

ABSTRACT

In the service of Responsible consumption and production (Goal 12) & Climate action(Goal 13). Development of a Local Agenda 2030: a case study

The approach of the study is based on two pillars:

The first pillar is carried out by Agenda 2030, the designated by the UNs as a development model for modern societies. It influences the goals that have to do with the quality of Life (3rd, 6th, 7th, 10th, 11th and 13th goal), education(4th goal), responsible consumption and production of products(12th goal), life in water and on land (14th and 15th goal), the strengthening of institutions and intergenerational justice(16th goal) and finally collaboration (17th goal).

The second pillar concerns Education for Sustainability(ES), as this is the appropriate model of education. In this day and age, it is a transition, from the Environmental Education(EE)in the ES. Specific from that of education that studies and approaches environmental problems and emerging solutions for them, in the ES as a systemic education that involves and balances the coexistence of environmental protection with the commendable life of man, as an individual and as a member of society, which will be governed by values relating to justice, ethics and financial transparency.

The study is governed by the social ideology of postmodernism, the radical education philosophy and the learning theory of constructivism. The specific characteristics are approached through coexistence of rationalism with the subjectivity in the learning process.

It contained a) a consultation with the participation of local authorities A ' and B ' degree, the authorities of primary and secondary education, the local Chamber of Commerce, SMEs, social collectivities, b) in implementation of the decisions of consultation about the school community- diagnostic research on the identification of perceptions of 1200 pupils and teachers regarding the use of packaging and bags in everyday life (diagnostic/initial evaluation phase), c) retraining multipliers aimed at the further training of apprentices with directed and semi-responsible learning interventions through innovative teaching methods – hands on constructions, acoustic ecology laboratories with useless materials, etc., d) design and implementation learning interventions with experiential and interactive involvement of learners – exploiting conceptual mapping for integrating experiences, needs and visions of trainers and trainees in the learning process, e) diffusion in the local community through thematic festivals, informative interventions in supermarkets in the area.

Keywords: Agenda 2030, Education of Sustainability, Reduction-elimination of use of plastic bags, A worth living integrated social development