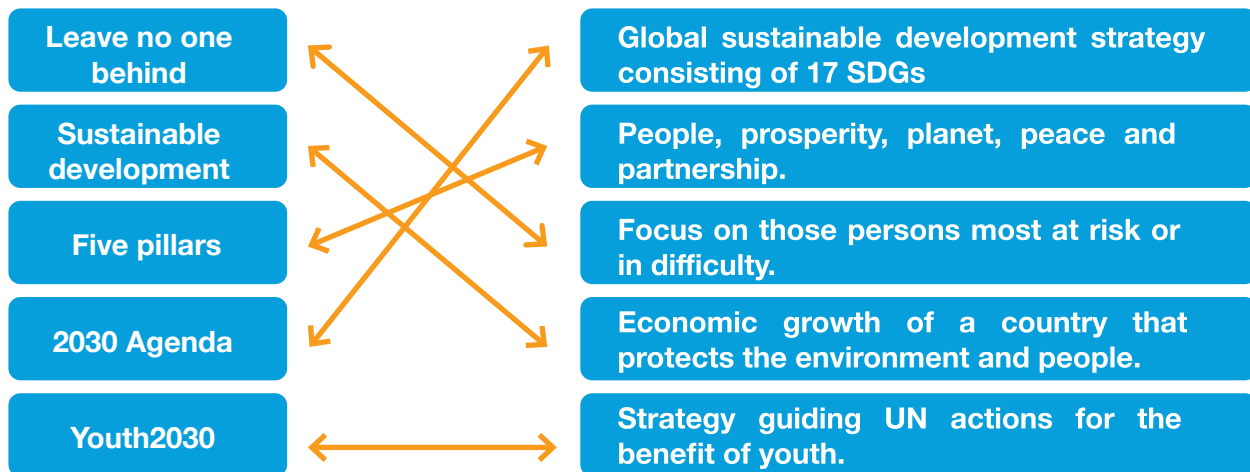
TAKE NOTES OF WHAT YOU HAVE LEARNED

A series of horizontal dotted lines for taking notes, spanning the width of the page.



ANSWERS SECTION

Module 1



S	U	S	T	A	I	N	A	B	L	E	D	E	V	E	L	O	P	M	E	N	T
A	S	C	F	G	H	J	K	S	D	G	G	H	H	N	B	M	A	C	N	M	B
R	G	E	F	A	S	C	F	G	H	J	K	J	Y	Y	U	O	F	E	C	N	E
F	H	N	G	F	F	A	S	C	F	G	H	J	K	O	P	P	G	F	G	B	E
G	G	V	H	F	U	U	I	N	C	L	U	S	I	O	N	P	J	G	B	V	D
B	B	I	N	E	F	A	S	C	F	G	H	J	K	S	I	P	K	B	N	C	U
N	P	R	M	B	A	G	H	T	H	H	O	P	O	W	H	B	O	N	M	W	C
M	J	O	A	N	U	L	E	M	K	E	I	K	U	W	M	P	V	M	A	Q	A
A	A	N	I	M	H	F	T	T	G	D	A	Y	U	G	I	P	G	A	I	A	T
I	I	M	O	A	N	F	D	H	T	S	Y	Y	R	T	K	Y	H	I	O	L	I
O	O	E	U	I	H	A	G	O	T	U	O	Y	D	T	K	O	N	O	U	J	O
U	U	N	H	O	N	S	U	H	Ñ	I	R	S	S	R	K	U	K	U	A	N	N
A	A	T	N	U	T	Y	G	O	P	W	I	A	S	C	P	T	W	A	R	G	F
R	R	T	H	I	E	I	I	I	F	A	A	L	U	L	P	H	T	R	C	F	G
C	C	E	H	P	R	J	Y	U	I	O	O	M	O	I	P	E	J	C	C	T	E
C	C	G	M	N	E	R	O	A	S	C	F	G	H	J	K	S	P	I	V	E	I
V	I	B	A	D	F	Y	A	S	C	F	G	H	J	K	I	P	U	P	P	R	H
R	O	M	B	J	I	O	P	R	O	S	P	E	R	I	T	Y	R	D	H	W	U
D	U	G	G	U	R	P	Q	R	S	P	W	S	T	R	E	T	Y	H	D	G	E
H	T	L	E	A	V	E	N	O	O	N	E	B	E	H	I	N	D	R	A	B	S

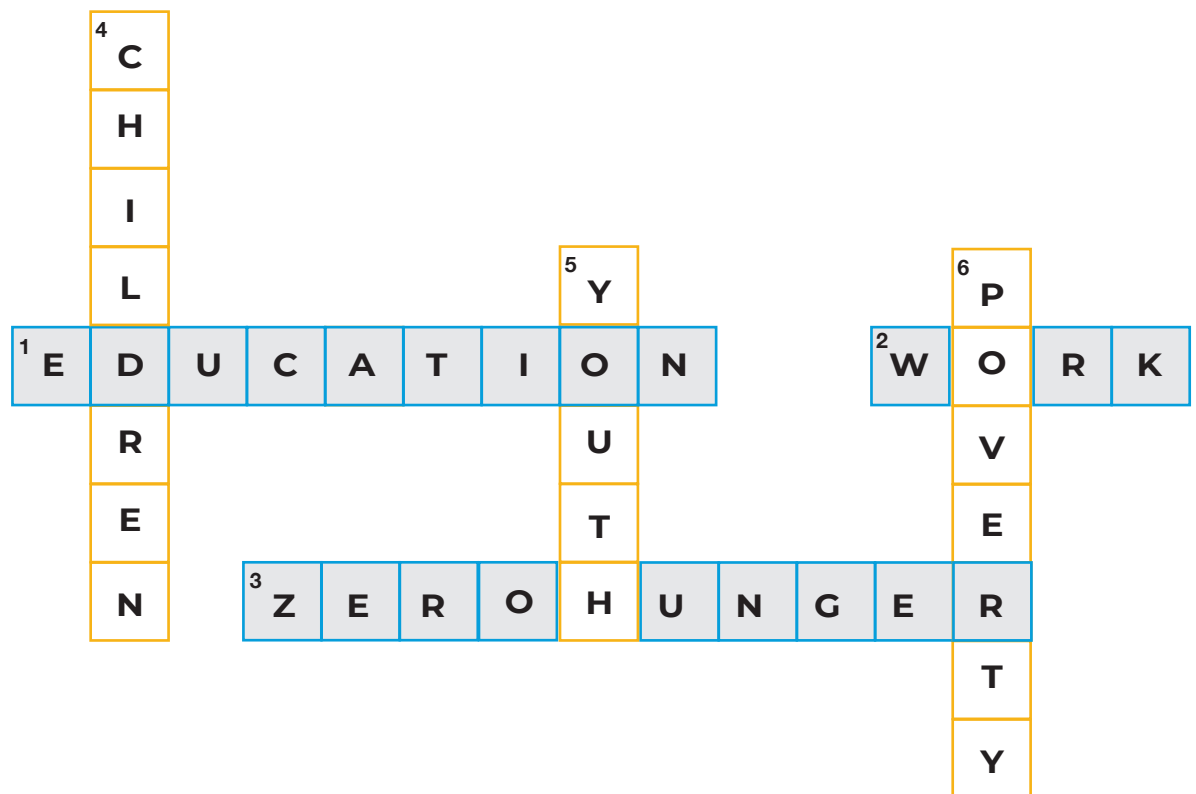
Module 2

Horizontal

1. Education
2. Work
3. Zero Hunger

Vertical

4. Children
5. Youth
6. Poverty



Module 3

1. Women are born with more skills than men to care for children.
2. Inequality affects mainly men and boys in urban areas.
3. In the workplace, men and women should have access to the same positions and salaries.
4. A country at war can achieve sustainable development.
5. The domestic sphere and housework only correspond to women.

F

F

T

F

F

Gender	Inequality	Peace	Migration	Institutions
Housework	Psychological violence	Democracy	Indigenous peoples	



Gender
 Psychological violence
 Housework

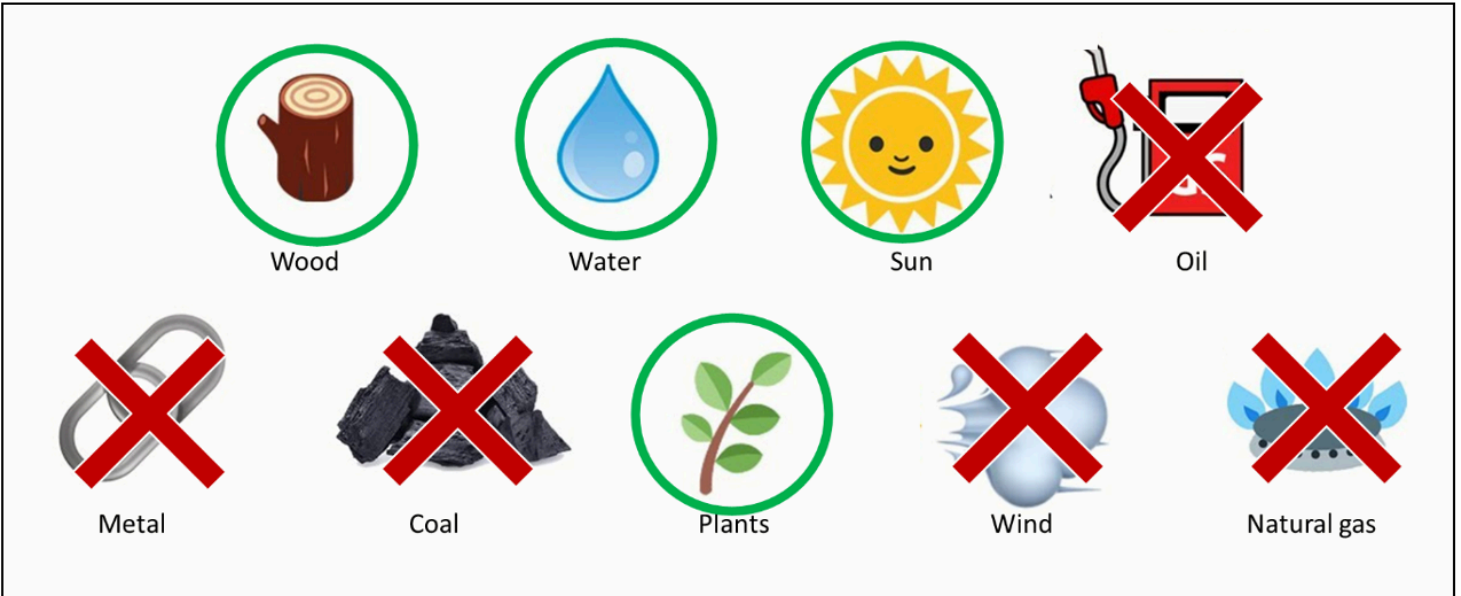


Inequality
 Migration
 Indigenous peoples



Institutions
 Peace
 Democracy

Module 4



Module 5

1. Collaboration between countries is important to achieve the 2030 Agenda and the 17 SDGs.

T

2. All countries in the world have the same level of wealth.

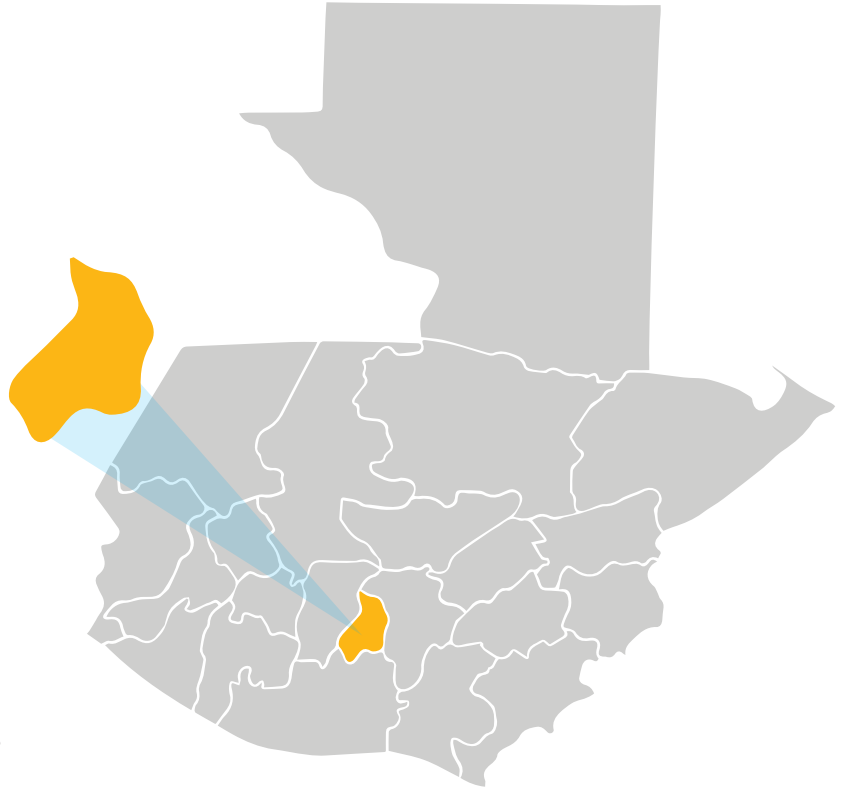
F

3. South-South cooperation is between the richest and most developed countries since the other countries do not have knowledge to share.

F



Sofia Anabell Posadas Muralles
San Lucas, Sacatepéquez

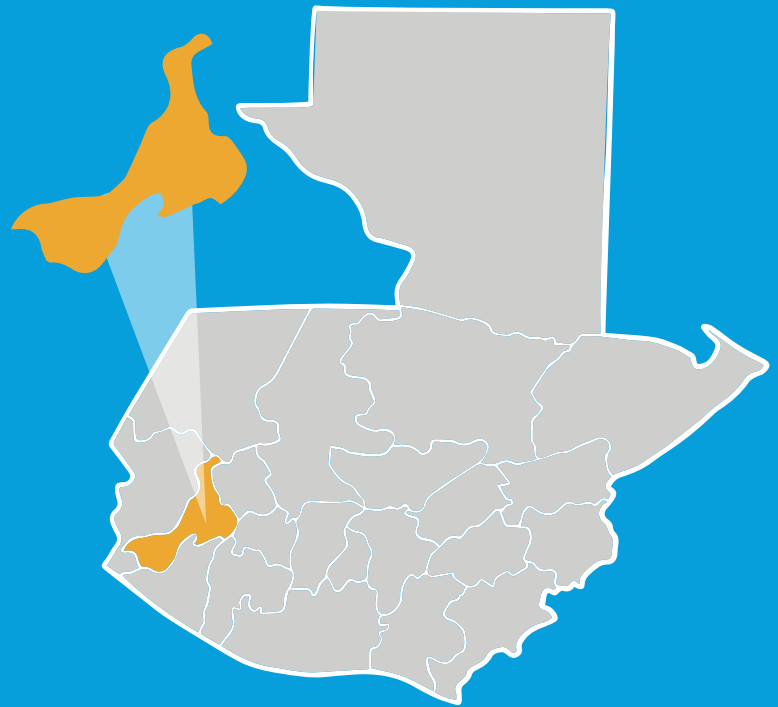


19-year-old Guatemalan woman. She is a college freshman studying marketing and works as an English teacher. She is the creator of the environmental project Re-Plastiguate. She believes in the impact of small actions and hopes that the young generations can come together to rebuild our planet, to have a better, equitable, innovative, and conscious place to live for this and future generations.

SDG online course experience (August, 2022): “For me it meant the opportunity to have a broad view of all the things that all of us need to work for. Having real data on the problems we face every day awakened in me the desire to work for the fulfillment of the SDGs.”

Message about making the SDGs known to students: It promotes a call to action for young people, because the more people know about the SDGs, the more they will get involved to work together and there will be better and faster impacts.





Lea Juliana Abac Vicente
San Carlos Sija, Quetzaltenango

Mayan K'iche' woman, 22 years old. She is a teacher who gives talks in schools. She is a dedicated person and looks for a way to fulfill each of her goals. She enjoys life and she shares every moment with the people around her, at the same time as she learns from each one of them.

SDG online course experience (September, 2022): “To live in dignity and prosperity, each person must have access to health, food, education, protection, a healthy environment, a family, a name, a nationality, among others. All this to promote healthy relationships and security, stable societies, healthy environments, and growth opportunities. The SDGs mean dignity and prosperity for people.”

Message about making the SDGs known to students: Talking with young people is key to their development, we must show them the opportunities that exist to motivate them to action. Above all, it is important to invest in rural areas, where there is less access to services and activities.

If you want to be an SDG Champion, we invite you to complete the online course on the SDGs available through the QR code.





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