S U S T A I N A B L E

GUIDE

TO RAISE AWARENESS ABOUT THE IMPORTANCE OF SUSTAINABILITY IN EDUCATION

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LIST OF ACRONYMS

EU - European Union

GAP - Global Action Programme on Education for Sustainable Development

GCED - Global Citizenship Education

ICT - Information and Communication Technology

IEEP - Institute for European Environmental Policy

LCA - Life Cycle Analysis

LNOB - Leave-No-One-Behind

NGO - Non-Governmental Organization

OECD - Organisation for Economic Co-operation and Development

SDGs - Sustainable Development Goals

SD - Sustainable Development

SDSN - Sustainable Development Solutions Network

UN - United Nations

UNESCO - United Nations Educational, Scientific and Cultural Organization

Introduction: In what context was the concept developed?

With rapid environmental, social, and economic changes happening around the globe, it is important that **educators get informed and updated information regarding the concept of sustainability and the multiple ways in which sustainable development (SD) has been conceptualized and interpreted by different actors and stakeholders.**

It is important to emphasis the **three (3) sustainable development dimensions, namely: environmental, social, and economic**, to make it practical, and substantial to contribute towards the goal of transitioning the world to become more equitable, sustainable, and wealthy. These guidelines will enhance a holistic integrated approach to practice, mutually developed within the context of each local community.

The aim of the ERASMUS+ project "SUSTAINABLE" is **to empower educators and adults to understand and consequently act on sustainability challenges including climate change and therefore to contribute to set up sustainable transitions**. The materials of the ERASMUS+ project "SUSTAINABLE" are being developed by nine (9) diverse project partners from eight (8) different countries. The project will develop a set of practical tools (digital and training resources) to promote sustainable transition education for all.

The aims of this guide are:

- ✓ To share a review about Sustainable Development Goals (SDG, from now on)
- ✓ To introduce sustainable topics/actions useful for educators working in the post primary, tertiary, adult education and training sectors, including facts on sustainability, climate change, theoretical background
- ✓ To give tips on how to integrate these topics into learning practice
- ✓ To inform and create awareness of the challenges and measures required to address issues related to sustainability

Our target group: Who is this guide for?

This review will specifically **address the needs of educators to be more aware of the importance of sustainable topics and actions in education**.

1. What is sustainability?

There are several definitions of sustainability and sustainable development.

For the purposes of this guide, we have adapted a well-known and widely used definition from "*Our Common Future*" (also known as the Brundtland Report), a report commissioned by the UN in the 1980s.

Sustainable development concerns the balance between meeting the needs of people in the present (well-being, health, economic development) without compromising the ability of future generations to meet their own needs (that is, preserving ecosystems and natural resources).

Sustainable development, therefore, entails environmental progress and at the same time economic, social, and political progress. Sustainable development explicitly recognises that the economic, social, and environmental dimensions are integrated when addressing problems such as poverty or climate change.

Other definitions exist, such as the „Sustainable Schools Framework" in the UK built on the principle of care (of oneself, others and the environment). As an example, a sustainable school takes an integrated approach to its improvement: by exploring sustainable development goals through its teaching provision and learning (curriculum); in its values and ways of working (campus); and through the engagement of local people and partners (community).

*„There is no more powerful transformative force than **education**—to promote human rights and dignity, to **eradicate poverty** and **deepen sustainability**, to build a better future for all, founded on equal rights and social justice, respect for cultural diversity, and international solidarity and shared responsibility, all of which are fundamental aspects of our common humanity."*
Irina Bokova, former Director-General of UNESCO (2009-2017).

2. The United Nations Sustainable Development Goals

What is the United Nations?

The United Nations (UN) and its family of agencies, such as UNESCO, exist to secure international peace, protect human rights and eliminate poverty. The UN is governed by its 193 member states, which work collaboratively to address world challenges, because so many global issues require international coordination and action.

What are the Sustainable Development Goals?

The Sustainable Development Goals (SDG's) are a set of goals and targets aimed at making the world a better place. Through sustainable (economic, environmental, and social) development, their overall objective is to create a better world and a better life for all by 2030.

If you made a list of goals to make the whole world a better place, what would be on it? Ending poverty? Tackling climate change and ensuring sustainable consumption? Achieving gender equality? What would be your priorities, and why?

People everywhere face significant social, economic, environmental, and political challenges at both a local and a global level. An enormous amount of these challenges for many people is not only life changing but life threatening. As a reaction and a wakeup call for change the SDG's were set up.

The Sustainable Development Goals (SDGs) are a series of 17 goals established by the United Nations and adopted by 193 countries in 2015.
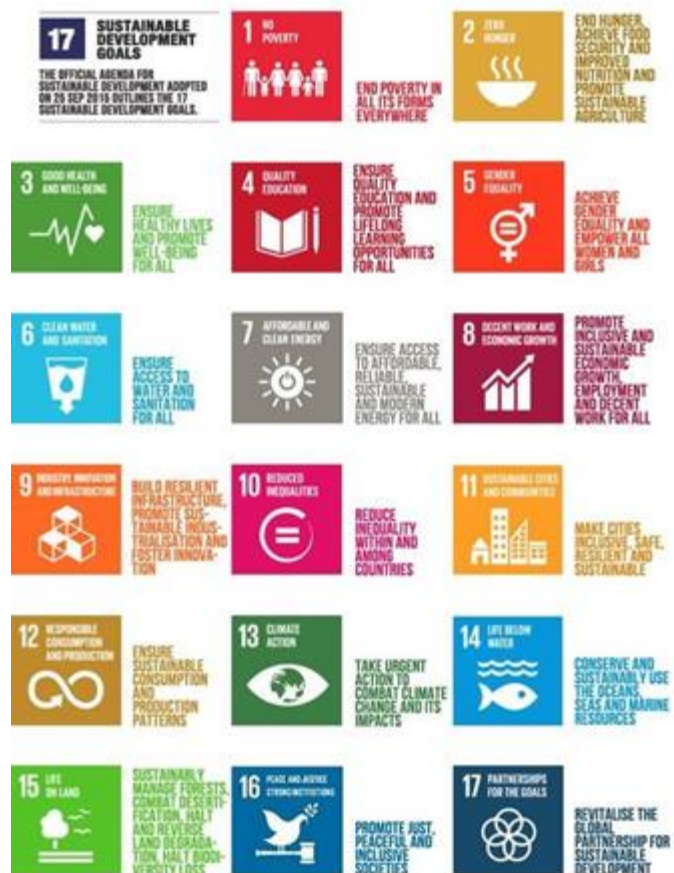
In table 1 we have summarised each logo and definition.

Table 1: SDGs logo and definition

LOGO	SDG
	SDG 1 CALLS FOR THE ERADICATION OF POVERTY IN ALL ITS MANIFESTATIONS. It envisions shared prosperity, a basic standard of living and social protection benefits for people everywhere, including the poorest and most vulnerable. The goal seeks to ensure equal rights and access to economic and natural resources.
	SDG 2 SEEKS TO END HUNGER AND MALNUTRITION AND ENSURE ACCESS TO SAFE, NUTRITIOUS AND SUFFICIENT FOOD. Realising this goal largely depends on promoting sustainable food production systems, as well as increased investment in rural infrastructure and agricultural research and development.
	SDG 3 AIMS TO ENSURE HEALTH AND PROMOTE WELL-BEING FOR ALL AT ALL AGES by improving reproductive, maternal and child health; ending epidemics of major communicable diseases; and reducing non-communicable and mental diseases. It also calls for reducing behavioural and environmental health-risk factors.
	SDG 4 SEEKS TO ENSURE ACCESS TO EQUITABLE AND QUALITY EDUCATION THROUGH ALL STAGES OF LIFE, as well as to increase the number of young people and adults having relevant skills for employment, decent jobs and entrepreneurship. The goal also envisages the elimination of gender and income disparities in access to education.
	SDG 5 AIMS TO ACHIEVE GENDER EQUALITY BY ENDING ALL FORMS OF DISCRIMINATION, VIOLENCE AND ANY HARMFUL PRACTICES AGAINST WOMEN AND GIRLS IN THE PUBLIC AND PRIVATE SPHERES. It also calls for the full participation of women and equal opportunities for leadership at all levels of political and economic decision-making
	SDG 6 CALLS FOR ENSURING UNIVERSAL ACCESS TO SAFE AND AFFORDABLE DRINKING WATER, SANITATION AND HYGIENE, AND ENDING OPEN DEFECATION. It also aims to improve water quality and water-use efficiency and to encourage sustainable abstractions and supply of freshwater.
	SDG 7 CALLS FOR ENSURING UNIVERSAL ACCESS TO MODERN ENERGY SERVICES, IMPROVING ENERGY EFFICIENCY, AND INCREASING THE SHARE OF RENEWABLE ENERGY. To accelerate the transition to an affordable, reliable and sustainable energy system that fulfils these demands, countries need to facilitate access to clean energy research and technology and to promote investment in resource- and energy-efficient solutions and low-carbon energy infrastructure.
	SDG 8 RECOGNISES THE IMPORTANCE OF SUSTAINED ECONOMIC GROWTH and high levels of economic productivity for the creation of well-paid quality jobs, as well as resource efficiency in consumption and production. It calls for opportunities for full employment and decent work for all alongside the eradication of forced labour, human trafficking and child labour, and the promotion of labour rights and safe and secure working environments

SDG 9 CALLS FOR BUILDING RESILIENT AND SUSTAINABLE INFRASTRUCTURE AND PROMOTES INCLUSIVE AND SUSTAINABLE INDUSTRIALISATION. It also recognises the importance of research and innovation for finding lasting solutions to social, economic and environmental challenges.

SDG 10 ADDRESSES INEQUALITIES WITHIN AND AMONG COUNTRIES. It calls for nations to reduce inequalities in income as well as those based on age, sex, disability, race, ethnicity, origin, religion or economic or other status within a country. The Goal also addresses inequalities among countries, including those related to representation, and calls for the facilitation of orderly and safe migration and mobility of people.

SDG 11 AIMS TO RENEW AND PLAN CITIES AND OTHER HUMAN SETTLEMENTS IN A WAY THAT OFFERS OPPORTUNITIES FOR ALL, with access to basic services, energy, housing, transportation, and green public spaces, while reducing resource use and environmental impact.

SDG 12 ENVISIONS SUSTAINABLE PRODUCTION AND CONSUMPTION BASED ON ADVANCED TECHNOLOGICAL CAPACITY, RESOURCE EFFICIENCY AND REDUCED GLOBAL WASTE. It calls on researchers, businesses, and policy to develop sustainable production methods and promotes responsible consumption among consumers.

SDG 13 SEEKS TO IMPLEMENT THE COMMITMENT TO THE UNITED NATIONS FRAMEWORK CONVENTION ON CLIMATE CHANGE AND DELIVER ON THE GREEN CLIMATE FUND. It aims to strengthen countries' resilience and adaptive capacity to climate-related hazards and the resulting natural disasters with a special focus on supporting least-developed countries.

SDG 14 AIMS TO PROTECT AND ENSURE THE SUSTAINABLE USE OF OCEANS. This includes the reduction of marine pollution and the impacts of ocean acidification, the ending of overfishing and the conservation of marine and coastal areas and ecosystems. SDG 14 has strong interdependencies with a broad range of other SDGs, as oceans sustain coastal economies and livelihoods and contribute to food production, while at the same time functioning as a sink for land and sea-based pollution

SDG 15 SEEKS TO PROTECT, RESTORE AND PROMOTE THE CONSERVATION AND SUSTAINABLE USE OF TERRESTRIAL, INLANDWATER AND MOUNTAIN ECOSYSTEMS. This includes efforts to sustainably manage forests and halt deforestation, combat desertification, restore degraded land and soil, halt biodiversity loss and protect threatened species

SDG 16 CALLS FOR PEACEFUL AND INCLUSIVE SOCIETIES BASED ON RESPECT FOR HUMAN RIGHTS, PROTECTION OF THE MOST VULNERABLE, THE RULE OF LAW AND GOOD GOVERNANCE AT ALL LEVELS. It also envisions transparent, effective and accountable institutions.

SDG 17 CALLS FOR A GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT. The goal highlights the importance of global macroeconomic stability and the need to mobilise financial resources for developing countries from international sources, as well as through strengthened domestic capacities for revenue collection. It also highlights the importance of trade for developing countries and equitable rules for governing international trade.

What is unique and different about the 17 SDGs?

01 UNIVERSALITY
These Goals apply to every nation … and every sector. Cities, businesses, schools, organizations, all are challenged to act.

02 INTEGRATION
it is recognized that the Goals are all inter-connected, in a system. We cannot aim to achieve just one Goal. We must achieve them all.

03 TRANSFORMATION
it is widely recognized that achieving these Goals involves making very big, fundamental changes in how we live on Earth.

Why are the SDG's relevant for schools and other learning organisations?

Just as national and local governments are implementing the SDG's schools and educational institutions and organisations are due to take a leading role in the sustainability transition. It is a world-wide challenging target concerning all dimensions of modern life, and accordingly, needs a holistic and global solution. It is crucial to understand the transitions before acting, therefore **sustainable transition is a question of education**.

Adult educators can play a central role in providing learners with knowledge and practical information to help them understand sustainability challenges and become active citizens. Transformative learning theory and ecological design principles offer promising opportunities to create meaningful learning experiences that can develop personal, intellectual, and socio-cultural skills, necessary to create resilient and regenerative systems.

Education is a powerful tool by empowering individual and groups and contributes to the development of a culture of change and sustainability by creating the background for effective sustainable transition actions. The SDG's are a helpful tool for enriching curricula and engaging the school & learners' community, as well as for collaborating with other groups and organisations to consider the relationship between the local and the global. As educators it is important to note that the SDG framework is an engaging and powerful way to address these urgent global issues.

Benefits for learners

To bring the SDGs to life they need to be explored under each individual topic area. As educators it is important to note that the SDGs are an engaging and powerful way of linking a range of complex global issues and questions that learners might wish to address.

The 17 goals encourage learning and provides processes for learners to think critically about real-world issues to act in response to their learning. Governments, institutions, and people need to have the possibility to learn about the SDGs and share their meaning. In this way, they can be taken to its fullest effect. By learning through and about the SGDs, learners become more aware about their communities, environment and society and potentially increase participation and engagement in their communities.

The GCED in general is based on spreading information as well as supporting a non-biased reflection on one's own values especially in regard to acting sustainably. Besides spreading knowledge and giving space to reflect on values the GCED is also aiming to increase competences. Reflecting competences that are needed to judge one's own actions in this world regarding the SDGs as well as acting competences to look for alternative ways to the traditional ways that are in conflict with the SDGs. In this way adult education helps to develop a knowledgeable society capable in dealing with the most pressing challenges of our time. It is crucial that citizens participate actively and have the skills and knowledge to do so through all stages of life. SDGs education enlarges the choices that learners make in their personal and professional lives. Adult education in SDGs is a precondition for the achievement of the SDGs as well as a goal in and of itself.

3. Our SUSTAINABLE approach

There are many ways to approach SDGs. This guide is part of the four-sided approach of the SUSTAINABLE PROJECT. It focuses on the IDENTIFY phase:

IDENTIFY: Information And Raising Awareness Guide

EXPLORE: Training handbook guidelines FOR TRAINERS

IMPLEMENT: Training kit with resources FOR TRAINEES

SHARE: Education digital HUB

This guide supports educators working with all kinds of learners to deepen their understanding about and for the SDGs. It also explores the benefits and challenges of using the SDG framework with learners. Educators are likely to be in different places with their engagement with the SDGs while this guide is designed to be introductory, it also intends to propose signposts for more experienced practitioners to develop their thinking and understanding further.

In a perfect world, schools and educational institutions (both formal and non-formal) would take as an institution a holistic approach to the SDGs; embedding their themes, empowering learners to take action and supporting wider community engagement. However, this guide recognises that this may not always be feasible and aims to support learning and thinking about the SDGs, in a range of education and learning contexts. General information, case studies, useful links and resources are provided to raise the awareness of educators with a rich breadth of ways to engage with the SDGs.

A general ecosystem approach can be useful for educational institutions

The ecosystem approach is promoted in the frame of the Convention on Biological Diversity (CBD), the international legal instrument for "*the conservation of biological diversity, the sustainable use of its components and the fair and equitable sharing of the benefits arising out of the utilization of genetic resources*" that has been ratified by 196 nations the integrated management of environmental, social and economic resources in a way that achieves mutually compatible conservation and sustainable use, and delivers equitable benefits for people, nature and businesses.

The ecosystem approach is more about a systemic change rather than about a unidimensional aspect: growth (business) OR nature protection (planet) OR social and economic welfare of people (people). The ecosystem approach is an "AND" story not a "OR" story. Adopting an ecosystem approach to enhance sustainability means:

1. Preserve resources and avoid exhausting planet's resources, using a cradle-to-cradle approach (C2C), thereby ensuring that the flow of resources, through and within the economy, is as nearly non-declining as is permitted by physical laws (**circular economy**)

2. Preserve people welfare, placing humankind at the centre of concerns and activities, thereby reducing poverty, injustice and increasing freedom and emancipation (**social economy**)

3. Encourage businesses' growth in total harmony with the nature and the people concerns, thereby encouraging corporate social responsibility and humanist commitments of businesses (**responsible market economy**).

4. Participatoryapproaches in Education: methodology toolbox

The Education 2030 Agenda and Framework for Action, notably Target 4.7 of the Sustainable Development Goals (Goal No. 4 on Education), calls on countries to:

"*ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development*".

Therefore, *Global Citizenship* as a term has become widely used with different interpretations but the focus is often on young people's positive response to global issues and their actions taken in pursuit of change. This is generally called an "advocacy" approach.

While the world may be increasingly interconnected by means of digital platforms, this has not resulted in a subsequent increase in democracy as human rights violations, inequality and poverty still threaten peace and sustainability. Global Citizenship Education (GCED) is UNESCO's response to these challenges. It works by empowering learners of all ages to understand that these issues are interconnected, not only at a local level but within a global context, to become active promoters of more peaceful, inclusive, secure, and sustainable societies.

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GCED is a strategic area of UNESCO's Education Sector programme and builds on the work of Peace and Human Rights Education. It aims to instil in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation and commitment to peace, human rights, and sustainable development.

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We recommend a GCED approach to engaging learners with the SDGs because it includes elements such as critical thinking, an understanding of sustainable development and respect for human rights as outlined in SDG 4, Target 7.

The SDGs link well with the knowledge and understanding, skills and values, and attitudes outlined in GCED. GCED enables learners to recognise the complexity of global issues and link the local with the global. It uses a range of participatory teaching and learning approaches, including discussion and debate, role play, ranking exercises and communities of enquiry, all of which can support teaching and learning both about and for the SDGs.

Although the GCED approach offers activities and methods that can be used to support engagement with the SDGs on a one-off basis, it is not an additional subject area but rather an overarching approach to classroom practice that is best embedded across the curriculum and life of the school.

Table 2: Key elements for developing active and responsible global citizenship

KNOWLEDGE AND UNDERSTANDING	SKILLS	VALUES AND ATTITUDES
• **Social justice and equity** • **Identity and diversity** • **Globalisation and interdependence** • **Sustainable development** • **Peace and conflict** • **Human rights** • **Power and governance**	• Critical and creative thinking • Empathy • Self-awareness and reflection • Communication • Cooperation and conflict resolution• Ability to manage complexity and uncertainty • Informed and reflective action	• Sense of identity and self-esteem • Commitment to social justice and equity • Respect for people and human rights • Value diversity • Concern for the environment and commitment to sustainable development • Commitment to participation and inclusion • • Belief that people can bring about change

Source: Bourn, Hunt, Bloum Lawson, (2016).

A Learn-Think-Act approach to the SDGs

A Learn-Think-Act approach complements the SDG themes because of its explicit recognition of the relationship between understanding, reflection, and action (see figure 1). Alongside a rigorous development of knowledge and understanding of global issues, such an approach includes opportunities for young people to foster new skills, think critically, and act and reflect effectively as agents of change. It also enables learners to explore, develop and express their own values and opinions while listening respectfully to others' viewpoints. This is an important step towards learners making informed choices about how they engage with global issues.

The SDG themes lend themselves well to both independent and group research and reflection, and encourage informed and responsible action at local, national, and global levels. That said, action can take many different forms and it is important to remember that the SDGs are intended to be the responsibility of governments and stakeholders at all levels within society, – not just the responsibility of young people. In the case of young people sometimes the 'action' element might be to decide to learn more or to reframe a key question for further research.

For strong educational outcomes and meaningful engagement with the SDGs, it is important that educators look for activities that support the development of skills such as critical and creative thinking. There also needs to be consideration of how learners learn about these issues; what influences their opinions and behaviours, how can a more critical and engaged approach towards learning be achieved?

GCED is at the interface between learning, thinking and action with values at the core of the process. Developing intrinsic or compassionate values is recognised as an important part of supporting learners to solve complex, 'bigger-than-self' problems like those outlined in the SDGs. Figure 1 illustrates how learning and thinking about a global issue can inspire action, while acting often motivates learners to develop their knowledge and understanding of an issue and to think critically about both the issue and their choices of action.

Figure 1: Learn-Think Act approach

Source: Adapted from OXFAM GB Sustainable Development Goals: A guide for teachers (2019)

Below are examples of participatory approaches which can be applied to the SDG framework:

Table 3: Examples of participatory approaches

PARTICIPATORY APPROACH	SHORT DESCRIPTION
Project-based learning (PBL)	A learner-centred approach involving engagement with real-world challenges, requiring teamwork and expert thinking. A variety of recommendations for PBL practice are available online – for example, Gaia Education takes a PBL learning approach.
Philosophy for Children (P4C)	A methodology that works well with SDG themes, where young people explore a stimulus, create their own philosophical questions, and then develop their thinking, reasoning, and questioning skills through dialogue.
Enquiry-Based Learning	An approach well known in Geography, where it is as much about what question is being asked (and how) as the topic being investigated. Margaret Roberts identifies four essential aspects for consideration when planning enquiry work: creating a need to know; using data; making sense; and reflecting on learning
Systems Thinking	An emphasis on understanding how systems are created, function and can be changed or challenged (a system being a collection of parts that have influence on each other, with the idea being to understand how different parts interact with each other). This can be a good methodology when working with adult learners on projects that require exploration of the structural and historical causes of issues.
Mantle of the Expert	An approach that uses imaginary contexts to generate purposeful and engaging activities for learning, where educators plan a fictional context and learners take on the responsibilities of an expert team
Open Spaces for Dialogue and Enquiry methodology	Suggested guidelines for creating 'open and safe spaces for dialogue and enquiry about global issues and perspectives focusing on interdependence'

Source: Adapted from OXFAM GB Sustainable Development Goals: A guide for teachers (2019)

UNESCO summarises other methodologies in its 2018 publication: *Preparing Teachers for Global Citizenship Education: A Template*.

5. The Context in Europe

5.1   General context

Sustainable development has long since been at the heart of the European project and the EU Treaties give recognition to its economic, social and environmental dimensions that should be tackled together. Development must meet the needs of the present without compromising the ability of future generations to meet their own needs. A life of dignity for all within the planet's limits and reconciling economic efficiency, social inclusion and environmental responsibility is at the essence of sustainable development.

For nearly 20 years, sustainable development has been one of the fundamental objectives of the European Union since it was included in the Treaty of Amsterdam as an overarching objective of EU policies. The Treaty of European Union sets out the EU vision for a sustainable development of Europe based on balanced economic growth and price stability, a highly competitive social market economy, aimed at full employment and social progress, and a high level of protection and improvement to the quality of the environment.

Sustainable development has been mainstreamed into EU policies and legislation, via the EU Sustainable Development Strategy, the EU 2020 Strategy, and through the EU's Better Regulation Agenda. It is reflected in sectoral policies such as the 7th Environment Action Programme. These efforts have gone hand in hand with the necessary engagement of Member States and stakeholders, a prerequisite for successful implementation.

The EU was instrumental in shaping the global 2030 Agenda. The agenda is fully consistent with Europe's vision and has now become the world's blueprint for global sustainable development. The EU will continue to be a frontrunner in implementing the 2030 Agenda and the SDGs together with its Member States in full respect of the principle of subsidiarity. The 2030 Agenda will further catalyse an EU joint approach between the internal and external dimensions of our policies and coherence across EU financing instruments.

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5.2   EU answer to the SDGs

Sustainable development objectives are firmly anchored in the European Treaties (Articles 3 (5) and 21 (2) of the Treaty on European Union) and mainstreamed in key projects, sectoral policies and initiatives. The 2030 Agenda for Sustainable Development and the 7 Sustainable Development Goals (SDGs), adopted by the United Nations (UN) in September 2015, have given a new impetus to global efforts for achieving sustainable development. The EU's answer to the 2030 Agenda is outlined in the 22 November 2016 European Commission's Communication Next steps for a sustainable European future - European action for sustainability".

5.3   Facts and figures

The 2020 Overview of EU-27 progress towards the SDGs over the past 5 years is the following:

Figure 2: 2020 Overview of EU-27 progress towards the SDGs over the past 5 years.
Source: EU *Sustainable development in the European Union Overview of progress towards the SDGs in an EU context (2020).*

The Europe Sustainable Development Report 2020 is the second edition of the EU independent quantitative report on the progress of the European Union and its member states towards Sustainable Development Goals (SDGs). The report was prepared by teams of independent experts at the Sustainable Development Solutions Network (SDSN) and the Institute for European Environmental Policy (IEEP).

In the SUSTAINABLE DEVELOPMENT REPORT of the SDG index, you can find a rating per country. There are 3 criteria to consider: overall ranking, spill over and none left behind:

OVERALL: EU countries are ranked by their overall score. The overall score measures a country's total progress towards achieving all 17 SDGs. The score can be interpreted as a percentage of SDG achievement. A score of 100 indicates that all SDGs have been achieved.

SPILLOVER: Countries are ranked by their spill over score. Each country's actions can have positive or negative effects on other countries' abilities to achieve the SDGs. The Spill over Index assesses such spill overs along three dimensions: environmental & social impacts embodied into trade, economy & finance, and security. A higher score means that a country causes more positive and fewer negative spill over effects.

LEAVE-NO-ONE-BEHIND (LNOB): Countries are ranked by their leave-no-one-behind (LNOB) score. The SDGs are guided by the principle to "leave no one behind" (LNOB) which tracks inequalities along four dimensions: poverty, services, gender, and income. A higher score means that fewer population groups are being left behind.

The average country we have included in the last column combines the results of the 3 rankings:

Table 4: SDG averages per country and criteria

COUNTRY	OVERAL L	SPILLOVE R	NONE LEFT BEHIND	AVERAGE Country
Belgium	71,74	57,12	74,27	67,7
Germany	74,62	62,05	75,44	70,7
Iceland	72,57	66,80	84,23	74,5
Ireland	68,72	56,45	74,15	66,4
Italy	67,07	71,25	68,96	69,1
Romania	58,31	84,03	47,74	63,4
Spain	67,82	66,26	73,35	69,1
Sweden	81,02	72,78	82,47	78,8

Source: adapted from The Europe Sustainable Development Report (2020)

In figures 3 and 4 we can see the **OVERALL ranking**, that is, the percentage of SDG achievement by EU participating country:

Figure 3: OVERALL ranking of the SUSTAINABLE participating countries.
Source: *adapted from The Europe Sustainable Development Report (2020)*
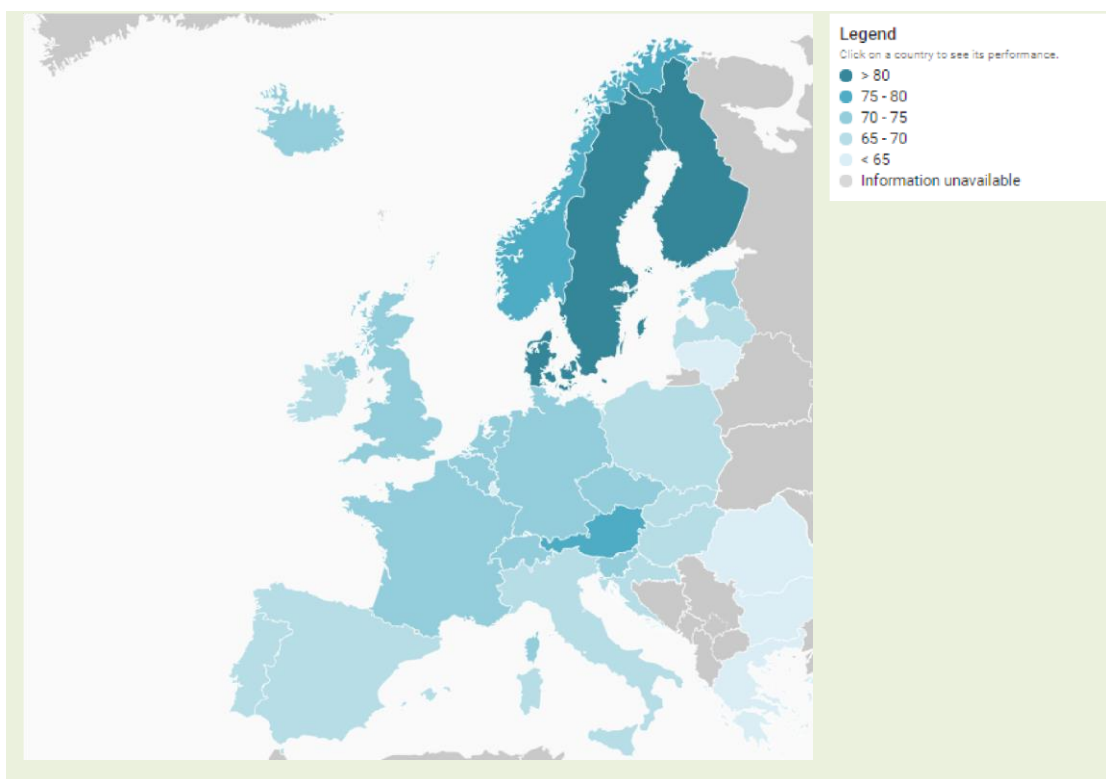
Figure 4: Map of OVERALL ranking of the SUSTAINABLE participating countries
Source: *adapted from The Europe Sustainable Development Report (2020)*

As to the **SPILL OVER** ranking, assessing such spill overs along three dimensions: environmental and social impacts embodied into trade, economy & finance, and security, figure 5 shows the relations across participating countries:
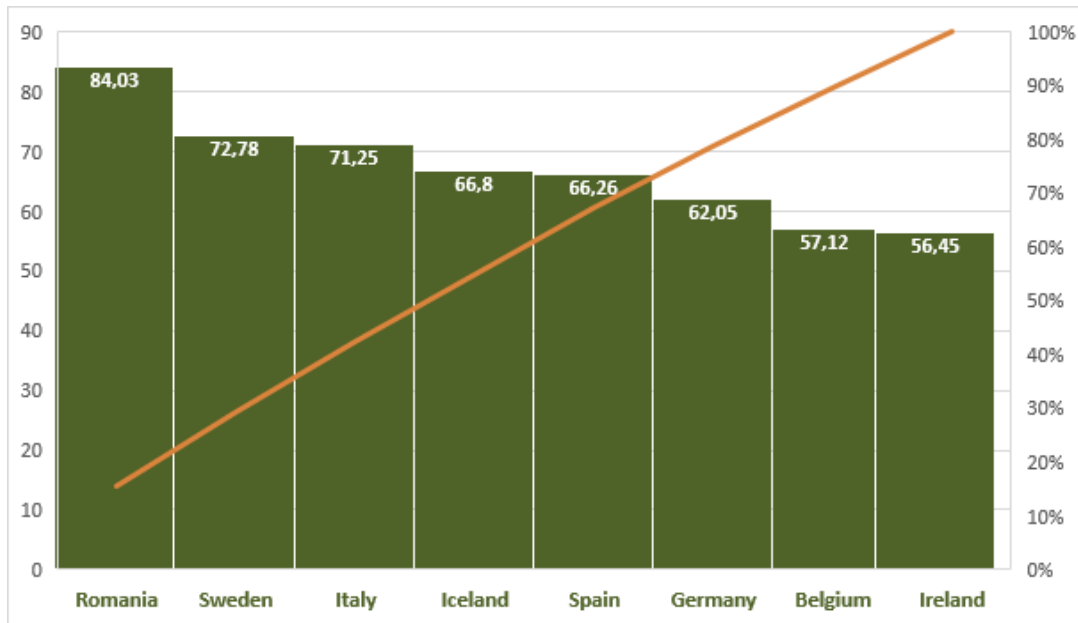
Figure 5: SPILL OVER ranking of the SUSTAINABLE participating countries.
Source: adapted from The Europe Sustainable Development Report (2020)
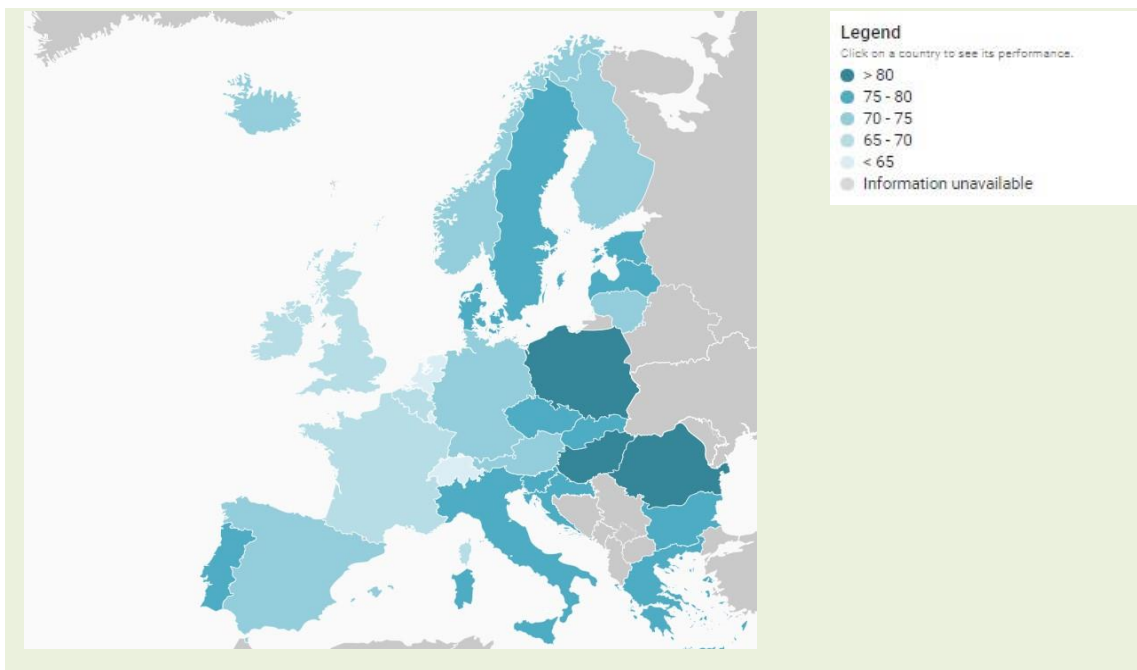
Figure 6: Map of SPILL OVER ranking of the SUSTAINABLE participating countries.
Source: adapted from The Europe Sustainable Development Report (2020)

Regarding the **LEAVE-NO-ONE-BEHIND (LNOB)** ranking, which tracks inequalities along four dimensions: poverty, services, gender, and income, graph X shows
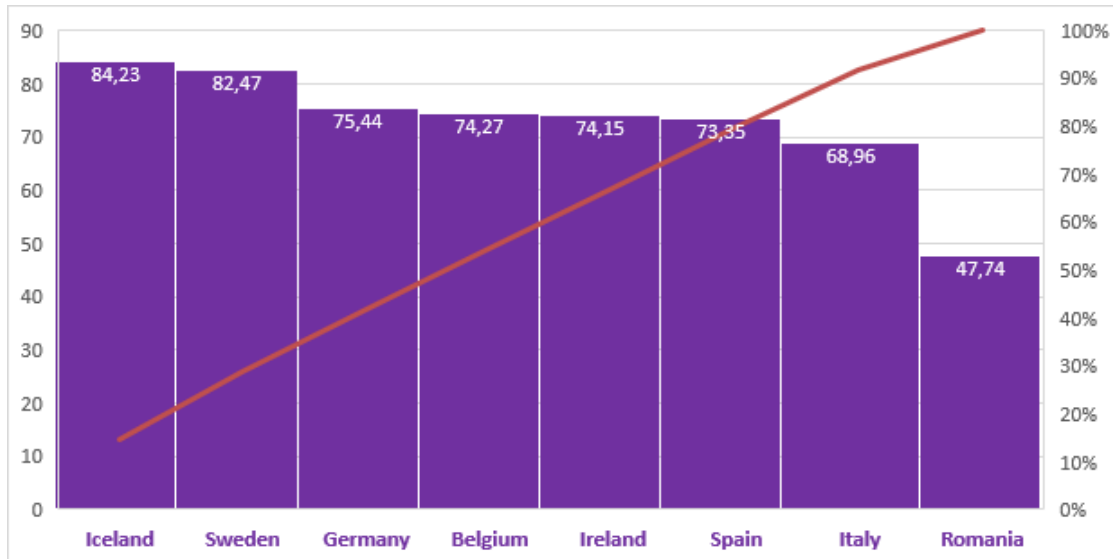
Figure 7: LEAVE-NO-ONE-BEHIND ranking of the SUSTAINABLE participating countries.
Source: adapted from The Europe Sustainable Development Report (2020)
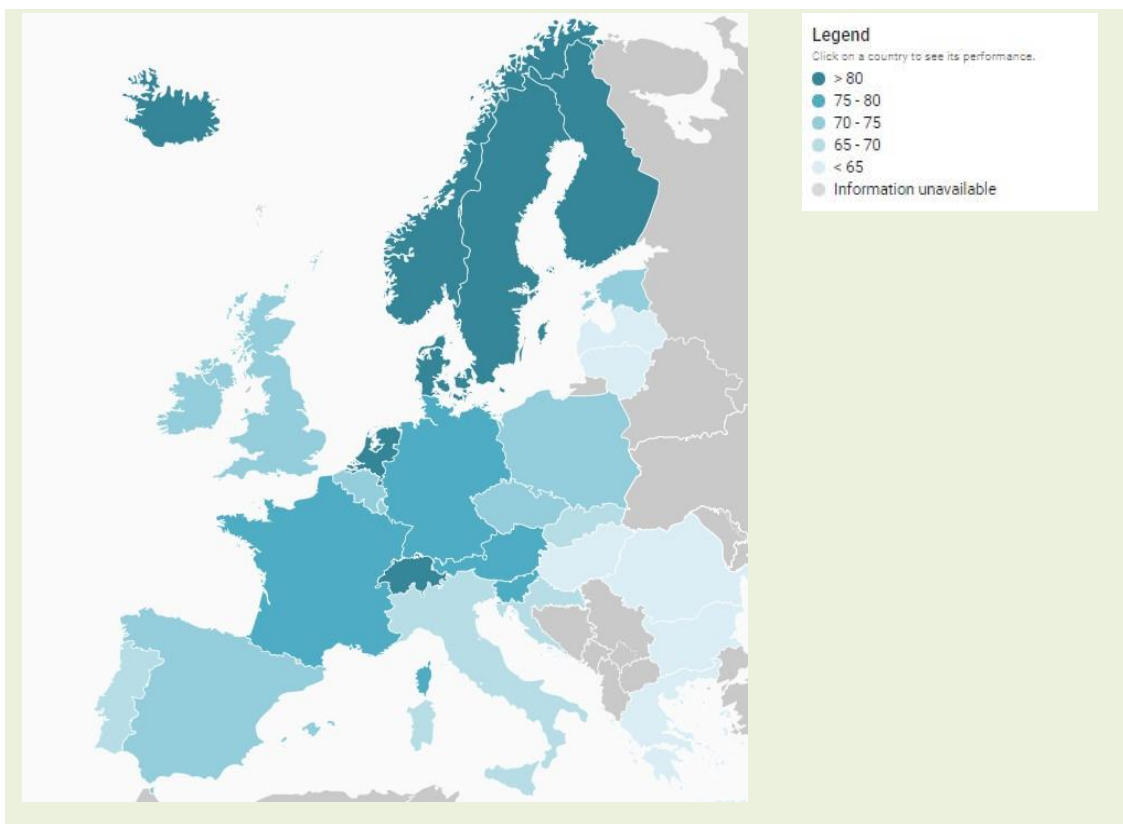
Figure 8: Map of LEAVE-NO-ONE-BEHIND ranking of the SUSTAINABLE participating countries.
Source: adapted from The Europe Sustainable Development Report (2020)

The AVERAGE RESULTS combine the results of the ranking of the 3 categories:

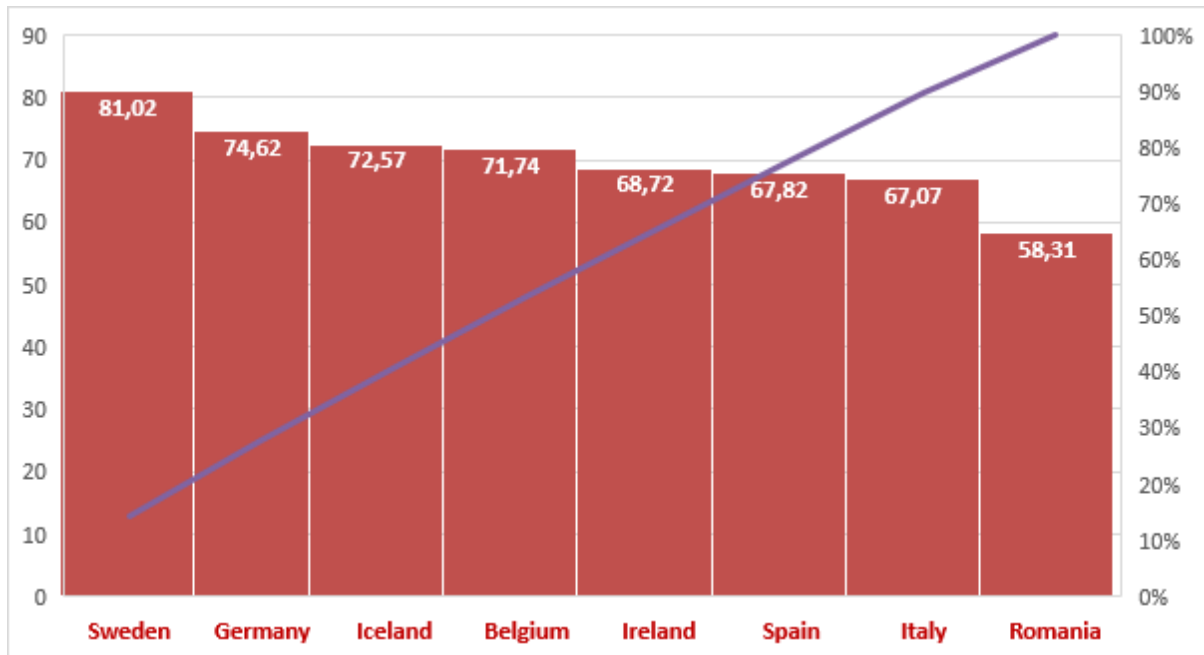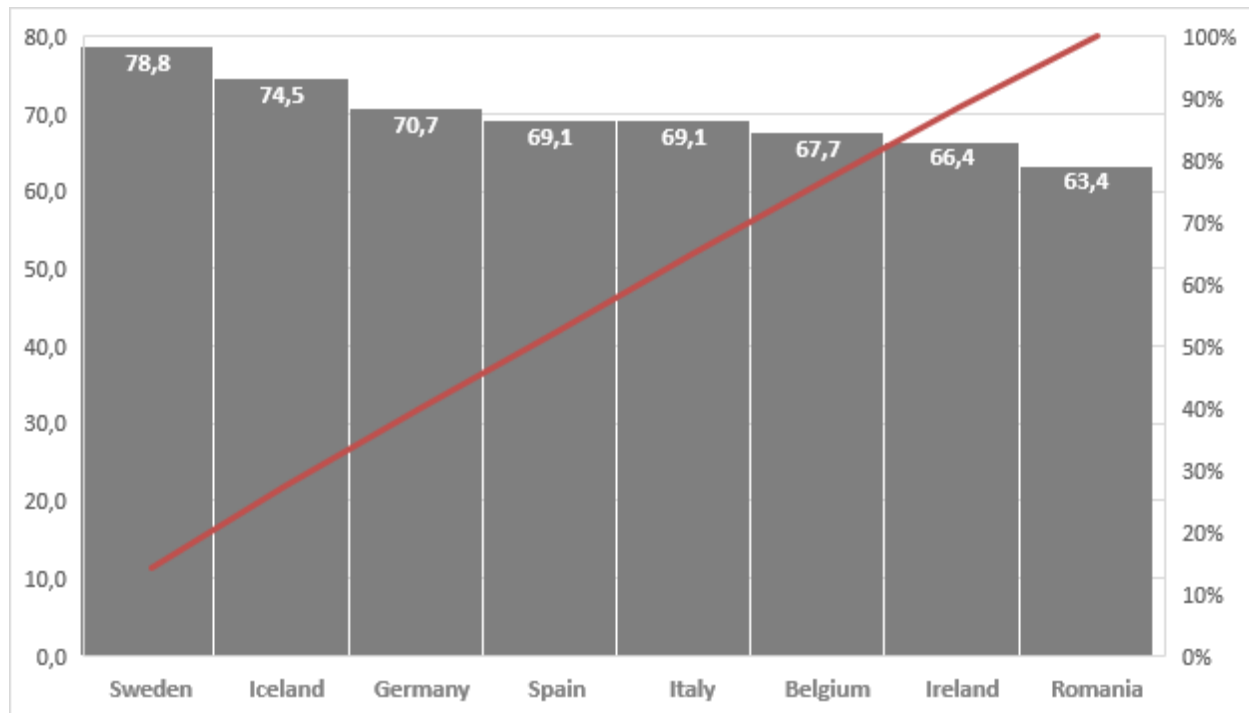*Figure 9: AVERAGE RESULTS of the ranking of the SUSTAINABLE participating countries.*
Source: adapted from The Europe Sustainable Development Report (2020)

6 Raising Awareness Practices focusing on SDGs from the participating EU countries

In the following tables we have included 2 or 3 selected practices per country to illustrate stakeholders:

6.1 Belgium

Figure 10: Belgium SDGs overview 2020
Source: Europe Sustainable Development Report 2020 (https://eu-dashboards.sdgindex.org/profiles/belgium)

BELGIUM Case study #1

Table 6: BELGIUM Case study #1: SDGs Belgium (An official national website on SDGs in Belgium)

Name of case	SDGs Belgium (An official national website on SDGs in Belgium)
URL	http://www.sdgs.be
Promoter	The Federal Institute for Sustainable Development
Territorial focus	Local, regional, national. EU
Economic dimension	ALL (Environmental, social economic)
Specific SDG	All 17
Short description	This website aims to promote the Sustainable Development Goals (SDGs) in Belgium. Via this website actions and initiatives on the SDGs around all Belgian regions are promoted. This website collects qualitative information on the implementation of the SDGs in Belgium, so it's a valuable source of ideas and initiatives. In this respect, the website contributes specially to SDG 12.8: "*By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature*".
Sustainability	The Federal Institute for Sustainable Development (public institution) created this website recently in 2021. The institute itself was established in 2002 just after World Summit on Sustainable Development in Johannesburg.
Transferability	The transferability of the idea should be simple, as we are talking about sustainable education and awareness for sustainable development and lifestyles in harmony with nature. The idea of gathering all initiatives as well as the achieved results regarding SDGs at national level on one specific and centralized website is easily transferable
Relevance	The website lists almost all the initiatives in Belgium including the training initiatives on SDGs. The website, instead of its added value as best practice to be transferred, is also a valuable source of training contents and ideas to the SUSTAINABLE project as well as a facilitating tool of meeting, sharing, and implementing projects and initiatives about SDGs.
Rating	5. It is very relevant as it is the kind of example that is useful at all the levels of sustainable education from the simple raising awareness of all stakeholders to a more complex learning from practice approach for educators and for people in general.

Source: adapted from http://www.sdgs.be

BELGIUM Case study#2

Table 7: BELGIUM Case study #2: Civilization game

Name of case	Civilization game
URL	http://www.level21.be
Promoter	Level21 (Belgian NGO)
Territorial focus	Local, regional, national. EU
Economic dimension	ALL (Environmental, social economic)
Specific SDG	All 17
Short description	Level21 is a "games library" that makes educational games and is borrowed from teachers and schools. The NGO offers further education, workshops and training on playful learning. Families, students, trainees and people in general can visit their facilities and play games during opening hours. A new project was started recently by the NGO in which they make a game case about the SDGs. The game is called the 'civilization game' and is already existing (beta version) even if the game is still unclear and not entirely tangible. The game is addressed to teacher, and educators in general, intended to be used for the classroom and which you can play in a few weeks. The aim of the game is to create a new 'civilization' on another planet. The students/trainees carry out assignments related to an SDG and earn a tile to build a city. By carrying out the assignments, they become aware of the problems in the world and the SDGs themselves.
Sustainability	The project is ongoing. Once the game is produced it will be for sure a sustainable product which could be used for years and years and in many different contexts and training settings
Transferability	The transferability potential is high as it is a playful training content. It will be very easy to transfer it to other countries
Relevance	Highly relevant as it means to: Promoting reflection, awareness, and training on the sustainable education practice. Making it easier to include SDGs in practical and playful training curricula
Rating	5. It is very relevant as it is the kind of example that is useful at all the levels of sustainable education from the simple raising awareness of all stakeholders to a more complex learning from practice approach for educators and for people in general.

Source: adapted from http://www.level21.be

6.2 Germany

Figure 11: Germany SDGs overview 2020
Source: Europe Sustainable Development Report 2020 (https://eu-dashboards.sdgindex.org/profiles/germany)

GERMANY Case study #1

Table 8: GERMANY Case study #1: Quality label for sustainable organisations

Name of case	**Quality label for sustainable organisations**
URL	https://nhz-th.de/bne.html
Promoter	Centre for sustainability of Thuringia
Territorial focus	Regional
Economic dimension	Environmental
Specific SDG	6, 11, 13 and 16
Short description	The Thuringian centre of sustainability exists since 2011 and is a well-recognized institution 100% funded by the local government in Thuringia. The centre´s tasks are to educate, inform and advise two main target groups: the citizens (anyone can turn at the centre and ask for information, process facilitation and support for voluntary engagement) and officials in the town councils, local administrations etc. The centre supports communities on their way to turn their communities into a more sustainable one, to live healthier, to be climate neutral, to be more social and solidary etc. The centre also offers a trainings and educational material. The basis for their work is the 17 SDGs. Also, the UNESCO world action program on education is part of the working agenda. Because of the later the centre developed a *quality label* for organisations who are focusing on education for the SDGs. The centre supports organisations, stake holders etc. who are educating people in whatever form on the SDGs. Those organisations will be closely monitored over the course of a year and if approved they receive the quality label as a provider of education for sustainable development. The centre ensures transparent communication between the numerous actors and provides a base for the networking.
Sustainability	It started in 2019. 3 rounds of certification processes so far. Now, the third one is monitored.
Transferability	Transferable to a certain degree: the regional funding is essential for centre and its six employees.
Relevance	The process of receiving the quality label for being an organisation that is offering education for sustainable development could be of particular interest: it supports very strongly the recognition of the topic itself and all the efforts of the organisations who hold the QL.
Rating	5 – as it provides a ready script for organisations who want to become such a centre of sustainability and supports education for sustainable development

Source: adapted from https://nhz-th.de/bne.html

GERMANY Case study#2

Table 9: GERMANY Case study #2: Water transition

Name of case	**Water transition**
URL	https://atiptap.org/
Promoter	atip:tap
Territorial focus	Local, National and EU
Economic dimension	ALL (Environmental, social economic)
Specific SDG	4, 6, 12 and 13
Short description	atip:tap is an organization that started as a grassroot initiative and has grown since then. Their main idea is to fight against the big water companies and their monopole to sell bottled water while at the same time in Germany there is good water from the tap. The initiative also involves fighting against plastic in water. Atip:tap has got a team of paid and volunteer workers. Its main activities are supporting other individuals, organisations, companies, etc. to change from bottled to tap water and offer training and seminars to educate anyone who is interested in the topic. Atip: tap also offers project monitoring and support in the implementation.
Sustainability	Atip:tap exists since 10 years. The main activities are educational offers for schools and organisations. These could be a day or a week's program. Online or residential. Over the time atip:tap created thirteen areas of water. In these areas the paid workers are supported by volunteers
Transferability	The transferability is 100% connected to the quality of the tap water. If the territory has drinkable water, the idea of the organisations is absolutely and very easy to copy. The idea to change bottled water for tap water is something that for sure many people can relate to and are willing to be educated about.
Relevance	Significant as it may apply to all organisations and institutions.
Rating	5: "Imagine you could save the world by being cheap and lazy"

Source: adapted from https://atiptap.org/

6.3 Spain

Figure 12: Spain SDGs overview 2020

Source: Europe Sustainable Development Report 2020 (https://eu-dashboards.sdgindex.org/profiles/spain)

SPAIN Case study #1

Table 10: SPAIN Case study #1: ESenRED (Networked Spanish Schools towards Sustainability)

Name of case	ESenRED (Networked Spanish Schools towards Sustainability)
URL	https://www.miteco.gob.es/es/ceneam/recursos/mini-portales-tematicos/ESenRED/que-es-esenred.aspx
Promoter	Now, the Spanish Ministry for eco transition and demographic challenge
Territorial focus	Local, regional, national. EU
Economic dimension	ALL (Environmental, social economic)
Specific SDG	All 17
Short description	ESenRED (Schools towards Sustainability on the Net) is the national network of networks of non-university educational centres promoted to promote sustainability in education. The educational centres participate in the network by initiative of public administrations (Autonomous Communities, Town Halls, Provincial Councils…). It is configured as a community of practices in which all its members have the possibility to act and take responsibility regarding sustainable education generating cooperative work in the network. The community offers a way to practice shared responsibility, in which the representatives of each network contribute with different functions, giving rise to distributed and shared leadership. Students seem to be at the centre of all the activities and teachers are "the engine" of the environmental education processes that are being promoted. Up to July 2020, the network is formed by 4412 non-university education centres, 1.690.000 non-university students participating in the activities promoted, 110.00 non-university teachers.
Sustainability	The sustainability potential is high as when it was created in 2010 the government was from one political side and when the first symposium was promoted, in 2015, the other political side was in the government… it has been supported by both governments and is already in place, we can say informally that is quite alive and kicking.
Transferability	The transferability potential is high as it is a simple idea: network of networks of non-university educational centres to promote sustainability in education in the broad sense.
Relevance	Highly relevant as it is aimed at facilitating exchange of ideas, Promoting reflection, evaluation, and innovation on the sustainable education practice, Developing common or shared projects and Establishing contacts, relationships, and common projects with other international networks of schools.
Rating	5.It is very relevant as it is the kind of example that is useful at all the levels of sustainable education from the simple raising awareness of all stakeholders to a more complex learning from practice approach for educators.

Source: adapted from https://www.miteco.gob.es/es/ceneam/recursos/mini-portales-tematicos/ESenRED/que-es-esenred.aspx

SPAIN Case study #2

Table 11: SPAIN Case study #2: NATURALIZA, Active environmental learning

Name of case	**NATURALIZA, Active environmental learning (Aprendizaje ambiental activo, in ES)**
URL	https://www.naturalizaeducacion.org/
Promoter	ECOEMBES (Ecoembalajes España, SA) is private not for profit company
Territorial focus	National
Economic dimension	Environmental
Specific SDG	12 (Responsible Consumption and Production), 13 (Climate action) and Promotion of circular economy
Short description	Naturaliza is a project that intends to help promote the presence of the environment in the educational system. It intends to offer transversal environmental education in primary core subjects: Natural Sciences, Social Sciences, Mathematics and Spanish Language, giving special weight to active pedagogies: Cooperative Learning and Project-Based Learning. It is designed for all teachers of any school, or an individual teacher who can participate. Naturaliza is based on teacher training, curricular greening and experiential learning. The broader aim is to promote the circular economy through the recycling of plastic containers, cans, and Tetra Brik (yellow container) and cardboard and paper containers (blue container) throughout Spain, precisely, by raising awareness of younger generations.
Sustainability	It is in place since 2018, and it has a clear transferability potential
Transferability	High as it is based on a simple model.
Relevance	As the aim is recycling and the promotion of circular economy from a proactive perspective, it has a clear potential of being part of the guide to raise awareness on the importance of recycling and promoting circular economy at all ages.
Rating	4, for the reasons explained above

Source: adapted from https://www.naturalizaeducacion.org/

6.4　Ireland

Figure 13: Ireland SDGs overview 2020

Source: Europe Sustainable Development Report 2020 (https://eu-dashboards.sdgindex.org/profiles/ireland)

IRELAND Case study #1

Table 12: IRELAND Case study #1: Consultation webinars

Name of case	**Consultation webinars**
URL	https://www.esbnetworks.ie/power-outages-updates/search-results?indexCatalogue=site%2Dsearch &searchQuery=Consultation&wordsMode=0
Promoter	Electrical Supply Bord (ESB)
Territorial focus	National
Economic dimension	ALL (Environmental, social, economic)
Specific SDG	7 (Affordable and Clean Energy), 11 (Sustainable Cities and Communities) and 13 (Climate action)
Short description	The Electrical Supply Bord (ESB) is Ireland's national producer and supplier of electricity to the network for both economic and domestic use. The ESB has commenced a series of stakeholder consultation Webinars such as the distribution investment required at both European and Irish level to power the low carbon future, with insights from Eurelectric and EDSO's 'Distribution Grid Investment' study and a further discussion on what this investment will mean for customers and citizens across Europe and Ireland and how the system operators will work together with key stakeholders to address climate change - enabling the greater connection of renewable generation to the electricity network and the use of clean electricity to drive carbon out of heat, transport, and the economy. The distribution investment required at both European and Irish level to power the low carbon future, with insights from Eurelectric and EDSO's 'Distribution Grid Investment' study and a further discussion on what this investment will mean for customers and citizens across Europe and Ireland
Sustainability	This is a new initiative developed by the ESB, commenced in 2020
Transferability	The Webinars were well organized and managed, with good line-ups of speakers. Participants could submit questions to be answered live during the Q&A session.
Relevance	The fact that the nation producer of energy is engaged in public consultations on climate change and sustainability is very impotent and has the potential to effect large scale change.
Rating	3.5, the message and the medium are relevant to the Sustainability project

Source: adapted from https://www.esbnetworks.ie/power-outages-updates/search-results?indexCatalogue=site%2Dsearch &searchQuery=Consultation&wordsMode=0

IRELAND Case study#2

Table 13: IRELAND Case study #2: Consultation webinars

Name of case	**Exam Global Solidarity Committee**
URL	https://www.ictu.ie/
Promoter	Irish Congress of Trade Unions
Territorial focus	National, EU
Economic dimension	ALL (Environmental, social, economic)
Specific SDG	1 to 5, 8, 10, 13, 16 and 17
Short description	The Irish Congress of Trade Union (ICTU) is the largest civil society organisation on the island of Ireland, representing and campaigning on behalf of some 800,000-working people. There are currently 44 unions affiliated to Congress, north and south of the border. ICTU seeks to achieve a just society - one which recognises the rights of all workers and citizens to enjoy the prosperity and fulfilment which leads to a good quality of life. Quality of life embraces not just material well-being, but freedom of choice to engage in the arts, culture, and all aspects of civic life. This vision applies in the context of Ireland, Europe and the wider world and challenges the existing economic order. ICTU's Global Solidarity Committee has specific remit to engage in activities and events relating to the Sustainability Development Goals, Just Transition, Human rights, Development Aid. The Global Solidarity Committee comprises of nominated members from different trade unions in Ireland. The Committee's has set out an action plan for 2021 to advocate for and create awareness of the SDGs in workplaces, communities, and political environment
Sustainability	The Global Solidarity Committee is in operation for over 10 years. It organises campaigns, seminars, Webinars relating to SDGs and actively lobbies governments, and national agencies.
Transferability	Key skills relating to lobbying (national and international) and how to build campaigns from grassroots level could be learnt from engaging with the Committee.
Relevance	Engagement with this Committee would provide access to knowledge and skills relating to organizing and assist in dissemination.
Rating	4, the ICTU has well established links in workplace, communities and politics which could help when dissemination project outputs

Source: adapted from https://www.ictu.ie/

6.5   Italy

Figure 14: Italy SDGs overview 2020
Source: Europe Sustainable Development Report 2020 (https://eu-dashboards.sdgindex.org/profiles/italy)

ITALY Case study #1

Table 14: Italy Case study #1: Green School project: Lombard network for sustainable development

Name of case	**Green School project: Lombard network for sustainable development**
URL	https://www.green-school.it/
Promoter	Aspem – Associazione Solidarietà Paesi Emergenti Onlus
Territorial focus	Regional
Economic dimension	Environmental
Specific SDG	6, 7, 10, 12, 13 and 14
Short description	It aims to spread knowledge of environmental issues in civil society, to promote attitudes, actions and forms of active participation for schools, the population and Lombard institutions, and to protect the environment, fighting against climate change. The project involves a partnership of 22 NGOs, associations, third sector entities and local authorities led by ASPEM - Association of Solidarity for Emerging Countries of Cantù (CO) and the contribution of the Italian Agency for Development Cooperation (AICS). The project intends to involve schools in the Lombard Region that receive teaching materials, guidelines, training and technical support to integrate good behavioural practices into daily educational objectives, thus obtaining the "Green School" recognition. The citizens are involved with territorial events and demonstrations of awareness and active participation in SDG's achievement. The employees of local public bodies participate through the experimentation and implementation of some eco-actions useful for reducing the environmental impacts of the offices involved. Finally, it aims at building territorial networks of different nature which support environmental education and promote sustainability actions.
Sustainability	The idea started in 2009. Then extended to the provincial level with the support of the Province of Varese. In the school year 2019/2020, drawing inspiration from the experience of the Varese project, the Green School project was born: a Lombard network for sustainable development.
Transferability	Potential to be extended in other Italian regions because there is a connection between schools – public institutions – companies, associations and cooperatives.
Relevance	High
Rating	3 - 4: is a good example of how to build relevant networks, how to work in educational field to promote the development of sustainable objectives

Source: adapted from https://www.green-school.it/

ITALY Case study#2

Table 15: Italy Case study #2: Italian Alliance for Sustainable Development (ASVIS)

Name of case	**Italian Alliance for Sustainable Development (ASVIS) -** *Alleanza Italiana per lo sviluppo Sostenibile*
URL	https://asvis.it/
Promoter	Fondazione Unipolis e Università di Roma "Tor Vergata"
Territorial focus	National
Economic dimension	ALL (Environmental, social, economic)
Specific SDG	ALL
Short description	ASviS was born on February 3, 2016, on the initiative of the Unipolis Foundation and the University of Rome "Tor Vergata". It aims to raise awareness in Italian society of the importance of the 2030 Agenda for sustainable development and to mobilize civil society to achieve the Sustainable Development Goals through the development of a culture of sustainability at all levels. It promotes sustainable production and consumption models; the analysis of the implications and opportunities for Italy related to the Agenda for sustainable development; the contribution for the definition of an Italian strategy aimed at achieving the SDGs (also using analytical and forecasting tools that help define policies for sustainable development) and the creation of a system for monitoring Italy's progress towards the SDGs. The Alliance currently brings together over 290 of the most important civil society institutions and networks: business, trade union and third sector associations, Universities and public and private research centres, and related networks, foundations and foundation networks and Italian subjects belonging to international associations and networks active on sustainable development issues.
Sustainability	High: operating since 2016.
Transferability	good starting point to increase the awareness, knowledge, and involvement of civil society in achieving the development goals of sustainability
Relevance	It is certainly a very useful site for increasing knowledge and awareness of the issues relating to the SDGs as numerous articles, news, events and reports are collected for each objective
Rating	4, because it's a good starting point to be aware of what Italy is doing about the SDGs.

Source: adapted from https://asvis.it/

6.6 Iceland

Figure 15: Iceland SDGs overview 2020

Source: Europe Sustainable Development Report 2020 (https://eu-dashboards.sdgindex.org/profiles/iceland)

ICELAND Case study #1

Table 16: ICELAND Case study #1: Ecological restoration

Name of case	**Ecological restoration**
URL	https://landvernd.is/graenfaninn/vistheimt-skolar/
Promoter	Landvernd
Territorial focus	Local, regional and national
Economic dimension	Environmental and social
Specific SDG	3, 4, 13, 14 and 15
Short description	The Ecological restoration project invites students to follow in the footsteps of scientists and learn about the importance of vegetation and soil, biodiversity and restoration to fight climate change. Participants in the project get the opportunity to follow in the footsteps of scientists in close collaboration of Landvernd, Landgræðslan (e. The Soil Conservation Service of Iceland (SCSI) and the participating schools. Students and teachers work with the best experts on research and experiments on micro-land. Also, on measurements of the development of flora and fauna and projects related to wetland restoration. Students learn ways to decrease carbon and increase biodiversity of areas, emphasizing that they come up with their own ideas and that the projects are constructive, positive and solution oriented. A model has been developed for environmental education for primary and secondary schools. There has been a call for effective methods and teaching materials in the field of natural sciences and complex issues related to the environment and natural hazards. Landvernd's challenge was to prepare educational projects for primary and secondary schools that increases students' knowledge of these complex environmental issues and the ability of teachers to guide students in dealing with these issues.
Sustainability	This project has been operating since 2013, 2017 educational material "Vistheimt fyrir gróðursnautt land" for primary school was published and during 2021 the project will be expanded and learning material for adolescents and young adults will be developed.
Transferability	Highly transferable, many countries are facing issues regarding ecosystems restoration, and all global environmental crisis.
Relevance	This project is very relevant to the Sustainable project as its main value is in young people's increased knowledge of large and complex international environmental issues, their ability to understand their causes, consequences, and interactions.
Rating	5 – innovative learning material for SDGs and environmental education

Source: adapted from https://landvernd.is/graenfaninn/vistheimt-skolar/

ICELAND Case study#2

Table 17: ICELAND Case study #2: Youth Council for the SDGs

Name of case	**Youth Council for the SDGs**
URL	https://www.heimsmarkmidin.is/default.aspx?pageid=a245d81e-7213-47ae-a90b-1c07189fa681
Promoter	The Prime Minister's Office
Territorial focus	National
Economic dimension	ALL (Environmental, social, economic)
Specific SDG	ALL
Short description	The Government founded the Youth Council as a living forum where the SDGs and the UN Convention on the Rights of the Child are the overarching theme and are discussed critically with focus on resolution. The main aim of the Council is to draw attention to the SDGs and sustainable development. Also, to create opportunities for the voices of young people to be heard on these issues. The Youth Council consists of twelve representatives from across the country, aged 13-18 years. The Council meets six times a year, including once with the government. The role of the Council is to learn about and discuss the SDGs, as well as to prepare and share interactive content on the goals and sustainable development on social media. The Youth Council is also to keep the government focused, through the inter-ministerial working group, and advise it on implementation of the goals.
Sustainability	This project has been operating since 2018. All children in Iceland are invited to apply for membership in the council and a special selection committee, with young people included, is appointed to choose individuals who together form a diverse council.
Transferability	Highly transferable for awareness raising of all social groups.
Relevance	Very relevant to the Sustainable project as its main value is in increased knowledge and awareness about the challenges of the SDGs and each opportunity to contribute to a more sustainable world.
Rating	5 – A promising way to promote increased dialogue and collaboration on the SDGs.

Source: adapted from https://www.heimsmarkmidin.is/default.aspx?pageid=a245d81e-7213-47ae-a90b-1c07189fa681

6.7 Romania

Figure 16: Romania SDGs overview 2020

Source: Europe Sustainable Development Report 2020 (https://eu-dashboards.sdgindex.org/profiles/romania)

ROMANIA Case study #1

Table 18: ROMANIA Case study #1: REPER21 (European Network for the Promotion of a Responsible Economy, 21st century)

Name of case	**REPER21 (European Network for the Promotion of a Responsible Economy, 21st century)**
URL	http://reper21.ro/about-us/
Promoter	REPER21
Territorial focus	National
Economic dimension	Environmental and Social
Specific SDG	4, 8, 11, 12, 15, 16 and 17
Short description	REPER21 is an association with a vast experience in promoting and operationalizing Social Responsibility and Sustainable Development, which represents its mission and field of action. Since its creation in 2006, it has carried out a wide range of projects promoting the principles specific to Sustainable Development and Social Responsibility, as well as the frame of reference that underpin these two concepts. The projects of the association had as main target groups the young people, the nongovernmental organizations and the educational institutions, but they also involved other actors that are related to their activities: public authorities, companies, unions, employers' associations. Climate activism and education are key strategic objectives since the establishment of REPER21. Currently, REPER21 members systematically intervene in various national debates, projects and initiatives on climate change and animate the Romanian Facebook group „Climatic circle" (Cercul climatic) with over 1,500 members. Between 2016 and 2018, REPER21 coordinated the Erasmus + project „Skills for Climate Change Education (ESC) in vulnerable communities" (www.competenceslimatiques.eu), which aimed to develop the pedagogical skills required for ESC.
Sustainability	High, the network has 15 years of experience, being in constant contact and partnership with the Romanian Government, Ministry of Education as well as the Romanian Erasmus + NA.
Transferability	The transferability of the idea should be simple: network to support sustainable education.
Relevance	Over 1,300 Romanian teachers – gathered on an online platform https://prof21.ro/– have been trained in Prof21 to develop life skills for their students in the context of sustainable development.
Rating	5. The association used and developed non-formal education methods and activities targeting themes of interest for sustainable development and social responsibility

Source: adapted from http://reper21.ro/about-us/

ROMANIA Case study#2

Table 19: ROMANIA Case study #2: Szentábrahámi" Transylvanian Herb Garden

Name of case	**Szentábrahámi" Transylvanian Herb Garden**
URL	https://www.szentabrahami.ro/en/, https://www.facebook.com/SzentAbrahami
Promoter	Szentábrahámi" Transylvanian Herb Garden
Territorial focus	All
Economic dimension	All
Specific SDG	1, 3, 4 8, 11, 12, 13, 15 and 17
Short description	"Szentábrahámi" Herb Garden is the first bio-certified herb and spice garden in Transylvania, where more than 60 varieties of medicinal plants are grown based on traditional organic methods. All these varieties are processed manually in a craft workshop, mixed on the basis of traditional recipes, and marketed as loose tea and spices. The whole series of activities are run by Emese Csiki, founder and owner of this small family business, which employs unemployed local villagers, preserves built cultural heritage and educates curious tourists and responsible consumers about healthy lifestyle, about how organic farming helps biodiversity regenerate itself and about how to use local resources to support local economy. The brand name of the products is including the name of the village and this is attracting many tourists to the region, helping on long term the village to benefit from this. Further to this, the company is using recyclable material for packaging and makes use of all waste from its production process – they create compost which is reused as a soil conditioner.
Sustainability	The family business has been started in 2012, and it is constantly growing and developing by implementing new ideas and getting wider and wider visibility, through the organization of open days
Transferability	The transferability of the idea has high potential as it does not include huge developments, sophisticated infrastructure nor extra human resources.
Relevance	The owner of the business believes that it is of upmost importance, that such business owners/managers train and encourage the own customers in sustainable practices such as reducing waste, recycling and reuse, eco-friendly habits, use of energy-efficient products, consuming local, sustainable consumption
Rating	5. By raising awareness about the importance of sustainable development and healthy lifestyle through different approaches that may inspire educators.

Source: adapted from https://www.szentabrahami.ro/en/, https://www.facebook.com/SzentAbrahami

ROMANIA Case study#3

Table 20: ROMANIA Case study #3: ARDLD, Romanian Association for Sustainable Development

Name of case	**ARDLD, THE ROMANIAN ASSOCIATION FOR SUSTAINABLE DEVELOPMENT**
URL	https://www.ardld.ro/en/projects/
Promoter	ARDLD
Territorial focus	All
Economic dimension	Environmental and economic
Specific SDG	3, 4, 8,9, 10, 11, 12, 13, 15, 16 and 17.
Short description	It is an NGO focused on sustainable development. Because of the complexity and the duration as well as the major impact it has on all aspects of reality, the process of sustainable development has been constantly adapted and optimized through the direct implication of the central and local administration, the business environment but especially through the activity of NGOs. The Romanian Association for Sustainable Development (ARDLD) has the capacity to be a serious partner for any public institution, NGO, private company, or investor that wants to take part in the process of the sustainable development of Romania. ARDLD organizes awareness campaigns regarding the importance of implementing the 17 SDGs in every individual's life. The association elaborates and supports projects and programs through which Romania synchronizes itself to progressive and democratic values, opinions, and attitudes. At the same time, ARDLD supports professional training and continuous formation programs. ARDLD advocates the 17 goals included in the 2030 Agenda, fighting to make them a common point of interest for the government, the local and central authorities as well as for the business environment and the civil society. ARDLD carries out two secondary, individual but complementary projects within the main "Sustainable Education" project: "Health and education through sports" and "Leaders for a sustainable future".
Sustainability	Founded in 2000, the association's most important goal is to implement the Global Sustainable Development Goals nationally and locally
Transferability	High as it is simple idea and strengthens the link between schools and local population.
Relevance	High due to the message of the importance of sustainable future and education
Rating	4 as it aims to raising awareness and training those who can help the future generations to realize the importance of sustainable development.

Source: adapted from https://www.ardld.ro/en/projects/

ROMANIA Case study#4

Table 21: ROMANIA Case study #4: ARDLD, Harghita Community Development Association

Name of case	**Harghita Community Development Association (ADI Harghita)**
URL	https://www.adiharghita.ro/
Promoter	ADI Harghita
Territorial focus	Local and regional
Economic dimension	All
Specific SDG	1, 3, 4, 6, 11, 12, 13, 15, 16 and 17
Short description	The Harghita Community Development Association (ADI Harghita) was founded in 2009 at the initiative of the Harghita County Council and operates with the support of 45 local administrations. The goal of ADI Harghita is to create and maintain long-term cooperation with the county's local administrations and organizations working in the field of tourism, sustainable development, carrying out national and international projects. At the same time, the association's goal is also to protect the environment, popularize the county's tourism, as well as launching services pertaining to the development of these. Their main activity is the promotion of sustainable tourism (facilitating access to development possibilities for operators within the field of tourism; improving institutional frameworks in the tourism sector; organizing fairs, exhibits, tourism conferences; creating publications; participating in thematic projects (e. g. Mary's Way), popularizing religious and cultural tourism, etc).
Sustainability	Founded in 2009. It has launched many relevant projects like Youth for sustainable living, Tourism awareness or Water Watcher
Transferability	High as the idea is simple: promotion at local level of sustainable tourism.
Relevance	Very high as it combines economic interest with the environmental and the social
Rating	5

Source: adapted from https://www.adiharghita.ro/

6.8 Sweden

Figure 17: Sweden SDGs overview 2020
Source: Europe Sustainable Development Report 2020 (https://eu-dashboards.sdgindex.org/profiles/sweden)

Table 22: SWEDEN Case study #1: Good education for all

Name of case	**Good education for all (God utbildning för alla)**
URL	https://www.skolverket.se/om-oss/var-verksamhet/hallbar-utveckling-och-miljo/agenda-2030-utbild ning-och-hallbar-utveckling
Promoter	Swedish National Agency for Education
Territorial focus	Local, Regional, National
Economic dimension	ALL
Specific SDG	4, Quality Education
Short description	The Swedish National Agency for Education is the central administrative authority for the Swedish public school system and in accordance with SDG number four they acknowledge the fact that the educational system must meet people's lifelong need for education; from access to preschool, elementary school, secondary- and upper secondary education as well as vocational training and higher education. The large number of women and men who are not literate show that access to adult education is crucial. All gender differences in the ability to obtain a good quality education must be eliminated and everybody, including people with disabilities, must be given equivalent access to all educational levels and lifelong learning, at high quality and reasonable price. Sustainability is an integrated part of all curricula and should saturate all education, no matter the subject. SDG 4.7 aims to secure that all students get the knowledge, skills and competencies needed to promote sustainable development, through education that includes sustainable lifestyle choices, human rights, equality, promoting a culture of peace and non-violence and global citizenship as well as appreciation for cultural diversity for sustainable development.
Sustainability	In 1999 the Swedish government adopted 16 national sustainability goals that were very similar to Agenda 2030 and the SDGs. In 2015 when the UN adopted the goals for Agenda 2030 the Swedish government established that Sweden should be one of the leading nations to implement the Agenda.
Transferability	High, since it is transferable to all subjects and all school forms and can be used in other countries
Relevance	To further educate educators on different topics related to SDG 4 will not only enrich the practices of the local educators in the project, but also spill over into their private life and the lifestyle choices they make, as well as to their current and future students.
Rating	4

Source: adapted from https://www.skolverket.se/om-oss/var-verksamhet/hallbar-utveckling-och-miljo/agenda-2030-utbild ning-och-hallbar-utveckling

Table 23: SWEDEN Case study #2: Equality in vocational training

Name of case	**Equality in vocational training**
URL	https://www.jamstalldhetsmyndigheten.se/om-jamstalldhet/sveriges-jamstalldhetspolitik/3-jamstalldutbildning
Promoter	The Swedish Government, equal opportunity education and The Swedish Ministry of Education
Territorial focus	Local, Regional, National
Economic dimension	ALL
Specific SDG	5, Gender Equality
Short description	Equality between men and women is a fundamental constitutional norm and an explicit policy objective in Sweden. Gender equality issues became a separate policy domain in the 1970's. The goal for the gender equality policy is for women and men to have the same opportunities, rights and responsibilities in all areas of life. All women and men, boys and girls should have the same opportunities when it comes to personal development in terms of interests, ambitions and reaching their full potential without being obstructed by structures, stereotypes and expectations based on gender. There is a special responsibility that lays on the educational system to promote personal growth. To get more women to choose vocational training and work in transportation and logistics is ongoing, as well as getting more men to choose nursing, for example. The target is 40/60 in where the transportation field aims to get at least 40% women in their training. In a project called Attraction (norm critical perspective) educators from the field of nursing surveyed the required literature in the program and they noticed that there were many stereotypes both in the texts and in the photos. To promote gender equality in training, there must be both male and female educators across the line and an understanding among colleagues that this benefits students and peers.
Sustainability	It has been ongoing since 2016.
Transferability	High.
Relevance	Breaking the gender gap at work is of major importance and the focus of SDG 5
Rating	5, very relevant

Source: adapted from https://www.jamstalldhetsmyndigheten.se/om-jamstalldhet/sveriges-jamstalldhetspolitik/3-jamstalldutbildning

SWEDEN Case study#3

Table 24: SWEDEN Case study #3: Reducing greenhouse gas emissions by at least 70% between the years 2010 and 2030

Name of case	**Reducing greenhouse gas emissions by at least 70% between the years 2010 and 2030**
URL	https://www.regeringen.se/regeringens-politik/transporter-och-infrastruktur/mal-for-transporter-och-in frastruktur/
Promoter	Swedish Government
Territorial focus	Local, Regional, National
Economic dimension	ALL
Specific SDG	11, Sustainable Cities and Communities
Short description	The Swedish government has decided that the target for SDG 11 in the transport sector is to lower greenhouse gas emissions from national transportations with a minimum of 70% in 2030, compared to 2010. This is a larger percentage than the target set by the EU. The collective development within the transportation sector will ensure that the climate goal is obtained. Every action that is taken must contribute to reaching the climate goal and there need to be changes made both in education and in behavior (eco driving). The need for transport is increasing in Sweden because of market growth. Road traffic is responsible for 93% of carbon emissions and lorries are responsible for 1/3 of that, while 63% is caused by personal vehicles. The transport sector is right now on target to decrease emissions with only 40% which means a 6-7 million- ton-gap and there need to be increased education and behavioral changes. The different aspects of eco-driving include making educators aware of the consequences of their own personal driving habits and choices as well as their influence on their students, not only as professional drivers but also in their personal life.
Sustainability	The wanted long-term effect is to lower carbon emission by teaching eco-driving to professional drivers, but also to make educators sustainable drivers of personal vehicles, thus also influencing their students and their peers.
Transferability	It will transfer well because the problem with carbon emission is urgent around the globe.
Relevance	Teaching and inspiring educators to take steps in both their personal and professional lives towards being a part of the solution in reducing carbon dioxide into the atmosphere will have long lasting impact and possible trickle-down effects in other areas of sustainability.
Rating	5, because educators can influence others on a large scale and help more educators understand how to make sustainable choices in both their professional and personal life will have a lasting impact and can benefit educators and students in different parts of the world.

Source: adapted from https://www.regeringen.se/regeringens-politik/transporter-och-infrastruktur/mal-for-transporter-och-in frastruktur/

7. Further resources and support

The following sites are searchable repositories of resources covering SDG themes across the EU:

REPOSITORY	↗
How the EU is contributing to the implementation of the 2030 Agenda and towards achieving the Sustainable Development Goals	https://ec.europa.eu/sustainable-development/
SDG-Education 2030 Steering Committees #ActingTogether4education	https://www.sdg4education2030.org/
Global Dimension:	https://globaldimension.org.uk
Signposts for Global Citizenship	https://www.signpostsglobalcitizenship.org
Sustainable Development Goals Explorer	https://developmenteducation.ie/resources/sdgs
The World's Largest Lesson website provides a wealth of background information on all the SDGs, together with teaching tips, classroom activity ideas, and links to lesson plans, film clips and teaching packs	http://worldslargestlesson.globalgoals.org
UN Data:	https://data.un.org
UN Sustainable Development Goals Knowledge Platform	https://sustainabledevelopment.un.org
UN World Data Forum:	https://undataforum.org
UNESCO Sustainable Development Goals Resources for educators:	https://en.unesco.org/themes/education/sdgs/material
World Bank Open Data	https://data.worldbank.org

Source: adapted from the Local 2030 Network (2017)

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