

# Sustainable Development Goals for Pupils

## #2 ZERO HUNGER



## Imprint

Published by:

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Design and layout: Eco Logic

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This curriculum is part of the Erasmus+ project Sustainable Development Goals for Pupils

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



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# Sustainable Development Goals for Pupils



**To be interested in the 17 Sustainable Development Goals** is to make the choice to represent the world in a different and more thoughtful way.

In 2015, 193 member states of the United Nations voted in favor of the Sustainable Development Goals. In 2016, 17 objectives and these 169 targets were created. This ratification aimed to put in place strategies and modules so that all of us could take part and succeed in achieving them on a global scale.

It is therefore all together that we participated in the production of this guide which supports all those who participate in the achievement of these 17 sustainable development objectives. It is obvious that to achieve these objectives by 2030, the training of adults and especially of the youngest, is the most effective way to change representations and raise awareness.

This guide, which has been the subject of careful consideration between the partners, provides complete learning units intended for stakeholders in the educational community as well as the students themselves.

This reflection cannot be done alone. Different actors therefore came together to look at these objectives and put in place actions to achieve them.

The Piton La Ravine Blanche school in Reunion has therefore joined forces with Eco Logic, which is an organization which works for the protection of the environment, and with the European Multicultural Association, which has experience in adult training and young people. In addition, the Centro Per Lo Sviluppo Creativo Danilo Dolce, is responsible for putting our educational platform online and populating each tab with the product tools.

In these organizations, it is not possible to carry out this project without involving the schools and involving the teaching team, the students and all the other actors who revolve around the student. Thus, a secondary school in Macedonia, OR Malina Popivanova Kocani and Yenimahalle Istiklal Ikkokulu.

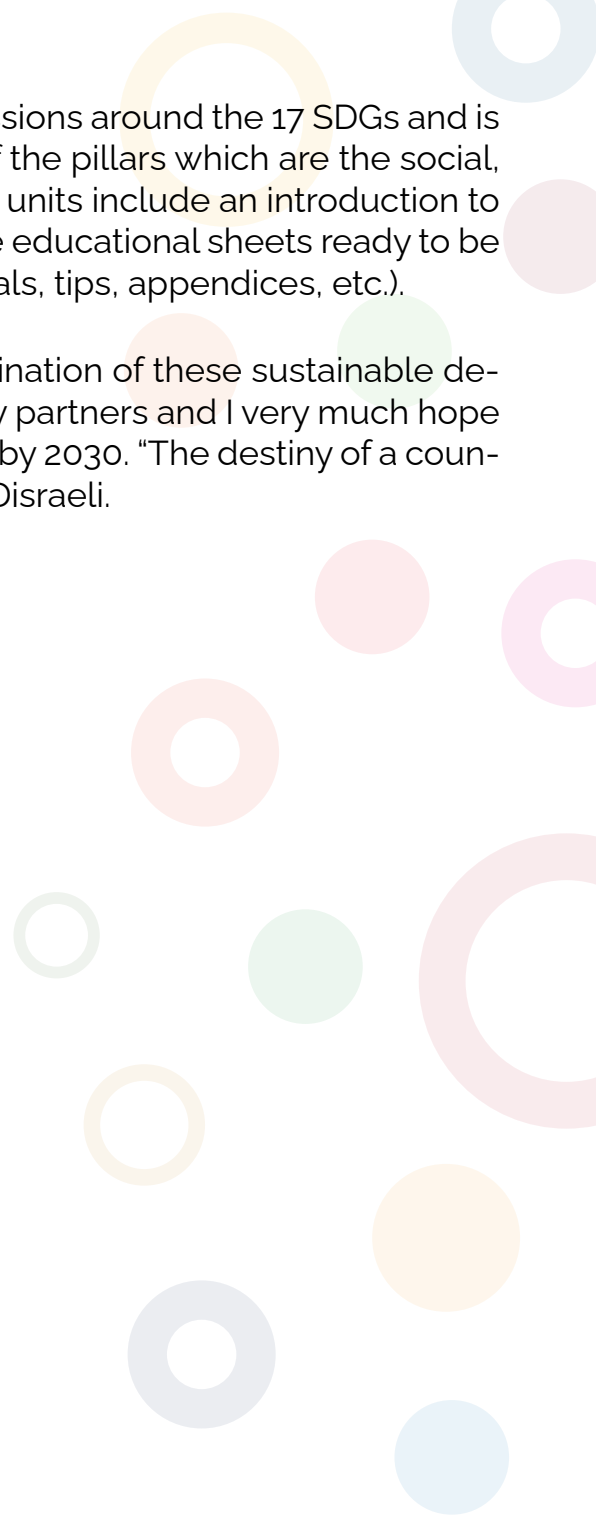
Just like the Piton La Ravine Blanche school, these secondary and primary establishments mentioned above have the mission of testing the lesson plans designed by all the partners and of leading the sessions with their students.

Work together around these objectives and put every chance on our side to achieve them, reflect and propose tools to share with a wide audience, question representations and expectations; define objectives to be achieved, set challenges to "give all students the means to understand the ecological transition in order to become actors in it".

In addition, this project echoes the 20 measures of national education, plays the interdisciplinarity card and allows schools from kindergarten to high school to prepare students for this ecological transition by giving them the opportunity, once moreover, to give a European dimension to this approach.

This guide is the essential tool for organizing learning sessions around the 17 SDGs and is structured as follows: a definition of the concept, a list of the pillars which are the social, economic and ecological issues, units of learning. These units include an introduction to each objective, a presentation of each of them, complete educational sheets ready to be used (unit objectives, target audience, necessary materials, tips, appendices, etc.).

It is therefore with great enthusiasm and a serious examination of these sustainable development objectives that this guide is offered to you. My partners and I very much hope that together we will be able to achieve these objectives by 2030. "The destiny of a country depends on the education of its people. » Benjamin Disraeli.



# Introduction



The United Nations' Sustainable Development Goals (SDGs) is a set of objectives aimed at making the World a better place by 2030. People everywhere face significant social, economic, environmental & political challenges locally & globally. Learning about these initiatives helps students develop insights into critical issues around the world, such as the lack of access to clean water and gender equality. These issues are inseparable from culture, and to truly understand the SDGs, students need to learn about the world around them. The Goals apply to all people, young and old, in every one of the 193 countries that signed up to them in 2015. We all play an important part in achieving them, both as individual Global Citizens and in partnership with others, by becoming more aware of the issues and acting for change.

Educating about sustainability should begin early in life. It is in the early childhood period that children develop their basic values, attitudes and habits, which may be long-lasting. As early childhood education is about laying a sound intellectual foundation for development and lifelong learning, it has an enormous potential in fostering values that support sustainable development for e.g. wise use of resources, cultural diversity, gender equality etc. Issues related to poverty, inequality, education etc. exist in every country in the world. Learning about SDGs helps children develop insights, connect the dots and understand how everything everywhere is inter-connected. None of the problems can be looked at and addressed in isolation. These issues are very much part of our social fabric. Hence, we need to make SDGs a part of our everyday lives.

## Theoretical Part

Sustainable Development Goal 2 is about creating a world free of hunger by 2030. In 2020, between 720 million and 811 million people worldwide were suffering from hunger, roughly 161 million more than in 2019. Also in 2020, a staggering 2.4 billion people, or above 30 per cent of the world's population, were moderately or severely food-insecure, lacking regular access to adequate food. The figure increased by nearly 320 million people in just one year. Globally, 149.2 million children under 5 years of age, or 22.0 per cent, were suffering from stunting (low height for their age) in 2020, a decrease from 24.4 per cent in 2015.

### SDG 2 Facts:

In 2020, between 720 million and 811 million persons worldwide were suffering from hunger, roughly 161 million more than in 2019.

Also in 2020, a staggering 2.4 billion people, or above 30 per cent of the world's population, were moderately or severely food-insecure, lacking regular access to adequate food.

Globally, 149.2 million children under 5 years of age, or 22.0 per cent, were suffering from stunting (low height for their age) in 2020, down from 24.4 per cent in 2015.

To achieve the target of a 5 per cent reduction in the number of stunted children by 2025, the current rate of yearly decline – 2.1 per cent – must double to 3.9 per cent.

In 2020, wasting (low weight for height) affected 45.4 million or 6.7 per cent of children under 5 years of age.

The share of countries burdened by high food prices, which had been relatively stable since 2016, rose sharply from 16 per cent in 2019 to 47 per cent in 2020.

## **SDG 2 Targets:**

2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.

2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.

2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment.

2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.

2.5 By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed.

2.A Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries.

2.B Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round.

2.C Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility.

## **SDG 2 - Zero Hunger is crucial for the educational community for several reasons:**

**Sustainable Development:** SDG 2 is an integral part of the broader sustainable development agenda. By addressing hunger and malnutrition, the educational community contributes to building a more sustainable and equitable future for all.

**Holistic Education:** Understanding and addressing issues related to hunger and food security provide students with a holistic education. It helps them comprehend the complexities of global challenges and fosters empathy, critical thinking, and problem-solving skills.

**Global Citizenship:** Education plays a key role in nurturing responsible global citizens. By learning about SDG 2, students become aware of the interconnectedness of the world and their role in creating positive change.

**Empowerment:** Educators can empower students to take action against hunger and food insecurity. Through awareness-raising initiatives and community engagement projects, students can actively contribute to addressing these issues.

**Interdisciplinary Learning:** SDG 2 provides an opportunity for interdisciplinary learning. Students can explore connections between hunger, agriculture, climate change, economics, and social justice, fostering a broader understanding of real-world challenges.

**Local Relevance:** Even in regions with low hunger rates, teaching about SDG 2 highlights local and global disparities. It encourages students to be mindful of their own communities' needs and inspires them to support initiatives that benefit vulnerable populations.

**Collaboration:** Educators can encourage students to work together on projects related to SDG 2. This collaborative approach cultivates teamwork, communication skills, and a sense of collective responsibility.

**Career Paths:** Learning about SDG 2 can inspire students to pursue careers in fields related to agriculture, food security, nutrition, and sustainable development, contributing to the advancement of these critical areas.

**Practical Application:** SDG 2 offers practical applications for concepts taught in various subjects. For example, math can be used to understand food distribution and waste, while science can explore sustainable agricultural practices.

**Long-term Impact:** Educating students about SDG 2 fosters a sense of urgency and responsibility in addressing hunger, leading to long-term impact beyond the educational setting.



