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Kick-off meeting and Stage 1 of the “sustainable development learning path in 3 stages”: Cross-cutting key competencies for sustainability, relevant to all SDGs

Project

Changing the climate for lifelong learning

through sustainability

CHANGING THE CLIMATE

WORKING QUESTIONNAIRES RESULTS

VIRTUAL kick-off meeting, 19th February 2021



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WORKING QUESTIONNAIRES RESULTS

Question 1: Please describe how “2030 Agenda for Sustainable Development” is or may be relevant to your Organization; if possible describe it with some practical examples.

ROGEPA

- Improving the environment – Trees and land in rural areas
- Increasing environmental conscience
- Increasing Sustainability culture by learning contents
- Decreasing inequity in rural areas
- Forming qualified educators and sustainability contents

Fundacja Edukacja i Media

- Improving education for all, specially Senior
 - Increasing environmental conscience to the community
 - Increasing Sustainability culture
 - Forming qualified educators and sustainability contents
- Aligning Environmental thinking to behavioural with Sustainability education and contents

INUK

- Improve and communicate Social sustainability to reduce inequalities
- Adult education to Senior and vulnerable groups

ELLI

- Improving life long learning for adult education
- Improving opportunities for a decent work and economic growth
- Social sustainability for reduce inequalities

RCNE

- Education for all, specially for environment
- Preservation of the Black Sea
- Promoting local and regional food Industry
- Promoting local, regional and international networks
- Including Sustainability to all levels and stakeholders
- Responsible consumption and production

EQUIS

- Adult Education
- Promote Sustainability knowledge and values
- Promote a Sustainable lifestyle and community nets
- Act for the reduction of Climate Change
- Promote European values and International networks



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WORKING QUESTIONNAIRES RESULTS

Question 2: Please describe what do you know about UN SUSTAINABLE DEVELOPMENT GOALS (SDG'S).

ROGEPA

Previous knowledge of SDG'S - High

- 4 – Improving education for all
- 8 – Decent work and economic growth
- 10 – Reduce inequality within and among countries
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production

Fundacja Edukacja i Media

Previous knowledge of SDG'S - Medium

- 4 – Improving education for all
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production

INUK

Previous knowledge of SDG'S - Medium

- 4 - Education for all
- 5 - Gender equality
- 8 - Unemployment
- 10 – Reduce inequality within and among countries

EELI

Previous knowledge of SDG'S – High, but new for environmental issues

- 4- Education for all
- 8 - Decent work and economic growth
- 10 - Reduce inequality within and among countries

RCNE

Previous knowledge of SDG'S - High

- 17 – Partnership
- 13 – Climate action
- 14 – Life below water
- 4 – Education
- 9 – Industry, innovation and infrastructure
- 11 – Sustainable cities
- 12 – Responsible consumption and production

EQUIS

Previous knowledge of SDG'S – High

- 4 – Adult Education
- 10 - Social sustainability reducing inequalities
- 11 – Sustainable cities & communities
- 13 – Climate action
- 17 – Partnership



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WORKING QUESTIONNAIRES RESULTS

Question 3: Please describe your perspective as regards **the relevance of sustainable development** to extend and **develop the competences of educators** and other personnel who support adult learners.

ROGEPA

Labor market
Environmental topics
Developing rural areas

Fundacja Edukacja i Media

Developing the competences in environment
Establishing community links related to environmental issues (consumption habits, ecological production, waste management...)

INUK

Competent educators
Sustainability concepts

ELLI

Include SGD's in the curricula
Expanding the training to formal schools
Expanding SDG'S teaching to all levels

RCNE

Ministry of education and informal education
Preservation of Black Sea
Promoting Agriculture and pisciculture

EQUIS

Promoting Sustainable culture and lifestyle



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WORKING QUESTIONNAIRES RESULTS

Question 4: Please **elaborate on the role of Adult Educational Institutions in the promotion of sustainable development**, especially in your local/regional and/or national context.

ROGEPA

Promoting in rural and mountain areas
Work with commonwealth of small villages
Relationship with schools

Fundacja Edukacja i Media

Relationship with environmental educational workshops- Eco consumers, certificate, labels, Eco food
Waste management – recycling and disposals
Healthy life for seniors

INUK

Competent educators
Sustainability in all its aspects (social, economic and environmental)

ELLI

Include SGD's in the curricula
Expand the training to formal Schools
Expanding teaching

RCNE

Ministry of education
Informal education
Protection of the Black Sea

EQUIS

Barcelona+Sostenible network
Include SDG's for new courses
Promote a Sustainable lifestyle



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WORKING QUESTIONNAIRES RESULTS

Conclusions:

SC ROGEPA SRL is a Small and Medium Sized Enterprise from Rumania in Transylvania area. Their main activity is focused on the adult education, providing training in a wide range of topics: foreign languages, ICT, curriculum development, entrepreneurship education, e-learning, tourism and food services. They also work with a large number of stakeholders from vulnerable groups, schools and VET sector, stimulation of employment to socio-medical sector.

The principal SDG's related are: 4, 8, 10, 11, 12, 17. They will work in particular for developing competences in environment for the adult educators for new contents for the e-learning and physical courses, working on environmental topics in rural areas and including SDG's values in all its activities.

Fundacja Edukacja i Media is a Polish Foundation which regards to ecological and entrepreneurial activities using interactive methods for socializing at various target groups. They promote social inclusion and integration of marginalized groups and groups at risk of social or digital exclusion especially for Seniors.

The principal SDG's related are: 4, 11, 12, 17. They will work in particular for developing competences in environment for the adult educators and establishing community links related to environmental issues (consumption habits, ecological production, waste management...)



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WORKING QUESTIONNAIRES RESULTS

Conclusions:

INUK institut is a Slovenian Partner focused on modern marketing and communication models and strategies that support new ways of business thinking, learning, teaching and active citizenship, with emphasis on co-creation, co-innovation, crowdsourcing, open innovation, marketing research online communities, other engagement models and strategies as well as new media and technologies for communication, learning and knowledge exchange. They principally work with for social inclusion and the target are vulnerable groups as disable and elder people trying to give them skills for employment.

The principal SDG's related are: 4, 5, 8, 10. By sustainable concepts and SDG's they will give new skills to have competent educators, and transmit all this knowledge to this vulnerable groups in order to reduce inequalities and promote the social inclusion.

European Education and Learning Institute from Greece is developing and testing training curriculums and educational materials, organizing training activities targeting educators, trainers, teachers, professionals, unemployed and so forth, also providing public and private educational institutions with technical assistance in the development and implementation of international and research educational projects. Their principal target groups are Senior, women and vulnerable groups.

The principal SDG's related are: 4, 8, 10, 17. They will work in particular for developing competences in environment and sustainability for the adult educators and also developing new contents for the courses including SDG's values in all of them.



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WORKING QUESTIONNAIRES RESULTS

Conclusions:

Regional Cluster "North East" (RCNE) is a Bulgarian public-private Partner involved with a commonwealth of different stakeholders like municipalities, schools and vocational training centers, Chamber of Commerce, companies, Universities and trade and tourism services. They work in many different fields and the target groups in the Bulgarian Black Sea area (Varna). They are involved in Children and youth, offering after-schools trainings based in European values; Research and development, specially in production, post-harvest of vegetables, fish and flowers and rural development. As member of Balkan and Black Sea Business Institute regarding coastal management and development.

The principal SDG's related are: 4, 9, 11, 12, 13, 14, 17. Those are promoted already in all their areas, especially in the preservation of the Black Sea, Education and Local and Regional Industry and Service Sector promotion.

EquiS – Equilibri Sostenible is a Spanish association who coordinates the project. It was founded to promote environmental, social and economic sustainability, as well as to protect and valorize cultural and natural heritage, tangible and intangible; raise awareness on the need to restore environmental, social and gender balance, as a basis for a society that is conscious, equitable, transformative and inclusive and finally to encourage education for citizens as a tool to achieve social and environmental responsibility, in accordance with the principles of environmental sustainability, gender equality and respect for cultures. The target group is general society, students and educators.

The principal SDG's related are: 4, 10, 11, 13, 17. They are focused on developing competences in environment and sustainability for the adult educators, promoting the change and behavior for a real sustainable lifestyle and fighting against climate change, participating in several projects and promoting an international Sustainability Network.