# BECOMING A CLIMATE CHAMPION
## SDG 4 Quality education

# WELCOME!

This module is an introduction to the Climate Change Community Champions course, and is specially dedicated to Education.

We will explore questions like:

- What are the UN 2030 Agenda and the Sustainable Development Goals (SDGs)?
- What is Education for Sustainable Development (ESD)?
- How can we involve the community in action for sustainable development?

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Local Learning Communities

# 01

## A call to Climate Champions

# Making change happen in your community



1 IDEA — 1 PERSON — COMMUNITY CHANGE

1 IDEA — 1 COMMUNITY — WORLD CHANGE
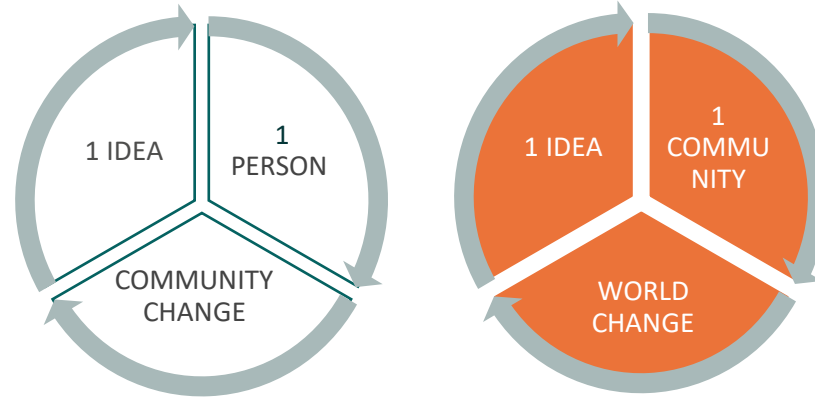
Change makers take a first step and then keep walking one step at the time, joining others on the way!

Josefa is the power force within AMUPAL, Women Association of Planalto Leste in Santo Antão Island, Cape Vert.
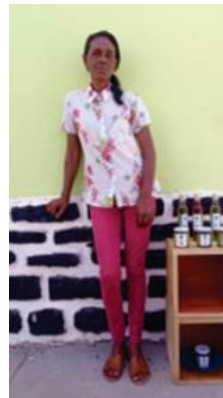
Josefa was concerned about unemployment and food scarcity in her community, and she found a way to join a group of women, working together to transform their lives while preserving their environment!

# Making change happen in your community

Those women represent 42 families living in a place where social and economic conditions are harsh and valuable natural resources are more and more threatened.

Together they rebuilt a traditional house and created a rural tourism site, recovered and built dikes and reservoirs, constituted a forest seed bank and developed an agroforest project around the house. They also created a brand of agri-food products made with local ingredients that they certified and are now recognised both in and outside their village.

Small consistent steps for them has created significant impact in the community and in the region.

# Mobilising for preservation of natural values...

Inês, Ricardo and Rui were concerned about the decline in the number of nocturnal birds in Portugal. In 2007 they decided to set up a working group within SPEA – Society for Protection and Study of Birds to help promote the study and conservation of owls and nightjars in the country.

Among other initiatives, they have set in motion a citizen science project, NOCTUA, to involve volunteers in censuses of nocturnal birds, taking them as indicators of the conservation status of habitats.

More specifically, they intend to study the distribution of the species and how it varies, determine population trends and relate them to habitat changes.

They have created a methodology and support tools and every year hundreds of people from all over the country participate in monitoring activities, from which they produce and publish reports, identifying trends and action needs for preservation of nocturnal birds.

https://spea.pt/censos/noctua-portugal-monitorizacao-de-aves-noturnas/

# Becoming a Climate Champion

These are just two examples of people who wanted to actively contribute to a more sustainable world by inspiring and mobilising others for change. The actions can have very different amplitudes in terms of geography and community involvement. They may address very diverse themes, such as those that fall under the **2030 Agenda - Sustainable Development Goals (SDG).**

Some of them will be addressed particularly throughout this course, in separate modules, specifically those linked to

Health & Wellbeing (SDG 3),

Sustainable Cities & Communities (SDG 11),

Sustainable Consumption & Production (SDG 12),

Climate Action (SDG 13)

Life on Earth (SDG 15).

This first module addresses **Quality Education (SDG 4)**, and is particularly intended for educators and animators who wish to broaden their skills in fostering community processes for sustainable development.

**SDG
3
11
12
13
15

4**

# Becoming a Climate Champion

In the following pages, we will share ideas about the Agenda 2030 and the Education for Sustainable Development, the role of community animators, key competences to develop and critical success factors of community processes.

As in the following modules, we will talk about the problems and threats hanging over our planet and what we can do, individually and collectively, to solve or mitigate them, presenting good practices and also practical examples of activities that you can boost in your own group (family, friends, students...) or local community.

## Dare to become a Climate Community Champion? The time is now!

**02**

SDG4 and Education for Sustainable Development

"Humanity has the ability to make development sustainable to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs."

Report of the World Commission on Environment and Development: Our Common Future, 1987 (known as the Brundtland Report)

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# UN 2030 Agenda and the Sustainable Development Goals

The **Sustainable Development Goals (SDG)** were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

17 SDGs define global priorities for 2030 and imply global action from every country.

SDGs are interconnected. That means that action in one area affects outcomes in other areas so development must balance the 3 dimensions of sustainable development: **social, economic and environmental.**

### Goals, targets and indicators

| 17 Goals | 169 Targets | 230 Indicators |
|----------|-------------|----------------|
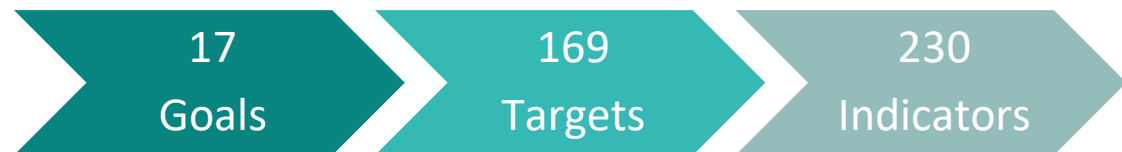
In this **VIDEO** you can learn more about each SGD;

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# 17 Sustainable Development Goals (SDG)

# 5 Key Commitments or Pillars

SGDs and the 2030 Agenda for Sustainable Development highlights **5 key commitments or pillars** interlinked that reflect an holistic framework for sustainability.

1) People
2) Planet
3) Prosperity
4) Peace
5) Partnership

This model integrates aspects of the three dimensions previously mentioned and represent the interrelations between the various goals allowing for progress across all pillars that reinforce each other.



**PEOPLE**
End poverty and hunger in all forms and ensure dignity and equality

**PROSPERITY**
Ensure prosperous and fulfilling lives in harmony with nature

**PLANET**
Protect our planet's natural resources and climate for future generations

**Sustainable Development**

**PARTNERSHIP**
Implement the agenda through a solid global partnership

**PEACE**
Foster peaceful, just and inclusive societies

https://www.sciencedirect.com/topics/social-sciences/sustainable-development-goals

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# Leave no one behind!

This is one of the **guiding principles** of the 2030 Agenda. It reflects the concern about all the people living in extreme insecurity and vulnerable situations and that the value of civilization, as a whole, is judged by the way we consider those people and distress situations beyond the margins of national end global affairs.

Human Rights-Based Approach

Leave No One Behind

Gender Equality and Women's Empowerment

Alignment with int. norms and standards

Equality and non-discrimination

Active and meaningful participation

Robust accountability mechanisms

https://unsdg.un.org/2030-agenda/universal-values

"The new Global Goals result from a process that has been more inclusive than ever, with Governments involving business, civil society and citizens from the outset. We are all in agreement on **where the world needs to go**. Fulfilling these ambitions will take an unprecedented effort by all sectors in society — and business has to play a very important role in the process." This assumption led to a multi-year strategy of the **UN Global Compact** to drive business awareness and action in support of achieving the SDG by 2030.

https://www.unglobalcompact.org/sdgs
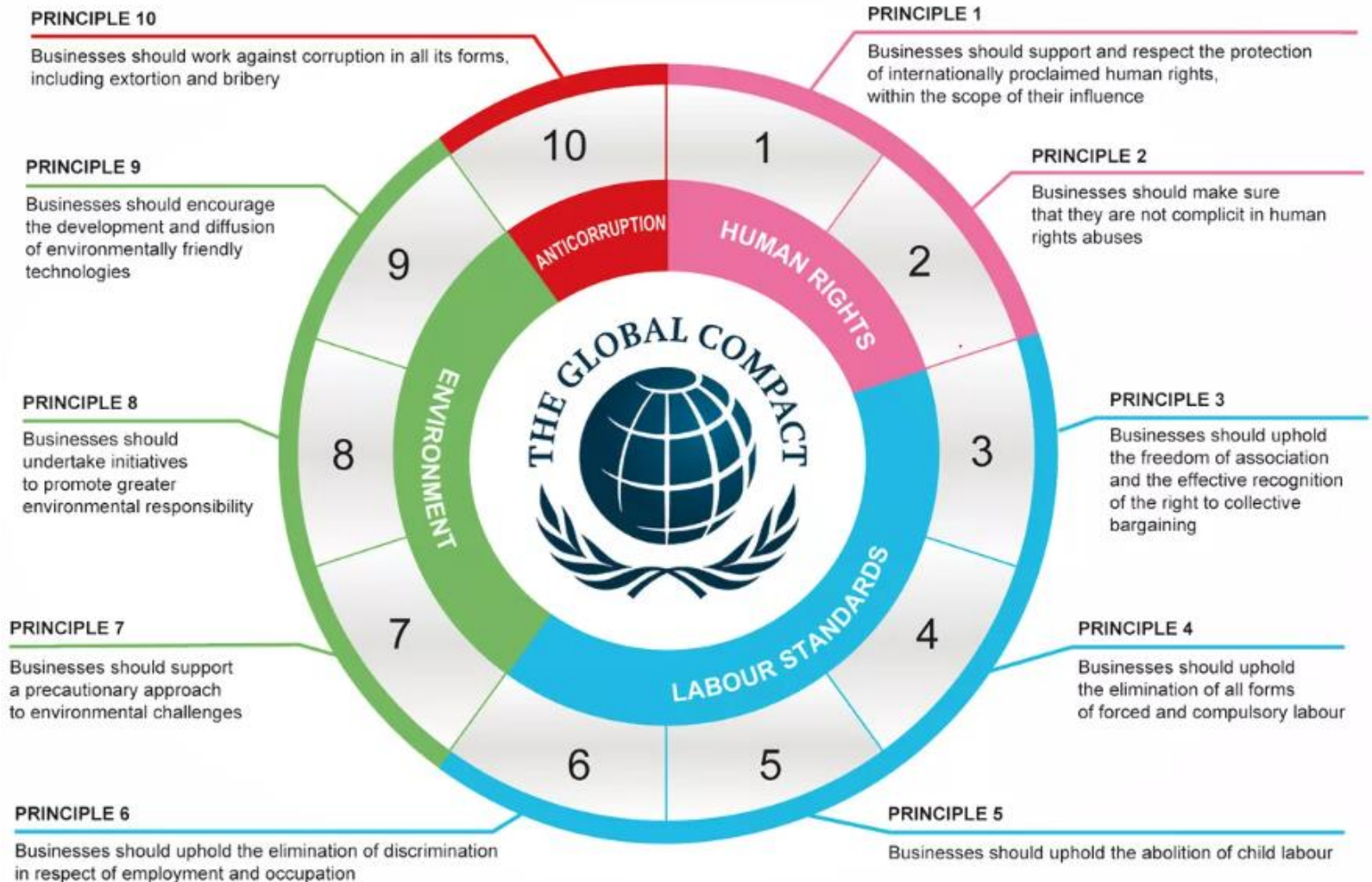
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# Making global goals local business

On the ground, companies too face challenges to operating responsibly and have different opportunities to make a positive impact. Global Compact Local Networks advance the initiative and its **Ten Principles** at the country level.

*Companies can be Climate Champions too!*



**PRINCIPLE 10**
Businesses should work against corruption in all its forms, including extortion and bribery

**PRINCIPLE 9**
Businesses should encourage the development and diffusion of environmentally friendly technologies

**PRINCIPLE 8**
Businesses should undertake initiatives to promote greater environmental responsibility

**PRINCIPLE 7**
Businesses should support a precautionary approach to environmental challenges

**PRINCIPLE 6**
Businesses should uphold the elimination of discrimination in respect of employment and occupation

**PRINCIPLE 1**
Businesses should support and respect the protection of internationally proclaimed human rights, within the scope of their influence

**PRINCIPLE 2**
Businesses should make sure that they are not complicit in human rights abuses

**PRINCIPLE 3**
Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining

**PRINCIPLE 4**
Businesses should uphold the elimination of all forms of forced and compulsory labour

**PRINCIPLE 5**
Businesses should uphold the abolition of child labour

ANTICORRUPTION
HUMAN RIGHTS
LABOUR STANDARDS
ENVIRONMENT
THE GLOBAL COMPACT

10  1  2  3  4  5  6  7  8  9

https://www.unglobalcompact.org/what-is-gc/mission/principles

# SDG specifically addressed in this course

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

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

**The current Module**

## Sustainable Cities and Communities
Make cities and human settlements inclusive, safe, resilient and sustainable

## Responsible Consumption and Production
Ensure sustainable consumption and production patterns

## Climate action
Take urgent action to combat climate change and its impact

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

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# SGD 4

## SDG 4 – Quality Education

### Overarching goal

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

"The targets of SDG4-Education 2030 are specific and measurable, and contribute directly to achieving the overarching goal. They spell out a global level of ambition that should encourage countries to strive for accelerated progress. They are applicable to all countries, taking into account different national realities, capacities and levels of development and respecting national policies and priorities."

https://unesdoc.unesco.org/ark:/48223/pf0000245656

# SDG 4 targets and means of implementation

- 7 outcome targets
- 3 means of implementation

A comprehensive and ambitious plan, targeting global education as a pivotal point in the making of a sustainable future.



https://youtu.be/j65FEmRHTzk



Picture https://apa.sdg4education2030.org/sdg-4-targets-and-means-implementation
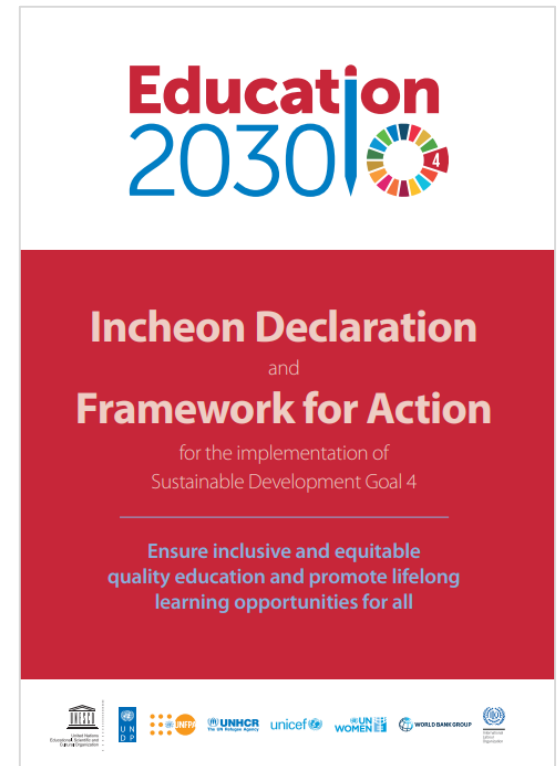
# Education as top priority

Education is a top priority for UNESCO in battling poverty until 2030.

UNESCO, together with UNICEF, World Bank, UNFPA, UNDP, ONU Women and CNUR organised the 2015 World Education Forum where **Incheon Declaration for Education 2030** was signed, implementing a common agenda for education and establishing a new vision for education during the following 15 years.

The **2030 Framework for Action** establishes a set of guidelines for the pursuit of the objectives and their commitments.

More about it here 👇

Incheon Framework for action implementation of SDG4

**4 QUALITY EDUCATION**

# What to expect from ESD

- **DEVELOP SKILLS** that enable people to think about their own actions and their multiple impacts, considering the local and global reality;

- **INFORM THE FACILITATION DECISION MAKING** by providing learners with tools for responsible choices that consider the lives of future generations;

- **CHANGE THE FOCUS** from teaching to *LEARNING* through action, participation and collaboration;

- **SEEK SOLUTIONS** rather than focusing on obstacles, using different learning fields and resources;

- **COLLABORATE** with others using the best information available and building new ways of looking at problems;

- **ENCOURAGE** people to participate in sustainable development by promoting social, economic and political change;

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Education for Sustainable Development aims to raise knowledge, awareness, and action.

**Cognitive learning dimension:** understand sustainability challenges and their complex interlinkages, explore disruptive ideas and alternative solutions

**Social and emotional learning dimension:** build core values and attitudes for sustainability, cultivate empathy and compassion for other people and the planet, and motivate to lead the change

**Behavioural learning dimension:** take practical action for sustainable transformations in the personal, societal and political sphere.

# 03

**Learn and act now and in community**

"Transformative learning for people and the planet is a necessity for our survival and that of future generations. **The time to learn and act for our planet is now.**"

Berlin Declaration on Education for Sustainable Development, 2022

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ADCMoura

**Berlin declaration 2021 Unesco Conference on Education for sustainable development.**
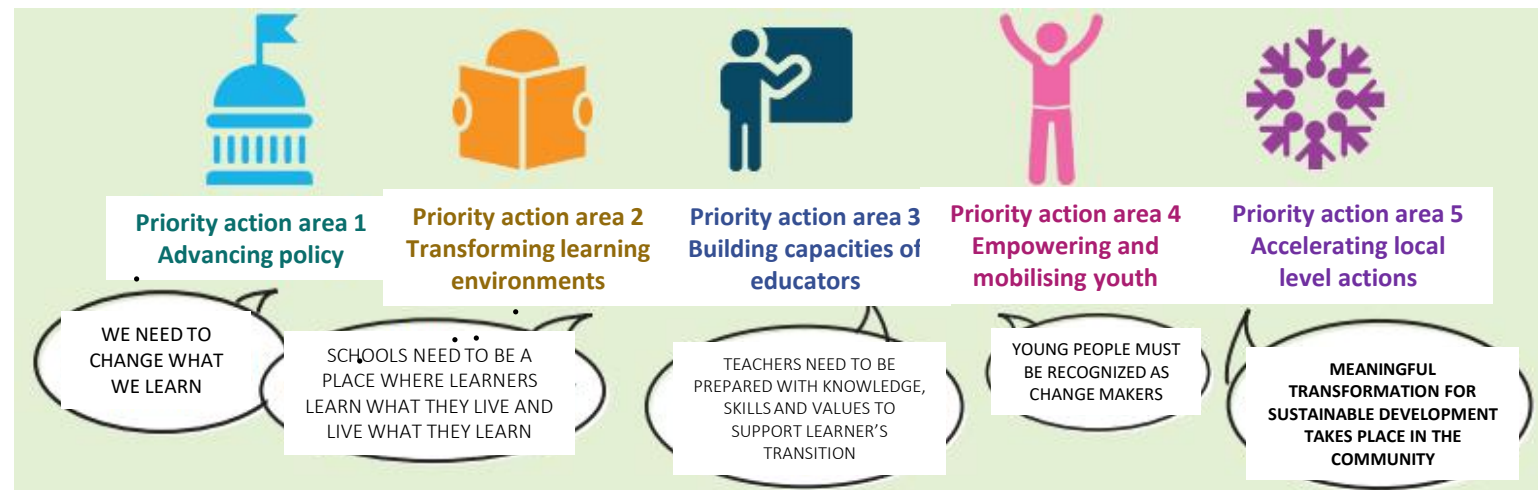
Pollution. Challenges. Climate crisis. Covid. Biodiversity loss. New behaviour & thinking. Education a powerful enabler of positive CHANGE of mindsets & worldviews. Global consultation. Teachers play a crucial role. ESD as a core curriculum content. foundational element. School – whole institutional approach: content, methodology, learning envornment. Our commitments. Lifelong learning. Intersectoral colaboration. Green technologies. Multi stakeholder process. Education. Science. Environment. NGO. Private sector. Harness the power of ESD to transform our societies. Time to act is now. Learn and act now!



https://unesdoc.unesco.org/ark:/48223/pf0000381229

# Key roles of educators and communities

In May 2021 around 2800 people – from governments, international and intergovernmental organisations, civil society, youth, the business sector, and many more - representing 160 countries came together virtually at the UNESCO World Conference on Education for Sustainable Development (ESD) 2021. A commitment to use the transformative power of education in order to address the global challenges we face, was expressed in the **Berlin Declaration on ESD**. The document identifies concrete challenges and calls for changes that are urgently needed to fully integrate and strengthen ESD in all educational contexts.

## Priority actions

| Priority action area 1 Advancing policy | Priority action area 2 Transforming learning environments | Priority action area 3 Building capacities of educators | Priority action area 4 Empowering and mobilising youth | Priority action area 5 Accelerating local level actions |
|---|---|---|---|---|
| WE NEED TO CHANGE WHAT WE LEARN | SCHOOLS NEED TO BE A PLACE WHERE LEARNERS LEARN WHAT THEY LIVE AND LIVE WHAT THEY LEARN | TEACHERS NEED TO BE PREPARED WITH KNOWLEDGE, SKILLS AND VALUES TO SUPPORT LEARNER'S TRANSITION | YOUNG PEOPLE MUST BE RECOGNIZED AS CHANGE MAKERS | MEANINGFUL TRANSFORMATION FOR SUSTAINABLE DEVELOPMENT TAKES PLACE IN THE COMMUNITY |

Information and tools for education on SDG: https://www.unesco.org/en/education/sustainable-development

# Community champions needed!

The objective of this course is to provide educators (teachers, animators, ...) with skills and tools to be active agents in achieving the global sustainable development goals (SDG), particularly by raising awareness and involving local communities in bottom-up processes.

So we will take a quick look at

# Relevant personal skills

and

# How to set up a community project

## DIMENSIONS OF LEARNING

**HEAD**
Understand sustainability challenges and their complex interlinkages, and explore alternative solutions

**HEART**
Build core values and attitudes for sustainability, cultivate empathy and compassion for other people and the planet, and motivate to lead the change

**HAND**
Take practical action for sustainable transformations in the personal, societal and political spheres

https://unesdoc.unesco.org/ark:/48223/pf0000381229

# Developing your competencies

**HEAD**, **HEART** and **HAND**

Symbolise the different dimensions of learning for sustainable development.

In a simple way they express the diverse nature of competencies that can be developed for successful SD projects:

- Understand the problems and the complex systems on which they rest, so that possible solutions can be identified;

- Develop feelings, values and attitudes inherent in a roadmap for sustainable development;

- Be able to carry out practical actions that make these solutions a reality, preferably in a collective/ collaborative framework.

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# Key competencies for sustainable development

"Sustainability citizens" need tools and skills that allow them to act in a responsible constructive way against the challenges we face today to build a sustainable society now and for the future!

However, competencies usually refer only to capacity to act. That does not imply that a certain individual will act in a certain way faced with a specific situation.

To use their capacities towards sustainable actions people need corresponding values and motivations and the opportunities that allow them to do what is needed.

https://unesdoc.unesco.org/ark:/48223/pf0000261445



Sustainable key competencies

Knowledge and skills

Values and motivations

Sustainability performance

Opportunities

# Key Competencies for Sustainable Development

For building sustainable development, an **integrated problem-solving competency** is required, combining intrapersonal (mindset) and interpersonal (collaboration) dimensions:
- Systems-thinking
- Values-thinking
- Strategy-thinking
- Futures-thinking
- Implementation/ action
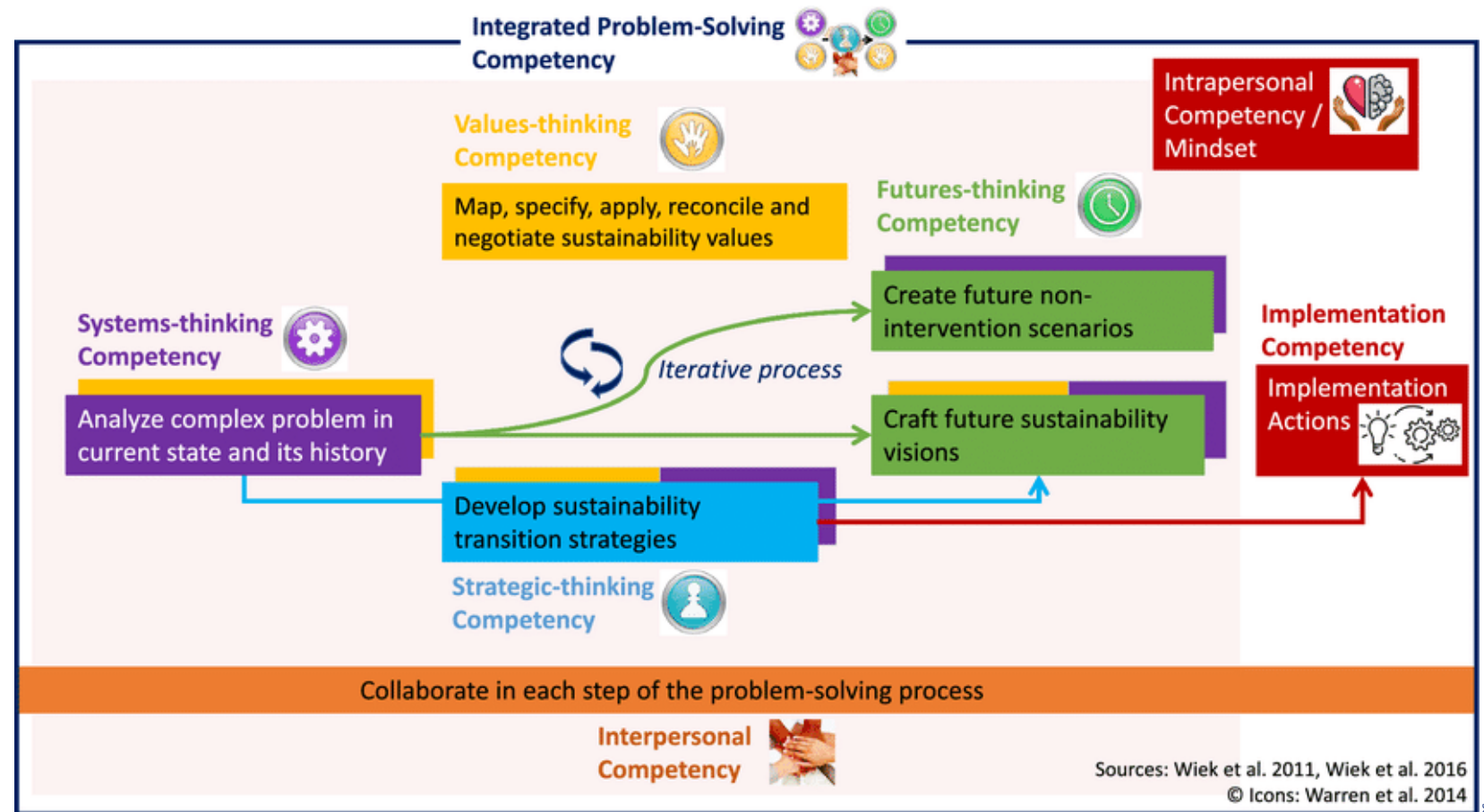


https://www.researchgate.net/figure/Refined-framework-building-on-the-key-competencies-synthesized-from-the-literature-Wiek_fig3_343265417

These kinds of processes pose extraordinary challenges to their leadership.

# Leadership skills

The **leader** sees the "bigger picture", has a vision regarding a given problem, process or goal, knows the team, each individual capacity and resources and uses their drive to bring individual capacities to their best use towards achieving the vision.

They act as steersperson, mentoring and leveraging the team and keeping goals and values at sight, motivating the team to set the road to achieve it.

The process of healthy leadership strengths the team skills set, builds competency and autonomy. Once the team "owns their game" the leader mainly focus on facilitating and delegating.

Leaders state the difference between

| Efficiency | ≠ | Effectiveness |

Leaders bent towards effectiveness on achieving goals

# Leadership skills

Leaders have a vision they share and towards which they mobilise people while remaining adaptable to the ever changing environment.

There's a huge range of features that leaders may present but some are common to all:

**1** Emotional intelligence and self awareness

**2** Integrity

**3** Communicate and connect with empathy

**4** Inspire others

A will to learn and be forward thinking

**5**

**10** Empower the team and expand outcomes

**9** Deliver constructive feedback

**8** Build confidence and trust

**7** Responsibility and commitment to the team and work

**6** Creativity and flexibility

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MOTIVATOR · GUIDE · CLAIRVOYANT · PEACEMAKER · QUESTIONER · BRIDGE BUILDER · TASKMASTER · PRAISER

https://www.tekportal.net/facilitator/

# Facilitation skills

The facilitation process focuses on how people actually participate in the process may it be doing something, learning or planning, not just in what is achieved.

Facilitators provide a clear picture of the final goal, ensure the team has what is necessary to address the problem and then focus on how people move through a plan or an agenda and how they meet the landmarks, while keeping everyone involved and ensuring that decisions are made democratically.

Facilitators set the difference between:

**CONTENT (WHAT)** ≠ **PROCESS (HOW)**

Facilitators manage the process and leave the content to participants

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# Facilitation skills

Facilitators build a framework for decision-making in complex environments to lead the community to its intended destination. It requires a broad set of skills that can be refined in each context:

The facilitation process must comprise: purpose, organisation, direction, supportive guidance, and some expertise.

**The 5 golden rules (5 Ps) of online facilitation:**
- *Presence*
- *People*
- *Purpose*
- *Process*
- *Platforms*

https://www.collectiveinsight.com.au/
articles/the-5ps-online-facilitation-
framework

- Adequate preparation
- Clear communication
- Time management and priority setting
- Providing tools to support the work
- Active listening
- Asking questions
- Managing collective decision making
- Analytical and problem solving skills
- Supporting idea sharing in a safe environment
- Promoting group focus
- Impartial objectivity
- A self-starter, able to work independently

# Community leaders

Community leaders bring together facilitation and leadership skills as they :

- Are deeply connected to the community and its challenges
- Are committed to finding democratically chosen solutions to problems
- Are able to provide a mobilising vision
- Are committed to working together with the community, leading by example
- Recognise skills and resources in the community and allow them to shine
- Are willing to learn and raise awareness about a particular problem.



https://globalmamas.org/global-mamas-leader-in-eco-friendly-fashion/

# Community leaders

- Are able to redefine goals and priorities when a better outcome is achievable

- Assume that failures are part of the process by promoting everyone's participation and empowering people

- Facilitate difficult conversations, allowing everyone to have their moment, inspiring an environment of trust and respect

- Are dedicated and motivated to be practical, putting in the time and effort for the greater good

"I want every little girl who's told she's bossy, to be told instead she has leadership skills"

Sheryl Sandberg, Chief Operating Officer, Facebook

# Starting a community project

Becoming a Community Leader is about building a legacy for others! They will continue to broaden their goals and find new ones long after you leave the scene.

That means Community Leaders will spend a good part of their time encouraging, mentoring and supporting others to become leaders themselves.

Check out the story of 👉 **ALAN MULALLY AND FORD**

## You can start by:

1. Learning about your community and its needs
2. Shaping a proposal and share it with the community
3. Engaging with the whole community and finding collaborative partners
4. Starting by setting the example and inviting others to join
5. Understanding the strengths within your group and leveraging them

# Starting a community project

Community projects and enrolment can sprout from many different circumstances and opportunities. However they need a bit of organisation and someone to **LEAD** them!

1. Mobilise the community to identify their needs
2. Ask the community to set priorities
3. Set goals
4. Lead the construction of a plan that responds to the defined objectives
5. Form a group and define responsibilities
6. Hold participatory working sessions where everyone shares their ideas
7. Build checklists that support the group in monitoring their work
8. Invite partners to join the project
9. Identify and mobilise resources
10. Re-evaluate the process in community and with partners

**Hands-on! Putting delegation into practice, using individual skills and promoting collective learning**

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# Remember Josefa and her community in Cape Vert?

Their example is truly inspiring. Listening to **Josefa** (**a Community Champion!**), we were able to conclude on some of the critical factors of the process so far:

- Start with the easiest, known and possible (doing liqueurs and jams for sale…); proceed to new stages with small consistent steps
- Train and support women and promote a group spirit (in the beginning, each woman worked for free for a month for the project being helped by all the other women for her family needs)
- Establish contacts, create awareness and ask for help; advocate for the project and develop partnerships; find funding solutions
- Reinforce the strengths of the territory and the community and mobilise all families (clearing bushes, trails signaling, garbage collection…); involve the schools and other local institutions
- Communicate/ share visible improvements in territory and families lives; Value the results



Amupal - Casa das Caldeiras
26 de março de 2021 ·

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# Think GLOBAL, act LOCAL

In fact, if sustainable development depends on every action, by people individually, companies, schools, municipalities, etc., the role of local communities is considered to be particularly relevant.

While the SDG are global, their achievement will depend on our ability to make them a reality in our cities and regions (this topic will be addressed in a SDG11 specific module), in an integrated and inclusive way.

A toolbox for *localising* the SDG, aiming to support local and regional governments and other stakeholders in implementing the 2030 Agenda at local level was prepared, to help with:

- **Awareness-raising**
- **Advocacy**
- **Implementation**
- **Monitoring**
- **Future planning**

https://sustainabledevelopment.un.org/content/documents/commitments/818_11195_commitment_ROADMAP%20LOCALIZING%20SDGS.pdf

**ROADMAP**
**FOR LOCALIZING THE SD**
**IMPLEMENTATION**
**AND MONITORING AT**
**SUBNATIONAL LEVEL**

GLOBAL TASKFORCE
OF LOCAL AND REGIONAL GOVERNMENTS

UN@HABITAT
FOR A BETTER URBAN FUTURE

# Think GLOBAL, act LOCAL

You will also find methodological guides and tools to support community project development under the "project life-cycle/ logical framework" approach and, more recently, incorporating the "Theory of Change" approach (presented in depth in PR3 of CLIMATE CHAMPIONS project).

Milestones/ results, on the one hand, impact, on the other, can be planned, monitored and evaluated.

And all this should be done in partnership, involving multiple institutions and participatory processes.

👉 information and tools to help build effective multi-stakeholder partnerships for advancing the SDGs on https://partnershipaccelerator.netlify.app/library/

But, with more or less formality, what is really important is that each one of us understands his or her task in building a better world for all, through his or her individual action and by mobilising/ organising those of others, preferably in collaboration. All positive energies are needed!
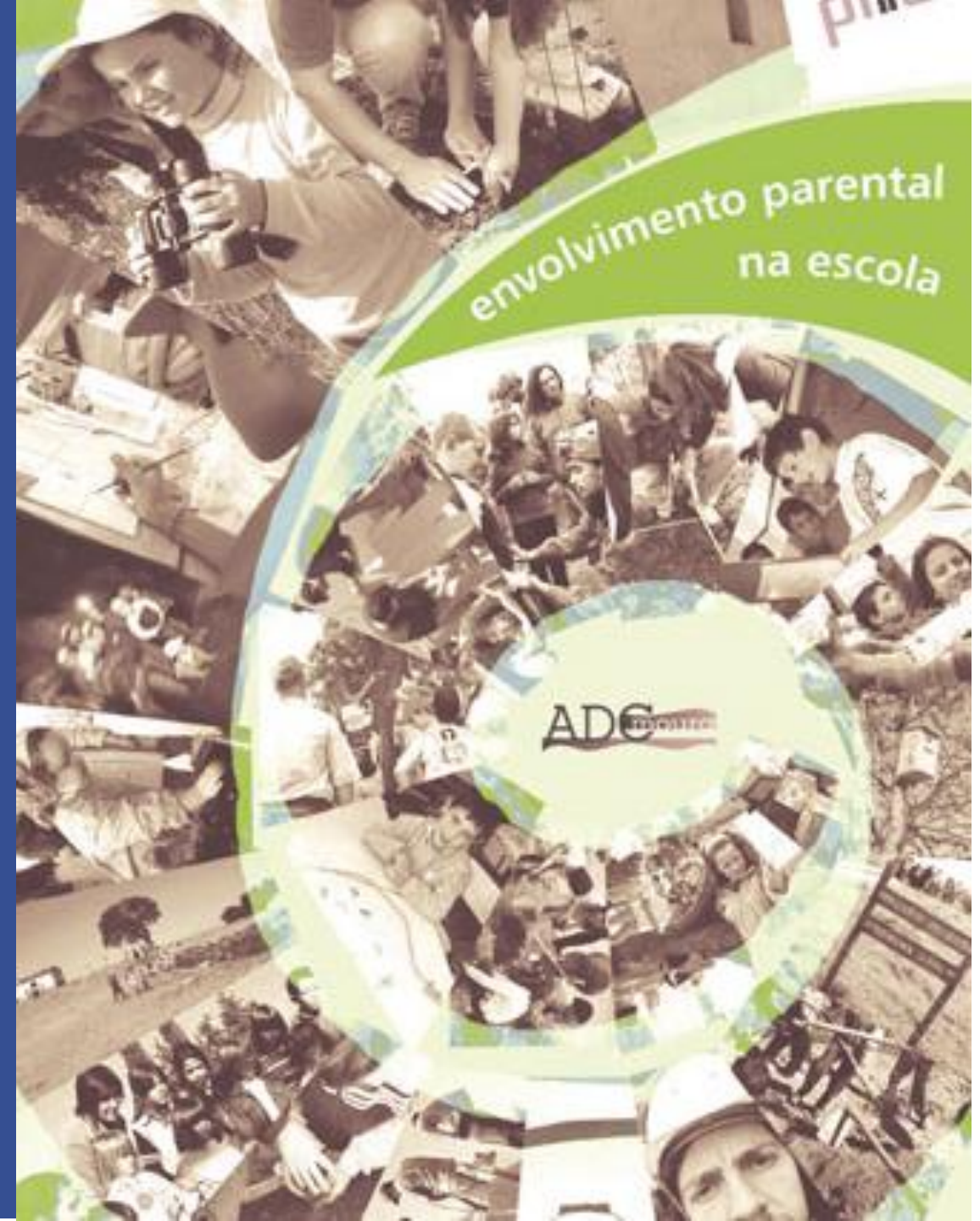
**04**

**Organising a community project at school**

**Practical activity:**

# Organising a community project at school

# Community action at school – sharing an experience

Over a 5 year period, seven community projects were carried out in seven primary schools in the municipality of Moura, in Portugal, led by the local development association ADCMoura.

The themes were:
- Earthen architecture/construction
- Bird watching
- The natural and cultural heritage of the Serra da Adiça
- Protection of the *Montado* system and water management
- A garden of aromas and flavours at school (in 2 schools)
- The Adua communal wasteland

We will briefly present some aspects of the methodology of work with local populations followed in these nationally awarded projects as sustainable development practices.

# Setting up a community SD project at school

Primary schools are privileged places for the development of sustainable development projects involving local communities.

On the one hand, the children's relatives are more willing to participate in the activities promoted by the schools, accompanying their children while they are still young.

On the other hand, it is possible to articulate the selected themes with the subjects taught at school, adapting them to real situations and concrete processes (even favouring their learning). Children and their parents will learn about these subjects at the same time and also motivate each other.

Schools also provide perfect moments and spaces for the stages of a participatory planning, execution, monitoring and evaluation process. the impacts are generally wide-ranging and long-lasting.





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# Setting up a community SD project at school



**1.** Once the unifying theme has been defined, meet with teachers to organise the proposal in conjunction with the school periods and subjects.



**2.** Hold a planning meeting with the students' relatives at the beginning of the school year.

Using participatory methodologies, the activity plan is built, identifying objectives, dates and responsible parties. Everyone should be able to participate actively, even those who cannot write or are too withdrawn to speak. Group reflection should be promoted before plenary discussion.

# Setting up a community SD project at school

**3.** Activities are organised throughout the school year.

Children and their relatives (and friends and other members of the community, if they wish) participate in the activities, which can take place inside and outside the school.

Sometimes "knowledge missions" are organised, outside the territory, for a better understanding of the issues.

The activities usually take place at the weekend to allow everyone to participate.

# Setting up a community SD project at school

**4.** At the end of the school year, another general meeting to evaluate the project by all those involved is organised.

A synthesis is made of the results obtained, with a perspective of the next steps, to be replanned at the beginning of the following year.

Evaluation is, moreover, present in all activities, using simple processes, in which adults and children participate.

# Setting up a community SD project at school

**5.** The results of the action could be presented publicly, in public exhibitions, newspaper reports or social media posts.

Training for adults can be carried out in parallel, on the use of computers and internet, to involve the community in the creation of a blog about the project.
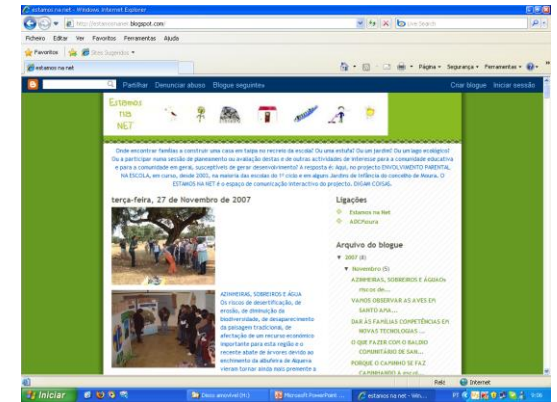
# Setting up a community SD project at school

**6.** Since the projects require specialists in some scientific or technical areas, it was necessary first of all to establish partnerships with various institutions, particularly public ones (taking the opportunity to articulate the projects with national or regional policies in the areas concerned.

In the end, these partners are also called upon to evaluate the process, actively contributing to the redefinition of the plan. From the project, in the opposite direction, there is also feedback to the referred policies.

Results should be shared through technical publications.
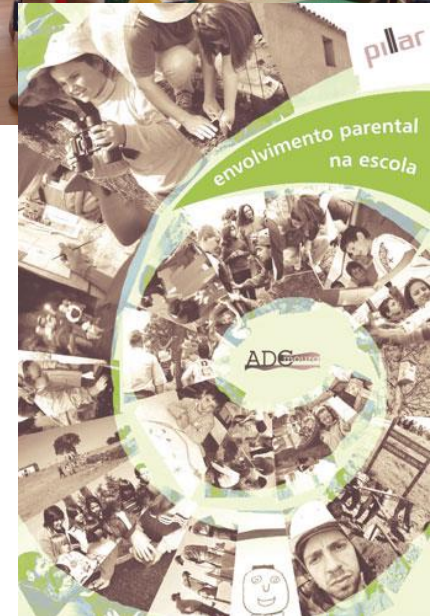
# 05

**Summary & Review** ☺

# Can you remember the answer to these questions?

- Can you think of examples of change making projects?

- What are the 2030 Agenda and the Sustainable Development Goals (SDGs)?

- What is the main objective of SDG4 – Quality Education and what matters are most relevant in Education for Sustainable Development policies?

- Point out some key roles of educators and communities and key comptencies for sustainable development

- What relevant topics should we have in mind when starting a community project?

Local Learning Communities

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# THANK YOU
Any questions?

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