



Empowering pre-primary and primary school teachers' in using and combining Eco-Art for Eco awareness, psycho-social tools and non-formal teaching methods



SEEDS

Empowering pre-primary and primary school teachers' in using and combining Eco-Art for Eco awareness, psycho-social tools and non-formal teaching methods

MODULE 1

Introduction to the Sustainable Development Goals (SDGs)



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project number: 2024-1-CY01-KA210-SCH-000244608

Contents

.....	3
<i>Introduction to the Sustainable Development Goals (SDGs)</i>	4
<i>SDG3: Good Health and Well-Being</i>	5
Introduction	5
<i>SDG4: Quality Education</i>	9
Introduction	9
<i>SDG 6: Clean Water and Sanitation</i>	13
Introduction	13
<i>SDG 12: Responsible Consumption and Production</i>	16
Introduction	16
<i>SDG 13: Climate Action</i>	19
Introduction	19
<i>SDG 15: Life on Land</i>	22
Introduction	22
<i>References</i>	25



SUSTAINABLE DEVELOPMENT GOALS



Figure 1. United Nations. (n.d.). *The 17 Goals*. <https://sdgs.un.org/goals>





Empowering pre-primary and primary school teachers' in using and combining Eco-Art for Eco awareness, psycho-social tools and non-formal teaching methods

Introduction to the Sustainable Development Goals (SDGs)

In September 2015, at the United Nations Headquarters in New York, the 2030 Agenda was agreed upon, which was structured with 17 Sustainable Development Goals (SDGs). The 17 SDGs aim to eliminate poverty and hunger, promote health, quality education, and gender equality, clean water and sanitation, sustainable energy, and decent work, reduce inequalities, develop sustainable cities, promote responsible consumption, address climate change, protect marine and terrestrial ecosystems, promote peace, and foster partnerships to achieve these goals (United Nations, 2024).

For the purposes of the current program, SEEDS, we will focus on five of these goals: quality education, ensuring clean water, responsible consumption and production, addressing climate change, and life on land ecosystems.



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project number: 2024-1-CY01-KA210-SCH-000244608



SDG3: Good Health and Well-Being

Introduction

Ensuring healthy lives and promoting well-being at all ages is essential for sustainable development. While significant strides have been made in increasing life expectancy and reducing child and maternal mortality, many challenges remain, especially in areas such as mental health, [non-communicable diseases](#), and universal access to healthcare services.



Figure 2. Goal 3: Ensure healthy lives and promote well-being for all at all ages. *Note.* From Goal 3 | Department of Economic and Social Affairs, by United Nations, 2025. Copyright by United Nations. [Goal 3 | Department of Economic and Social Affairs](#)

As previously mentioned, all goals must be achieved by 2030. The following outlines the nine additional goals, enriched with the mentioned critical timeline:

Main Goals

- 3.1 Reduce the global maternal mortality ratio to less than 70 per 100,000 live births by ensuring access to skilled care before, during, and after childbirth.
- 3.2 End preventable deaths of newborns and children under 5 years of age, with all countries

aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births.

3.3 End the epidemics of AIDS, tuberculosis, malaria, and neglected tropical diseases, and combat hepatitis, water-borne diseases, and other communicable diseases.



Figure 3. Goal 3: Ensure healthy lives and promote well-being for all at all ages. **Note.** From Goal 3 | Department of Economic and Social Affairs, by United Nations, 2025. Copyright by United Nations. [Goal 3 | Department of Economic and Social Affairs](#)

3.4 Reduce by one-third premature mortality from non-communicable diseases (NCDs) through prevention, treatment, and promotion of mental health and well-being.

3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.

3.6 Halve the number of global deaths and injuries from road traffic accidents.

3.7 Ensure universal access to sexual and reproductive health-care services, including family planning, information and education, and the integration of reproductive health into national strategies and programs.

3.8 Achieve universal health coverage (UHC), including financial risk protection, access to quality essential health-care services, and access to safe, effective, quality, and affordable essential medicines and vaccines for all.



Figure 4. Goal 3: Ensure healthy lives and promote well-being for all at all ages. **Note.** From Goal 3 | Department of Economic and Social Affairs, by United Nations, 2025. Copyright by United Nations. [Goal 3 | Department of Economic and Social Affairs](#)

3.9 Substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water, and soil pollution and contamination.

Additionally, within the goal of good health and well-being, four specific measures are included:

3.a Tobacco use remains a leading cause of preventable disease and death worldwide. Through the implementation of the WHO Framework Convention on Tobacco Control, countries are encouraged to adopt evidence-based strategies to reduce tobacco consumption, including public smoking bans, tobacco taxes, health warnings on packaging, and restrictions on advertising and sponsorship. Special focus must be placed on youth-targeted interventions and community-based campaigns to prevent the initiation of tobacco use. Cross-border cooperation is also vital in combating illicit trade in tobacco products.

3.b Innovation in medical research plays a vital role in addressing health inequalities. Investments in vaccine development, diagnostic tools, and treatments for diseases such as malaria, tuberculosis, HIV/AIDS, and emerging zoonotic diseases are critical. Emphasis must also be placed on affordable pricing, equitable access, and public-private partnerships. Strengthening intellectual property frameworks to align with the Doha Declaration ensures developing countries can make full use of flexibilities to protect public health and promote access to medicines.

3.c A well-functioning health system depends on adequate financing and a competent, motivated, and equitably distributed health workforce. This includes expanding educational opportunities for health professionals, improving working conditions, increasing recruitment in underserved areas, and providing continuous professional development. International cooperation and aid should prioritize technical training, especially for frontline workers, midwives, nurses, and rural health professionals in least developed and small island developing countries.

3.d The COVID-19 pandemic highlighted the urgent need for resilient health systems capable of responding to emergencies. Countries must enhance surveillance systems, laboratory networks, rapid response teams, and health information systems to detect and respond to disease outbreaks swiftly. Global collaboration, transparent data sharing, and coordinated preparedness planning are essential. National emergency health plans should also address vulnerabilities related to climate change, environmental degradation, conflict, and population displacement.

Learn more about SDG 3 – Good Health and Well-being [here](#).





SDG4: Quality Education

Introduction

According to the United Nations, quality education is one of the Sustainable Development Goals that aims to transform our world by 2030. Quality education ensures access for all to inclusive and equitable learning opportunities, providing safe, non-violent, and effective learning environments. This Goal focuses on overall development of learners without any discrimination.

Access to quality education is essential for improving lives and achieving sustainable development. While progress has been made in expanding access and improving literacy, greater efforts are required to achieve universal education by 2030 (United Nations Regional Information Center - Greece, 2024).



Figure 5. Educational targets as presented by the UN SDGs. **Note.** From Goal 4 | Department of Economic and Social Affairs, by United Nations, 2025. Copyright by United Nations. <https://sdgs.un.org/goals/goal4>



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project number: 2024-1-CY01-KA210-SCH-000244608

Main Goals

To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, these are the specific targets to be achieved by 2030.

4.1 Ensure free, equitable, and quality primary and secondary education for all children, aiming for effective learning outcomes.

4.2 Provide quality early childhood education and care to prepare children for primary school.



Figure 6. *Schoolgirls at a school in Western Darfur, Sudan (2011, January 24).* **Note.** From *UN Photo archive*, by UN Photo/Albert González Farran, 2011. Copyright by United Nations. <https://unric.org/el/>

4.3 Ensure inclusive access to affordable and quality higher education, including technical and vocational training.

4.4 Increase the number of young people and adults with skills for employment and entrepreneurship.

4.5 Eliminate gender disparities and ensure inclusive access to education for vulnerable populations.

4.6 Promote literacy and numeracy among youth and a significant portion of adults.

4.7 Develop inclusive, safe, and effective educational environments, considering accessibility and gender sensitivity.

Additionally, within the goal of quality education, three specific measures are included:



4.a The development and upgrading of educational infrastructure should take into account the needs of children and persons with disabilities, ensuring accessibility and inclusion for all. At the same time, gender considerations must be addressed to ensure that facilities are welcoming to both sexes. Furthermore, it is essential to ensure learning environments that are safe, peaceful, participatory, and effective, providing equal learning opportunities for every student.

4.b Increase scholarships for students from developing and least developed countries to support access to higher education.

4.c Strengthen the supply of qualified teachers through international cooperation and training, especially in developing regions (United Nations, 2024).

Supporting Measures

Additional supporting measures for SDG 4 include promoting open and distance learning to reach remote or conflict-affected areas, expanding community-based education initiatives, and integrating non-formal and lifelong learning opportunities for adults. Strengthening data systems to monitor progress, fostering partnerships between governments, civil society, and the private sector, and embedding global citizenship and climate education into curricula are also key strategies. Together, these measures enhance the inclusivity, relevance, and resilience of education systems worldwide.



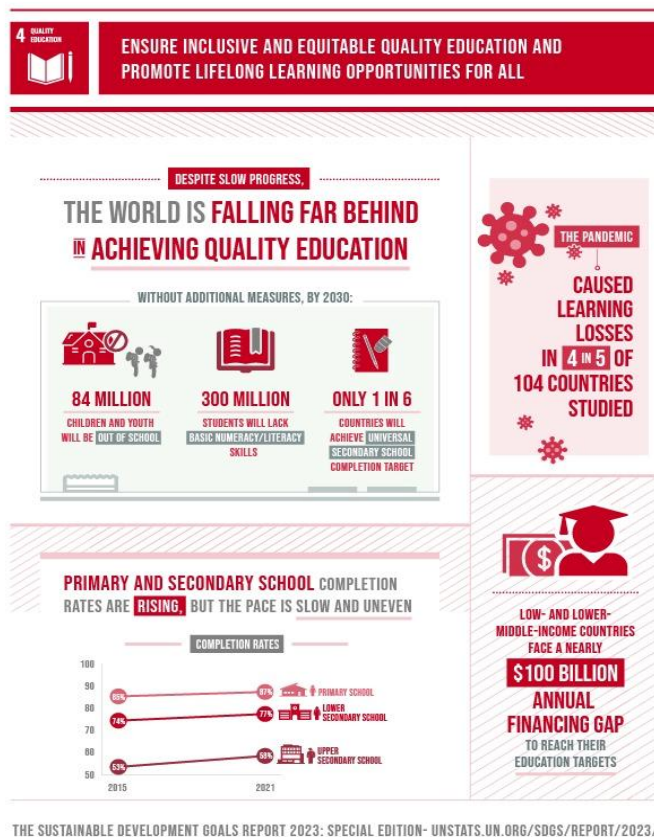


Figure 7. Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. **Note.** From Goal 4 | Department of Economic and Social Affairs, by United Nations, 2025. Copyright by United Nations. <https://sdgs.un.org/goals/goal4>

Learn more about SDG 4 - Quality Education [here](#).



SDG 6: Clean Water and Sanitation

Introduction

Clean water and sanitation are fundamental for human health, environmental sustainability, and economic development. Goal 6 of the SDGs aims to ensure availability and sustainable management of water and sanitation for all by 2030. By 2050, it is estimated that at least 25% of the population will live in areas experiencing chronic or repeated freshwater shortages (UN Information Centre – Greece, 2024).

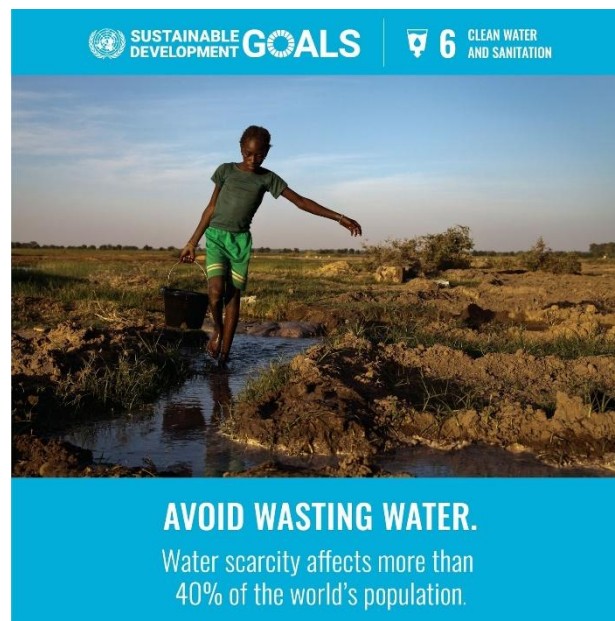


Figure 8. Access to clean water is vital for health, environment, and development. **Note.** From *UN Department of Economic and Social Affairs*, by United Nations, 2025. Copyright by United Nations. <https://sdgs.un.org/>

Main Goals

In addressing this issue, the UN has outlined and communicated six goals aimed at solving this challenge (United Nations, 2025):



6.1 Ensure universal and equitable access to safe and affordable drinking water for all.

6.2 Ensure sufficient and equitable access to sanitation systems and facilities for all, ending open defecation, with special emphasis on the needs of women, girls, and people in vulnerable situations.

6.3 Improve water quality through reducing pollution, eliminating waste, minimizing the release of hazardous chemicals and materials, reducing the proportion of untreated wastewater by 50%, and significantly increasing global recycling and safe reuse of water.



Figure 9. A mother gives her child clean water in flood-affected Charsarda, Pakistan (2010, August 11). **Note.** From UNICEF Photo Archive, by UN Photo/UNICEF/ZAK, 2010. Copyright by United Nations. <https://www.un.org/>

6.4 Substantially increase water-use efficiency across all sectors and ensure sustainable withdrawal and supply of freshwater to address water scarcity and significantly reduce the number of people affected by water shortages.

6.5 Implement integrated water resources management at all levels, including through transboundary cooperation, as appropriate.

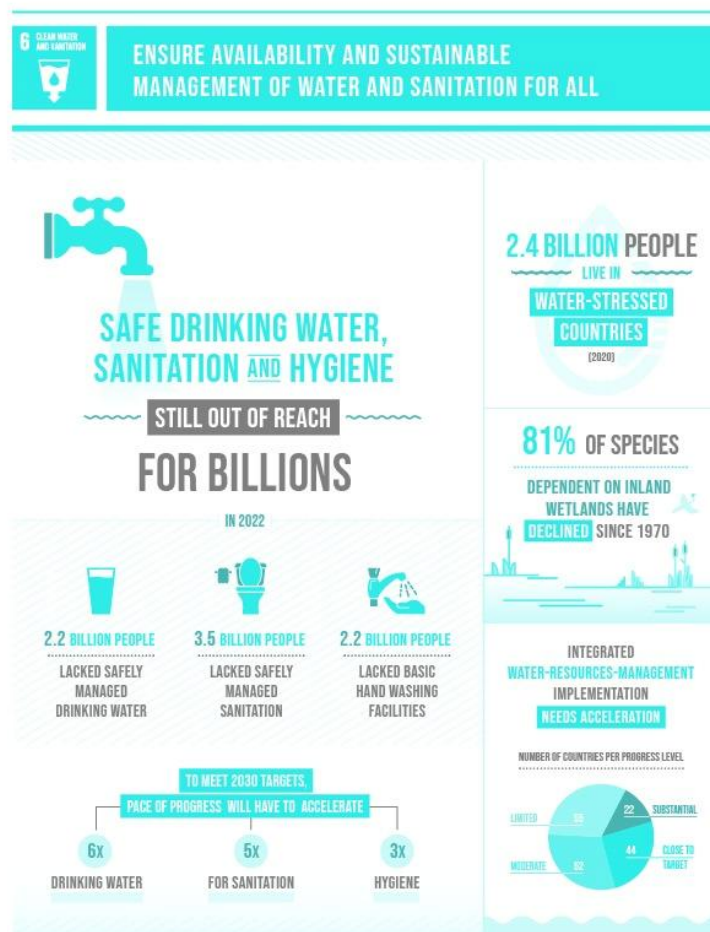
6.6 Protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, groundwater, and lakes.

Additionally, two specific measures reinforce the targeted goals:

6.a Expand international cooperation and support capacity-building in developing countries in activities and programs related to water and sanitation, such as water collection, [desalination](#),

water-use efficiency, wastewater treatment, and technologies for recycling and reuse of water.
 6.b Strengthen and support the active participation of local communities in improving water management and sanitation systems.

The lack of safe water-drinking



THE SUSTAINABLE DEVELOPMENT GOALS REPORT 2023: SPECIAL EDITION- UNSTATS.UN.ORG/SDGS/REPORT/2023/

Figure 10. Global efforts for sustainable water and sanitation systems. **Note.** From Homepage, by United Nations Regional Information Centre for Europe, 2024. Copyright by United Nations. <https://unric.org/el>

Learn more about SDG 6 - Quality Education [here](#)



Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project number: 2024-1-CY01-KA210-SCH-000244608



SDG 12: Responsible Consumption and Production

Introduction

Sustainable production and consumption aim at the efficient use of resources and energy, the development of sustainable infrastructure, and the creation of green jobs, ultimately improving quality of life. They contribute to reducing economic, environmental, and social costs, enhancing competitiveness, and alleviating poverty. Their goal is to produce more and better goods while consuming fewer resources and minimizing pollution. Success in this endeavour requires collaboration among businesses, consumers, scientists, and policymakers. At the same time, consumer awareness and education play a crucial role through standards, labelling, and sustainable public procurement, thereby promoting conscious choices for a sustainable lifestyle (United Nations Regional Information Center - Greece, 2024).



Figure 11. *Rice fields in Sapa, Vietnam. A reminder of the imbalance in global food distribution and its impact on poverty* (2011, June 23). **Note.** From *UN Photo Archive*, by UN Photo/Kibae Park, 2011. Copyright by United Nations. <https://www.un.org/>

Main Goals

In addressing the above challenge, the United Nations has identified and communicated eight key goals aimed at resolving this issue (United Nations, 2025):



12.1 Implement the 10-Year Framework of Programs on Sustainable Consumption and Production, with all countries participating, developed nations taking the lead, while considering the development levels and capabilities of developing countries.

12.2 By 2030, ensure the sustainable management and efficient use of natural resources.

12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses.

12.4 By 2020, achieve environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release into air, water, and soil to minimize adverse impacts on human health and the environment.

12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling, and reuse.

12.6 Encourage companies, especially large and transnational ones, to adopt sustainable practices and integrate sustainability information into their reporting cycle.

12.7 Promote sustainable public procurement practices in accordance with national policies and priorities.

12.8 By 2030, ensure that all people worldwide have the necessary information and awareness for sustainable development and lifestyles in harmony with nature.

Additional goals

12.a Support developing countries in strengthening their scientific and technological capacities to move towards more sustainable patterns of consumption and production.

12.b Develop and implement tools to monitor the sustainable development impacts on sustainable tourism, which creates jobs and promotes local culture and products.



12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption. Eliminate market distortions in line with national circumstances, including through restructuring taxation. Phase out harmful subsidies where they exist, to reflect their environmental impacts. At the same time, take full account of the specific needs and conditions of developing countries, minimizing possible adverse impacts on their development while protecting the poor and affected communities.

Promoting responsible production and consumption patterns worldwide

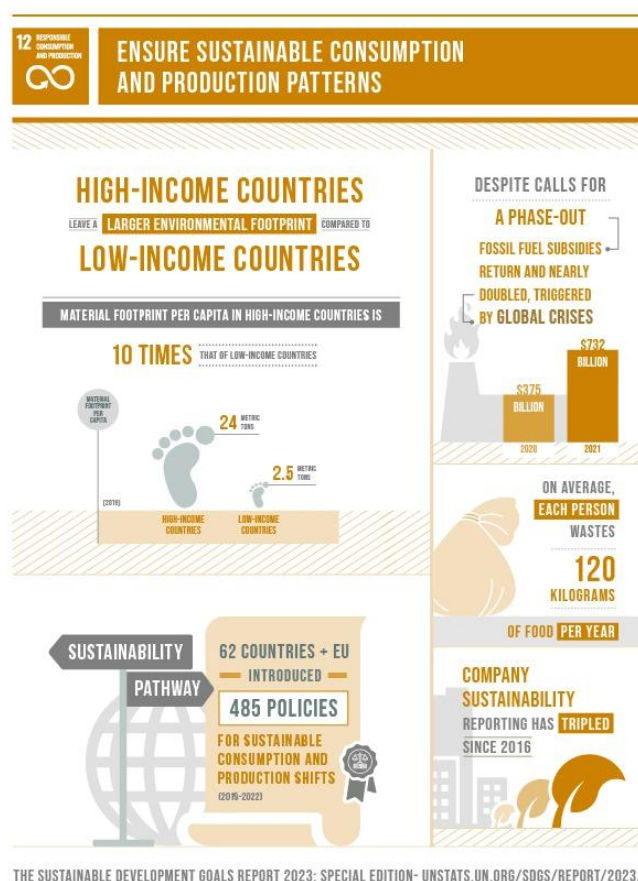


Figure 12. Promoting responsible production and consumption patterns worldwide. **Note.** From *Homepage*, by United Nations Regional Information Centre for Europe, 2024. Copyright by United Nations. <https://unric.org/el>

Learn more about SDG 12 - Responsible Consumption and Production [here](#)



SDG 13: Climate Action

Introduction

Climate change affects every country and continent, disrupting economies and impacting people's lives. Its consequences include extreme weather events, rising sea levels, and shifts in climate patterns. Human activities are driving the increase in greenhouse gas emissions, leading to further temperature rise, which could exceed 3°C in the 21st century. The poorest populations are the most affected. Solutions such as renewable energy promote cleaner economies. However, addressing the climate crisis requires international cooperation and coordinated action, as exemplified by the Paris Agreement, to support developing countries in transitioning to low-carbon economies (United Nations Regional Information Center - Greece, 2024).



Figure 13. A view of the high Norwegian Arctic. Former Secretary-General Ban Ki-moon visited the area to observe firsthand the effects of climate change (2015, July 8). **Note.** From *UNRIC – Climate and Environment*, by UN Photo/Rick Bajornas, 2015. Copyright by United Nations. <https://unric.org/el>

Main Goals

Building on this perspective, the United Nations has identified and communicated three key objectives aimed at tackling this challenge (United Nations, 2025):



Empowering pre-primary and primary school teachers' in using and combining Eco-Art for Eco awareness, psycho-social tools and non-formal teaching methods

13.1 Strengthen the capacity of all countries to adapt to and withstand risks and natural disasters resulting from climate change.

13.2 Integrate climate action into national policies, strategies, and development programs.

13.3 Enhance education, awareness, and the capacity of individuals and institutions regarding climate change mitigation, adaptation, impact reduction, and early warning.

Additional Goals

13.a Implement the commitment of developed countries, under the United Nations Framework Convention on Climate Change, to jointly allocate \$100 billion annually by 2020 from various sources to meet the needs of developing nations. The goal is to effectively address climate change, ensure transparency in the implementation of measures, and fully operationalize the Green Climate Fund through its immediate capitalization.

13.b Develop mechanisms to enhance the capacity for planning and managing climate-related issues in least developed countries and small island developing states, with a focus on the participation of women, youth, and local and marginalized communities.



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project number: 2024-1-CY01-KA210-SCH-000244608

Official banner for SDG 13

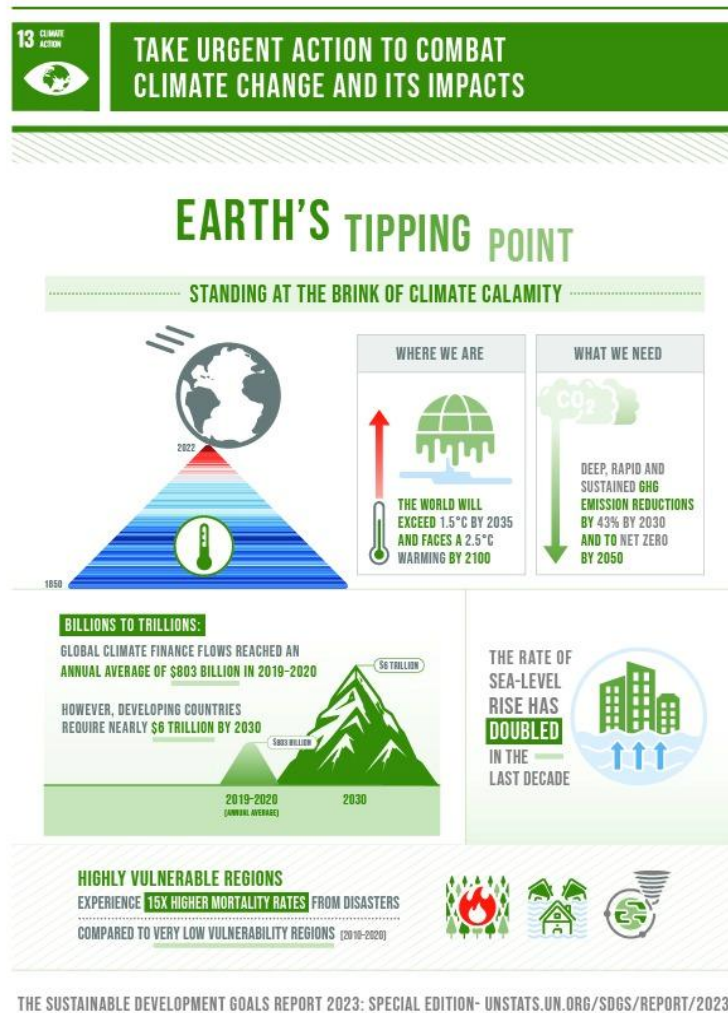


Figure 14. Official banner for SDG 13 – Climate Action. Note. From UN Sustainable Development Goals communications materials, by United Nations, 2024. Copyright by United Nations. <https://www.un.org/sustainabledevelopment/climate-action/>

Learn more about SDG 13 - Climate Action [here](#)



Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project number: 2024-1-CY01-KA210-SCH-000244608



SDG 15: Life on Land

Introduction

Forests cover 30% of the planet's surface, providing food, protection, and supporting biodiversity. They play a crucial role in addressing climate change and serve as the natural habitat for indigenous populations. However, approximately 13 million hectares of forests are lost every year, and the degradation of drylands has led to the desertification of 3.6 billion hectares.

Deforestation and desertification, exacerbated by human activity and climate change, present significant barriers to sustainable development, affecting millions of people fighting against poverty. Nevertheless, efforts are underway to manage forests responsibly and combat desertification (United Nations Regional Information Center - Greece, 2024).



Figure 15. *Deforestation in the rain-forest of Acre, western Brazil (1989, August 1).* **Note.** From *UN Photo Archive*, by UN Photo/Pernaca Sudhakaran, 1989. Copyright by United Nations. <https://media.un.org/photo/en/asset/oun7/oun7549592>

Main Goals

Addressing the above issue, the UN has identified and communicates 9 goals aimed at resolving this challenge (United Nations, 2025):

15.1 By 2020, ensuring the protection, restoration, and sustainable management of terrestrial

and freshwater ecosystems, including forests, wetlands, mountain regions, and drylands, in compliance with international agreements and commitments.

15.2 By 2020, promoting the sustainable management of all forest areas, halting deforestation, restoring degraded forests, and significantly enhancing afforestation and reforestation worldwide.

15.3 By 2030, combating desertification, restoring degraded lands, including those affected by desertification, drought, and floods, and striving for a world with zero land degradation.

15.4 By 2030, ensuring the protection of mountain ecosystems and their biodiversity, strengthening their capacity to provide benefits essential for sustainable development.

15.5 Taking immediate and substantial action to reverse the degradation of natural habitats, prevent biodiversity loss, and protect and prevent the extinction of endangered species by 2020.

15.6 Promoting the fair and equitable sharing of benefits derived from the use of genetic resources and ensuring appropriate access to these resources, in accordance with international agreements.

15.7 Taking immediate action to end poaching and illegal trafficking of protected species of plants and animals, as well as addressing both the supply and demand of illegal products derived from flora and fauna.

15.8 By 2020, adopting measures to prevent the introduction and significantly reduce the impact of invasive alien species on terrestrial and aquatic ecosystems, and controlling or eradicating the most harmful of these species.

15.9 By 2020, incorporating the value of ecosystems and biodiversity into national and local planning, as well as into development processes and poverty reduction strategies.

Additional Goals

15.a Mobilizing and significantly enhancing financial resources from all sources to protect and sustainably use biodiversity and ecosystems.

15.b Mobilizing significant resources from all sources and at all levels to finance the sustainable management of forests, providing adequate incentives to developing countries to promote this management, including protection and reforestation.



15.c Strengthening international support for efforts to combat poaching and illegal trafficking of protected species, empowering local communities to develop sustainable livelihoods.

Protecting, restoring and promoting sustainable use of terrestrial ecosystems

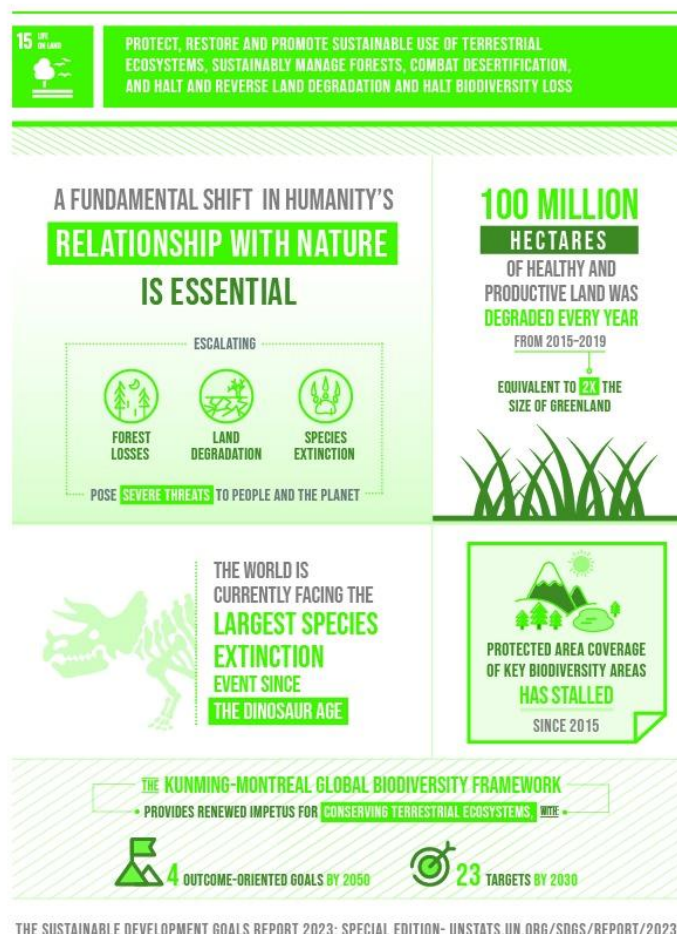


Figure 16. Protecting, restoring and promoting sustainable use of terrestrial ecosystems under SDG 15 – Life on Land. **Note.** From *Life on Land*, by United Nations Development Programme, 2025. Copyright by United Nations. <https://www.undp.org/sustainable-development-goals/life-on-land>

Learn more about SDG 15 - Life on Land [here](#)

References

UN Photo. (2011). *Schoolgirls at a school in Western Darfur, Sudan*. United Nations Regional Information Centre.

UN Photo/Kibae Park. (2011, June 23). *Rice fields in Sapa, Vietnam: A reminder of the imbalance in global food distribution and its impact on poverty* [Photograph]. United Nations Photo Archive. <https://www.un.org/>

UN Photo/Pernaca Sudhakaran. (1989, August 1). *Deforestation in the rain-forest of Acre, western Brazil* [Photograph]. UN Photo Archive. <https://media.un.org/photo/en/asset/oun7/oun7549592>

UNICEF. (2010, August 11). *A mother gives her child clean water in flood-affected Charsarda, Pakistan*. UN Photo Archive. <https://www.un.org/>

United Nations. (n.d.). *The 17 goals*. <https://sdgs.un.org/goals>

United Nations. (2025). *Goal 3 | Department of Economic and Social Affairs*. United Nations. <https://sdgs.un.org/goals/goal3>

United Nations. (2025). *Goal 4 | Department of Economic and Social Affairs*. United Nations.

United Nations. (2025). *Goal 6 | Department of Economic and Social Affairs*. United Nations.

United Nations. (2025). *Goal 12 | Department of Economic and Social Affairs*. United Nations.

United Nations. (2025). *Goal 13 | Department of Economic and Social Affairs*. United Nations.





Empowering pre-primary and primary school teachers' in using and combining Eco-Art for Eco awareness, psycho-social tools and non-formal teaching methods

United Nations. (2025). *Goal 15 | Department of Economic and Social Affairs*. United Nations.

United Nations Development Programme. (2025). *Life on land*. United Nations.
<https://www.undp.org/sustainable-development-goals/life-on-land>

United Nations Regional Information Centre for Europe. (2024). *Homepage*.
<https://unric.org/el>



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project number: 2024-1-CY01-KA210-SCH-000244608