

Erasmus+ Programme

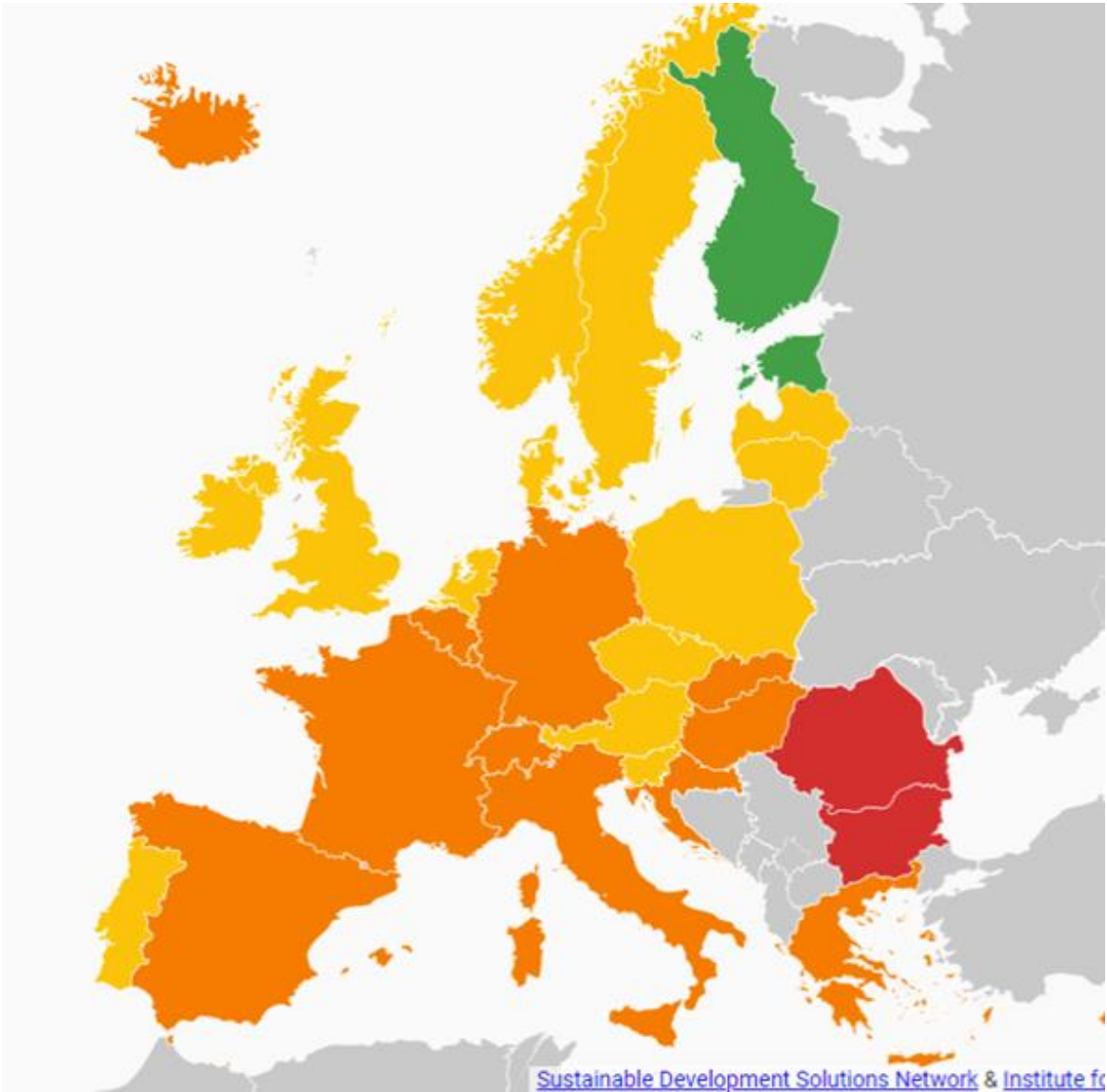
(2021-2027)

Green Cross-sectorial Priority

WG01 – 17/05/2024



**ENVIRONMENT AND
FIGHT AGAINST CLIMATE
CHANGE**



Map of quality education for sustainable development in Europe
(*Europe Sustainable Development Report 2020*)

What is our goal today?

To identify concrete steps for implementing quality education for sustainability in our organisations, communities, countries.

How we are going to do that?

- ✓ By opening discussion;
- ✓ By encouraging everybody in the room to reflect and talk about their “green” experience.



Visual representation of Green Competences Framework

GreenComp consists of 12 competences (in **bold**) organised into the four areas (in *italics*) below:

A. *Embodying sustainability values*, including the competences:

- **valuing sustainability**
- **supporting fairness**
- **promoting nature**

B. *Embracing complexity in sustainability*, including the competences:

- **systems thinking**
- **critical thinking**
- **problem framing**

C. *Envisioning sustainable futures*, including the competences:

- **futures literacy**
- **adaptability**
- **exploratory thinking**

D. *Acting for sustainability*, including the competences:

- **political agency**
- **collective action**
- **individual initiative**

Talking points:

- Are all 12 competences equally important?
- Do we have enough support and appropriate tools to bring them into reality in our schools/organisations/communities?

Setting up the context (02)



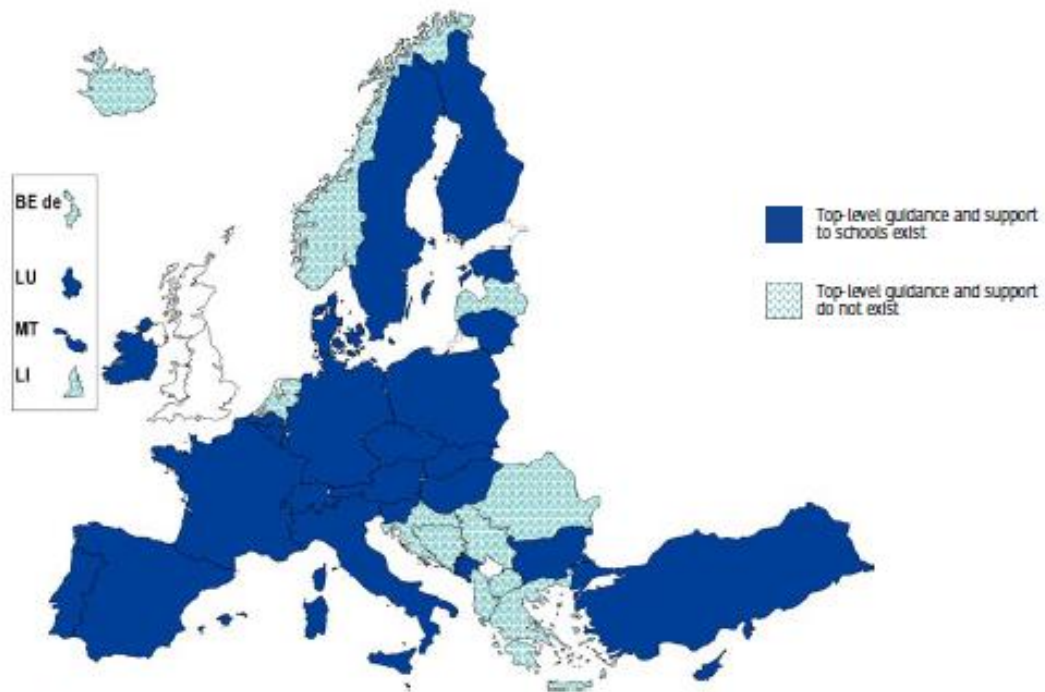
The report (2024) examines the following 7 sustainability competences defined on the basis of the GreenComp framework:

1. valuing sustainability,
2. promoting nature,
3. systems thinking,
4. futures literacy,
5. adaptability,
6. political agency,
7. individual and collective action.

Talking points:

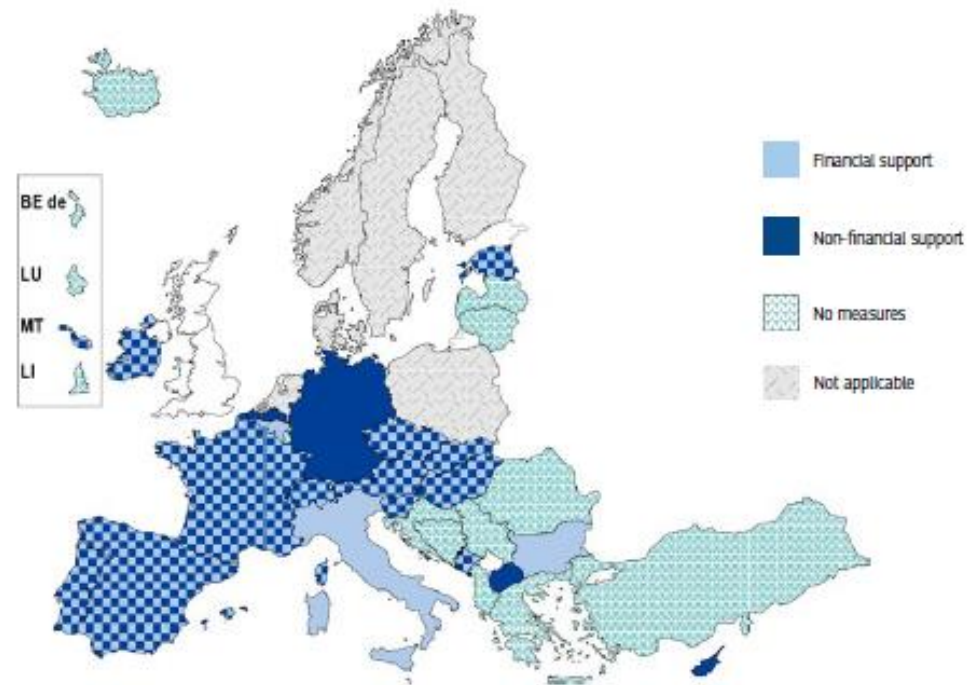
- Why the number of “green” competences were reduced to 7?
- Are teachers across 6 participating countries prepared to support their students to acquire these type of competences? If YES, how? If NOT, why?
- Is sustainable development embedded in the curricula? From what level of education?
- Is green education a separate subject or a cross-subject one?

Figure 3.1: Guidance and support to schools in developing whole-school approaches to sustainability (ISCED 1, 24 and 34), 2022/2023



Source: Eurydice.

Figure 3.6: Type of support for sustainability school projects with a public engagement dimension (ISCED 1, 24 and 34), 2022/2023



Source: Eurydice.

Conclusions

- Teachers have a key role in the development of sustainability competences among students/learners, but it is essential to provide them with targeted support, guidance and training.
- Investment in small-scale infrastructure that is relevant to learning sustainability is still not widespread although the top-level authorities are providing mostly non-financial support (guidance, tools, webinars, workshops, websites, handbooks, etc.).
- Sustainability is a topic in curricula in all European education systems but major differences exist in approaching it.



Romanian National Agency has a Green Strategy since 2021 built on 3 pillars:

- Personal level (experts/monitors/staff)
- Institutional level (at the agency level)
- Community level (for all types of Erasmus+ beneficiaries)

The most known initiative is the "Erasmus+ Forest" – the objective is to plant at least 7 "forests" across Romania by the end of 2027.





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