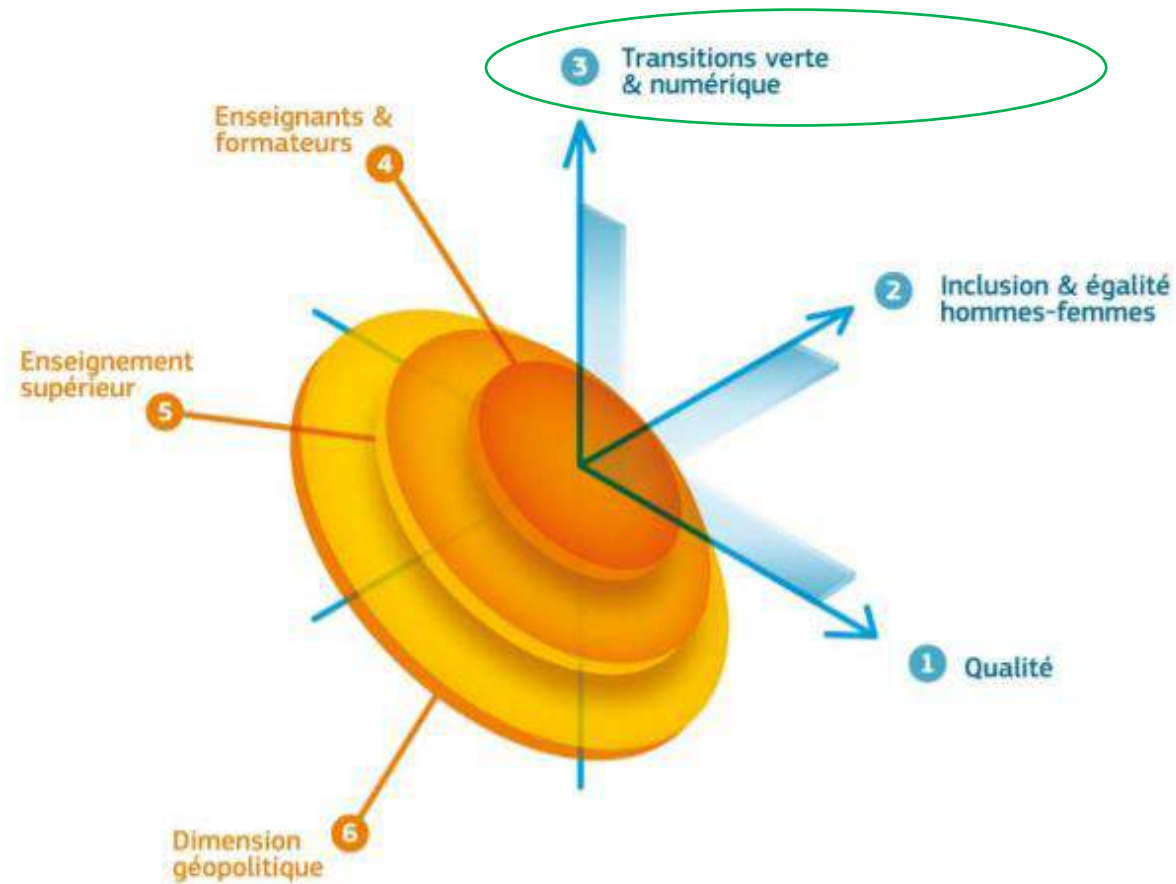


Éduquer au développement durable – la perspective européenne



Espace européen de l'éducation



Saisir l'élan du changement

94%



des citoyens européens considèrent le changement climatique comme un **problème sérieux**.

L'éducation ne prépare pas les apprenants à lutter contre le changement climatique et à vivre et agir de manière plus durable.

75%



des jeunes dans le monde **s'inquiètent pour l'avenir**.

Appel à un changement **profond, transformateur et systémique**.

Recommandation du Conseil - juin 2022

27.6.2022 FR Journal officiel de l'Union européenne C 243/1

1
(Résolutions, recommandations et avis)

RECOMMANDATIONS

CONSEIL

RECOMMANDATION DU CONSEIL
du 16 juin 2022
sur l'apprentissage au service de la transition écologique et du développement durable
(2022/C 243/01)

(Texte présentant de l'intérêt pour l'EEE)



LE CONSEIL DE L'UNION EUROPÉENNE,

vu le traité sur le fonctionnement de l'Union européenne, et notamment ses articles 165 et 166,

vu la proposition de la Commission européenne,

considérant ce qui suit:

1. Dans l'ensemble de l'Union, si de nombreux États membres ont bien progressé dans la mise en œuvre des politiques et des programmes d'apprentissage visant à soutenir la transition écologique et à promouvoir l'apprentissage en faveur du développement durable, il faut néanmoins poursuivre et intensifier les efforts à cet égard. Il y a lieu d'encourager et de soutenir davantage les politiques et les pratiques en faveur de ce type d'apprentissage. Il est nécessaire de reconnaître la nécessité d'un apprentissage interconnecté entre les piliers environnemental, économique et social du développement durable, tout en accordant une attention particulière au pilier environnemental.
2. Le pacte vert pour l'Europe ⁽¹⁾, la stratégie de l'UE en faveur de la biodiversité à l'horizon 2030 ⁽²⁾, la stratégie de l'Organisation des Nations unies pour l'éducation, la science et la culture (Unesco) sur l'éducation en vue du développement durable pour 2030 et les travaux connexes de la Commission économique des Nations unies pour l'Europe (CEE-ONU) ⁽³⁾ soulignent le rôle clé des écoles, de l'enseignement supérieur et des autres établissements

Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development 2022/C 243/01 (Text with EEA relevance)

ST/9795/2022/INIT

OJ C 243, 27.6.2022, p. 1–9 (BG, ES, CS, DA, DE, ET, EL, EN, FR, GA, HR, IT, LV, LT, HU, MT, NL, PL, PT, RO, SK, SL, FI, SV)

Expand all Collapse all

Languages, formats and link to OJ

	BG	ES	CS	DA	DE	ET	EL	EN	FR	GA	HR	IT	LV	LT	HU	MT	NL	PL	PT	RO	SK	SL	FI	SV
HTML																								
PDF																								
Official Journal																								



Manuel - exemples et résultats de la consultation publique

LEARNING FOR THE GREEN TRANSITION AND SUSTAINABLE DEVELOPMENT

STAFF WORKING DOCUMENT

ACCOMPANYING THE PROPOSAL FOR A COUNCIL RECOMMENDATION ON LEARNING FOR ENVIRONMENTAL SUSTAINABILITY

Table 2. Strategies and policies on education for sustainable sustainability across EU-27

Country	Member States																										
	AT	BE	BG	CY	CZ	DE	DK	EE	ES	FI	FR	GR	HR	HU	IE	IT	LT	LU	LV	MT	NL	PL	PT	RO	SK	SI	UK
Number of strategies	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Number of policies	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Active and interdisciplinary learning

Learning for environmental sustainability requires knowledge and skills from different fields in an integrated manner. Hence, it is interdisciplinary (Kaiser, Dalko & Holten, 2017) and transdisciplinary for educators of all subjects. Promoting interdisciplinary and holistic real life and action-based approaches in real action domains, but also advance learning for environmental sustainability in all settings and age-groups of all ages.

Research shows that learning is more effective when it is collaborative (Kühnrich, 2015) and collaborative practices can be integrated in all subjects and in a variety of settings. Hence, such pedagogies and approaches in particular can foster deeper personal relationships and foster encouraging them to become being part of an interconnected system (Kaiser, 2016). Events and path pedagogies are usually combined with real-life learning and inquiry-based cognitive and affective processes with more an active collaboration. Statistically significant gains in ecological understanding, environmental issues and attitudes have been found with such measures, while qualitative results by self-reports (changes in behavior, knowledge and attitudes) (Marati et al., 2014).

Examples of practice

Whole-institution approaches at school level

The **Eco-School Programme** is the largest and best-known global environmental education programme for educational institutions, in which environmental and ESD related competences and activities are evaluated at institutional level through the awarding of a 'Green Flag' and 'Green Key'. The programme can be the Foundation for Environmental Education. To become part of the programme and be recognised as an eco-school, schools must implement the following steps:

1. Form a student-led eco-committee
2. Carry out a sustainability audit
3. Design a corresponding Action Plan
4. Monitor and evaluate the implementation of the Action Plan
5. Link Eco-Schools activities to the curriculum
6. Inform all school staff, pupils, and wider community of the eco-school activities
7. Produce an Eco-Code describing the school's commitment to sustainability

The Eco-Schools programme's main focus expanded to higher education.

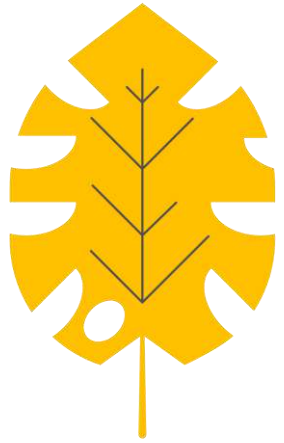
<https://www.ecoschools.org/global/en/index>

In **Cyprus**, the Schools Sustainable Environmental Education Policy (SEEP) is an official whole-institution programme adopted by the majority of primary and secondary schools in the country. SEEP focuses on ensuring that sustainability becomes part of school planning. The issues included in the SEEP are agreed by the institution as a whole, and students and staff engage with the environment and sustainability through the curriculum, thematic units, school self-evaluation measures, impact of a pedagogical, organisational and social level, and the outcomes form the basis for long-term implementation.

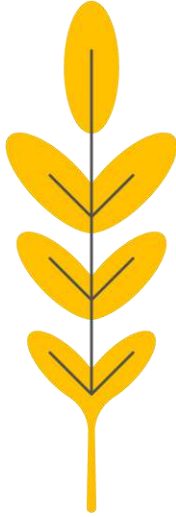
An example of a whole-institution approach to working in the VET sector is the Sustainable Vocational Education and Training Model (Code 01) in the Netherlands. This institution developed its action as a 'bridge' with a circular economy, integrating sustainability in curricula, pedagogy and school facilities. The college has electric cars, bicycles, solar panels, green insulation, and sustainable heating and ventilation and an 'energy transition house' acts as a knowledge and practice centre.



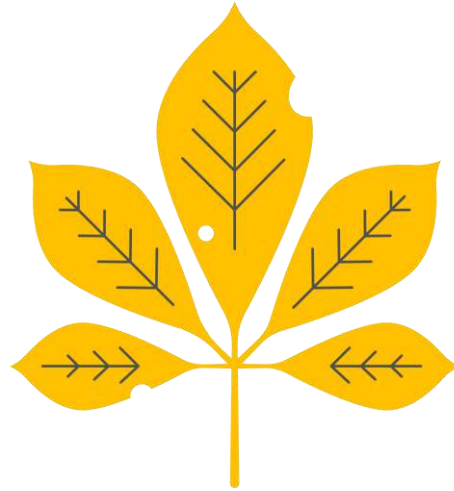
Les défis du changement



**Manque de
financement
(stable)**



**Contraintes
de temps**



**Programmes
surchargés
et charge de
travail
élevée**

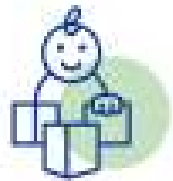


**Manque de
matériel
pédagogique
et
d'orientation**

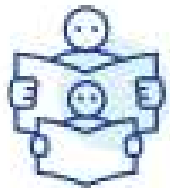


**Cadres de suivi
et d'évaluation**

L'apprentissage au service de la transition écologique et du développement durable...



Starts from early childhood education and care,



Takes a life-long learning approach,



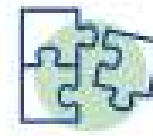
Requires supportive learning environments where the institution as a whole is active on sustainability,



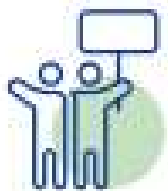
Is learner-centred, hands-on and based on real-life experiences,



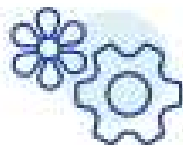
Supports educators, including leadership teams, to teach and act for sustainability,



Fosters collaboration and partnerships in local and wider communities,



Empowers youth,



Builds sustainability competences,



Is founded on strong policies.

Objectives de la Recommandation

**Soutenir l'élaboration
des politiques au niveau
des États membres**



Fournir des idées et de l'inspiration

**Intensifier la coopération
au niveau de l'UE**



Encourager l'investissement



Actions pour la Commission...

faciliter la coopération et
l'apprentissage par les pairs

développer et partager des ressources
et recherche

soutenir les éducateurs



suivre le développement des
compétences vertes

rapport sur le progrès

renforcer les liens au niveau international

renforcer la dimension verte
Du programme Erasmus+

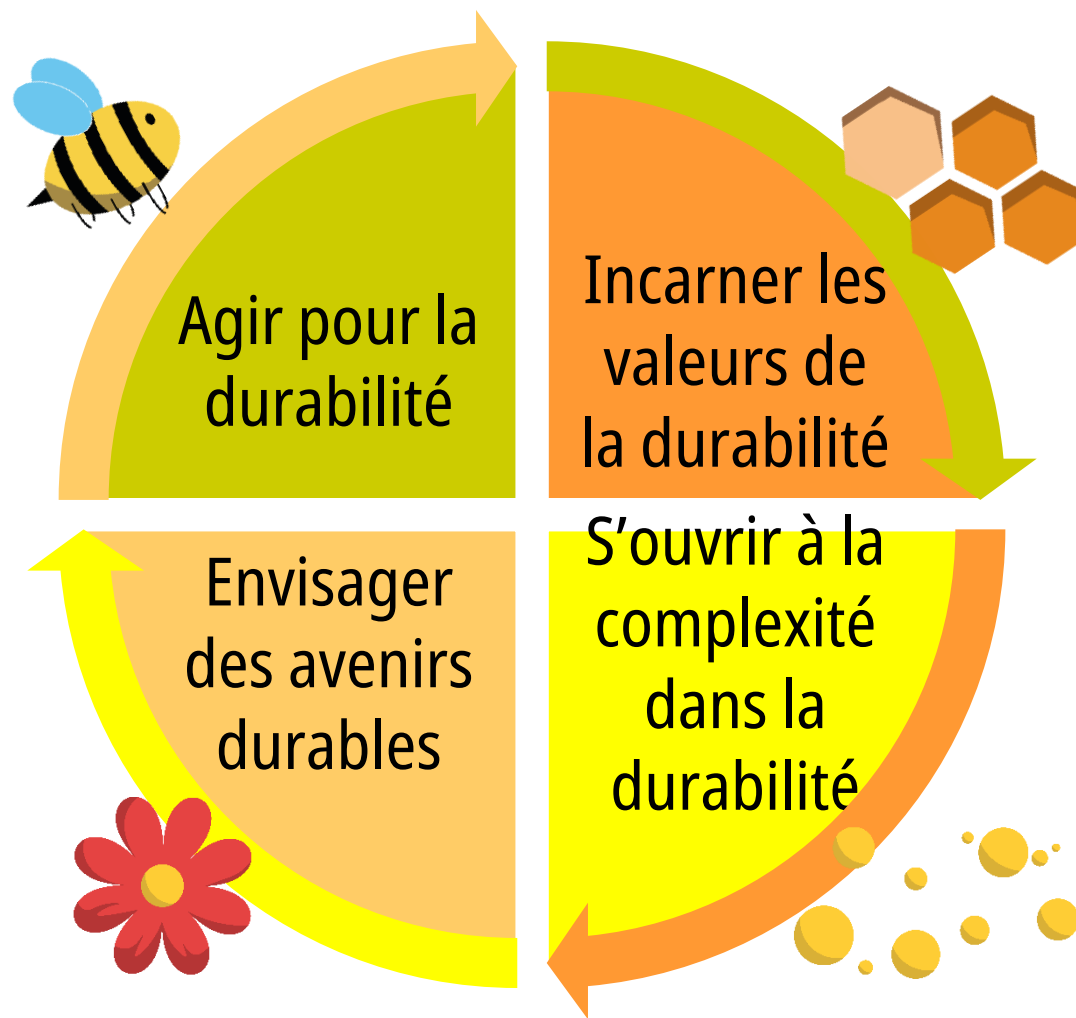
GreenComp - Le cadre européen des compétences en matière de durabilité



GreenComp définit une série de compétences en matière de durabilité qui favorisent des manières de penser, de planifier et d'agir avec empathie, responsabilité et égard pour notre planète et pour la santé publique.

<https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>

Domaines de compétences





GreenComp communauté de pratique

GREENCOMP COMMUNITY:

Helping learners build competences for a sustainable future

Engage and network with people and organisations using the GreenComp framework.



embodying sustainability values

embracing complexity



envisioning sustainable futures

acting for sustainability

Education for Climate



[GreenComp Community \(europa.eu\)](https://europea.eu/greencomp)

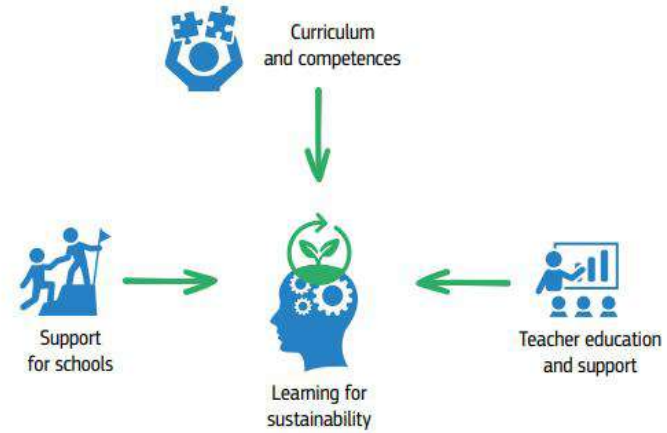


EURYDICE
REPORT

Learning for sustainability in Europe: Building competences and supporting teachers and schools

School
education

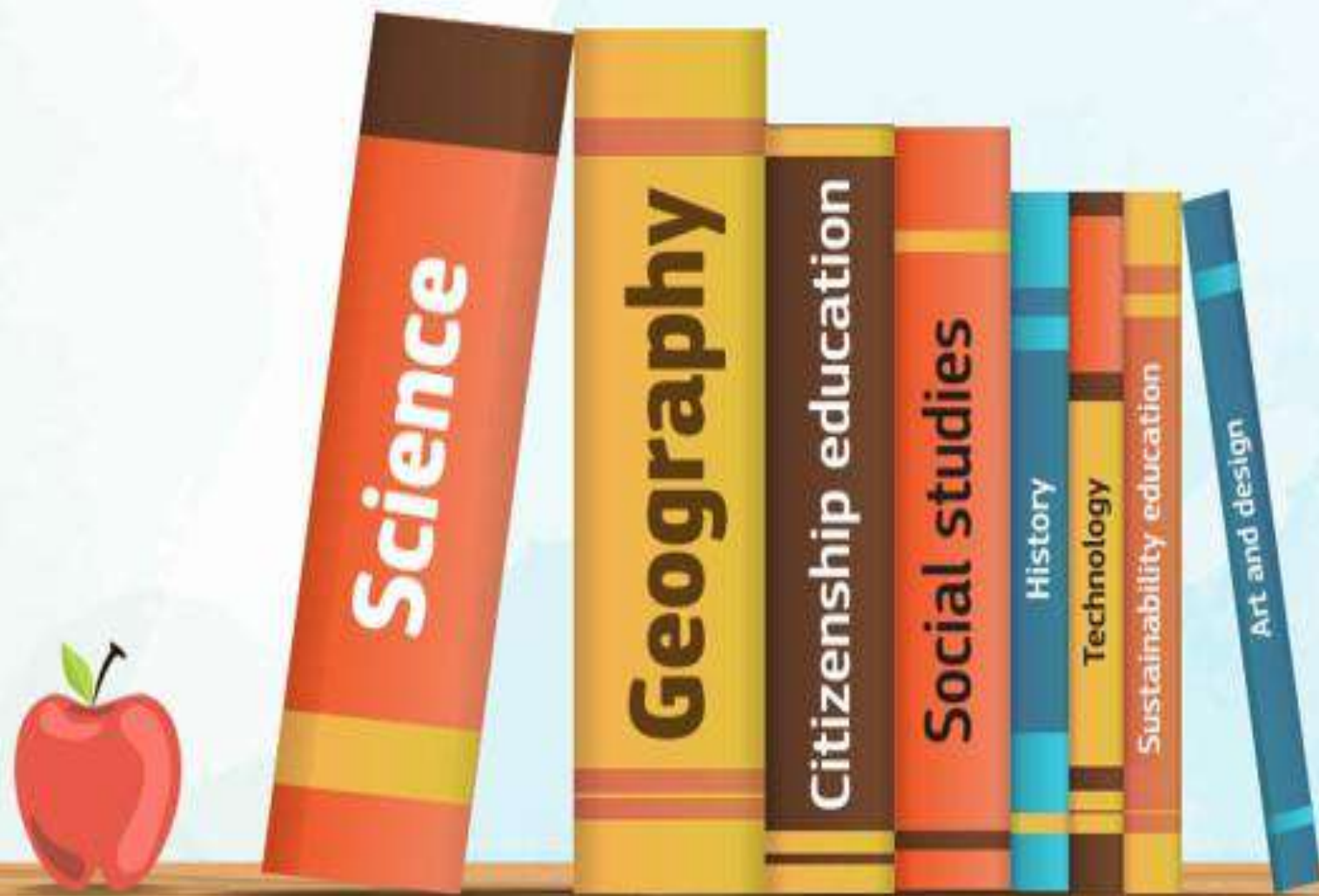
Erasmus+
Enriching lives, opening minds.



[Lien vers l'étude](#)



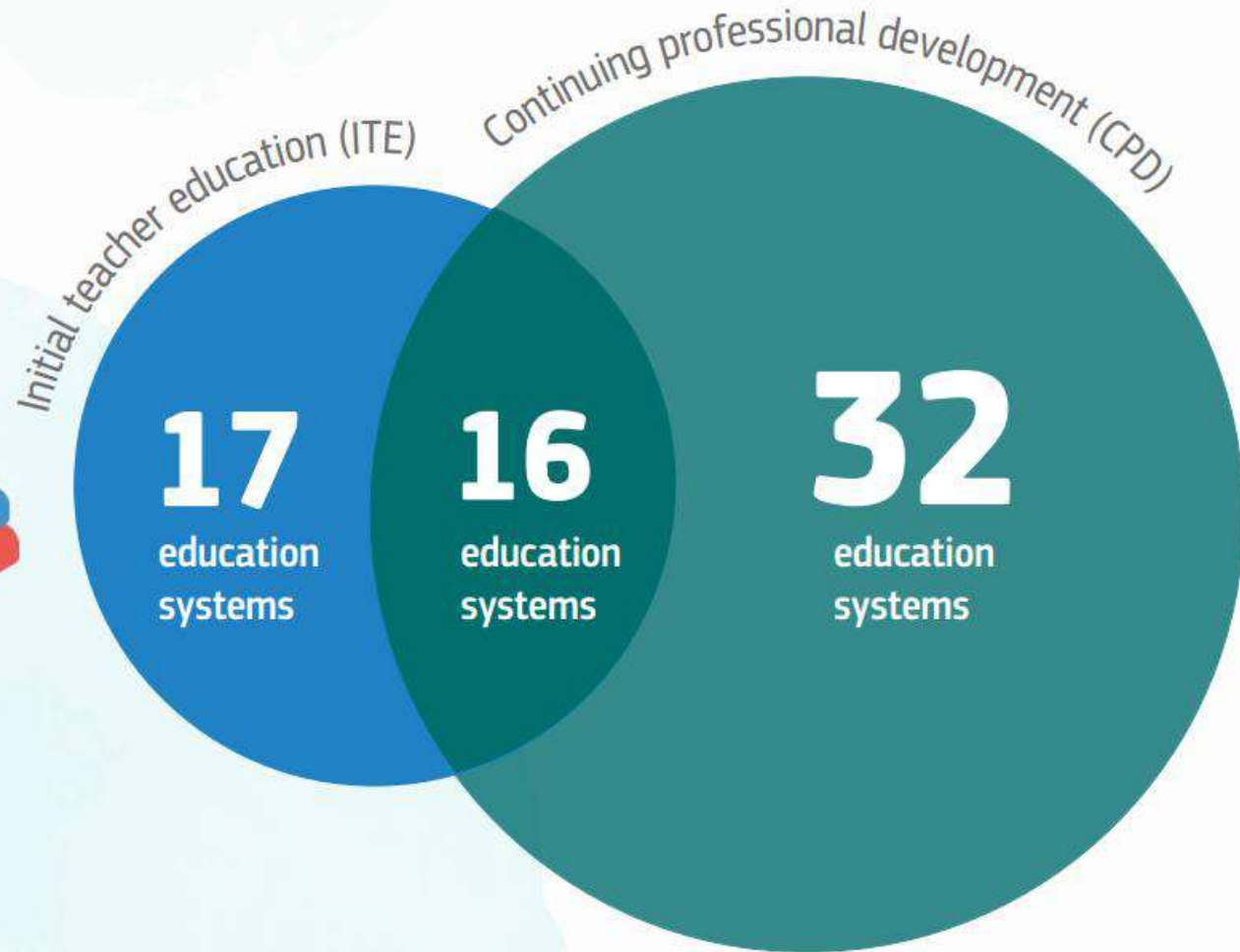
Which subjects include sustainability competences most often?



In many education systems teachers receive different types of support to deliver sustainability education



Sustainability is not always included in regulations for teacher education and training



Whole-school approaches to sustainability are widely supported by education systems, but monitoring is rare

11

Monitoring how schools embed sustainability



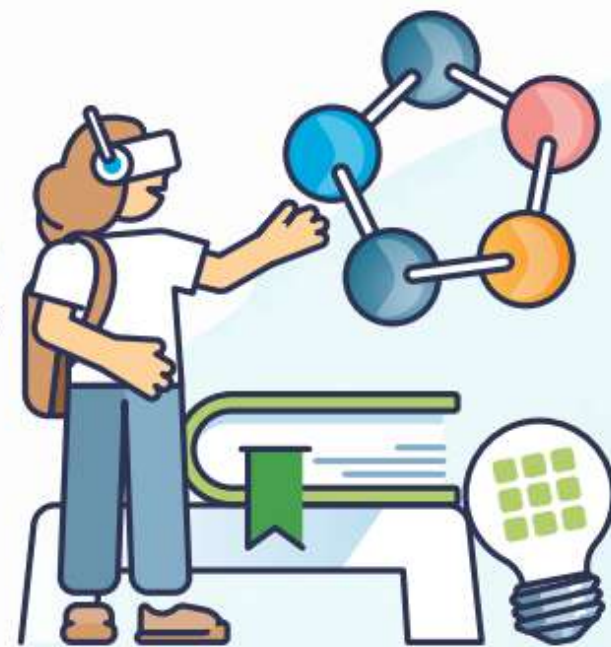
26

Guidance and support for whole-school approaches



17

National sustainability school labels



Less than a third of education systems invest in small-scale school infrastructure for sustainability

Financial support for

13 school gardens



11 bicycle facilities



12 recycling bins



Groupe de travail de l'UE - EDD dans l'enseignement scolaire

Published: 9 Feb 2022

First meeting of EU working group on sustainability in school education

Representatives from ministries of education and the environment, social partners and stakeholder organisations from more than 30 European countries met this week to discuss how schools, communities, education policies and programmes can best support learning about and for the environment and sustainability.



Whole School Approach to sustainability - key messages Working Group - Learning for Sustainability

WSA at a policy level Coherent approach Policy-makers need to ensure a coherent approach to any policy activity relating to LfS. Connecting the different elements (e.g. school curriculum, teacher professional development, school grounds, clubs, etc.) into a coherent policy is a prerequisite for a sustainable better policy. Stakeholders at local and national levels are key.	WSA and student engagement Student voice Participating in the decision-making process is critical. Self-assessment and peer-review should be provided and take into account both individual diversity and the school values in LfS issues. The knowledge, experiences in seen as a good example of hearing children's voices - and to report the care of local-level action.	WSA and leading change in schools Monitoring and evaluation Monitoring and evaluation (including qualitative indicators of progress) needs to be developed in support of LfS in every school (not just participating in the Target Indicators for Learning in schools). Indicators include: e.g. for example, active engagement to e.g. going beyond the number of ongoing projects implemented as well as their quality; understanding assets to LfS. Such initiatives can suggest other as well as require a reward program.	The school as an example of living sustainability Time, space and resources Living schools time and space to act and live sustainably on a daily basis is crucial. Teachers are often overworked and they need time, space and resources to attend sustainability in their teaching practice. Doing so with the potential overlooking of curriculum and activities is not good to be able to make space for other tasks in local communities and organisations which is an important for LfS.	School self-evaluation Messages to be added during plenary The school should evaluate its progress in LfS. The school should evaluate its progress in LfS. The school should evaluate its progress in LfS.	Collaboration and partnerships Messages to be added during plenary It is important to build a system between the school, the local community and the wider society. The school should evaluate its progress in LfS. The school should evaluate its progress in LfS.	New section? Teaching and learning? The school should evaluate its progress in LfS. The school should evaluate its progress in LfS.
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Publications

Key messages

For each of our meetings we publish key messages which summarise our discussions and include examples of good practice:

- [Whole School Approaches to sustainability](#) (available in 24 languages)
- [Organising and designing curriculum and building core competences](#) (available in 24 languages)
- [Good practice in teacher education and gaps in provision](#) (available in 24 languages)
- [Leadership for sustainability](#) (available in English, translations forthcoming)
- [Collaboration and partnerships for sustainability: building connections beyond the classroom](#) (available in English, translations forthcoming)
- [Sustainability in school education: assessment of student learning and competences](#) (available in English, translations forthcoming)
- [Effective policy design in learning for sustainability](#) (available in English, translations forthcoming)
- [Sustainable infrastructure and learning environments](#) (available in English, translations forthcoming)
- [Tackling and overcoming eco-anxiety in students](#) (available in English, translations forthcoming)
- [Vocational Education and Training sector and the greening of the labour market](#)
- [Student engagement and action in learning for sustainability](#) (forthcoming)

<https://wikis.ec.europa.eu/display/EAC/Learning+for+Sustainability>



Programme Erasmus+



La priorité "transition écologique"
dans le programme Erasmus+

<https://agence.erasmusplus.fr/erasmus-et-la-transition-ecologique/>

European School Education Platform



EXPERT ARTICLE | 06.06.2024

Empowering learners for a sustainable future: a whole-school approach

Media headlines are dominated by the challenges that the climate crisis and its accompanying uncertainty bring to our everyday lives.

Whole-school approach



PRACTICE ARTICLE | 04.06.2024

Discovery Trail: Learning outdoors with digital technologies

Learn about the Discovery Trail Erasmus+ project, led by Elina Malleus-Kotšegarov and Jaanus Terasmaa from Tallinn University.

Digital tools Non-formal learning Science



RESOURCE | 03.06.2024

Climate change and girls' education – school resource pack

Highlights



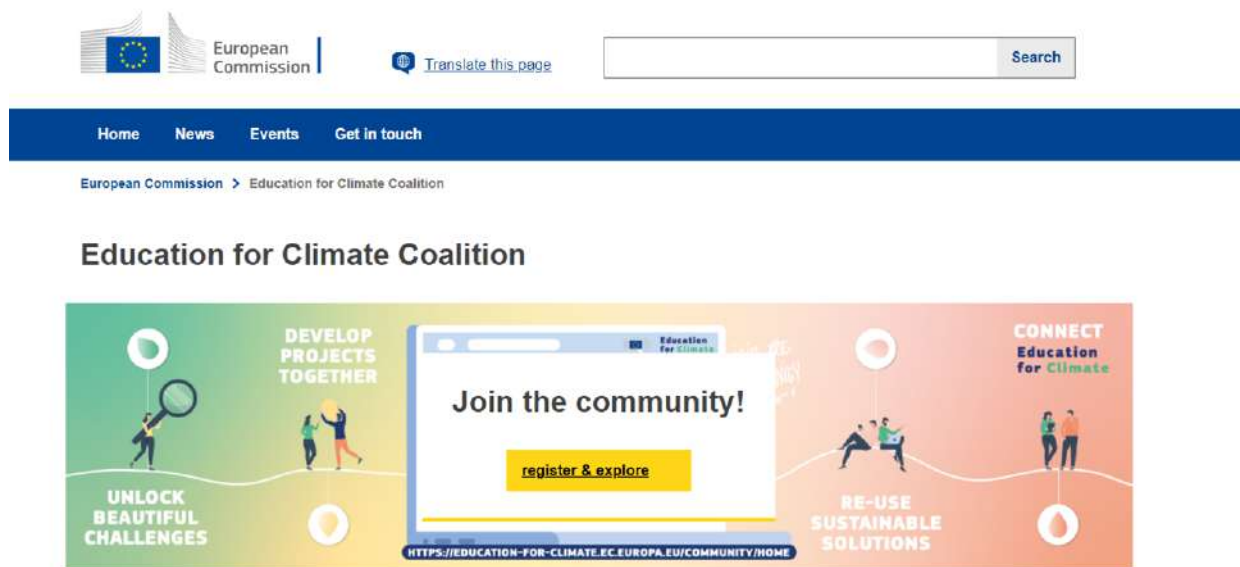
EXPERT ARTICLE | 06.06.2024

Empowering learners for a sustainable future: a whole-school approach



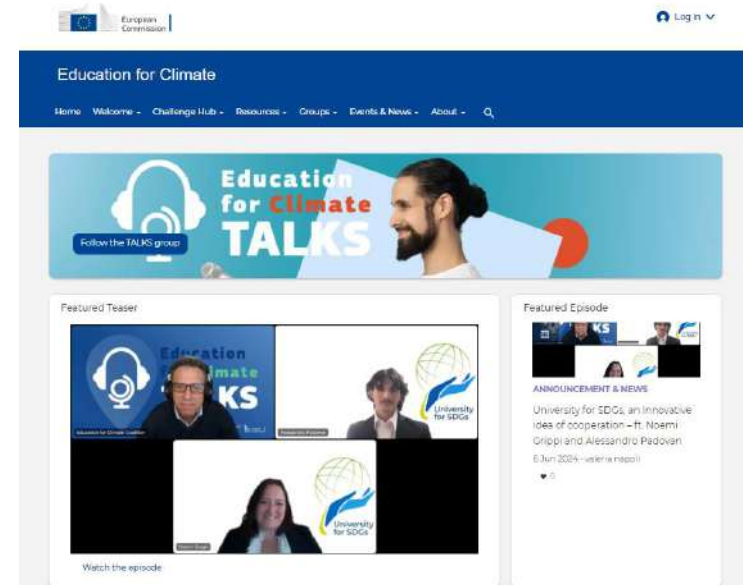
https://school-education.ec.europa.eu/en/insights?f%5B0%5D=insight_themes%3A264078

Education for Climate Coalition



The European participatory community for students, teachers and education stakeholders to act collectively on innovative education solutions for environmental sustainability.

<https://education-for-climate.ec.europa.eu/community/>



Formation des enseignants



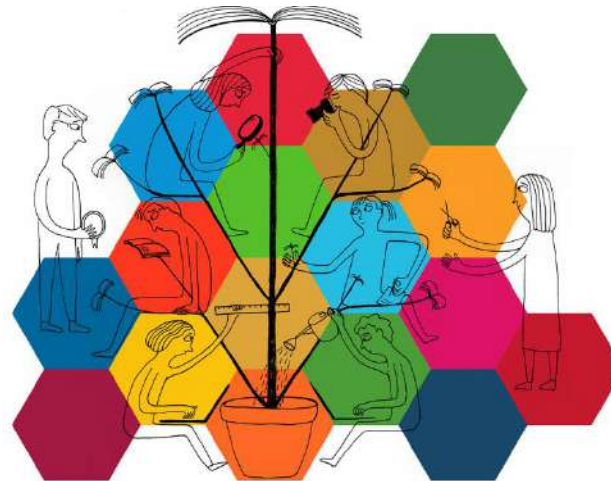
Academy for Sustainable Future Educators (EduSTA)

We focus on sustainability competences of teachers

We strengthen the European dimension of teacher education via Digital Open Badges as means of performing, acknowledging, documenting and transferring the competencies as microcredentials.

Project illustration by Ester Tajrychová.

Follow us on LinkedIn!



<https://projects.tuni.fi/edusta/>

Formation des enseignants



Learning & Teaching Packages

[Will be made available, starting February 2024] - Fully resourced, tested, and validated content modules/Learning & Teaching Packages (LTPs) that address various dimensions of teaching sustainability and provide the competence, approaches, and confidence to do so.



<https://tap-ts.eu/>

EU learning corner



Union européenne

français

Rechercher

Learning corner

Accueil

Matériel pédagogique



Jouer

La chronologie de l'UE

Échanger avec d'autres enseignants

Travailler et étudier

Actualité et concours

https://learning-corner.learning.europa.eu/index_fr

Espace Apprentissage

JOUER – ENSEIGNER – DÉCOUVRIR L'UNION EUROPÉENNE

https://learning-corner.learning.europa.eu/index_fr

Le cas d'Irlande



School Sector – Climate Action Mandate

Sustainability Guidelines

Sustainability Self-Assessment Tool for Schools – V1 August 2023

Overview

The following is a self-assessment tool which can be used to inform your school's Sustainability Policy Statement.

The completion of this self-assessment should be a whole school activity, including for example the views of students (green team/ sustainability team/ student council) and all staff including non-teaching staff. This is an internal school document only i.e. not for inspection or for submission to the Department.

Add together the subtotals from each of the all sections below - Whole School Approach to Sustainability, Environmental Sustainability, Cultural Sustainability, Social Sustainability, and Economic Sustainability - calculate a total score.

It is recognised that individual schools are at different places in their sustainability journey. Therefore, lower scores (and lower section scores) should serve as guide as to what changes can be introduced, and should serve to inform future action plans and school priorities.

The accompanying Sustainability Guidelines include definitions of some of the terminology used in the self-assessment and provide links to resources.

The suggested organisations and programmes are just some of the broad range of engagement available. It is not suggested that you need to participate in or engage with any or all organisations referenced.

Section A – Summary

Complete this table with the data from the tables in Section B.

Self-Assessment Subsection	Subtotal	Maximum Possible
1. Whole School Approach to Sustainability		40
2. Environmental Sustainability		48
3. Social Sustainability		32
4. Economic Sustainability		24
5. Cultural Sustainability		16
6. Teacher Competence		16
Student Competence		24
TOTAL		200

Version 1 – August 2023

ESD@education.gov.ie

Press release

Minister for Education announces €550,000 for sustainable development projects in schools

From [Department of Education](#)
Published on 30 November 2023
Last updated on 26 January 2024

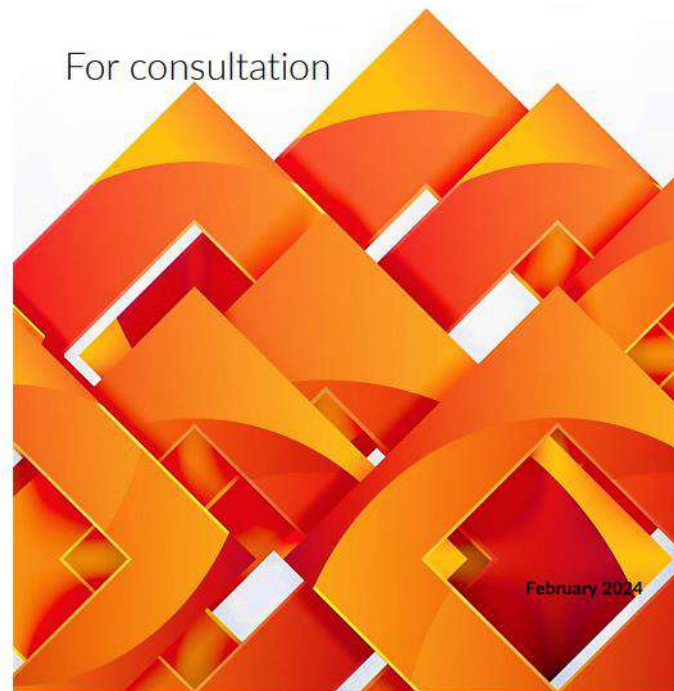


NCCA

National Council for Curriculum and Assessment

Draft Leaving Certificate Climate Action & Sustainable Development specification

For consultation



European Commission

Le cas d'Irlande



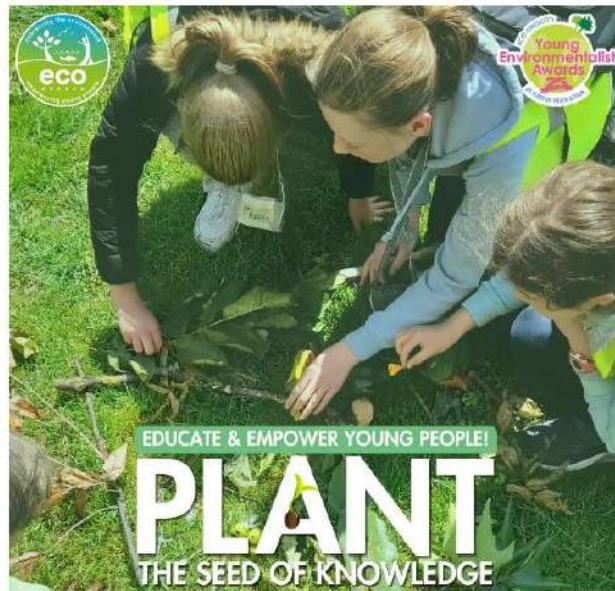
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-

What's on?



Plant the Seed of Knowledge

We are celebrating each of the 65,000 young people that have taken action to protect the environment in local communities all over Ireland as part of the Young Environmentalist Awards over the last 25 years.

Your donation to ECO-UNESCO, not matter how big or small, would help us plant 65,000 seeds, to acknowledge and celebrate each and everyone of these young people and help us reach even more young people over the coming year.

Your donation will help us plant the seed of knowledge, and inspire even more young people to learn the skills and take action to protect our plant, now and in the future. Thank you.

[Donate Now](#)



PÁDRAIC RYAN
EXECUTIVE DIRECTOR
"In 2018, I was elected as the 10th Executive Director of the organization. I have been involved in a number of projects, including the development of the 2020-2025 Strategic Plan, the launch of the Young Environmentalist Awards, and the development of the 2020-2025 Strategic Plan. I have also been involved in a number of projects, including the development of the 2020-2025 Strategic Plan, the launch of the Young Environmentalist Awards, and the development of the 2020-2025 Strategic Plan."



MARY O'CONNELL
EXECUTIVE DIRECTOR
"Mary is currently working as the Executive Director of the organization. She has been involved in a number of projects, including the development of the 2020-2025 Strategic Plan, the launch of the Young Environmentalist Awards, and the development of the 2020-2025 Strategic Plan. She has also been involved in a number of projects, including the development of the 2020-2025 Strategic Plan, the launch of the Young Environmentalist Awards, and the development of the 2020-2025 Strategic Plan."



COLM O'CONNELL
EXECUTIVE DIRECTOR
"Colm is currently working as the Executive Director of the organization. He has been involved in a number of projects, including the development of the 2020-2025 Strategic Plan, the launch of the Young Environmentalist Awards, and the development of the 2020-2025 Strategic Plan. He has also been involved in a number of projects, including the development of the 2020-2025 Strategic Plan, the launch of the Young Environmentalist Awards, and the development of the 2020-2025 Strategic Plan."



EDUCATION FOR SUSTAINABLE DEVELOPMENT CPD SCHEDULE.

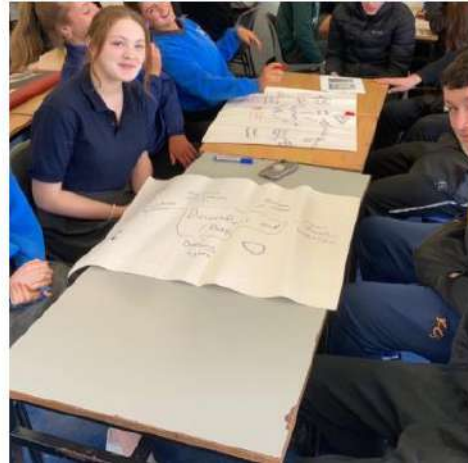
WHO	WHEN	WHAT	SEPT 24- DEC 24
EVERY MONDAY 10.00-11.30		Shelagh Bodwinery Primary and Post-Primary CPSE, Science, SPHE, Transition Year. Join us for a free online session, weekly 15-minute sessions where we explore our native Irish flora and fauna. Discover fascinating wildlife insights, gather resources, and ignite your students' curiosity about the natural world.	REGISTER
TUES 10 SEPT 9.30 - 11.30		Introduction to WWUS Post-Primary Teachers An introduction to Global Citizenship Education and Work/After Global Schools.	REGISTER
TUES 10 SEPT 16.00 - 18.00		Introduction to WWUS Post-Primary Teachers, All Subjects. An introduction to Global Citizenship Education and Work/After Global Schools.	REGISTER
WED 11 SEPT 15.00 - 16.00		Vision to Action, Leading Education for Sustainable Development: A workshop on the Sustainability Toolkit & Funding, Primary, Green-Schools, Global Citizenship, STEM Education for Sustainable Development. is fast becoming a reality for schools. As a teacher, it can be difficult to know where to start. In this workshop we'll explore how to use the sustainability toolkit and how to find funding for your school.	REGISTER
WED 21 SEPT 18.00 - 20.00		Vision to Action, Leading Education for Sustainable Development: A workshop on the Sustainability Toolkit & Funding, Post-Primary, All Subject Areas. Education for Sustainable Development is fast becoming a priority for schools. As a teacher, it can be difficult to know where to start. In this workshop we'll explore how to use the sustainability toolkit and how to find funding for your school.	REGISTER
MON 16 SEPT 19.00 - 20.00		Are you Climate Smart? Teaching the Climate Crisis through Games, Post-Primary, Geography, Science, Politics and Society, Sustainable Development Climate Smart is an online platform that offers online, offline, hybrid activities and games that can be used to develop the 17 Sustainable Development Goals (SDGs) and help you to teach the climate crisis through the Climate Smart activities and show you how you can make a difference.	REGISTER

<https://ecounesco.ie/>

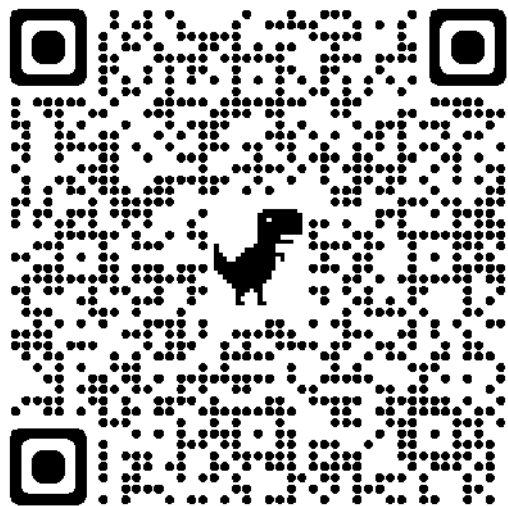
<https://www.issn.ie/>



Kinsale Community School, Ireland



Deirdre.hodson@ec.europa.eu



Merci!



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Slide 18, source: unsplash, slides 4 and 19, source: Stock Images.

