Priority 9: Building sustainability competences

TOPIC 4: SCHOOL EDUCATION - ERASMUS-EDU-2024-POL-EXP-SCHOOL

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Systemic change cannot be achieved only through political agreements, financial incentives or technological innovations […] Long-lasting change requires **lifelong learning**.

GreenComp
Seizing the momentum for change

93% Of EU Citizens consider climate change a **serious problem**.

Education **fails to prepare** learners to tackle climate change and live and act more sustainably.

75% Young people globally think that the **future is frightening**.

Call for **deep, transformative, and systemic change** – turn awareness into action.
Vision for learning for sustainability

Learners of all ages

Knowledge, skills, attitudes, values

Interdisciplinary

Holistic
Barriers to change

- Lack of funding
- Singular projects
- Overloaded curricula and high workload
- Lack of teaching materials and guidance
- Monitoring and evaluation frameworks
THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty on the Functioning of the European Union, and in particular Articles 165 and 166 thereof,

Having regard to the proposal from the European Commission,

Whereas:

1. Across the Union, while many Member States have made good progress in the implementation of policies and programmes of learning to support the green transition and to prepare learning for sustainable development, there is nevertheless a need to continue and step up efforts to this end. Policy and practice for this kind of learning should be further specified and supported, it is necessary to recognize the need for interprofessional learning across the environmental, economic and social pillars of sustainable development, while placing a specific focus on the environmental pillar.

2. The European Green Deal (1), the EU Biodiversity Strategy for 2030 (2), the United Nations Educational, Scientific and Cultural Organization (UNESCO) strategy Education for Sustainable Development for 2010 and the related United Nations Economic Commission for Europe (UNECE) work (3), highlights the key role of schools, higher education and other education and training institutions in engaging with learners, parents, citizens (4) and the wider community on the changes needed for a successful, just and inclusive green transition. In its conclusions on Biodiversity - the need for urgent action (5), the Council welcomed the investing in education, among other areas, to ensure young people are equipped with the skills and competences needed to contribute to building a sustainable green Europe. A good goal for all young people to be environmentally active and educated.

Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development 2022/C 243/01 (Text with EEA relevance)
Re-visioning education and training and putting sustainability at the heart of its design will offer learners of all ages and at all stages of education and training a wide range of opportunities to learn about, in and for environmental sustainability in different settings and contexts, within and beyond formal education.

Staff Working Document

https://education.ec.europa.eu/focus-topics/green-education/learning-for-the-green-transition
GreenComp describes a set of sustainability competences which can help learners think, plan and act with empathy, responsibility, and care for the planet.

Competence areas

- Acting for sustainability
- Embodying sustainability values
- Envisioning sustainable futures
- Embracing complexity in sustainability
GreenComp at a glance

Embodying sustainability values
- Valuing sustainability
- Supporting fairness
- Promoting nature

Embracing complexity in sustainability
- Systems thinking
- Critical thinking
- Problem framing

Envisioning sustainable futures
- Futures literacy
- Adaptability
- Exploratory thinking

Acting for sustainability
- Political agency
- Collective action
- Individual initiative

N.B. competences are interrelated not sequential
GreenComp use – how?

- Policy guidance
- Self-assessment
- Assessment
- Certification
- Monitoring
- Teaching material
- Curricula and programmes
- Training courses
- Research
Activities that can be funded

Non-exhaustive list:

• Develop **models and approaches for the teaching and learning of sustainability competences** at all levels of formal general education at school level (where relevant, this can include ECEC and initial VET);

• Explore **different forms of assessment** for sustainability competences;

• Explore ways to **build teachers’ capacities** related to sustainability competences;

• **Build, test and evaluate the effectiveness of interventions** related to sustainability competence development.
Expected impact

• **Improved methods for teaching sustainability competences** in formal general education;

• **Better linkage of curriculum content, learning outcomes and student assessment** with regard to sustainability competences;

• **Improved teacher preparedness** for teaching sustainability competences.
GreenComp continued
GreenComp community of practice

GreenComp Community (europa.eu)
Learning for the green transition and sustainable development | European Education Area (europa.eu)

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Thank you!

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