

SUSTAIN E+ TRAINING

SUSTAIN E+ PROJECT

MODULE N°1 EU PROJECTS AND SUSTAINABLE DEVELOPMENT GOALS (SDGs)



Erasmus+

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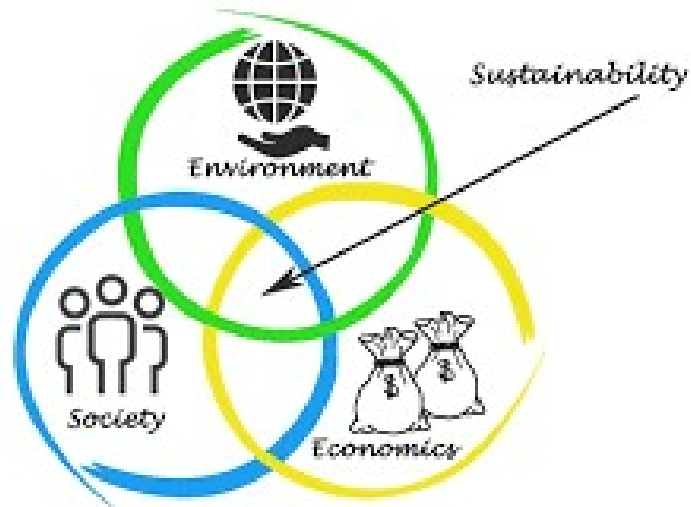
1. Introduction to the topic

European projects represent an important source of activity for a wide variety of professionals and beneficiaries in the EU and beyond, at a worldwide level. As for the Erasmus+ program, the 2021 annual report shows that, that year, the program supported close to 649,000 learning experiences abroad and provided funding to 19.000 projects and 71.000 organisations. Such a number of projects and mobility initiatives generates an important environmental impact, associated with as many transport means, but also supplies for the implementation of the projects, buildings, papers, food, among others.

This introductory module to the Sustain E+ course is about providing a first approach and overview of the sustainability and sustainable development goals applied to Erasmus + projects.

Sustainability is an arising concept that has gained considerable importance over the last years. A standardised presentation of those complex concepts might be found under the definition given by the International Standards Organisation (ISO). This organisation created a new technical committee on circular economy, in charge of establishing standards in this field.

ISO defines sustainability as a wide concept corresponding to a global state of the worldwide system, including three subsystems: environmental, social and economic, inside which the current needs should be satisfied without compromising the capacity of future generations to fulfil their own needs.



Resource: entrepreneur.com

The European Commission is a long time supporter of sustainable development, and one of the worldwide main actors engaged in this field (with for instance a leading role in the Paris agreements in 2015). The EC aims to ensure coherence between industrial, environmental, climate and energy policy to create an optimal business environment for sustainable growth, job creation and innovation.

2. Learning objectives

Competencies in sustainability are complexes of knowledge, skills and attitudes that enable successful task performance and problem solving related to real-world sustainability problems, challenges and opportunities.

In this chapter, we will focus on:

- Environmental awareness
- Sustainable development goals adopted by United Nations
- Environmental policy context and current texts
- Education to sustainable development

By the end of this module, learners will be able to:

- Understand the current transversal need for environmental protection and fight against climate change
- Have a clear idea and understanding of the sustainable development goals and accompanying policies
- Use the European GreenComp framework
- Understand the need for education to sustainable development
- Understand the need to apply sustainable practices to educational projects themselves.

Professionals working with Erasmus+ projects tend to follow the recent trends and awareness raising about circular economy and SDGs, which increase their desire to change more deeply their own working practice and turn the proper implementation of EU projects into a more sustainable activity.

They need to find new ways of working with less travelling, keeping a high degree of contact with partners. Project writing and implementation are skills mostly learnt on the ground by professionals with a huge diversity of background, and in many cases, their participation in the management / implementation of E+ project does not constitute their main professional activity, rather punctual action that helps them to reach objectives. Some of them already include sustainable elements in their projects addressing specific targets and technical issues, but they clearly lack knowledge and methods to apply those principles to their own practice.

This specific module will be a reminder of the main principles of sustainability paradigms applied to the Erasmus + project. Such contextualisation will be a first step toward increased awareness and prior to the technical implementation of sustainable projects step by step.

3. Learning contents

Chapter 1 – Why is sustainability so important?

1.1 Definition

A traditional definition of sustainable development is development that meets our own needs without compromising the ability of future generations to meet their needs.

This vision is the one supported by UNESCO and its Declaration on the Responsibilities of the Present Generations Towards Future Generations (1997) that states that: *the present generations have the responsibility to bequeath to future generations an Earth which will not one day be irreversibly damaged by human activity. Each generation inheriting the Earth temporarily should take care to use natural resources reasonably and ensure that life is not prejudiced by harmful modifications of the ecosystems and that scientific and technological progress in all fields does not harm life on Earth.*

1.2 Worldwide environmental portrait

Making a state of the art of the planet environmental health is complex, as indicators are multiple. Here are some indicators of reference by Organisation for Economic Co-operation and Development (OECD)¹:

- Climate change:

Greenhouse gas emissions or CO₂ emissions, Energy use. Those factors lead to temperature increases, which causes disruptions on the Earth's climate. Climate change raises the sea level, threatens ecosystems and biodiversity, affects water resources, increases the probability of extreme weather events, affects food production, and thus human well-being. Climate crises are already a reality all over the world, from catastrophic flooding in Pakistan and China to record heat waves in the US and Europe.

¹<https://www.oecd-ilibrary.org/sites/ac4b8b89-en/index.html?itemId=/content/publication/ac4b8b89-en>

- Air Quality

Pollutant emissions and intensities (fine particulates, nitrogen oxide (NO_x), sulphur oxide (SO_x), etc). The population exposure to fine particulates (Also called $\text{PM}_{2.5}$), mortality from $\text{PM}_{2.5}$. Another indicator are some taxes that can be relevant for air pollution abatement. Currently $\text{PM}_{2.5}$ emission levels and intensities are steadily decreasing in OECD countries since 2000. However, this remains an important factor and concern, especially in urban dense areas.

- Freshwater resources

Water abstractions (water stress) and wastewater treatment (sewage treatment connection rates). While the pressures on water resources increases, the competition for access to water also rises, driven by economic and population growth. Situation might become particularly sensitive in North and South Africa, and South and Central Asia.

- Waste and materials

Waste management (waste generation and intensities, recovery, recycling, disposal shares) and use of material resources (material consumption mix, productivity and footprint intensities). Most countries in OECD continue to generate increasing amounts of waste, and if it is increasingly being recovered for recycling, landfilling remains the major disposal method.

- Biological resources and biodiversity

Land cover (by type, built-up areas, loss and gain of natural and semi-natural vegetated land), forest resources, threatened species and protected areas, taxes relevant for biodiversity. Europe is the region which has the highest built-up rate, almost 3 times the world average. Within the OECD, the total of natural and semi-natural areas has decreased since 1992.

- Oceans

Natural capital of the ocean, environmental and resources productivity, economic opportunities from pursuing ocean sustainability. Nowadays, marine biodiversity is in a peligrus state with many ecosystems (for instance corals) and species that are threatened. According to OECD, practically all indicators give cause for alarm.

- Socioeconomic developments

Demography, Gross Domestic Product (GDP), age of the population, health, migrations. While the world population is expected to increase to over 9 billion by 2050, this growth is likely to increase pressures on the natural resources, and originate conflicts due to a limited access to these resources.

1.3 Meadows Report and the Rockström limits

First published in 1972, the Meadows report², prepared by a team of 16 researchers from 6 countries (under the initiative of the Club of Rome) showed the impossibility of an infinite growth in a world with finite supply of resources, supported by computer simulation. The main conclusion of this report is that the consequences of demographic and economic growth, if maintained at the same exponential rhythm, will be destructive for the planet. It was the first time in history that the ecological crisis affecting the planet was evidenced. It was widely distributed and sparked global concern about the sustainability of life on the planet.

Then, other scientists intended to define the different physical limits of the planet. In 2009, Johan Rockström, from the Stockholm Resilience Centre, led a group of 28 internationally renowned scientists to identify the nine processes that regulate the stability and resilience of the Earth system³.

These limits are:

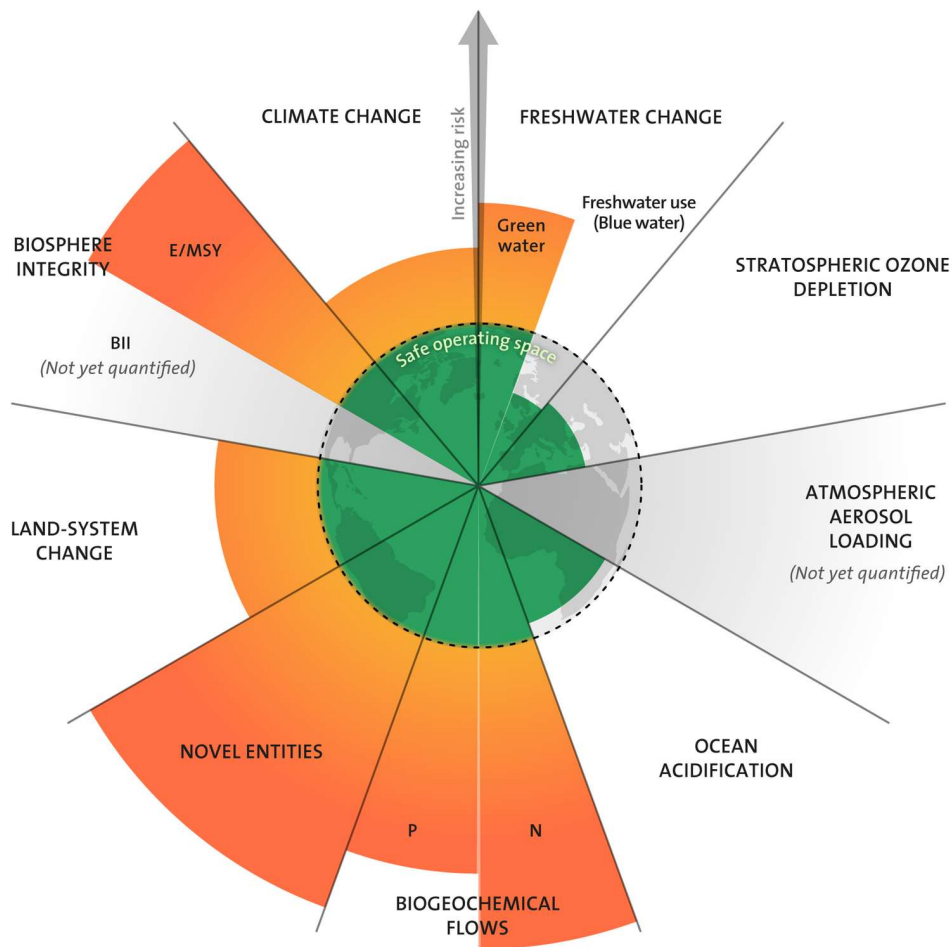
- Biosphere integrity
- Climate change
- Novel entitled
- Stratospheric ozone depletion
- Atmospheric Aerosol loading
- Ocean acidification
- Biogeochemical flows
- Freshwater use
- Land-system change

² <https://www.clubofrome.org/ltg50/>

³ <https://www.stockholmresilience.org/research/planetary-boundaries.html>

In 2015, researchers established that society’s activities have already pushed 4 of these factors beyond limits (climate change, biodiversity loss, shifts in nutrient cycles and land use)⁴.

In January 2022, the same scientists showed that a fifth limit had been passed: humanity has exceeded a planetary boundary related to environmental pollutants and other “novel entities” including plastics. And finally, in April 2022, a reassessment of the planetary boundary for freshwater indicates that it has now been transgressed⁵.



Source: Azote for Stockholm Resilience Centre, based on analysis in Wang-Erlandsson et al 2022

⁴ <https://www.stockholmresilience.org/publications/publications/2016-05-06-big-world-small-planet-abundance-within-planetary-boundaries.html>

⁵ <https://pubs.acs.org/doi/10.1021/acs.est.1c04158>

1.4 Every action counts

The United Nations (UN) stresses the importance of every single decision and choices we make during our lives, which can have a profound impact on our planet. Lifestyle, according to the UN Emissions Gap report⁶, are responsible for an estimated two thirds of global emission. Our demand in food, clothing, water, housing, infrastructures and other aspects of life increase the demand for natural resources and the extraction of finite resources. Also, the richest societies bear the greatest responsibility for this impact. The 1% of the global population with the highest incomes generates a higher level of combined emissions than the poorest 50%.

On its webpage⁷, UN invite all citizen in making the difference, and proposes tips in different categories to improve individual behaviours, as for instance:

- Home energy (change thermostat settings)
- Transport (switch to an electric car)
- Food (switch to a diet higher in plant-based foods)
- Fashion (decrease consumption)
- Waste (avoid plastic, used refillable bottle and reusable bags)
- Water (shorter showers)

1.5 Practical activity – measure your impact

You might find many carbon impact calculators on the web, corresponding to different activities. We invite you to explore your footprint with the UN lifestyle calculator, which can give you a first general estimation of your own impact.

<https://www.lifestylecalculator.com/unfccc>

And what is the environmental impact of your professional activity? What about your impact, for instance, while implementing EU projects?

We invite you, if you haven't done it yet, to evaluate your projects with our Sustain E+ questionnaire: <https://sustaineplus.erasmus.site/auto-evaluation-tool/>

⁶ <https://www.unep.org/resources/emissions-gap-report-2022>

⁷ <https://www.un.org/en/actnow/ten-actions>

Chapter 2 - Approaching to Sustainable Development Goals

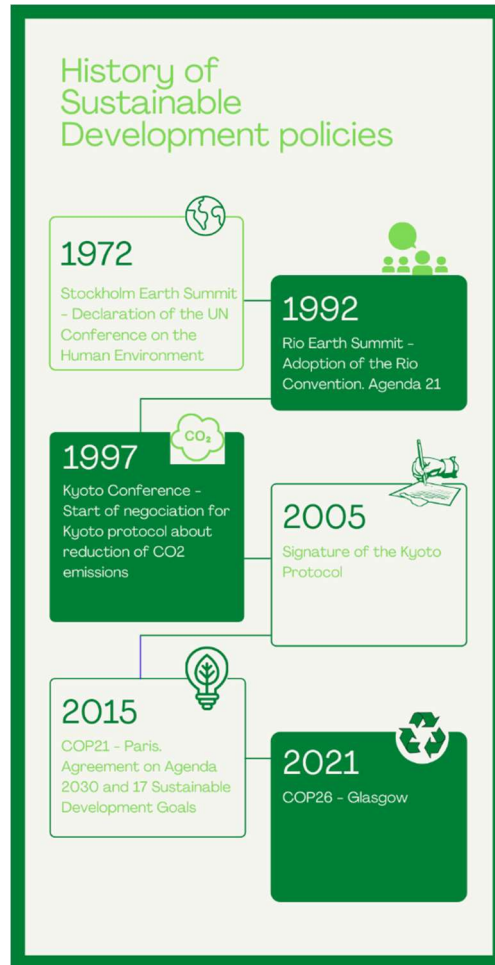
2.1 A brief history about the Sustainable Development Goals

The first interest in the environment as a political stake appeared for the first time in the 70's, with the organisation of the first "Earth Summit" in Stockholm in 1972, leading to the Declaration of the United Nations Conference on the Human Environment (1972).

Then, we must wait until 1992 to see the organisation of the second "Earth Summit" organised in Rio, where the Rio Convention was adopted (also called the convention on biological diversity), introducing the precautionary principle and Agenda 21. In 1997, the conference of Kyoto on climate change marked a turning point in international policies with the beginning of the negotiations of the Kyoto protocol about the reduction of CO₂ emissions. This protocol was finally adopted and entered into force in 2005, after 8 years of negotiations. New "Earth Summits" and international conferences were held during the last decade (2009 – Conference of Copenhagen on Climate, 2010, Conference of Cancún on Climate), 2012 Conference of the United Nations on Sustainable Development in Rio, etc.)

One of the most important was the International Conference on Climate Change - COP21 organised in Paris in 2015. During this conference, world leaders agreed on Agenda 2030, a set of 17 Sustainable Development Goals⁸ and 169 targets proposed by the United Nations, which establishes a plan to achieve the Goals in 15 years. The Sustainable Development Goals (SDGs) constitute a universal call to action to end poverty, protect the planet and improve the lives and prospects of people around the world.

⁸ <https://sustainabledevelopment.un.org/?menu=1300>



Source: www.meuskills.eu

Here is a summary of the SDG:

 SUSTAINABLE DEVELOPMENT GOALS



Source: [UN](#)

2.2 Current texts of reference at EU Level

The EU was instrumental in shaping Agenda 2030. Also, the EU and its member countries are fully committed to implementing Agenda 2030 and its Sustainable Development Goals, as it is reflected in major EU policies. Therefore, the present European policies refer largely to the SDG.

In January 2019, the European Commission published the *Reflection paper Towards a Sustainable Europe in 2030*, which is presented as the first step for a future European strategy for the global implementation of the 2030 Agenda. This document makes clear allusions to the role that companies could play toward sustainable development.⁹

⁹ Reflection Paper towards a Sustainable Europe by 2030. European Commission. COM(2019)22 of 30 January 2019



Resource: [EC Europa](#)

In this publication, the European Commission expressly acknowledges that companies will have an essential role to play in the transition toward sustainability: *“our companies are already at the forefront compared to its world competitors”*. However, it makes a constant call to action, as there is a lot of scope for improvement. To work on the priorities set, the EU mentions in this document the so-called horizontal instruments, which are areas of action that can accelerate the transition towards sustainability in the regions. Some of the proposals are closely related to the business sector, such as technology, innovation, and digitalization, and others make direct reference to companies, such as social responsibility and new business models. The Commission plans to give companies a vital role, considering their high impact capacity and their efforts in accountability, as demonstrated by the fact that, in 2017, 78% of the world's leading companies already included social responsibility criteria in their annual reports.

For now, the level of coercion is still low, and incentive measures are chosen to move toward sustainability. Among the main measures contemplated by the EU is the adoption of incentives for those companies that integrate the Sustainable Development Goals in their activities, the promotion of business standards of conduct such as the Guiding Principles on Business and Human Rights, or the promotion of companies and social entrepreneurs. In addition, the report highlights important opportunities for markets:

- The circular economy can generate a net economic benefit of 1.8 trillion euros in the regions where it is implemented and could create more than a million new jobs until 2030;
- Renewable energies can lead to the creation of 900,000 jobs until the same year.

2.3 European Green Deal and Circular Economy Action Plan

The European Commission, with the approval of The European Green Deal Communication, published in December 2019¹⁰, adopted a set of proposals to make the EU's climate, energy, transport and taxation policies fit for reducing net greenhouse gas emissions by at least 55% by 2030, compared to 1990 levels.

In March 2020, the European Commission adopted a new [Circular Economy Action¹¹ Plan](#) - one of the main blocks of the [European Green Deal](#), Europe's new agenda for sustainable growth.

This new Action Plan announces initiatives along the entire life cycle of products, targeting for example their design, promoting circular economy processes, fostering sustainable consumption, and aiming to ensure that the resources used are kept in the EU economy for as long as possible.



Resource: [EC Europa](#)

¹⁰ European Green Deal Communication COM (2019)640 final 11th December 2019

¹¹ A new Circular Economy Action Plan: For a cleaner and more competitive Europe COM/2020/98 final

It introduces legislative and non-legislative measures targeting areas where action at the EU level brings real added value.

Actions

The new Circular Economy Action presents measures to:

- Make sustainable products the norm in the EU;
- Empower consumers and public buyers;
- Focus on the sectors that use most resources and where the potential for circularity is high such as: electronics and information and communications technology (ICT); batteries and vehicles; packaging; plastics; textiles; construction and buildings; food; water and nutrients;
- Ensure less waste;
- Make circularity work for people, regions and cities;
- Lead global efforts on a circular economy.

This text is still at a stage of communication, it was thus written as a founding text for future legislation, but has no coercion value at this stage. However, it clearly shows the willingness of the European Union to become a prominent force in this field.

2.4 SDG indicators

How to monitor and measure the implementation of the sustainable development goals? At a global level, the UN has established a global indicator framework that includes 231 unique indicators, such as¹²:

Goal 1. End poverty in all its forms everywhere.

- 1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day.

¹²

https://unstats.un.org/sdgs/indicators/Global%20Indicator%20Framework%20after%202023%20refinement_Eng.pdf

At EU level, the European Union performs a yearly Voluntary review¹³ to report on progress towards the SDGs in an EU context.

At the EU project level, no specific indicator exists. However, the above references can be inspirational to establish small scale indicators in the view of contributing to the SDG.

2.5 Practical activity – Introduction to SDGs

We would like to propose to you a small introduction to these goals. You have probably already seen some of the icons below on different media channels, as they are largely relayed by main media over Europe, as well as in advertising.



Select 5 of the above Sustainable Development Goals, and write an example of concrete application for your educational project proposal. How do you think that your proposal or project can act to achieve those goals?

SDG	Application in your Project/Proposal
-----	--------------------------------------

¹³ <https://ec.europa.eu/eurostat/web/products-flagship-publications/-/ks-09-22-019>

1. No poverty	
2. Zero Hunger	
3. Good Health and well-being	
4. Quality Education	
5. Gender Equality	
6. Clean water and sanitation	
7. Affordable and clean energy	
8. Decent work and economic growth	
9. Industry, innovation and infrastructure	
10. Reduced inequalities	
11. Sustainable cities and communities	
12. Responsible consumption and production	
13. Climate action	
14. Life below water	
15. Life on land	
16. Peace, justice and strong institutions	
17. Partnerships for the goals	

Chapter 3 – The European Sustainability Competence Framework: Greencomp

3.1 Education to sustainable development

The Green commitment of the European Union is also present in the Education Policies, and the institutions actively promote education to sustainability, which have become an important priority in different programmes.

Indeed, the development of a European sustainability competence framework is one of the policy actions set out in the European Green Deal as a catalyst to promote learning on environmental sustainability in the European Union.

Delivered in January 2022, GreenComp¹⁴ is a reference framework for sustainability competences. It provides a common ground to learners and guidance to educators, providing a consensual definition of what sustainability as a competence entails.

GreenComp builds on the same methods as the ones developed by the EC Joint Research Centre (JRC) to create the EntreComp (entrepreneurship) and DigComp (digital) frameworks. It identifies a set of sustainability competences to feed into education programmes to help learners develop knowledge, skills and attitudes that promote ways to think, plan and act with empathy, responsibility, and care for our planet and for public health.

It responds to the growing need for people to improve and develop the knowledge, skills and attitudes to live, work and act in a sustainable manner. It is designed to support education and training programs for lifelong learning.

3.2 GreenComp Framework

Here is a graphic representation of the GreenComp Framework:

¹⁴ https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en



Resource: [Researchgate](#)

The GreenComp framework consists of 12 competences organised into four areas. The following table presents the GreenComp areas, competences and descriptors (From GreenComp – JRC science for Policy Report, 2022):

Area	Competence	Descriptor
1. Embodying sustainability values	1.1 Valuing sustainability	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
	1.2 Supporting fairness	To support equity and justice for current and future generations and learn from previous generations for sustainability.
	1.3 Promoting Nature	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.
2. Embracing complexity in sustainability	2.1 Systems thinking	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
	2.2 Critical thinking	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
	2.3 Problem framing	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to

		identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.
3. Envisioning sustainable futures	3.1 Futures literacy	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
	3.2 Adaptability	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
	3.3 Exploratory thinking	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
4. Acting for sustainability	4.1 Political agency	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
	4.2 Collective action	To act for change in collaboration with others.
	4.3 Individual initiative	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

The GreenComp framework is an essential tool to develop new proposals under sustainable and green skills trying to related the competences learned with the training content developed, always keep this framework in mind when developing a proposal

3.3 Practical activity – GreenComp KSA

As mentioned in the introduction to this module, competences in sustainability are complexes of knowledge, skills and attitudes.

Pick up the competences that are most relevant to you and intend to describe associated knowledge (K), skills (S) and attitudes (A)

Example (from GreenComp): 4.2: Collective action

K: knows how to work with diverse participants to create inclusive visions for a more sustainable future;

S: can create transparent, inclusive and community-driven processes;

A: is willing to engage with others to challenge the status quo.

For example: Collective action in the digital age has increased and is enabled through technology, e.g. the European Education for Climate Coalition, a digital platform that enables members of a community of practice to decide collectively, act collaboratively, and co-create solutions for sustainability (SDG 13 – climate action).

Chapter 4 – Sustainability as a priority in Erasmus+

4.1 The Erasmus + programme

Erasmus + is the EU programme for Education, training, youth and sport. It has an estimated budget of 26.2 billion euros for the period 2021-2027, among which 70% will support mobility opportunities for all, and 30% will be invested in cooperation projects and policy development activities. In 2021, Erasmus + had a budget of 2,9 billion €, co-funded 19.000 projects from about 71.000 organisations, and supported about 649.000 participants in mobility activities.

Erasmus + supports priorities and activities set out in the European Education Area, Digital Education Action Plan and in the European Skills Agenda, with a strong focus on social inclusion, the green and digital transitions as well as on promoting young people’s participation in democratic life.

In this part, you will find the following information for all of the Actions and activities covered by the Erasmus+ Programme Framework:

Key Action 1:

- Mobility projects for learners and staff in higher education, vocational education and training (VET), school education, adult education and youth;
- Youth participation activities.
- DiscoverEU – Inclusion Action
- Mobility for sport coaches
- Virtual exchanges in higher education and youth

Key Action 2:

- Partnerships for Cooperation, comprising:
 - o Cooperation Partnerships;
 - o Small-scale Partnerships.
- Partnerships for Excellence, including:
 - o Centres of Vocational Excellence;
 - o Erasmus Mundus Action.
- Partnerships for Innovation:
 - o Alliances for Innovation

- o Forward-looking projects.
- Capacity Building in the field of higher education, vocational education and training, youth and sport.
- Not-for-profit European sport events.

Key Action 3:

- European Youth Together

Jean Monnet Actions:

- Jean Monnet in the field of higher education
- Jean Monnet in other fields of education and training

In addition, some actions of the Programme are implemented through specific calls for proposals managed directly by the European Commission or by the European Education and Culture Executive Agency. For more information, please visit the websites of the Commission and of the Executive Agency.

To summarise, the sectors included in the partnerships of cooperation are:



SCHOOL



HIGHER EDUCATION



YOUTH



ADULTS



VET



SPORTS

Resource: Created by MEUS

4.2 Environment and fight against climate change in Erasmus+

The current Cycle of the Erasmus+ Programme launched for the years 2021-2027 recognises as one of the priorities of the programme the environment and fight against climate change.

The European Green Deal Communication, mentioned before, already recognises the key role of schools, training institutions and universities to engage with pupils, parents, and the wider community on the changes needed for a successful transition to become climate neutral by 2050.

The Erasmus+ programme can be a key instrument for building the knowledge, skills and attitudes on climate change and support sustainable development both within the European Union and beyond.

Moreover, Erasmus+, with mobility at its core, should strive for carbon-neutrality by promoting sustainable transport modes and more environmentally responsible behaviour. Environment and the fight against global warming has become a horizontal priority for the selection of projects.



Resource: [TheGazelle](#)

Priority will be given to projects aimed at developing competences in various green sectors, including those in the framework of the contribution from education and culture to sustainable development goals, developing green sectoral skills strategies and methodologies, future-oriented curricula, as well as initiatives that support the planned approaches of the participating organisations regarding environmental sustainability.

The Programme supports the use of innovative practices to make learners, staff and youth workers true actors of change (e.g. save resources, reduce energy use, waste and carbon footprint, opt for sustainable food and mobility choices, etc.). Priority will also be given to projects that – through education, training, youth and sport activities - enable behavioural changes for individual preferences, cultural values, awareness, and more generally support active engagement for sustainable development.

Therefore, organisations and participants involved should strive to incorporate green practices in all projects when designing the activity, which will encourage

them to discuss and learn about environmental issues, to reflect about local actions and to come up with alternative greener ways of implementing their activities.

Note: Take in account that The Erasmus+ Programme Guide is drafted in accordance with the Erasmus+ annual Work Programme adopted by the European Commission, and therefore may be revised to reflect the priorities and lines of action defined in the Work Programmes adopted in the following years.

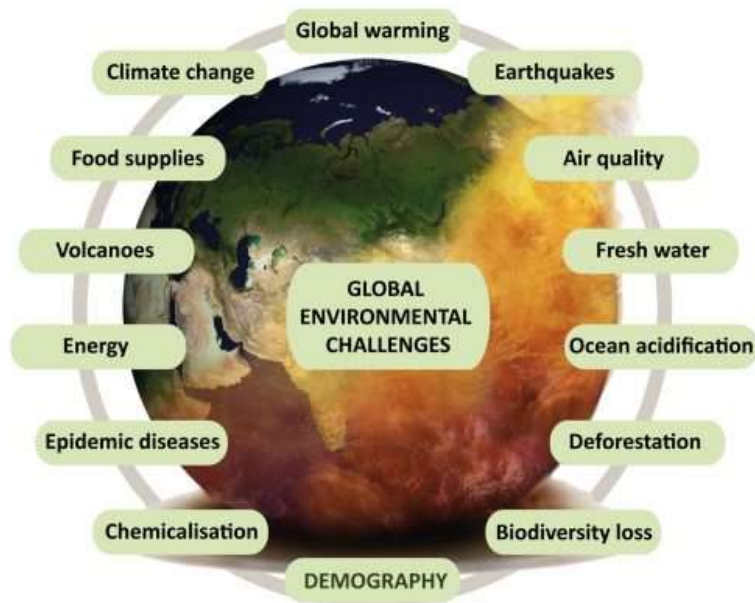
Erasmus + programme establishes a series of priorities that must be addressed by the project proposal in order to get co-funded. Priorities can be horizontal, or sector specific, following the sectors mentioned in the previous section.

4.3 Horizontal priorities

The Erasmus + programme is made of 4 horizontal priorities:

- Environment and fight against climate change
- Inclusion and diversity
- Digital transformation
- Participation in democratic life, common values and civil engagement

Related with the environment and fight against climate change priority, the Programme aims to support, across all sectors, awareness raising about environmental and climate change challenges. Priority will be given to projects aimed at developing competencies in various sustainability-relevant sectors, developing green sectoral skills strategies and methodologies, as well as future-oriented curricula that better meet the needs of individuals.



Resource: [InnovationNewsNetwork](https://www.innovationnewsnetwork.com/)

The Programme will also support the testing of innovative practices to prepare learners, staff and youth workers to become true agents of change (e.g. save resources, reduce energy use and waste, compensate carbon footprint emissions, opt for sustainable food and mobility choices, etc.).

Priority will also be given to projects that – through education, training, youth and sport activities - enable behavioural changes for individual preferences, consumption habits, and lifestyles, in line with the New European Bauhaus initiative; develop sustainability competences of educators and education leaders and support the planned approaches of the participating organisations regarding environmental sustainability.

Note: Take in account that even if this module is focused on the green point of view of sustainability, other priorities of the programme also fit with the different SDG, for instance the priority inclusion and diversity could be totally related with SDG n°5 Gender Equality. Furthermore, both priorities could be related with two or more SDG an the same time (or another priorities)

4.4 Sectoral priorities

In addition to the horizontal priorities detailed above, each sector has its own specific priorities, thus relating to VET, School, Higher education, etc.

Here are some examples of priorities:

Adult Education:

- Creating and promoting learning opportunities among all citizens and generations
- Improving the availability of high quality learning opportunities for adults

Higher education:

- Building inclusive higher education systems
- Supporting digital and green capabilities of the higher education sector

School Education:

- Supporting teachers, school leaders and other teaching professions
- Tackling learning disadvantage, early school leaving and low proficiency

Full priorities are detailed in the Erasmus+ programme guide¹⁵.

Then, for projects in the field of education, training and youth managed by the Erasmus+ National Agencies at decentralised level, National Agencies may, among these priorities, give more consideration to those that are particularly relevant in their national context (called "European priorities in the national context"). This is why each National Agency can publish its own priorities based on these ones to list more specific objectives or needs in its own country.

National Agencies must duly inform potential applicants through their official websites.

Projects are requested to frame their work in relation to one or more of these priorities and to select them at application stage. When formulating project proposals, it is also recommended to consult the results produced by previously funded projects based on similar priorities, to ensure consistency and avoid duplications, as well as to progressively build on existent results and contribute to the joint development of the different fields.

¹⁵ <https://erasmus-plus.ec.europa.eu/erasmus-programme-guide>

For Cooperation Partnerships, they must address either:

- at least one horizontal priority and/or
- at least one specific priority relevant to the field of education, training, youth and sport that is mostly impacted.

For projects in the field of sport only one priority (horizontal or specific) can be addressed.

4.5 Practical activity – E+ Topics, priorities and SDG

Relate a project area that you have in mind to the priorities of the program and the SDG, how many SDGs are you able to relate to this area?

Project area	SDG	Erasmus+ Priorities
	1. No poverty	
	2. Zero Hunger	
	3. Good Health and well-being	
	4. Quality Education	
	5. Gender Equality	
	6. Clean water and sanitation	
	7. Affordable and clean energy	
	8. Decent work and economic growth	
	9. Industry, innovation and infrastructure	

	10. Reduced inequalities	
	11. Sustainable cities and communities	
	12. Responsible consumption and production	
	13. Climate action	
	14. Life below water	
	15. Life on land	
	16. Peace, justice and strong institutions	
	17. Partnerships for the goals	

Example:

Project area	SDG	Erasmus+ Priorities
Language teaching for migrants	4 – Quality education; 10 – Reduced inequalities	Inclusion, citizenship

Chapter 5 - Implementing SDG as project priorities

5.1 How to implement SDG among project priorities – example of Sustain E+ project

This project is a good example about how you can address the SDG in your project proposals. The main objective (MO) of SUSTAIN E+ project is to develop guidelines addressed to workers involved in the development and implementation of Erasmus + projects and helping them in the design of eco-friendly project proposals, that takes into account the carbon footprint of their activities and intend to limit it thanks to more sustainable activities, especially regarding mobility.

The **priorities** selected when the project was created were:

- HORIZONTAL: Environment and fight against climate change
- VET: Adapting vocational education and training to labour market needs
- HORIZONTAL: Addressing digital transformation through development of digital readiness, resilience and capacity

Topics addressed:

- Environment and climate change
- Green skills
- Green transport and mobility



Resource: Sustain E+ project

Sustain E+ has set **3 specific objectives** (SO) that are in direct relation with the selected priorities:

- SO1 (awareness raising from professionals about their environmental impact)
- SO2 (Training professional in the field of circularity and sustainability of EU projects)
- SO3 (increasing the digitalisation of educational solutions)

1) SO1 and SO2 are supporting the horizontal objective “environment and fight against climate change”. This will be the core priority of this project, which intends to support professional working with Erasmus + to apply to themselves one of the key topics that they promote in their projects: the sustainability of their action. We want professionals and participants in this programme to become aware of their environmental impact and to learn how to decrease this impact, thus contributing to a reduction of contamination linked to Erasmus + projects implementation, fighting against climate change.

2) SO2 and SO3 clearly address the second priority selected: answering a labour market need thanks to an adaptation of vocational education and training. This project is presented under the VET programme as it intends to upskill professionals in the frame of a C-VET proposal. Its first target are the project managers, trainers, researchers, technical staff, youth workers and administrative staff involved in the execution of the programme, as well as project officers and evaluators, so they can significantly increase their knowledge about sustainable management elements and improve their labour practice.

3) Finally, SO3 is in line with addressing the digital transformation through the development of digital readiness. Indeed, one of the focuses of this project will be to study how to turn a certain number of activities into digital activities that might have a lower environmental impact (also considering the footprint of mentioned digital solutions).

Additionally, it can be noticed that the objectives of the project also are in line with some of the other horizontal objectives of the programme, such as inclusion and diversity, since the consortium of the project will promote a new generation of projects that are inclusive, sustainable in all the dimension of this term, and the promotion of common values, being the protection of our environment and sustainability of our behaviours among those key European values.

5.2 Setting up a project

Summarising:

- There are 4 general priorities under Erasmus+ programme called:
 - Environmental and fight against climate change
 - Inclusion and diversity
 - Digital transformation
 - Participation in democratic life, common values and civil engagement
- The environmental and fight against climate change priorities has a horizontal cross-sector description about aims, priorities, among others.
- Each field has its own sectoral priorities described.
- National Agencies can publish “European priorities in the national context”.
- Each project has to address at least 1 horizontal or specific priority.

Taking into account this schema is time to set up a project idea, it’s time to prepare a brainstorming session to develop your ideas.

5.3 Practical activity – Create your own proposal

Create your own proposal:

- What sector is it focused on?
- Do you have any horizontal priority?
- What are your specific priorities?
- Which are the topics of the proposal?
- What is your approach to the environmental and fight against climate change priorities?

Note: Try to create a project proposal at least with 1 horizontal priority and 1 specific sector priority.

Chapter 6 – References - tools

EU Publications related with Sustainability:

Resolution of the General Assembly of United Nations A/RES/70/1 adopted on 25th September 2015 [“Transforming our world: The agenda for Sustainable Development”](#)

[Reflection paper Towards a Sustainable Europe in 2030](#) COM(2019)22 of 30th January 2019

[European Green Deal Communication](#) COM (2019)640 final 11th December 2019

A new [Circular Economy Action Plan](#) For a cleaner and more competitive Europe COM/2020/98 final

[The European Sustainability Competence Framework](#): Greencomp EUR30955 EN, 2022

[Erasmus+ 2023 Programme Guide](#). Here you have all the info about the latest programme guide published when this training was created.

[Erasmus+ 2021-2027 Programme info](#). Here you have all the info about the new Erasmus+ 2021-2027 Programme. You can find here info about the following years guidelines, publications, etc...

Social Development Goals info:

[The 17 Goals of Sustainable Development](#). Here you could find updated info about the 17 GDS: History, Implementation Progress, guideline downloadables, among others.

[Global indicator framework for the Sustainable Development Goals](#) This document lists the 231 unique indicators established by the UN to achieve the SDG.

Chapter 7 – Training instructions for trainers

7.1 Exploitation of the practical activities given in the module under the trainer perspective

Practical activity 1 – measure your impact

Type of activity: individual

Time: 5-30 minutes

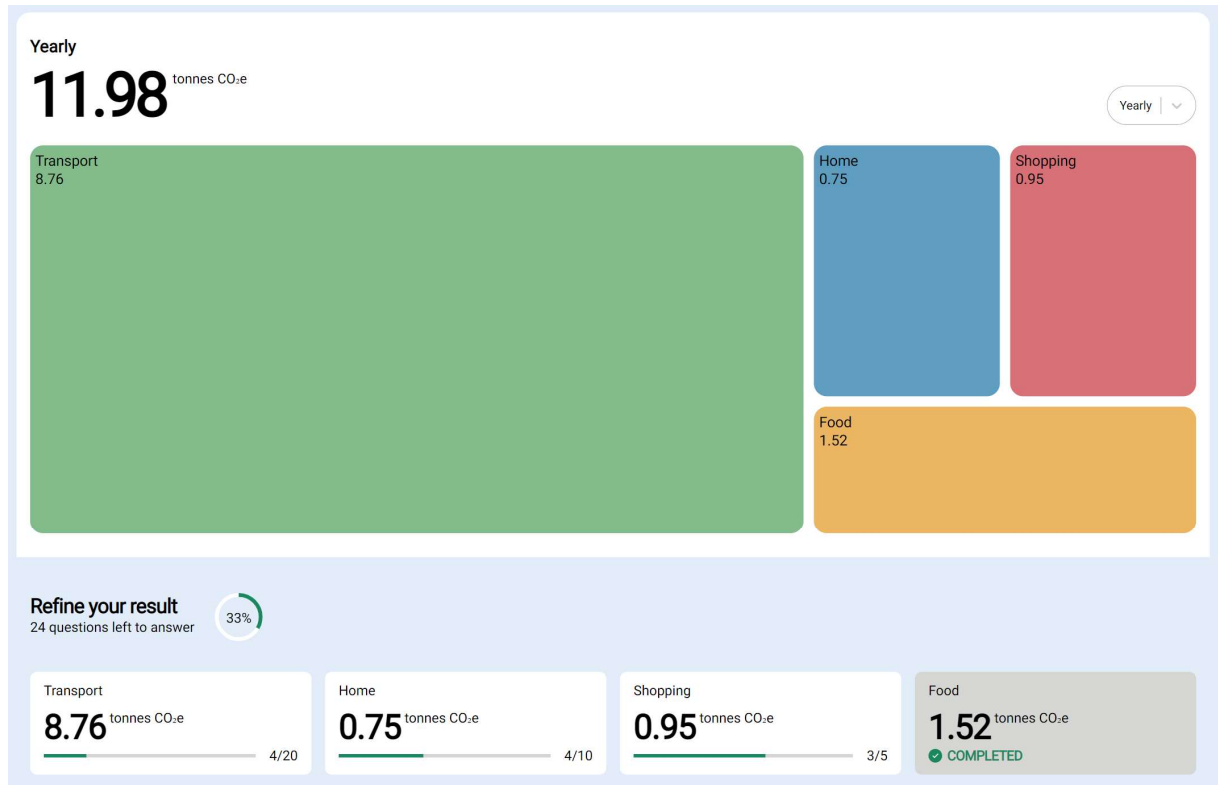
Material: computer

Description:

For this activity, 2 weblinks are provided:

- UN lifestyle calculator
- Sustain E+ project impact evaluation questionnaire

The first link is oriented to the calculation of learners' CO₂ emissions per year. A first estimation is made based on 12 questions, which take less than 5 minutes to answer. The learner then will receive an evaluation of its emission, as well as a series of tips to reduce their footprint.



The estimation can be refined by answering additional 24 questions.

The tool documentation on how the impact is calculated can be found [here](#).

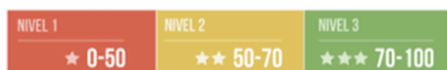
The second link goes to the Sustain E+ R1 questionnaire. It is made of 4 categories of questions, corresponding to the 4 major sources of contamination while implementing EU projects. Learners should have an EU project in mind while using the tool, and evaluate their individual and collective behaviour (consortium) during the implementation of the activity. The questionnaire is made of nearly 100 questions, which means that it might take up to 30 minutes to complete (it is also possible to evaluate only one category). After the answers are sent, feedback is received on the project performance.

Auto-evaluation tool

Do you wish to know your Erasmus+ project' commitment level with sustainability?

Answer the questions and achieve a total score that allow you to know your level.

- Level 1: You need improvement
- Level 2: Your result is good but you can improve
- Level 3: Congratulations! You have got the green certificate



Learn on how to improve your project commitment by reading useful explanations regarding each topic.



Practical activity 2 – Introduction to SDGs

Type of activity: Individual or collective (small groups of 3-4 maximum)

Time: 20-30 minutes

Material: pencil and paper. (For coherence with the course objective, we recommend avoiding any printing of templates for the exercise. You can eventually share a screen with table information)

Description:

The objective of this exercise is to translate Sustainable Development Goals, which can appear quite theoretical in the first instance, into concrete actions that can be implemented by anyone at all levels. Here, we will focus on Erasmus + project level.

This exercise is to be organised as a brainstorming session. Learners do not have to fill all the cells but can decide to focus on the goals that are for them the most important. They should think of concrete actions that can be implemented in line with the different goals. They might enter into a deep degree of detail, with a full action description, according to the trainer' request.

If several groups of learners are working on the activity, an exchange of results can be organised in the end. Then, feedback from the trainer is expected, which should

explain the importance of this exercise to give a practical aspect to the SDG, and insist on the fact that all the SDG can be, in a similar way, taken to ground actions, and that every action counts. To go further, he can refer to examples of SDG good practices and success stories publication, which provide a series of additional examples.

<https://sdgs.un.org/sdg-good-practices>

Practical activity 3 – GreenComp KSA

Type of activity: Individual or collective (small groups of 3-4 maximum)

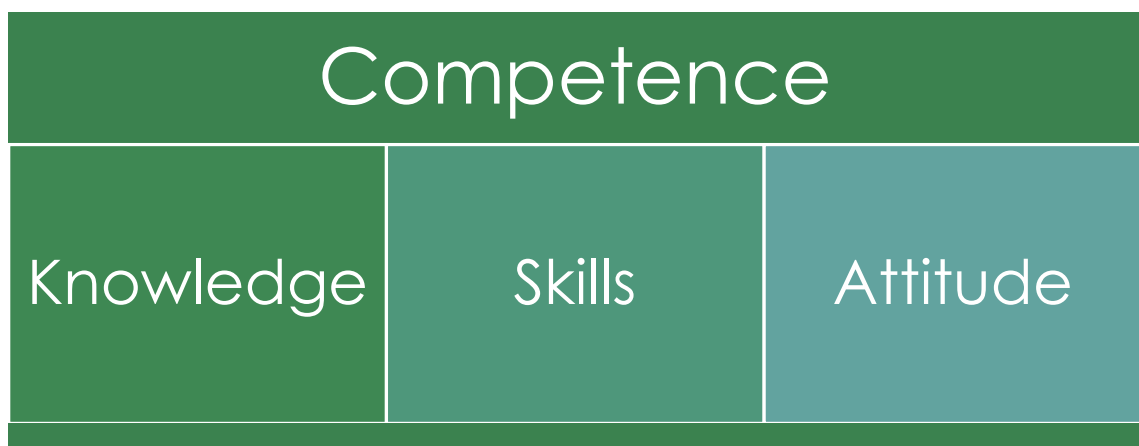
Time: 20-30 minutes

Material: pencil and paper. (For coherence with the course objective, we recommend avoiding any printing of templates for the exercise. You can eventually share a screen with the GreenComp framework iconography for information)

Description:

This activity should start with a reminder from the trainer about what Knowledge, Skills and Attitudes are in the framework of competences definition.

EU texts often refer to the knowledge, skills, and attitude model while talking about competences. The description of those 3 items helps define a competence in a learning framework.



- **Knowledge** is generally the easiest to measure. It is linked to awareness of facts or concepts, things that someone knows.
- **Skills** are related to performance. It refers to the things that someone is able to do in a particular way.
- **Attitudes** are more difficult to measure. They are related to feelings, emotions, beliefs or values about something.

Then, you should invite the learners to work on the GreenComp framework, and intend to describe some of its items in KSA. This will engage the learner in a deeper observation of this framework and invite them to reflect on how they can exploit it in their activities.

This exercise is also useful to train learners in using one of the main reference models for educational projects and lifelong learning initiatives: KSA.

If several groups of learners are working on the activity, an exchange of results can be organised in the end. Then, feedback from the trainer is expected which should make the link with prior delivered information.

Practical activity 4 – SDG and E+ priorities

Type of activity: Individual or collective (small groups of 3-4 maximum)

Time: 20-30 minutes

Material: pencil and paper. List of SDGs. List of Erasmus + topics, list of Erasmus+ priorities.

List of SDG:

1. No poverty
2. Zero Hunger
3. Good Health and well-being
4. Quality Education
5. Gender Equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation, and infrastructure

10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace, justice, and strong institutions
17. Partnerships for the goals

List of KA2 topics:

- Active ageing
- Agriculture, forestry and fisheries
- Awareness about the European Union
- Bridging intercultural, intergenerational and social divide
- Career guidance
- Community Development
- Cooperation between educational institutions and business
- Creating new, innovative or joint curricula or courses
- Creativity, arts and culture
- Cultural heritage
- Democracy and inclusive democratic participation
- Development of disadvantaged rural and urban areas
- Development of training courses
- Digital content, technologies and practices
- Digital safety
- Digital skills and competences
- Digital youth work
- Disabilities
- Disaster prevention, preparedness and recovery
- Early childhood education and care
- Economic and financial affairs (including funding issues)
- Employability
- Energy and resources
- Enterprise, industry, SMEs and entrepreneurship
- Entrepreneurial learning – entrepreneurship education
- Environment and climate change

- Equal access and transition to labour market
- European Identity, citizenship and values
- Graduate tracking systems
- Green skills
- Green transport and mobility
- Human rights and rule of law
- Inclusion of marginalised young people
- Inclusion, promoting equality and non-discrimination
- Information and communication technologies (ICT)
- Initial and continuous training for teachers, trainers and other education staff
- Inter-regional cooperation
- International relations and development cooperation
- Key competences development
- Media literacy and tackling disinformation
- Micro-credentials
- New learning and teaching methods and approaches
- Open and distance learning
- Overcoming skills mismatch and addressing the needs of the labour market
- Pedagogy and didactics
- Physical and mental health, well-being
- Preventing early school leaving and failure in education
- Preventing racism and discrimination
- Preventing radicalization
- Prevention of bullying
- Prevention of conflicts, post-conflicts rehabilitation
- Promoting LGBT+ equality
- Promoting gender equality
- Promotion of alternative forms of participation
- Quality assurance
- Quality and relevance of higher education in countries outside Europe
- Quality and innovation of youth work
- Reaching the policy level/dialogue with decision makers
- Reception and integration of refugees and migrants
- Recognition, transparency, certification
- Research and innovation
- Roma and/ or other minorities
- Science, technology, engineering and mathematics (STEM)
- Social assistance and welfare

- Social innovation
- Social responsibility of educational institutions
- Soft skills
- Support for European and regional innovation and smart specialisation strategies
- Tackling geographical remoteness and involving rural areas
- Teaching and learning of foreign languages
- Work-based learning
- Youth employability
- Youth policy development

List of E+ priorities (take care, this list might be subject to change every year, for detailed description of each priority, please refer to the Erasmus + programme guide):

Horizontal priorities:

- Inclusion and diversity
- Digital transformation
- Environment and fight against climate change
- Participation in democratic life, common values and civic engagement

Sector specific priorities:

Higher education:

- Promoting inter-connected higher education systems
- Stimulating innovative learning and teaching practices
- Developing STEM/STEAM in higher education, in particular women participation in STEM
- Rewarding excellence in learning, teaching and skills development
- Supporting digital and green capabilities of the higher education sector
- Building inclusive higher education systems
- Supporting innovation and entrepreneurial skills of students

School Education:

- Tackling learning disadvantage, early school leaving and low proficiency in basic skills
- Supporting teachers, school leaders and other teaching professions
- Development of key competences

- Promoting a comprehensive approach to language teaching and learning
- Promoting interest and excellence in science, technology, engineering, and mathematics (STEM) and the STEAM approach
- Developing high quality early childhood education and care systems
- Recognition of learning outcomes for participants in cross-border learning mobility
- Supporting innovators at school

Vocational education and training

- Adapting vocational education and training to labour market needs
- Increasing the flexibility of opportunities in vocational education and training
- Contributing to innovation in vocational education and training
- Increasing attractiveness of VET
- Improving quality assurance in vocational education and training
- Creation and implementation of internationalisation strategies for VET providers

Adult Education:

- Increasing take-up and improving inclusiveness and accessibility of adult education
- Improving the availability of high-quality learning opportunities for adults
- Promoting local learning centres and innovative learning spaces
- Creating upskilling pathways
- Improving the competences of educators and other adult learning and guidance staff
- Creating and promoting learning opportunities among all citizens and generations
- Enhancing quality assurance in adult learning opportunities

Youth:

- Promoting active citizenship, young people's sense of initiative and youth entrepreneurship, including social entrepreneurship
- Increasing quality, innovation and recognition of youth work
- Strengthening the employability of young people
- Reinforcing links between policy, research and practice

Sport:

- Encouraging healthy lifestyles for all
- Promoting integrity and values in sport
- Promoting education in and through sport
- Promoting equality and European values in and through sport

Description:

This exercise is about matching the Erasmus + programme ideas with E+ priorities and SDGs. The idea is that learners deepen their project idea by linking its topic and priority to sustainable development. Most of the priorities might match Quality Education, but here, the idea is to try going further, and think about other SDGs that can be achieved through the education project, showing the existing permeability between objectives.

The learners should play with these three lists, mix and match.

This activity can alternatively be organised as a brainstorming session, trying, with a common topic to all learners, to make as many connections as possible. The trainer should then act as moderator.

Practical activity 5 – Create your own proposal

Type of activity: Individual

Time: 1 hour to one week

Material: Computer. Eventually, Erasmus + application form template (call to be chosen by the trainer).

Description:

This activity can have different levels of complexity, depending on the objectives fixed by the trainer. It can be a one-hour activity for which the objective will be to raise awareness of the learner about the programme priorities, to a full learning by doing exercise in which the learners are provided with an application form for which they are requested to answer the preliminary questions corresponding to project description and relevant priorities.

The trainer can use the lists from the practical activity n°4 as a supporting tool for this activity.

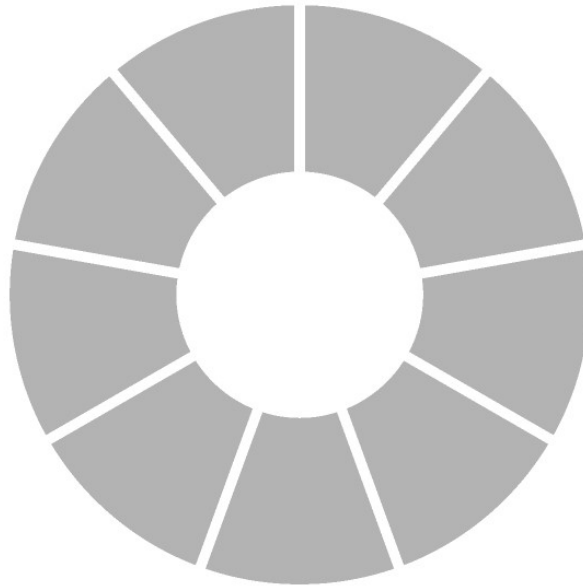
7.2 Other practical activities

Practical activity 6 – Understanding our boundaries

Instructions:

Some of the indicators used by scientists to explain the environmental risk that we face are quite technical. However, it is important that you understand the general idea behind those concepts and that you are able to deliver your message to non-expert partners or evaluators, or target groups, in the frame of EU project implementation. We propose you here to check your capacity to translate the technical information into accessible data for a wider public.

Use the following empty diagram to quote and describe the main planet limits according to the Stockholm Resilience Centre and tell us why we should take care of our environment.



Type of activity: Individual

Time: 15 minutes (10 minutes of preparation, 5 minutes of presentation)

Material: Board

Description:

This activity is about the integration of environmental key concepts, but also about communication skills and the capacity to deliver information about a concept that is understood in a simple way.

To start with, the trainer can remind the context of the Erasmus + project and the evaluation system used to approve a project. Then, he/she can remind the importance of delivering the information, avoiding jargon, and trying to make them as clear as possible, explaining the concepts well. Here, we propose an oral exercise to make it more dynamic. The learner can present his/her proposal in front of an audience, and then, the trainer can engage in dialogue with the rest of the participants so as to share impressions.

Practical activity 7 – assessment of a project idea – Empathy map

Instructions:

When thinking about a possible project idea, you need to have in mind the different stakeholders that will be involved in this activity. We propose you here to consider and evaluate a project idea from different perspectives.

Project idea:

Waste management programme for a partnership made of primary school.

You are:

- A EU commission representative. Your role is to defend the interests, perspectives, and values of the institutions
- An external evaluator. You are paid to evaluate project proposals
- A schoolteacher, interested in offering new learning opportunities to your students
- A learner. You don't even know that Erasmus + exists, but you are interested in your personal development and future opportunities.

Type of activity: Individual or by group

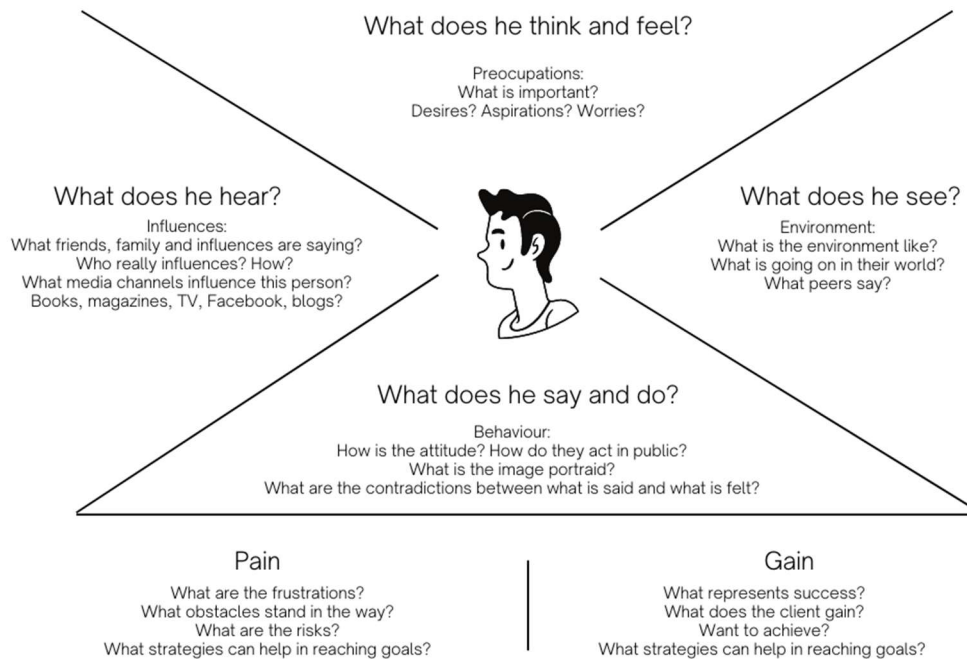
Time: 40 minutes (10 minutes per profile)

Material:

We recommend using the following Empathy Map template:

Empathy Map

Name: _____



Description:

This exercise is aimed at considering the same idea from a different perspective, as part of its evaluation. The initial project idea can be any idea proposed by your learners, or, alternatively, can be proposed by the trainer.

Some questions that can be added to the empathy map to feed the dialogue are:

- How could this person benefit from the idea?
- What does this idea bring me, is it innovative?
- What are the possible contributions of this person to this idea?

Practical activity 8 – Points of view on SDG – role playing

Instructions:

In this activity, you are provided randomly with a figure (role), lifestyle topic, and SDG.

Prepare a position on the allocated theme and how this links to this SDG, from the perspective of the figure that you have been assigned with.

Type of activity: by groups

Time: About 10 minutes per profile

Material: Paper and pencil, list of roles, list of lifestyle themes, list of SDGs.

List of roles:

- Businessman
- Policymaker
- Environmental activist
- Worker
- Pensioner
- Student
- Teacher
- Child

List of lifestyle themes:

- Home energy
- Commuting/transport
- Food and diet
- Fashion
- Waste management
- Water
- Job

List of SDGs:

1. No poverty
2. Zero Hunger
3. Good Health and well-being
4. Quality Education
5. Gender Equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation, and infrastructure
10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption and production

- 13. Climate action
- 14. Life below water
- 15. Life on land
- 16. Peace, justice, and strong institutions
- 17. Partnerships for the goals

Description:

The objective of this activity is to encourage learners to play with the different SDGs and increase their degree of understanding of each one.

By group, each group is assigned a role, and then the lifestyle theme and the SDG are common to the different groups. Each group has 5 minutes to prepare its position, and then 5 minutes to expose it and debate. Each one then has to defend their perspective and how they have an impact on the allocated lifestyle and SDGs, and will engage in a group discussion. Then, you can repeat this same operation with new roles and themes.

For instance:

Figure	Lifestyle theme	SDG
Businessman	Home energy	Zero poverty

Questions to feed the discussion:

- What is your role in the provision of home energy?
- What are your company objectives?
- What is your role within wider society?
- How do you contribute to this SDG objective?

7.3 Tips and examples of best practices to apply this module to your own training activity

Different associations propose activities to support the teaching on SDGs, oriented to all kinds of targets. Some of them propose interesting manuals with full instructions for trainers. For instance:

- *Trainers ' Manual on Games and Activities for Sustainable Development Goals & Climate Change For Children & Youth*, from INECC network: Some of the activities proposed are actually addressing youth aged 16+ and can perfectly adapted to a group of professional learners working with Erasmus +

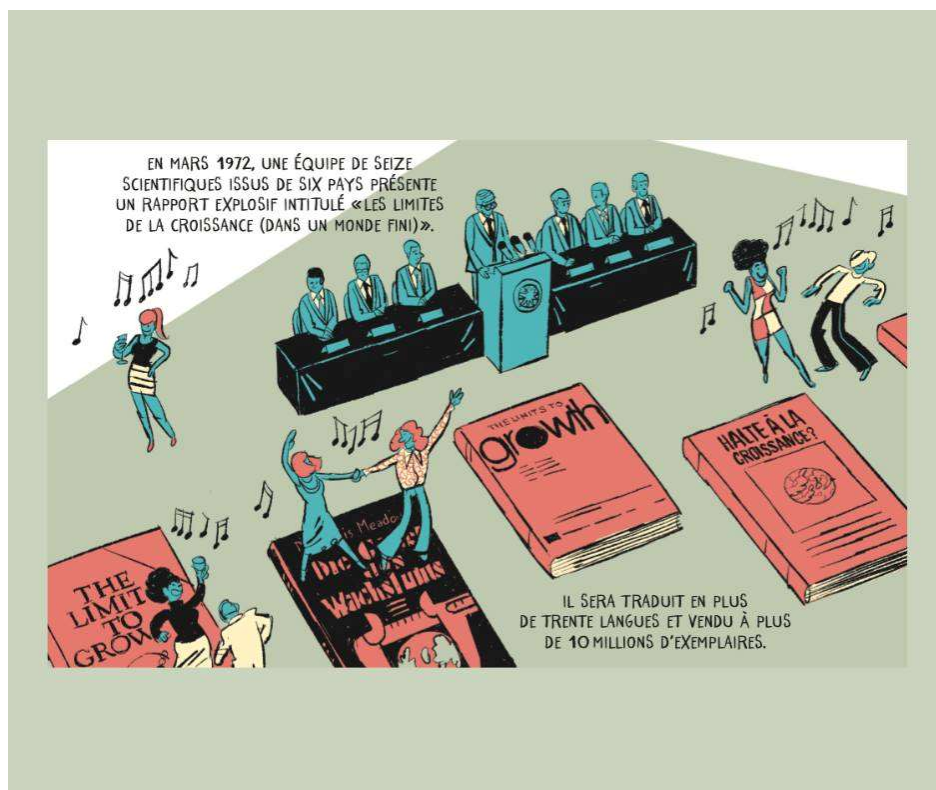
<https://inecc.net/wp/wp-content/uploads/2020/05/Trainers-Manual-on-Games-and-Activities-SDG-CC.pdf>

- *Playing for the future, Sustainable Development Games*, from CCL (Centre for Collaborative Learning for Sustainable Development): this toolkit proposes a series of learning activities through play to facilitate the exploration of the linkage between personal actions and the Sustainable Development Goals.

https://www.oneplanetnetwork.org/sites/default/files/toolkit_11_playing_for_the_futuresupporting_materials.pdf

- Recommendation for readings (French):

La Revue Dessinée, in France, proposed an illustrated presentation of the Meadows report. The illustrated format can help the understanding and make it more attractive for learners.



Source: [La Revue Dessinée](#).

Module assessment

Question 1 – GreenComp framework

- a) GreenComp is a policy action linked to the EU Green Deal to promote SDG (3 points)
- b) GreenComp is a reference framework for sustainability competences (4 points)
- c) I can use GreenComp to teach Sustainable Development Goals (2 points)
- d) GreenComp is a new educational regulation from the EU (1 point)

Question 2 – Erasmus +

- a) Erasmus + can co-fund my project idea related to education (4 points)
- b) Erasmus + is a programme supporting students' mobility (3 points)
- c) Erasmus + is a European programme addressing European countries (2 point)
- d) Erasmus + is the best EU programme to support Citizenship (1 point)

Question 3 – I wish to integrate the Sustainable Development Goals into my activities

- a) There is not much I can do, SDGs are designed to be used at higher levels (1 point)
- b) I can link my activity to one or several SDGs, thinking into concrete actions that can contribute to the overall achievement of the goal. (4 points)
- c) I can address most of them, I already do. (2 points)
- d) I should first study the different goals and see the ones that can be related to my activities (3 points)

Question 4 – European Green Deal

- a) The European Green Deal addresses the reduction of GHG emissions (3 points).
- b) The European Green Deal is a competence framework (1 point)
- c) The European Green Deal is aimed at striving to be the first climate-neutral continent (4 points)
- d) The European Green Deal introduces binding actions (2 points).

Question 5 – I need to establish my Erasmus + Project priorities:

- a) I am aware of the main priorities of the programme and take them into account at the time of elaborating on my project idea. (4 points)
- b) I refer to the programme guide and select the priorities that most suit my project idea (3 points)
- c) I chose Inclusion and environmental transversal priorities, which are the most important (1 point)
- d) As the Environment and fight against climate change is one of my major professional priorities, I focus on that one and select a second sector priority to complete. (2 points)

Question 6 – Why is sustainability so important?

- a) Because it is now a political priority at EU level (1 point)
- b) Because our natural resources are limited (4 points)
- c) Because recycling is fundamental (2 points)
- d) Because human activities impact our environment (3 points)

Question 7 – What can I do (UN recommendations) to reduce my impact

- a) Decrease my consumption of food (2 points)
- b) Switch to a diet higher in plant-based foods (3 points)
- c) Eat more superfoods (1 point)
- d) Reduce food waste (4 points)

Question 8 – Can I address Gender Equality in my E+ project?

- a) No, Gender Equality is not related to sustainability (1 point)
- b) No, Gender equality is related to SDG nº5, but can not be addressed in Erasmus + as a transversal priority (2 points)
- c) Yes, Sustainability is a wide concept that goes beyond the environmental question only and includes Gender Equality (3 points)
- d) Gender equality can be addressed in Erasmus + under the inclusion priority (4 points).

Question 9 – Environmental indicators

- a) Is something that scientists invented to make us fear the future (1 point)
- b) Are exhaustively defined and easy to measure. (2 points)
- c) Are multiple and complex (4 points)

- d) Are used to demonstrate the impossibility of an infinite growth (3 points)

Question 10 - Rockström limits

- a) The Rockström limits focus on the availability of resources on the planet. (2 points)
- b) The Rockström limits focus on the physical limits of the planet. They show that five limits have been passed. (4 points)
- c) The Rockström limits focus on the physical limits of the planet. They show that four limits have been passed. (3 points)
- d) The Rockström limits is an old scientist's intent that needs to be updated. (1 point)