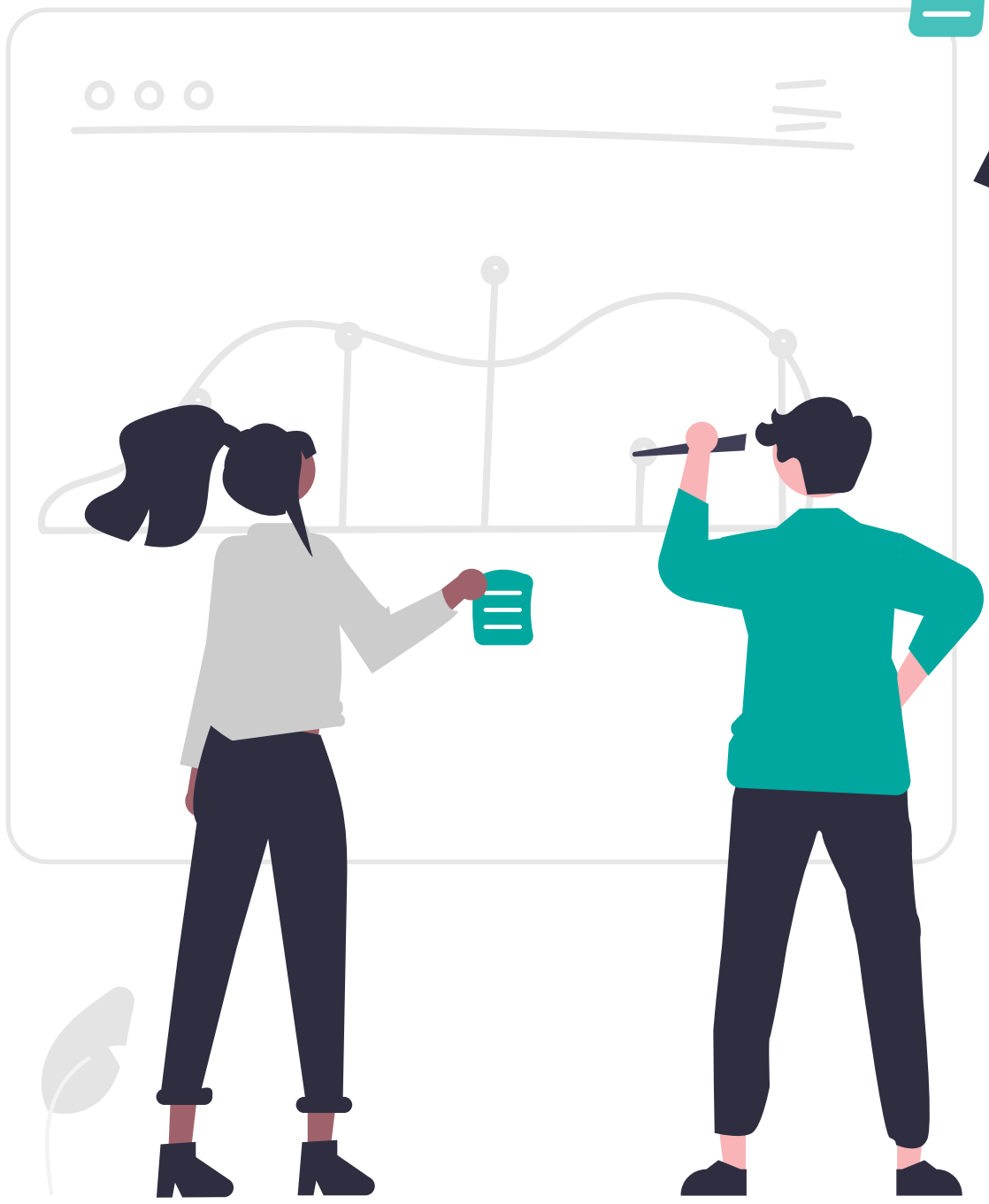
HANDBOOK
21C-SDG



Content:

Info about the project 1
Partners 2
The 21C-SDG curriculum: the need and objectives of the curriculum 5
Covered modules 5
Target group for using a 21C-SDG curriculum 10
Methodology 11
How to use the 21C-SDG curriculum 13
Best practices for each of the country 13
Final remarks 15
Disclaimer 15

Info about the project:

21C-SDG is an Erasmus+ funded project composed by 6 European partners from Denmark, Cyprus, Portugal, Italy, Latvia and the North of Macedonia. The project has started in September 2019 and will end in November 2021.

The project aims to increase pupils' skills and competences in 21st century skills with the UN Sustainable Development Goals (SDG) as the framework. This will be done by developing online learning materials and modules about SDG 4, 5, 11, 12, 13 and 14 for pupils between 10 and 15 years, aiming to improve their understanding of current societal issues, i.e. environment, circular economy etc. The digital materials will focus on enhancing pupils' 21st century skills, which are essential for young people's success and development in the 21 st century. The highlighted skills include: character, citizenship, collaboration, creativity and critical thinking.

- ✓ PRIMARY TARGET GROUP: pupils at the age of 10-15
- ✓ SECONDARY TARGET GROUP: schoolteachers.

Intellectual outputs:

- ✓ Output 1 – Development of learning materials and modules

The project developed 6 modules, one for each of the selected SDGs (Quality Education, Gender Equality, Sustainable cities and communities, Responsible consumption and production, Climate action, Life below water)

- ✓ Output 2 – Development of an online platform

The project developed an online platform, where teachers will be able to access the learning materials.

- ✓ Output 3 – Evaluation

The partnership evaluated the modules and learning materials and how/if they have improved pupils' knowledge of UN SDGs and enhanced their 21st century skills.

Social media:

Facebook: https://www.facebook.com/21CSDG/
Instagram account: 21csdg

Partners:

VEJLE KOMMUNE:

Vejle Kommune has cooperated with over 70 municipalities, learning institutions, government and private institutions, NGOs and professional organizations across Europe, and globally, which enabled the staff to improve their competences in a wide range of areas. International work is an integral aspect of Vejle Municipality, as this expands the staff's perspectives, and provides inspiration to improving the service that the municipality provides to its residents. Likewise, the municipality believes that its experience in various international projects would be interesting for similar organizations in Europe.

Vejle is looking to enrich its knowledge with the experiences of partners, and is looking to contribute to the development of a common European best practice in this area.

The Hub Nicosia Ltd (Hub Nicosia):

Hub Nicosia is a Non-Governmental organization that operates as an educational centre and a co-working space for individuals and organisations with cultural, educational, environmental and social aims. It is located near Nicosia's buffer zone and welcomes people from different communities and ethnic backgrounds.

Hub Nicosia offers co-working facilities, offices, seminar rooms, aiming particularly to address the needs of small organisations and young, start-up entrepreneurs with affordable spaces where they can work and thrive together.

Beyond the physical space, Hub Nicosia aims to mobilize youth to fully engage in the civic, political and economic life. It offers learning opportunities for strengthening skills such as:

- soft skills for empowerment, democratic participation and active citizenship
- employment skills to assist their transition into employment
- enterprise skills so they can start their own enterprises

In a world surrounded with conflict and exclusion of many forms, Hub Nicosia aspires to take part in actions that improve individual lives, enhance social inclusion and inspire hope. Its partners include

youth organisations, universities, NGOs, migrant associations, and European networks.

Hub Nicosia is a member of the European Creative Hubs Network.

CIIE/Faculty of Psychology and Education Sciences

CIIE: Founded in 1911, U.PORTO is one of the largest higher education and research institutions in Portugal. FPCEUP's involvement in this project will be performed by the Centre for Research and Intervention in Education (CIIE), a research institution that develops high-quality, innovative research on key issues of educational and social change and processes, in order to broaden the role of education in promoting equity, inclusion and active citizenship. Since its inception, in 1988, CIIE has been accredited and funded by the Portuguese national research funding agency (FCT). In the latest periodic research assessment exercise, CIIE was ranked in the top-two in Education for the quality and impact of its research. CIIE has a long record of excellence in educational research, training and consultancy, as well as extensive international cooperation activities. CIIE is also actively engaged in developing international best practice in knowledge transfer, wide dissemination and outreach activities.

CIIE's solid research capacity and performance is built over existing areas of research strength: public policies in education, evaluation, leadership and school management; diversity, equality and social justice; initial teacher education and professional development; innovation in teaching and learning; citizenship education; community education, civic and political participation and social change; youth cultures and pathways; empowerment and inclusion through digital education. UPORTO/CIIE successfully applies its potential to a number of regional, national and international, and projects and initiatives.

The School, Community and Company Consortium (CSCI)

CSCI is a Vocational Training Agency, authorized by the Piedmont Regional Government, which holds UNI EN ISO 9001:2008 certification.

It was created as a joint venture between the world of work (Italian and Hungarian private companies), the school world (Italian Schools and University) and the civil service (Municipality of Novara, Municipality of Cameri Foundations, Italian and Romanian Associations, the Chamber of Commerce of Cadiz-Spain) to foster the development of human and professional resources, creating and managing training and refresher programs for workers and young job-seekers, in both the public and the private sectors, to promote the "contamination" and the dialogue among young people coming from different countries (i.e. young migrants) supporting their social inclusion.

CSCI main activities are: promotion, planning, management and implementation of courses on soft skills (i.e. internal and external communication and multicultural dialogue devoted to disadvantaged people) and on technical issues (i.e. quality, safety, administration, project management, management of EU direct and indirect funds, ICT, Flooding and other climate change challenges; Social Innovation); mobility actions (students and staff); studies and research for the application of new technologies and teaching methodologies; organization of conventions, conferences and congresses; design and management of learning Projects; studies and research in the field of the analysis of the lack of competences; e-government; training of teachers and trainers.

Daugavpils pilsetas Izglitibas parvalde

Daugavpils City is the second largest city in Latvia. It is a municipal institution which coordinates the education in the local community (about 90 000 people population). The Education Department (with the staff of 76 people) realizes municipal educational functions and all questions connected with it.
There are 13 secondary schools, 3 basic schools, 2 special education institutions, 29 pre-school educational establishments and 1 vocational school. The institution ensures different kinds of education availability in Daugavpils, including free time activities and inclusive education (for young people with special needs), lifelong learning education for adults.
The Education Department has several successful experiences in international projects implementation and administration. Majority of the projects were realized to organise studies and professional development for people who work in the field of education (teachers, education policy makers). They joined the programme Europe for Citizens in 2015, 2016 and 2018.
The Education Department had a successful cooperation with several NGOs in the field of Roma integration and psychological support of families (EEZ and Norwegian financial tool support programme). Daugavpils City Education Department was the organizer of "Regional Education Features and Peculiarities: Multiculturalism, Traditions, Innovations" Catalogue 2013/14 Nr.26 Study visit (CEDEFOP). The Education Department accountancy is centralized and it works with all city schools and pre-schools' international projects including Erasmus+ (more than 15 projects). During the previous years gained the experience of work as partners in NordPlus, Grundtvig, Leonardo da Vinci projects realization for adults.

Civil Society Organization Eco Logic

Eco Logic is a non-profit organization that is dedicated to protection and conservation of the environment, promotion of modern ecological practices, as well as monitoring and promoting the principle of sustainable development. Our organization encourages and supports positive changes in society in the forms of:

- Promotion of the ecology as science and promotion of the cleaner production concept;
- Protection and conservation of nature and the environment, as well as distribution of environmental knowledge and upgrade of ecological education;
- Promotion of the principle for sustainable development and development of VET programmes in the field;
- Creating new "green" jobs based on the concept of sustainable development
- Organization of specific tailored made training programmes related to sustainable development (eq: sustainable development goals / SDG's, sustainability, sustainability advising, SD in social entrepreneurship, educational SDG camps for youth, and project activities for both high school staff and students).
- Development and introduction of educational board games on various topics in formal and non-formal settings (training courses, classrooms, etc.)
-Delivery of variety of campaigns such as environmental campaigns, worker's rights campaigns, and many others.

Eco Logic has a strong background and experience in youth and adult related work, emphasizing non formal education activities on various topics. In the last years, this organization has devoted itself to share and promote knowledge and information on the topic of sustainable development and green urban living, as well as development of VET programmes including an innovative components such as games and tools for enabling better outcomes in the process of teaching and learning.

The 21C-SDG curriculum: the need and objectives of the curriculum

The 21C-SDG curriculum includes chapters with extensions in which we discuss how to use certain educational resources. The 21C-SDG curriculum provides the structure for the provision of quality learning, especially where teachers might be under-qualified and inexperienced, their classrooms under-resourced, and their students lacking the prior frameworks within which to situate their learning. The 21C-SDG curriculum articulates both the competencies necessary for lifelong learning and the competencies needed for holistic development. Education should be inclusive and equitable, characterized by quality learning, promoting lifelong learning, and relevant to holistic development.

The purpose of the 21C-SDG curriculum is to develop successful learners, confident individuals, and responsible citizens who are resilient and uphold the core values and principles. The 21C-SDG curriculum aims to ensure that students develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future, and to appreciate their place in the world. Students will get a greater knowledge of challenges faced not only in their own lives but also in the lives of others all around them. These SDGs highlight the structures behind our society – economic, legal, and political – and their complexities. They shed light on difficulties that students may not be aware of, or even take for granted.

It is envisioned that this 21C-SDG curriculum will help teachers to develop successful learners, confident individuals and responsible citizens who are resilient and uphold the core values and principles. This 21C-SDG curriculum reinforces the connections between the SDGs through a holistic, life course approach taking into account the SDG targets and the relevant indicators.

Covered modules:

The 21C-SDG curriculum is organized in 6 modules. Each module will focus on the intersection between one specific Sustainable Development Goal and the acquisition of 21st century skills. The promoted skills are based on Michael Fullan's 6 Global Competencies, and include character, citizenship, collaboration, communication, creativity, and critical thinking.

- Module 1 explores in depth Sustainable Development Goal 4 – Quality Education.
- Module 2 focuses on Sustainable Development Goal 5 – Gender equality.
- Module 3 aims to highlight Sustainable Development Goal 11 – Sustainable Cities and Communities.
- Module 4 promotes Sustainable Development Goal 12 – Responsible Consumption and Production.
- Module 5 presents Sustainable Development Goal 13 – Climate Action.
- And, finally, Module 6 focuses on Sustainable Development Goal 14 – Life below Water.

In addition are following a key dimension of each of the SDG's:

- ✓ **QUALITY EDUCATION (SDG4)**

Key dimensions of Sustainable Development Goal 4:

The key dimensions of SDG4 are associated to cognitive, socio-emotional and behavioral learning objectives (UNESCO, 2017, p. 18)11 .

The cognitive learning objectives are related to: understanding the role of education and lifelong learning opportunities for all; acknowledge that education is a fundamental human right; recognizing the lack of equitable access to quality education and lifelong learning opportunities; understanding the role of culture in achieving sustainability and the importance of education to the creation of a more sustainable, equitable and peaceful world.

The socio-emotional learning objectives are related with: the learner ability to raise awareness for the importance of quality education for all; motivate and empower others to demand and engage education for sustainable development and other educational opportunities; identifying their own learning needs and personal development and improving their skills, especially for employment and entrepreneurship. The behavioral learning objectives are related with the capacity to facilitate and implement quality education for all, at different levels; promote gender equality; demand and support the development of policies; empower young people to learn throughout their life and promote sustainable development.

- ✓ **GENDER EQUALITY (SDG5)**

Key dimensions of Sustainable Development Goal 5:

To reach the full potential of SDG5, then equal access to education, health care, decent work and representation in political and economic decision-making processes are required. These are crystallized in the learning objectives set by UNESCO regarding all SDGs (2017, p.25)19. Concerning SDG5:

A) The cognitive learning objectives indicate that the learner should understand basic gender concepts and get informed about gender discrimination, gender violence and inequality, while at the same time s/he has her/his own culture as a reference point to compare to global norms. Moreover, the learner should comprehend the role of education, technology and legislation in empowering and ensuring the full participation of all genders.

B) The socio-emotional learning objectives indicate that the learner should be able to recognize and question traditional perceptions of gender roles; identify and speak up against all forms of discrimination; empower those who may still be disempowered; reflect on her/his own gender identity; and feel empathy and solidarity with those who differ.

C) The behavioral learning objectives indicate that the learners should be able to empower themselves and other who are discriminated against because of their gender; participate in and influence

decision-making regarding gender equality; observe and identify gender discrimination; and implement, support and evaluate strategies for gender equality.

✓ SUSTAINABLE CITIES & COMMUNITIES (SDG11)

Key dimensions of Sustainable Development Goal 11:

The exodus from rural and peripheral areas towards cities seems to be inexorable, more or less everywhere in the planet. More than half of the world population live in cities. By 2050, 6.5 billion people - two-thirds of all humanity - will be urban. Cities occupy just 3 percent of the Earth's land but account for 60 to 80 percent of energy consumption and at least 70 percent of carbon emissions. In such a context, sustainable development cannot be achieved without significantly transforming the way we build and manage our urban spaces. The UN 2030 Agenda selected for this topic a panel of important targets, to be achieved through the joint commitment of upper and lower authorities, business stakeholders and community members. So, by 2030 it will be essential, let's say mandatory, to take the initiative and change course in several fields considered as key elements. - The vast majority of urban people breath poor-quality air, influencing negatively many factors related to the living in cities. First of all, health of the citizens, highly influenced by pollution. With increasing urban populations and the existence of consumer-oriented economies amid rising income levels and rapid urbanization, it is estimated that the total waste generated in the world will double from nearly 2 billion tons in 2016 to about 4 billion tons by 2050. And an eventual selfish consideration in Europe, based on the idea that waste problems mainly affect cities on the other side of the world, would be blind and strategically wrong. - Environmental sustainability is at risk also because of excessive expansion of uncontrolled concreting, contributing to stole green areas. In order to safeguard the livableness of cities, it would be fundamental to preserve non-urbanized spaces, through their reconversion to a balanced mixture of accessible green areas, pedestrian and bike path, and maybe also urban vegetables gardens. Globally, urban areas are expanding at a faster rate than their populations. Between 2000 and 2014, areas occupied by cities grew 1.28 times faster than their populations. Better management of urban growth will be crucial in order to guarantee sustainable urbanization.

The role of transport in sustainable development was first recognized at the 1992 United Nation's Earth Summit and reinforced in its outcome document, Agenda 21. The global attention to transport has then continued, and in the 2030 Agenda sustainable transport is mainstreamed across several SDGs and targets, especially those related to food security, health, energy, economic growth, infrastructure, and cities and human settlements. The importance of transport for climate action is further recognized, given the fact that close to a quarter of energy-related global greenhouse gas emissions come from transport and that these emissions are projected to grow substantially in the years to come. Besides, by 2030 policy makers will be asked to find a solution for the social impact of transport solutions in cities and human settlements, providing access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.

✓ RESPONSIBLE CONSUMPTION AND PRODUCTION (SDG12)

The key dimensions covered by the goal of "Responsible consumption and production" are sustainable use of energy, food, water, as well as proper use of waste and their environmentally friendly disposal.

1. Sustainable use of energy.

Energy is used on a daily basis in schools, at home, at work and even during recreation. Efficient use of energy is one of the simplest ways to reduce environmental pollution. Saving it also helps save world resources such as natural gas, oil, water, and thus helps save money on daily bills. Conscientious use of energy reduces air and water pollution, making the environment a better place for living. The term energy efficiency is associated with two possible meanings. One refers to appliances and the other refers to measures. An energy efficient appliance is a device that has a high degree of beneficial effect, it has a small loss of energy in the process of transforming one type of energy to another. Measures taken to reduce energy consumption, whether technical or else, are high in all respects.

2. Sustainable use of food

Globally, foodstuffs represent 48% and 70% of the environmental impacts, on land and water resources, respectively; consumption of meat, dairy products, and processed foods increases rapidly with income. Industrial agriculture production is a major source of raw materials and it is energy intensive. Industrial agriculture systems usually require extensive application of irrigation systems, extensive pesticide and fertilizer application, intensive tillage, concentrated production, etc. The results of these industrial agricultural stresses are: water mass depletion, chemical leakage, soil erosion, land degradation, loss of biodiversity and other environmental problems. On the other hand, significant carbon dioxide emissions that disrupt the climate are driven by long-haul food transport.

3. Sustainable water consumption

Another factor for sustainable living includes water consumption and usage since the one thing that no one can live without is water. Its sustainable consumption has broader implications on humanity. At the moment people are using one quarter of the total fresh drinking water on The Earth in natural circulation. Population and demand of water are in constant increase. On the other hand, lack of safe and pure water causes millions of death cases each year. Currently in the world, a total of 748 million of people do not have access to safe drinking water.

4. Proper usage of waste and their ecological disposal

With the increase of world population and abundance the consumption of different materials in number, diversity and transport have also increased. It has been estimated that by 2050 humanity may consume 140 billion tons of minerals, mines, fossil fuels and biomass per year (three times more than now) unless the rate of economy growth decreases in reference to the rate of natural resources consumption. The effective consumption of resources can be achieved by implementation of recycling, materials which can be recycled and reused, locally available materials, materials which use production of resources and durable material as much as possible. Dematerialization is supported by the ideas of industrial ecology, eco-design and usage of ecological labels. Apart from the well-known "reduce, reuse and recycle" the consumers use their purchase power for ethic consumption People are the only creatures on our planet

that produce waste. We produce 2.12 billion tons of waste every year. If we load this waste in trucks and drive one after the other, we can circle the planet 24 times.

✓ CLIMATE ACTION (SDG13)

- Define what climate change is;
- Understand the urgency of taking action to combat climate change and its impacts;
- Strengthen resilience and adaptive capacity to climate related disasters;
- Understand the need for the implementation of the UN Framework Convention on climate change;

The interplay between Sustainable Development Goal 13 and the acquisition of 21st century skills

- Explore, reflect upon and follow up ideas in real life that stress out the urgency of taking immediate action against climate change;
- Raise innovative ideas and non-traditional solutions regarding SDG13;
- Cooperate and share tasks with other students to strengthen resilience to climate change;
- Show resistance and endurance towards the struggle for climate justice;
- Apply critical thinking and make meaningful knowledge around SDG13;
- Learn to see connections and patterns;
- Define alternatives for action and set priorities;
- Learn to make smart and informed decisions;
- Learn to cooperate in teams;
- Learn to communicate with digital tools;

✓ LIFE BELOW WATER (SDG14)

We have chosen to focus on the following three sustainable development goals:

14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution

The key themes of 14.1:

- Plastic pollution of the sea, because it is a visible worldwide problem, illustrates, why we are dependent of each other;
- Pollution with nutrients in coastal waters that comes from fish production, cities and the agriculture

The key themes of SDG 14.2:

- We will work with biodiversity with a focus on protection of species, because the species that will be extinct, never can return;

▪ Focus on restoration of marine and ecosystem local and global e.g. concrete actions to restore the local inlet. (Vejle Fjord)25.

Our reasons for choosing and pinpointing these 3 targets are, that they are affecting human life and will be relevant also for school children to work with. If we want them to change their habits and attitude, it must make sense for the students in their everyday life and give them opportunities to act. It is important for us that the activities we choose are close to the students' everyday life. Furthermore, it is important that they are able to understand the effect of the actions, which they can do themselves.

They need to have positive experiences connected to the sea and life below water. We will obtain that in the following ways:

1) The students need to see and feel that sea pollution and other human actions towards the sea is a real problem (e.g. plastic in mussels or plastic on the beach)

2) The students need to develop an understanding of the natural systems (e.g. water cycle, pollution chemistry and biodiversity) in the sea

3) The students will be able to see a solution that can be integrated into everyday life It is also important that the activities are practice-oriented and gives a basic knowledge of water systems.

Target group for using a 21C-SDG curriculum:

Today, children are growing up in a world completely different from previous generations. The planet is under stress from pollution and climate changes. If we want to secure the planet and future generations, we need to learn to be sustainable in order to enable everyone to live a good quality life. If we want to succeed in this, it is important to recognize that children and pupils need to be a part of the solution, because obviously, they are the future. Therefore, they need to be able to address the problems and this requires 21st century skills such as creative thinking, critical thinking, problem-solving skills, media literacy and entrepreneurship.

The new Skills Agenda for Europe enshrines critical thinking, entrepreneurship, problem solving or digital competences, among others, as vital skills that the 21st century pupil needs to learn. This is to ensure that pupils develop a broad set of skills from early on in life and to make the most of Europe's human capital, which will ultimately boost employability, competitiveness and growth in Europe. The UN Sustainable Development Goals define areas of society that we need to raise special awareness about in order to build capacity for future generations. Teachers must be able to teach their pupils to think critically about the issues facing the world, to enable them to create innovative solutions and become world citizens. The primary target group are pupils (10-15 years old) who will use and benefit from modules and learning materials developed in the project. The secondary target group are teachers and other trainers of young

people who will benefit from the developed modules/learning materials to teach 21st century skills using the UN SDG's.

Methodology:

The main part or the essence of the manual is the produced learning tools that gives clear guidelines for teachers and educators on how to implement in their teaching or extracurricular activities.

Each of the learning tools contains:

- ✓ Name of the tool
- ✓ 21st century skills addressed

There is broad agreement that today's students need different skills than were perhaps taught to previous generations. The skills they learn should reflect to the specific demands that will placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society. With that in mind, each of the learning tools is associated with at least one of 21st century skills ((Character, Citizenship, Collaboration and Teamwork, Communication, Critical Thinking and Problem, Solving Creativity and Imagination).

- ✓ Objectives

Provide direction and intent to educational action. As well, describe the end-points or desired outcomes of the learning tools.

- ✓ Activity details

One learning tool, can contain one or more activities. The activities are intended for individual or teamwork. Each of them gives an explanation about: required materials for realization, group number and duration.

- ✓ Instructions

In this section, all the steps for realization of the activities, which should be followed, are explained to the teachers/educators. Starting from the introductory part, the main implementation and summarization. Of course, extra imagination and creativity are more than welcome.

- ✓ Tips for the teacher

This section offers: Easier way of doing something or making something easier to do. It contains short directions points for successful realization of the activities.

- ✓ Debriefing

Through debriefing, it is making an evaluation of the full process. What students, liked or did not like, what they would like to see in the future and so on. That is done for example, in the following ways:

- The teachers ask the participants to share their views and feelings about the activity;
- Students write on sticky notes words or phrases they learned from this lesson and then they put them on the board.

- ✓ Follow-up/Inspiration for the future

After the realization of learning tools, it continues the encouragement of teachers for further activity implementation. This section offers additional ideas or research guidelines that will provide even greater value and sustainability (such as: place the posters in your eco floor, share on your website, Marking October 5-th, Teacher's Day, etc.).

- ✓ References/Further reading

In this section are covered: References of the used materials and sources that author has deemed useful to a reader seeking additional information or context about the covered topic.

- ✓ Annex:

In this section you can find useful materials that will allow you easy understanding.

For example: presentations, templates for filling that can be online or printed form, quizzes, crossword, game-based learning, etc.

How to use the 21C-SDG curriculum:

The curriculum provides everything you may need to guide your students to the discovery of the Sustainable Development Goals, with the aim to enhance their soft skills. Each module of the curriculum deals with a specific Sustainable Development Goal, and it has been structured in three parts: - An introductory section, that we suggest sharing with your students under the form of an easy tale, in a creative way including some practical examples.

This may help to avoid boring or scaring off your students with a theoretical content that could appear more complex than what it really is. - A central body composed of six learning tools, i.e. didactic activities that it is worth analyzing in advance to decide which of them best fit with the educational objectives related to the age of your students. Each activity has different characteristics, and choosing the activities to be carried out with your students, we suggest to pay attention not only to the objectives and the modalities of development, but also to the estimated duration and to the didactic material required. But no worries: these tools are easily scalable, and if necessary, you can adapt your interventions, in order to match the activities with your timetable and with the available stuff!

In order to foster the cooperative learning-by-doing, many activities require to split the class in small groups. For this reason, it is highly recommended that you get help from a teacher able to manage group dynamics and to supervise with you the work of the various groups. Finally, please note that the learning tools have been designed during a period of general uncertainty due to the unpredictable situation of Coronavirus pandemic. In view of the limitations and distance required nowadays in many European countries, it is possible that some activities may not be developed in the manner foreseen. In that case, you and your teachers should find the way to arrange different and tailored options to develop them respecting the safety rules and, at the same time, without losing sight of your objectives related to SDGs and 21st century skills for your students. - An existing good practice identified at local level, able to show how many nice and important things we can do for the future of our Planet if we use our skills and competences to plan new solutions to the problems the SDGs are focused on. The analysis of good practices can serve as an example and a stimulus to your students and can both precede the performance of didactic activities and follow it as a comment and confirmation of the validity of the path taken together.

Best practices:

✓ **Interactive Groups:**

Interactive Groups Description: The SDG4 (Quality and Inclusive Education) good practice "Interactive Groups" is framed on the Learning Communities - Include-Ed Project, which has been adopted by many Portuguese schools since 2017. The interactive groups are a way to organise the classroom based on evidence given by the international scientific community and contrasted with the traditional practice in the classroom at education levels./ page 54 of the 21C-SDG curriculum

- ✓ **A Women's History Archive: Cyprus Library Online for Gender (CLiO for Gender):**

The project aims to collect primary sources regarding women's history in Cyprus which will concern the period between 1878 and 1960 (such as old newspapers, interviews, archive material, photographs etc.) that will be concentrated in a digital online archive which will be open to the public. It also aims to examine and evaluate the potential impact of knowledge regarding women's history on contemporary stereotypes and beliefs on gender. / page 92 of the 21C-SDG curriculum

- ✓ **BUNET Bike's Urban NEtwork Torino:**

Among the numerous initiatives of the City of Turin to promote the use of the bike, the one perhaps more long-lived and most successful is BUNET, acronym that forms a word that in the Piedmontese language refers to a delicious cake with chocolate and macaroons. In terms of sustainability, Bunet is instead a real "navigator", that allows the citizens to plan their journeys by bike, taking into account three parameters: safety (choice of cycle paths, streets with little traffic, unique senses, Zone30), speed and altitude. The service is available from all mobile devices (Android, iOS and Windows) and can be used both by those who have their own bike and those who use the city bike-sharing service. The app is also available in English and French, therefore allowing an easy use by foreign tourists too./ page 116 of the 21C-SDG curriculum

- ✓ **Hands-on learning activities and experiments**

The SDG12 (Responsible Consumption and Production) good practice "hands-on learning" is an educational method that directly involves the learners, by actively encouraging them to do something in order to learn about it. In short, it is 'learning by doing.' The learning process is much improved when students are challenged to seek answers and are driven by a curiosity to learn. Well-designed, hands-on activities and experiments in the classroom foster connections to real-world situations and increase learner engagement. There are many different activities that can be used or adapted for different age groups and also incorporate computer work in the classroom./ page 163 of the 21C-SDG curriculum

- ✓ **The Second Life of Waste**

The Module developed by our team provide a deeper understanding of SDG13 and the urgency of taking action to combat climate change and its impacts, we explain how it interrelates with sustainable lifestyles, how 21st century skills are relevant to SDG13, build teachers' capacity further in order to facilitate successful sessions to increase students' skills and competencies using the framework of the UN SDG13./ page 206 of the 21C-SDG curriculum

Final remarks:

The 21C-SDG curriculum is built in an attempt to be:

Each training module comprises of:

- Flexible enough to allow the educator or teacher to adapt to the needs and circumstances;
- Ready-to-use, in order to facilitate the teacher's task, such as preparatory work and class implementation.

We hope that with the help of the 21C-SDG curriculum we will encourage you to implement it in your school activities. A lot of effort has been invested in it, love for working with children, a motivation that we hope will be recognized by you.

Disclaimer:
"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

HANDBOOK
21C-SDG

Erasmus+