EDUCATIONAL TOOLKIT

"GREEN HABITO"

Sustainability-oriented attitudes and skills

**A GUIDE TO ADULT EDUCATION
AND SUSTAINABILITY
EDUCATION, GENDER EQUALITY, GREEN GROWTH,
REDUCED INEQUALITY, CLIMATE ACTION AND
PEACE & JUSTICE, STRONG INSTITUTIONS**

  Nordplus

  Nordic Council of Ministers

ESTONIA 2022

THANK YOU

We would like to begin by thanking Nordplus Adult programme (Nordic Council), which is supported establishing transnational (Nordic-Baltic) network of adult learning organisations by exchanging knowledge and experience within sustainable development themes, by increasing CSOs and adult learners capacity to be agents of change and enhance their engagement towards achieving a greener and sustainable lifestyle in their daily activities. We are very grateful to the Nordplus Adult programme for the empowering educational cooperation in development and innovation within the Nordic and Baltic adult learning sector. Also we would like to express our gratitude to project partners from Sweden, Denmark, Finland, Latvia and Lithuania also to Estonian Ministry of Education and Research and all engaged experts and participants for their support and contributions during this project. Through their commitment to co-financing projects such as this one, education for sustainable development can actually become a sustainable meaningful reality for all. With special thanks to Mrs. Irina Golikova (executive Director of SSCW), all of our contributing adult learners and young adult people from across Nordic - Baltic region countries, partners and organisations and people who participated in the conference and workshops sessions, partners & experts meetings results of which featured in case studies and lesson plans.

This project owns its success to the commitment and hard work of these people:

- Vassili Golikov, Tatjana Raudsepp, Reet Laja, Irina Golikova, Anton Pilitsin, Barbi Pilvre (Estonia)
- Rita Liepina, Varis Liepins, Maira Magreca, Gunita Poldme, Dainis Strupis, Mitrofan Slobodjans (Latvia)
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- Ivan Vasilevskikh, Linda Ligori, Garba Diallo, Emma Hyland, Even Hayden, Tandrup Niclas Sunny, Alejandra Hansen, Christian Hansen (Denmark)
- Laura Maria Rajala, Daina Arfanvova, Jane Rajala, Jari Roy Lee Kaivo-oja, Tricia Cleland Silva,etc.(Finland)

"GREEN HABITO" TOOLKIT
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DEAR READER

The result is a collection of the best activities produced by adult learners, teachers, NGO activists, experts in the field of lifelong learning, youth workers for adults' learners and community members. Remember to always think carefully about what you wish to achieve at the end when starting and the message you wish to convey. It is important to remember that what we offer in this toolkit section is only a guide. If you choose to implement any of these activities or use any of these case studies, you are in control so do not be afraid to modify the activities, or to add your own activities. You are the one who knows how to get the most effective results in your country and community.

PARTNERS AND CONTRIBUTORS

CONTRIBUTORS

The following partner and people comprised the international team made up of representatives from partner organisations. Each of these individuals has significantly contributed to the outcome of this book. All contributors represent civil society, educators, researchers, adult learners, youth activists, decision-makers, community leaders from around the Nordic - Baltic region.

Anneli Ohvril (49), Estonia
Anneli is an expert in social change management and circular economy, speaker, trainer, initiator of numerous social movements in Estonia and globally. Anneli Ohvril is the founder and CEO of Let's Do It World, the international environmental organization that engages leaders and organizations around the globe. The biggest project World Cleanup Day engaged more than 50 million people from 180 countries to one-day cleanup action during the last three years.
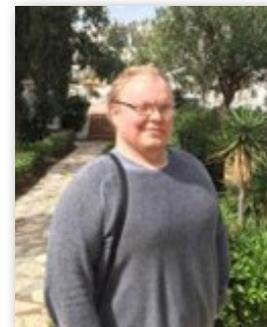
Vassili Golikov (37), Estonia
Vassili has worked with SSCW since 2000, coordinating many Youth and Children programmes on education for sustainable development and youth-led development and empowerment. He started to manage the intercultural education programme in 2010, catalyzing young people's potential to make a positive community change. He's worked closely with various different governmental and non-governmental organisations and international organisations to support youth working on intercultural issues. He was leading more than 200 projects on a national and international level. Furthermore, this project "Together towards green, sustainable and digital

society of Nordic-Baltic region 2021-2022" was under his management and inspiration. Vassili has a Master`s degree in Political Science and Bachelor's in International Relations and has been working and studying in the UK, Finland and Germany.

Daina Arfanova (24), Finland

Daina is a law student who moved to Germany at a young age to fulfill her goals. For the past two years she dedicated herself to volunteering and working in the social field, mostly focusing on promotion and education on SDG's, civil society, and media literacy, which consisted of organising study visits, conferences and trainings. Currently, she is working in cooperation with different Nordic-Baltic NGOs on different projects to achieve a more sustainable future.

Laura Maria Rajala, (36), Finland

She aims to achieve a more sustainable and fair society by helping the people who are in need and advancing intercultural education among communities and promoting dialogue and lifelong learning.

She has a Master's degree in International Law and Human Resource Development and got an extra education in psychology, business management, marketing, and related support services. She assists people with difficult backgrounds and people with special needs to care for their law/social problems. She takes an active role in managing the Femina RY programmes and participates in various seminars, training and conferences as an expert on sustainable development and advocating for human, women and children rights.

Rolanda Sliaziene-West (61), Lithuania

She is a freelance trainer, lecturer and a consultant in the field of education, practitioner of non formal education and emotional intellect, founder and director of NGO Youth centre Babilonas, project manager and coordinator, youth worker since 1993. More than 200 seminars for teachers, youth workers and business companies. Huge intercultural working experience (seminars, trainings, conferences, youth exchanges, partnership in the international networks in the field of youth work, creativity and education). Was awarded as an Andragogue of the year in 2021 by Lithuanian Association of Adult Education. Coordinator of Anna Lindh Foundation in Lithuania.

Arūna Taunytė (69), Lithuania

Arune Taunyte is a designer and adult educator as well as programme coordinator of Youth Center Babilonas, a member of the board of the Lithuanian Association of Adult Education, coauthor of several publications on SD, experienced as an expert and trainer of European and national projects of non-formal education which often were based on artistic techniques. Her psychodrama experience is also helpful working with vulnerable groups for social inclusion.

Linda Ligori (38), Denmark

She is an international relations and development specialist. Passionate advocate about climate change, human rights, social and gender equality, and inclusivity. Erasmus+, CISU and NORDPLUS projects coordinator at Crossing Borders (Denmark). She is a civil society mentor at the asylum centres and a Global Network for Humanitarian Youth Ambassador at the Danish Red Cross Youth. She is also specializing in Psychological First Aid and

MHPSSiE in humanitarian crises, emergencies, & conflict areas. Linda is committed to her goals, to see more tolerant, harmonious communities and is a fierce believer in the fact that this can only be achieved through mutual respect and open communication. In this regard, according to Linda, it is key to be aware of one's rights and responsibilities as a global citizen and human being as such.

Ivan Vasilevskikh (29), Denmark

Ivan has started own way in civil society activism in 2019 by participating in various international events and conferences dedicated to youth policies, sustainability and intercultural education. Later on he became a youth leader of the Nordic-Baltic proramme in promotion of gender equality and equal treatment. Also Ivan has always been interested in sustainable development, ecology and non-formal education for all groups. The need for young adults' contributions and the dialogue between different stakeholders and experts are key factors for success and a sustainable future. Ivan is currently studying at Copenhagen Business School.

Susanne Kallanvaara (61), Sweden

Susanne graduated as upper secondary teacher at Göteborg university in Sweden in 1984 and has a vast experience of all levels of teaching up to university level. Currently she is employed at Burgården gymnasium which is an upper secondary school in the city centre of Göteborg. She has been active in international projects during the last 20 years among others with several projects within the Comenius and Erasmus programs of Lifelong Learning and also within the Anna Lindh Foundation. One project by the name "Different Faces of Europe" was awarded both European and national awards on the E-twinning platform.

Annika Eklund (65), Sweden

Annika graduated from the University of Lund in 1981. She studied biology and chemistry. She has experience from adult education for immigrants from all countries in the middle of the 80s and after that she worked with adult education at Majornas Vuxengymnasium for 15 years.Annika was starting up and was responsible for the environmental education and has been dedicated to teaching adults about preserving and maintaining the planet Tellus. Recycling and renewable energy resources was something new at that time. In 2006 Al Gore produced the film "An inconvenient truth" which was a break-through and an inspiration in her work.

Rita Liepina (61), Latvia

Her main concerns are localizing long term planning, foresight, problem solving concepts and tools among young professionals and researchers. Her big dream is to turn the futuristic studies unit into a hub for all futurists from the

Varis Liepins (34) is a youth and adult educator of NGO Talent City from Riga. Interested in sustainable and active lifestyle, martial arts, geocaching and outdoor education.

Anna Liza Starkova (27), Sweden

She has obtained a master degree in social sciences (Lund University); and MA degree in Philosophy (Tartu University). She has a profound academic experience. Mainly, in political research; leading and moderating panel discussions at the international conferences. Her main fields of expertise: sustainability, gender equality, theory of international relations, political philosophy. Besides, she has contributed to adult learning and educational projects for youth in fields of civil society development, media and critical thinking.

burgårdens
gymnasium

PARTNER ORGANISATIONS

Estonia (Sillamäe Society for Child Welfare)

Sillamäe Society for Child Welfare (SSCW) is a public interest non-governmental organisation that was created December 8th in 1989. During these years SSCW (Sillamäe society for child welfare) has been working actively towards creating a child and youth friendly environment in our society. Each year we have broadened the reach of our activities to initiate broad based and society wide noticeable initiatives/programmes (integration, culture, education, youth work, development cooperation, human & child rights, entrepreneurship, volunteer work, migrants adaptation, family issues). SSCW has conducted more than 250 projects not only on the country level, but lately on an international level including with partners across Europe and elsewhere.

More than three decades ago started as a regional level organization has become an recognized organisation which is capable to successfully carry out projects on local, national and International level. SSCW is a member of various international networks/organisations (EAPN, ALF, AMATEO, Roundtable for Development cooperation etc), also belongs to governmental ECDC joint committee and has a consultative status at UN ECOSOC council.

Mission: Protection of children's rights and to empowering young people taking into account concept of sustainability

Vision: Just and inclusive society, where children and young people are treated as equals.

Official webpage of Sillamäe Society for Child Welfare
www.sscw.ee / www.unsdg.ee

Sweden (Burgårdens gymnasium, Göteborg)

Burgårdens gymnasium is situated in the city centre of Göteborg. It is an upper secondary school with mainly vocational training for young people between the age of 16-19. The school has around 1000 students and 100 employees. The students can choose between for instance programs that educate elderly care or nursery attendants, security officers, fashion design workers, hairdressers, make-up artists or animal keepers. There is also a large introduction program for young immigrants in Sweden where they can work with the aim of entering a vocational training program within two years´ time.

There is also the option of combining theoretical studies with internship two days every week as an apprentice. About 60 percent of the students have an immigrant background. Some have arrived in Sweden with their parents as refugees, others were born in Sweden. Many students have special difficulties in learning, for example anxiety disorder, attention deficit, autism, dyslexia or dyscalculia. The teachers therefore work in teams where they develop new training methods that better fit this group of students than traditional education. All students are offered a personal laptop for free at the beginning of the school year and the level of digitalisation is high among the students as well as among the staff.

Students Burgårdens gymnasium come from all districts of Göteborg. The average student´s socio-economical background is middle class, lower middle class or lower class. The average student also has a relatively low overall final grade from grammar school. Some of the students have special difficulties in learning, for instance dyslexia and dyscalculia. The school therefore has two special teachers dedicated to meet those students´ needs and make them reach course-related goals. In the first year students sometimes have to attend extracurricular lessons three times a week to catch up or improve their skills in different subjects. The main object of the school is to make as many students as possible pass their A-levels.

Official webpage of Burgårdens gymnasium: https://goteborg.se/wps/myportal/enhetssida/burgardens-gymnasium
Facebook: https://www.facebook.com/burgarden/

Latvia (Talent City)

Culture and Education Studio NGO Talent City started its activities in 2011. Our activities are focused on two main fields – culture and adult non-formal education. We organize courses in crafts, languages, marketing skills and trainings for social workers. During the last years about 300 people have attended our courses. There are 4 staff trainers and about 20 free-lance course trainers. We are seriously addressing the needs of our trainers and trainees and trying to raise their qualifications and international experiences in various ways.

The organization has a successful experience in international partnership projects – Grundtvig partnership "LIME – Learning on Immigrant Education" project (2011-2013) and Nordplus Adult development project "Create to Integrate" (2011-2012) about innovative integration methods and tools for adult immigrants and other target groups. We promote study circle method.

Official webpage of NGO Centre for Creative Initiative: www.talantupilseta.lv

Lithuania (Youth Center Babilonas)

Youth Center Babilonas (Vilnius, Lithuania) - non-profit non-governmental organization established in 1993. All activities are based on communication and active participation, self-expression and own initiative to help targets to experiment using different forms of arts and their own creativity (since 2014 programs for young people are not permanent and adult learners are our main target mainly).

Youth centre Babilonas is an NGO, having more than 25 years of experience in youth work, intercultural youth exchanges, youth camps, sustainable development, trainings for teachers, youth workers and other professionals. It is also highly experienced in organizing seminars, international conferences and other events. More than 14 thousand young people have participated in our different programs. Organisation main context is non-formal social-emotional education, citizenship, intercultural communication, promotion of sustainability and cooperation, stereotypes, differences, tolerance, creative-artistic work, learning by doing, etc. Besides its longstanding engagement in youth & adults' education, we fully support environmental education and promotion of sustainable lifestyle. Babilonas has also been working with adults, including the disadvantaged people. Partnership in EVS and Youth Exchange Network "Creative Cooperation" by sending and hosting organization for youth EVS; Partnership inGrundtvig, Erasmus+ projects.

Official webpage of Youth Center Babilonas
http://www.centrasbabilonas.lt/about-us/

Denmark – (Crossing Borders)

Crossing Borders is a non for profit, non-partisan civil society organization with the goal to create a space for dialogue between people of different backgrounds. This, additionally to creating a mutual learning process that enables working together for a more sustainable world. CB builds the capacity of youth and adult learners to take the lead in building the societies they live in, and to raise awareness about global sustainability issues among educators. CB's mission is to support young people from different backgrounds to acquire a leading global role in decision-making processes and drive socio-economic and political change – within their lives, communities, and wider network and spheres of influence. Whereas CB's vision is to enable youth to become the architects of their future by shaping the priorities and actions of the global SDGs agenda towards a fairer and more sustainable world. CB's experience in working with youth audiences and adult learners provides a unique advantage in carrying out ambitious and complex projects across different countries. CB works towards building sustainable meaningful connections with the end goal of establishing a North-South horizontal strategic partnership touching upon topics like Peace, Human Rights and Climate change. This partnership embraces a key focus which lies in creating space for place-based values for transformational changes needed to achieve the global sustainable goals.

Official webpage of Crossing Borders
https://crossingborders.dk

Finland Femina RY

Femina RY aims to achieve a more sustainable and fair society by developing the professional, business, and leadership potential of women through mentoring, networking, skill-building, advocacy and assistance to the people in need and advancing education to all. We run workshops, trainings, seminars and information days, teaching people practical skills, and important aspects of women and vulnerable people socialization & integration in society. We tackle gender-based violence and promote human rights and legal system in Finland, accounting matters and providing information to assist them in setting up their life's. We empower women to be more active in politics and have a positive impact on the local level by training entrepreneurship skills. For children and youth we provide vocational education, like drama and music lessons, youth camps and debates etc.

Official webpage of Femina RY
 https://www.feminary.fi/

CHAPTER I
NORDIC – BALTIC JOURNEY INTO SUSTAINABLE DEVELOPMENT EDUCATION

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Gro Harlem Brundtland, 1987

The partnership team behind this project has decided to take responsibility for our own environment, by the promotion of education for sustainable development while encouraging others to implement their own initiatives supporting acting on a local level. Life is full of complicated challenges, but meeting them head-first and tackling them in cooperation with others will create a more valuable outcome.

We welcome you to our guide on sustainable development education, a crucial topic that affects the stability and prosperity of both of our regions, developed at a crucial time. Through this project we have gathered adult learners from across Nordic and Baltic countries, who have been actively contributing and thus hold the keys to solutions to our common problems related with achievement of sustainable goals. Through much discussions and debates, meetings and consistent work and efforts participants and experts from 6 partner countries created this educational toolkit.

Chapter one of this toolkit will describe the Nordic-Baltic journey of adult learners into sustainable development education by presenting a project timeline and provide key concepts and vision on sustainable development goals, Sustainable education, adult education, Formal, Non-formal adult education and learning and skills required in the contemporary world.

Chapter two of this toolkit will provide country profiles on a basic context outlining relevant policies (education, youth, civil society and implementation of SDGs) from the respective participant countries: Denmark, Finland, Sweden, Estonia, Latvia and Lithuania.

Chapter three provides a basic overview about the Nordic model and its relation with sustainability, achievements by the Nordic region in implementation of UN 2030 Agenda for sustainable development and turns

our attention on key challenges in Education for Sustainability in the Nordic Countries, like on existing policies, pedagogical practices and curricula.

In Chapter four we will discover a learning programme "Sustainability as lifestyle" as its an adjusted and adapted programme for adult learners, that promotes sustainable habits and way of living in a more efficient and circular approach. Opening the new way of thinking in economy, society, and the environmental questions. Also we will describe in more detail what is a sustainable lifestyle, through conducting several workshops and signing "lifestyle agreement" which will positively influence and change people's habits and lifestyle in a more sustainable and greener way of life.

In Chapter five of the "Green Habito" educational toolkit you will find **a series of exercises and activities** that can be used in general education to augment formal curricula with practical activities **supporting education for sustainable development**.

We hope that you will find our toolkit useful, that you will directly use some of our best practices and also further develop your own from ideas we have implanted. Our toolkit is unique as it incorporates tried and tested methods from adult learners and young people working at a grassroots level with Education for Sustainable Development issues and at different levels around the Nordic-Baltic region.

The project activities which included workshops, editorial and partnership meetings in the respective countries of the participants across regions (Sweden, Denmark, Finland, Estonia, Latvia and Lithuania) produced many fruitful discussions that lasted well into the night. All these exchanges of experiences and sharing of best practices produced many ideas and suggestions that have a sustainability dimension and can be used in youth work, non-formal education, as well as the formal education system.

Through this project we aimed to encourage creative solutions and advance sustainable development education among adult leaders and young people from the Nordic-Baltic region. To increase communication and build trust to motivate young people across borders to take charge of the development of the Euro-Mediterranean region and recognize the benefits of working together across cultural boundaries as we share common goals and a common future. This book provides an opportunity to get an overview of our similarities and differences, and how these varied experiences can be used to gather momentum on ways forward. As well as methods that can be used towards building a common future. When we wake up in the world we are unaware of what is waiting for us; some have mountains of opportunity to be whatever they want to be, others must live up to the anticipation of those around them, making few choices for themselves.

We recognize that working together is crucial to reach our common future goals.

OUR MISSION: To increase communication, collaboration and build trust to motivate adult learners crossing borders to take charge of their sustainability development of the targeted area.

PROJECT TIMELINE

Kick off meeting – Tallinn, Estonia

6 partners from – Sweden, Denmark, Finland, Estonia, Latvia and Lithuania for the first time on the kick off meeting got together in Tallinn, Estonia on the 26 August 2021 to launch the project "Together towards green, sustainable and digital society of Nordic-Baltic region 2021-2022" which was financed by Nordplus Adult programme of Nordic Council and international partners. Kick off meeting provides for partners an opportunity to get to know each other and to share common ideas on sustainable development education for adult learners, to discuss upcoming programme of activities During the first day, we had the opportunity for a deep exchange of views on sustainability questions and also everyone's expectation on the outcomes of the project and preparation of the events to follow (workshop sessions in Finland and

Lithuania on green growth, climate change and gender equality, digital society, sustainable welfare and accessible education) and development of the Educational toolkit and web-resource in frame of Transnational partners and experts meetings in Denmark, Sweden and Latvia).

High level International Conference in Narva, Estonia

Additionally to the kick off meeting we have conducted a high level international conference "A green, socially sustainable and digitally integrated world" in Narva, Estonia 27-29th August 2021. We explored major obstacles to the achievement of the UN SDGs in societies with growing youth unemployment, intensifying climate change and ever deeper economic and social divisions. Conference agenda included project opening, various trainings & workshops, high level public discussions, exchange of personal/organisational experience and meeting with new green technologies) organized by involved partners, companies, governments and interested bodies of Nordic-Baltic countries. Also at the conference we discussed common challenges and targeting for joint solutions in achievement of sustainable development goals and green transition of our societies. Furthermore, while in Tallinn we had the opportunity to meet with a number of civil society. Furthermore, whilst in

Narva we had the opportunity to meet with a number of local civil society NGO's and institutions, including; United Nations, European Commission, Council of Europe, Nordic Council of Ministers, Nordic Innovation, UNA Finland, The National Foundation of Civil Society, Let's do it World Foundation, Estonian Youth Council and many others. From hearing about the numerous civil society initiatives like "Let's do it!" to the fantastic work carried out by green innovative tech companies and urban communities who successfully campaigned to lower carbon footprint and environmental and social sustainability. Several side sessions including political simulation exercises to prepare the political statement by adult learners to improve the situation with education for sustainable development in our communities. As a result, a political statement to support sustainable communities and additional efforts in investment into adult learning education on sustainability were developed and later presented for different stakeholders and to the policy and decision makers of the regions.

The I and II Workshop sessions "Getting closer with UN SDGs" in Finland and Lithuania

First workshop session took place in In Helsinki, Finland from 3-5 December

2021 and second one in In Vilnius, Lithuania from 22-24 April 2022.

Main goal of the workshop sessions was peer learning and hearing adults and vulnerable groups' own thoughts, ideas and experiences on themes related with sustainable development. Workshops sessions focused on the following themes: climate change, green growth, Clean Baltic Sea, Gender equality, digital society, sustainable welfare and accessible global education for adult learners.
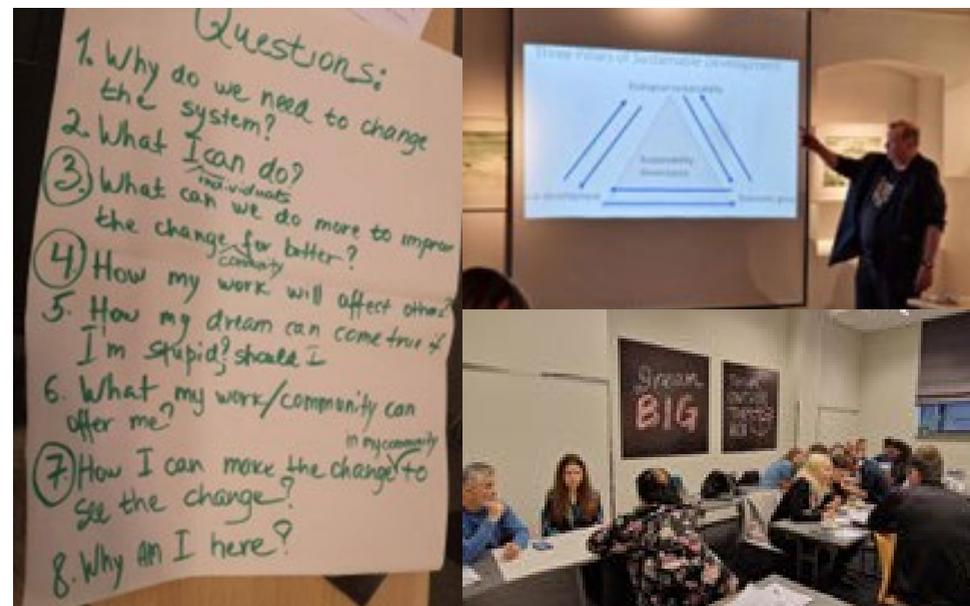
During the workshops an intense work (including personal and group tasks, creative challenges, conversation exercises, an innovative approaches developed by target group etc) has been carried out to develop examples, tasks and gathering and developing materials, examples, guidelines and methodology for educational toolkit working title "Adult learners & CSOs in building the green sustainable and digital future of the Nordic-Baltic region" as all this materials suppose to be included in the project main outcome an educational toolkit and web resource.

Also we organized a session, where partners had an opportunity to

exchange best practices with their own colleagues. The main outcomes of the workshops sessions included discovering new methodologies in formal or non-formal adult learning and a vulnerable groups of the project have got new information, skills and knowledge on sustainable development, particularly better understanding of basics of SDGs, Nordic/Baltic vision of sustainably of the regions and implementation of Agenda 2030 under the title "Generation 2030".

Series of Partners and Experts meetings in Denmark, Sweden and Latvia

The first partners and expert meeting took place in Copenhagen, Denmark from 11-13th of March 2022 where all partners were presented on expert

level including participation of adult learners who could give feedback during the working process. The main goal of the transnational partner and experts meeting was to contribute to the process of development of educational toolkit and web-resource, by collecting materials, best practices and new methodologies for adult learners and hearing adults & vulnerable groups own thoughts, ideas and experiences on themes related with sustainable development goals and the role of adult learners in achievement

of them. Meeting was conducted in the format of working groups where participants have been working on development of the toolkit by answering the following questions like: define your audience, plan your content, determine content presentation format, develop your content and gather materials that are effective and useful for adult learners. Partners got together in Copenhagen and developed structure and contributed productively with the toolkit. Also at the meeting we tested many methodologies and get to know with digital tools what could be used in work with adult learners. Each partner organisation presented its own 1 best practice, 1 experience story and 1 existing tool/methodology on working with adult learning on Education for Sustainability. It was the first editorial team meeting, where we have discussed main challenges of the project themes for sustainability

education and vulnerable groups and as results the first draft of our toolkit on Education for Sustainable Development for adult learners and experts was presented, and includes a number of tried and tested best practice methods from change makers, teachers, experts and CSOs members in each partner country. We also showcased our web resource, which we hope will be an informative, useful and interactive resource and we welcome contributions from individuals and groups.

At the Second meeting in Götborg, Sweden 10-12th of June 2022 we continued our education toolkit creation process and updated the content of web-resource with many educational materials on different languages.

The second partner and expert meeting was also designed to evaluate

feedback from workshop sessions for target groups, partners and experts who have been involved in the work process of developing educational toolkit. At the meeting we tried to balance selected materials with practical angle and provide different perspectives, as each partner country is unique and has its own working experience. Meeting in Göteborg was very productive as inspiration was gained from Burgårdens Gymnasium plus working and creative atmosphere from Vardldskultuurmuseet (World Culture museum), as participants had a chance also to look at the sustainable solutions that exist in the schools and museums.

Our Sweden partner in addition to their regular classes with adult students have classes dedicated to migrant students, supporting their integration and assisting them with learning the Swedish language. It was eye-opening to have the opportunity to interact with these young adults and discuss their experiences and commitments in education for sustainable development and general knowledge regarding the SDGs.

During June and July 2023 partners teams have been adjusting the analytical text & exercises of educational toolkit and published digital materials on webresource.

On the third partners & experts meeting that took place from 4-6th of August 2022 in EU House, Riga, Latvia (Final event of the programme) we summarized project results and made public presentations of main practical outcomes of the project: an educational toolkit and web-resource for adult learners, students, teachers and education field experts. At the end of the meeting we had a time to discuss follow-up activities for 2022-2024, exchange of joint future project ideas and action that could be taken to spread the results and /or creating a continuation project that will allow us to expand our activities and area of work. Also partners and experts had an interesting discussion about interrelation of SDGs themes with formal, non-formal adult education and learning process and the impact of Nordic-Baltic SDGs network on the adult learners.

Although we are proud to have finished the theory and have together created a unique resource, the success of our project will be down to its implementation. During working groups, we discussed how we could put our theory into action. Methods vary from country to country as to whether

an official route is taken in example: through government and ministries, or whether a more grass roots approach is taken for example coordinating groups of volunteers to deliver best practice ideas to different community groups. Whatever the approach taken, we envisage a positive difference to be created.

For this reason, we not only put our competencies in this project but we have also decided to share our experiences so that they can be helpful for others. The richness of this collection of workshops, partner and expert meetings and best practices is its very own heterogeneity. In our meetings, we worked on improving understanding of the importance of education for sustainability and we experimented in first person the cooperation among people with different national and cultural backgrounds. Therefore, the promotion of sustainable education for adult learners and the respect of differences started from childhood but also from each of us.

The process of collecting these materials has allowed the sharing of the same so that the "imprint of the single" has become the one from the group. As if each of the proposed activities had been passed through a metaphorical centrifuge to lose its individual characteristics in favour of greater benefit, by favouring their use, for all.

Our joint development work, dedication and commitment to achieving the goals of the project ultimately led to the creation of a sustainable network that will continue to cooperate and develop activities in achieving sustainable development goals, making the Nordic and Baltic region the most socially sustainable, competitive, green and digital integrated in the world.

The most valuable experience gained from the project was the opportunity to work together, to contribute to the co-creation process of valuable sources and share the experience and mobility of the skills that the Nordic-Baltic region is transmitting. All partners, experts and adult learners' energy is inspiring and we appreciated their input during all the project meetings. Furthermore, we used an opportunity to build trust and communication channels for future cooperation initiatives that will be implemented in the coming days and years with support of the Nordic Council and particularly the Nordplus Adult programme.

SUSTAINABLE DEVELOPMENT GOALS

KEY CONCEPTS

The concept of Sustainable Development Goals:

The Sustainable Development Goals (SDGs) constitute in many ways a breach with previous policies and strategies for development. In contrast to the MDGs, they are conceived as a global agenda, thus the "target" of development are not only low income countries or middle income countries, but all countries worldwide. The SDGs express this paradigm shift in their motto "Leave no one behind". They integrate and merge three separate UN framework "streams" – the Millennium Development Goals (MDGs), the outcome of the third UN Conference on Financing for Development in Addis (the Addis Ababa Action Agenda) and the sustainable development policies under the framework of Rio+20 (UN Conference on Sustainable Development). The SDGs are a 15-year plan of action that focuses on achieving economic, social, and environmental development. Aimed at 2030, the Sustainable Development Goals have a tri-domain focus on people-planet-prosperity. In total, there are 17 Sustainable Goals, with multiple targets each (United Nations 2015a).

The goals mainly address such areas as health, education, peace in the context of instability and protracted wars, economic growth and development, technological and scientific innovations, labor policies that will combat unemployment, spread the implementation of gender approach towards social issues and gender equality, combating global poverty and hunger, developing of integrated green economy, and flourishing of self-sufficient systems in economic and social terms, development of democratic institutions and civil society, across many levels, from local to global. The ongoing development in accordance with the goals must rely on achieving a balance between social, economic, and environmental sustainability. It is a necessity to achieve and increase the efficiency of satisfying all 17 criteria of UN SDGs - 17 fundamental goals for human prosperity and life in dignity.

Sustainable Development Goals:

1. End poverty in all its forms everywhere

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

3. Ensure healthy lives and promote well-being for all at all ages

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

5. Achieve gender equality and empower all women and girls

6. Ensure availability and sustainable management of water and sanitation for all

7. Ensure access to affordable, reliable, sustainable and modern energy for all

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

9. Build resilient infrastructure, promote inclusive and sustainable

industrialization and foster innovation

10. Reduce inequality within and among countries

11. Make cities and human settlements inclusive, safe, resilient and sustainable

12. Ensure sustainable consumption and production patterns

13. Take urgent action to combat climate change and its impacts*

14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

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

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

The United Nations underscore the holistic nature of the concept of sustainability within the SDGs. This can only be effectively applied if these priorities are divided strategically within different dimensions - economic, social, and environmental. While the emphasis lies on universality of sustainability, this idea can only be realised with a cross-pillar integration between the three dimensions. In other words, though sustainability is a broad and comprehensive issue, mainstreaming some of the key dimensions could channel maximum efficacy. Non-formal adult learning could be one such effective channel to achieve these goals.

Key vision of Nordic Council and Specificity

The Nordic region conventionally becomes the leader in terms of satisfying the UN SDG's. According to the ongoing trend it is predictable that the Nordic region undoubtedly becomes the most sustainable and integrated region in the world by 2030. The co-operation in the Nordic Council of Ministers must serve mainly to this purpose. In order to meet UN SDG's requirements there is a necessity for joint and integrated action, where nobody should be left

behind. Besides, the necessary inclusion and profound integration of various groups in terms of gender, the wide range of vulnerable groups (migrants, refugees, people with special needs, ethnic and sexual minorities) should be included into self-sufficient civil society and contribute into flourishment of the latter. In order to meet sustainability objectives, everyone needs to be included. The primary priorities for Nordic cooperation for SDGs are sustainability, gender equality, opportunities for complex children education and youth perspective to permeate all parts of the Nordic Council Ministers' work and of the Nordic societies.

Sustainable development, gender equality and a child rights and youth perspective are three cross-cutting and central Nordic values that are key for Nordic co-operation as a whole. By taking into account and strengthening the integration (or mainstreaming) of these horizontal perspectives, we help to ensure that the work of the Nordic Council of Ministers is sustainable, proportional, inclusive, representative and accessible. The responsibility to take these perspectives into account extends to everyone working for or on behalf of the Nordic Council of Ministers, regardless of policy area.

Sustainable education for sustainable development

As multicultural societies and sustainable education for sustainable development have become the norm in the modern world, at the global and especially at Nordic-Baltic regional level, it is necessary to envisage a less exclusive sense of belonging, an attachment not so much to a political entity but to a society and culture. All students and of course adult learners must acquire the knowledge and skills needed to promote sustainable development, including through education for sustainable lifestyles, human rights, equality, culture of peace and global citizenship, as well as valuing cultural diversity and culture's contribution to sustainable development.

Education for sustainable development requires a holistic approach, where all parts of a sustainable society play a role and students understand the balance of ecosystems, biodiversity, use of resources, climate and welfare. Education for sustainable development involves collaboration within and outside educational institutions and with society near and far.

Adult education, especially non-formal adult education, contributes to the individual as well as collective development of societies in many ways. Firstly,

adult education provides knowledge, skills and competences that can be used both in professional and private life. Secondly, it promotes transversal and generic skills, i.e. social skills, communication skills, analytical skills etc., sometimes also called "life skills". Newer concepts of civic education or global citizenship education within adult education (among many other similar concepts) draw on the idea of education as a tool for empowerment. Adult education can trigger sustainable development on various levels – the social, economic, and even ecological level.

Adult education

Adult education is to an ever-greater degree emphasised as the way forward – as a way to solve a variety of problems. Policymakers, CSO, educational institutions and, not least, private enterprises all point to adult education as the pathway to continued development of skills and competences, empowerment, social mobility and democratic involvement.

This poses a range of dilemmas for adult education that cannot be dismissed: current vs future competence requirements; formal vs non-formal education*; local vs global challenges; tradition vs change; bottom up vs top down; and permanent positions vs a growing precariat. All these dilemmas influence the development of adult education research and practice.

How can we promote sustainable development within sectors that struggle to balance the ebb and flow of political and financial support and demands? Sustainable development, as a broad critical perspective, emphasises that we as societies, organisations and individuals must be aware of the social, economic and ecological consequences of our actions.

Formal, Non-formal adult education and learning

Formal learning refers to learning at educational institutions that leads to formal recognition of the education programme. Non-formal learning refers to learning that takes place outside the established educational institutions and does not typically lead to an exam-based qualification. Examples of such learning include learning in companies and local communities as well as within organizations and groups. Informal learning relates to the learning that takes place in everyday life and which is not necessarily organized in a conscious effort to bring about learning and is perhaps not perceived either by the participants as something that develops their knowledge and skills.

Non-formal adult education can be defined as all systematic communication of skill, knowledge, and attitude provided outside the limits of the formal school (Colletta et al 1996). It can also be described by the presence of a learning system that can be accessible to a wider audience, which need not require learners to invest as many personal resources as in a formal set up. Non-formal education is a continuous and dynamic process that does not necessarily stop after one passes the traditional years of learning.

Within the Europe 2020 strategy for smart, sustainable and inclusive growth, the Commission called for a renewed European Agenda for Adult Learning where quality education and training, equity, and social cohesion become a widespread reality. National coordinators in each Member State of the European Union follow up on the implementation process of the agenda.

Skills, knowledge and competences to achieve the SDGs

The SDGs tackle a large number of global challenges that were identified by the member states of the United Nations, alongside civil society and other stakeholders. Not only since their establishment and approval, however, has adult education contributed to their achievement. Non-formal adult education transmits the knowledge that is required to gain a better understanding of the issues at hand, and it transfers the skills and competences needed to take action and to work on a solution. Therefore, adult education is as much a method and tool as a goal in itself.

Each of the SDGs has at least one target that implies education, learning or training, taking into account that learning activities are pivotal for achieving the goals. The "Manifesto for Adult Learning in the 21st century", published by the European Association for the Education of Adults (2015b), lists a number of areas in which adult education organisations and providers have been particularly active in the past few years. These correspond to the SDGs and include, among others, skills to lead a healthier life, knowledge about equitable and sustainable consumption, the promotion of gender equality, awareness about environmentally friendly transport and energy efficiency, as well as the promotion of sustainable, inclusive economic growth. Curricula in adult education can either have the promotion of these skills

and competences as a primary target, i.e. focus for instance on sustainable consumption explicitly, or they can incorporate them as secondary targets, for example through educating about a healthier lifestyle in a cooking course.

Resources

Nordic Council of Ministers policy for mainstreaming sustainable development, gender equality, and a child rights and youth perspective

https://www.norden.org/en/publication/nordic-council-ministers-policy-mainstreaming-sustainable-development-gender-equality

European Association for the Education of Adults background paper "Adult education and sustainability" Sep 2018

https://eaea.org/wp-content/uploads/2018/09/AE-and-sustainability_paper_final_9_2018.pdf

CHAPTER II
NORDIC – BALTIC REGION COUNTRIES PROFILES AND POLICIES

This section includes an overview on sustainability adult education and relevant policies in partner countries in the following fields: Education for Sustainable Development, general education, youth, civil society and implementation of SDGs. Also this chapter includes a presentation of Green Habito adult learning programme and selected SDG overview of what is familiar for adult learners.

EDUCATION

YOUTH

CIVIL SOCIETY

IMPLEMENTATION OF SUSTAINABLE DEVELOPMENT GOALS

The objective of this chapter is not to conduct a full scientific analysis, but to introduce the intersectional sustainability and cultural environment in these countries and hopefully to inspire you to take an interest and find out more on your own. Therefore also, where applicable, links for further information have been included. Please note these policies have been outlined or summarised by participants.

DENMARK

Education policy

Denmark educates its citizens both as youth and adult learners which is also a key feature into the Danish education system and society in general. The country aims to provide educational paths that will provide and enable younger generations as well as adult learners to improve and build up on their knowledge of both general subjects and specific professional abilities. This way, one of the country's main goals is to offer adult learners the possibility to improve their job and qualifications opportunities especially if made redundant from a previous workplace.

General adult education at lower secondary level (in Danish almen voksenuddannelse or, in short, AVU) is provided as single subject courses. In other words, general adult education is equitable to – but not identical with – the municipal primary and lower secondary school (the Folkeskole). The learning path of an adult learner leads to an examination which qualifies for admission to continued education on a par with the school-leaving certificates obtained after the 9th and 10th forms of the Folkeskole.

Yet again, to guarantee sustainability of perpetual learning and requalification of one's society, the Danish education system offers this option to a target group of young as well as mature adults who have never completed lower secondary education or who have a need to improve or supplement their basic education. Every year, approximately 90,000 adults participate in general adult education. These statistics have seen a high increase in the number of students in the past few years.

Regulations

The Act on General Adult Education no. 311 of 30 April 2008 from the Ministry of Children and Education regulates the General Education Programme.

Education Centers for adult learners

General adult education is offered at adult education centres (in Danish voksenuddannelsescenter or, in short, VUC) and a few other institutions. There are 29 VUCs in Denmark with a large number of regional satellite departments geographically spread throughout the country.

Other kinds of general adult education are also offered at the VUCs:

- Education for people with reading and writing disabilities (dyslexia)
- Preparatory education for adults (FVU)
- Higher preparatory examination courses (HF)
- Supplementary examination courses at upper secondary level (GS).

Additionally, students are offered the opportunity to combine subjects from AVU with subjects from the other education programmes.

Since 1 January 2007, the VUCs have been self-governing institutions. Although, the Ministry of Children and Education issues the rules according to which the adult educational centers work. Notwithstanding, the teaching is financed by the Danish state via a taximeter funding.

All VUCs must use a system for quality development and results assessment of each individual programme and of the teaching in order to assure a sustainable and efficient use of resources at their disposal. Within the general requirements, the VUC itself decides the methodology for self-assessment and quality assessment it wishes to employ. The school must be in a position to document its quality system vis-à-vis the Ministry of Children and Education, which supervises the implementation of the education programmes and its results at the institutions.

Structure

The teaching on the General Adult Education Programme is based on a single-subject structure, and the subjects can be pieced together according to the individual's own requirements and needs. It is possible to study one or more subjects at the same time.

Admission

Prior to being admitted, all applicants must see a guidance counselor in order to assure the most efficient use of VUC resources and best possible entrance for the students to AVU. Each applicant is admitted following a concrete assessment of whether they have qualifications corresponding to the requirements of the subject they wish to enter. Once admitted, students can then follow the teaching in different subjects at different levels according to their abilities.

Curricula. The Ministry of Children and Education draws up curricula for all subjects. The curricula take into account the experience of adult students.

Admission fee

For each subject the student pays an admission fee. For the core subjects e.g., Danish, Danish as a foreign language, English, and mathematics the fee is DKK 120. Whereas, for the optional subjects the fee is DKK 1230. Except for the admission fee, the teaching is covered by the state and is free of charge.

Financial support

For what concerns financial support, students are offered a number of possibilities:

1. The Danish State Educational Support for Adults (SVU) is offered to adults with little or no education at all.

2. Grant or loan from the Danish State Education Support (SU).

3. Unemployed people can study at VUC and still receive their unemployment benefits provided they are active job seekers.

It is safe to assert that Denmark's notable labor and adult education system model is widely praised for its ability to reflect the needs of both employers and employees. On the one hand, offering businesses the opportunity to size the labor force at market needs while, on the other hand, safeguarding the welfare of employees which in most cases happen to be adult workers. By re-educating its labor force, Denmark provides a sustainably flexible labor and educational system.

Youth policy

In Denmark, there is no single definition of the target group. Different acts, strategies and institutions target different groups of young people, for instance: A new reform of preparatory basic education and training (FGU) targets young people under 25 years. FGU may also include young people up until the age of 30 years old.

In the area of social affairs, different definitions apply. Sometimes, a young person is defined as being in the 15-17-year age group, and clearly delimited from a child in the 0-14-year age group. At other times, the term "children and young people" is used to define the 0-18-year age group.

In the Act on Social Services (lov om social service, Lbk nr 798 af 07/08/2019), children and young people are defined as up to the age of 22. When young people turn 23, they are defined as adults and may be entitled to support and services as adults.

National youth law: There is no national youth law in Denmark.

National youth strategy: No single youth strategy covers all aspects of Danish youth policy. Instead, several policy documents target different aspects of young people's lives.

Danish youth policy is multidisciplinary and deals with issues in areas such as education, employment, housing, health, participation, culture, and leisure. The scope of Danish youth policy is that all children and young people should have the best start in life (government platform). Regardless of social background, children and young people must have the same possibilities to learn, develop, thrive and be educated. The general focus is on young people's well-being and early intervention. The main purpose is to diminish the group of NEETs (neither in employment nor in education and training) and to increase young people's active citizenship.

In Denmark, youth policy is cross-sectoral. Therefore, youth policy reforms are often cross-sectoral. There is no legal framework underpinning the cross-sectoral practice. The cross-sectoral approach is reflected in the following examples of cooperation: In October 2017, the minister for children and social affairs and the minister of public sector innovation launched the Strategy for a Stronger Civil Society (Strategi for et stærkere civilsamfund). The Ministry for Children and Social Affairs is the responsible authority, and the minister

of public sector innovation is the responsible authority for a larger reform of the public sector, the Cohesion Reform, in which the Strategy for a Stronger Civil Society is integrated. In June 2018, the minister of higher education and research, the minister of education, the minister of employment, the minister for children and social affairs, and the minister of health set up an expert group, the Stress Panel, with a mandate to formulate 12 recommendations for the government. Denmark Without Parallel Societies (Ét Danmark uden parallelsamfund) is the government's strategy to combat parallel societies. The plan involves the following ministries: the Ministry of Education, the Ministry for Children and Social Affairs, the Ministry of Justice, the Ministry of Transport, Building and Housing, and the Ministry of Employment.

In Denmark, the field of youth policy resembles other fields of public policy and is informed by research. The commitment to evidence-based policy is explicit: Denmark has two government research institutes. A government research institute is financed by a sector ministry. One of the tasks of the institutes is public sector consultancy of the ministry, for instance counselling and research to inform political and administrative decisions.

More about Danish youth policy you would find in country profile document.

Civil Society Policy

Danish Policy defines civil society as the arena between the state, the market and the family/household in which people can debate and take individual and collective action to promote change or issues of shared interest. This includes civil society in all its forms – civil society organisations (CSOs), community based organisations, community groups, trade unions, business associations, cooperatives, faith-based organisations, informal groups (without boards and formal constitutions), social movements, including online activists, academia, think tanks, international non-governmental organisations (INGOs) and media. Civil society is fluid and dynamic; people come together physically and virtually to promote change on a wide range of issues and people move from one issue or topic to another and then back again.

The policy area concerns the many Danes doing voluntary work, the voluntary organizations and societies and also the municipalities supporting and collaborating with the voluntary sector. The aim is to support an active and engaged civil society and promote voluntary social work.

The Danish government seeks to ensure positive framework conditions for voluntary work and for development and innovation in the area. This is done by collaborating with the Council for Social Volunteering and the National Volunteer Centre in Denmark, among others. Beside this, the Ministry supports voluntary projects and organizations economically through a number of grants.

Section 18 in the Act on Social Services requires the municipalities to cooperate with the voluntary social organizations and societies and to financially support voluntary social work. The municipalities are financially compensated for this in the form of an extra general grant (block grant) from the Government.

Danish Civil society also acts according to the Danish Civil Society National Strategy. The Government intends to work to create the optimal framework for private organisations and volunteers to engage in sharing responsibility with the Gov-ernment. On this basis, the commitment aims to support the Government's objective regarding social mobility by ensuring that more people living on the fringe of society's communities become active citizens who contribute to their local communities – for example through volunteering. Also, the Government's civil society strategy aims to underpin the ambition of the cohesion reform to support an ambitious and innovative public sector that creates welfare for the citizens through better collaboration between the public sector and civil society.

The government published a civil society strategy in 2017, which includes inputs and recommendations from the task force representing a broad segment of Danish civil society. [33] The implementation of the strategy is led by the Ministry of Children and Education and runs until 2021, hence this commitment's overall completion is considered substantial. The ministry confirms that at least one initiative from the strategy has been implemented according to the commitment's milestones. The volunteer community in Denmark is characterized by a high degree of stability due to long-standing traditions and steady support from the state. [35] As such, the strategy has so far not led to an increase in the number of active volunteers in the country. Rather, the strategy contains a noteworthy focus on improving the infrastructure of volunteerism by relaxing bureaucratic obstacles. It also supports the capacity of volunteer organizations in advocacy and volunteer

management. This is seen as a valuable contribution to the capacities of civil society organizations to engage with authorities. [36] Examples of this component include restructuring the Volunteer Council [37] to include more local and diverse representation, and providing capacity-building seminars to non-governmental organizations. The commitment constituted a noticable step towards more locally-anchored volunteerism in Denmark through a gradual restructuring of the sector. While the IRM researcher cannot assess the impact on Danish civil society, the strategy's focus on restructuring and supporting the volunteer sector has facilitated dialogue and collaboration between local communities and national authorities. However, being a contribution to an already well-functioning and independent civil society the 'Did it Open Government' rating is marginal.

The Strategy was recently evaluated and while the evaluation did not recommend substantial changes in the Danish support to civil society, it did point to some issues which must be further developed, if Denmark is to maintain, and make use of, the high level of credibility Denmark has achieved as a strong development partner for civil society. The evaluation gave three main recommendations: 1) Replace the Civil Society Strategy with a Civil Society Policy that supports Denmark's development cooperation strategy, The Right to a Better Life; 2) Support Danish civil society organisations to develop innovative, effective partnerships with Southern civil society organisations that reflect the changing dynamics of civil society in developing countries; and 3) Maintain a mix of funding windows to respond to the diversity of civil society in developing countries

This Policy introduces a number of new features in our approach to supporting civil society. The Policy offers direction on support to civil society across all cooperation modalities with civil society, not only the support provided through Danish civil society organisations but all Danida support whether at country level, through thematic programmes or through regional and multilateral organisations. The Policy will inform policy dialogue at all levels. Denmark remains committed to supporting an independent, diverse civil society through a wide range of cooperation modalities. This includes support to traditional civil society associations as well as new emerging civil society actors. Danish support to civil society will be adapted to the reality on the ground and will include support to innovative modalities. Denmark will continue to develop strategic partnerships with Danish civil society actors who will be expected to innovate and demonstrate their added value to

civil society in the global South in delivering development outcomes. Equal partnerships are a prerequisite for this. Capacity development, advocacy and networking remain the 'pathways to change' through which Denmark will support civil society.

Sustainable development implementation in Denmark

Free and equal access to instruction and education is one of the most important instruments in breaking negative social inheritance and ensuring equal possibilities for all. The Government of Denmark has a strong focus on further enhancing the quality of education and day-care and on a high level of well-being throughout the education system. It is also the Government's ambition that, by 2030, as many 25-year-olds as possible will have completed an education, be enrolled in an education programme, or have employment. By 2030, at least 90% of 25-year-olds should have completed a youth education programme. To reach this goal, Denmark must cut in half the number of young people up to the age of 25 without any connection to an education programme or the labour market. The Government of Denmark has a related goal of ensuring that more young people choose a vocational education.

Education has been impaired as a result of sustained cuts. Despite the abolition of the so-called reprioritisation policy, there is a need for targeted reinvestment following COVID-19 which has demonstrated the importance of education as a vector through which children and young people can receive social support, personal reinforcement and mental development. The Danish education system is still characterised by widespread inequality in that parental background and income are too often decisive as to how individuals fare. It is therefore shameful that the erosion of the Danish state education grant (SU) which followed the SU reform of 2013 impaired the opportunities for everyone to pursue an education and that Denmark has simultaneously made it more difficult for non-Danish speakers to study in Denmark as a result of its cuts to study programmes in English. Not all Danish children and young people are taught about the SDGs and sustainability despite the fact that educational institutions call for a higher political prioritisation of both. Sex education in primary school does not provide children and young people with the education they are entitled to. The study programmes for young people at the age when they start becoming sexually active feature only sporadic information on issues such as gender, body, sexuality, boundaries,

etc.

Globally, Denmark ranks among the top performers in terms of sustainable development. In the 2020 Sustainable Development Report published by the Sustainable Development Solutions Network (https://www.sdgindex. org/), Denmark ranked second of 166 countries, following and followed by our Nordic colleagues in Sweden and Finland, respectively. This is the same ranking as in all reports since 2017 except 2019, where Denmark ranked first. The 2020 edition reports an overall SDG index score for Denmark of approximately 85, which according to the methodology corresponds to an achievement of 85%of the way to the best possible outcome across the 17 SDGs on average.

While Denmark ranks high on a global scale, the reports highlight several SDGs where further action is needed. In the 2020 report, SDGs 12, 13, and 14 are emphasised as presenting particularly major challenges. Thus, while Denmark is making notable progress on many of the SDGs, additional focus on environmental challenges is needed, specifically in relation to consumption and production patterns. The reports also indicate that climate action and life below water both especially require more work to achieve a positive trend.

Sustainability adult education

In order to achieve the national and international goals related with sustainable development goal, the Ministry of Education of Denmark has state following initiatives:

Strengthening of organizational framework for coordination and synergy:

- A formal organizational framework has been created through the establishment of a Dialogue Forum, comprising a broad circle of special interest organizations and a cross-ministerial network. Within this framework, the activities are to be strengthened.

- The cooperation with the voluntary organizations are to be strengthened, so that the strategy is implemented via interaction between central and local government authorities and all relevant stakeholders, including NGOs and the adult education sector.

- A link has been secured between the current initiatives in the education field and education for sustainable development.

- Aspects of sustainable development are to be incorporated in the general value and quality profiles of institutions.

- Local Government Agenda 21 strategies are to be upgraded to ensure that they directly incorporate education for sustainable development in the reports which, according to Section 33 a of the Danish 14 Initiatives and actions Planning Act, must be submitted to the Ministry of the Environment for each electoral period.

Continuing education and training:

- The concept of education for sustainable development contains both well-known, new and, in particular, multi-disciplinary aspects.

- A pilot project is to be implemented on teaching methods for incorporating education for sustainable development across the subjects taught in primary and lower secondary school.

- Providers of continuing education and training include aspects of sustainable development in the programmes they offer and run for teachers, educators and adult education instructors.

- In collaboration with the Ministry of the Environment, earlier concepts for environmental education are to be updated so as to incorporate the concept of sustainable development

Resources:

- https://english.sm.dk/responsibilities-of-the-ministry/civil-society

- https://national-policies.eacea.ec.europa.eu/sites/default/files/2021-06/Denmark_2019.pdf

- https://national-policies.eacea.ec.europa.eu/sites/default/files/2021-06/Denmark_2019.pdf

- https://planipolis.iiep.unesco.org/sites/default/files/ressources/denmark_unsd_strategy.pdf

- https://sustainabledevelopment.un.org/content/documents/279532021_VNR_Report_Denmark.pdf

- https://sdgtoolkit.org/tool/spotlight-report-denmarks-challenges-in-achieving-the-sustainable-development-goals-in-the-shadow-of-the-covid-19-crisis/

- https://www.opengovpartnership.org/members/denmark/commitments/DK0058/

FINLAND

Education policy

In Finland, education has been a national priority for almost three decades. The country has adopted a novel, holistic strategy that continues to progress and has yielded tremendous results; its education system is frequently recognised as world-class. Everyone must have equitable access to high-quality education, and training is one of the fundamental concepts of Finnish education. All citizens have access to the same educational opportunities, regardless of race, age, wealth, language, or region.

The Constitution recognises the fundamental rights to education and culture, and education is accessible at all levels, from pre-primary to higher education. The Finnish education policy is based on the notion of lifelong learning to increase the welfare state's efficiency. Quality, efficiency, equity, well-being, and internationalisation are essential components of the Finnish education strategy. In addition, education is viewed as an end in itself. Finland's holistic and trust-based education system yields outstanding outcomes, placing near the top in reading, mathematics, and science, as well as in overall child well-being. Recent reforms aim to further establish schools as learning communities by emphasising the joy of learning and a collaborative environment and boosting student autonomy in their studies and school life.

The Basic Education Act applies to all children of school age. The local Government should provide primary education for children of compulsory school age living in its jurisdiction and pre-primary education during the year preceding obligatory schooling. Quality, efficiency, equity, well-being, and lifelong learning are essential components of the Finnish education policy.

Since 2000, Finland has rated near the top ten in reading, mathematics, and science on the international PISA tests comparing 15-year-olds from different

nations in reading, math, and science. In Europe, Finland has ranked below the top three in all three subjects.The Government has said in the Education Policy Report (2021) that by 2040, Finland would have a cultural and educational basis based on high-quality, practical education, research, and culture. This foundation supports Finland's international competitiveness and the well-being of its population. The objective is for educational equity and accessibility to improve by 2040 and for Finland's level of education and competency to rank among the finest in the world. Education and research contribute to the achievement of societal sustainable development objectives.

Protecting egalitarian, free, high-quality, and accessible education in the Future will require a substantial investment of public funds in teaching and research. The finish can only get a higher level of education and competence with sufficient funding for education and research, as well as a more prudent distribution of resources. The purpose of the study is to secure an investment commitment in education that spans legislative terms. Predictable long-term funding is a precondition for attaining the established goals for education and research.

General education and vocational training shall not be pitted against one another. Cooperation shall be utilised in postsecondary education, and current legislation and other barriers will be eliminated. General knowledge and basic skills will be bolstered in vocational education and training without compromising the acquisition of occupational competence. In this way, we can ensure that students have actual opportunities to seek further education and improve their skills while working. In upper secondary education, new technology and procedures will be utilised to construct individualised study plans for each student. Additionally, a model of positive discrimination suitable for vocational education and training will be established.

Future projections indicate that the demand for tertiary-level skills will increase. One of the goals is that by 2030, at least fifty per cent of all young adults in Finland will have earned a degree from an institution of higher education. To do this, enrollment in higher education institutions will be expanded without sacrificing educational quality. The options provided by higher education institutions will be determined by the study. The goal is to increase the number of international degree students by 2030, and 75% of foreign graduates are expected to find employment in Finland.

Regarding science, the future goal is for Finland to be an inspiring site to conduct research with world-class research conditions. The migration of elite talent to Finland will elevate Finland's ability level. In addition, public support for research will promote private sector investment in expertise and RDI activities. Implementing the national RDI Roadmap (2020) efficiently and to a high standard is a crucial step toward accomplishing these objectives. As part of higher education, the availability and competency of teachers and other staff in education and child care will be ensured through measures such as enhancing the knowledge base of staff members, ensuring the appropriate scope of education and training, and basing the quality of education on research.

Youth Policy

The national youth work and youth policy project (VANUPO) is a statutory cross-administrative initiative implemented every four years by the Government to improve the living and growing conditions of young people. In this program, the Government outlines the objectives of its youth policy and the means for achieving them.

The development and living conditions of children and adolescents can be described and approached in numerous ways. Preparation of the development programme has demonstrated that, in the current social context, the lives of children and young people should be treated through three focal points in child and youth policy: participation, non-discrimination, and life management. Participation is a wide concept that can apply to a variety of things depending on the situation. It is commonly believed that engagement and having influence generate a sense of belonging. Children and adolescents can have a sense of engagement and social inclusion in their communities and Finnish society when they attend school, study, work, engage in hobbies and affect their immediate area or larger community. Active civic skills, involvement, and social inclusion are vital to policymaking and personal development. Non-discrimination refers to equality irrespective of gender, age, ethnic or national origin, nationality, language, religion, conviction, viewpoint, disability, health, sexual orientation, sexual identity, or other personal traits. However, in the development programme, non-discrimination refers to more than legal equality before the law. It also encompasses the realisation that achieving actual equality across groups may necessitate alternative treatment.

Combating discrimination against children and adolescents is crucial for fostering non-discrimination. This is illustrated via affirmative action for minorities. A substantial proportion of all discrimination is directed at minority children and youth. These minorities include immigrants, the Roma, the Sámi, and other traditional Finnish minorities, those with disabilities, and those whose sexual orientation or sexual identity differs from that of the majority population. When an objective or metric in this policy program pertains to all children or adolescents, it also considers individuals who deviate from the general population. In other words, in terms of these objectives and measures, the requirements of these specific groups of young people must be taken into account, even if this is not explicitly stated in the program. General life management abilities can be applied to everyday life management. Life management can be separated into external and internal components. This program's emphasis is on the former. In this program, day-to-day life management entails the child or adolescent's ability to assume responsibility for their lives, personal finances, and emotional well-being, taking into account their developmental level. In other words, education, employment, health, well-being, and financial competence are the key components of life management.

In everyday life management, the significance of family, parents, and educators must be highlighted. The continuum of programs aims to assist all children and adolescents, regardless of their circumstances, to realise their full potential as individuals, group members, and citizens. Citizenship encompasses not only rights and duties but also civic engagement and the sense of belonging to a community. Citizenship does not refer to official citizenship defined by the Nationality Act in this program. Instead, the definition of a citizen in Finland includes immigrant children and youth. Equal educational and employment opportunities are also essential for the future of children and adolescents. Enhance young people's development into maturity and access to the future.

Civil Society Policy

One of the most important goals of Finland's development strategy is to strengthen civil societies in developing countries and to assist civil society actors in accomplishing development objectives. The achievement of sustainable development, democracy, and human rights is unachievable without a robust, varied, and autonomous civil society.

Finland supports civil society organisations, associations, and foundations that promote the Sustainable Development Goals (SDGs) of the United Nations, including the eradication of severe poverty and the elimination of disparities. Civil society is essential for progress. A free and robust civil society is required for the achievement of the SDGs. Nevertheless, it cannot be assumed. Promoting open communication and free expression is crucial for fostering an environment conducive to civic society. In recent years, civic space has shrunk worldwide, according to a number of international studies. Human rights defenders who openly work for the realisation of human rights and criticise those in power in their home nations face the greatest danger.

In the current context, when an increasing number of nations are restricting the space of civil society, it is crucial to strengthen civil societies in emerging countries. Associations, communities, networks, and foundations play a crucial role in creating secure, peaceful, and inclusive societies. They can greatly increase people's understanding of their rights and promote equal participation in public debates and opportunities to influence political decisions. This enhances the democratic nature of communities. Civil society actors also play a crucial role in advocating for the rights of persons in a precarious positions and amplifying their voices.

Finland intends to strengthen civil societies in developing nations and assist civil society players in their efforts to help Finland achieve its development policy goals. This work is guided by the Guidelines for Civil Society in Development Policy (2017) and the Programme of the Government of Prime Minister Marin (2019) (layout.types.URL.description). In all activities sponsored by the Ministry's development cooperation budget, practices that promote civil society must be prioritised. Such efforts must not compromise the civic society's enabling environment.

In international contexts, Finland encourages policies that develop civil societies and safeguard civic space. This includes pressing these concerns in the EU, international financial institutions, and the UN system, among others. The development collaboration of Finnish CSOs is fruitful. More than a hundred Finnish civil society organisations (CSOs) and foundations are active in development cooperation in Finland and throughout the world. Their experience and activities range from grassroots to international forums. In underdeveloped nations, they undertake numerous projects and

programs alongside their local partners. Also active in Finland are CSOs and foundations, which give possibilities to participate in development cooperation and gather knowledge on global development challenges. Approximately eighty to ninety development organisations are supported by the Ministry of Foreign Affairs for the different activities of numerous civil society players. On the website of the Ministry of Foreign Affairs, you may learn more about the various forms of support and funding decisions at Guidelines and financial support for development cooperation. Finnish organisations and foundations have unique thematic knowledge and extensive experience in development cooperation and civil society in developing countries. They work in a variety of fields in various regions of the globe and advocate for the rights of distinct population groups. They contribute value to the implementation of Finland's development policy by focusing on their strengths and being present in places where other actors do not necessarily operate, such as local grassroots communities and countries where Finland has no other presence.

Finnish CSOs have created long-term connections with numerous civil society actors in developing nations, which are crucial for the development of their communities and societies. For example, civil society actors collaborate with local governments, corporations, and the media. They encourage the capacity and right of individuals to pursue improvements in order to identify problems and safeguard the freedoms of speech, expression, and assembly. Activities that increase chances for equal involvement in society can contribute to political and legislative reforms, responsible economic conduct, and good governance.

In addition to addressing the basic needs and furthering the rights of the weakest elements of society, CSO development cooperation focuses on social development, education, health, and livelihoods, as well as rural development.

CSOs play a crucial role in providing humanitarian aid. In emergencies, they are frequently among the first on the scene before international actors arrive. Civil society actors have a crucial role in enhancing the resilience of communities and in preparing for, preventing, and resolving conflicts and disasters. In Finland, CSOs enhance their knowledge and abilities pertaining to sustainable development objectives, human rights, and desired global changes. They operate in several regions of Finland, and their large volunteer networks provide involvement opportunities for a variety of other population groups, including children, adolescents, the elderly, immigrants, and people with disabilities.

Sustainable development implementation in Finland

According to the SDSN SDG Index and Dashboard 2019 and the research undertaken in the framework of Finland's sustainable development policy evaluation (PATH2030), Finland's most significant long-term problems stem from high levels of material and energy use (SDG 12). (SDG 7). Sustainability-oriented policies should address the energy system (SDG 7), forest usage (SDG 15), aquatic ecosystems (SDG 14), and food systems (SDG 2), among other important topics (Berg et al., 2019; Finnish Environment Institute, 2020). Thus, the Finnish Government has prioritised two themes for SDG action: a "carbon-neutral and resource-wise Finland" and a "non-discriminatory, equal, and competent Finland" (Prime Minister's Office, 2020), which cover all SDGs in an integrated manner.

In December 2016, the Finnish parliament first examined the 2030 Agenda and its role. Since then, it has received the Government's annual progress reports and made recommendations to the Government. The 2030 Agenda is the responsibility of the Committee for the Future in the Finnish parliament. (Finnish Prime Minister's Office, 2016). In 2016 and 2020, Finland submitted two VNRs to the United Nations. "Finland We Want, 2050," the most recent sustainable development strategy, was established in December 2013 and amended in April 2016 in accordance with the 2030 Agenda. There are eight aspirational goals. In addition to the strategy, the Government adopted the 2030 Agenda Implementation Plan in February 2017. Since 2018, sustainable development has also been incorporated into the state budget. Special emphasis has been placed on financial allocations for carbon neutrality and resource conservation (Prime Minister's Office Finland, 2020).

In October 2016, the Finnish national network for the monitoring and assessment of the 2030 Agenda was established. The network consists of ministries, research institutions, and other stakeholder organisations. It has defined Finland's national follow-up and evaluation processes, including around 50 national indicators for sustainable development. A participatory and interactive online follow-up method facilitates multi-stakeholder conversations on progress made, gaps, and future development potential. This mechanism is a chance to bring facts, trends, and concerns connected to

sustainable development to the forefront of public discourse and awareness (Prime Minister's Office Finland, 2016).

Finland has a rich history of involving civil society and other stakeholders in its efforts on sustainable development. Critical to SDG action is the multi-stakeholder National Commission for Sustainable Development. A multidisciplinary Expert Panel for Sustainable Development, comprised of ten distinguished scientists and professors, and the Agenda 2030 Youth Group, comprised of twenty young ambassadors for sustainable development, have questioned and supported the work of the Government and the National Commission. The national Persons' Panel for Sustainable Development, comprised of 500 citizens from all walks of life, was founded in 2018 and will be reconstituted in 2019 through a public call. Using an online evaluation tool, each panellist was tasked with evaluating the current situation and recent progress of sustainable development in Finland. Individual evaluations were conducted for each of Finland's fifty national sustainable development indicators using indicator data, expert assessments, and citizen feedback on indicators and analyses (Prime Minister's Office Finland, 2020).

Commitment205.fi, an online platform, is one of the most important instruments in Finland for promoting sustainable development engagement and action. There are over 2000 operational, demonstrable pledges from all sectors of society at present. A sustainable living service for citizens encourages Finns to live a more environmentally friendly lifestyle. The redesigned service enables users first to evaluate their carbon footprint and then devise a personalised plan to minimise it by selecting appropriate activities from a set of intelligent options. Each initiative contributes to the national emissions reduction objective (Prime Minister's Office Finland, 2016). Finland offers periodic national reports on its progress toward the SDGs. In March 2019, an external, impartial evaluation on the national implementation of the 2030 Agenda in domestic and international policies was published.

Finland identifies the chasm between present activity and the need for dramatic transformation as one of the most significant obstacles to achieving environmental-related SDGs. It recognises that although certain actions have been made, they have been insufficiently ambitious. An review of the Finnish state budget, for instance, revealed that budgetary items counterproductive to carbon neutrality and resource prudence continue to account for nearly double the amount favourable to SDG action. The country recognises that the use of indicators to monitor development is insufficient because many spillover effects are still unknown and impossible to evaluate using indicators. Inadequate use of research data in decision-making and societal learning, as well as the conflicting interests of economic and environmental stakeholders, have been additional obstacles for the country.

Sustainable development is a generally held and mainstream objective in Finland, and the public's access to nature is a highly valued ecosystem service. Long-term national work on environmental and natural resource protection through legislation, economic tools, voluntary actions, and environmental institutions and governance were among the enabling elements. In addition, international environmental agreements and EU law provide a stable and enforceable framework for national policies and actions.

Finland intends to generate more information on the externalities of its consumption and production in order to comprehend and quantify the environmental impact of other nations (footprint and handprint). In this regard, the country recognises the importance of impact assessment tools for national legislation, policies, and action plans. It also acknowledges that the pursuit of ecological objectives must be paired with efforts to address inequality in order to achieve a just transition.

Resources:

- https://www.oecd.org/education/policy-outlook/country-profile-Finland-2020.pdf

- https://um.fi/documents/35732/0/UM_case_education_loppuraportti.pdf/a77c91c5-c6eb-ee2e-e38d-602ee8dd4d36   https://finland.fi/life-society/the-truth-about-finnish-schools/

- https://www.educationfinland.fi/sites/default/files/2019-11/finfo_education_in_finland_en.pdf https://okm.fi/en/education-policy-report

- https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/163273/VN_2021_64.pdf?sequence=1&isAllowed=y

- https://julkaisut.valtioneuvosto.fi/handle/10024/162381

- https://okm.fi/en/national-youth-work-and-policy-programme

- https://finlandabroad.fi/web/mda/goals-and-principles-of-development-

policy https://plan.fi/wp-content/uploads/2021/05/progress_on_sdgs_in_finland.pdf

- https://sustainabledevelopment.un.org/content/documents/26261VNR_Report_Finland_2020pdf

- https://www.eea.europa.eu/themes/sustainability-transitions/sustainable-development-goals-and-the/country-profiles/finland-country-profile-sdgs-and

- https://www.demoshelsinki.fi/wp-.content/uploads/2019/05/path2030--an-evaluation-of-finlands-sustainable-development-policy.pdf

SWEDEN

Education policy

The Swedish school system is working to give the students deeper and wider skills in their foreign language learning. Top researchers in the area of language translation point out several advantages having a solid native language foundation while learning a second language. Being able to see a grammatical pattern in the native language gives a much better and faster understanding in the meeting with a new one. A student who is aware of grammatical structures, pronunciation patterns and who has experience of processing different kinds of texts in both reading and writing and who is able to vary the language interacting with different receivers and of different purposes, shows a significantly faster progression in second language learning. This knowledge tells us that we have a great deal to win by giving the students proper fundamental language education and that this will also enable him or her to integrate faster into the Swedish society.

A report from The Swedish National Agency for Education that analysed the PISA 2000 results, reveals that Swedish 15-year-old students performed above the OECD-average in all three surveyed domains; Reading literacy, Mathematical literacy and Scientific literacy. It was also found that the Swedish school system achieves a high level of equity compared to many other OECD-countries. Nevertheless the PISA results show that there is a considerable performance gap in Sweden between native students and foreign background students as well as in many other OECD-countries. It is not significantly larger than the OECD-average,but taking into account the other "equity indicators" and the fact that Sweden traditionally has belonged to one of the countries with the highest ambitions with respect to an equitable distribution of learning outcomes, the result is far from satisfactory. (Edited extracts from Report 227 - Further analyses from the PISA 2000 results) As part of the solution of this problem, the students therefore get the opportunity to study their primary language with an educated tutor in the subject. To motivate the

student even more they get grades in the language just as in the other school subjects. The grades also fill an important purpose as a mean to identify obstacles in the students' learning of the second language. For example: If a student has high grades in his or her native language, the second language teacher can conclude that difficulties in the second language-learning is not the consequence of for example dyslexia. The students also get to reflect over the similarities between their own language and the Swedish language.

The teacher has to be well educated with a good knowledge of the Swedish language. This is important in order to be able to make the student understand the process of learning a new language and to become acquainted with the Swedish school system. To develop this part of the educational system the Swedish Board of Education urges the school leaders and the teachers to work consciously towards this goal. Munkebäcksgymnasiet can offer additional tuition with a native language teacher who works with one or more pupils in or outside the classroom. At our school we have pupils from about 16 different groups of languages. Currently we offer native language tuition in six of them. This is done in for example history and mathematics since these particular school subjects often cause problems for our second language learners.

Your child can attend preschool from the time he or she is 1 year old. Play is an important element of preschool. When your child turns 6, he/she can attend preschool class. Both preschool and preschool class are voluntary. All children attend comprehensive school from about the age of 7. Comprehensive school is compulsory, and compulsory schooling applies for years 1-9.

Most young people then attend upper secondary school for three years. New arrivals who have received a permanent residence permit are entitled to begin their upper secondary education before the end of the spring term in the year they turn 20; for asylum seekers this limit is the year they turn 18. However, there are also certain requirements for recognised grades from earlier education. Upper secondary school prepares pupils for university or university college, or for going on to employment without further education.

Skolverket (The Swedish National Agency for Education) is the central administrative authority for the Swedish public school system for children, young people and adults, as well as for preschool activities and childcare for school children. The role of the National Agency for Education in the Swedish education system is to define goals in order to administrate, to inform in order to influence and to review in order to improve. The National Agency for Education audits preschool activities, care for school children, schools and adult education in many different ways. Regardless of the method, however, the focus is always on asserting the right of each individual to knowledge and personal development.

Youth policy

The goal of the youth policy in Sweden is that all young people between the ages of 13 and 25 are to have good living conditions, the power to form their own lives and influence over developments in society.

Why we need youth policy

The opportunities for young people to enter into the world of adults are highly dependent on the way society is structured. Given the right conditions, young people can both form their own lives and contribute to positive societal developments. The goal of the youth policy is to ensure that all young people aged between 13 and 25 have good living conditions, the power to form their own lives and influence over developments in society.

Youth policy is multisectoral

Youth policy is multisectoral and includes areas such as education, work, influence, health, leisure time and culture. The fact that youth policy is multisectoral means that all affected areas of activity have a joint responsibility for achieving the stated youth policy goal.

Three prioritised areas

Teenagers and young adults face a range of challenges in the transition from childhood to adulthood that society needs to take into consideration. Three areas have therefore been given special priority in Sweden's youth policy for the period up to 2017 – young people's influence, young people's ability to support themselves and the mental health of young people.

Proceeding from the Convention on the Rights of the Child and a human rights perspective

Youth policy is binding on state agencies and is to serve as a guidance for municipalities and county councils. National Youth policy proceeds on the basis of the Convention on the Rights of the Child and human rights and is thus also mandatory for the municipalities. At the same time, the National Youth policy can only serve as a guidance in relation to how the municipalities choose to implement this policy. The Swedish youth policy is also linked to the ongoing EU youth policy cooperation.

A youth perspective in all public sector decisions

All public sector decisions and initiatives are to include a youth perspective. This means that young people should be viewed as a diverse group of individuals, should be given support to become independent, and should have the opportunity to participate in the decisions made in society. The youth perspective is to proceed on the basis of young people having a voice of their own (participation and influence) and knowledge about young people.

Municipal responsibility for activating young people

Chapter 2 of the Swedish Education Act assigns the municipalities an activation responsibility in relation to young people who are under 20 years of age, who have completed compulsory schooling but who are not attending upper secondary school. This means that the municipality is required to provide appropriate individual measures that are first and foremost intended to motivate the young person to enter education. The municipalities are also required to maintain a register of the young people covered by this responsibility and to document their measures in an appropriate way. This is what we do: We work to produce and disseminate knowledge on conditions affecting young people and on youth policy and its goals. We emphasise the importance of the fact that all public sector activity should proceed on the basis of a youth perspective. We work together with other agencies, among other things by participating in a public sector agency network focused on issues affecting children and young people. We support the municipalities' work with their local youth policy by means of the LUPP youth questionnaire survey, education and training measures and by supporting

municipalities in learning from one another's experiences. We also work to ensure that municipal activities are based on a youth perspective. This means municipalities conducting regular follow-ups of young people's living conditions and making use of information about young people as a basis for decisions and prioritization. In addition, the municipalities should also make use of young people's knowledge and experiences.

Civil Society policy

The government wants to strengthen civil society voices and has therefore introduced a new method, a special council (sakråd), to systematically take advantage of the civil society expertise on various issues. It complements other forms of consultation and increases the quality of the government's support.

Thanks to the method government offices benefit from the knowledge of civil society in a more effective and transparent way. The purpose of the council is to help raise the quality of the government's work by deepening and broadening the government's knowledge and perspectives on issues where civil society organizations have important contributions to make. The method is flexible and can be used in different extents and in all kinds of issues in government offices, such as for early dialogue, or when there is a need for rapid acquisition of knowledge. If necessary, other actors than civil society be invited to participate.

The method is based on the six principles that are the basis of government policy for civil society: autonomy and independence, dialogue, quality, sustainability, transparency and diversity. Civil society has played an important role in the development of the council. More than 100 organizations have participated in the work. The method is now starting to be widely used in government offices. The council gives a good structure and setting for dialogue that we have with civil society and other stakeholders. They will be an important part of the Government's efforts to strengthen consultation arrangements and increase participation in EU work, says Oscar Stenström, Secretary of State of the EU and Minister of trade Ann Linde.

Sustainable development implementation in Sweden

Sustainability in Sweden is converted first and foremost into practice through legislation. There exists a framework legislation concerning environmental protection under the Environmental code. The latter promotes sustainable development and ensures a sound and healthy environment for all citizens in the present and in the future perspective. This includes protection against damage caused by pollution, protection of natural and cultural resources as well as biodiversity. Management of raw materials and energy should be re-used and recycled in order to maintain the natural cycles. The Environmental code is applicable both to the daily lives and activities of private individuals and to the business field. Crimes that involve environmental issues mentioned in the code can be examined in a court of law. Supervisory authorities use the code as basis for decisions about penalties or other legal action.

Education for sustainable development concerns everyone in Sweden; government agencies, civil society organisations and local communities. Therefore it is incorporated into regulations at all levels of the Swedish educational system. When it comes to education and existing policies, Sweden´s policy is to take steps towards safeguarding the future and conserving the past. One step has been to reduce carbon emissions and limit the level of pollution. Almost half of Sweden's national energy supply now comes from renewable sources and legislation aims at further reducing greenhouse gas emissions.

The Swedish government has set ambitious goals for sustainability, including going fossil-free by 2045 and achieving 100 per cent renewable energy. Sweden has also become a focus for leading environmental research especially at Stockholm university. The Swedish green model includes integrating business and sustainability. The teenager Greta Thunberg succeeded in making the world listen by starting to strike for the climate in 2018. Millions of schoolchildren around the world followed in her footsteps and started protesting against climate change.

Due to the fact that Swedes use three times as much energy as the global average to master the cold climate and power the high-tech society, teaching sustainability must raise awareness about how to compensate for this by living more energy-efficiently. Stockholm Royal Seaport is a good example of a test bed for such energy efficient living quarters. The Swedish educational system should also deal with the question of the students´ consumer behaviour. It is of the utmost importance that a sustainable economy changes how people meet their consumer needs. This means that every product should have a longer life cycle so that customers become more of a user instead of an owner of items. This issue of circular economy is also an annual address to parliament from the Swedish Government since 2015.

Resources:

- Göteborgs stad - The City of Gothenburg website Lagboken https://www.lagboken.se/dokument/lagkommentarer/768416/11-kap.-10--skollagen---modersmalsundervisning?pageid=24593

- Skolverket - The Swedish National Agency for Education https://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FRecord%3Fk%3D1480

- http://www.omsvenskaskolan.se/engelska/det-haer-aer-den-svenska-skolan/

- http://www.utbildningsinfo.se/in-english-1.3131

- http://www.regeringen.se/informationsmaterial/2015/12/det-har-ar-kulturdepartementet/

- http://www.kulturradet.se/en/In-English/Cultural-policy/

- https://eng.mucf.se/swedens-youth-policy

- http://www.regeringen.se/artiklar/2017/02/sakrad-ny-metod-for-att-inhamta-kunskaper-fran-civilsamhallet/

- https://www.naturvardsverket.se/om-oss/publikationer/6700/swedish-environmental-law/

- https:///sweden.se/climate/sustainability/sweden-and-sustainability

ESTONIA

Education policy

The Estonian educational system consists of pre-school education, basic education, general secondary education, vocational education and higher education. Basic education is the compulsory educational minimum which is provided by basic schools (grades 1-9). Children reaching the age of seven have to attend school. On completion of basic education, studies may be continued in an upper-secondary general school (grades 10-12) or in a vocational institution. Vocational education is offered by upper-secondary vocational school and post-secondary professional school. Post-secondary professional school gives a vocational higher education. Higher education is divided into two parallel sectors, applied higher education (diploma studies) and the academic higher education (bachelor's, master's and doctorate studies).

Adult education is divided into formal education, informal work-related training and retraining and popular adult education. Flexible study opportunities have been created for adult learners: distance learning and evening courses, external study and part-time study, as well as participation in various courses.

Formal education acquired within the adult education system allows adults to acquire basic and general secondary education at adult upper secondary schools through distance learning, evening courses or external study. Adult upper secondary schools are flexible in preparing individual curricula and adapt the study process to the needs of the students, allowing them to study single subjects, for example. In addition to formal education, institutions of vocational education and higher education are providing increasingly more continuing education courses and retraining courses. These courses allow adults to acquire and improve their professional, occupational and speciality knowledge, skills and experience as well as to retrain themselves.

Training courses allow students to develop their creativity, talents and social skills also. Such training is usually linked to people's interests and hobbies. Although this training is mainly provided by informal education centres, it is also available at many other training institutions.

The Adult Education Act (2015) is the central act of the adult education system. It stipulates the right of every person to constantly develop their knowledge and skills, the obligations of the state and local governments in the coordination of adult training, and the obligation of employers to grant study leave to learners engaged in distance learning, evening courses, external study or part-time study.Other important acts of legislation that regulate adult education include the following:

- The regulation of the Minister of Education and Research, "The Procedure for and Conditions of Attending a Basic School or Upper Secondary School in the Form of Evening Courses or Distance Learning, and Graduating from School as an External Student", regulates the learning opportunities of adults in basic schools and upper secondary schools;

- The regulation of the Minister of Education and Research, "The Procedure and Conditions for Organising Professional Education for Adults by Vocational Educational Institutions" regulates the organisation of adult professional training by institutions of vocational education;

- The regulation of the Minister of Education and Research, "The Procedure for the Formation of State-Commissioned Education within the Area of Government of the Ministry of Education and Research" legalised state-commissioned adult vocational education as a new type of state-commissioned education in 2007;

- The Institutions of Professional Higher Education Act regulates full-time and part-time study and external study, together with the organisation of training courses and the recognition of previous study and work experience;

- The Universities Act regulates full-time and part-time study and external study, and the organisation of training courses as well as the recognition of previous study and work experience;

- The Private Schools Act regulates the establishment and operation of private schools. Pursuant to the Act, all legal persons in private law who provide studies for a duration that exceeds 120 hours or six months per

year must establish a private school and apply for an education licence.

Youth policy

The main activity areas of youth policy include youth work, social, employment, health, cultural, family and crime prevention policy. In addition to education, research and language policy. Estonian youth policy objectives are following:

- young people have more choices to open their creative and development potential;
- youth has a lower risk to be marginalised;
- the participation of young people in decision-making processes is more supported;
- youth affairs function more efficiently.
- the share of youth at the age of 18–24 who have basic education or even lower level of education and who do not continue studies;
- unemployment rate of youth in the age group of 15–24.

The following principles of the previous strategy serve as a basis upon implementation of the Youth Field Development Plan for 2014-2020:

- Addressing youth as a whole. In order to implement really efficient activities to achieve any objective or solve any problem concerning young people, it is necessary to observe young people's living in its entity as well as factors affecting it and not to stay within the limits of an area of administration of the institutions or fields;
- involvement of youth as means to ensure good quality and impact of the planned measures;
- achievement of the common impact or the pursuit to the greater common impact through the use of different fields and knowledge.

Civil Society policy

The current legislative environment for nonprofit organizations in Estonia is favourable, organizational capacity and financial viability are on the rise,

advocacy and lobbying skills are noteworthy. We have already seen a number of occasions in which nonprofit organizations have had a profound impact on the politics and general development of Estonia.

At this stage, however, many organizations are still struggling to plant their feet firmly on the ground. Organizations currently offer a wide range of services in such popular fields as healthcare, education, accommodation, schooling, counselling and environmental protection, as well as in less common fields such as economic development, administrative and supporting services, etc.

Nonprofits have mastered different skills in order to survive. The skill to adapt to new conditions, which could mean turning to project-based funding or providing services, has proven to be a critical survival skill. Organizations rely on a diverse range of income sources: direct support from the state and local governments, grants from foundations, programs of the EU, membership fees, fees for services, volunteer work – all are currently being utilized by Estonian organizations.

Participation in policy-making

Participation in the political process is most common among larger organizations. Most draft laws are forwarded to nonprofits for comments, but frequently with a very short notice to respond. In some cases, nonprofits have impacted the law-making process in public. They have organized public seminars and forums, analyzed the impact of drafts on popular opinion, challenged political parties, provided reports and expert opinions, etc. "Participation" was a common theme in 2004, with the State Chancellery developing the concept of the Good Practice of Participation together with and among civil servants and nonprofits.

To enhance social dialogue and participation in the political decision-making processes of the society, the network and Forum of country-wide nonprofits, trade unions, organizations of entrepreneurs, rural organizations, universities and political parties was established, in order to find out common priorities for the Estonian society and common solutions to social problems. There are representatives of 58 organizations involved in the network of social dialogue. The first Social Agreement was signed on October 20, 2003.

Funding

Estonian organizations are funded from a variety of sources: membership dues, public sector appropriations, grants, project grants (financed by local and international foundations), payments for products and services, and donations from private persons and businesses. Indirect assistance comes in the form of tax allowances and in-kind contributions. Another important resource for the associations is the contribution of time and energy by members and volunteers.

The private sector has also been actively involved in supporting NGOs, notably through the work of the Charities Foundation – an initiative mediating professional entrepreneurial support to nonprofits. One of the goals of the EKAK activity plan was to establish transparent funding mechanisms to support civil society organizations with state funds. Currently a consultant is working with nonprofits, ministries and political parties to design these guidelines. Local support for NGOs is relatively good (though varies by region) as local governments increasingly recognize the work of NGOs, and issue contracts for services. In addition, local community foundations have been established in three regions in Estonia.

Volunteerism

Volunteers are utilized by a lot of organizations. However, the status of volunteers and the actual content of the term still need to be clarified. To successfully involve volunteers, organizations need a respective legal framework. Some nonprofits are working to increase the capacity of organizations to involve and manage volunteers as well as reward them, but a broader national vision, action plan and resources are needed to really enhance volunteering. Tartu Volunteer Center is working on this topic and an EKAK joint committee will submit proposals to the government.

Philanthropy

As the civil society matures, there are many promising signs in local philanthropy developments. Community foundations have survived the early years. Corporations have become more 'strategic' in planning their community investments, both financial and non-financial. High net individuals are becoming more active, and there is considerable interest in some of the newer trends in philanthropy, e.g. venture philanthropy.

Governance

Legitimacy and accountability of the nonprofit sector is vital to Estonian organizations. In addition to conferences, discussions and workshops dedicated to the topic, Estonian organizations have adopted a Code of Ethics. It deals with issues like democratic governance and management, civic courage and care, sustainable and responsible utilization of assets and resources, accountability and reporting, openness and transparency, independence and avoiding conflict of interest, keeping to one's word, respecting the ownership of ideas, and tolerance.

Sustainable development implementation in Estonia

Estonia is devoted to the UN Agenda 2030 both domestically and internationally. In addition to the 17 SDGs, Estonia is also focusing on maintaining the viability of the Estonian cultural space pursuant to the "Sustainable Estonia 21" strategy. The SDGs are the basis for the "Estonia 2035" strategy that lays down Estonia's long-term strategic objectives and relevant policy measures. The SDGs are also implemented by integrating them into government level development plans.

Estonia is generally successful in implementing the SDGs. In the past four years, results in several areas have been maintained or improved. In 2019, Estonia was tenth in the global Sustainable Development Report2 . Mapping the actions and indicator-based analyses indicate that Estonia is successful in several SDG-s. Our strengths are accessible and quality education, effective healthcare organisation, high employment rate with minimal long-term unemployment, and a high proportion of renewable energy in overall energy consumption. Nevertheless, several SDG areas still require work. We need to focus on establishing gender equality (although decreased, the wage gap still remains among the highest in Europe), decreasing the risk of poverty for women and disabled people, including families with disabled children, establishing effective waste management and recycling, decreasing greenhouse emissions, and maintaining natural diversity. We also want to

improve the health of our citizens, including mental health, and decrease the number of preventable deaths.

The global COVID-19 pandemic in the beginning of 2020 affects the implementation of SDGs in several areas – economy, employment, healthcare, education, culture, innovation, etc. Specific impacts can be evaluated in future reviews. The principles for Estonian development cooperation and humanitarian aid are established in the Strategy for Estonian Development Cooperation and Humanitarian Aid 2016–2020. As of 2020, Estonian development cooperation follows the new development plan for foreign policy and a separate strategy for development cooperation and humanitarian aid. Pursuant to Estonian foreign policy objectives and international agreements to direct more resources into vulnerable countries, Estonia will continue to react flexibly to the needs of less developed and post-conflict countries, developing island states, and landlocked developing countries in areas where Estonia can offer clear added value (for example, healthcare or improving the availability and quality of education).

Resources:

- Short overview Government of Estonia
  https://www.valitsus.ee/en/education-and-science-policy

- Estonian Ministry of Education and Research
  https://www.hm.ee/sites/default/files/education-policy-outlook-country-profile-estonia.pdf

- The general principles of the cultural policy up to 2020:
  http://www.kul.ee/sites/kulminn/files/culture2020_eng.pdf

- Ministry of Education and Research
  https://www.hm.ee/en/activities/youth/youth-policy

- Network of Estonian Nonprofit Organizations
  http://heakodanik.ee/en/estonian-civil-society/

- Main messages from estonia's voluntary national review 2020
  https://sustainabledevelopment.un.org/content/documents/26136Estonia_Main_messages_VNR_Estonia_2020_700.pdf

- https://unesco.ee/public/10_years_of_ESD_in_Estonia_Henno.pdf

LATVIA

Education policy

Latvian legislation regarding education:

- Law on Education (1998) - a framework law containing definitions of all types and levels of education, this act defines general principles and determines competences of governing bodies.

- Law on General Education (1999)

- Law on Vocational Education (1999)

- Law on Higher Education Establishments (1995)

- Law on Scientific Activity (2005)

Governance of the Education System

The education system is administered at three levels - national, municipal and institutional. The Parliament (Saeima), the Cabinet of Ministers and the Ministry of Education and Science are the main decision-making bodies at national level. The Ministry of Education and Science is the education policy development and implementation institution that oversees the national network of education institutions, sets educational standards and determines teacher training content and procedures.

Tuition fee

The tuition fee for pre-school, basic and secondary education in a state or municipality founded educational establishment shall be funded from the national or municipal budget. A private educational institution may set a tuition fee for providing education.

In higher education programmes, the state covers tuition fees for a certain

number of students' places, according to the state procurement in the respective academic year, and the respective students receive state grants. Each higher educational institution may set a tuition fee for the other student places.

Youth policy

According to the Youth Law young people in Latvia are persons from 13 to 25 years of age. The youth policy is the purposeful set of activities in all the fields of state policy to promote the wholesome and versatile development of young people, their inclusion in the society and improvement of life quality. As a result of implementing the youth policy, stakeholders (state and municipality institutions, youth organisations, etc.) promote initiatives for young people, their participation in the decision-making processes and social life, support youth work and provide children with an easier transition to adult status. The basis of the youth policy is youth work — planned practical activities developed for young people (events, projects, programmes) in order to improve their life quality.

In order to ensure the youth and youth workers, as well as the policy makers on a state and municipality level, are equipped with adequate information connected with youth affairs, the Ministry of Education and Science administers the Youth Policy and Youth Opportunities Portal www.jaunatneslietas.lv

In order to ensure the coordination of youth policy the Youth Advisory Council (YAC) was founded in 2009, and has substituted the Youth Policy Coordination Council.

The tasks of Youth Advisory Council include:

- To evaluate the current situation in relation to youth policy and advise the Ministry of Education and Science in areas of priority;

- To advise the state governing authorities in order to provide the most effective implementation of youth policy;

- To advise the municipal authorities in the implementation of youth policy on the level of municipalities.

One of the main youth policy leaders in Latvia is the National Youth Council

(LJP) of Latvia. LJP provides information to the public and promotes civic participation of young people, encouraging them to engage in youth organizations, and non-formal education activities.

The National Youth Council of Latvia (LJP) is the umbrella organization of 49 youth organizations in Latvia. Its mission is to improve the living conditions of young people and to represent the interests of youth organizations on a national and international level. Approximately 30,000 young people join a youth council member organisation each year.

Civil Society policy

Latvia, just as in other European state, are a constituent nation who are determining the national, cultural and historical identity of the state, as well as national minorities and immigrants. The national, cultural and historical identity of a constituent nation determines the identity of the state, and is based on a common language, culture and social memory. The goal of Latvia's national identity, civil society and integration policy is of a strong, cohesive Latvian people: a national and democratic community ensuring the maintenance and enrichment of its unifying foundation – the Latvian language, culture and national identity, European democratic values and the unique cultural space aimed at the balanced development of the democratic Nation State of Latvia.

The policy on the national identity of the Latvian society, civil society and integration emphasizes the principle of identities being complementary, in accordance with which, the various identities do not exclude but rather enrich each other. National minority identities exist and develop alongside the Latvian identity. An individual can simultaneously have a number of identities (that of a national minority, Latvian, European, global).

Sustainable development implementation in Latvia

Sustainable development planning began in Latvia in the early 1990s, when Latvia regained independence and launched its initial environmental policy with the express intent of balancing economic and social processes with environmental needs. Latvia enacted its Sustainable Development Policy in 2002 based on the 1992 Rio Declaration. Following a review of the European

Union's Sustainable Development Strategy in 2006, Latvia began a new sustainable development planning process, in which people expressed their vision for Latvia in 2030 regarding all dimensions of sustainability. Because of the breadth and depth of the public discussions about the future of Latvia that took place with diverse groups across the land, Latvia's main long-term planning document Latvia's Sustainable Development Strategy until 2030 (Latvia 2030) can be considered a social contract. The Latvian planning system is decentralized and follows the principle of subsidiarity. Specific action is initiated by the planning level closest to the respective problem to be solved. The national government only addresses issues that cannot be best addressed at the local government, community or individual level. The national and local governments support and encourage citizens' initiatives. The important national sustainable development goals that are elaborated in Latvia 2030 are operationalised through seven year national development plans, such as the current National Development Plan for 2014-2020 (NDP2020), and sectoral policies and plans. These tie policy objectives to the government budget through a set of indicators. Latvian local governments base their development plans on local priorities, taking into account available resources. Society is involved in government decision-making processes, and also acts on its own initiative to achieve Latvia's sustainable development goals.

The important national sustainable development goals that are elaborated in Latvia 2030 are operationalised through seven year national development plans, such as the current National Development Plan for 2014-2020 (NDP2020), and sectoral policies and plans. These tie policy objectives to the government budget through a set of indicators. Latvian local governments base their development plans on local priorities, taking into account available resources. Society is involved in government decision-making processes, and also acts on its own initiative to achieve Latvia's sustainable development goals.

Latvia's Sustainable Development Strategy Latvia 2030 sets the following priorities:

- Development of cultural space (sdg 4)

- Long-term investments in human capital (sdg 1, 2, 3, 4, 5, 8, 10, 12, 16, 17)

- A paradigm change in education (sdg 3, 4, 8)

- An innovative and eco-efficient economy (sdg 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 16, 17)

- Nature as future capital (sdg 6, 12, 13, 14, 15, 17)

- The spatial development perspective (sdg 9, 11)

- Innovative government and public participation (sdg 16, 17)

These priorities are included in the UN Sustainable Development Goals (see sdgs in brackets). However, the Goals go a step further in expanding the concept of the circular economy.

Towards the achievement of the three dimensions of sustainability, Latvia's … Strengths are its moderate and steady increase in wellbeing, the quality of natural and cultural capital and the importance of nature and culture in the eyes of society, a high degree of digitalisation, and the strategic investments in Latvia's development since 2014. Weaknesses are insufficient productivity, emigration, the aging of society, and territorial inequality. Opportunities are provided by transitioning to an innovative and eco-efficient economy, using the advantages of cultural, natural and digital capital, as well as by reducing income and opportunity inequality through improving health care, education, ensuring decent work, utilising the new taxation system for public benefit and ensuring adequate social support, leaving no one behind. Threats could emerge - if we were to miss early warning signals; or, if we were to avoid making decisions because it is easier to carry on with "business as usual"; or, if we were to lack integrity - if words were not coherent with our attitudes, actions, and/or spending priorities.

Restoration of Latvia's independence in 1991 is inextricably linked to the sustainability of the environment and culture, citizens' selfinitiative and taking responsibility for change. Through the Prayer for the Renewal of the Baltic Sea and other peaceful protests against environmental degradation, the Environmental Protection Club launched a movement for the rebirth of civil society in the late 1980s which to this day is still characterized by peaceful self-initiative. In the 1990s, Latvia's civil society progressed rapidly, and NGOs started defending the interests of their constituencies in virtually all policy areas. The opportunities provided to civil society in 2000 to mobilize for the implementation of the eight UN Millennium Development Goals (MDGs) gave additional impetus to NGOs fighting HIV/AIDS, defending equal rights for women and men, environmental organisations, etc. In 2004, the government approved a policy for strengthening civil

society and institutionalised a policy approach to public participation. The Parliament adopted laws that encouraged the development of the NGO sector, including a law to encourage donations to public benefit organizations. The same year brought about the establishment of Civic Alliance - Latvia, the largest NGO umbrella organization in Latvia, which today brings together many organizations that practically work with the SDGs. In 2005, when the Latvian government had just begun sharing Latvia's transition experience through development cooperation, non-governmental organizations founded the Latvian Platform for Development Cooperation (LAPAS) and created partnerships in this area as well. Civil society actively participated in creating Latvia 2030. Activists contributed to the National Development Plan, participating in working groups and the steering groups, as well as helping to organize public discussions outside the capital. As 2015 approached, Latvian non-governmental organizations participated with their counterparts in their international networks to advocate for a Post2015 Development Paradigm. Thus, Agenda 2030 and its 17 goals and 169 targets emerged with the involvement of civil society, including Latvian NGOs. There are NGOS in Latvia working on every SDG, both at the grass roots level and also representing the interests of individuals, communities at the local government, national, regional and global level.

In the current planning period, Latvia has defined policy outcomes and performance indicators for all 17 SDGs. Latvia 2030 references all SDGs, but includes no specific objectives or indicators for Goals SDG 5 and SDG 17. Indicators for SDG 5 are included in NDP2020 and other planning documents. Policy outcomes and indicators for SDG 17 are detailed in the Development Cooperation Policy 2016-2020, both for bi-lateral development cooperation and in EU external policy. Since each SDG covers many topics, Latvia's mapping exercise examines the SDGs at the 169 target level. – 136 targets address Latvia's domestic policy or external dimensions – 44 of 136 relevant targets are defined in Latvia 2030, 66 are included in NDP2020; 108 targets are included in sectoral policies (including development cooperation policy) – 33 targets are not relevant at present in Latvian domestic or foreign policy (for example, Target 15.4 - ensure conservation of mountain ecosystems - as there are no significant mountains or mountain expertise in Latvia that would be useful to other countries). It should be noted that certain priorities that are important for the sustainable development of Latvia are not measured by the SDGs, the most important of which are: – Facilitating

natural population growth (one of three NDP2020 macro goals) – Creating favourable conditions for people to remain in Latvia, and promoting return migration – Promoting a sense of belonging, civic awareness and pride in one's country and nation – Promotion of public use of the Latvian language.

Competency-based education content that has been developed recently will set the foundation for pre-school education guidelines, as well as basic and secondary education standards. The new education content will be implemented gradually, starting from 1 September 2018. In the future, teacher training and professional development programmes will improve competency based education. Vocational education competence centres are being strengthened. This will lead to a broader range of vocational education opportunities for different target groups, an increase in coherence between networks of vocational education providers, and better cooperation between vocational education institutions and employers, including through work based training. The centres also will help increase the capacity of vocational schools to provide programmes for business development.

Let's look at the SDG nr 4: Ensure inclusive and equitable education and promote lifelong learning opportunities for all. As the labour force shrinks, regular training and retraining of the workforce and a focus on STEM will ensure growth of the economy, productivity, efficient use of available resources and reduce structural unemployment. Reforms have been introduced to reduce skills mismatches (between the supply and demand in the labour market) and improve the relevance of education programmes. Sectoral Expert Councils representing employers, trade unions, relevant government and education institutions cooperate to improve vocational education. The provision of STEM subjects is being stepped up in general education, and pupils are being encouraged to study in the STEM areas. 7.5% of adults aged 25-64 participate in adult education. Latvia plans to increase public awareness of the adult education system and improve the system's coherence by 2020. An Interdisciplinary Adult Education Management Board, set up in 2017 to eliminate skills mismatches in the labour market, will contribute to this goal. In response to the digital revolution, ICT companies and business associations have started training businesspersons, youth and others to raise awareness and jump-start skills in this realm. Education for sustainable development (SDG Target 4.7) is a multi-disciplinary subject. Non-governmental organizations, universities and the UNESCO Latvian National Committee (UNESCO LNC) develop materials and methods on

the topic for use by teachers and young people in various situations inside the classroom and outside of it.

For more about education for sustainable development in Latvia you could read in various documents including Latvia Implementation of the Sustainable Development Goals.

Resources:

- http://www.izm.gov.lv/en/education/education-system-in-latvia
- http://www.izm.gov.lv/lv/jaunatne
- http://www.izm.gov.lv/lv/jaunatne/lidzdalibas-mehanismi
- http://www.izm.gov.lv/lv/jaunatne/starptautiska-sadarbiba-jaunatnes-joma/eiropas-savienibas-sadarbiba-jaunatnes-joma
- http://www.jaunatneslietas.lv/jaunumi/2945-jaunatnes-politikas-istenosanas-plans-2016-2020-gadam
- https://www.km.gov.lv/en/ministry/about-the-ministry
- https://pkc.gov.lv/sites/default/files/inline-files/Latvia%20 Implementation%20of%20the%20SDG%202018-single.pdf

LITHUANIA

Education policy

Demographic trends in Lithuania are negative and the teaching workforce is ageing rapidly. To address these challenges and anticipate teacher shortages and oversupply, in 2018 Lithuania developed a forecasting pilot tool with support from the European Commission's Structural Reform Support Programme. This provides short-term (one-year) and mid-term (four-year) forecasts of the teaching workforce that accommodate changes in pupil numbers, the ageing teaching population, low graduation and transition-to-employment levels among initial teacher education graduates, and other policy changes such as an earlier start to primary education.

The model forecasted that 3 077 teachers working in 2018 will retire by 2022. Taking into account dropouts and the low numbers of students in initial teacher education actually becoming teachers, the model estimated that only 126 new teachers were likely to enter schools in 2018/2019. Even if all novice teachers found a job, there would be a shortage of over 100 teachers. The highest cumulative four-year shortage was forecast for primary school teachers, amounting to almost 700. If pupil participation in preschool education is to increase in rural areas, the shortage could be even higher. However, these results are tentative. Lithuania is now planning to allocate more resources to support further model development to ensure the reliability and comparability of the forecasting results.

In terms of adult learning, the Lithuanian government will put more effort to improve the situation, as still opportunities for adults to participate in learning in Lithuania are limited. Only 6.6% of adults aged 25-64 have had a recent learning experience during the last 4 weeks, against the EU average of 11.1%, with almost no progress over the decade. Despite the recognition that adult learning is an important challenge in Lithuania, concrete policy initiatives remain scarce. The structural reform of education, adopted in July 2018, includes only one action targeted at adult learning — the training of

municipal adult learning coordinators.

The mandate of the Non-formal Adult Education Council expired in 2017 and has not been renewed. While some financing is available, including from EU structural funds, lack of impact suggests the need to better leverage such investment, for example through more significant co-financing of learning by employers. Limited availability of information and guidance services for adults is another barrier. In November 2018, a new draft law on non-formal adult education was proposed and formal deliberations on it started in Parliament. The draft law aims to narrow the scope of existing legislation, focusing on basic and transversal skills to avoid overlaps with the existing VET Law. Some steps have been taken towards establishing the profession of adult teacher, but further development is needed. The Law on non-formal adult education and continuing education established the concept of 'adult teacher' as a person who has acquired state-defined education and competences attesting to his or her ability to teach adults. However, there are very few dedicated university programmes, in part likely due to lack of public co-financing for such programmes. The profession of adult teacher/educator is not included in the Lithuanian Classification of Occupations (a national version of the International Standard Classification of Occupations ISCO-08).

Overall, existing arrangements do not ensure that professionals involved in the provision of adult learning possess at least basic pedagogical skills for teaching adults.

European Monitoring „Education and Training Monitor 2019" says that Lithuania current trends in student population and teacher workforce call for a comprehensive strategy to manage teacher supply and demand. Improving key competences and relevant skills remains a priority at all levels. Further development of monitoring and evaluation systems may help improve the quality of education and training. Measures have been put in place to increase the education system's overall efficiency, but further efforts are needed to ensure their implementation. Policy measures to address low participation in adult learning are lacking.

Youth Policy

Youth policy can be defined as the entirety of systems and measures, aspiring after the most favorable terms for personal maturity of a young person and successful their integration into society. It is generally accepted to refer to structures of assistance (fields of socialization), subsidiary adding to the effort of a person and, especially, of a family, and helping to prepare a young person for independent life. These structures can be divided into informal (friends, contemporaries), non-formal (communities, nongovernmental organisations, youth activity system), formal (schools, universities), and commercial (telecommunications, banks, recreation and entertainment industry).

Modern youth policy is developed in the following two main directions:

- Security of interests of youth in individual areas of public policy – education and science, culture, sports, work and employment, housing, health, etc.;

- Youth work – i.e. youth education, aiming at enabling young people to learn from experience and experiment (voluntariness, independence, autonomy).

Youth policy means a purposeful activity intended to resolve youth problems and to seek to create favorable conditions for the formation of a young person and his integration into public life, as well as an activity, which has the purpose of achieving understanding and tolerance of society and individual groups thereof towards young people.„

Youth activities "reach" young people during their free time, when they are not within the family, at school, or at work. This involves the work of youth staff, education of youth leaders, buildup of youth initiative, development and implementation of civil, cultural, as well as social projects.

Non-governmental (youth) organisations, local and religious communities, non-formal youth groups are the best to ensure independence and involvement (in decision-making). Non-formal youth education can (and has to) be carried out by the institutions of non-formal education and culture, established by the government, e.g. municipal youth leisure centers, youth centers, sports centers, cultural centers in the elderships. The field of non-formal education (civil, democratic) is important in the schools for pupils' autonomy.

In accordance with Article 4 of the Law on Youth Policy Framework of the Republic of Lithuania (Official Gazette, 2003, No. 119-5406; 2005, No. 144-5238), Youth policy means a purposeful activity intended to resolve youth

problems and to seek to create favorable conditions for the formation of a young person and his integration into public life, as well as an activity, which has the purpose of achieving understanding and tolerance of society and individual groups thereof towards young people.

Civil Society policy

There are more than 35,000 non-profit legal entities registered in Lithuania. They may be founded by persons, governments, municipalities or even businesses. Although there is a definition of NGOs in the Law on NGO development (Article 2), additional data is necessary to determine whether a particular non-profit organisation could be considered as having the status of NGO. The new Law on NGO development, which took effect on 1 March 20201, stipulates that information on legal entities which are NGOs shall be collected in the Register of Legal Entities and made publicly available. The new law provides a possibility for non-profit organisations to register as NGOs at the Register of Legal Entities. The procedure is notification based and does not require authorization. It is free of charge. New measure provides clarity to institutions and society weather particular legal entity complies with definition of NGO stated in the Law. It is also a base for future developments regarding collecting data on NGOs, which is necessary for two reasons: - It improves greater trust in NGOs as more information becomes available to the society - It makes it possible for the government to collect data which is necessary for informed policymaking.

CSO advocacy/public benefit status: A new Law on Lobbying activities was adopted on 26 June 2020. The law stipulates that activities by public benefit NGOs are not considered to be lobbying activities. This means that all NGOs that are not considered to be public benefit NGOs, must register as lobbyists with the Chief Official Ethics Commission (Article 8). Although the new law only came into effect on 1 January 2021 and there is no case law or other evidence to analyse its effect on civil society, some organisations (especially political youth NGOs) are worried whether their activities will not be considered as a public benefit.

The Law on NGO development defines that a public benefit NGO is an NGO whose activity benefits not only its members, but also the society (Article 2, para 7). The law also stipulates that public benefit NGOs may be treated preferentially by institutions providing financing for NGOs (Article 8). There will be more clarity on this when the Ministry of Social Affairs and Labour adopts a regulation on recognising public benefit status for NGOs. As of January 2020, this project on having a new regulation is being discussed within the National NGO Council, an advisory body to the Government of Lithuania.

Due to COVID-19, on 13 March 2020 the Lithuanian Government introduced quarantine measures8 from 16 March until 30 March 2020. All events and gatherings whether inside or outside were prohibited for this period. However, this quarantine was further extended several times: on 25 March it was extended until

The Ministry of Social Affairs and Labour has been the main government body involved in relation to volunteering in Lithuania. There are several departments in the Ministry which are involved in the volunteering from the institutional perspective:

- Department of Youth Affairs – covering volunteering amongst young people,

- Newly created Department of Communities will have some involvement in voluntary sector.

From 1 January 2009, the Ministry of Interior was entrusted with the function of coordinating and developing the partnership between state and non-governmental sector. This is a rather interesting choice, as the Ministry is generally responsible for maintenance of public order (e.g. policing functions). Overall, the Ministry aims to implement effective social protection and labour policy, ensure the welfare of the family, social security of the society and social cohesion, and create quality employment opportunities.

Department of Youth Affairs in the Ministry of Social Affairs and Labour is responsible for formulating youth policy and strengthening of youth situation, representing of youth interests, monitoring of youth situation in Lithuania and promoting of international youth cooperation.

Volunteering support and promotion amongst young people is included in these aims. The Department in 2006 initiated a working group of youth representatives, which had to describe and analyse the situation of volunteering in Lithuania, describe the main concepts and provide proposals for creation of state funding programme for these activities and any other

ways to strengthen the volunteering amongst young people.

Lithuanian Government Commission on NGOs is composed of NGO representatives and several members of the government. Its role is to advise the prime minister's office about the legal framework, requests from NGOs and creating a policy framework for NGO development. It was established in 2007 and re-started its activities in April 2009 under the new government. In July 2009, it has proposed a new NGO development concept including an action plan with concrete measures, whose adoption by the government is hoped for in autumn 2009.

National Youth Council – LiJOT represents the interests of numerous youth organisations. It works to increase awareness of young people on the importance of volunteering, enhance social competences of young people and represent the interests of youth organisations. It is the biggest umbrella association of youth organisations at the national, regional and local levels. It was established in 1992.

Agency of International Youth Cooperation of Lithuania – JTBA The primary task of this national agency is to ensure the implementation of the EU Youth programme in Lithuania. It provides information, advice and methodological assistance to young people, youth groups and organisations, arranges training courses and study visits.

Volunteering is generally not a high political priority in Lithuania. There was little attention given to volunteering under the previous social democratic government. The current government, formed after the elections in autumn 2008, seems to devote more attention to the issues of volunteering. It has established a working group to look into the issues of legal framework for volunteering.

Non-for-profit organisations have to register as legal persons in the Register of Legal Persons. The registration is done in two stages – by a notary certifying the legal situation of a NGO and the actual registration in the Register. NGOs have to pay for this registration; the whole process can be considered as unnecessarily onerous. In Lithuania, non-for-profit organisations have to comply with general rules of administration of legal persons. All organisations have to comply with the same requirements, disregarding their activities, aims, number of members, sources of income. This can create a significant administrative burden. One of the issues in the legal framework

in Lithuania is due to the fact the concept of a non for-profit organisations is not clearly defined. To receive tax exemptions associated with the legal status of a recipient of charity and donations, an organisation only needs to register choosing the right form of legal status (a public legal person, in Lithuanian „viesasis juridinis Study on Volunteering in the European Union Country Report Lithuania asmuo). Subsequently, it does not need to prove that it is engaged in the activities beneficial to the whole of society, rather than pursuing private interests of its members. Also, a significant number of central and local government entities can also be founded on the basis of this special legal status, and subsequently benefit from tax exemptions. There is also a tendency that such semi-state entities also access funds aimed at NGOs, thus reducing the pool of funding available to organisations formed by the initiative of citizens. This also blurs the line between the state and non-governmental sectors. No obligation to notify.

Sustainable development implementation in Lithuania

Lithuania finds it very important to implement the 2030 Agenda at both national and international levels. Lithuania has carried out an analysis of compatibility which showed that most of the SDGs and their targets are reflected in the national strategic planning documents.

To ensure an integration of economic development, solution of social problems and protection of the environment, Lithuania has a system of institutional and strategic planning based on the principles of sustainable development.

A group of experts has been established for drawing up the voluntary national review of 2030 Agenda implementation, it involved representatives of various ministries, non-government organizations and municipalities.

Lithuania has distinguished the following priority areas: reduction of poverty, social exclusion and income inequality, promotion of employment; strengthening of public health; increasing the quality of health care and accessibility of health services; development of innovative economy and smart energy; quality education; development cooperation.

In the poverty, social exclusion and income inequality reduction area Lithuania has made some progress but it has been faced with challenges. In 2016

exposure to poverty risk or social exclusion affected 30% of the Lithuanian population. Therefore, the state is implementing significant reforms which contribute to the increase of retirement pensions, promotion of employment opportunities, favorable financial conditions for families and increase of state-subsidized income. Strengthening of public health and increasing the quality of health care and accessibility of health services are inseparable from sustainable development. To ensure a healthier society, Lithuania has focused on alcohol prevention, healthy nutrition and morbidity reduction. While increasing the accessibility of quality and acceptable public health care services, Lithuania has implemented integrated health care service models, analyzed and assessed possibilities to provide public health care services that meet the new present-day needs of the population and increased the variety of services.

Innovative solutions and smart energy are the basis of Lithuania's modern and sustainable economy. By encouraging undertakings to use ra w materials with greater efficiency, optimize production processes and reduce waste generation a nd air pollution, Lithuania has focused on the promotion of eco-innovation and investment in new technologies. The implementation of the National Energy Independence Strategy strengthens the country's energy security, competitiveness and promotes energy prosomeres. Lithuania has built a liquefied natural gas terminal and launched Lithuanian-Swedish and Lithuanian-Polish intersystem power links. The share of renewable energy in gross final energy consumption accounts for almost 26%, and heat from renewable energy sources exceeds 46%.

Quality education is another goal of particular importance for Lithuania. Considerable attention is given to accessibility and quality of early age education, the improvement of general education, learning outcomes and inclusive education development. The Lithuanian population is among the most educated nations in the world. Since 2011, Lithuania has been a leader among the European Union Member States by number of the population aged between 25 and 64 with secondary and/or higher education.

In order to provide more favorable conditions for high-quality education, Lithuania intends to implement an extensive reform of the education system involving pre-school, primary, general and higher education as well as adult education and training.

Despite the challenges arising at the national level, Lithuania has distinguished

development cooperation as one of the priorities. Lithuania contributes to poverty reduction and implementation of other SDGs by providing multilateral and bilateral assistance to partner countries worldwide.

One of the fundamental principles of the Lithuanian development cooperation policy is partnership with a partner country, the international community of donor countries, international organizations, international financial institutions, local government authorities, civil society, including non-governmental organizations, and the domestic and foreign private sector.

In addition, Lithuania devotes much attention to the sustainable development of cities and communities. The new general plan of the territory of Lithuania is being developed. It will become the key instrument for ensuring inclusive and sustainable urban development, reducing the socio-economic exclusion of cities and the negative impact of built-up territories on the environment, and securing the protection of natural and cultural heritage. Lithuania is determined to continue the implementation of the 2030 Agenda and contribute to the solution of global problems.

Resources:

- Legal environment and space of civil society organisations in supporting fundamental rights
https://fra.europa.eu/sites/default/files/fra_uploads/franet_lithuania_civic_space_2021.pdf

- Study on Volunteering in the European Union Country Report Lithuania
https://ec.europa.eu/citizenship/pdf/national_report_lt_en.pdf

- Lithuanian youth policy: Legislation, Structures, Good Practices
https://jrd.lt/informacija-dirbantiems-su-jaunimu/metodiniai-leidiniai/el-biblioteka/jrd.pdf

- European Commission: Education and Training Monitor 2019
https://education.ec.europa.eu/sites/default/files/document-library-docs/et-monitor-report-2019-lithuania_en.pdf

CHAPTER III
SUSTAINABLE DEVELOPMENT AND NORDIC REGION

The Nordic Region consists of five sovereign states — Denmark, Finland, Iceland, Norway and Sweden — plus the three autonomous territories connected to these states: the Faroe Islands and Greenland (Denmark) as well as Åland (Finland). With a population of over 27 million, the Nordic economies combined represent the 12th-largest in the world.

Nordics – the world's most sustainable region, have long been working with strategies and action plans for advancing sustainable development. The unique Nordic experience gained by practicing social democracy and free market welfare state policies will immensely benefit any country aspiring to undertake forward looking reforms aimed at better addressing the present day multiple challenges – environmental, social or economic – in the post-COVID context.

The Nordic region ranks high internationally in areas such as economic growth, welfare and education, but when we measure our environmental footprint, the Nordic countries also face major challenges. A global and justifiable distribution, which at the same time takes into account the environment and climate change, requires clear measures and changes not least in the Nordic countries.

The 'Nordic Model'

In a world where inequality is on the rise alongside an increase in income, the Nordic region has been cited by many scholars as a role model for economic opportunity and equality giving rise to well-performing economic and social indicators. The Nordic Model is a term coined to capture the unique combination of free-market capitalism and a generous welfare system that have given rise to a society that enjoys a host of top-quality services, including free education and healthcare and generous, guaranteed pension payments for retirees.

The Nordic model has created much discussion, pro and con. Many people see the Nordic model as an attractive alternative to the winner-take-all brand of capitalism that has resulted in poverty, a lack of affordable quality healthcare

and education, a deteriorating social safety net, a lack of retirement security, massive scandals in financial markets, and tremendous income disparity.

The Nordic countries as top performers of the United Nations 2030 Agenda for Sustainable Development

All the Nordic countries have long been working with strategies and action plans for sustainable development. The work has laid the foundation for and continues in implementation of the 2030 Agenda and the 17 Sustainable Development Goals (SDGs).

National action plans have been drawn up to implement the 2030 Agenda in most of the Nordic countries. The action plans reflect the individual countries' strengths and challenges, and there are interesting variations in national prioritizations and in the processes of how the action plans were drawn up.

The Nordic countries rank highly in international measurements of how far countries have come with regard to implementing the 2030 Agenda and the 17 Sustainable Development Goals (SDGs). Nevertheless they are still facing major challenges regarding unsustainable consumption and production, climate change, and the biodiversity crisis. How are the Nordic countries, and the Faroe Islands, Greenland, and Åland, actually working on the 2030 Agenda and the 17 SDGs? The following review provides the answers, with an emphasis on the national political structures for implementing the 2030 Agenda, i.e. action plans with national and international prioritisations, along with follow-up work and areas for improvement.

Link: https://pub.norden.org/nord2021-042/

Also you could read the Action Plan for 2021 to 2024 (Our Vision 2030: The Nordic Region – towards being the most sustainable and integrated region in the world).

Link: https://norden.diva-portal.org/smash/get/diva2:1508295/FULLTEXT01.pdf

Rising inequality is one of the biggest social and economic issues of our time. It is linked to poorer economic growth and fosters social discontent and unrest. So, given that the five Nordic countries – Denmark, Finland, Iceland, Norway and Sweden – are some of the world's most equal on a number of measures, it makes sense to look to them for lessons in how to build a more equal society.

The Nordic countries are all social-democratic countries with mixed economies. They are not socialist in the classical sense – they are driven by financial markets rather than by central plans, although the state does play a strategic role in the economy. They have systems of law that protect personal and corporate property and help to enforce contracts. They are democracies with checks, balances and countervailing powers.

Find more literature and more articles about it go to: https://www.leeg-net.org/nordic-lead

Mapping Education for Sustainability in the Nordic Countries

The analysis shows both similarities and differences across the Nordic Region. Compulsory education in the Nordic countries share some striking similarities, reflecting a strong emphasis on certain aspects of sustainability such as equality, democracy. Although sustainability education has a clear application in the fields of social and political life and economic activities in all of the Nordic countries, it is still the case that when sustainability education is discussed, an environmental perspective is most often taken.

Education for Sustainable Development (ESD) covers a broad range of elements under the UNSDG's 12 and 4. Prevalent to sustainable consumption and production is that which pertains to 'sustainable lifestyles', with the influence of education on sustainable lifestyles being extensive. The report "Mapping Education for Sustainability in the Nordic Countries" considers a variety of different variables in compulsory education systems in the Nordic countries, assessing how sustainability is treated at all levels, from national policy to school curricula and teacher education.

Sustainable Education or Education for Sustainable Development?

What is initially highlighted, and very important to consider here, is the difference between Sustainable Education and the "less radical" Education for Sustainable Development. An "education for something" as described

in the report and by Sterling (2001) leaves the conventional, unsustainable, education paradigm intact. This is that in which individuals learn to "uncritically reproduce norms" and rewards conformity, hence doing little to aid the shift to sustainable lifestyles. Sustainable Education, on the other hand, employs three different orders of learning: the cognitive domain (knowledge and understanding); the domain of intention and action; and the affective domain – where students are encouraged to challenge entrenched norms in the third domain. This transformative way of thinking is suggested as a prerequisite for the movement towards sustainability. The interplay between these three ways of thinking can be represented by a Venn diagram.

Sources and reports provided to Nordic Council are confirming that we need to pay special attention to those parts of policy and curricula that encourage thinking in multiple domains.

Policy:

- All countries in the Nordic region have legislation stating sustainability is an explicit concern for compulsory education, with the exception of Denmark which treats sustainability implicitly through the importance of human interaction with nature.

- Often seen tensions between the subjective, humanistic view of sustainability education and the objective, science-based understanding "might not be as prevalent in the Nordic countries as in many other parts of the world" (van Poeck et al., 2016). With this said, however, it seems the scientific perspective is still given more consideration. This might suggest that learning only in the first domain continues to be the norm.

- The concept of Bildung, where education is treated as the moral, social, and cultural development of an individual, is exhibited in educational policy in Denmark, Sweden, and Finland

Pedagogical Practice:

- In all countries, teaching practices exhibited an explicit understanding of social responsibility, social learning, and citizenship.

- Furthermore, excepting Iceland, the approach to learning was found to encourage real-world action and to promote behaviour change. This employs the third domain of learning and hence has strong ramifications

regarding the transition to sustainable lifestyles.

- When linked to sustainability education, however, although educational policy highlights sustainability as a key concern, this is considered superficial, when looking at actual pedagogical practices. Teacher preparation for sustainability education is described as "often better addressed in political rhetoric than in educational reality".

Curricula:

- No countries explicitly mention the UNSDG's with regards to their sustainability education.

- Finland, Norway, and Iceland cover sustainability values and attitudes in their curricula, whereas Denmark and Sweden do not.

- All countries have sustainability themes incorporated into their traditional subjects as well as stand-alone education for sustainability, this is likely to encourage thinking outside of silos and if applied correctly could support critical thinking in the second domain.

The Nordic perspective

This report finds both positive views of ESD but also difficulties to overcome in the movement towards a truly sustainable education. It suggests that the shared Nordic culture and lifestyle leads to many similarities in education, the most notable of which is a focus on lifelong learning and Bildung. These pedagogical elements have the capacity to foster thinking in multiple domains and hence accelerate the transition to sustainable lifestyles. However, it is clear that in many cases the link between this form of education and sustainability is either weak or non-existent when considering pedagogical practices and curricula. It could be asserted that ESD, rather than sustainable education, continues to preside in the Nordic countries. It is clear to see that with regards to sustainable lifestyles there are great benefits to be found in further coupling the moral and social elements of education with ESD

Source: Nordic Council, Report
https://pub.norden.org/temanord2021-511/#

CHAPTER IV
GREEN HABITO "SUSTAINABILITY AS LIFESTYLE" LEARNING PROGRAMME

The basis for the creation of the Green Habito "Sustainability as lifestyle" adult learning programme is based on the principles of sustainable development. The curriculum is focused on the individual, on the basis that each individual can change life on the planet. **The habit of a sustainable lifestyle acquired in youth/adult learners helps to follow it throughout life.**

The main goals of the program are:

1) Change consumption habits and learn to take care of the environment both at school, work or at home;

2) Facilitate the fulfillment of commitments made in writing through the so-called lifestyle contract;

3) Show youth and adult learners that they can change their lifestyle by following the choice they once made.

The program is directed

The target group of the program is adult learners, youth and sustainable education experts. The manual contains exercises that can be used/adapted for students of different levels and ages. Thinking about consumption habits is beneficial at any age.

Possibilities of using the program

The program guide is primarily intended for teachers and adult learner's centres, as it contains material that can be used within cross-cutting themes, as well as for adult learners who can be an example for their family, friends and community members, but it can also be used in the work of NGOs or workshops organized by community centers for adults.

The program consists of two parts:

1. The first workshop followed by the completion of the lifestyle contract.

The workshop lasts approximately 1–2 hours, or depending on the number of exercises chosen, during which general information is presented about the essence of sustainable lifestyle, its practices, and interactive exercises aimed at changing behavior are played.

After the workshop, an important part of the so-called completion of the lifestyle contract follows. It is a written lifestyle contract that aims to encourage youth or adult learners to take responsibility, change their behavior and thus gain concrete experience of living a sustainable lifestyle.

The contract consists of two parts. First of all, participants are looking for an answer to the question of what and how much they can do at the moment to lead a sustainable lifestyle. Then, each student will make specific commitments in areas where they could do something better, and for a period of one to three months they will keep records.

2. The second and if needed a third workshop take place every four weeks

The second workshop lasts up to 1 hour. First ask what the participants remember from the last workshop. After that, collect completed lifestyle contracts and analyze them. Then, hold group discussions where the youth/adult learners/participants will provide their feedback on what they have learned and how they have completed the lifestyle contract. Through the lifestyle contract, it is possible to assess the impact of the workshop and the knowledge gained on the target group and that changes in behavior/habits have taken place in them. Finally, ask the participants to complete the feedback questionnaire. Collect the completed feedback forms at the end of the workshop and distribute to all those who successfully completed the Lifestyle Contract - Sustainable Lifestyle Champion Certificate for Sustainability.

Workshop Planning Instructions

1. Think carefully about the age of the youth who will take part in the workshop. There are exercises of varying difficulty, and lesson planning depends on the understanding and ability of the youth. Also consider whether to choose one or two interactive exercises.

2. The program guide contains five sub-themes related to the promotion of the theoretical foundations of a Sustainable lifestyle and exercises, namely: water, nutrition, energy, transport and waste. Think in advance which topics you would choose.

3. Exactly 4 weeks must elapse between the first and second workshop. When planning your first workshop, keep track of time.

4. The most important part of the program is the lifestyle contract. Initially, I will thoroughly familiarize myself with the essence and principles of the lifestyle contract. Before starting the program, make sure you thoroughly understand the lifestyle contract.

5. Plan the first workshop, have a thorough introduction to the lifestyle contract at the end of the workshop, allow 10-15 minutes for this. Explain to

the participants how to complete the different parts of the contract, and how to complete the contract. If necessary, answer questions from the participants.

Lifestyle Contract Presentation

1. Give each participant a lifestyle contract. The contract consists of 12 questions. Ask each participant to review the contract and check next to each question what they are doing now: always, sometimes, or never. Emphasize the importance of honest answers! Inform that this information will not be used anywhere.

2. Ask participants how many questions did they answer "sometimes" or "never"? Why?

3. Explain that participants must then choose between the questions they answered "sometimes" or "never" 5. These will be the commitments they will try to fulfill over the next four weeks. For those participants who could not choose anything from the proposed obligations, line 4. 12 is intended, where they can come up with a new area / obligation of their own free will (for example, organize a collection of waste paper or something else), which they can do within 4 detail to perform.

5. Explain to the participants that they will take their contracts home with them and mark the number of completed obligations in the boxes every week. It can also be mentioned that it is naturally impossible to fulfill all obligations every day.

6. Inform the participants of the date when they should take the completed contract with them and submit it to you. Explain that all those who completed the contract within 4 weeks will receive a certificate at the next meeting.

To make the theoretical foundations of the program management more clear, before moving on to the practical part, we will explain what we mean when we mention sustainability as a lifestyle and how it relates to sustainable development. The UN defines the concept of "sustainable development" as follows: it is such development that meets the needs of today's situation without any prejudice to the opportunities for future generations, who retain the opportunity to realize their own.

What is a sustainable lifestyle?

Sustainable or rather ecological development

Sustainable development combines social, economic and environmental aspects, as well as such development that allows maintaining an appropriate quality of life for people, their safety and clean living environment, both in the present and in the future. These areas are closely related, because the economy and the workforce that supports it cannot do without people. If the situation in society worsens, people will get sick and will not be able to work; they will not have enough money, spending on goods and services will decrease, and society will suffer from this even more.

Sustainable development is at the heart of politics, both in Estonia and in the countries of the European Union, the Baltic Sea and around the world. In order to achieve the sustainable development of society, states set long-term goals for development, rational use of natural resources, the formation of consumer habits, the introduction of new technologies and social development. The main idea of sustainable development is that economic growth and human well-being should not come at the expense of future generations.

The role of a person to be sustainable?

Why is it important that each of us adopt a lean lifestyle? It is very easy for an ordinary person to say: "But what I can change, nothing depends on me." But it's not! It is by assessing our consumption habits and changing each of them taking into account aspects of the environment, we will be able to initiate changes at the global level.

The purpose of our program is to show that one person, following the principles of a lean lifestyle, will be able to influence not only his well-being, but also the environment as a whole.

For a more detailed study of the lean lifestyle, we have selected 5 main sub-themes that play an important role in the life of every person.

Here is the key suggestion on how to be sustainable on the following themes: water, food, energy, transport and waste.

1) WATER

Tips for saving the water and be more sustainable

• Washing dishes in a basin, not under running water;

• Give preference to the soul, not the bath;

• Use the water collected during the rain to water the flowers and beds;

• Install faucets with interrupters in the bathroom, this will help not only reduce water consumption, but also save energy spent on heating water;

• Use a nozzle on the faucet and shower that will reduce the flow of pouring water and increase the pressure;

• Install a tap with a ball mixer;

• Install toilet bowls with an economical water intake mode;

• Monitor the condition of the taps and drain barrel.

It is wise to install water meters and keep water consumption under control.

To prevent pollution YOU CAN

• Give preference to non-synthetic and phosphate-free detergents;

• Replace synthetic rinses with non-synthetic ones (lemon juice, weak vinegar solution);

• Make your own toilet bowl cleaner, which will include vinegar and neutral liquid soap;

• Use a plunger rather than chemicals to remove clogged pipes;

• Limit the use of fertilizers and pesticides in the garden.

YOU SHOULD

• Keep the area around the water source clean;

• Avoid using salt on slippery roads in winter, as this not only damages trees and shrubs, but also speeds up the process of car pollution;

• Maintain a sanitary distance of 50 meters between a residential building and a pond.

DO NOT…

• Pour hazardous liquid waste (chemicals, solvents, old medicines, etc.) down the drain, not to mention solid waste;

• Erect buildings in close proximity to water bodies;

• Wash cars, motorcycles and other vehicles in open water;

• Pollute the ice cover of the reservoir with chemicals, oil products and other pollutants.

2) FOOD

Here is the list of suggestion how to be be sustainable in conception and support food system:

• Don't buy too much food. Often we do not have time to use everything: therefore, part of the purchases made is spoiled and thrown away.

• Do not cook in reserve, especially if you know that no one will eat the food prepared in advance the next day.

• Don't be blinded by attractive prices, especially discounted prices, go for what you really need.

• Be careful with offers like "three for the price of two". Think about whether you need this product at all.

• When you go shopping, make an accurate list of what you need. Follow him. Don't go shopping on an empty stomach!

• When purchasing a product, get acquainted with its composition.

• Find out if a product is advertised in terms of its minimum environmental footprint.

• Give preference to products marked with special signs, talking about its minimal impact on the environment.

• Support sustainable food systems that start with the development of sustainable agricultural practices, development of more sustainable food distribution systems, creation of sustainable diets, and reduction of food waste throughout the system.

3) ENERGY

Increasing volumes of electricity consumption make it necessary to increase its production and use. Energy production, accompanied by processes of environmental restoration, which only exacerbates the already emerging problems. Therefore, the best way to keep the environment clean is to save

access to accessible routes.

In addition, it is necessary to choose economically consumable energy consumption, it is necessary to pay attention to our homes and industrial buildings, they must meet modern requirements, and their energy efficiency follows construction.

Good advice in terms of energy efficiency, where you can save on lighting the apartment. The easiest ways to do this are:

• Give preference to side lights, not ceiling lights;

• When leaving the room, turn off the light (if we are talking about incandescent lamps; economical lamps are not suitable for frequent switching on and off);

• Wipe dust from the surface of the light bulbs (illuminance can improve up to 15%). Remember that only cooled bulbs can be wiped with a damp cloth, as hot bulbs can explode or burst;

• Use the so-called economical light bulbs, which consume 70% less energy and last 10 times longer. Since economical light bulbs are more expensive, it is recommended to use them only in the most frequently used lighting fixtures.

• Use the so-called economical light bulbs, which consume 70% less energy and last around 10 times. Attention should be paid to the need to use light bulbs, which are very often used to detect diseases.

4) TRANSPORT

Scientists have found that short-distance car trips cause the greatest harm to the environment, especially if there is only one person in the car. You can organize your weekdays in such a way as to minimize the number of places because of which you are tied to the car. To save fuel, it is not necessary to completely abandon personal vehicles, but their use should be optimized, and if possible, use public transport services, cycling or walking. In addition, a car's environmental footprint can be reduced by opting for less harmful fuels.

Here is the list of suggestion how to be sustainable in transport field:

• Give preference to public transport or a bicycle. Is it possible to build a bicycle parking near the school?

• Instead of big cars, use small and economical ones. If you go to school and work in the morning by car, take fellow travelers with you.

• Discuss vacation plans with the family. Did you know that the energy consumption of a family of four for a vacation trip to the Canary Islands is comparable to the annual energy consumption of an average household? More and more families are finding beautiful places to spend their holiday around the country and prefer to spend their holidays in their own country.

• Give preference to local goods, the delivery of which does not require large expenses.

• Keep track of the technical condition of your car. An old and damaged car pollutes the environment and makes too much noise.

• Stop the engine during a long stop, the engine idling consumes 1-3 liters of gasoline per hour and emits exhaust gases.

• Avoid unnecessary acceleration and deceleration

5) WASTE

More than 8 billion people live in the world. We all need food and water, we consume energy and we need food. The more mindlessly we consume consumer goods, the more waste remains, both in the form of packaging and in the form of unused leftovers or spilled out of consumer goods. Waste generation is linked to consumption habits and harmful effects. Consumption is the use of energy, which entails the production of energy. Any environmental impact associated with environmental pollution. Use plastic bags and bags, a widespread period of natural extinction. Over time, the amount of waste has also increased, which is primarily associated with the use of plastic bottles and metal containers. Exceptional solutions to the problem of waste would be to reduce both consumption and production, especially those consumer goods that leave behind a lot of waste that can neither be reused nor recycled.

Waste sorting

The first step has already been taken - this is garbage sorting. In countries of widespread use, such a sorting system, within which household waste and garbage are consumed in dedicated containers designed for paper, cardboard, colored and white glass, metal, etc. Properly sorted waste is a valuable raw material, some of which can be exported by putting it in a clear glass container or one colored glass container. Also other materials. The so-called hazardous

wastes, which are dangerous for humans and require handling, also require special attention. Such waste includes chemicals, drugs, expired use date, batteries, fluorescent lamps, mercury thermometers and much more. Every time you throw away sorted waste, you not only help save raw materials and energy, but also save natural resources.

Reuse and recycling

Wood is required to make paper. Forests are cut down to produce wood, thus the area of green plantings in the world is constantly decreasing. Paper making is an energy intensive process. The economical use of paper and its recycling helps to conserve the forest and saves energy. In developed countries, approximately 50% of paper is made from recycled materials.

It is a well-known fact that deforestation should be proportional to its natural increase. Thus, forest planting is an important part of the restoration of forestry, and schoolchildren could provide all possible assistance in this. It is best to take part in the forest planting campaign in the spring. Contact your local forestry or environmental agency and offer your help.

In every home there are things that no one else uses Igas - clothes that you grew out of, books you read, broken home appliances, gifts and other things that you think are unnecessary. These things take up a lot of space, but they can also be useful to other people. Some broken things can be inexpensively repaired and used.

Resources: http://www.sustainable.sscw.ee/

The aim of this section is to give an overview of the developed practical methodology of real changes into sustainable life context that the organisations who contributed to this project operate in and how this informs the guide developed in the framework of this project. The foundation of understanding is knowledge. We cannot build cooperation and common initiatives without first taking the time to really learn about each other. This is a necessary part of this guide, as it provides background for the best practices and lesson plans included later in this book. In the next chapter, we will present all those activities and best practices brought together from the participants of the network.

CHAPTER V
TOOLKIT BEST PRACTICES AND LESSON PLANS

Part five of this publication is about you – the reader, the activist; and what YOU can do to encourage participation and active change. It needs an open mind and clear communication to produce individual and collective success within your community. In keeping with the perspective of the book, we have included several best practice case studies and concrete lesson plans from across the partner countries. To share what we know, what we have tried through ourselves and know it works, so you, the reader can learn from our experiences and utilise them to carry out your workshops or lessons.

The series of exercise and activities in this toolkit section can be used in general education to augment formal curricula with practical activities (for example in sustainability or citizenship education classes) and allow adult learners to interact with and understand their local environment, examine how they fit into the bigger picture, and to start to consider the interconnectedness of life.

These activities/exercises aim to assist you and adult learners you work with to achieve our common goals. They will stimulate discussion, and get you started in the right direction. The activities were selected from several educational tools as good examples or created and tested by our partners. The result is a collection of the best activities produced by teachers, experts, trainers, and youth workers, governmental institutions representatives, for adult learners from different backgrounds (including migrants, minorities and people with special needs).

Remember: always think carefully about what you wish to achieve at the end when starting and the message you wish to convey.

It is important to remember that what we offer in this toolkit section is only a guide. If you choose to implement any of these activities or use any of these case studies, you are in control so do not be afraid to modify the activities, or to add your own activities. You are the one who knows how to get the most effective results in your country and community.

Notes to the facilitator:

• Choose the activities for each session carefully.

• Read the instructions fully, preparing thoroughly, considering the cultural context and be prepared for the unexpected.

• Be clear in your aims for the workshop.

• Make sure you know how many participants you will be working with.

• Get comfortable with the activities you have chosen. Practice beforehand to see what works well.

• Adjust the activities according to the age group.

• Explain how each activity works.

• Good time keeping is ESSENTIAL. Make sure you start and finish on time, without skipping parts of the activity.

• Think about what kind of group you are working with; young, old, only girls, only boys or a mixture?

• Organise a good location for the workshops.

• If you want to run the workshop at a educational institution think about when you approach the school, university, training or community centresol. For example, doing them towards the end of the school term may not be a good idea. But this depends on the school or university system you have in your area so make sure you have checked this in advance.

• Ensure you have clear communication with the teacher. Negotiate the amount of time allocated to you in advance.

• As a facilitator it is important to be neutral.

Encourage the participants to contribute in their own capacity- don't put words in their mouths.

• HAVE FUN!

WORKSHOPS / EXERCISES ON THE FOLLOWING THEMES:

QUALITY EDUCATION

GENDER EQUALITY

DECENT WORK AND ECONOMIC GROWTH

REDUCED INEQUALITY

CLIMATE ACTION

PEACE, JUSTICE AND STRONG INSTITUTIONS

LESSON PLAN EXAMPLE

Description: Working out how to achieve goals

Time: Between one and two hours, depending on the students.

Themes: Individuals, Family, Health, Climate change, Education, Marriage, Entrepreneurship, Finances

Objective:

- To offer linguistic and analytical tools in working with texts in all adults curriculum subjects in the classroom/ working room.
- To over bridge the gap between native language speakers and second language learners, regarding study techniques and reading comprehension.

Target group: Second language learners. Alternatively, other adult learners that need to improve their study techniques and reading comprehension.

Facilitation Tips: As a follow up, after working like this with a specific theme within a subject, it is usually a good idea to help the students/learner to create a mind map which is used to write a fact-based text within the theme. If you have the possibilities to expand the work even more, it has proven to be very motivating for all learners to involve native language students to give feedback on the text and to discuss different aspects and challenges of writing working texts.

Materials: Laptop with online word book and other language learning tools.

Step by step guidance:

1. Provide the learner with a text in one of their education subjects (maximum one or two pages).

2. Read the main heading together.

3. Discuss it! What does it mean? What do the learners think the text is about?

4. Read the subheadings. Repeat the above procedure.

5. Choose a particular part of the text with a subheading that you want to focus on. Discuss the content briefly to ensure that everybody has understood.

6. Make the learner aware that this part is also divided into shorter paragraphs. Discuss the reason for this.

7. Tell the learner to mark the words that they think are important, are new to them and to look them up.

8. Ask learners if they can spot words that they think are particularly important.

9. Discuss the concept of keywords. What are they and why are they important?

10. With the help of keywords, try to identify the most important information in each paragraph. Paraphrase and summarize it together in one or maximum two sentences per paragraph.

11. Now, ask the students to work with the text under the next subheading by themselves, alternatively in pairs.

QUALITY EDUCATION

WORKSHOPS / EXERCISES

Exercise 1: People Bingo:

Make a five by five grid, like a bingo card on several cards. Fill in the center space as a free space. Fill all the other spaces in with things such as: "born in a different state," "youngest child in family," "fan of __(band)__," etc. All participating are to obtain a signature of one person from the group on each of the spaces to which the category applies. You may want to make a rule that a person may sign another person's card in no more than two spots. The first person to have a completed card wins.

Exercise 2: WORLD CAFE method

World Cafe has the capacity to activate collective wisdom. (Laura Weisel)

The process of the World Café for drafting SDG ideas for your school/ organization.

Seat 4-5 participants at café-style tables or in conversation clusters. If you work online, start with all the participants in the main room and set up breakout rooms later.

Clarify the context of the café and state the questions. We propose the following questions, which you can change:

First round: **How are the SDGs important to you?**

Second round: **How could your community of pratice support you?**

Third round: **What could ripple our today and create new possibilities?**

Each café selects a host; the host selects a timekeeper, a writer for graphics of the dialog, and a guardian of the growth mindset.

The question(s) are written at the top of the easel paper in the center of the table.

Begin the dialogue and let the conversation continue for 15 - 30 minutes.

The conversation is documented using a graphic organizer, mind map or web.

Begin the second round on the same or a next question by having the host stay at the table and participants move to another table.

Begin the 2nd round by having the host briefly share with new table members the key insights and ideas discussed in the first café, then new members build on what has already been documented and add to the depth and breath on the conversation topic.

Allow time for a whole-group harvest of the conversations.

Set up progressive rounds of conversation, usually of 15-30 minutes each –

have some good questions!

The process of the World Café is adapted by NGO Talent City, LATVIA

Exercise 3

Goal: To brainstorm what people know about sustainability.

Time: 10-15 minutes

Materials:

• Post-it notes

• Pens

• Board/wall/ flipchart paper

Instructions:

1. Give out 3 post-it notes to each individual.

2. Ask the question: What are the fi rst three words that come up when you say the words ``Sustainability"?

3. Ask them to write one word on each post-it note.

4. Get everyone to stick their notes onto a board, wall, or piece of flipchart paper.

5. Start the discussion: Which words are repeated the most? Is there consensus on what people think about Sustainability?

6. Now write up the words Society, Economy and Environment on the board.

7. Brainstorm how each of these relate to Sustainability?

Exercise 4: Learning Activity

Split students into groups of 3 or 4. Ask each group of students to draw a large outline of a person. Ask them to think about what qualities and characteristics an educated person might have. Students should write these within the outline of the person.

Next ask them to draw a big circle around the drawing of the person to represent the world. Students should now discuss what the qualities and characteristics of a world full of educated people would be and write these down. Students can also add pictures and symbols to their drawing.

Ask groups of students to share their ideas.

With students in pairs, ask them to think about the opportunities that could open up as a result of getting a good education. Ask them to come up with a list of 5 opportunities to share with the class.

Differentiation and Alternatives

If you have enough space and big enough paper – students could draw around another student, while lying on the floor, instead of drawing a person outline.

The class could record their list of characteristics together and decide on the top 10. Show students some surprising facts about the consequences of getting a good education (appendix 1).

Exercise 5: Debating freedom of expression within a context of quality education (1H)

The aim is to gain different perspectives on the issue of freedom of expression, and to be wiser, about how people can experience the same thing differently.

Activity Setting

• The topic is introduced: in most non-western countries, it is offensive

and even blasphemous to make satire of religion, leaders, and nations. At the same time, in nearly all cultures, satire has been used to criticize and challenge people in power. What is new is that satire is also being used against minorities and small guys.

• Participants are divided into 2 pro and con groups of equal numbers.

• There are two pieces of paper, with pro and another with con written on them. One of the articipant picks one for her/his group.

• The groups have 30 minutes to reach and prepare their respective arguments for or against absolute freedom of expression in Denmark anno 2015.

• To find diverse information, they should log into http://www.aljazeera.com/ http://www.bbc.com/

• When the groups come back, they sit facing each other.

• Each group should choose their lead debater to con-front the other for 2 minutes, one minute each.

• Let the groups know that they can at any moment send someone to replace their representative in the debate – like forum theatre.

• Stop the debate when you (the facilitator) are satisfied that the groups have made their respective points.

• Debrief, feedback, and ask for where to go from here. Debriefing: Have you had new reflections, ideas about the topic?

Best practice and tool for working with values - Sweden

Here are some typical warm-up exercises to begin with. The contents of the exercises can later easily be exchanged for other topics according to the wishes of the group leaders or in coherence with the theme that you are presently working on.

Exercise 6 Drama

Make a statue with all members of the group according to the instructions below. Take a picture of the final statue.

1. Shoulder against back

2. Foot against foot

3. Hand against head

4. Head against knee

5. Back against back

6. Hand against stomach

7. Hand against elbow

8. Hand against hip

9. Bottom against knee

10. Hand against foot

11. Hand against hand

12. Forehead against shoulder

GENDER EQUALITY

WORKSHOPS / EXERCISES

STEREOTYPES

Description: Role-playing stereotypical roles

Time: 30 minutes.

Themes:

Self - Esteem, Individual, Family, Community

Objective:

• Highlight common gendered stereotypes and discuss their effect.

• Participants consider both another person's point of view and their own.

Tips:

• This can be a sensitive topic so set up the activity carefully.

• Facilitators could find out the background of the participants beforehand.

• Research local stereotypes and labels so you can answer any questions.

• Participants don't need to talk if they don't want to! Respect their choice to participate or not.

Materials:

Post-it notes, Markers, Safety pins (to pin labels on the participants' backs).

Step-by-Step:

1. Without showing the participant, pin a tag on each person's back with a stereotypical role or character.

2. Everyone sits in a circle where they can all see each other.

3. One by one, participants take turns to go into the middle of the group.

4. The participants make typical comments or hints based on the stereotype the person in the middle has pinned to them without actually saying who they are.

5. The person in the middle has to guess what their label says.

6. Once he/she has discovered who he/she is, the participant talks about how he/she felt about their role.

7. After everyone had guessed who they are, have a group discussion to highlight the roles and stereotypes used by the group or society in relation to some of the characters of the game.

GOALS AND CHALLENGES

Objectives:

• Awareness of the obstacles we face when trying to reach our goals.

• Start a discussion about positive ways to overcome obstacles.

• Build knowledge about barriers and challenges that indirectly influence our plans.

Facilitation tips:

• Do a risk assessment before the activity. Participants may be blindfolded.

• It would be ideal to have a safe and contained space.

• Explain all rules of the game clearly at the start.

• Set some specific questions to debate later.

For example: How did it feel when you achieved the goal? How did it relate to you personally?

Materials: Paper, Pens, Blindfolds

Overcoming obstacles by working together

Time: 30 minutes (10 minutes activity + 20 minutes discussion)

Step-by-Step:

1. Give each participant a piece of paper that gives each a goal they have to achieve, such as drawing a picture or to find out who everyone is.

2. Give a few participants a challenge, such as being blindfolded, or not being allowed to speak, or not using their hands. Tell one person that they are not allowed to help anyone and another that they have to help everyone.

3. Some participants will have individual goals and some will have common goals, but all will have to work together.

4. Ask them to leave the room for few minutes while the space is being prepared.

5. Start the role-play when they return.

6. After all participants have reached their goal, sit back in a group.

7. Discuss what they thought about the game, and how it relates to real life

situations. It's crucial to identify obstacles in the activity and then reflect on

obstacles in life that they might not have been aware of before

Exercise 3:

Activity: Discussion about gender equality in different countries

What to do:

• Go to Gap Minders "Dollar Street". Let the students get acquainted with this page for about 10 minutes. Link: https://www.gapminder.org/teaching/materials/

• Ask the learner to choose three bathrooms from households with different incomes from different countries. Take one poor family, one middle-classed family and one rich family. Read about the families by clicking on their picture.

• Ask the learner to make a power-point with the three different bathrooms.

They must also answer the question: How would it feel having to change trousers/skirt in here or How would it feel having to change your tampon or have your period here?

- Then watch the film about Pheang from Cambodia who speaks about how school toilets prevented her from continuing her studies. Link: https://youtu.be/pWbwW6N-504 . Discuss the contents of the film.

Exercise 4: Business game

Questions for discussion (version for participants)

_____

_____

• Would you like to share any personal examples regarding communications at the workplace that involved the inclusion or exclusion of a gender?

• Can you share any initiatives your manager has taken to create an enabling work environment for all staff, regardless of their gender?

• Have you ever noticed yourself using non-inclusive language regarding gender? Can you give any examples?

• How can using gender-inclusive language have a positive impact in the work environment?

• Can you recall a time when you were writing and had a question related to gender-inclusive language? What was the question? What did you do?

• How can you know if you are using discriminatory language?

• How do you address a person in an email if you don't know the gender of the person?

• Can you use "they" to refer a singular subject when the gender is unknown?

• You have a colleague who could benefit from training in gender-inclusive language: how do you approach him/her? What resources do you provide?

• Should you ever correct other people's language with respect to gender? How can you handle a situation in which someone is using gender-discriminatory language?

• What is the relationship between the grammatical structures of a given language and social issues of gender? Should you modify the grammar/the underlying structure of the language to be more sensitive to issues of gender equality?

• Do different languages treat gender differently? In what ways?

Can you give examples from your language(s)?

• When do you think it would be relevant to make the gender visible?

• In which cases is it better to make the gender not visible?

• In your language, what strategies can you use to make a particular gender more visible, if the context requires it?

• How do you refer to someone's partner when you don't know the gender?

• What happens if the strategies in the Guidelines don't conform with the usage in your office?

VISITING THE ALBATROSS CULTURE

This activity aims to bring participants into a situation in which they are confronted with behaviour and experiences which are new to them. It serves to provide the experiential understanding that many interactions are initially interpreted incorrectly and points out once more the complexity of intercultural understanding.

Materials: Chairs for all participants, water, water glass, bread

Duration: 1-1,5 hours

Activity Setting

A circle of chairs is formed. Only the workshop leaders are in the room at first. The male workshop leader is sitting on a chair, while the female leader kneels barefoot on the floor next to him. The participants enter the room (the only information they are given beforehand is that they are now visiting a new culture as guests).

There are three ways of communicating (which are not known to the participants).

1- Sssssssss!!!" = negative signal (for incorrect behaviour)

2- Mhmhmhmmmm!!!" = positive signal (for correct behaviour)

3- Clicking one's tongue = an order to do something

The activity could be defined as follows (there are however no limits to being creative!)

- Taking position.

The female leader signals to the participants that:

1. The female participants should kneel on the floor just like her

2. The male participants should sit down on the chairs

3. The female participants should take off their shoes.

 - Drinking water.

The female leader walks around and offers water by holding the glass to the mouths of the men to let them drink. For the women, she passes the glass to them, and they take drink by themselves.

- Eating bread.

The female leader walks around and hands out the bread, by feeding the men and passing the bread into the hands of the women to eat.

- Choosing a woman.

Afterwards, both male and female leader walk around and look at the feet of the individual women (the women are signalled to stand up one at a time to have their feet inspected). They choose the woman with the biggest feet and signal her to take her place (kneeling) on the other side of the chair the male leader sits on.

- Hand on head.

The leader places his hands on the heads of the two women kneeling beside him and tilts their heads gently towards the floor. He motions to the other men to do the same to the women at their sides.

Now the activity is over, and the leaders ask the participants to resume their seats (now back in the language we are used to) and evaluate the game by asking questions like 'What did you observe?' 'Did you notice anything in particular?' 'What happened?' 'How did the men feel?' 'How did the women experience their roles?'

Next, the meanings of the actions are explained. In the Albatross culture the ground is considered holy. In the social hierarchy, the women rank above men, therefore only women are allowed to touch the holy ground barefoot. The women are considered holy, too. The men must not touch what comes from the ground, therefore the men are fed by the women, whereas the women may touch the food and the water. The specially selected woman was chosen by the size of her foot, and the honour to kneel beside the leader was given to her as the woman with the largest feet because she has the biggest area of contact with the holy ground.

The bending of the heads was a sign of gratitude - in this way the men can come closer to the holy ground (by touching the women!).

- 'Why did most of you immediately assume that the women were being discriminated against?' (this is often the case – women feel obliged to work in the course of the game)

- Pointing out hierarchies: in Europe, up = good; in Albatross down = good

- 'Do you believe that in a foreign country/culture you might encounter a situation like in this game?'

- "How can we try to find out what the underlying reasons for behavior are if we are not sure of interpreting the behaviour correctly?"

EXERCISE ON GENDER EQUALITY

Learners must guess the gender of several people, basing their judgment purely on information supplied about occupation, relationship status, hobbies, tastes, and interests. One of the most important misconceptions is that men and women are polar opposites with clear differences in personality traits, interests, and activities. Students should guess the gender of unspecified people, based solely on personal characteristics. Each person has a mix of masculine-coded, feminine-coded, and neutral characteristics, so students must decide which to emphasize and which to ignore. The assignment works best early in the meeting/semester, when participants are just getting to know each other. Pass out copies to learners in small groups and give them about ten minutes to discuss the people on the list and make their decisions. After they have made their decisions, bring the class together again for ten-fifteen minutes of discussion. Determine if there is a class consensus for any

of the individuals. Which individual is easiest to identify, and which hardest? Where there is no consensus, ask which clues could be changed to make the person easier to identify. Would additional clues help?

The only necessary material is a printed list of the individuals for each participant:

1. Architect, thirty-two years old, married with two children. Likes skiing and skating. Reads extensively about UFO abductions and psychic phenomena.

2. College student, a 23-year old, planning to go to law school. Gay, involved in an on-going relationship. Is on the college debate team and likes dancing and old movies, works out at the gym.

3. Sixty-eight year old elementary school English teacher, retired, married with three children and five grandchildren. Likes gardening, Shakespeare and musicals.

4. Fifty-one year old real estate agent, divorced with one child. Heterosexual, actively dating but no steady relationship. Likes to travel; goes to Mexico or the Caribbean every year. Favorite TV show is CSI: Miami.

5. High school basketball coach, age twenty-six. Married, no children. Played basketball in high school and college, majored in physical education. Also likes to play the piano and paint.

6. Eight years old and in the third grade. Wants to be an archaeologist. Takes Spanish lessons on weekends.

7. College student, age twenty, majoring in chemistry. Plans to become a doctor. Heterosexual, involved in an on-going relationship.

8. Accountant, age thirty-four. Heterosexual, no steady relationship. Likes hunting, fishing, and rock climbing. Likes science fiction movies.

9. Auto mechanic, age twenty-two. Heterosexual, no steady relationship. Was on the ice-hockey team in high school.

10. Eighteen-year-old college student, psychology major, plans to become a psychologist. Doesn't smoke or drink. Favorite TV show is Naked Attraction.

Adapted interpretation from: https://www.asanet.org/sites/default/files/savvy/teaching/resources/TRAILS/Gender%20Identification%20Exercise.pdf

ROAD MAP PLANNING

Description: Working out how to achieve goals

Time: 30-40 minutes.

Themes: Individuals, Family, Health, Climate Change, Education, Marriage, Entrepreneurship, Finances, Peace, justice, inequality.

Objectives:

• Identify problems and define goals.

• Analyse the causes of the problems and reflect on what makes goals achievable.

• Discuss in depth the problems they face.

• Mapping allows participants to define an action plan.

Facilitation Tips:

• Works best when it is focused on specific community issues.

• Ensure each participant gets the chance to express themselves.

• Be aware of different levels of literacy skills and use visuals and drawings in the designing of the roadmap.

• Make sure to give the groups 5 separate flip chart papers

• Make a mock-example of the end-product.

• Try modifying the activity, looking at personal or individually based responses.

• The activity worked well in the UK; in Italy it was most effective when combined with the S.W.O.T analysis, from the side-by-side exercise above.

Materials: Flip chart, Markers, Pens

Step-by-Step:

1. Divide participants into groups and give them 5 numbered flip chart papers

2. Tackle the papers in this order:

• Paper 1: brainstorm the problems men and women face (in two different columns)

related to a specific subject.

• Paper 5: brainstorm the perfect situation for men and women.

• Paper 2: reflect on the barriers /causes of the problems identified in paper 1

• Paper 3: what tools /strategies would enable the perfect situation (5).

• Paper 4: HOW? – Plan how to get from paper1 to paper 5? What needs to be

done to get from one point to the other?

3. As a whole group, share and discuss the different road maps

DECENT WORK AND ECONOMIC GROWTH
(Green growth, Entrepreneurship)

Exercise 1: In the supermarket

Goal: To raise awareness about the environmental impact of importing groceries

Instructions: Buy groceries to cover all the meals during one week for the whole family, consisting only of groceries that are domestic (produced in your own country). Will you be able to find all the groceries needed for all meals? What will the difference in quality be? What will the difference in price be? If you don't find all the groceries needed, is it possible to find good alternatives, that also are domestic? If you were to only buy domestic groceries, would you consider changing your meal habits?

Exercise 2: My Best Meal

 You return home with your best friend and plan to make dinner together.

Use your knowledge about how to achieve the global goals when you compose a meal. Take the following into consideration:

· Taste

· Nutrition and energy contents

· Production and transport conditions

· Economy

Work in pairs and make an oral presentation where you can motivate your choices from an environmental point of view.

Exercise 3:

The aim is to have learners discuss what Decent Work and Economic Growth

means to them. (1H)

Students are divided into different groups. The following instructions are given to them:

In your group:

- Discuss and agree on the key pillars, meanings, obstacles and fruits of Decent Work and

- Economic Growth in contemporary society

- Draw a tree

- Write down the pillars of Decent Work and Economic Growth at the roots of the tree

- Write down the meanings and obstacles of Decent Work and Economic Growth at the stem of the tree

- Write down the fruits of Decent Work and Economic Growth at the branches of the tree

- Choose a slogan for your tree

Group work time: 20 minutes

Presentation time per group: 5 minutes

Debriefing:

How was the process of drawing the tree for you?

REDUCED INEQUALITY

Exercise 1:

60 minutes + homework assignment

Materials:

• Small Is … Guidance and Application Form

• Internet access

Instructions:

1. Ask students to split into small groups and review the inventions mentioned in the Practical

 Action Timeline of Inventions of the last 100 years. Invite them to discuss them, and consider what, if anything, is left to invent in the next 100 years?

2. Give each student the Application Form and as a homework assignment ask each of them to come up with an idea and present it on the form in written/typed form with an illustration.

4. Review the entries – make a short-list and, with the Form Captain or a student / student(s) of your choice – select four winners.

5. Ask the four winners to present their ideas to the whole class and take a vote to decide the overall winner.

Exercise 2: The Starfish Story: one step towards changing the world

Once upon a time, there was an old man who used to go to the ocean to do his writing. He had a habit of walking on the beach every morning before he began his work. Early one morning, he was walking along the shore after a big storm had passed and found the vast beach littered with starfish as far as the eye could see, stretching in both directions.

Off in the distance, the old man noticed a small boy approaching. As the boy

walked, he paused every so often and as he grew closer, the man could see that he was occasionally bending down to pick up an object and throw it into the sea. The boy came closer still and the man called out, "Good morning! May I ask what it is that you are doing?"

The young boy paused, looked up, and replied "Throwing starfish into the ocean. The tide has washed them up onto the beach and they can't return to the sea by themselves," the youth replied. "When the sun gets high, they will die, unless I throw them back into the water."

The old man replied, "But there must be tens of thousands of starfish on this beach. I'm afraid you won't really be able to make much of a difference."

The boy bent down, picked up yet another starfish and threw it as far as he could into the ocean. Then he turned, smiled and said, "It made a difference to that one!"

Adapted from The Star Thrower, by Loren Eiseley (1907 – 1977)

Exercise 3: Take a Step (1H)

"Take a step" is a good introduction to the topic of human rights, as it aims at promoting empathy with others and shows that we theoretically all have equal rights, but in practice, there are many differences between people. It introduces inequality and human rights violations as a worldwide problem.

Activity Setting

Create a calm atmosphere.

Hand out one role card to each of the participants. Let the participants read their role card carefully and give them time to ask questions if they don't understand their role. Keep the silence and avoid having students talk to each other.

Ask the students to get into their role. You can help them by reading questions such as "Imagine your childhood. What was it like? Did you live in a big house? How is your daily life now? What do you do in the morning / evening? How much money do you have? What are you afraid of? What makes you happy?

Now ask the students to stand in one line next to each other (keep silence in the room).

Tell the students that you will read out a list of questions. Every-one who can say yes, should take a step, if not the person should stay where he/she is and not move.

One facilitator is reading the question aloud. Pause for a while and give the participants time to think about whether they can take a step and tell them they should look around at where other people are standing.

At the end, when you have finished the questions, ask some of the participants to tell what role they played. Discuss what this could mean (We all have the same rights on paper but still some people could not move at all – how does that go together?).

Exercise 4: Reduced inequality

Try to create a drawing/picture on your own or in a group that visualizes a political issue that is important to you when it comes to reducing inequalities in society like for instance access to the job market, housing, means of transports etc. The drawing could also be a digital version. Artists have done this for hundred of years to spread important messages. The goal is to create an eye-catching work of art about any form of social injustice that can raise awareness among new audiences and lead to improvement in the community made by politicians. Post the pictures and do a follow-up by presenting and discussing the results which may lead to ideas of possible solutions.

For more inspiration you can go to this link: https://www.pbslearningmedia. org/resource/political-art/five-steps-to-make-your-own-political-art/

Exercise 5: An exercise with chairs (Rolanda)

How is inequality distributed in the world

This activity will help to understand global inequality more clearly, to consider its cause and to understand what determines the development of mankind.

- The names of the regions are hung in the corners of the classroom - Africa, Asia and Oceania, Latin America, North and Central America, Europe. In the middle of the room chairs are arranged and participants are counted. The trainer reads aloud, how many people are there in the world and what number will each participant symbolize. Participants are asked to split up around the world regions (posters).

- When participants are distributed across the room, the population distribution is adjusted according to official statistics.

- The groups are informed that the chairs represent the wealth of the world, i.e. general annual generated domestic product expressed in money. Groups must pick up as many seats as they believe belong to the wealth of the region they represent.

- Asset distribution is being revised. Every "resident" of the region is askeded to take the resources that belong to him: he must stand up and touch each chair, symbolizing the wealth of his region.

- Discussion: how do the participants, residents of different continents, feel? What is important the ratio of population to wealth.

Exercise 6:A bunch of bananas

How is inequality distributed in the world

Participants are divided into five groups of equal number of participants (representing from richest to poorest groups of world population) . Each group represents a fifth of the population (i.e. 1.4 billion people)

- Trainer takes four bananas, which symbolize the wealth of the world, and asks the participants how many bananas to give to the richest group.

After the participants answer, the leader takes three of the four bananas, i.e. about 75 percent of the world's wealth. That's how much the world's wealth really goes to one-fifth of the richest people on the planet.

Trainer asks the participants again how much of the remaining banana needs to be cut to the world's poorest people. After the participants answer, the trainer cuts the remaining quarter of the world's wealth in half. One part he cuts in half again and takes a quarter of it away. This part of banana contains 1.6 percent of the total banana bunch and represents the part of the wealth for the poorest fifth of the population. That's 1.4 billion people who live on less than one dollar a day.

- The three remaining pieces are 12.5, 6.3, and 4.7 percent of the banana bunch, symbolizing the worlds wealth - distributed to the second, third and fourth groups, each representing a fifth of humanity,

- Trainer can cut a loaf of bread or fold a paper and cut it in the same way

Exercise 7: Focus sense of being uprooted due to compulsory relocation into new environment

Group size 10-20 learners

Time needed 30 minutes with debriefing

Learning objective To make participants experience a mini-cultural shock and supposedly to better empathize with foreigners who are losing familiar clues in their new environment Materials needed Flipcharts and markers to collect opinions of participants after workshop

Preparation and implementation

Learners make a circle. They sub-divide a circle into 3-4 subgroups.

Each subgroup adopts a different name after an animal (cat, dog, cow, etc.) and makes an appropriate sound. Small groups move around the circle, all make relevant sounds. A randomly selected participant comes into the centre. His/her eyes are covered with cloth. He needs to identify his kin group only using specific animal sounds. After 3 minutes another participants gets into the circle. All participants should take a turn.

Debriefing. Everybody shares impression about being cut off from his/her own familiar environment. Types of emotions are presented and listed on the flipchart Participants are experiencing mini-culture shock and supposedly can better empathize with foreigners who are losing familiar clues in the new environment.

References. Any web page pertaining to culture shock will be helpful in order to develop discussion around possible consequences and preventive measures.

Notes. The exercise requires a substantial amount of trust between

participants. It is not suitable as an icebreaker. Instructors need to ensure that the person in the centre will not get hurt by bumping into some chair, cupboard etc. (Halina Grzymała-Moszczyńska)

Exercise 8: Daily situations

Purpose/ Learning objective:

• Rejecting all forms of discrimination, racism and xenophobia, developing the meaning of diversity acceptance and understanding others.

• Knowing that nothing is trivial and sometimes short phrases can be extremely violent.

• Minorities are part of our daily life and contribute to the cultural and human wealth of the country; and they have rights that we must respect.

Keywords: Discrimination, rights of minorities, xenophobia, difference, racism, tolerance, human rights, diversity, opinion, gender, culture, living together, multiculturalism

Group size 20 - 25 participants

Time needed 90 - 120 mins.

Materials needed Paper and pens / A spacious hall / Tables / mobile tables (one per subgroup) / pens and markers / Adhesives Preparation/ Instructions for educator Brainstorming: What are the reasons or situations of discrimination. Take down notes on the flipchart Presentation of the learning situation. Divide the participants into 4 groups and ask each group to prepare a situation of discrimination.

• The situation should be from the daily life and experience or it may occur in the neighborhood, in the street, at work…. the more it seems more mundane and ordinary, the better it is.

Presentation of the results. Each group will present their work in 5 minutes.

• At the same time, the other participants must take notes for discussion.

Discussion and Debriefing: The discussion is guided by the trainer, stressing on the following questions:

• What can be the feeling of a victim of an act of individual discrimination?

• What are the different reactions facing a discriminatory situation

• What can we do?

• What should we do?

• Can a passive attitude be seen as complicity?

Exercise 9: Can I come in? (2.5h hours)

The aim of this activity is to make students aware of the struggles that refugees experience when trying to enter a new country, and the different needs and interests of immigrants / refugees, immigrant officers, borders guards, media, and humanitarian observers. The preparation of the different roles and the performance of the role provide a frame in which the students can exchange points of view around the topic and gain a more nuanced and empathic understanding of the problems faced by refugees

Activity Setting

The topic is presented to the students about specific events taking place at the moment, e.g., refugees from Syria. Afterwards, the students are assigned to a specific role. They are informed that they have 30 minutes to prepare their characters for the role play, and that afterwards everyone will have to make a presentation

REFUGEES/IMMIGRANTS:	MEDIA PEOPLE:
Refugees from: Syria (war), Somalia (famine/draught), Philippines (Typhoon) We give them "characters" to draw from a hat They will need to prepare their story/strategy for how to enter the country (this includes doing background research into the country they are coming from). They have to disguise themselves in accordance with their characters.	They need to prepare questions to do interviews with the refugees and "nationalists" during the simulation. They need to do research into the countries the refugees are from + know the ethics of being a good reporter.
"NATIONALISTS": BORDER GUARDS + IMMIGRATION OFFICERS They need to come up with the immigration rules/laws of the country (they will have to share these with the Red Cross people before the simulation) We will give them some "laws" to put into the rules/laws of the country, e.g. they have to take in 5 people from Syria. The border guards will be in charge of "screening" the refugees to see who will be rejected directly at the border and who qualifies to go on to an interview with the immigration officers. The immigration officers should prepare a list of questions that they will ask the refugees when they are interviewing them to see if they should be allowed into the country.	RED CROSS PEOPLE: They will be observers during the simulation to see if the rules of the country are being followed (the "nationalists" will need to share these rules with the Red Cross people before the simulation) and if international standards are being lived up to. They need to read up on the Human Rights Convention, Refugees Convention, Geneva Convention?, etc. They will do a short report after the simulation about whether any rules/standards were broken, including which ones and when during the situation.

Handouts

Immigrants/ refugees

Nationalists: border guards/ immigration officers

You are border guards and immigration

SYRIA	SOMALIA
You are a Syrian family from Homs fleeing from the civil war. You have to decide whether you want to seek asylum together as a family or individually.	You have been named by your clan to join the al-Shabaab militia, but you do not want to join the fighting, however if you do not join, you will be persecuted and punished by your local community.
AFGHANISTAN	**IRAN**
You were an interpreter for the DanParadise troops during the war and now you are afraid to be persecuted because you helped the Western troops.	You are an Iranian Kurd seeking political asylum because you are afraid to be persecuted based on your ethnicity.

offices. Your primary job is to protect Dan Paradise's sovereignty and your people's security. How do you react to a massive and sudden invasion of alien asylum seekers/ refugees from other countries with different cultural, political, religious, and economic situations? Prepare how you will deal with the asylum seekers. The borders guards will be the first ones to meet the refugees seeking asylum in DanParadise. They will have to quickly decide whether the refugees should go on to a proper interview with the immigration officers or be denied asylum directly at the border. The immigration officers will sit in the office just inside the border of Dan-paradise. The job of the immigration officers is to make sure that the refugees and asylum seekers who have been able to come in meet the refugee criteria of DanParadise. They must interview and screen these refugees in order to decide who should be allowed to stay in DanParadise and who should be kicked out. You should produce rules for how to screen and accept/decline refugees at both the borders and immigration offices (this could include selection criteria and standard questions to ask the asylum seekers to find out if the criteria are met or not). You have to write down the rules you come up with for how to screen refugees. These rules will be shared with the Red Cross.You could research Danish and Swedish refugee policies in order to find inspiration and background knowledge of possible ways of setting criteria. The United Nations have given you a quota of 8 refugees that you have to take in, but you decide which ones. You can take in a maximum of 13 refugees, as there are already a high percentage of refugees in DanParadise.

*While doing your job of protecting your country, keep the following things in mind: 1. They need protection, but as a small welfare state, you cannot open the border to all the hungry and desperate people around the world. 2. Letting these people in, might be seen as an invitation to more refugees and you are a small country with many refugees already3. Your country might be a military and business partner of the country the refugees come from. 4. They don't speak your language; they might have a different religion and eat different food. They will have many difficulties integrating into your society.5. They will bring political trouble and profoundly affect your culture and peaceful society6. Their women may give birth to many children, which could turn you into a minority in your own country.

CLIMATE CHANGE
WATER; WASTES;
DRAMA ACTIVITY: CLIMATE CHANGE & GLOBAL WARMING

Exercise 1

Group work: Create the environmental habits of two different families. Start by inventing the members of the two following families.

1. The healthy family whose motto is "Save the Planet"

2. The non-environmental friendly family whose motto is "We don´t care".

Let the families follow their motto to the fullest in the life choices they make. Write a story about each family where the topics below are included.

Exercise 2:

Discuss in groups how their choices affect the climate. Don´t forget to motivate the choices you make for the different families and add a reference list.

- Car: Which model and fuel are used?
- Heating: Which source of heating is used and what is the environmental cost?
- Transports: When are different members of the family in need of the car? What other options do they have?
- Water consumption: What does the consumption of water look like for different members of the family?
- Food: How do the families reason when it comes to food, snacks and candy buying?
- Clothes: What are the families´ ideas about clothes? How much do they spend?
- Vacation: Where do they go and how do they get there?
- Household litter: How is it taken care of?
- Electronical devices: How do they use them? Where do they end up?
- Electrical lightning: Which kind of lightning do they use and in what way?

Exercise 3: SDG 13. CLIMATE ACTION

Start discussion and use this questions:

- Why is climate change an issue of Global Responsibility?
- To which Sustainable Development Goals is climate change relevant to? Can you think of any steps that could be taken to address some of these issues?
- Who is responsible to address the issues of climate change? What can you do?
- Are there any climate expressions that are more widely used than others? Which? Why do you think it is so?
- Who is responsible for alleviating climate change? What can you do?
- Are there any climate expressions that could create confusion? Which/ Why?
- Why is it important to be familiarised with various climate expressions and their correct meaning?
- Are there any climate expressions that you would like to learn more about? Why?
- Which is a term often mentioned in the climate debate?
- Are you conscious about how your personal actions contribute to climate change?
- What is your everyday life like now? Where do you socialise? What sort of lifestyle do you have? What do you do in your leisure time?
- How much time do you spend in nature or outdoors?
- How is climate change a threat for various regions in the world?
- It is widely claimed that it is the industrialised countries that foster climate change, whereas it is the small developing countries, that take the

consequences. Do you agree? Why/Why not?

- To which degree to you think you contribute to the climate change? Which individual actions may lead to that?

- Are countries in the word equally exposed to consequences of climate change? Why/Why not?

- Who should carry the responsibility of tackling consequences of climate change that occur in one part of the world, but are triggered miles away, in another side of the world?

- Does climate change challenge human rights? Which human rights? How?

Exercise 4: The magic box

This experiment may take up to one month to complete. The aim is to show in practice what happens when litter is thrown out in nature as well as the benefit of using any kind of compost device.

Material needed:

- A box with soil

- A worm

- A watercan

- 3 flower sticks

- 6 pieces of paper

- Colouring pens

- A slice of bread

- Boiled pasta

- A whole boiled egg with the shell still on

- A folded plastic bag

- A piece of aluminium formed into a ball

- A paper cup cake form

Start with placing a layer of soil at the bottom of the box. Put down the six last items mentioned above. Cover with soil and put down the worm.

Water regularly. Divide the flowersticks and draw the objects you have put down on small pieces of paper that are attached to the sticks in order to remember where each item was put down. Water regularly and wait for a month. Discuss with students what they think will have happened? Have the items disappeared or are they still there? Discuss why? What is the role of the worm? What is sustainable development?

Exercise 5: Music and the SDGs

How music can impact our world and meet the Global Goals by 2030.

During the workshop, I will introduce the concept on how different music styles (such as classical, alternative, pop, rock, pop-rock, jazz, and the others) possess the power to change our attitude towards nature.

Seminar on the topic of waste

Objectives: To find out where waste comes from and what impact it has on the environment To learn how to reduce waste, learn more about reuse and recycling

Show the impact of our eating habits on the environment. Introduce the Sustainable Living Agreement.

Introduction (5-10 min) Explain what happens to waste and explain the path that waste takes before it reaches the landfill. Talk about the problems associated with landfills. Space is getting smaller and smaller, and we are filling it up with things we don't need. Introduce students to the possibilities of reducing their quantity, ways to reuse and recycle them. Reduce the amount of waste we produce, refuse unnecessary packaging, start using durable items, and buy goods made from recycled materials.

Litter pile (10 min) Divide students into groups. Each group gets a bag filled with different clean trash and a worksheet:

Subject Recycling.

Recycling

Landfill

Each garbage bag should contain an item from each category, for example: a cereal box or any other cardboard package, a plastic ice cream carton or any other plastic package, a plastic bag, a plastic bottle, a newspaper or magazine, a carrot or any other vegetable, a bag of chips, aluminum food packaging (for

example, a convenience or prepared food package).

Students in each group should carefully examine the garbage and fill out a worksheet, noting which specific items can be recycled/reused (and how) and which should go straight to the landfill. The groups then discuss the results together.

Exercise 6: The Council of Beings (1-1.5 hours)

The aim of this workshop is to have the students develop deeper empathy and compassion toward all the beings on this planet and reconnect them with the mother Earth.

Activity Setting

- Think about all the other beings on this planet as our sisters and brothers with whom weare inseparably inter-connected and interdependent.

- Choose one of these life beings for you to represent (one of the beings represented should be a human being).

- You have 30 minutes to prepare your masks to become the being you represent.

- Do your best to represent the life being you have chosen (use body language)

- Prepare a short 1–2-minute speech on behalf of (as if you were) that being, talking about their situation in the world today, the challenges they are facing, the contributions they make, and the dreams they have.

- Each one goes to the center of the circle and makes his/her presentation.

Additional materials: the facilitator can present the Universal Declaration of Rights of Mother Earth before or after the activity.

http://therightsofnature.org/universal-declaration/Debriefing

How did you conceive the world change when human beings were not at the center?

PEACE, JUSTICE AND STRONG INSTITUTIONS

Exercise 1: 6 Thinking Stickers

6 Thinking Stickers is an evaluation exercise, which is based on DeBono's 6 Thinking Hats method. However this exercise can be used, as for individual as for group evaluation. Also, it can be used as a Self-evaluation method.

Aims of the tool

Aim of the exercise is to think about events happening during training and make evaluation or self-evaluation.

Description of the tool

Trainer prepares big paper (6 Flipcharts taped to each other) and paints just circuitously any word: for example: THANK YOU! Also he/she prepares 6 different color stickers: white, red, yellow, pink, green and blue.

Trainer puts big taped Flipcharts and color stickers on the floor.

Also, trainer writes on the flipchart or whiteboard descriptions of the color stickers:

white - Data, Information, Facts - on the white stickers participants write just facts which they can remember happened.

red - Feelings and Emotions - What the feelings and emotions they had during the training?

yellow - Positive things - participants answer the question: What positive things happened in the training period? (something the most important for them).

pink - Contribution. What were their contributions during the training?

green - Creative thinking and ideas. What was the most interesting and new for them, which engaged them to create something new?

blue - Summaries, conclusion. What conclusion did they make after the

training? How they summarized it for themselves.

Trainer gives participants 20-30 minutes to fill each color stickers and attach stickers randomly on the words written on the flipchart.

Better if the trainer uses some background music.

When all participants finish their job, trainers, together with volunteers, hang on the flip chart on the wall to show everyone how colorful and diverse the picture they get together.

After it, the trainer decided to do group work and leave it just for self-evaluation.

If the trainer would continue, he/she asks questions, according to the colors in the big group and collects participants' answers.

Exercise 2:

Find a few photographs that demonstrate peaceful and non-peaceful situations, e.g. prayer, friends, people shouting or being aggressive, a large peaceful rally, tanks, a protest with police. Images should be chosen sensitively.

Show the pictures to students, then ask them to write down 1-3 words that they think describe each picture. Ask them to discuss with a partner how each picture makes them feel and then share their ideas with the class.

Highlight to students the different words used to describe the peaceful vs non-peaceful situations and ask the question - "Why do you think the non-peaceful situations or situations involving conflict happened?"

Introduce the lesson's topic and objectives. Learning Activity What is Peace?

Ask students to choose which of these definitions of peace they think is most accurate or that they most identify with:

• "freedom from trouble or worry"

• "a feeling of mental or emotional calm"

• "a time when there is no war or a war has ended"

How would students describe peace?

Use the following questions to help students develop their ideas:

• Can peace mean different things for different people? Why might this be?

• How do we deal with conflict? What are some peaceful ways to deal with conflict?

• Do we feel peace inside of us or outside? Maybe both?

Allow students to think quietly on their own for a few minutes before asking for responses. Write some key words and ideas from students' responses on the board or a flip chart.

Read this short online article for more information on defining peace: http://www.international-alert.org/what-peace . There is a summarized handout in appendix 2 for people who do not have internet access.

Exercise 3:

There are many different ways that people would describe peace. From a global perspective, peace is when conflict is able to be resolved without violence and improves the quality of life. According to www.international-alert.org, "Peace is when:

• Everyone lives in safety, without fear or threat of violence, and no form of violence is tolerated in law or in practice

• Everyone is equal before the law, the systems for justice are trusted, and fair and effective laws protect people's rights

• Everyone is able to participate in shaping political decisions and the government is accountable to the people • Everyone has fair and equal access to the basic needs for their wellbeing – such as food, clean water, shelter, education, healthcare and a decent living environment

• Everyone has an equal opportunity to work and make a living, regardless of gender, ethnicity or any other aspect of identity."

Critical thinking questions: Why is peace important to us? Without peace, what would the world look like? Would it look the same or different? What does peace mean to you?

What is similar a the ideas included in this definition of peace and any human rights that you have heard of?

Exercise 4: The Orange Game (30 mins)

Here, the participants discuss the need for communication in conflict situation and reflect

on strategies for conflict resolution.

Activity Setting

Explain that the group is going to play 'the Orange Game'. Divide the youth into two groups.

Ask Group A to go out-side and wait for you. Tell Group B that in this activity their goal is to get the orange because they need its juice to make orange juice. Go outside and tell Group

A that their goal in this activity is to get the orange because they need the peel of the orange to make an orange cake. Bring both groups together inside and ask each group to sit in a line facing each other. Tell the groups that they have three minutes to get what they need. Emphasize that they should not use violence to get what they want. Then place one orange between the two groups and say, "Go". Usually, someone will take the orange and one group will have it and how the groups deal with the situation will be a surprise.

Sometimes groups will try to negotiate to divide the orange in half. At other times they will not negotiate at all. Sometimes the groups will communicate further and realize that they both need different parts of the orange; someone from one of the groups will peel the orange, taking the part they need. Do not interfere. After, three minutes say, "Stop" or "Time's up".

Debriefing and Evaluation

Did your group get what it wanted before the three minutes were up? What was your group's goal? What was the outcome of the conflict over the orange? What did you do to achieve this outcome? Why is it important for people to communicate to resolve conflicts?

Do people always communicate with each other when they are in a conflict? Why or why not? Do people always want the same thing in a conflict? Have you ever experienced similar situations? What was the outcome? Relate the activity to human rights by asking a question such as this: What are some of the human rights that are violated in a conflict?

SWOT/BEEM

Objectives: To identify the strengths and weaknesses of the project or methodology and develop a strategy to build on the strengths and reduce the weaknesses.

Definition of SWOT

S = Strengths
W = Weaknesses
O = Opportunities
T = Threats

The SWOT Matrix Explained

You use each of the four quadrants in turn to analyse where you are now, where you want to be, and then make an action plan to get there.

The SWOT Matrix	
Strength GOOD NOW Maintain, Build, Leverage	**Weakness** BAD NOW Remedy, Stop
Opportunity GOOD FUTURE Prioritise, Optimise	**Threat** BAD FUTURE Counter

Step- by- Step:

Step 1 – Here and now
List all the current strengths. Then in turn, list all the current weaknesses. Be realistic but avoid modesty!

Step 2 – Possibilities
List all opportunities that exist in the future. Opportunities are potential future strengths. Then in turn, list all threats that exist in the future. Threats are potential future weaknesses.

Step 3 – Plan of action
Review your SWOT matrix with a view to creating an action plan to address each of the four different areas.

In summary

- Strengths need to be built upon, maintained or leveraged.
- Weaknesses need to be eliminated, remedied or stopped.
- Opportunities need to be exploited, prioritised and optimised.
- Threats need to be minimised, countered or prevented.

Strengths	How to **B**uild on them
Weaknesses	How to **E**liminate them
Opportunities	How to **E**xploit them
Threats	How to **M**inimise them

Ideas for action

Develop ideas about how to deal with conflict within the group. List these ideas on a chart and hang it somewhere in the room.

Tips for the facilitator

-After three minutes, take away the orange, or what is left of it, to avoid distraction during the debriefing.

-During the conflict, you should not try to influence the results but be careful to emphasize to the children that there should be no violence in order to get what they want.

-Adaptation for larger groups:

Create four groups instead of two groups and have two 'Orange battles' taking place at the same time. Simply make 2 Group A's, and 2 Group B's and give the same instructions as indicated above.

Have 1 Group A sit opposite 1 Group B, and the second Group A sit opposite the second Group B: place one orange between each set of groups. Start and stop the activity at the same time. It may be interesting to discuss the different processes and results in each 'Battle'.

Human Rights Education

Purpose: to teach children about their human rights and responsibilities, using fun and creative learning methods.

During our school workshops we focus on 4 rights in particular –

Article 1 – We are all born free and equal

Article 2 – Don't discriminate

Article 19 – Freedom of expression

Article 29 – You have a responsibility

Activity 1 – My Value (Article 1)

We begin the workshop with this activity; it introduces human rights to the children in a very simple way.

What you need:

· A pack of playing cards (remove the joker, aces and some of the middle-valued cards can also be removed eg – 5, 6, 7, depending on class sizes you may need to take more cards out).

· Scissors

· Cello tape/sticky tape

Game Rules:

Mix the cards up, and randomly stick a card on the forehead of each child. The children are not to see their cards. When all the children have a card on their forehead, ask them to mingle and make friends – BUT the rules are to try and make friends with people with high value cards and try to stay away from people with low value cards. Higher value cards, equal higher value people.

After a few minutes of mingling, as the children who think they were high value to stand on one side and low value to stand at the other side. (You may also leave some room for children who are unsure.)

Discussion:

Ask why they felt high value and low value/what made them feel this way?

Is this fair and why?

ADDITIONAL EXERCISES:

MULTICULTURAL EDUCATION COURSE PLAN, based on creative activity complex:

1. Introduction.

Individual work. WHO I AM?

• Self presentation. Person has to draw themselves on the huge paper or whiteboard, using short associations with flowers and plants.

• To explain – what does chosen flower and plant mean to me?

- To make the Symbol (with different materials, textile, paper, stone, etc)

- To reflect the current situation by Symbol colouring

- To answer – which flower may be Symbol of your country?

- Discussion

2. PEOPLE HAVE TO BE FREE FROM STEREOTYPES!

- Movement, dance (to make sculptures)

- Humour of my country. One story from each student.

3. MY ROOTS

- Map (on the wall, to tell the story)

- Write list (to write every year, to colour every year and to write description about most important experience)

- Every person will bring something from his own life (eg. Seeds from his own country & make painting)

4. ME – IN PAST, IN PRESENT, IN FUTURE. MY STRENGTHS, MY WEAKNESSES

Individual work.

- Person paints a tree on A3 format paper.

- Discuss the results and explain what the tree structure means and how this mirrors the situation of the student in past, in present and future.

- Both – student and teacher are looking for strengths and weakness and discuss personality development.

5. MEETING DIFFERENT CULTURES RELATIONS WITH OTHERS

Common work.

- Sit in pairs (A1 paper) – everyone starts painting from his side to the other side of the paper – can I cooperate with someone?

- Collage with postcards/ photos

- Frame making using typical country symbols, ornaments, designs.

- Comparing differences and similarities of artwork fragments, telling the stories about traditional symbols/ornaments of student country.

6. LOVE AMONG CULTURES

- To bring something that they like from their culture or country.

- To make handmade gifts to other students – to all or to individuals like postcards, souvenirs, jewellery, etc.

- To explain the aim of gift

- To explain the chosen materials in context of my country's culture.

7. INTERCULTURAL DIALOGUE

Common work

- Dancing (with music – 1) ethical, 2) classic, 3) modern)

- Make mandalas with different herbs, seeds

- Cooking together – typical cultural dishes

- To tell a story about raised emotions.

8. MY RELATIONS WITH OTHER.

- Improvisation in speech. (one is not talking, others have to make him speak) and later to reflect!

- Short essay - WHAT TRUTH MEANS IN RELATIONS AND HOW TO ACHIEVE UNDERSTANDING BETWEEN THE CULTURES ?

- to express yourself by plasticine and colorful paper and others explain what they see.

9. COMMON INTERCULTURAL PARTY as a tool for international dialogue.

First part – demonstration of homework - presentation in PowerPoint of main features of my country, might be in a humorous style.

Second part – demonstration in free manner of main cultural events of my country, art, music, traditions, national clothes, dishes.

Final stage – common dancing, singing, communications.

Aim – to learn about different cultures, to find a common language, to break stereotypes and phobias.

Target group – youth from different countries.

10. – Role Play

Role play script (you need three characters and some fake money).

This is an example of our role play.

Characters:

Amanda – youth, dressed in a hoodie, listening to loud music through her earphones.

Sophia – older and professional

Tamanna – comes to teach about responsibility

Script

Amanda: Where's this bus the library is going to shut soon! *sigh*

Sophia: [approaching bus stop and talking on phone] I'm just going to get on the bus now, should be with you in about 20 minutes. Oh no [pause] there's one of them hoody types at the bus stop, looks like she's up to no good!

Sophia looks disapprovingly at Amanda. Sophia puts her bag down to look at her watch and look out in the distance for the bus. Amanda drops her bus pass close to Sophia's bag and bends down to pick it up. Few seconds later Sophia picks up bag and notices some money is missing.

Sophia: I know you've took it! x 2

Amanda: I've took what?

Sophia: I had some money in the bag and it's not there now! It's so obvious you've stole it. I know what your type is like hanging around causing trouble and wearing those sill clothes! You better give it back now before I call the police.

Amanda: I haven't took your money, I'm just listening to my music. I'm actually on my way to the library.

Sophia: The library?! I doubt it. your type don't read books, I bet you've never read a book in your life. Now give me back my money. [exaggerated arm movement from A and S]

Enter Tamanna

Tamanna: FREEZE! Ohh dear there's trouble at the bus stop. Hands up if you think Amanda has stolen the money. Hands up if you think Amanda hasn't stolen the money. Interesting – shall we find out what happens? UNFREEZE!

Amanda and Sophia arguing.

Amanda: It wasn't me!

Sophia: Yes it was stop lying

Improvise arguing.

Tamanna: Excuse me! (tapping Sophia on the back) I think you dropped some money. I think you should apologise to this young lady. You shouldn't judge a book by its cover.

Sophia: Sorry.

Tamanna: It's my responsibility to stand up against discrimination, and you have been discriminating this young lady. I hope you've learnt your lesson! Sophia to nod. Now I better be off, things to do…people to see.

Sophia: I'm really sorry. So did you say you were going to the Library?

Amanda: Yes, I'm studying to be a paramedic.

Sophia: Oh wow! I'm sorry again that I judged you.

Amanda: It's ok, I hope you have learnt your lesson.

Amanda and Sophia notice bus approaching.

Amanda & Sophia: the bus is here/oh look the bus is here/finally the bus is here!

Discussion:

- What did you learn from this?
- How does this fit in with freedom of expression? – fashion, the way you look/dress, wearing hoodies etc
- How does this fit in with responsibility? – you have a responsibility

CONCLUSIONS

Our partners and contributors wish to conclude this guide with the following remarks:

Vassili Golikov, Project initiator and manager (Estonia): "Our core team and all contributors have been working very hard to make this book interesting and keep focus on the main issues of sustainable development education for adult learners and key themes like education, gender equality, climate change, inequality, youth and civil society, as these are key themes between our countries, that could and should unite us. We hope that our sustainable project results will inspire you, and give you a new understanding of how important communication and cooperation between north and south regions is. This creative adult education and sustainability guide and web-resource (www.unsdg.ee) will be a live tool which you will use in your work or activities and it will provide you with means for developing communication and understanding across the Nordic-Baltic region. Now is the time where increased Nordic-Baltic cooperation will be extremely fruitful for both sides to become the most sustainable and integrated region in the world. It will assist the forging of a common ground hopefully building on common values and sharing vision for the greener future. Adult learners from both regions are the ones who could help achive this goal and by having the resources and drive for innovation that can make this happen in a truly sustainable manner. That's why we feel that this project focuses on adult learners and educators with its outcomes designed and created by civil society and educational institution representative countries with the intended purpose of motivating them to take charge of their issues. This is the key to a better future for all of us. Thank you reader, you too have contributed in building bridges of trust and cooperation. We look forward to living a better future and living interesting adventures!!!"

Laura Maria Rajala (Finland): "After the long journey of intensive work and concerted efforts of an outstanding group of leaders from different countries of the Nordic-Baltic region we are tremendously pleased of the creation of

our simplified guide that contains innovative and effective tools and methods to assure better education for adult learners and young adult generations. As part of Femina RY, we consider adult learning and nonformal education as a key element in achieving our ultimate goal. Through this guide we aim to deliver the experience and best practices of the contributing entities in the "Together towards green, sustainable and digital society of Nordic-Baltic region" project in order to update and ameliorate the educational practices on a wide range. Our participation in this project did not only create a platform to promote sustainable development across communities but also it represented an amazing educational exchange opportunity where we interconnected with a network of great people from different backgrounds and enriched our knowledge. We are highly grateful to be part of this project that enormously benefited us and we look forward to see its outcome extend worldwide and benefit as many people as possible. We would like to express our gratitude to Nordplus Adult programme of Nordic Council".

Rita Liepina (Latvia): Culture and Education studio Talent City had a pleasure to be a partner in the project. We were glad to share our teaching and learning experiences as well as learn a lot from our Baltic and Nordic colleagues. We see this as our common mission to educate the society about sustainable lifestyle through adult educational programs,using the new methods included in this toolkit. From our side we have contributed some ideas and methods on how to talk about climate change and how to change people's mindset and habits in the changing world. We hope this Toolkit will be an inspirational tool for adult educators. In Latvia we have carried out workshops for adult learners in the town of Valmiera along Ģīmes Nature Trail with interesting Scavenger hunt tasks. For young adults we organized a World Cafe meeting with discussion questions about 17 SDGs. We created a board game with a quiz which will be used for our future World Cafe meetings.

Susanne Kallanvaara (Sweden): This project has focused on among other things The Baltic Sea which is one of the most polluted seas on earth. Algal blooms are caused by nutrients that deplete oxygen and make the water dark and murky. Urban litter and industrial chemicals end up in the sea and harm its ecosystems. Overfishing and climate change have also added to the long-

term effects. Stocks of species like Baltic Cod have also collapsed, disturbing the fishing industry across the region. Engaging and activating the 9 million people living in the region is crucial to restore the Baltic Sea and would benefit the marine ecosystems. The project has to our joy been characterized by open and innovative education and training in youth work with priority given to work methods and resources for educators and learners at all levels when it comes to preserving sustainability in all aspects of life and the society. The book is part of our contribution in disseminating learning outcomes of the activities of the project. The very best ideas have been picked up from every partner and published in this book that we are now proud to present. The Swedish team consisted of great experts like Susanne Kallanvaara, Johanna Söderhagen, Mirna Alijagic, Annika Eklund, Maria Persson, Gustav Karlsson, Martin Sävfors and Patrik Björehag plus many other participants are looking forward to use and spread project results and toolkit in Swedish communities, educational institutions about this guide as a useful tool for teachers/educators who work with sustainability."

Rolanda (Lithuania): We as organisation Youth Centre Babilonas, found this project's central concept to be highly intriguing. We had the opportunity to collaborate with the entire team on this fantastic project. Through our insight, wisdom, and understanding, we were able to add to the text. Being a part of creating such a book is a source of great pride because it helps to further the idea of SDG education and build bridges for communication and collaboration. The secret to our future lies in education. This endeavour turned out to have a significant impact. Different people from various backgrounds and experiences were involved. We experienced ourselves and others in various ways, some of which were taxing, some difficult, and occasionally both. These outcomes will be seen in the participants' improved multicultural abilities and the partner organizations' and nations' improved work standards. My experience was incredible; I gained a lot of knowledge and experience.

Garba Diallo (Denmark): Education is the key for our future, youth is the engine and inter-culture is the steering wheel. This is the "car" that we aimed to produce in this project. I strongly believe it is due to all those above tools we succeeded to put together this car that will go a long road. This project

proved to be very influential. It involved different people, with different stories and experiences, sometimes from very distant countries. But the point was that all those who participated in the past meetings had the same belief. Sometimes it was tiring, sometimes it was challenging and sometimes we had a great time experiencing ourselves and others. Crossing borders and differences makes it easier to understand others".

ANNEXES

Evaluation form

Participant Information

Name _____

Age _____

Organisation _____

Profession/Occupation _____

Additional information _____

Place (country and city) _____

Content and Effect

Title of Activity _____

The content of the activities/methodology: _____

Do you feel you received enough information on the topics covered? _____
_____
_____

If not, then what kind of additional information would you require? _____
_____
_____

What was your main reason for taking part? _____
_____
_____

Were your expectations met? _____
_____

Has taking part helped you to develop your competence in any way? If yes, how? _____

_____
_____

How much did you know about intercultural education/dialog to this session?
_____
_____

Will you use the information gained at a professional or personal level? _____
_____
_____

Practical Arrangements

Do you have any remarks concerning the practical arrangements? _____
_____
_____
_____

How would you describe the organization of the activities? _____
_____
_____
_____

Other comments: _____
_____
_____

Assessment of whole event from 1 till 10 (Poor 1-3, Good 3-6 , Very Good 6-8, Excellent 9-10)

1   2   3   4   5   6   7   8   9   10

Date:___/___/202__   Signature:

Lifestyle Contract

Write in the numbers of the pledges you have chosen at the top of each column for each week. Each day tick the box for each pledge you have carried out. At the end of the week ask your parent or guardian to sign to confirm that you have done these pledges.

WEEK 1

MON					
TUES					
WED					
THUR					
FRI					
SAT					
SUN					

Date _____

Signature _____

WEEK 2

MON					
TUES					
WED					
THUR					
FRI					
SAT					
SUN					

Date _____

Signature _____

WEEK 3

MON					
TUES					
WED					
THUR					
FRI					
SAT					
SUN					

Date _____

Signature _____

WEEK 4

MON					
TUES					
WED					
THUR					
FRI					
SAT					
SUN					

Date _____

Signature _____

Oil

On the right hand side mark off what you already do. On the left hand choose 5 pledges you will keep for 4 weeks and highlight the ones you have choosen.

	Always	Sometimes	Never
1. I switch off the lights when leaving the room if I am the last person in it.	O	O	O
2. I turn off the TV, Stereo or Computer switch rather than leave it on standby.	O	O	O
3. I reduce the amount of water I use by not letting the tap run when I brush my teeth or wash my hands.	O	O	O
4. I have a short shower instead of a bath.	O	O	O
5. I walk or use a bike for shorter distances and think before going by car.	O	O	O
6. I use rechargeable batteries whenever I can for toys, camera, etc.	O	O	O
7. I unplug my phone charger when my phone has finished charging.	O	O	O
8. I help sort out the rubbish we put in our dustbin and make sure we recycle cans, glass, paper, vegetable waste etc.	O	O	O

	Always	Sometimes	Never
9. I say no to plastic bags in shops and take my own bags from home. (ie, "bags for life")	O	O	O
10. I choose fruit/veg with as little packaging as possible.	O	O	O
11. I buy fair trade products whenever possible and tell my family about them.	O	O	O
12. My personal pledge (for those who already do these things)			

_____

_____

_____

My Pledges

Certificate for Sustainability

This is to certify that

_____

has successfully completed

the Lifestyle Contract Workshop

and is considered a Sustainable Lifestyle Champion.

City, date,

_____

Organizer