



Co-funded by the
Erasmus+ Programme
of the European Union



Sustainable Attitude for Environment in Adult Education

2019-1-LT01-KA204-060634

01/09/2019 – 31/08/2021

S.A.F.E material for adult learners

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Introduction

Main goal of S.A.F.E material is to give guidelines for adults learners in non-formal and informal education on how to apply SDGs. The material can also be useful for self-learning and used in non-formal learning education programmes.

The material for adult learners is based on SDGs and includes, among others, skills in order to lead a healthier life, knowledge about equitable and sustainable consumption, promotion of gender equality, awareness about environmentally friendly transport and energy efficiency, as well as the promotion of sustainable, inclusive economic growth. This content is simple and could be used in a form of playing cards for the (in)-direct target group. This material is universal and could be used for all adult learners.

Innovative aspect of material for adult learners are closely related with SDG's and non-formal/informal learning.

This material consists of explanation main terms, description of non-formal learning and sustainability, informal education and sustainability, attractive material to discuss sustainability topic for adults – CARDS and provides active links for self- learning possibilities.

You can read this material from the very beginning to have a better overview or go directly to the prepared cards (also possible to download as a separate file) and use it at your formal/non-formal/informal learning activities.

Attractively prepared CARDS could be printed (the printed version also exists in Latvia and Lithuania, please see contacts below where you could ask a free version) and used for inspiring discussion in different formal and informal environment (playing/discussing at home).

Main terms

Sustainability – living in harmony with yourself, others, environment. Sustainability reveals itself at the different levels (personal, organizational, local community, country, worldwide).

The Sustainable Development Goals – also known as the **SDGs** or the **Global Goals** – cover a wide range of sustainability issues; highlighting local, national and international priority areas to end poverty and hunger, improve health and education, make cities more sustainable and combat climate change.

Sustainability¹ in adult learning helps prepare us to recreate the world to address current and future challenges through the development of new solutions and new ways of being. Worldwide adults need to develop new ways of living is closely related with adult educators competencies to work with sustainability issues.

Formal learning is characterized by being highly structured in terms of objectives, timing and support. It also occurs in a specific institution like schools or universities and leads to certificate (Linder, 2011).

Non-formal education includes all organized educational activities for adults and out-of-school youth. Non-formal learning usually is semi-structured, and is implemented outside of education systems. It is structured in terms of objectives, timing and support, however it does not aim at certification and is voluntary (Linder, 2011).

Informal learning is never organized, is non-institutional, and has no established objective in terms of learning outcome – it is also not directed by the learner. The OECD defines it as ‘learning by experience’ or just experience. The individual’s existence predicates exposure to learning situations throughout spaces in society s/he travels and occupies, such as work and home, community activities and through leisure time. Informal learning is not structured or aimed at certification, it usually happens through everyday life such as in working places, through family or in recreational time (Linder,2011).

¹ <https://eaea.org/why-adult-education-2/sustainability/>

Non-formal learning and sustainability

Learning² takes place during a person's life – from 'cradle to grave', according to the OECD, as a holistic spectrum that spans formal, non-formal and informal categories—through various approaches, modes and exposures which can lead to additional skills, knowledge and other competencies. This type of learning (in the home, workplace, community center, etc.) is more important for those outside the formal system.

Non-formal learning programmes suggesting different organisations (NGO's, schools, clubs, vocational centers, universities, associations) provides special learning programmes focused on learners needs. Attractiveness of non-formal learning is very important to enlist adult learners to gain new skills, attitude, knowledge – competencies. Non-formal learning opportunities providers suggest different type and styles of learning programmes which learner is flexible to choose based on his/her needs. Non-formal learning programmes focused on sustainability are not emphasized as a separate element but incorporated part of content. Of course, we observe that several last year people more aware about sustainability and its importance. Also we noticed that sustainability become not only a part of our lives, but also a part of formal/non-formal/informal learning (Navikienė Ž., 2020).

Individual sustainability ideas depend on people education and awareness. Choosing different non-formal and informal learning possibilities based on adults groups needs and interest we should know main aspects of different adults needs:

- Young adults (18-30) – non-formal learning focused on interest and future career needs. Sustainability topics inspired and chosen on life philosophy, priorities and involved in different organizations which supports sustainable development ideas (zero waste, clean oceans, share clothes and etc.)
- Mature adults (30-55) – non-formal learning focused on interest and needs useful for time being and strengthen their career or leisure activities. Their choosing sustainability implement in their lives with consciousness of important to show good example for next generation and inspire others to follow SDG.
- Older adults (55+...) more focused on realization learning and participating in community life (possible participants of Third age universities activities or others non-formal learning possibilities organized in community). Sustainability ideas could be find in community activities – volunteering and devoting time and energy to help within community. (Navikienė Ž., 2020).

Education for sustainable development focuses on achievements and it also changes attitude and make consciousness for life. Education for sustainable development is about learning to respect others, value and preserve the achievements of the past for the betterment of the future. Education teaches us how to appreciate the wonders and the peoples of the earth. For sustainable education we live in a world where all people have the food security for a healthy and creative life and for this reason we evaluate, care for and renovate the state of our earth and thus we can build and enjoy a better, and be caring people who exercise their rights and responsibilities locally, nationally and globally (UNESCO, 2005b).

Learning domains by Delors and commission members in 1996 (UNESCO)³:

- Learning to know

² <https://unesdoc.unesco.org/ark:/48223/pf0000245625>

³ <https://unesdoc.unesco.org/ark:/48223/pf0000245625>

- To do
- To be
- To live together.

These domains are important to learn or better to say to come back to our nature to live in and with sustainability. Do not forget that we all are just temporary „travellers“ in the earth/this world. These domains are cognitive, socio-emotional and behavioural; they are seen as integrated and interlinked to the learning process and therefore should be understood and analysed from that perspective and not separately. Knowledge, skills, values and attitudes are outcomes that are acquired and correspond to the three domain areas described (UNESCO 2015). They are mutually reinforcing:

– Cognitive Learning Outcome:

- ✓ Knowledge and skills are acquired to understand local, national and global issues and their interconnectedness along with the interdependency of different countries and populations;
- ✓ Learners develop criticality and powers of analysis;

– Socio-emotional Learning Outcome:

- ✓ Learners develop a sense of belonging to a common humanity, with shared values and responsibilities as enshrined by human rights;
- ✓ Attitudes of empathy, solidarity, and respect for differences and diversity develop;

– Behavioural Learning Outcome:

- ✓ Effective and responsible approach to peace and sustainability at local, national and global levels; Motivation and willingness to take necessary steps towards action (United Nations 2015).

Non-formal education provides alternative learning opportunities for adults who have no access to formal education and who have dropout from the school. Non-formal education is organized as an attractive system for the under privileged groups in case of accessibility, duration, curriculum and teaching – learning environment.

Informal learning and sustainability

Foley (2000) presents⁴ a four-fold typology of education and learning that incorporates formal and non-formal education, informal and incidental learning. The first two “types” – formal education and non-formal education – deal more with the context in which teaching and learning take place. The second two – informal learning and incidental learning – deal more with the way in which the teaching and/or learning is done. The different “types” are not exclusive. For example, a great deal of incidental learning may occur in both formal and non-formal education contexts (Newman 2003, personal communication).

Informal learning based on learning from experience and good examples is going each day and in each day activities. Often we do not notice that we learn something in informal learning way, if we do not re-think, discuss or complain about it. Adult learners often learn from passive methods (watching TV, reading newspapers), that’s important task should be regulated on national/international/region level to inspire people to follow sustainable ideas. Introduction society/local community with sustainability ideas and actions importance inspire adult learners to start thinking and proceed with implementation of sustainable ideas (Navikienė Ž., 2021).

Sustainable development has multi dimensions, it is not only discussed about the environmental issues and pollutions or not only the weather and climate change issues but also it is subject of the relationship between all features of ecological and human life⁵ (Monira Sultana^{1*}, Md. Shahabul Haque, 2019).

Informal learning going on especially at home, when we share our experiences, our wishes, goals and discussing with family members, friends. It’s important to understand why and how changes starts. We are able to learn and make changes if we see benefits for ourselves. We could start small steps in sustainable consumption - organise sharing groups in the community obtain food, clothing.

Informal learning for sustainability⁶ draws from, and goes beyond being a combination of educational practices, such as environment education, development education, adult education, non-formal education, and community education.

⁴ <http://www.die-bonn.de/doks/report/2009-umweltbildung-01.pdf>

⁵ https://www.researchgate.net/publication/329963781_Non-Formal_Education_For_Sustainable_Development_In_Bangladesh_A_Study

⁶ <http://www.die-bonn.de/doks/report/2009-umweltbildung-01.pdf>

Attractive andragogical material to discuss sustainability topic for adults – CARDS

During the working process of the cards' development, the partners collected a lot of material that lays a ground for the cards you find below. The material was edited and shortened for purposes of design, simplicity and content.

However, we want to demonstrate a process in its completeness to inspire development of similar material by adult educators and learners. Therefore, below we offer you two sets of cards from Latvia and Slovakia that can also be used as they are, altered or changed according to your aims and available resources.

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

<p>A healthy eating plate consists of:</p> <ul style="list-style-type: none"> a) 1/2 of fruits and vegetables b) 1/3 of the meat c) 1/4 of whole grains d) 1/4 of proteins (fish, poultry, beans, and nuts) e) 1/3 of dairy products 	<p>Which of the following factors characterize a healthy lifestyle:</p> <ul style="list-style-type: none"> a) sufficient amount of sleep b) balanced work and rest time c) taking care of health and cleanliness, d) regular physical activities e) balanced and healthy diet, the required amount of water; f) renunciation of harmful habits, g) maintaining good relations with family members and friends; h) positive thoughts.
<p>What is the average ecological footprint in the world:</p> <ul style="list-style-type: none"> a) about 2,7 global hectares per person b) about 6,1 global hectares per person c) about 4,6 global hectares per person d) about 9,7 global hectares per person 	<p>What is the body mass index (BMI) recommended by World Health Organization:</p> <ul style="list-style-type: none"> a) BMI <18.5 b) BMI = 18.5-24.99 c) BMI = 25 - 29.99 d) BMI > 30 <p style="text-align: center;">*</p>
<p>Which healthy eating habits do you follow:</p> <ul style="list-style-type: none"> a) a balanced diet of different foods b) mainly use products of plant (not animal) origin c) eat a variety of vegetables and fruits d) replace most saturated fats with unsaturated fats e) select foods that are low in sugar f) limit the frequency of sugary drinks and sweets g) choose a low-salt diet 	<p>Which of the following statements describe an inclusive work environment:</p> <ul style="list-style-type: none"> a) the working environment adapted for people with disabilities b) regular overtime c) he opportunity to work for pregnant women or women who have recently given birth d) study leave for studying staff e) no career opportunity

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

<p>Do you know that:</p> <ul style="list-style-type: none"> a) globally at least 750 million youth and adults still cannot read and write b) 250 million children are failing to acquire basic literacy skills c) more than 200 million children are out of school d) only 60 per cent of young people will complete upper secondary education in 2030 	<p>Do you agree with statement: „<i>Education can prevent an exclusion of low-literate and low-skilled youth and adults from full participation in their communities and societies.</i>“</p> <p>How can education change the world?</p>
<p>What is lifelong learning?</p> <ul style="list-style-type: none"> a) learning that takes place outside a formal educational institution b) self-taught or instruction that is sought c) mostly informal d) informal, non-formal and formal education e) school universities or corporate training 	<p>Which of the following statements about learning do you agree with:</p> <ul style="list-style-type: none"> a) Learning is a good way to meet other people b) Learning is a good way to share my opinion with others c) I need it for my future career d) Other people will respect me more e) I could acquire and increase qualifications f) I could develop new skills g) Learning is a good way to enjoy myself h) It's a personal development i) I could increase my self-confidence j) ...
<p>Which of the following barriers to lifelong learning are in your area?</p> <ul style="list-style-type: none"> a) Lack of motivation b) Health problems c) Family problems d) Lack of time e) Disability f) Financial problems g) Distance/no good connection h) Lack of information i) Lack of educational counseling 	<p>What are not the key competences for lifelong learning?</p> <ul style="list-style-type: none"> a) Literacy competence b) Languages competence c) Professional competence d) Mathematical competence and competence in science, technology and engineering e) Digital competence f) Personal, social and learning competence g) Civic competence h) Entrepreneurship competence i) Cultural awareness and expression competence

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

<p>What does the global partnership for sustainable development mean?</p> <ul style="list-style-type: none"> a) effective and targeted capacity-building in developing countries b) assistance from developed countries to developing countries and least developed countries c) promotion of a comprehensive, rules-based, open, non-discriminatory and fair multilateral trading system d) effective public, public-private and civil society partnerships 	<p>What is the role of NGOs in society:</p> <ul style="list-style-type: none"> a) is a bridge between public administration and society b) perform a variety of service and humanitarian functions c) bring citizen concerns to Governments d) advocate NGOs members interests e) encourage citizens participation in decision making f) addresses the concerns of citizens and communities
<p>The global partnership is based on common values such as:</p> <ul style="list-style-type: none"> a) human rights b) good governance and the rule of law c) support for democratic institutions d) participation e) non-discrimination f) gender equality 	<p>What needs should be a priority in your home community?</p> <ul style="list-style-type: none"> a) wastewater treatment b) development of transport routes c) building of a football field
<p>In your opinion, what are the reasons for the involvement of individuals in civic and cooperation organizations?</p> <ul style="list-style-type: none"> a) has no information on this type of organizations b) do not know how to get involved in their work c) lack of motivation for initiative and cooperation d) high membership fee e) activities are organized during the day when people are at work 	<p>Which organization would you like to be a member of and why?</p> <ul style="list-style-type: none"> a) The World Wide Fund for Nature b) The Red Cross c) I want to join a local organization that stands for food waste reduction d) I would like to set up a new organization

<p>NO POVERTY</p> <p>1 Do you know how many people in the world still live in "extreme poverty" today?</p> <p>a) Approx. two-thirds of the world population b) every tenth person - more than 700 million people c) 36% of the world population d) none - extreme poverty was eradicated in 2020</p>	<p>NO POVERTY</p> <p>2 Which of the following approaches is currently considered as the least efficient to help escape the "poverty trap"?:</p> <p>a) "big push" - macro policies like the enlargement of micro-finance in low-income countries b) encouraging migration of individuals to a high productivity country c) implementing household-level short-term interventions that have lasting effects d) conditional cash assistance program for poor households</p>	<p>NO POVERTY</p> <p>3 How many poor children die annually due to preventable diseases?</p> <p>a) 2 000 b) 20 000 c) 200 000 d) 2 000 000</p>
<p>NO POVERTY</p> <p>4 As manifestations of poverty, we consider:</p> <p>a) lack of income and resources to ensure a sustainable livelihood b) hunger and malnutrition, c) limited access to education and other basic services, d) social discrimination and social exclusion, as well as the lack of participation in decision-making</p>	<p>NO POVERTY</p> <p>5 Which of the following is not considered as a cause of poverty:</p> <p>a) climate change b) hunger & malnutrition c) corruption & bribery d) war & conflict</p>	
<p>NO POVERTY</p> <p>1 What does it mean "extreme poverty"?</p> <p>The "international extreme poverty line" is defined as \$1.90 per day. Certainly, 'extreme poverty' is an adequate term for those living under this low level. https://ourworldindata.org/extreme-poverty></p>	<p>NO POVERTY</p> <p>2 "poverty trap" is a situation in which individuals are stuck in deprivation over long periods of time, (their incomes are stagnant over long periods) They cannot do anything by themselves to escape this situation. https://ourworldindata.org/extreme-poverty></p>	<p>NO POVERTY</p> <p>3 Preventable diseases like diarrhea and pneumonia take the lives of 2 million children a year whose families are too poor to afford appropriate treatment. http://www.khayavolunteer.com/news/187-the-hard-facts-of-world-poverty-and-what-you-can-do</p>

<p>NO POVERTY</p> <p>4 According to the UN, poverty includes all of those manifestations. Therefore, economic growth must be inclusive of providing sustainable jobs and promoting equality. https://www.un.org/sustainabledevelopment/poverty/</p>	<p>NO POVERTY</p> <p>5 Unfortunately all: Increasing temperatures make it more difficult for farmers to grow key crops. They are then unable to earn a proper income. Malnutrition affects many opportunities, such as going to school or work. Corruption and bribery leave people without healthcare, food, and clean water, the elderly without security, and businesses without capital. During armed conflict, infrastructures are destroyed, and governance and economic performance is weakened. https://developmenteducation.ie/app/uploads/2018/12/Concern-3.-No-Poverty-Resource.pdf</p>	<p>NO POVERTY</p> <p>6 South Asia and sub-Saharan Africa account for 80% of those living in extreme poverty. Approximately 71 million additional people in the world will be pushed into extreme poverty due to COVID-19. Yet poverty also affects developed countries. The Netherlands and the nordic countries have the lowest relative child poverty rates, at around 7%. Canada, Australia, New Zealand, and the UK have rates between 10-15%, while more than 20 % of children in Romania and the USA live in relative poverty. https://www.un.org/en/exhibits/page/sdgs-17-goals-transform-world https://www.unicef.org/media/media_62521.html</p>
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<p>CLEAN ENERGY</p> <p>1 How many people globally still don't have access to electricity?</p> <p>a) 940 000 b) 9 400 000 c) 94 000 000 d) 940 000 000</p>	<p>CLEAN ENERGY</p> <p>2 How many people do not have access to clean fuels for cooking?</p> <p>a) 3 billion b) 1 billion c) 500 million d) 100 million</p>	<p>CLEAN ENERGY</p> <p>3 What is the richest renewable energy source in Sub-Sahara?</p> <p>a) Hydropower b) Wind c) Solid biomass d) Oil</p>
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<p>CLEAN ENERGY</p> <p>4 The share of renewable energy in total final energy consumption in the world is currently approximately:</p> <p>a) 50% b) 30% c) 18% d) 10%</p>		
<p>CLEAN ENERGY</p> <p>1 Nine hundred forty million people do not have access to electricity globally. Electricity is crucial for poverty alleviation, economic growth, and improved living standards. In the last years, global access to electricity had risen to over 87%. On the other hand, only 8.8 % of Chad's population has electricity access. For some countries, significant access improvements will remain a pressing challenge over the next few decades.</p> <p>https://ourworldindata.org/energy-access#access-to-electricity</p>	<p>CLEAN ENERGY</p> <p>2 40% of the world - 3 billion people globally, do not have access to clean fuels for cooking. The burning of solid fuels loads the houses and lodges in poorer countries with smoke that causes pneumonia, stroke, heart disease, chronic obstructive pulmonary disease, and lung cancer. The solution for this problem is simple: turn from solid fuels to modern energy resources.</p> <p>https://data.worldbank.org/indicator/EG.CFT.ACCS.ZS</p>	<p>CLEAN ENERGY</p> <p>3 Sub-Saharan Africa has the most significant renewable energy share among all regions, thanks to the large consumption of solid biomass in the residential sector.</p> <p>https://trackingsdg7.esmap.org/data/files/download-documents/chapter_3_renewable_energy.pdf</p>

<p>CLEAN ENERGY</p> <p>4 Thanks to rapid growth in hydropower, wind, and solar, renewable energy consumption has grown in the last years. The share of renewables reached almost 18%.</p> <p>https://trackingsdg7.esmap.org/data/files/download-documents/chapter_3_renewable_energy.pdf</p>		
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<p>ZERO HUNGER</p> <p>1 How can individuals contribute to eradicating world hunger and all forms of malnutrition?</p> <p>a) Buy local and in-season food or try to grow some own food. b) Buy "Funny Fruit" c) Consume less meat or become vegetarian for one day a week. d) Support foodbanks - any donation, big or small, can make a difference!</p>	<p>ZERO HUNGER</p> <p>2 How much globally produced food is wasted per year?</p> <p>a) 1/20 b) 1/10 c) 1/5 d) 1/3</p>	<p>ZERO HUNGER</p> <p>3 What do you think, how many people still go to bed on an empty stomach each night?</p> <p>a) 240 million b) 520 million c) 690 million d) 1 billion</p>
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<p>ZERO HUNGER</p> <p>4 True or false?</p> <p>Cutting the food waste is actually the number one way scientists and researchers say we can fight climate change</p>		
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<p>ZERO HUNGER</p> <p>1 All answers are correct: In the present agro-industrial model, farmers return to mono-cropping and lose autonomy. Their income doesn't depend on their activity but on investment markets located miles away whose single purpose is to maximize profits. By buying local products, we support a more sustainable, reasonable, and humanizing model. Many fruits and vegetables are thrown away because their size, shape, or color are not "right." By buying these "Funny Fruit" we use food that would be wasted otherwise. The meat production industry has a substantial negative impact on the environment. https://www.globalgoals.org/2-zero-hunger</p>	<p>ZERO HUNGER</p> <p>2 Approximately 1/3 of the food we produce annually is lost or wasted. This costs the global economy almost 1 trillion US\$ per year. In developed countries, food is usually wasted on the plate. In developing countries, it is lost throughout production. Crops go unused or unprocessed because of inadequate storage or because the farmers cannot get their goods to market. https://www.wfp.org/zero-hunger</p>	<p>ZERO HUNGER</p> <p>3 Across the globe, too many men and women struggle to feed their children a nutritious meal. Even though more than enough food is produced to feed everyone on the planet, more than 690 million people still go hungry. Acute food insecurity hit 135 million people in 55 countries. Approximately 14 million children below the age of five suffer from severe malnutrition. https://www.wfp.org/zero-hunger</p>
<p>ZERO HUNGER</p> <p>4 True. According to most research available, avoided waste means tremendous resource savings throughout the supply chain—from energy to water and the avoidance of harmful methane gas emissions from landfill waste. It's a positive impact with a multiplier. https://www.epa.gov/ghgemissions/overview-greenhouse-gases</p>		

Peace, Justice and Strong Institutions

Human rights mean:

- a) the basic rights and freedoms that belong to every person in the world, from birth until death
- b) possibility to travel around the world without restrictions
- c) to do what I want



Good Jobs and Economic Growth

Do you know how many people live below the poverty line?

- a) nearly 2.2 billion people live below the poverty line
- b) nearly 8 billion people live below the poverty line
- c) nearly 0,5 billion people live below the poverty line



Industry, Innovation and Infrastructure

How many people in developing countries do not have access to constant electricity?

- a) 5.5 billion people
- b) **2.6 billion people**
- c) 0,5 billion people
- d) 6 billion people



Peace, Justice and Strong Institutions

Basic human rights are based on:

- a) understanding on civil rights
- b) shared common goods
- c) **shared values like dignity, fairness, equality, respect and independence**



Good Jobs and Economic Growth

What does it mean to protect labour rights?

- a) health and safety at work: general rights and obligations, workplaces, work equipment, specific risks and vulnerable workers
- b) equal opportunities for women and men: equal treatment at work, pregnancy, maternity leave, parental leave
- c) protection against discrimination based on sex, race, religion, age, disability and sexual orientation
- d) **all mentioned above**



Industry, Innovation and Infrastructure

How many people do not have access to the Internet yet?

- a) More than 1 billion people
- b) More than 2 billion people
- c) **More than 4 billion people**



Peace, Justice and Strong Institutions

How do we understand the peace concept?

- a) as a societal friendship and harmony in the absence of hostility and violence faith or sexual orientation
- b) a lack of conflict (such as war) and freedom from fear of violence between individuals or groups
- c) peacemaking and diplomacy to establish a certain type of behavioral restraint that has resulted in the establishment of regional peace or economic growth through various forms of agreements or peace treaties
- d) **all mentioned above**



Good Jobs and Economic Growth

What does it mean to have inclusive and sustainable economic growth around the world achieving full employment, decent and productive work for all as well as equal pay?

- a) ending forced labour and child labour and address informal work, to which women and children are the most exposed
- b) supporting investment, entrepreneurship, and innovation to boost job creation
- c) **all mentioned above**



Industry, Innovation and Infrastructure

What does industry innovation and infrastructure mean (UN definition)?

- a) Develop a new innovative roads and schools
- b) Develop a new industry
- c) **Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all.**



Clean Water and Sanitation

How many people will not have access to safe water by 2025?

- _____
- a) 2 billion people
 - b) 4,5 billion people
 - c) 5 billion people



Clean Water and Sanitation

How many hours women and girls spend each day collecting water?

- _____
- a) 50 million hours
 - b) 100 million hours
 - c) 200 million hours



Gender Equality

What country was the last that allowed women to vote?

- _____
- a) Azerbaijan
 - b) Iran
 - c) Iraq
 - d) Nicaragua
 - e) Saudi Arabia



Clean Water and Sanitation

How many people live without a safe toilet?

- _____
- a) 2 billion people
 - b) 4,5 billion people
 - c) 5 billion people



Gender Equality

What was the first European nation to give women the right to vote?

- _____
- a) Denmark
 - b) Finland
 - c) Germany
 - d) Norway
 - e) Sweden



Gender Equality

Mark countries which have the vote right neither for men, nor for women

- _____
- a) Brunei
 - b) Eritrea
 - c) Ethiopia
 - d) Togo



Clean Water and Sanitation

How many people worldwide lack basic hand-washing facilities at home?

- _____
- a) 1 billion people
 - b) 2 billion people
 - c) 3 billion people



Gender Equality

What was the last country in Europe to grant women the vote right?

- _____
- a) Albania
 - b) Liechtenstein
 - c) Montenegro
 - d) Switzerland



No Poverty

Which of the following approaches is currently considered as the least efficient to help escape the "poverty trap"?:

- _____
- a) "big push" - macro policies like the enlargement of micro-finance in low-income countries
 - b) encouraging migration of individuals to a high productivity country
 - c) implementing household-level short-term interventions that have lasting effects
 - d) conditional cash assistance program for poor households



No Poverty

Do you know how many people in the world still live in "extreme poverty" today?

- _____
- a) Approx. two-thirds of the world population
 - b) every tenth person - more than 700 million people**
 - c) 36% of the world population
 - d) none - extreme poverty was eradicated in 2020



No Poverty

Which of the following is not considered as a cause of poverty:

- _____
- a) climate change
 - b) hunger & malnutrition
 - c) corruption & bribery
 - d) war & conflict



Clean Energy

What is the richest renewable energy source in Sub-Sahara?

- _____
- a) Hydropower
 - b) Wind
 - c) Solid biomass**
 - d) Oil



No Poverty

How many poor children die annually due to preventable diseases?

- _____
- a) 2 000
 - b) 20 000
 - c) 200 000
 - d) 2 000 000**



Clean Energy

How many people globally still don't have access to electricity?

- _____
- a) 940 000
 - b) 9 400 000
 - c) 94 000 000
 - d) 940 000 000**



Clean Energy

The share of renewable energy in total final energy consumption in the world is currently approximately:

- _____
- a) 50%
 - b) 30%
 - c) 18%**
 - d) 10%



No Poverty

As manifestations of poverty, we consider:

- _____
- a) lack of income and resources to ensure a sustainable livelihood
 - b) hunger and malnutrition,
 - c) limited access to education and other basic services,
 - d) social discrimination and social exclusion, as well as the lack of participation in decision-making



Clean Energy

How many people do not have access to clean fuels for cooking?

- _____
- a) 3 billion
 - b) 1 billion
 - c) 500 million
 - d) 100 million



Zero Hunger

How can individuals contribute to eradicating world hunger and all forms of malnutrition?

- _____
- a) Buy local and in-season food or try to grow some own food.
 - b) Buy "Funny Fruit"
 - c) Consume less meat or become vegetarian for one day a week.
 - d) Support food banks - any donation, big or small, can make a difference!



Zero Hunger

How much globally produced food is wasted per year?

- a) 1/20
- b) 1/10
- c) 1/5
- d) 1/3

Sustainable Cities and Communities

Circular Economy means:

- a) regenerates with time
- b) follows four seasons
- c) is profit-based

Sustainable Cities and Communities

Take care of yourself and environment:

- a) use physical training and meditation apps
- b) plant trees and flowers in your neighbourhood
- c) balance relaxing and communication time with friends

Zero Hunger

What do you think, how many people still go to bed on an empty stomach each night?

- a) 240 million
- b) 520 million
- c) 690 million
- d) 1 billion

Sustainable Cities and Communities

Follow thematic influencers and bloggers:

- a) subscribe to 'green' newsletters
- b) follow Green European Foundation or other sources
- c) be inspiration for others

Sustainable Cities and Communities

Adopt reuse, recycle, repair concept:

- a) re-sell or swap your clothes
- b) read digital books or borrow from a library online
- c) avoid using disposable plastic

Zero Hunger

True or false?

Cutting the food waste is actually the number one way scientists and researchers say we can fight climate change

Sustainable Cities and Communities

Take a proactive position:

- a) join green events in your community
- b) suggest your own initiatives
- c) start your own mini-garden

Responsible Consumption and Production

How to apply Zero Waste?

- a) not to throw anything
- b) reuse, recycle, repair
- c) consume less

Responsible Consumption and Production

What to start with?

- a) re-use your furniture
- b) compost your organic waste
- c) try being vegetarian at least once per week.



Responsible Consumption and Production

Usage of local products:

- a) buy groceries from local farmers
- b) buy seasonal, not imported products
- c) use your own cotton bag for shopping



Reduced Inequalities

Which statement is correct?

- a) in high-income countries 1 in 5 children lives in poverty
- b) in high-income countries 2 in 5 children live in poverty
- c) in high-income countries 3 in 5 children live in poverty



Responsible Consumption and Production

How to be a climate responsible parent?

- a) buy or exchange second-hand baby clothes and items
- b) use washable dippers
- c) rent baby pram, cradle and car seats



Responsible Consumption and Production

Use re-use and re-fill products:

- a) replace all plastic bags by silicon ones
- b) refill your soap, shampoo and cream bottles
- c) buy products from sustainable harvest



Reduced Inequalities

Which statement is correct?

- a) out of 105 countries 25% had policies on migration rights
- b) out of 105 countries 47% had policies on migration rights
- c) out of 105 countries 54% had policies on migration rights



Responsible Consumption and Production

Start with baby steps:

- a) give others experience/service, not objects as gifts
- b) change to energy saving light bulbs
- c) use cotton coffee filters or a press instead of disposable bleached ones



Reduced Inequalities

Which statement is correct?

- a) the 55 richest people in the world own the same amount as the 3,5 billion poorest people
- b) the 85 richest people in the world own the same amount as the 3,5 billion poorest people
- c) the 155 richest people in the world own the same amount as the 3,5 billion poorest people
- d) the 200 richest people in the world own the same amount as the 3,5 billion poorest people



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

A healthy eating plate consists of:

- 1/2 of fruits and vegetables
- 1/3 of the meat
- 1/4 of whole grains
- 1/4 of proteins (fish, poultry, beans, and nuts)



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

Which of the following factors characterise a healthy lifestyle:

- a) sufficient amount of sleep
- b) balanced work and rest
- c) regular physical activities
- d) balanced healthy diet and amount of water;
- e) renunciation of harmful habits



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

Which of the following barriers to lifelong learning are in your area?

- a) Lack of motivation
- b) Health and family problems
- c) Lack of time
- d) Disability
- e) Financial problems
- f) Distance/no good connection



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

The global partnership is based on common values such as:

- a) human rights
- b) good governance and the rule of law
- c) support for democratic institutions
- d) non-discrimination
- e) gender equality



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

Which healthy eating habits do you follow:

- a) a balanced diet
- b) mainly use products of plant origin
- c) eat a variety of vegetables and fruits
- e) select foods that are low in sugar
- g) choose a low-salt diet



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

What are not the key competences for lifelong learning?

- a) Languages competence
- b) Professional competence
- c) Mathematical and science competence
- d) Digital competence
- e) Personal, social and learning competence



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

Which organisation would you like to be a member of and why?

- a) The World Wide Fund for Nature
- b) The Red Cross
- c) a local organisation that stands for food waste reduction
- d) I want to set up a new organisation



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

What is lifelong learning?

- a) learning that takes place outside a formal institution
- b) self-taught
- c) mostly informal
- d) informal, non-formal and formal education
- e) school, universities or corporate training



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

What is the role of NGOs in society?

- a) is a bridge between public administration and society
- b) perform a variety of service and humanitarian functions
- c) bring citizen concerns to Governments
- d) advocate NGOs members interests
- e) encourage citizens participation in decision making
- f) addresses the concerns of citizens and communities



Suggested resources for self-learning:

<https://ourworldindata.org/extreme-poverty>

<http://www.khayavolunteer.com/news/187-the-hard-facts-of-world-poverty-and-what-you-can-do>

<https://www.un.org/sustainabledevelopment/poverty/>

<https://developmenteducation.ie/app/uploads/2018/12/Concern-3.-No-Poverty-Resource.pdf>

<https://www.un.org/en/exhibits/page/sdgs-17-goals-transform-world>

https://www.unicef.org/media/media_62521.html

<https://ourworldindata.org/energy-access#access-to-electricity>

<https://data.worldbank.org/indicator/EG.CFT.ACCS.ZS>

https://trackingsdg7.esmap.org/data/files/download-documents/chapter_3_renewable_energy.pdf

https://trackingsdg7.esmap.org/data/files/download-documents/chapter_3_renewable_energy.pdf

<https://www.globalgoals.org/2-zero-hunger>

<https://www.wfp.org/zero-hunger>

<https://www.epa.gov/ghgemissions/overview-greenhouse-gases>

<https://twitter.com/mscactions/status/1064503563953393664> <https://sdgs.un.org/goals/goal6>

<https://www.goingzerowaste.com/>

<http://circulareconomy.se/> <http://www.blog.greenprojectmanagement.org/index.php/2017/01/02/sdg-10-17-project-management-reducing-inequality/> <https://twitter.com/fabricefilachet>

<https://www.17goalsmagazin.de/en/sustainability-goals/sdg-10-reduced-inequalities/>

<https://sdgs.un.org/goals/goal17>

<https://www.youtube.com/watch?v=Ta8PIPxDR4U>

<https://www.youtube.com/watch?v=5XRCiea-caA>

<https://unstats.un.org/sdgs/report/2020/goal-17/>

<https://act4sdgs.org/>

<https://sdgs.un.org/topics/education>

<https://unstats.un.org/sdgs/report/2020/goal-04/> <https://www.youtube.com/watch?v=EXqIlsIeSvE>

<https://en.unesco.org/themes/literacy>

<https://unstats.un.org/sdgs/report/2020/goal-03/>

<https://sdgs.un.org/topics/health-and-population>

<https://www.theguardian.com/science/2016/sep/15/maternal-deaths-worldwide-drop-by-half-yet-shocking-disparities-remain> <https://www.youtube.com/watch?v=yRdLmabsc2w&list>

<https://www.red.org/>

Partners' contacts:

Education Innovation Transfer Centre, Latvia

iipc (at) tl.lv

<http://xwpx.iipc.lv/>



Eesti People to People, Estonia

ptpest (at) hot.ee

<http://www.ptpest.ee>



Non-formal learning club WE, Lithuania

mokymosiklubas (at) gmail.com

<https://mokymosiklubas.wixsite.com/mysite>



NGO More Mosaic, Sweden

projects (at) moremosaic.eu

<http://www.moremosaic.eu/>



S.A.F.E. Projects, The Netherlands

safeprojectsforyou (at) gmail.com

<http://www.projectsforyou.eu/en/home-2/>



Youthfully Yours SK, Slovakia

info (at) youthfullyyours.sk

<http://youthfullyyours.sk/>



Funded by the
Erasmus+ Programme
of the European Union

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