Education for Sustainable Development
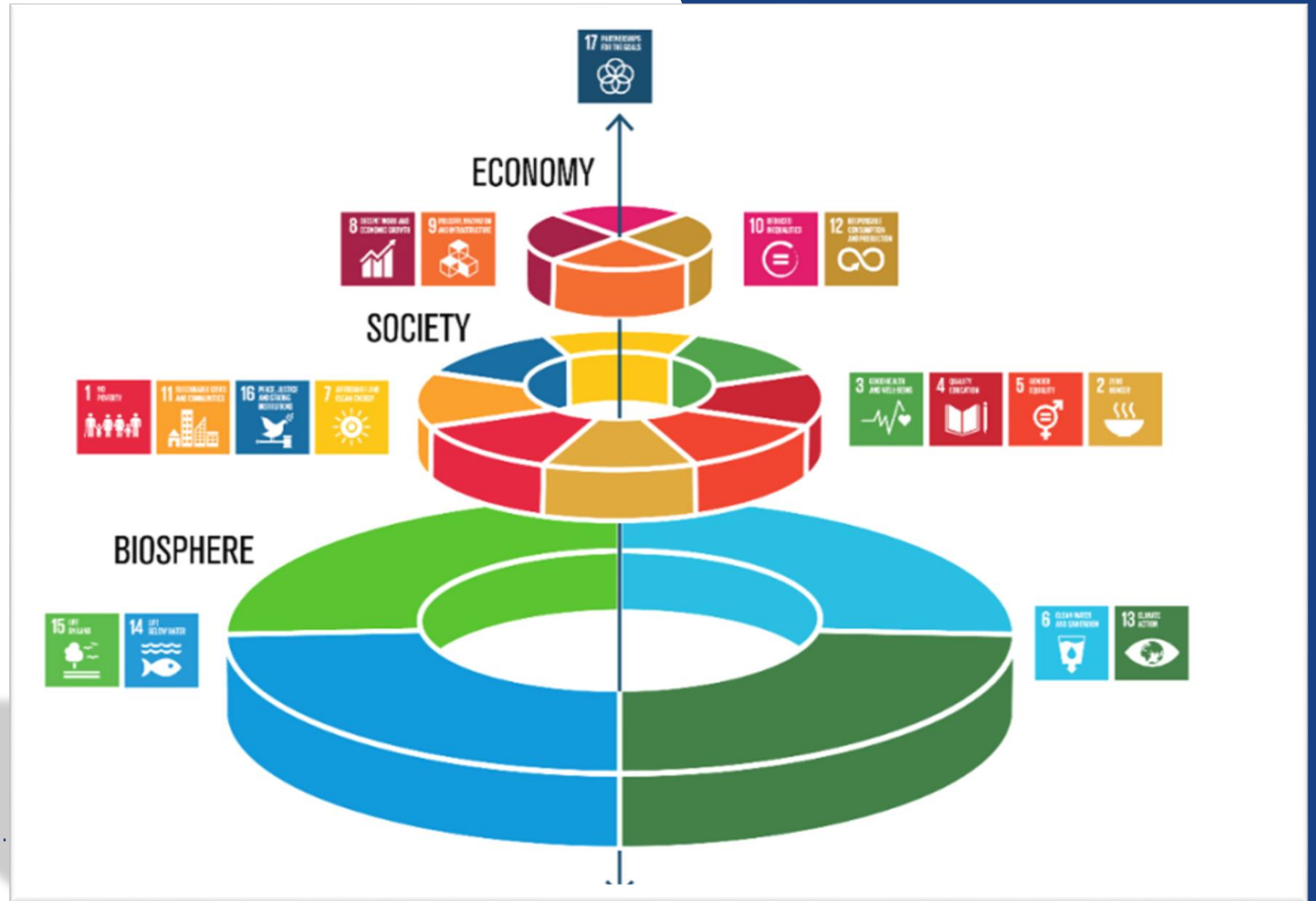
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The 3 levels of Sustainability

- Economy
- Society
- Environment

Each Goal is broken down in Targets

Target 4.7 is relevant to students learning objectives:

"By 2030, ensure that all learners acquire <u>the knowledge and skills </u>needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development"

What the European Commission does for us?

The European sustainability competence framework sets out the knowledge, skills and attitudes learners of all ages need to acquire for the green transition

*"Learning for **environmental sustainability** aims to nurture a sustainability mindset from childhood to adulthood with the understanding that humans are part of and depend on nature. Learners are equipped with knowledge, skills and attitudes that help them become agents of change and contribute individually and collectively to shaping futures within planetary boundaries."*

Four Areas:
1. Embodying sustainability values
2. Embracing complexity in sustainability
3. Envisioning sustainable futures
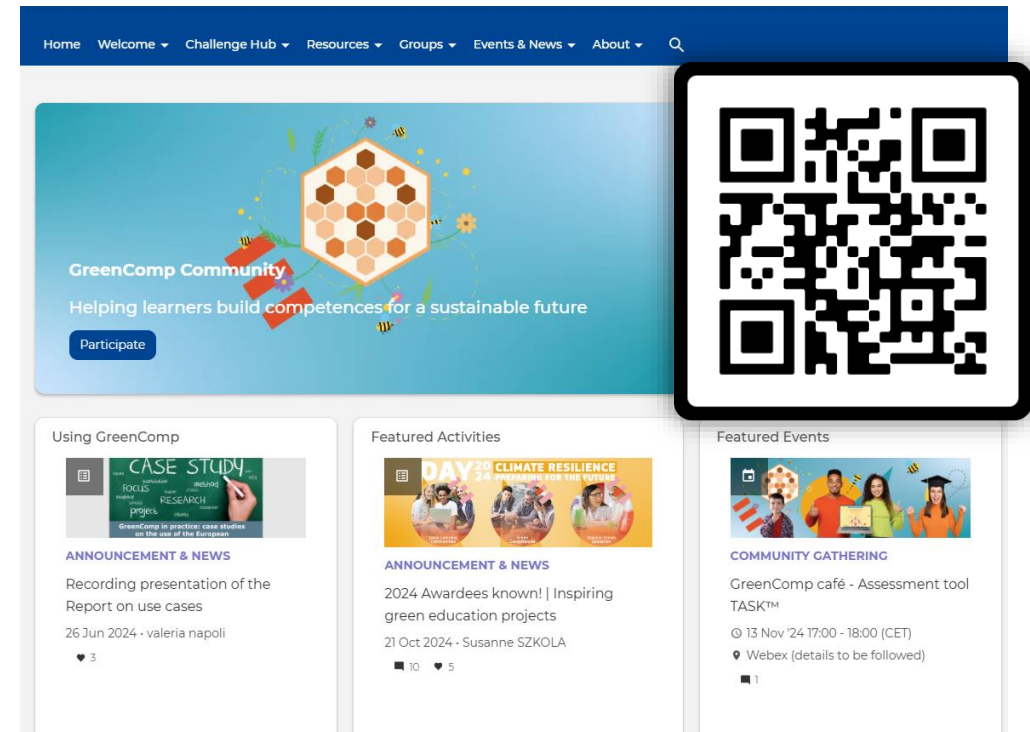4. Acting for sustainability

GREEN COMP SUMMARY TABLE

AREA	COMPETENCE	DESCRIPTOR
1. *Embodying sustainability values*	1.1 **Valuing sustainability**	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
	1.2 **Supporting fairness**	To support equity and justice for current and future generations and learn from previous generations for sustainability.
	1.3 **Promoting nature**	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.
2. *Embracing complexity in sustainability*	2.1 **Systems thinking**	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
	2.2 **Critical thinking**	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
	2.3 **Problem framing**	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.

AREA	COMPETENCE	DESCRIPTOR
3. *Envisioning sustainable futures*	3.1 **Futures literacy**	To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.
	3.2 **Adaptability**	To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
	3.3 **Exploratory thinking**	To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
4. *Acting for sustainability*	4.1 **Political agency**	To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
	4.2 **Collective action**	To act for change in collaboration with others.
	4.3 **Individual initiative**	To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.

What the European Commission does for us?

• The [Education for Climate Coalition](#) is a growing community of pupils, students, teachers and organisations active on climate change and sustainability

• A [Council Recommendation on learning for the green transition and sustainable development](#) supports Member States in embedding sustainability in education and training

Sustainability Education Enablers

A systemic approach to education change

✓ **Content:** Cross-curricular introduction of Green Competences

- **Professional development:** Initial, Induction, Ongoing

- **Transformative (action-oriented) Pedagogies:** Place-based, project and problem-based, active learning pedagogies.

- **Organisational adaptation:** Decision-making processes (stakeholders such as parents and students usually excluded).

- **Assessment:** Student assessment, Teacher Assessment, School Assessment.

- Ensuring transformations of anchoring structures.

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Categories of Schools:

Based on their level of commitment and approach to transformative ESD.

Transformative

❚ **Holistic integration:**

ESD is embedded in the school's core vision and documented in official plans and guidelines, aligning with organizational goals.

❚ **Collegial collaboration:**

Teachers work in interdisciplinary teams, integrating ESD across subjects. Leaders foster teamwork and collective engagement, enhancing ESD integration.

❚ **Proactive, inclusive leadership:**

School leaders actively promote and protect ESD, securing resources and advocating for political and community support.

❚ **Continuous Improvement and Reflexivity:**

Regular evaluations and adjustments are made to keep ESD relevant, enabling staff and students to adapt to evolving sustainability needs.

❚ **Strong community engagement:**

Transformative schools engage with broader societal goals and participate in international networks to expand ESD perspectives.

Transmissive

❚ **Isolated initiatives and responsibility:**

ESD implementation is often limited to specific individuals or teams, rather than a whole-school approach. Some departments or programs may adopt ESD while others do not, resulting in uneven engagement.

❚ **Top-down, directive leadership:**

Decisions regarding ESD are made unilaterally by leaders, with minimal engagement or input from teachers and students.

❚ **Reactive Approach:**

ESD is implemented as an add-on rather than an integral part of the school's mission, often in response to external pressures rather than intrinsic values.

❚ **Challenges with Scaling Up:**

Resistance to ESD from parts of the school organization hinders a full-scale adoption of sustainable practices.

❚ **Minimal community interaction**

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LET'S CONNECT
EDUCATION TRANSFRMATION IN THE EU

INSTAGRAM
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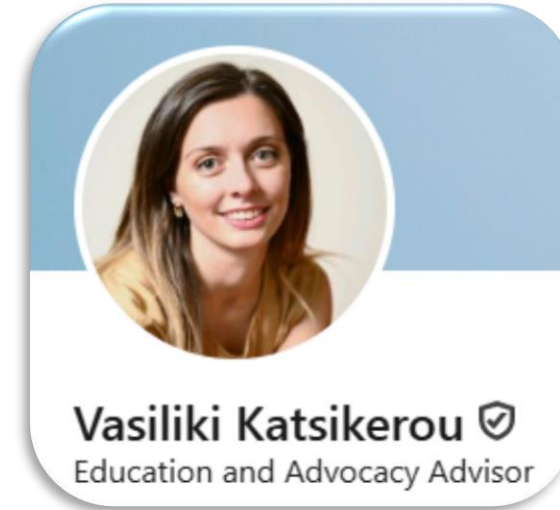
Thank you!

Reflections or
Questions?

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Understanding the political forces

How did Sustainability come in the picture?

The stage of politics:
- Why education scientists and practitioners need to understand the political forces

- Sustainability as a coalition magnet (a vague term of high valence)

Understanding the political forces

How did Green Education come in the picture?

Education policy in the EU

- Green Education as a spill-over of the Green Transition

1. Exclusive competences of the EU (Article 3 of the Treaty on the Functioning of the European Union (TFEU)). Areas in which the EU alone is able to legislate and adopt binding acts. Member States are able to do so themselves only if given the powers by the EU to implement these acts. The EU has exclusive competence in the following

2. Shared competences (Article 4 of the TFEU). The EU and its Member States are able to legislate and adopt legally binding acts. Member States exercise their own competence where the EU does not exercise, or has decided not to exercise, its own competence. Shared competence between the EU and its Member States applies in the following areas:
- internal market

3. Supporting competences (Article 6 of the TFEU). The EU can only intervene to support, coordinate or complement the action of its Member States. Legally binding EU acts must not require the harmonisation of the laws or regulations of the Member States. Supporting competences relate to the following policy areas:
- protection and improvement of human health
- industry
- culture
- tourism
- education, vocational training, youth and sport
- civil protection
- administrative cooperation.

- Education policy in the EU (the Open Method of Coordination)

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• A Council Recommendation on learning for the green transition and sustainable development supports Member States in embedding sustainability in education and training

• The European sustainability competence framework sets out the knowledge, skills and attitudes learners of all ages need to acquire for the green transition

• A dedicated working group on sustainability in school education regularly produces input papers and key messages. The working groups on Vocational Education and Training, Adult Learning and Higher Education also deal with the green transition and sustainability

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