



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



Sustainable Attitude for Environment in Adult Education

2019-1-LT01-KA204-060634

01/09/2019 – 31/08/2021

S.A.F.E case study in adult education

Slovakia, Estonia, Sweden, Lithuania, Netherlands, Latvia

2020

Prepared by Youthfully Yours SK, Eesti People to People, Non-formal learning club “WE”, More Mosaic, S.A.F.E. Projects, Izglītības inovāciju pārneses centrs

Content

Abstract	3
Country reports	
Slovakia.....	6
Estonia.....	15
Lithuania.....	21
Sweden.....	29
Netherlands.....	34
Latvia.....	43
Comparative analysis.....	52
Common conclusions.....	54
Annexes.....	56

Project Funded by the Erasmus+ Program of the European Union. This document reflects the views only of the author. However, European Commission and Lithuanian National Agency cannot be held responsible for any use which may be made of the information contained therein.

Abstract

There is a strong link between non-formal adult education and sustainability and the Agenda 2030 as adult education promotes learning and training in order to acquire and update skills, knowledge and competences, in turn the SDGs are a global framework to tackle common challenges for development.

Adult learning contributes to the achievement of all SDGs by building the foundations of change in the social, political, economic, ecological and cultural spheres. Promoting sustainable agriculture, to take SDG 2 as an example, requires targeted educational measures on the sides of the producers as well as the consumers to acquire a better understanding of ecosystems and their improvement or protection through farming methods and consumption behaviour. SDG 3 on Ensuring healthy lives could not be achieved without health literacy programmes, particularly when it comes to the prevention of disease. Moreover, promoting mental health and well-being are a key objective of non-formal adult education by providing a safe space for the exploration of interests and talents as well as including participants in a group and making them feel valued ¹.

Adult education and lifelong learning are a transversal goal and method to achieving the SDGs. Adult education contributes to the individual as well as societies development in many ways:

- Adult education provides knowledge, skills and competences that can be used both in professional and private life;
- It promotes transversal and generic skills, i.e. social skills, communication skills, analytical skills etc., sometimes also called “life skills”;
- Newer concepts global citizenship education within adult education draw on the idea of education as a tool for empowerment.

European Commission “Sustainable Development stands for meeting the needs of present generations without jeopardizing the ability of futures generations to meet their own needs – in other words, a better quality of life for everyone, now and for generations to come. It offers a vision of progress that integrates immediate and longer-term objectives, local and global action, and regards social, economic and environmental issues as inseparable and interdependent components of human progress.

Sustainable development² will not be brought about by policies only: it must be taken up by society at large as a principle guiding the many choices each citizen makes every day, as well as the big political and economic decisions that have to be taken. This requires profound changes in thinking, in economic and social structures and in consumption and production patterns³. A learning society is one of the main principles that is seen as a guarantee for the successful development of the state.

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

¹ EAEA background paper, Adult education and sustainability, 2018

https://eaea.org/wp-content/uploads/2018/12/AE-and-sustainability-paper_final_9_2018_financers.pdf

² <https://ec.europa.eu/environment/eussd/>

³ <https://ec.europa.eu/environment/eussd/>

change. Educators have the ability to guide the positive energy of learners to make change possible. When learners are empowered with knowledge, critical reflection tools and media literacy, they are better equipped to take action and make changes for themselves and others around the world⁴.

Educators can nurture students' curiosity and provide them with the tools and resources to inquire, understand, engage and communicate the importance of sustainability. This understanding empowers individual and collective action at the local, national and international levels.

Adult educators are educational agents considered one of the essential pillars in the education and training of people. We all want to live happy life - enjoy our wonderful life in the clean forest, beaches, use clean air and water. What we (adult educators) have to do to learn, teach, transfer society, human being to think about future?

Sustainability⁵ in adult learning helps prepare us to recreate the world to address current and future challenges through the development of new solutions and new ways of being. Worldwide adults need to develop new ways of living is closely related with adult educators competencies to work with sustainability issues. Also on Education for Sustainable Development (ESD) competencies, Life Skills, sustainable consumption, Adult education in the SDG framework. Adult Educators Competencies Framework. "We are committed to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced and integrated manner⁶".

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

Applied methodology is based on each partner country case analysis in its natural context with a multitude of methods. Main pillars of case study are based on selected analysis criteria. Case study will combine different research strategies - qualitative and interpretive research, correlational research, experimentation, simulation, logical argumentation and interpretive historical research focused on different partners socio-economical background.

Each partner will analyse main adult educators' activities based on sustainable development goals at the local, regional, national levels from individual and organizational perspective.

The structure:

Educational activities at the 3 levels:

- Local;
- Regional;
- National.

At each level two perspectives: individual and organizational.

⁴ Sustainable foundations. A guide for teaching the sustainable development goals, 2018

⁵ <https://eaea.org/why-adult-education-2/sustainability/>

⁶ UN, General Assembly, 2015, Transforming our world: the 2030 Agenda for Sustainable Development

Sustainability implementation:

The 1st dimension – the scope of the problem (local – regional - country – worldwide).

The 2nd dimension – the activity (individual vs organizational).

In this way, you can act individually on a global level (stop buying plastic packages to stop ocean pollution) and you can act as organization at the local level (organize a class trip to clean the nearby forest or see coast).

Each partner analysed main adult educators' activities based on sustainable development goals and local, regional, national actions from individual, organizational, community, worldwide perspective. Each of these levels/dimensions/area below are more expand.

The case study based on 6 countries analyse how is implemented Sustainable Attitude For Environment in Adult Education. Analysed defined in three dimensions – personal, organizational, community (national level)/dimension/area.

Adult education in sustainability in Slovakia

1. National perspective:

Slovakia took commitment to implement the **2030 Agenda** in the document **Baselines of the Implementation of the 2030 Agenda for Sustainable Development** approved by the Government Resolution 95/2016. According to the resolution, **the responsibility for the 2030 Agenda** is divided between the Deputy Prime Minister's Office for Investments and Informatization of the Slovak Republic, responsible for the **national implementation** and the Ministry of Foreign Affairs and European Affairs of the Slovak Republic, responsible for the **implementation in the international environment**.⁷

A vision how Slovakia can contribute, via its foreign engagement, to fulfill the goals of sustainable development on a global scale is presented by **the Concept for the Implementation of the 2030 Agenda in the International Environment**. This concept looks at all seventeen sustainable development goals, **portrays the role of Slovakia** in these areas and seeks to identify possible future interventions. **Taking into account the capacities of Slovakia and the possibilities of its involvement in certain areas, specific objectives were selected** with regard to country expertise, past interventions, and ambitions for the future.⁸

Slovakia's commitment, as a country, to sustainable development, is indispensable but not sufficient to achieve it. **All segments of society need to be involved** in the process of implementing the 2030 Agenda – representatives of the **non-governmental and private sector**, the **academic** community, interest groups, **regions and municipalities** as well as the **general public**. In line with the principle of partnership, a **robust institutional framework** for the 2030 Agenda has been created which includes all the abovementioned stakeholders.⁹

As a result of the stakeholder participation process, Slovakia has **defined** its **six national priorities for the implementation of the 2030 Agenda**. They exhibit the country's tailor-made road towards a more resilient and sustainable society by integrating the 17 global Sustainable Development Goals along with country-specific objectives. All six national priorities are **closely interlinked** and are regarded as **equally significant**:

EDUCATION FOR A LIFE IN DIGNITY:

The education has been selected as **the country's first national priority** for the implementation of the 2030 Agenda. Education, in this context, is regarded as the basic **prerequisite for an accomplished life in dignity** that involves satisfactory employment for adequate reward, quality leisure time, lifestyle choices that are healthy and harmonious with the environment as well as the ability to perceive and influence the direction taken by society in a way that conforms to the principles of humanism and solidarity

⁷ <https://agenda2030.statistics.sk/Agenda2030/en/policy-context/>

⁸ <https://vudpap.sk/wp-content/uploads/2019/01/vudpap-unesco-Agenda-2030-koncepcia-implement%C3%A1cie-Zodpovedn%C3%A9-Slovensko.pdf>

⁹ https://sustainabledevelopment.un.org/content/documents/20131Agenda2030_VNR_Slovakia.pdf

TRANSFORMATION TOWARDS A KNOWLEDGE BASED AND ENVIRONMENTALLY SUSTAINABLE ECONOMY IN THE FACE OF CHANGING DEMOGRAPHY AND GLOBAL CONTEXT:

According to this priority the objective of economic development must be to move from an economy based on low wages and taxes to a knowledge-based economy grounded on higher wages, well-adjusted taxes and innovations and also to move from the current economic model to an **environmentally sustainable economy while minimising undesirable externalities**.

POVERTY REDUCTION AND SOCIAL INCLUSION:

This priority integrates aspect of reducing both poverty and inequalities. Even more importantly, however, it underscores **the pledge of the 2030 Agenda to leave no one behind**. In a global comparison, Slovakia performs very well on eradicating poverty and hunger, and combatting inequalities. Averages can be deceptive, however, therefore this priority area highlights the need to achieve sound results in the most vulnerable groups of society as well.

SUSTAINABLE SETTLEMENTS, REGIONS AND COUNTRYSIDE IN THE FACE OF CLIMATE CHANGE

In connection with increasing urbanization and demographic changes in Slovakia, it is increasingly important to **focus on a high-quality regional and urban development policy** based on strategic planning and high-performing public administration, while respecting the principle of partnership. The quality of citizens' lives and the **guarantee of equal access to basic services and resources** must be of primary importance. It is essential to understand settlements in the context of the countryside. The main challenge with respect to the countryside is to protect ecosystems and their services, as well as to reduce significantly the pollution of all components of the environment.

RULE OF LAW, DEMOCRACY AND SECURITY

The perception of the independence of the judiciary by the public and entrepreneurs belongs in Slovakia to the worst within the EU, discouraging investment and hampering economic growth. The application of **the principles of open justice** has the potential to reinforce the justice system and increase the confidence of the population and the business sector in the legal system. **The application of human rights principles must be integrated in the activities of public authorities** at all levels, and taken into account in decision and policy-making. The performance of public power must be subject to effective internal and external control, focusing on the effectivity of public policies, the lawfulness of procedures and decision of public authorities, as well as on public spending efficiency.

GOOD HEALTH

The health care system in Slovakia is based on universal coverage, compulsory health insurance and a basic benefit package. The main objective of health policy is to improve the health of the overall population. To accomplish this goal, all health determinants need to be taken into consideration, including factors related to the individual, diverse conditions and the environment. In addition to ensuring adequate healthcare, the state can also actively influence the environment and the behaviour of individuals, which both have a significant impact on their health status.¹⁰

¹⁰ https://sustainabledevelopment.un.org/content/documents/20131Agenda2030_VNR_Slovakia.pdf

1.2 EU context

19th of November 2019 - The first, independent, quantitative report on the progress achieved by the European Union and its Member States in meeting the sustainable development objectives of the 2030 Agenda was published. **2019 EUROPE Sustainable Development Report – Towards a strategy for achieving the Sustainable Development Goals in the European Union** was prepared by The Sustainable Development Solutions Network (SDSN) and The Institute for European Environmental Policy (IEEP). The report shows that although European countries are global leaders in fulfilling SDGs, no EU country is on track to meet the SDGs by 2030. **Slovakia ranked 19th** in the Total SDG Index Score (from the EU28). We are well on track to achieving Goal 1 - End of Poverty and Goal 8 - Work and Economic Growth. Compared to the V4 countries, Slovakia ranked behind the Czech Republic (8th), Poland (16th) and ahead of Hungary (21st).¹¹

2. Public awareness of sustainable development

2.1 Consumer behaviors

At a time when human impact on the environment is changing the face of our planet, the goals of sustainable development are becoming known to the general public in Slovakia. This is shown by consumer behavior analyzes, which confirm that people are starting to realize the consequences of their consumer choice and prefer brands with a more responsible approach.

The **SmartHead online platform**, offers customers an overview of companies that support sustainable development. The online platform www.besmarthead.com brings together companies that care about healthy society, environmental protection and sustainable development (#yesicare), allowing them to manage all **corporate sustainability data in one place**. Through reporting, they can analyze their progress and communicate their results transparently and online to stakeholders, which include not only business partners and investors, but also **employees and customers**.¹²

As part of the **Via Bona Slovakia Awards**, which have been awarded to companies for responsible entrepreneurship since 1998, the **Office of the Deputy Prime Minister for Investment and Informatization** in cooperation with the **Pontis Foundation** began to award a **special Prize for contributing to the Sustainable Development Goals**. The condition was that the company should promote one of the 17 goals of sustainable development or contribute to their fulfillment through its projects and solutions. The prize went to **Tesco Stores**, for its contribution to responsible consumption and production. Tesco **fights food waste, contributing to the 12th goal of sustainable development**. Within this category, the evaluation committee awarded **PURE JUNK DESIGN** for its contribution to responsible production and consumption. The company creates its products from 75% of waste material and 25% of recyclable materials.¹³

¹¹ <https://sdgindex.org/reports/sdg-index-and-dashboards-report-for-european-cities/>

¹² <https://www.besmarthead.com/summit>

¹³ <https://www.nadaciapontis.sk/en/news/the-via-bona-slovakia-awards-for-corporate-social-responsibility-have-been-handed-out/>

2.2 Public actions

Public awareness is also significantly affected by **social campaigns and actions**. Association **Cleanup Slovakia** organizes numerous waste place cleanings and waste collections across the country. It maintains a comprehensive database where it is possible to register waste place cleaning or other eco-actions and also to become a volunteer and join these events. Every year association organizes massive campaign Clean up Slovakia - as a part of **World cleanup day**. On that day volunteers and partners worldwide come together to rid the planet of trash – cleaning up litter and mismanaged waste from beaches, rivers, forests, and streets.¹⁴

2.3 Public opinion

Among opinion **pools dedicated to sustainable development goals**, we emphasize research carried out by **AKO agency** during January 2019 on a sample of 1,030 respondents. According to a survey, more than 86 % of Slovaks support the backing up of PET bottles and cans, with only 10 percent opposing such a proposal. Respondents also commented on whether they would be willing to pay more for products made from recycled plastic. Almost 41 % answered yes, 39 % certainly yes, 7 % did not and 8 % certainly did not.¹⁵

According to the **BayerBarometer survey** conducted by Kantar Millward Brown, nearly 23% of Slovaks are interested in sustainable agriculture. Even though, more than 84% of respondents consider agriculture to be one of the most important pillars of the Slovak economy, one-third of Slovaks did not even hear about sustainable agriculture. The survey showed that, compared to Poland and the Czech Republic, Slovaks seem to give the least importance to applying sustainable farming methods, one that meets the needs of the present and does not limit the needs of future generations.¹⁶

A representative qualitative opinion poll conducted by **FOCUS agency** dealt with public connections to forests and protection of forest wealth of Slovakia. Up to 95% of respondents say that forests should be a source of drinking water and clean air. The vast majority of respondents cannot imagine living without paper and wood products. Only 13% can imagine living without them.¹⁷

¹⁴ <https://upracmeslovensko.sk/>

¹⁵ <https://www.odpady-portal.sk/Dokument/104578/zalohovanie-pet-flias-a-plechoviek-obyvatelia-podporuju-vyslo-z-prieskumu.aspx>

¹⁶ <https://www.24hod.sk/prieskum-trvalo-udrzatelne-polnohospodarstvo-slovakom-vela-nehovori-cl594985.html>

¹⁷ <https://platformaprelesy.sk/nase-aktivity/verejnost-podporila-odkaz-platformy-zachranme-lesne-bohatstvo-slovenska-politikom-aby-zmenili-pristup-k-lesom-a-vypracovali-statnu-politiku-pre-ochranu-lesneho-bohatstva-slovenska/>

3. Needs and challenges of education for sustainable development in Slovakia

Education for sustainable development is increasingly appearing in the Slovak professional discourse. Although the **education system in Slovakia is still looking for a way to fully integrate sustainable development approaches**, many European countries have been successfully developing them for decades. They respond to the dynamically changing context of global relationships, which redefines the meaning of what is 'local' and what is 'global'.

So far, the education for sustainable development agenda in Slovakia has **been mainly in the hands of the non-governmental sector**. A relatively narrow group of non-governmental organizations has elaborated this topic professionally and prepared for institutional roofing by state institutions, especially the Ministry of Foreign Affairs of the SR and the Ministry of Education, Science, Research and Sport of the SR.

The first methodological manuals for education for sustainable development also come from NGOs. The contribution of this sector to the expansion of education for sustainable development in Slovakia is therefore crucial. However, systematic and long-term sustainability must be provided by state institutions, which are currently only acquainted with this issue.¹⁸

3.1 Factors affecting the future of education for sustainable development

According to external survey on the future of global education in Slovakia (SAMRS/2017/RV/2/1), preparing the **education for sustainable development forecast** in Slovakia is a rather complicated matter. Its main reason lies in the **absence of reliable data**. The topic of education for sustainable development in our conditions is **not given systematic attention** either in research or in statistical monitoring. Based on the existing data, it is therefore very **difficult to predict** what the development in this area will be in the next period.¹⁹

During the survey, experts have identified the willingness of teachers, educators and other professionals in the field of education, to **integrate the content and activities of education for sustainable development into teaching subjects** as the **most important factor** affecting the development of education towards sustainability and global education in Slovakia.

The second most important factor in the improvement of education for sustainable development in Slovakia in the future is **education reform, systemic changes in education** that support interactive, modern, respectful education and cross-curricular relationships.

Experts identified **the lack of interest on the part of the Ministry of Education** in promoting topics related to global education, **political unwillingness** to undertake education reform, and stricter

¹⁸ https://globalnevzdelavanie.sk/wp-content/uploads/2019/07/rep_Globalne-vzdelavanie_KN-a-KL_Final-%E2%80%93-checked_27.9.pdf

¹⁹ <https://globalnevzdelavanie.sk/wp-content/uploads/2019/07/Bud%C3%BAcnos%C5%A5-glob%C3%A1lneho-vzdel%C3%A1vania-o%C4%8Dami-expertov-a-expertiek-po-korekt%C3%BAre.pdf>

linking of the state education program, which will not have space to implement sustainable development topics as the most important risks of **education for sustainable development** improvement.

The experts have identified **enough quality trainers and courses for educators to build and promote competences** for the implementation of education for sustainable development. As another factor that might contribute to the advancement of education for sustainable development would be **the establishment of a network of cooperating educators at different educational levels** with an aim of mutual inspiration, motivation, support and exchange of experience.²⁰

The existence of grant schemes supporting **education for sustainable development** was also assessed as an important factor in the development of such education. This is also associated with the risk of a potential loss of donor interest in sustainable development topics.

Some of currently available grant schemes in Slovakia:

- Slovak Agency for International Development Cooperation (SAIDC) <https://www.slovakaid.sk/en/slovak-agency-international>
- Green Education Fund (GEF) <http://zelenyvzdelavacifond.sk/en/node/7>
- Slovak Environment Agency (SEA) <https://www.sazp.sk/en/the-environment/>

²⁰ <https://globalnevezdelavanie.sk/wp-content/uploads/2019/07/Bud%C3%BAcnos%C5%A5-glob%C3%A1lneho-vzdel%C3%A1vania-o%C4%8Dami-expertov-a-expertiek-po-korekt%C3%BAre.pdf>

3.2 Key stakeholders in education for sustainable development

Experts have identified several key players for the future advancement of **education for sustainable development** in Slovakia.

As the most important has been considered **teachers and educators** carrying out global education at different educational levels. They are perceived as the most prominent “carriers of change directly in the formal system of education”. It is up to the teachers and educators whether "they will address the topic and how".²¹

The second key players are **NGOs working in the field of sustainable development**. From the point of view of experts, "they are the makers and promoters of education for sustainable development", "they are one of the main bearers of the ideas associated with sustainable development and" have long been one of the initiators of integrating education for sustainable development into formal and non-formal education in Slovakia".²²

Within the non-profit sector, we recognize these organizations as mainly involved in global education. They map the state of global education in Slovakia, identify the challenges and obstacles that global education faces, and identify examples of good practice that could be expanded and strengthened.

Association **People in peril** creates methodological-didactic materials, connects, trains and support educators, analyzes and recommends measures for a good implementation of global education into the education system in Slovakia. <https://clovekvochrozeni.sk/>

PDCS helps educators, learners or youth workers to acquire skills such as critical thinking, the peculiarities of life in cyberspace, defense against manipulation and conspiracy, as well as a critical view of a consumer approach to life, economy, or nature. Association supports the exchange of experiences on how to teach, experientially and effectively, how to promote concern for the world and how to manage fast-moving changes around us. <https://www.pdcs.sk/>

Zivica organizes a whole range of educational activities to inspire children, teachers and the public to find their own way to live in harmony with nature and themselves. Association teaches adults how to build own community garden behind blocks of flats, in courtyards or on unused areas. They have already built a number of such gardens in larger cities in Slovakia. Zivica also carries out apiary training programs in order to create poles friendly neighborhoods and places city hives. They provide free eco-consulting to the public or interactive eco-days for businesses to cover a wide range of SD topics like hazardous waste storage or which detergent is really eco. <https://www.zivica.sk/>

The Ministry of Education, Science, Research and Sport of the Slovak Republic is perceived as another key player for the future of education for sustainable development, especially in the context of its impact on the whole system and organization of mainly formal education. It is perceived as "an important player for the implementation of education for sustainable development at the national level, with a systemic approach". It has a unique role in "integrating education for sustainable development across the curriculum, institutional support, sustainability and attracting schools' attention to these topics".²³

3.3 Recommendations supporting education for sustainable development in Slovakia

In correlation with the identified factors supporting the advancement of education for sustainable development and identified key players, experts offer recommendations supporting the improvement of education for sustainable development in Slovakia. The recommendations can be divided into several areas:

Strategy and advocacy:

- clearly and appropriately **frame** education for sustainable development to avoid the rivalry between different types/approaches to education and to create a consensus on what education for sustainable development is and how it should be implemented.
- **advocacy** of actors in the field of sustainable development toward relevant state institutions.
- **to get from an ad hoc level to a system level.** An example is to stop thinking at the level of weekend trainings for motivated participant (this also has a meaning), but try e.g. to support the extension of the **coordinator position** similar to that of environmental education and to move the education for sustainable development as far as possible to the internal level of educational institutions.

Cooperation with other education initiatives:

The initiative to promote education for sustainable development as a systemic change in education is not the only correct vision of changes in education, which is not always recognized or acknowledged by its leaders. As a result, they build little on cooperation with other initiatives and their representatives, do not present their portfolio to the relevant representatives of these initiatives, do not look for penetrations, explain their positives. While **cooperation and seeking synergies is what can increase the positive impact** of education for sustainable development.

Multiplication of good practice examples

- to multiply examples of good practice and cooperate with relevant authorities at the regional level e.g. regional governments, municipalities, and later with authorities at the national level e.g. Ministry of Education, Iuventa. **Examples of good practice can be multiplied by the support and networking mechanisms**, thereby increasing the impact of their actions and attracting more professional and media attention.
- use **good practice examples from formal, non-formal and informal learning.** It is important that the activities of individual adult educators, educational institutions, etc., that use the elements of education for sustainable development in their work - are made more visible.

Resources for teaching topics covered by education for sustainable development

- even if educators receive space to conduct education for sustainable development it is important that they have the teaching materials from which to teach

²¹ <https://globalnevezdelavanie.sk/wp-content/uploads/2019/07/Bud%C3%BAcnos%C5%A5-glob%C3%A1lneho-vzdel%C3%A1vania-o%C4%8Dami-expertov-a-expertiek-po-korekt%C3%BAre.pdf>

²² https://globalnevezdelavanie.sk/wp-content/uploads/2019/07/rep_Globalne-vzdelavanie_KN-a-KL_Final-%E2%80%93checked_27.9.pdf

²³ <https://globalnevezdelavanie.sk/wp-content/uploads/2019/07/Bud%C3%BAcnos%C5%A5-glob%C3%A1lneho-vzdel%C3%A1vania-o%C4%8Dami-expertov-a-expertiek-po-korekt%C3%BAre.pdf>

- creating collaboration between different actors to disseminate materials, create space for paired learning among educators, etc.
-

4. Conclusion

Thanks to Corporate Sustainability, awards rewarding entrepreneurs contributing to the Sustainable Development, social campaigns, and action, the sustainable development goals are becoming known to the general public in Slovakia. Nonetheless, the education system is still looking for a way how to fully integrate sustainable development approaches. So far, the education for sustainable development agenda has been mainly in the hands of the non-governmental sector. NGOs together with teachers and educators carrying out global education at different educational levels are considered as the most important key players for the future advancement of education for sustainable development. Among the recommendations for further advancement of education for sustainable development, prevail multiplication of good practices from formal, non-formal and informal learning and elaboration of teaching materials for educators providing them with activities and methods appropriate to address SDGs topics.

Sustainable Development Goals and adult education in Estonia

1. National documents and strategy analyse focused on sustainability reclamation

Sustainable development is defined as purposeful development that ensures the improvement of people's quality of life in compliance with natural resources and the ability of the natural environment to endure. Sustainable development seeks to achieve balance between the social, economic and environmental spheres and ensure a fulfilling social life for present and future generations. Sustainable development virtually includes all spheres of life²⁴.

The law²⁵ of sustainable development was created in Estonia in 1995: and is based on United Nations Conference in Rio de Janeiro documents (1992). It is main strategic document which was edited in 2017. The main focus in this law is on environment protection and development, biodiversity and biosphere program, norms and standards of sustainability.

Estonian parliament²⁶ Riigikogu established "Sustainable Estonia 21" strategy (Säästev Eesti 21) on September 2005 which was initiated by Estonian government in March 2005: Main responsible organisation for the implementation of this strategy is Ministry for Environment. There are four main goals in the strategy which target cultural environment in Estonia, growth of well-being, connections in the society and environmental sustainability. There was prepared report about implementation of this strategy²⁷ in 2008.

Estonia has promised to implement global sustainable development goals with the UN declaration "Transforming our World: the 2030 Agenda for Sustainable Development", adopted in 2015. The report of sustainable development "Säästva arengu näitajad" was issued by Estonian Statistic Department in 2018. It consists of 87 analysed positions in numbers/indicators of the implementation of 17 Sustainable Development Goals in Estonia plus cultural environment development²⁸.

The Estonian Commission for Sustainable Development is a commission created in 1996 that comprises representatives of 22 non-governmental organisations and is tasked with analysing the long-term sustainable development policy of the country. The commission is serviced by the Government Office - Riigikantselei which is preparing at the moment report about Agenda 2030 implementation in Estonia. The Commission for Sustainable Development²⁹ took decision on January 16, 2020 that this report should be ready by summer 2020.

A similar overview was last submitted to the UN in 2016. The list of indicators for sustainable development in Estonia was updated in order to reflect important indicators connected to the implementation of the global Sustainable Development Goals. According to Statistics Estonia, out of 231 indicators which have been developed for the monitoring of Agenda 2030, 32 are currently

²⁴ <https://www.riigikantselei.ee/en/sustainable-development>

²⁵ <https://www.riigiteataja.ee/akt/13148461?leiaKehtiv>

²⁶ https://www.riigikantselei.ee/sites/default/files/content-editors/Failid/saastev_eeesti_21.pdf

²⁷ https://www.riigikantselei.ee/sites/default/files/content-editors/Failid/se21_aruanne_20_11_2008.pdf

²⁸ https://www.stat.ee/valjaanne-2018_saastva-arengu-naitajad

²⁹ <https://forms.gle/Amg2kpgAxngghYbC6>

measurable in Estonia. Gathering information on the rest of the indicators needs extra work and is a challenge for the statistics system³⁰. More information³¹ on website.

In March 2020 the Peer Review Report on Global Education (GE) in Estonia was presented by the Ministry of Education and Research (MER) and the Ministry of Foreign Affairs (MFA). This report includes environmental education. “In 2018, the Ministry of Environment and the Ministry of Education and Research prepared a joint Implementation Plan for Environmental Education and Environmental Awareness 2019-2022, which included the creation of a quality standard for EE and the formation of a network of agencies to lead implementation, including the National Commission for UNESCO.

The plan was prepared by environmental education experts, school directors, representatives from environmental institutions and NGOs, as well as from municipalities. The Society for Environmental Education, the Environmental Board and universities will be key partners in implementation. The implementation plan covers formal as well as non-formal education, and awareness raising with the wider public. The vision for the plan is: Estonian citizens understand that nature is the basis of culture and economy and must be treated responsibly. An environmentally conscious way of thinking and acting has become the norm in all areas of life³²”.

2. Organisations responsible for sustainable development

Estonian Roundtable for Development Cooperation (AKÜ) is an independent not-for-profit coalition of non-governmental organisations that work in the field of development cooperation, global citizenship education or sustainable development. AKÜ is a strategic partner for Estonian Ministry of Foreign Affairs as a consultant the state in field of development cooperation, global citizenship education or sustainable development. The main public event is annual World Day for awareness raising among general public. AKÜ also provides workshops and consultancy for private sector companies as well as for wider public on sustainable development goals and global issues. AKÜ is member of CONCORD and partner in „Bridge 47” project and member of Bridge47 network. More about Bridge 47 on website³³. There are 33 organisations in AKÜ at the moment³⁴.

Eesti People to People works on awareness raising and European projects connected with Sustainable Development Goals. NGO was partner in Erasmus+ strategic partnership and NORDEN projects about SDGs. The leader of Eesti People to People Ruta Pels is national coordinator of the Global Education Week (GEW) from the North-South Center of the Council of Europe³⁵.

The Global Education Week is a Europe wide awareness raising event. It relates to the 17 United Nations Sustainable Development Goals which aim to eliminate extreme poverty, reduce inequalities and combat the threat of climate change by 2030. It is a call to rethink our habits and ways of living,

³⁰ https://www.riigikantselei.ee/sites/default/files/content-editors/Failid/SA_eesti/2016_06_30_review_on_the_implementation_of_2030_agenda_in_estonia_final_english.pdf

³¹ <https://www.riigikantselei.ee/et/saastev-areng>

³² <https://gene.eu/wp-content/uploads/Estonia-PR-report.pdf>

³³ <https://www.facebook.com/groups/bridge47/>

³⁴ www.terveilm.ee and www.facebook.com/terveilm

³⁵ www.ptpest.ee

spending and consuming but also find new ways of education and socialisation. In year 2019, the theme³⁶ was: "**Wake Up! This is the final call for climate.**"

Global Education Week website for Estonia³⁷

One of the most active NGOs in the field is **MTÜ Mondo** which works on different projects in Estonia and also in Ghana, Kenya, Uganda, Afganistan, Birma, Ukraine, Jordaan and Iraq. Mondo run Global Education Center.

Humana Estonia collects money for development projects in Africa and run Humana second hand shops around Estonia. Income is going to educational and health care projects. Humana Estonia organises also awareness raising activities about global education in Estonia. The manager of Humana Mari-Helene Kaber represents AKÜ in CONCORD.

CONCORD is the European confederation of Relief and Development NGOs and unites 28 national associations, 25 international networks and 4 associate members that represent more than 2,600 NGOs, supported by millions of citizens across Europe. More about CONCORD³⁸ on.

Estonian National Commission for UNESCO is member of AKÜ. Coordinator of Education Programmes Madli Kumpas represents Estonia in Global Education Network Europe (GENE). <https://oecd.mfa.ee/estonian-national-commission-for-unesco>

Estonian Fund for Nature (ELF) is a non-governmental organization dedicated to nature conservation. The mission is to preserve endangered species and their habitats, natural landscapes and natural associations typical of Estonia. NGO promotes the sustainable use of natural resources, raise environmental awareness in the society and seek solutions for preserving a clean environment for future generations³⁹.

The Estonian Green Movement is a non-profit organisation for environmental protection the aim of which is to improve the environmental situation in Estonia and to guide our society to sustainable, green thinking. The Estonian Green Movement was established in 1988. In 1991, the political wing (later, the Estonian Greens Party; now, dissolved) separated from the EGM, and, today, the Estonian Green Movement is engaged solely in environmental projects, without interfering in political affairs⁴⁰.

3. Public awareness of climate change and sustainability

Estonia is one of the greenest countries in Europe – fifty per cent of its area is covered with forests. Although climate change in Estonia is not as extreme as in many other countries of the world, based on forecasts, Ministry for Environment created “Climate Change Adaptation Development Plan until 2030”. This plan presents a framework for action which serves as a basis for reducing the vulnerability of the state of Estonia in relation to climate change⁴¹.

³⁶ <https://www.coe.int/en/web/north-south-centre/the-global-education-week>

³⁷ <http://www.ptpest.ee/enid6.html>

³⁸ <https://concordeurope.org/>

³⁹ <http://elfond.ee/en>

⁴⁰ <http://www.roheline.ee>

⁴¹ https://www.envir.ee/sites/default/files/national_adaptation_strategy.pdf

Awareness of the people about the environment, environmental protection, and climate change is increasing every year. This has become a general trend, which has in turn directed people's behavioural and consumption choices. Ecological lifestyles, organic farming, recycling, and the use of environmentally friendly energy sources and technologies are gaining popularity, but these measures are quite often not related to the fight against climate change.

Studies show that the awareness of Estonians about climate change remains low, but is increasing year-by-year.

The general environmental awareness of the people of Estonia was summarised by the survey of environmental awareness of Estonian citizens conducted in 2016, which garnered 1,003 respondents. The survey revealed that the people of Estonia were generally satisfied with the situation of various environmental fields and that the assessments had improved compared to a similar survey of 2012. Estonian citizens have become more attentive towards the environment and are more aware of how to preserve nature. People were most satisfied with nature trails and the possibilities for learning about nature independently, as well as with the availability of clean drinking water and environmental extracurricular education, and with the cleanliness of air. Dissatisfaction was highest in the case of cleanliness of the sea, sustainable use of natural resources, and extraction of mineral resources. Wind energy, wood, biomass, and natural gas were considered the most environmentally friendly energy sources. Oil shale and nuclear energy were deemed less-favored sources of energy. Estonians generally consider themselves environmentally aware; however, their awareness of climate change and the accompanying issues is quite low.

The survey of environmental awareness revealed that 40% of the population believed that they were well-aware of the impacts of climate change on the Estonian environment and 52% of the respondents deemed themselves to be poorly informed. 74% had detected a decrease in snow cover in Estonia in their lifetime and 52% the higher frequency of severe storms. The increasing frequency of the heat waves, floods caused by sudden rising of the water level of the coastal sea or inland water bodies and floods resulting from heavy rainfall had also been detected. 41% of the respondents deemed the impacts of climate change a serious problem for Estonia and 55% believed that climate change does not pose a significant threat for Estonia.

The Eurobarometer survey on the attitudes of European citizens towards climate change in 2015 showed that 70% of the 1,018 Estonians interviewed considered climate change to be a serious or very serious problem. This percentage remains the lowest among the EU Members States. Only 28% of the respondents said that they had personally implemented measures to combat climate change over the last six months. The most common measures implemented were sorting and recycling of waste (71%), reducing of the share of disposable products used (65%), and buying of local and seasonal food (54). 90% of the respondents agreed that the battle against climate change would only be efficient if all countries over the world worked together. The majority (85%) deemed it important for the Government to set the goals of increasing the share of renewable energy by 2030 and to support the increasing of energy efficiency. The survey on the values of the citizens of the Republic of Estonia commissioned by NGO Ühiskonnauuringute Instituut (Institute of Social Research) and conducted by the market research company Turu-uuringute AS in 2017 revealed that 62% of the 795 people interviewed believed that the Estonian society had to do more to combat global environmental problems, such as climate change. 70% of the people were of the opinion that protection of the environment had to be prioritised even if it would somewhat hinder economic growth and lead to loss

of jobs. 84% of the interviewees thought that Estonia should invest more in renewable energy and 24% believed that Estonia should stop using oil shale energy⁴².

4. Adult sustainability education at local, regional and national levels

The general education policy of Estonia supports increasing of climate awareness. There have been numerous environmental and climate projects and training programmes implemented in Estonia over the last years, also for adult. Significant amounts have been invested in the environment and in education, which supports sustainable development, and the number of organisations providing informal education on nature and the environment is growing every year.

In addition to educational institutions, most people receive information from the media. Reporting of climate-related issues in the media has increased in connection with the Paris Agreement. Reducing of air pollution is an important issue all over Estonia. This is, for example, evident from the fact that energy efficiency is being taken into consideration in the designing and use of (educational) buildings. Tallinn, Tartu, Rakvere, Jõgeva, and Rõuge have joined the Covenant of Mayors for Climate & Energy, and thereby promised to reduce the greenhouse gas emissions resulting from their activities. Tallinn was also in the running for the title of the European Green Capital of 2018 and 2019.

But there are no educational institutions, which teach separate specialities related to climate change or sustainable development. Luua Forestry School and Rõpina School of Horticulture are the vocational educational institutions, which cover the topic of sustainable development in Estonia and provide education for adults. At the level of higher education, the topics of climate change are represented in the programmes of various specialities taught at various universities. The more general topics of sustainable development are, however, covered more frequently. The universities providing climate-related knowledge include the University of Tartu, Tallinn University of Technology, Estonian University of Life Sciences, and University of Tallinn.

The Ministry for Environment⁴³ includes information about more than 900 study programmes. Many environmental issues discussed within the framework of the study programmes include climate change.

Important role in adult education play special campaigns. The majority of campaigns are directly focused on energy efficiency. In September every year, the environmentally friendly mobility month is organised in Tallinn. During the campaign, more extensive use of public transport and less extensive use of private cars is promoted and the people are encouraged to choose environmentally friendly means of mobility, such as walking or cycling. The European mobility week promotes sustainable mobility on city streets and introduces environmentally friendlier methods of mobility. Five Estonian cities took part in the mobility week in 2016: Tallinn, Tartu, Pärnu, Narva, and Jõgeva. The initiative Cyclicious Estonia was established with the aim to encourage people to use bikes as their daily vehicles of choice. The aim of the international Earth Day (22 April) is to draw the attention of people to Earth-related environmental problems (climate warming, air pollution, excessive energy consumption, motorisation). In 2014, the tradition of planting trees in the yards of Tallinn schools on the International Earth Day was initiated.

⁴² <https://dea.digar.ee/cgi-bin/dea?a=d&d=JVestoniasnational201810.2.15>

⁴³ The Ministry for Environment, www.keskkonnaharidus.ee

World Cleanup Day is a mesmerizing story of how Estonia, a country of 1.3 million, convinced more than 18 million people to come clean up the planet. World Cleanup Day was the flagship initiative of Let's Do It! Foundation that has made its mission to map and tackle world waste problem. In 2008 50,000 people united to clean up Estonia in just five hours. On that day, a global bottom-up civic movement was born and spread like wildfire around the globe. Estonian local community initiative is now the biggest civic action in the world and directly responsible for easing the planet of millions of tons of trash. This is example of learning by doing. World Cleanup Day on 21 September 2019 united more than 20 million people in 180 countries.

5. Main challenges and success factors of methods and practices of adult education in sustainability

Review on the implementation of the 2030 Agenda in the case of Estonia mentioned that the main challenge is to increase awareness and ownership regarding the Sustainable Development Goals. Organisations participating in the work of the Commission for Sustainable Development in Estonia wrote that it is important to increase awareness on a larger scale. This can be done via different events related to sustainable development, by providing information materials and educating on matters related to sustainable development. Awareness and ownership can also be increased via participating in the EU Sustainable Development Week⁴⁴

Other challenges are education programs. 7-years educational programme on sustainable development organised by the Environmental Board and financed from the EU Structural Funds, has helped to increase the awareness on matters related to sustainable development. During the course of the programme various seminars were organized. In addition, teaching materials were compiled. In spring 2015 a high-level conference on sustainable development education took place in Tallinn in the framework of the programme.

Awareness can be increased by discussing the various goals of Agenda 2030 in different regional and international organisations and working groups, e.g. the OECD, the EU, and the Baltic Sea Council. Local municipalities apply the main principles of sustainable development through the action plans and local legislation adopted during the processes related to Agenda 21. For example, Tartu, Kuressaare, Viljandi and Pärnu have adopted the Agenda 21 action plans.

Estonia must continue contributing to fostering innovative technological solutions that help achieve the Sustainable Development Goals. For example, by developing digital technologies and e-government, Estonia has improved its economic development, good governance, transparency, resource efficiency and human development. The government continues its sectoral activities in connection with the main challenges that have been identified in the analysis. It is important to find efficient solutions to raise public awareness of Agenda 2030 and to contribute to achieve the goals through international cooperation.

6. Adult educators' competencies and needs

Survey organized in the frame of this project showed that adult educators are interested to learn more about SDGs and good practices from around the world. The main needs are focused around healthy lifestyle, eco-literacy, waste recycling practices, information about renewable energy and the heating sector. Adult educators are interested in e-learning tools and also face-to-face workshops.

⁴⁴ www.esdw.eu

Lithuanian S.A.F.E case study in adult education

1. National documents and strategy analyse focused on sustainability reglamentation

Voluntary National Review⁴⁵ 2018 Lithuania has carried out an analysis of compatibility which showed that most of the SDGs and their targets are reflected in the national strategic planning documents. To ensure coherence and integration of economic development, solution of social problems and protection of environment, Lithuania has a system of institutional and strategic planning based on the principles of sustainable development⁴⁶.

Lithuania has distinguished the following priority areas⁴⁷: **reduction of poverty, social exclusion and income inequality, promotion of employment; strengthening of public health; increasing the quality of health care and accessibility of health services; development of innovative economy and smart energy; quality education; development cooperation. Innovative solutions and smart energy** are the basis of Lithuania's modern and sustainable economy. By encouraging undertakings to use raw materials with greater efficiency, optimise production processes and reduce waste generation and air pollution, Lithuania has focused on the promotion of eco-innovation and investment in new technologies.

The Lithuanian Innovation Strategy for 2010-2020 was approved in February 2010 in order to move the economy to a more sustainable way. The purpose of this Strategy is to mobilize and manage state resources effectively: to create competitive knowledge economy based on the latest technologies and qualified human resources. It aims to form a creative society and to set up conditions to develop business and innovations, which may lead to the development of clean technologies, future energy, welfare, and the improvement of public health. The National Environmental Protection Strategy has been drawn up in order to define the priority areas of the environmental protection policy, long-term objectives up to 2030 and a vision for the Lithuanian environment up to 2050. The Strategy covers four priority areas of the environmental protection policy, the sustainable use of natural resources and waste management, improvement of the quality of the environment, maintenance of ecosystem stability, mitigation of climate change and adaptation to environmental changes caused by climate change. Pursuant to Article 3(3) of the Law of the Republic of Lithuania on Financial Instruments for Climate Change Management, the climate change management policy shall be provided by the National Strategy for Climate Change Management Policy (According to Government of the Republic of Lithuania).

⁴⁵ Voluntary National Review 2018 - <https://sustainabledevelopment.un.org/memberstates/lithuania>

⁴⁶ <https://osp.stat.gov.lt/nacionaliniai-darnaus-vystymosi-rodikliai>

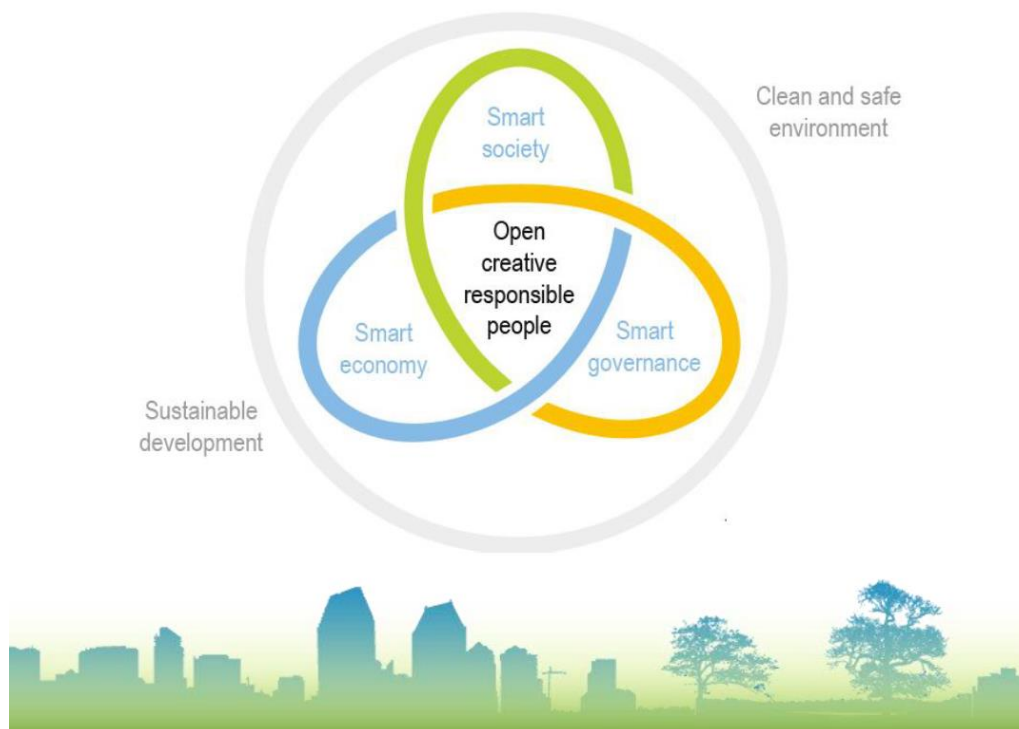
⁴⁷ <https://www.youtube.com/watch?v=v5SzxWWEiQ>

Current priorities of adult education policy

Quality education is another goal of particular importance for Lithuania. Considerable attention is given to accessibility and quality of early age education, the improvement of general education, learning outcomes and inclusive education development. The current priorities of adult education policy are set in the Long-Term Development Strategy of the State ‘Lithuania’s Progress Strategy “Lithuania 2030”’ and the National Education Strategy 2013-2022.

The objective of establishing an effective system of lifelong learning is reflected in the National Education Strategy 2013-2022. Lithuania has been unsuccessful in its efforts to increase the percentage of adults in lifelong learning from 5 per cent to 15 per cent. This goal has been set in the Strategy of Securing Lifelong Learning. In order to solve the above-mentioned issues, the following objectives are raised in the National Education Strategy 2013-2022.

Lithuania 2030 is a national strategy document, which outlines the vision of Lithuania's future. The basis of the document is society input - ideas for success contributed by communities, non-governmental organizations and proactive citizens.



1 picture. Lithuania 2030 is a national strategy document, p.8

The Strategy was built on the principles of sustainable development, as well tangible and intangible national resources of state and social development. The Strategy is aimed at creating an environment that would enable progress-related values. There are three key areas of progress: society, economy and governance. Developments in these areas will consolidate progress values and build on the

principles of sustainable development. **Solidarious society** - To raise public environmental awareness, to promote sustainable consumption and responsible approach to economic development. **Prevailing culture of social corporate responsibility, and economic development, based on sustainable use of resources.** Economic growth is based on the principles of sustainable development and „green” concept of growth, so it does not adversely affect the environment and human health. Natural resources are used rationally to preserve natural biodiversity and cultural landscapes, and reduce environmental pollution. Businesses understand and take responsibility not only for their business success, but also for their impact on the community, regional or national development and environment. Development of socially responsible business is also encouraged by the communal and responsibility culture prevailing in the society.

2. Organisations in Lithuania responsible for sustainable development

Ministry of Environment of the Republic of Lithuania organise seminars about apartment renovation. Environmental Protection Department under the Ministry of Environment ensure the rule of law and order in the fields of environmental protection and use of natural resources. They provide advises and methodological assistance to natural and legal persons⁴⁸.

The Environmental Centre for Administration and Technology⁴⁹ (ECAT-Lithuania) was established in 1997. ECAT is the leading organization in Lithuania specializing in sustainable development policies at local and regional level, linking this work to enforcement of EU requirements and the implementation of sustainable development principles and established good practice. ECATs mission is to support, promote and strengthen the sustainable environmental activities in municipalities and local communities by providing a wide range of services. These include: consultations, organising events and international conferences, national and local seminars, mixed stakeholder meetings, training, campaigns, project development and management services. During its 20 years of operation (1997-2017), The Environmental Centre for Administration and Technology has already published more than 50 publications on a variety of topics such as:

- Sustainable development,
- Climate change, air quality, noise,
- Environmental protection in municipalities,
- Waste management,
- Water resource management,
- Environmental protection and democracy, etc

The Environmental Centre for Administration and Technology⁵⁰ follow a strict principle of: **Reduce, reuse, repair, recycle.**

⁴⁸ <http://www.vbplatforma.org/LT/biblioteka/542>

⁴⁹ <https://ecat.lt/leidiniai/darnus-vystymasis/>

⁵⁰ <https://ecat.lt/>

Sustainable Development Goals cover global challenges related to social, economic and environmental issues. Agenda 2030 provides a harmonized system, which helps to put focus on the well-being of all, ensuring that no one is left behind, while encouraging the protection of the planet. All of us share the same home, the same planet Earth, and we are all responsible for taking care of it. We cannot remain indifferent to each other, within and beyond our borders and must create an environment we and the future generations enjoy living in. Lithuania believes that the Sustainable Development Goals will help us achieve this⁵¹

Climate change	Ambient air	Water
Chemical Substances	Environmental Impact Assessment	Waste management
Integrated pollution prevention and control	Nature protection	Forests
Protected areas and landscape	Territory planning and Architecture	Construction and housing
EU and international cooperation	Sustainable development	Funded programmes

2 picture. Ministry of Environment of the Republic of Lithuania responsible for these activities⁵²

3. Adults non-formal, informal education about sustainability

Education for sustainable development responds to the particular challenges of today's changing society: people commit themselves to being "global citizens", constantly playing a variety of roles, both locally and globally; a safe and harmonious world.

In media (TV, websites, magazines) there is interactive information but mostly focused on youth learning needs.

- <http://klimatokaita.lt/>
- <https://gamtosknyga.lt/>
- <http://gamta.lt/cms/index>
- <https://www.youtube.com/watch?v=4CITvcPTwRM>
- <http://www.gamtukai.lt/>
- <https://www.15min.lt/gazas/naujiena/gatve/mobilumo-eksperte-apie-tai-kodel-verta-keisti-keliavimo-iprocuis-trecdalis-vilniaus-mokyklu-ir-darzeliu-patenka-i-padidinto-triuksmo-zonas-221-1208550>

⁵¹ <https://www.youtube.com/watch?v=v5SzqxbWEiQ>

⁵² <http://am.lrv.lt/>

In the different TV programmes are emphasized healthy lifestyle, recycling but not systematically educated adults on how to implement SDG in daily environment.

Informal learning is active in different open and closed facebook groups discussing and encouraging to implement sustainable live principles (zero waste movement, eco friendly products, eco-food, eco-ideas growing kids and etc.)

3.3.Local, regional, national initiatives

Lithuania with the implementation of their new container deposit system succeed container return rates: 34% (PET) prior to container deposit scheme, 74.3% at end of the first year, 91.9% at end of the second year. By the end of 2016, 99.8% of the Lithuanian public were aware of the deposit system, with 89% having used it at least once. 58% of consumers reported recycling more and 78% believed the deposit system is good and necessary.

NGO initiative:

Let's do it or Let's do it World is an international organization that unites 113 countries around the world. To date, Lithuania has accumulated the most extensive experience in organizing mass environmental cleanups worldwide. The authors of the idea were Estonians, but Lithuania was one of the first countries to join the movement. The DAROM campaign is one of the biggest events in Lithuania, which not only draws attention to environmental issues in Lithuania and worldwide, but also promotes a sense of volunteering, social responsibility and citizenship. Famous people encouraging to follow SDG's goals⁵³.

Municipality initiative:

The Environmental Protection Division of Kaunas City Municipality Administration⁵⁴ implements public environmental education plans aimed at developing ecological thinking of the society and favorable need to develop the circumstances. For the purposes of projects funded by the municipal special programs for environmental protection. We have analyzed implemented project which were mostly on youth encouragement to develop environmental issues than adults.

National level initiative:

Ministry⁵⁵ of Environment of the Republic of Lithuania announce that on 12 October, 2019 new regulations came into effect. Every natural person who purchases a lower emission car will receive a compensation allowance of 1000 Euros. The compensation allowance payment will come from the Climate Change Programme. The disbursement of Proceeds (compensation allowance) will be administered by the Environmental Project Management Agency (EPMA) of the Ministry of Environment. For those who pollute environment special courses⁵⁶.

⁵³ <https://www.15min.lt/m/id/vardai/lietuva/kaip-zinomi-zmones-prisideda-prie-ekologijos-tik-perdirbtas-tualetinis-popierius-ir-jokiu-maiseliu-1050-1208390>

⁵⁴ <http://www.kaunas.lt/aplinka/aplinkosauginio-svietimo-projektai/>

⁵⁵ <https://am.lrv.lt/lt/naujienos/darnus-vystymasis-lietuvoje-pazanga-ir-prioritetai>

⁵⁶ <https://www.15min.lt/naujiena/aktualu/lietuva/tersiantiems-aplinka-specialus-aplinkosaugos-kursai-56-1212920>

Business initiative:

LIDL Lietuva, the first of the nation's largest retail chains to announce the abandonment of disposable plastic shopping bags.

4. Adult Educators needs and competences development about sustainability

We have analysed responses from adult educators research (aim was to get understanding about needs and competences about sustainability topic). For analyse we have used questionnaire and interviews. Main results as conclusions and important explanations from interview provided below.

“Adults educations institutional implementation of sustainability are not officially regulations and there is no special extra cost to buy for example eco-friendly paper which is more expensive. That’s the reason that adult educations providers are choosing less expensive way to use administration cost. We also see that we have only strategical big ideas about sustainability, but Lithuanian ministry of education do not encourage and not provide guidance and extra teaching, learning and finance for sustainable working. I think that strategy should be always be based on finance and I miss it. We as institution have to think how to save money but not an environment that’s why we are choosing to buy plastic bags into the trash bins but not eco-bags”.

“Our adult education center participates in the conferences, events focused on sustainability. But I think that it’s not enough understanding of importance and there is no needs to talk about it. It’s seems that sustainability is just not our topic because our view and approach is not understood. Of course, we organise activities and seminars on healthy life style but just it. Our target group – adults are interesting in what is useful for them directly“

„I remember these days when in the shop you couldn’t find any plastic bag and bread was wrapped into the paper but not in the plastic bag. Still I am trying all the time to buy directly from farmers (milk, eggs, potatoes and etc.) because I believe that I supporting not only local farmers but also saving resources from extra transportation. My lifestyle was based always on sustainability and I am as a adult educator was always showing my living example. Sustainability in the past was normal condition, not a fashion as now. Sustainability fifty years ago was based on real connection with nature and not so big consumption and needs as nowadays”.

“We, adult educators, have to learn and find information ourselves, there is no special programmes, in the adult training programmes whic focuss on sustainability. If we wish to talk about sustainability with adults, we have to prepare learning materials, there is no integrated sustainability into curriculum“.

Quantative research confirms, that adult educators needs to have educational material and guidance how to inspirate, organise non-formal learning activities for adults using sustainable approach, sustainable ideas, goals and materials.

Sustainability topic is something about everybody are talking in non-formal, informal learning activities, something doing, but nobody has a vision of systematicly sustainable living culture formulation. Adult educators should feel bigger responsibility in community and suggest

institutional, community changes. Younger adults educators are more engaged in the sustainability topic and understand importance to use skills which helps to live for future generations.

Also as good examples we could mention few projects-initiatives which were implemented in adult education:

- Vilniaus Gabrielės Petkevičaitės-Bitės adult training center⁵⁷ implement project „Strengthening Adult Education for Sustainable Development in the Baltic Region“ have found that training based on theoretical knowledge and practice is the most appropriate way to teach sustainable development. The interdisciplinary mobilization of formal education institutions, local administrations and civil society organizations creates a sense of community, reinforced by inspiring individual examples.
- Kedainiai Vocational Training Center has a student initiative to collect empty bottles of drinks at school and later they change into the money that is used for school needs.

Conclusion:

Sustainable attitude for environment in adult education are not very successfully implemented in Lithuania. From the case study analyse we could conclude that national, regional regulation of sustainability and implementation SDG is declarative. In Lithuania exist big theoretical environmental issues emphasize which based on nature and less on people. There is no clearly defined how all documents correlates with development in practice.

Mostly sustainability issues are implemented with local initiatives. We have found all different existing non-formal and informal ways/methods who focused to support communities to think and live with responsibility for future but in the adult education reality we have found information, guidance gap on how to work and implement sustainability topic into non-formal learning programmes.

RECOMMENDATIONS or things that should be improved:

For adults:

-follow responsible living and consumption philosophy

For adult educators:

- to find way how to create environment where adults could learn sustainable living skills

For adult education institution:

-create atmosphere, rules, practice to implement sustainability in professional life

-create atmosphere to develop for non-formal adults competencies to live sustainable life.

For politicians:

⁵⁷ <http://www.gpbite.eu/lt/projektine-veikla/nordplus-adult-2017/195-suaugusiuju-svietimas-darniam-vystymuisi>

- initiate changes and spread others possibilities to implement sustainable life ideas into practise
- to create infrastructure for use sustainable transport (for ex.bicycles).

SUSTAINABLE ELEMENTS IN EDUCATION IN SWEDEN

‘Sustainable development is about making life better without harming future generations. It goes beyond taking care of people in the world right now, and extends to helping in a responsible and respectful way—without wasting resources or exhausting the limitations of our planet.’

Ambassador Olof Skoog, the Permanent Representative of Sweden to the United Nations⁵⁸

1. Swedish national policy on the implementation of sustainable development goals

Sweden warmly welcomed the historic adoption of the 2030 Agenda for Sustainable Development – a universal and transformative framework for poverty eradication and sustainable development and a timely success for UN-led multilateralism. Sweden has been actively involved throughout the development of the Agenda. Sweden is a long-standing partner to the UN in poverty eradication and sustainable development. Sweden is the largest per capita contributor to the Green Climate Fund and is committed to action on climate-related SDGs.

In Sweden all ministers are responsible for the implementation of SDG. What is more, the government even appointed Agenda 2030-delegation in order to develop a national plan. All parts of society, be it associations, companies, public sector or individuals, have an important role to play. The Swedish Government has ambition to lead and implement the 2030 Agenda. Sweden stands ready to contribute to the effective and coherent implementation of the Agenda at national and international level⁵⁹.

According to Ambassador Olof Skoog, the Permanent Representative of Sweden to the United Nations, Sweden is the sixth largest financial contributor to the UN. Moreover, as a society built on integration, coherence and social welfare, Sweden is able to make more of an impact through creating more opportunities and cultivating talents. Free education is one of the examples. By liberating both parents and children from the costs, there is more room for new talents to develop and contribute to the economic growth and wealth of the country.

Sweden wants to be a leader in the implementation of the 2030 Agenda – both nationally and globally. The 2030 Agenda involves a process of gradual transition and further development of the Swedish

⁵⁸ <https://www.saccny.org/2018/10/25/how-sweden-leads-in-sustainable-development/>

⁵⁹ <https://www.regeringen.se/4aa971/contentassets/a89f9284fc3e4303b6049b49dd3dfa57/sdg-final.pdf>

social model as a modern and sustainable welfare state. It is also essential with broad ownership, among all actors in society. Ownership and participation that are developed and deepened over time. The shared commitment, building on knowledge and insight, from local to national level, creates the necessary foundation.

The effective implementation of the 2030 Agenda is demonstrated through decisions and measures in day-to-day activities and existing governance processes. The strengthened cooperation between all actors that will be needed to implement the 2030 Agenda reinforces the core values and cohesion of Swedish society. This increases Sweden's competitiveness as a knowledge and innovation nation and enables Sweden to contribute at global level.

Internationally, Sweden is working for increased cooperation and new partnerships between countries, business, the social partners, civil society organisations and the knowledge-based society in different parts of the world. Sweden's focus and contributions target equitable and sustainable global development. The Government is pursuing an ambitious coherence policy that places the rights perspective and the perspective of poor people at the core. Solidarity is a cornerstone of this work. Engagement at local level is crucial. Gender equality and all women's and girls' full enjoyment of human rights is a prerequisite for the implementation of the 2030 Agenda in Sweden and in the world.

At the core of the Swedish social model is a long tradition of cooperation and collaboration, both nationally and internationally, which is essential for the implementation of the 2030 Agenda. In 2016, a number of multi-stakeholder platforms and partnerships with bearing on the Agenda were created.

Sweden has a favourable starting position for implementation of the 2030 Agenda. Peaceful and democratic conditions have characterised the country for a long time and have enabled the development of a culture of collaboration between different actors in society – political, economic and social. Economic growth has been strong over time. It builds on a dynamic private sector with an international outlook. The social partners have been well organised and clearly focused on negotiations to find solutions. Through the democratic and political path, Sweden has been able to develop a welfare model with the ambition and the ability to guarantee all inhabitants access to health care, school and education, housing and employment.

Since the 1990s and the United Nations Conference on Environment and Development in Rio de Janeiro in 1992, Sweden has been working actively on sustainability issues at local, national, and international level.

In recent years, migration policy and the refugee situation have been high on the agenda for Sweden, from a national and an international perspective, with purpose to facilitate well-functioning migration.

As regards the climate goal, Sweden's emissions of greenhouse gases were reduced by 25 percent between 1990 and 2015.

There are several challenges that Sweden faces in ensuring that the goals and targets can be achieved. Not least, it is important to find methods to quickly and effectively contribute to sustainable energy and climate resilient pathways both in Sweden and in other parts of the world, and achieve the targets for sustainable seas and marine resources. Sweden faces major challenges regarding the goal of achieving sustainable consumption and production in Sweden and abroad. At home, Sweden also faces a number of challenges related to inequalities: to reduce income gaps (including between women and men for the same work), increase the disposable incomes of certain vulnerable groups

and achieve health equality and equal opportunities for learning. People with disabilities, refugees and other migrants and some older and young people have a harder time establishing themselves on the labour market. There are still a number of challenges in Sweden in achieving gender equality and the full enjoyment of human rights by all women and girls⁶⁰.

⁶⁰ <https://sustainabledevelopment.un.org/memberstates/sweden>

2. Organisations responsible for sustainable development's learning

The Swedish Council for Higher Education has developed various material (digital platforms, posters, role-plays, books, films and others) aimed for high school and gymnasium, primary school and pre-school in order to integrate SDG in the learning process. It also arranges the seminars and workshops around the country to assist teachers to integrate the theme into their pedagogical plans.

There are a number of authorities and institutions responsible for development and promotion of SDG educational material. Some examples:

- Learning material for school and pre-school teachers was developed by The Swedish Council for Higher Education⁶¹
- Training courses, podcasts, conferences and lectures for teachers (including adult education) are conducted by Gothenburg Centre for Sustainable Development (GMV) at University of Gothenburg⁶²
- Specific courses for each goal⁶³
- Free lectures on SDG conducted by scientists⁶⁴
- Podcasts⁶⁵
- Web-portal⁶⁶
- UNDP Sweden has a mission to increase the knowledge of the SDG's among both young and adults⁶⁷

3. Adult educators' competencies and needs

The Survey was shared among different adult educators, representatives of educational associations and gymnasiums. In general, public awareness in the area of climate change and sustainability is very high in Sweden. Both households and individuals are applying climate smart solutions in everyday life and at work. According to the recent data, Greta Thunberg's campaigning has influenced each third Swedish resident. The policies for sustainable approach are taught and implemented as early as at pre-school and school. There is a lot of material available for the educators' needs.

⁶¹ https://www.utbyten.se/globalassets/2.-program/den-globala-skolan/dgs-LHU-i-styrdokumenten-2017_webb.pdf

⁶² <https://gmw.chalmers.gu.se/globala-malen-ny>

⁶³ <https://gmw.chalmers.gu.se/globala-malen/lararfortbildning-om-fn-s-globala-hallbarhetsmal>

⁶⁴ <https://gmw.chalmers.gu.se/globala-malen/forelasningsserie-om-fn-s-globala-hallbarhetsmal>

⁶⁵ <https://urplay.se/program/198537-larlabbet-larande-for-hallbar-utveckling>

⁶⁶ <https://www.globalamalen.se/om-globala-malen/>

⁶⁷ www.se.undp.org

In many educational institutions there are different events held dedicated to SDG eg – theater plays, events and sustainability days involving both students and teachers. The teachers can use the available material on SDG to integrate it in their courses, study circles and the learning plans, but it is not obligatory. It is also worth mentioning that such integration depends on personal knowledge on SDG, environmental literacy and its application on personal level. The interviewed study circles leaders and teachers (often with immigrant background or new-comers in Sweden) reflected on the fact that they know very little about it and follow only common state policies on environmental issues (such as recycling, using public transport and energy saving tools). Thus, we can conclude there is a need in educational material or handbooks in their mother tongue language.

4. Conclusions

Public awareness and application of sustainable solutions is very high in Sweden. There is a lot of learning material available for individuals, students, companies and institutions. The learning material is diverse and rich. However, among the survey respondents there was a need identified in printed material and handbooks. In particular, the teachers of studying circles, Swedish language courses or gymnasium courses who work with adults or immigrants emphasize on the need to have material in the printed form to use it for educating their students.

Immigrants or newly arrived persons to Sweden have less knowledge about sustainable way of living and are less enthusiastic to apply it. Therefore, there is a need to target them with specific literature and information in their own language. The information has to be simple and easy to use.

Adult education in sustainability in the Netherlands

1. Abstract

The goal of the case study: **to analyze how sustainable development goals are implemented in adult non-vocational education sector in the Netherlands**

Objectives:

- Identification of adult educators' needs and competencies
- Consolidation of the best practices of adult education in sustainability
- Comparative analysis of success factors and challenges of adult education methods and practices from individual and organizational perspectives
- Analysis of the situation with adult sustainability education in the Netherlands at the three levels: local, regional and national
- Comparative analysis of adult education in sustainability in different EU countries
- Input for the final intellectual outputs of the project (a manual/handbook for adult educators in sustainable development)

Methodology: Surveys, in-depth interviews with adult educators, in-class observations, brainstorm sessions with adult educators.

Target group: Adult educators working at (evening) schools, community colleges, folk high schools, colleges and universities, libraries, lifelong learning centers, and adult education centers.

Results: Awareness and motivation for sustainability is high in the Netherlands, especially among the young adults. However, more specific knowledge and skills are missing, especially about practical tips to reduce individual carbon imprint.

Conclusions: Adult educators have enough knowledge of sustainable goals and lifestyle, but they need to develop communicative skills to deal with environmental skepticism of their audience (especially the older generation) and master practical skills of persuasion and behavioral change techniques.

2. National documents and strategy analyse focused on sustainability reglamentation

According to Netherlands statistic agency⁶⁸ (CBS) “sustainable development is a development that meets the necessities of life of the present generation, without compromising those of future generations. This concerns economic, social and environmental needs. Examples are a clean environment, biodiversity in nature, a highly educated and healthy population, well-functioning social networks and social trust. The Netherlands has a leading position in the field of circular economy and sustainable procurement by the government itself. Progress is also being made in other environmental themes, but there is also room for improvement. That is the conclusion of the European

⁶⁸ <https://www.cbs.nl/nl-nl/dossier/dossier-duurzaamheid>

Union in its biennial Implementation of EU Environmental Policy 2019. The EU calls the Netherlands "an example for public-private cooperation" in the circular economy.

The Netherlands national government (Rijksoverheid⁶⁹) supports sustainable economic growth with various subsidy schemes for entrepreneurs. The subsidies for sustainable business can be found on the website of the Netherlands Enterprise Agency (Rvo.nl). The economy must be sustainable, climate neutral, circular and inclusive in 2050. That is why no company can ignore sustainable business. And this is good news because sustainable business not only delivers environmental and social returns, but also financial benefits. Companies that innovate sustainable business make their company future-proof and are attractive to current and future staff. Sustainable entrepreneurship is about creating social, ecological and economic value - 3Ps: people, planet, profit⁷⁰ (or prosperity)

The number of green public procurement contracts is already higher than the Commission's recommendation. Tendering with clear, sustainable requirements has taken root in the Netherlands. In addition, we also make good use of green taxes to tackle climate and environmental problems. As far as water and air quality and nature conservation are concerned, Europe sees "some progress" in the Netherlands but also "room for improvement". The government is working hard to take steps there too. For example, the Netherlands is working with water partners to improve quality in order to comply with the Water Framework Directive by 2027 at the latest (Rijksoverheid).

Small businesses are becoming more and more circular in our country and the recycling rate of municipal waste is among the highest in the EU. Different private business initiatives suggest to do business and social impact on implementation sustainable life principles⁷¹.

More and more companies are linking their sustainability strategy to the Sustainable Development Goals (SDGs). Companies from different sectors are taking concrete steps. According to the annual report of the Central Government and the Association of Dutch Municipalities (VNG), the Netherlands is in eleventh place worldwide when it comes to the progress of the SDGs. According to the report, our challenges lie primarily in responsible production and consumption (SDG 12), combating climate change (SDG 13) and protecting the oceans (SDG 14). <https://www.sdgonstage.nl/artikel/sdgs-praktijk-voorbeelden>

3. Organisations responsible for sustainable development

Milieu Centraal is the practical guide for sustainable tips and advice. How can I insulate in my floor and what do I save? What is a climate-friendly dish? How big is the impact of flying? Where do I leave an old video tape? With Milieu Centraal you discover what you can do yourself and how you approach it. Milieu Centraal was launched in 1998 on the initiative of the then Ministry of the Environment (VROM). Environment Central was the answer to the question: who ensures that households receive good information to help them with sustainable choices? In the mid-1990s, discussions such as coffee cups versus disposable cups, disposable diapers or cotton diapers and whether or not chlorine played a role in the household⁷². Each can find information how to live sustainable life and how to reduce own impact to the Earth.

⁶⁹ <https://www.rijksoverheid.nl/actueel/nieuws/2019/04/05/nederlands-milieubeleid-gooit-hoge-ogen-in-europees-verband>

⁷⁰ <https://www.duurzaambedrijfsleven.nl/duurzaamheid>

⁷¹ <https://duurzaamheid.nl/>

⁷² <https://www.milieucentraal.nl/>

Almost each sector and organization shows or suggest how to live sustainable life. For example:

- Dutch Cosmetics Association⁷³ provides answers to frequently asked questions about (micro) plastic in cosmetics
- Nederland Schoon⁷⁴ provides information about trash
- Plastic Soup Foundation⁷⁵ organizes campaigns against litter, such as World Cleanup Day.
- The North Sea Foundation⁷⁶ organizes the Beach Cleanup Tour every year.
- Wageningen University⁷⁷ conducts research into plastic in the sea and the influence on animals.
- The Ocean Cleanup⁷⁸ is designing and developing cleanup systems to clean up what is already polluting our oceans and to intercept plastic on its way to the ocean via rivers.

There is several websites and organisations which provides news about sustainability implementation in daily life, for example⁷⁹

4. Public awareness of climate change and sustainability in the Netherlands

Since 2018, public attention to the climate change and sustainability increased in the Netherlands, but people still feel it difficult to change their behavior and lifestyle in sustainable way. According to the research of Milieu Centraal among 1000 Dutch people between 18 and 81 years of age, 78% of the Dutch take their own bag to grocery stores, 77% separate their waste, and 75% put their thermostat at 15C degrees at night. As far as food is concerned, 66% of respondents are willing to replace cow milk with soymilk and other vegetable drinks and 60% try to eat vegetarian food more often. Also, 62% said that they take a shower for less than 5 minutes and 46% put their dishwasher on ecological program.

Many respondents feel stupid and guilty when they fail to behave sustainably. For instance, 40% of the Dutch feel stupid when they forget their grocery bag and 34% feel guilty when they don't have an opportunity to separate their waste. This happens more often in the three largest cities of the Netherlands, where 40% of people have no space to separate waste compared to 8% in the rest of the Netherlands.

Only 15% of respondents regret drinking milk and 21% regret eating meat. The reason for eating meat is that the majority of the Dutch believe that vegetable diet is the food of the poor. However,

⁷³ [Nederlandse Cosmetica Vereniging](https://www.nederlandschoon.nl/) <https://www.nederlandschoon.nl/>

⁷⁴ [Nederland Schoon](https://www.ncv-cosmetica.nl/faq/plastic-deeltjes-microplastics-cosmetica) <https://www.ncv-cosmetica.nl/faq/plastic-deeltjes-microplastics-cosmetica>

⁷⁵ [Plastic Soup Foundation](https://www.plasticsoupfoundation.org/) <https://www.plasticsoupfoundation.org/>

⁷⁶ [Stichting Noordzee](https://www.noordzee.nl/) <https://www.noordzee.nl/>

⁷⁷ [Universiteit Wageningen](https://www.wur.nl/nl/Onderzoek-Resultaten/Onderzoeksinstituten/marine-research/show-marine/Plastic-afval-in-zee.htm) <https://www.wur.nl/nl/Onderzoek-Resultaten/Onderzoeksinstituten/marine-research/show-marine/Plastic-afval-in-zee.htm>

⁷⁸ The Ocean Cleanup <https://theoceancleanup.com/>

⁷⁹ <https://www.duurzaamnieuws.nl/>

this belief is less pronounced in younger (18-24 years old) and higher educated people. 72% of highly educated people vs 29% of low educated prefer vegetarian food.

When asked about the tips for more sustainable lifestyle, most participants mentioned LED lighting, eating less meat, taking quicker showers, buying less goods, separating waste, riding bicycle, not shopping for groceries when hungry and switching off heating at night.

Another research on sustainability was performed by Motivation International among young Dutch citizens (25 to 35 years old). According to the results, half of the participants find it important to make sustainable choices in their daily life. However, only 2% called themselves 'frontrunners' of sustainable lifestyle, 19% are following the trend, and the rest do not plan to change their current lifestyle. This research also found that separating waste has become a common habit, and 80% of respondents have enough knowledge about it and are satisfied with their behavior: there is little to improve in this area.

However, 75% of respondents are not satisfied with sustainability of their housing. Most respondents put their heating temperatures at home at 19C or 20C degrees, 72% use energy-saving lighting and have double glass windows, but only 15% have solar panels in their houses. 29% are considering installing solar panels, and 46% are looking for other opportunities to improve sustainability of their houses. They need more information about saving energy in their houses and the choice of heating, electric devices, and solar panels.

Clothes is also a popular topic among 25-35 years old. Taking old clothes to recycling is already a well-established habit (81% do it), but only 12% buy second-hand clothing. 78% of respondents want to use their clothes for longer time, but repairing clothing is less popular (39%).

Compared to other topics, respondents did not put much emphasis on vegetarian food. 84% of respondents do not eat meat at least once a week, and 67% eat meat at least 4 times a week. The intention to stop eating meat is low among those who do it regularly. However, people mentioned that they would like to learn more delicious vegetarian recipes. The knowledge of sustainable food production is relatively low: 42% want to buy more sustainable food, but they do not prioritize it over quality, taste and price of food.

Mobility is the difficult topic for respondents. The intention to use more sustainable transportation is relatively low among 25-35 years old. Most of them have enough information about sustainable transportation, but don't see an opportunity to change their transportation pattern. A half of them ride the bike for distances of 2-3 km, while 25% use a car. 46% were flying during the last year, 10% two times and 13% more than two times.

In general, the Dutch are very good at making sustainable choices when those choices also help them to save money (e.g., reduce energy costs) or are beneficial for their health (riding bicycle, eating vegetables). When the choices require big investment (like solar panels) or lifestyle changes (e.g., stop with flying or eating meat), changing behavior becomes more problematic. In most cases, there is no lack of knowledge and information on sustainable choices. What is really lacking is the motivation and commitment to change existing eating patterns and mobility habits.

5. Sustainability in adult education in the Netherlands at local, regional and national levels

National level

Sustainability⁸⁰ is a part of the official Integration and Naturalization program for adult migrants in the Netherlands. The topics discussed in these courses are usually focused on three topics:

- 1) **Mobility**: using bicycle and trains instead of flying and driving a car;
- 2) **Energy**: isolating houses, reducing heating and taking shorter showers;
- 3) **Food**: reducing meat consumption and eating more vegetarian food.

All three topics gain a lot of interest and comments among the students. However, it is difficult to measure how efficient these discussions are in changing their behavior and building up sustainable lifestyle habits. Survey data show that the skepticism towards sustainability goals is higher among the migrants in the Netherlands compared to the local population. Similar to the autochthonous population, the main reason for not following the sustainable lifestyle seems to be not the lack of knowledge, but difficulties of integrating sustainable habits in their everyday lifestyle.

Adults with migrant background feel a lot of pressure to integrate into the Dutch society and they are willing to follow the societal norms of the local population. They do it by following the behavior of the locals they can observe directly, such as separating waste and using your own grocery bag for shopping. Those behaviors that are more difficult to observe (e.g., eating vegetarian food for dinner, taking shorter shower and putting temperature in your bedroom at 15C) are perceived with genuine surprise and skepticism by the migrant population.

6. Adult education material focused on sustainability

We have analysed different adult and VET programmes and in each almost exist topics based on sustainability.

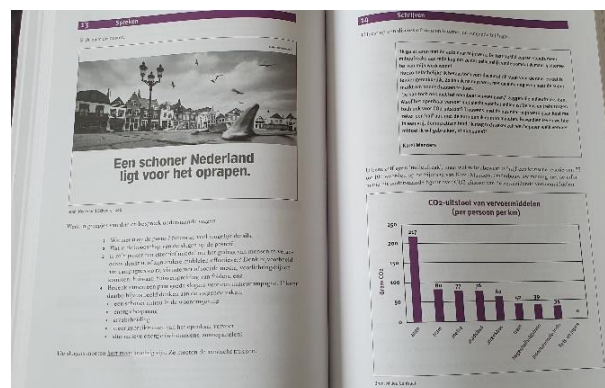
Here you could see two different adults learning material examples:

- (MBO – VET programme for adults) for example cook programme based on sustainability (3 picture).
- In the language courses for emigrants and refugees also topics are focused on sustainability (milieu) (4 picture).
-

⁸⁰ Sustainable Netherlands Monitor - <http://www.monitorduurzaamederland.nl/>



3 picture. MBO – VET programe for adults



4 picture. Language courses for emigrants and refugees

Regional level

Many provinces and municipalities in the Netherlands, especially in eastern areas that are less economically developed than the Western parts of the country, taking initiatives to organize adult education courses for migrants, low educated and economically vulnerable groups of people (unemployed, single parents, seniors) to teach them how they can improve their wellbeing.

Sustainability is discussed as part of these courses, but not directly. Usually, it is part of the two topics:

- 1) **Health and well-being:** how to change your lifestyle to become healthier by exercising (e.g., using bicycle instead of a car), eating healthier by choosing more vegetable and more sustainable food;
- 2) **Financial management:** how to save money on food, shopping and energy bills by buying unpackaged food, extending the lifetime of clothing, repairing it and buying secondhand, isolating the house, reducing heating at night and shower time.

Sustainability goals are becoming a priority for socially vulnerable groups only when they are in line with the personal needs, such as health and economic wellbeing. Combining sustainability goals with personal goals has proven to be one of the success factors to increase interest and attention to sustainability among the economically vulnerable groups. When seeing the extra benefits of sustainable lifestyle, they are much more enthusiastic in following the tips of their teachers and fellow students and sharing their own tips on energy saving, recycling and growing their own food.

Local level

Local programs on adult education in sustainability are mainly initiated by NGO and local educational enterprises that respond to the growing demand in knowledge and practical expertise on building sustainable housing.

Non-formal educational courses and workshops have been developed to accumulate and exchange the best practices of building sustainable housing, using innovative energy-saving materials and reducing individual carbon imprint by sharing goods and creating local communities to grow produce. The audience of these workshops is very different from the previous two groups and mostly consists of older (35-55 years old), higher educated middle-class Dutch couples that are willing to invest significant amount of money in building their own sustainable houses.

The interest and demand for such workshops and courses is growing during the last decade. The main challenge is to build the platform for individual and local initiatives that would help to create a community of sustainable ventures to share their teaching experience, research findings, analyzing best practices and developing methodology on the regular basis.

7. Main challenges and success factors of methods and practices of adult education in sustainability

Adult educators are the most successful when they don't just provide information but share their own experience of living sustainably and encourage free discussion in class, exchanging opinions, tips and ideas. An experienced teacher of Dutch as the second language shares her tips:

My students are people who are already stressed with adjusting to the new lifestyle, learning the new language, trying to establish themselves in a new social environment. I found out that mentoring them on sustainability is counterproductive. What I do instead is share my own joy of growing organic fruit and vegetables in my own garden. This resonates with my students, especially with the older generation who came from rural areas. They start giving their own agricultural tips based on their rich experience, and we make conclusion together on how best to combine sustainability, cultural values, and wellbeing.

Another adult educator has engineering background and had many years of experience of teaching Lean management to corporations. Being an enthusiast in sustainable housing, he built zero imprint house for his family. He saw a lot of interest among his friends, neighbors and local community on the topic, so he started giving short workshops on how to build zero imprint house. He is running these workshops for several years now, accumulating experience and best practices, but also warning about the risks and pitfalls of doing it without proper knowledge and support:

What I find the most useful is to combine expertise of different people and help each other not only by sharing your own story, but also by going together on the building site and learning how to do it. It is a two-way street: you can give your neighbor a hand in building his house, and you can learn from it.

Another adult educator who is giving a training in entering job market and building professional career for vulnerable group of single parents shares her own experience:

Once we had a coffee break, and all my students were waiting for a coffee machine to produce their coffee. I mentioned that since I have solar panels installed, I feel joy every time I look at my energy meter to see that even if I use a coffee machine or a dishwasher, the meter is

running in the opposite direction: I am producing more energy than I am using. This sparked a very heated discussion about prices of solar panels and sustainability goals. In the end, most of my students decided to look into the possibility of buying or renting solar panels for their houses.

8. Adult educators' competencies and needs

Based on the results of the survey conducted within the scope The majority of adult educators reported that they have enough knowledge about sustainable lifestyle in general. However, they find it difficult to discuss specific topics like carbon imprint of different methods of food production or the comparative analysis of the carbon imprint of driving versus flying to a holiday destination. Convincing adults to change their lifestyle is especially important if they have different cultural values and lifestyle habits. For many migrants, food is the only thing that still connects them with their motherland, and they are not willing to change their food habits, even though they share sustainable development values.

Awareness and motivation for sustainability is high in the Netherlands, especially among the youth and young adults. However, more specific knowledge and skills are missing, especially when people are trying to come up with practical solutions of reducing their carbon imprint. Also, for older generation, changing lifestyle (especially food habits and travel patterns) is difficult.

What adult educators still need to learn is not the knowledge of sustainability goals and behavior per se, but the skills of dealing with environmental skepticism of their audience (especially the older generation). All respondents in our survey stress that they need to improve their skills of persuasion and behavioral change techniques, including the following:

- *persuasive communication and argumentation;*
- *building self-confidence and audience trust;*
- *learning about the motivation of the audience;*
- *sparking and maintaining the interest of the audience;*
- *providing convincing examples of sustainability benefits;*
- *improving storytelling skills;*
- *positive feedback on students' tips and input;*
- *practical tips and psychological support to those who are trying to live more sustainably;*
- *understanding the risks and pitfalls of the radical change in one's lifestyle.*

Our project aims to address these needs by developing a manual for adult educators on how to improve their persuasive communication and behavioral change skills related to sustainable lifestyle choices.

9. Conclusions

Awareness and motivation for sustainability is high in the Netherlands, especially among the youth and young adults. However, more specific knowledge and skills are missing, especially about practical tips to reduce individual carbon imprint.

Adult educators have enough knowledge of sustainable goals and lifestyle, but they need to develop communicative skills to deal with environmental skepticism of their audience (especially the older generation) and learn more practical tips on persuasion and behavioral change techniques.

Sustainable Development and Adult education in Latvia

1. Key documents for sustainable development in Latvia

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

Latvia's Growth Model: Putting People First - **an overarching policy document that defines a human oriented growth model for the improvement of wellbeing, security and sustainability of everyone in Latvia. Thus, the Agenda 2030 principle "leave no one behind" is a fundamental principle of Latvian development planning.**

Latvia 2030, Latvia's Sustainable Development Strategy until 2030 - **is Latvia's primary long-term development planning document and can be considered a social contract. An assessment was carried out in 2017 on progress in achieving indicator targets.**

The National Development Plan 2014-2020 (NDP2020) is the highest medium-term planning document. It is a policy planning tool that includes main policy outcome indicators for a seven year period, indicative additional financing needed to achieve goals, etc.

NAP2027 is the Latvian National Development Plan for 2021-2027, which is currently in the process of being adopted and its implementation will start in 2021.

Other policy documents - sectoral policies and plans address SDG targets, including some that are not included in higher level planning documents.

The Government Declaration and Action Plan set the government's priority goals. A change of government can mean a change in emphasis on aspects of sustainable development.

2. Organisations responsible for sustainable development

Cabinet of Ministers - the government of the Republic of Latvia.

Ministry of Environmental Protection and Regional Development of the Republic of Latvia is responsible for implementing policy in three areas - environment protection, regional development as well as information and communication technologies.

The Cross-Sectoral Coordination Centre (CSCC) - the institution under the direct authority of the Prime Minister responsible for the Latvian development planning system. Since 2015, the CSCC is the focal point for the SDGs. The CSCC participates in the EU Council Working Party Agenda 2030 for SD and in the European Sustainable Development Network (ESDN), which is a group of government officials responsible for sustainable development policy.

The Latvian Environmental Protection Fund is a set of state budget funds for the implementation of environmental protection measures and projects. The purpose of the Fund is to promote sustainable economic development by integrating environmental protection requirements into all sectors of the economy to ensure the right of citizens to live in a quality environment in accordance with national environmental policy guidelines, as well as sufficient measures to conserve biodiversity and protect ecosystems.

The Central Statistical Bureau (CSB) - the main institution for collecting and publishing national statistics. CSB participates in the UN Statistical Commission, which develops and approves the global indicator framework for measuring SDGs.

Non-governmental civil organizations: Latvian Fund for Nature, The Environmental Protection Club, Latvian Green Belt, Friends of the Earth of Latvia, The Baltic Environmental Forum - Latvia, Children's Environmental School, The Association for Education for Sustainable Development (AIIA), Green Freedom, etc.

3. Public awareness of climate change and sustainability in Latvia

The people in Latvia are quite aware of climate change and are aware of their role in ensuring sustainable development. In terms of public awareness, reference should be made to a survey of more than 2,000 Latvian residents conducted by the NGO⁸¹ "Green House", which looked at people's views on global warming and climate change, as well as possible solutions and changes in daily habits to reduce the negative climate impact. 92% of Latvian respondents have noticed climate change but 91% of respondents admit that global warming and climate change seem to them to be topical issues. Latvian citizens also understand the harmful effects of CO₂ emissions on the atmosphere, but only half of those surveyed approve of their personal contribution to reducing them.

According to several science-based studies, since the beginning of the industrial revolution, greenhouse gas emissions into the atmosphere have increased rapidly, mainly at the expense of CO₂ (carbon dioxide). 90% of Latvia's residents also understand this, pointing out that atmospheric pollution is very closely related or rather related to CO₂ emissions. Analysing citizen support and personal contribution to emission reductions, it is clear that, overall, most 47% tend to take some action to reduce CO₂ emissions (12% daily, 35% occasionally). However, a relatively high proportion of respondents - 41% - answer this question in the negative. To reduce CO₂, the majority of respondents (62%) report using less or no cars at all, opting for public transport instead. Other less popular answers are - do not burn waste (9%), sort waste (6%) and do not use blowing deodorants (6%).

A more positive view of the situation is the fact that the majority of respondents (45% almost always and 10% always) prefer to shop for environmentally friendly products and services. When asked to indicate in which product groups they choose to buy environmentally friendly products or services, the vast majority (84% of those who said they prefer green products) mark food. The people of Latvia are not indifferent to the question of energy, non-renewable and non-renewable resources, managing buildings.

⁸¹ <https://zalasmajas.lv/2008/10/23/iedzivotaju-aptauja-atklaj-neizmantotas-iespejas-klimata-izmainu-mazinasana/>

4. Adult sustainability education in Latvia

In Latvia, adult education is understood as one of the stages of lifelong learning involving people over the age of 25. Learning styles and goals change at this age: Based on previous work and family experiences, the individual has acquired and strengthened her learning style and understanding of her needs. The aim of adult education is to improve the quality of human life, human equality, social cohesion and active citizenship in society.

Adult education policy in Latvia is determined by the **Education Development Guidelines 2014-2020**. Guidelines state that education must be accessible throughout life and that it is a part of our daily lives, a conscious choice and a necessity. The overarching goal of education development policy is "quality and inclusive education for personal development, human well-being and sustainable national growth". The guiding principles of educational development policy are to shape the future education in which the individual and his / her benefits are the most important value, and the educational opportunities are created based on the needs of the individual's personal growth and self-improvement. In 2016, the Latvian Government approved the **Adult education plan 2016-2020** to support creating a unified and sustainable national adult education system.

5. Main challenges and success factors of methods and practices of adult education in sustainability

Current issues in adult education in Latvia:

- Development of adult education policy (integrated approach to the development of adult skills, identification of target groups, multilevel governance, cooperation, monitoring and evaluation);
- Provision of support in adult education (financial and non-financial support, information and participation, lifelong learning and guidance system);
- Implementation of adult education (assessment of skills, provision of tailor-made learning for qualifications, tailor-made learning, on-the-job learning, validation and recognition of skills and competences).

One of the biggest challenges in adult education is the funding model - currently in Latvia, adult education is funded through European Union projects, which jeopardizes the sustainability of ongoing projects.

Adult education at the national level is currently focused on improving the professional competence of the employed, which is seen as the economic dimension of sustainable societal development.

At the local level, on the other hand, more attention is paid to the promotion of so-called transversal competences, or competences for life, which are more focused on the social dimension of sustainable development.

Education for sustainable development enables students to make informed decisions and take responsible actions for preserving the environment, for economic viability and for a fair society for present and future generations, while respecting cultural diversity. It is linked to lifelong learning and is an integral part of quality education. ESD is a comprehensive and transformative education focused on curriculum and outcomes, pedagogy and learning environment.

According to Latvian adult educators, the most successful methods and practices aimed at supporting communities to think and live responsibly for the future are:

- Eco projects, awareness projects about SDGs, equality projects;
- Public debates on climate change and environment;
- Public seminars on healthy eating and agricultural sustainability;
- Workshops on sustainable housing/ cooking/ consumption;
- Practical examples of relevant curriculum;
- Seminars, information in the media, in shops - description on goods;
- Place appropriate waste bins in institutions and on the streets, include more information on the consequences in the mass media, and plastic bags would not be available in stores, as there are currently very few methods that promote the public's environmental concerns;
- etc.

6. Adult educators' competencies and needs

A survey of adult educators was conducted within the framework of the Erasmus + Strategic Partnership project " Sustainable Attitude for Environment in Adult Education ". A total of 294 adult educators participated in the survey, but not all of them completed the questionnaire. Survey results show that about one quarter of respondents are very familiar with sustainable development goals, while half do not. 5% of respondents have never heard of SDGs. Despite the lack of knowledge about the SDGs, more than half of the respondents claim that they possess ecological intelligence.

One fifth of adult educators surveyed believe that they lack the competences to teach adults the topic of sustainability. Only 35% of respondents feel that they have competencies to guide adults on sustainability topics, 40% - are unsure of themselves. Despite the fact that only a quarter of respondents have a strong knowledge of how Sustainable Development Goals are being implemented and about a quarter lack such knowledge, 42% say they follow education for sustainable development.

Adult teachers were asked to evaluate on a 5-point scale (*1- do not agree at all, 5 – totally agree*) which competencies they think adult educators need to develop about sustainable life. As the table below shows, the greatest need for knowledge about a healthy life style. Knowledge about active citizenship also very important.

Sustainable Development Goal No.4 is one that adult educators most often help solve in their daily work. Then follow partnership to achieve SDGs, gender equality, etc. See table below.

According to respondents, to live healthy, healthy lifestyle is one of the key competences needed by adult educators. Knowledge of active citizenship, eco-literacy and daily life skills are also very important for adult educators in Latvia.

According to Latvian S.A.F.E case study in adult education, although the survey results show that adult educators in Latvia lack knowledge about the UN's Sustainable Development Goals, they still have an understanding of the dimensions of sustainable development in society.

Most adult education institutions in Latvia do not have a specific action plan to implement SDGs. Only 33 of the adult educators surveyed say their adult education institution has an action plan for

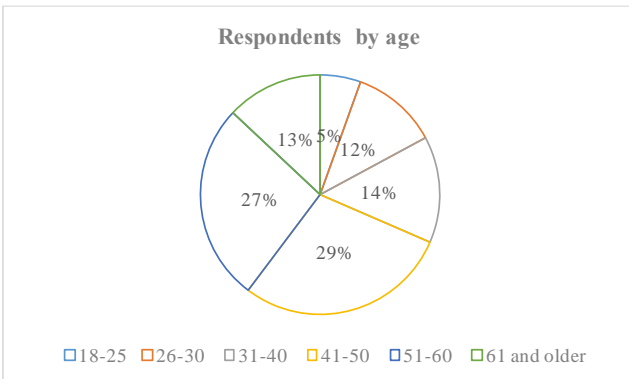
integrating SDGs and environmental issues into their non-formal education programs. It is regrettable that there are still educational institutions where nothing is done in this direction.

In order to mainstream sustainable development objectives into non-formal education programs, adult educators in Latvia need the following support:

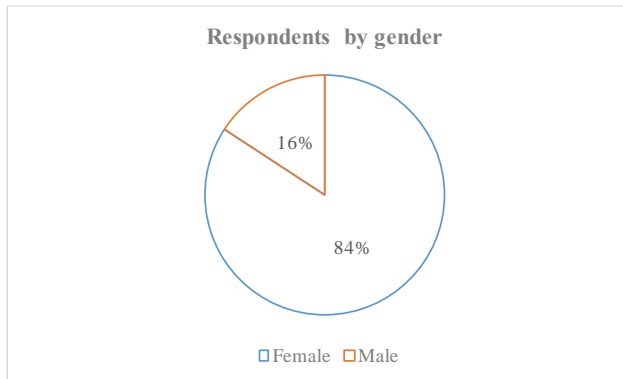
- Methodical, didactic materials/ A short and clear handbook on SDGs, healthy life style, daily life skills related environment and sustainable development, active citizenship, sustainable consumption, zero waste, eco-literacy;
- Good practices in SDGs incorporation, good example of explain SDGs;
- More high quality handbooks on sustainability and circular economy based on the last scientific data;
- More professional knowledges how to encourage and explain for adults about sustainability;
- Appropriate methods, tools and activities that would enable adult educators to reach approach those topics;
- An interactive web-page with examples;
- Information about SDGs, seminars, workshops, tools how to include the information into non-formal education programs;
- Real examples, worksheets, tests, games, etc.

SURVEY RESPONSES

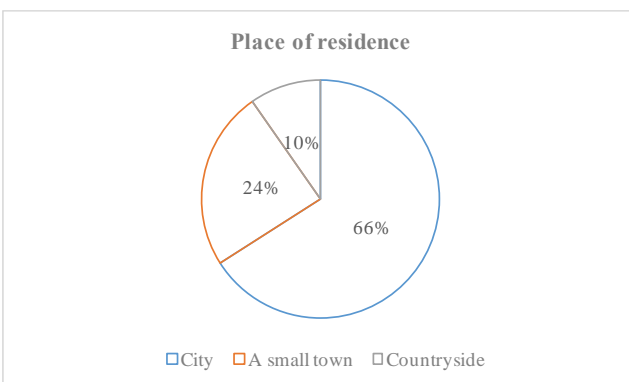
The majority of answers came from Non-governmental organizations, Other institutions, and Adult education centers. On the contrary fewest responses we received from Libraries and Health advocacy organizations.



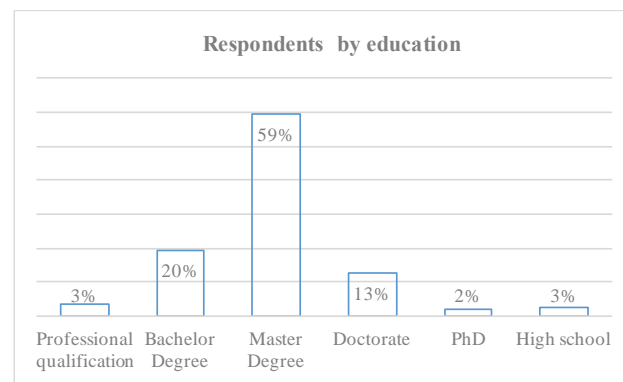
1.picture. Characteristics of respondents by age



2.picture. Characteristics of respondents by gender



3.picture. Characteristics of respondents by place of residence

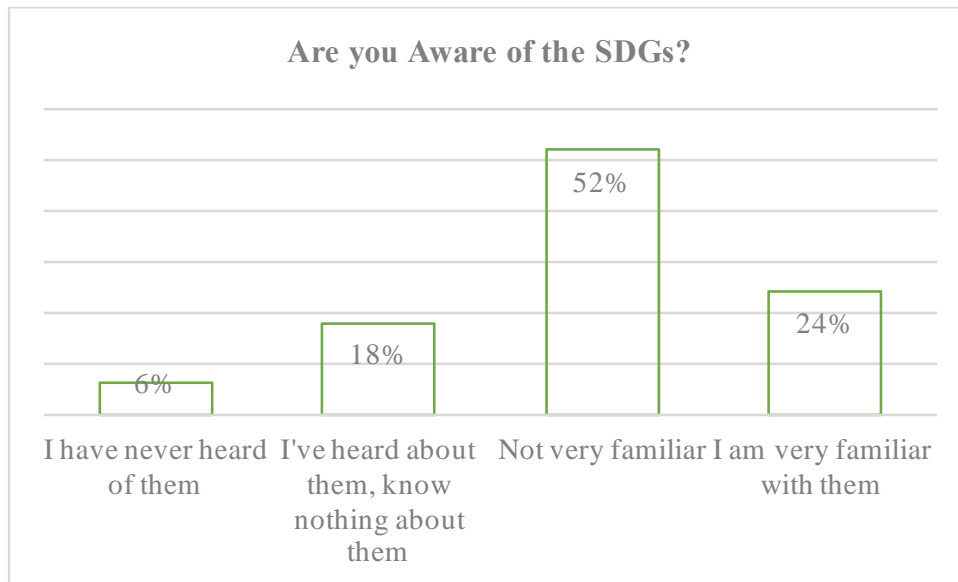


4.picture. Characteristics of respondents by education

The major part of answerers was between 41-50 years of age, closely followed by the category gathering those of 51-60 years of age. The survey was fulfilled from the major part by female respondents. Largely prevailed answers from cities. Concerning education, most of the respondents achieved a Master's degree.

Among the topics, our respondents included in their NFE programs predominated the **Healthy lifestyle**, followed by **Garbage sorting and Recycling**. The topic least included in the NFE programs of our respondents are **environmentally friendly transport** together with other - not specified topics.

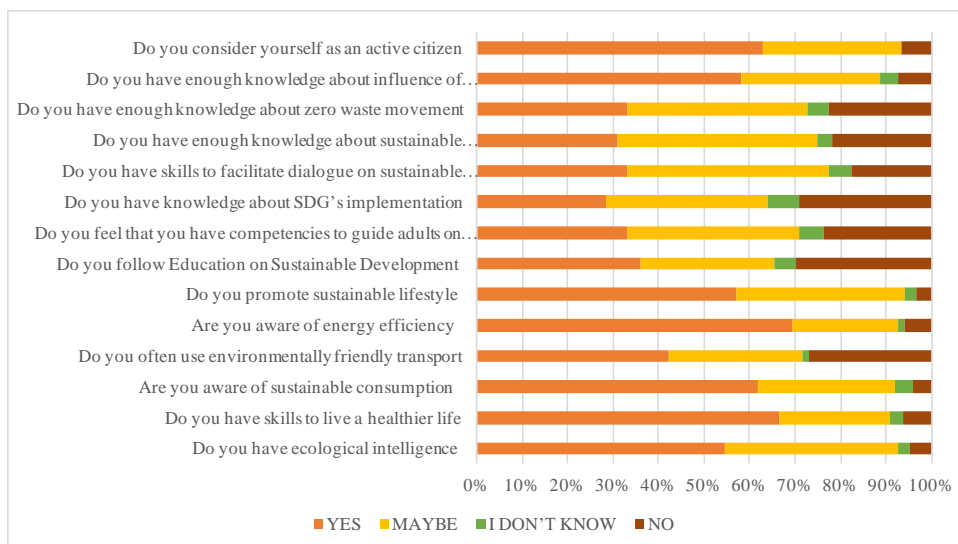
IN TOTAL IN ALL PROJECT PARTNER COUNTRIES



5.picture. Awareness of the Sustainable Development Goals

In total, in all project partner countries, the majority of respondents believe they are **not very familiar with SDGs** (52%). Only 24 % consider themselves as **very familiar with SDGs**, and 6% have **never heard about them**.

The waste majority of respondents are applying sustainability ideas and also encourages others to live sustainably.



6.picture. Adult educators' competencies on sustainability

Personal questions summary displays that the majority of respondents consider themselves as **active citizens**.

The majority also believe they have enough knowledge about the influence of **physical activity on physical and mental health and quality of life**.

More disturbing is that majority of respondents are not sure if they have enough knowledge about **zero waste movement**. Similarly, they replied to the question if they have enough knowledge about **sustainable consumption**.

The major part of respondents is not sure if they have **skills to facilitate dialogue on a sustainable attitude for the environment** with adult students or colleagues.

Considerable part for respondents is not sure if they possess **knowledge about SDG's implementation**, and more than 14% of respondents clearly expressed they do not have such knowledge.

More than 11% of respondents answered that they do not have **competencies to guide adults on sustainability topics**, and 20 % are not sure if they have such competencies.

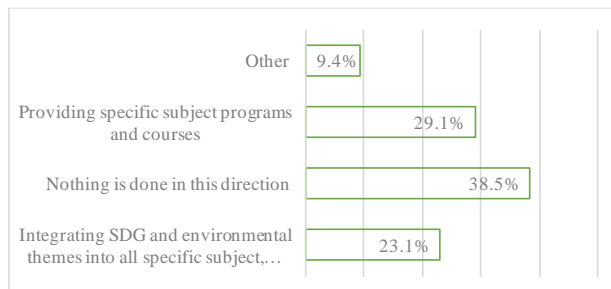
More than 14% of respondents stated that they do not follow **Education on Sustainable Development**. The majority is not sure if they follow such education.

Less than 2% of respondents stated that they do not **promote a sustainable lifestyle** or are not sure if they promote or not.

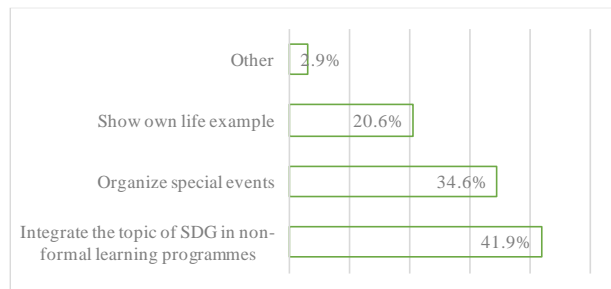
The major part of respondents is aware of **energy efficiency** and the benefits it brings. The major part of answerers often uses **environmentally friendly transport**.

Only around 2% of respondents are not aware of sustainable consumption, and about the same number of respondents do not know if they are aware.

The majority of respondents answered they do have **skills to live a healthier life**. The prevailing number of respondents consider themselves to have **ecological intelligence**.



7.picture. How SDG and environmental education is implemented in adult education institutions



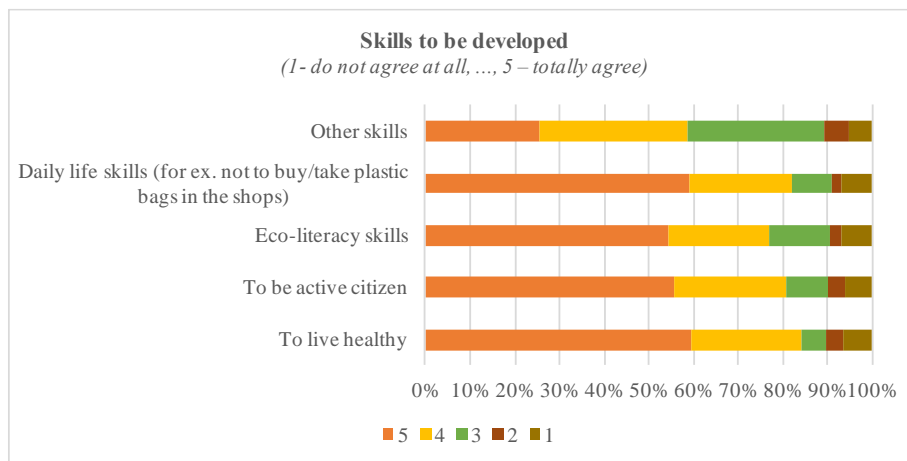
8.picture. How adult educators should educate and support adults from different organisations

On the question, how should **adult educators educate and support adults in environmental education and education on SDGs**, the majority of respondents answered that the topic of SDG should be integrated into non-formal learning programs. Nonetheless, to the question of how SDG and environmental education is implemented in their adult education institution, the majority answered that nothing is done in this direction.

Among the SDG's adult educators help to solve in their daily work, the respondents selected **Quality Education, Good Health and Well-being, and Partnerships to achieve the Goal**, as the SDG's they help to solve the most. On the other hand, SDG's **No Poverty, Zero Hunger, Life Below Water** were selected as SDG's adult educators help to solve seldom or never.

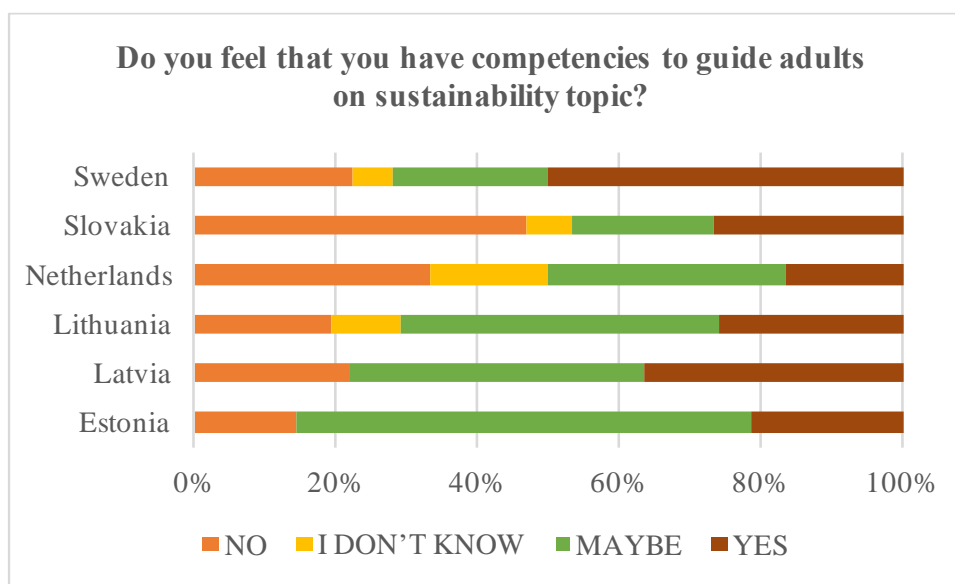
The major part of the respondents **does not have specific activities for adult educators** related to implementing sustainability goals. The major part of the respondents **does not have specific activities for adult educators** related to implementing sustainability goals. Yet the majority of respondents agree that **the sustainability topic is mentioned in the adult learning material** in non-formal learning programs.

The majority of respondents stated that adult educators need to develop **knowledge** mostly about healthy lifestyle and sustainable consumption. Meanwhile, the advancement of **skills** is mostly needed in Eco-literacy and the ability to live healthy.



9.picture. Adult educators' skills to be developed in the field of sustainability

COMPARATIVE ANALYSIS



10.picture. Self-assessment of the adult educators' competencies to guide adults on sustainability topics in different countries

The comparative analysis we conducted demonstrates the following. Most of the respondents replied they are **very familiar with SDGs** in Sweden; meanwhile, most respondents stated they have **never heard about SDGs** in Lithuania. Most of the respondents **apply sustainability ideas** in the Netherlands.

Education on Sustainable development is followed mostly among respondents from Sweden and Latvia; meanwhile, the major part of respondents from the Netherlands stated they do not follow such education.

Most of the respondents confident in having **competences to guide adults on sustainability topics** come from Sweden; meanwhile, the majority of respondents in Slovakia stated they lack such competences.

Conclusions

- The people of Latvia are quite aware of climate change and are aware of their role in ensuring sustainable development.
- Although the survey results show that adult educators in Latvia lack knowledge about the United Nations Sustainable Development Goals, they still have an understanding of the dimensions of sustainable development in society.
- Most adult education institutions in Latvia do not have a specific action plan to implement SDGs. Only 33 of the adult educators surveyed say their adult education institution has an action plan for integrating SDGs and environmental issues into their non-formal education

programs. It is regrettable that there are still educational institutions where nothing is done in this direction.

- The most often mentioned non-formal and informal ways/methods that are focused to support communities to think and live with responsibility for future are:
 - Eco projects, awareness projects about SDGs, equality projects;
 - Public debates on climate change and environment;
 - Public seminars on healthy eating and agricultural sustainability;
 - Workshops on sustainable housing/ cooking/ consumption;
 - Practical examples of relevant curriculum;
 - Seminars, information in the media, in shops - description on goods;
 - Place appropriate waste bins in institutions and on the streets, include more information on the consequences in the mass media, and plastic bags would not be available in stores, as there are currently very few methods that promote the public's environmental concerns;
 - etc.

- In order to mainstream sustainable development objectives into non-formal education programs, adult educators in Latvia need the following support:
 - Methodical, didactic materials/ A short and clear handbook on SDGs, healthy life style, daily life skills related environment and sustainable development, active citizenship, sustainable consumption, zero waste, eco-literacy;
 - Good practices in SDGs incorporation, good example of explain SDGs;
 - More high quality handbooks on sustainability and circular economy based on the last scientific data;
 - More professional knowledges how to encourage and explain for adults about sustainability;
 - Appropriate methods, tools and activities that would enable adult educators to reach approach those topics;
 - An interactive web-page with examples;
 - Information about SDGs, seminars, workshops, tools how to include the information into non-formal education programs;
 - Real examples, worksheets, tests, games, etc.

COMMON CASE STUDY CONCLUSIONS:

Among the project partners countries, **SDG No poverty** is involved in the daily work of adult educators, mostly in **Sweden**.

Similarly, **SDG Zero Hunger** is solved daily, principally in the **Sweden**, and at the smallest, it is involved in the daily work of adult educators in the Netherlands.

SDGs Good Health and Well-being together with **SDG Quality of Education**, **SDG Gender Equality** and **SDG Clean Water and Sanitation** are always daily solved by adult educators mostly in **Estonia** and at least in **Latvia**.

SDGs Affordable and Clean Energy are always daily solved by adult educators, mostly in the Netherlands.

According to the survey following SDGs are implemented in **daily work** of adult educators mostly in **Estonia**: SDGs Decent Work and Economic Growth, SDGs Industry, Innovation and Infrastructure, SDGs Reduced Inequality, SDGs Sustainable Cities and Communities, SDGs Responsible Consumption and Production, SDGs Climate Action, SDGs Life Below Water, SDGs Life on Land, SDGs Peace and Justice Strong, Institutions, SDGs Partnerships to achieve the Goal. Those SDGs are **at least** involved in the daily work of adult educators from the **Lithuania** and **Latvia**.

Knowledge and skills

Among the project partners, most of the respondents stated they do have **specific knowledge about SDGs implementation** in the **Netherlands**.

Among the competences that need to be developed among adult educators, the majority of respondents voted for **knowledge** about **Zero waste movement**. Among the skills, respondents would prefer to develop **Daily life skills**.

Competences to be developed

Among the competences that need to be developed among adult educators, the majority of respondents in **Estonia** voted for "**Other professional competencies**", yet significant representation also have **Eco-literacy** skills and **Daily life skills**.

In **Latvia**, respondents voted mostly for skills to **live healthy** and **to be active citizens** as the competences that need to be developed among adult educators.

According to respondents in **Lithuania**, the most important is to develop **Eco-literacy skills** and skills to be an **active citizen**.

The majority of respondents in the **Netherlands** voted for competences towards **SDGs implementation** and **Daily life skills**.

In **Slovakia**, respondents voted mostly for **Daily life skills** and **knowledge** about the **challenges of environment and climate**.

Finally, among the competences that need to be developed among adult educators, the majority of respondents in **Sweden** voted for **knowledge about a healthy lifestyle** and **sustainable consumption**.

Annexes

QUESTIONNAIRE

We are 6 partners from 6 EU countries (Netherlands, Lithuania, Sweden, Slovakia, Estonia, Latvia) working together on a Erasmus+ project aimed at Sustainable Attitude For Environment in Adult Education. Our goal is **to analyse adult educators needs and competencies on sustainability topic** and we need your help.

You, the experts of this field, are welcome to take part in the survey. It will not take you more than some-**minutes** of your time to answer all the questions. The summarized results will be used for the of "S.A.F.E Manual for adult educators" as well as material for adults based on SDG⁸². Your opinion is very important!

The survey is anonymous, and all data will be presented in analysis in a generalized way. Thank you for your help and sincere answers.

Questions must be sent by email, address: iipc@tl.lv

I. Personal

1. Are you Aware of the Sustainable Development Goals (SDG)?

I have never heard of them	I've heard about them, know nothing about them	Not very familiar	Somewhat familiar	I am very familiar with them
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Could you mention three SDG?

3. Are you living following sustainability ideas?

“**Sustainable living** is a **lifestyle** that attempts to reduce an individual's or society's use of the Earth's natural resources and personal resources. Practitioners of **sustainable living** often attempt to reduce their carbon footprint by altering methods of transportation, energy consumption, and diet.

- Yes
- No
- Sometimes

⁸² <https://sustainabledevelopment.un.org/?menu=1300>

- I don't know

4. Do you encourage yourself and others to live in sustainability?

- Yes
- No
- Sometimes
- I don't know

5. How long you are living following sustainable ideas?

- All my life
- Just started
- I am thinking to start
- I don't think to start
- I don't know

6. Who inspired you to live following sustainability?

- Myself
- Family members
- Colleague
- Book
- NGO
- Community
- TV
- Internet
- Others.....

7. Could you define your sustainable life elements (just few)?

8. Please respond in below mentioned statements.

	YES	NO	MAYBE	I DON'T KNOW
--	-----	----	-------	--------------------

<p>Do you have ecological intelligence?</p> <p>Ecological intelligence lets us apply what we learn about how human activity impinges on ecosystems so as to do less harm and once again to live sustainably in our niche — these days the entire planet.</p>				
<p>Do you have skills to lead a healthier life?</p>				
<p>Do you have knowledge about equitable and sustainable consumption?</p> <p>"Sustainable consumption is the term for the use of services and products in a way that corresponds to the basic needs, results in a better quality of life but, at the same time, it reduces the use of natural resources and toxic materials to the minimum, as well as the emission of waste and pollutants during the specific service or whole lifecycle of the specific product in order not to jeopardise the needs of future generations" (Valkó, 2003)</p>				
<p>Do you often use environmentally friendly transport? (for ex.bicycles)</p>				
<p>Do you know about energy efficiency?</p> <p>Energy efficiency simply means using less energy to perform the same task – that is, eliminating energy waste. Energy efficiency brings a variety of benefits: reducing greenhouse gas emissions, reducing demand for energy imports, and lowering our costs on a household and economy-wide level.</p>				
<p>Do you promote sustainable lifestyle?</p> <p>“Sustainable living is a lifestyle that attempts to reduce an individual's or society's use of the Earth's natural resources and personal resources. Practitioners of sustainable living often attempt to reduce their carbon footprint by altering methods of transportation, energy consumption, and diet.</p>				
<p>Do you follow Education on Sustainable Development (ESD)?</p>				
<p>Do you feel that you have competencies to guide adults in sustainability topic?</p>				
<p>Do you have knowledge about SDG’s implementation?</p>				

Do you have skills to facilitate dialogue with AE on sustainable attitude for environment?				
Do you have competencies to provide information and teach adults about sustainability?				
Do you have enough knowledge about challenges of environment and climate changes?				
Do you have enough knowledge about sustainable consumption?				
Do you have enough knowledge about zero waste movement?				
Do you have enough knowledge about influence of physical activity on the physical and mental health and quality of life?				
Are you an active citizen?				
Do you think that you have eco-literacy?				

9. What are you personally doing to reduce the CO2 impact (*individual perspective at the worldwide level*)

	Always	Usually	Seldom	Never
Eat low on the food chain. This means eating mostly fruits, veggies, grains, and beans.				
Choose organic and local foods that are in season.				
Buy foodstuffs in bulk when possible using your own reusable container				
Reduce your food waste by planning meals ahead of time, freezing the excess and reusing leftovers.				
Reduce food waste if possible.				
Don't buy fast fashion. Buy vintage or recycled clothing.				
Wash your clothing in cold water.				
Buy less stuff!				
Bring your own reusable bag when you shop.				
Support and buy from <u>companies that are environmentally responsible</u> and sustainable.				

Do an <u>energy audit</u> of your home. This will show how you use or waste energy and help identify ways to be more energy efficient.				
Change incandescent light bulbs (which waste 90 percent of their energy as heat) to light emitting diodes (LEDs)				
Switch lights off when you leave the room and unplug your electronic devices when they are not in use.				
Turn your water heater down				
Installing a low-flow showerhead. Taking shorter showers helps.				
Lower your thermostat in winter and raise it in summer. Use less air conditioning in the summer; instead opt for fans, which require less electricity.				
Drive less. Walk, take public transportation, carpool, rideshare or bike to your destination when possible. If you must drive, avoid unnecessary braking and acceleration.				
Take care of your car. Keeping your tires properly inflated can increase your fuel efficiency by three percent; and ensuring that your car is properly maintained can increase it by four percent. Remove any extra weight from the car.				
On longer trips, turn on the cruise control, which can save gas.				
Avoid flying if possible. Go economy class.				
Others				

Organizational issues

1. What is your organization doing to help people understand sustainable living aspect in your municipality (*org. perspective at the local level*)?

2. Please state which documents regulate the integration of sustainable development and environmental issues into adult education in your country (*if possible, link to this document*):

3. Does your adult education institution have an action plan for the integration of SDG and environmental issues into non-formal education programs offered by your institution?

YES	NO
-----	----

If Yes

Please list some of the activities included in this document:

4. How SDG and environmental education is implemented in your adult education institution:

- integrating SDG and environmental themes into all specific subject, programs and courses
- providing specific subject programs and courses
- no attention paid to these topics
- SDG and environmental themes are not taken into account, but focus on pedagogical approaches to develop, so called, life skills needed for sustainable development
- nothing is done in this direction
- Other (please specify) _____

5. Please evaluate the Sustainable Attitude for Environment in Adult Education in your country / adult education institution.

(Do SWOT analysis, each section write at least one aspect)

Strengths:	Weaknesses:
Opportunities:	Threats:

In your opinion, what should be done to have sustainable attitude for environment in adult education?
Please write!

at institutional level

at municipality level

at national level

at EU level

III. Competencies

1. How should adult educators educate and support adults from different organisations?

- In the non-formal learning programme should be a topic
- Organize special events
- Show own life example
- Other.....

2. Which SDG's are adult educators solving in daily work?

	Always	often	seldom	Never
<u>GOAL 1: No Poverty</u>				
<u>GOAL 2: Zero Hunger</u>				
<u>GOAL 3: Good Health and Well-being</u>				
<u>GOAL 4: Quality Education</u>				
<u>GOAL 5: Gender Equality</u>				
<u>GOAL 6: Clean Water and Sanitation</u>				
<u>GOAL 7: Affordable and Clean Energy</u>				
<u>GOAL 8: Decent Work and Economic Growth</u>				
<u>GOAL 9: Industry, Innovation and Infrastructure</u>				
<u>GOAL 10: Reduced Inequality</u>				
<u>GOAL 11: Sustainable Cities and Communities</u>				
<u>GOAL 12: Responsible Consumption and Production</u>				
<u>GOAL 13: Climate Action</u>				
<u>GOAL 14: Life Below Water</u>				
<u>GOAL 15: Life on Land</u>				

<u>GOAL 16: Peace and Justice Strong Institutions</u>				
<u>GOAL 17: Partnerships to achieve the Goal</u>				

3. Do you have specific activities for adult educators are related to implementing sustainability goals?

- Yes
- No
- I don't know
-

4.If it is mentioned in the adult learning material in non-formal learning programme sustainability topic

- Yes
- No
- I don't know
-

5.Which competencies do you think adult educators needs to develop about sustainable life?

Please, evaluate on a 5-poit scale to what extent you agree with the following statements: I live in agreement with sustainability ideas (1- do not agree at all, 5 – totally agree)

	1	2	3	4	5
Knowledge about :					
SDG's implementation					
challenges of environment and climate changes					
sustainable consumption					
zero waste movement					
healthy life style					
Others					
Skills:					
To live healthy					
To be active citizen					
Eco-literacy skills					

Daily life skills (for ex. not to buy/take plastic bags in the shops)					
Others					
Professional competencies:					
How to facilitate dialogue with adults/adults educators on sustainable attitude for environment					
How to provide information about sustainability					
How teach adults about sustainability					
How to integrate into non-formal learning programmes sustainability topic					
Which sustainability aspect to choose analyse with adults					
Others					

Please name at least three different existing non-formal and informal ways/methods who are focused to support communities to think and live with responsibility for future?

Information about a respondent

<p><i>In which adult education sector are you working?</i></p> <ul style="list-style-type: none"> • adult school education • college • university • AE centre • youth organization • U3A • NGO • Health advocacy organization • library • community centres 	<p><i>Please mark the topics you have included in your non-formal education program:</i> <i>(You may select all, but please range your priorities - write the number 1, 2, 3 ...):</i></p> <ul style="list-style-type: none"> • healthy lifestyle • equitable and sustainable consumption • gender equality • environmentally friendly transport • energy efficiency • garbage sorting and recycling 	<p><i>Your education:</i></p> <ul style="list-style-type: none"> • Professional qualification • Bachelor Degree • Master Degree • Doctorate • _____ <p><i>Your gender:</i></p> <ul style="list-style-type: none"> • Male • Female
--	--	--

<ul style="list-style-type: none"> • Folk high schools • and _____ <p><i>The non-formal education program/s you run at this institution:</i></p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> • inclusive economic growth • other _____ <p><i>Please name what are your needs (methodical, didactic etc.) for mainstreaming sustainable development goals into your non-formal education program (s):</i></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><i>Age:</i></p> <ul style="list-style-type: none"> • 18-25 • 26-30 • 31-40 • 41-50 • 51-60 • 61 and older <p><i>Kind of employment</i></p> <ul style="list-style-type: none"> • Head/board of AE institution • Adult teacher • other _____
--	--	--

If you are willing to receive the survey results or if you are interested in taking part in other project activities, please write your e-mail here:

We are grateful for your collaboration!

This survey has been funded with support from the Erasmus+ Strategic Partnership Project No. 2019-1-LT01-KA204-060634/ 944445933 "Sustainable Attitude for Environment in Adult Education". The European Commission support for the production of this publication does not constitute an endorsement of the content which reflects the views only of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.