



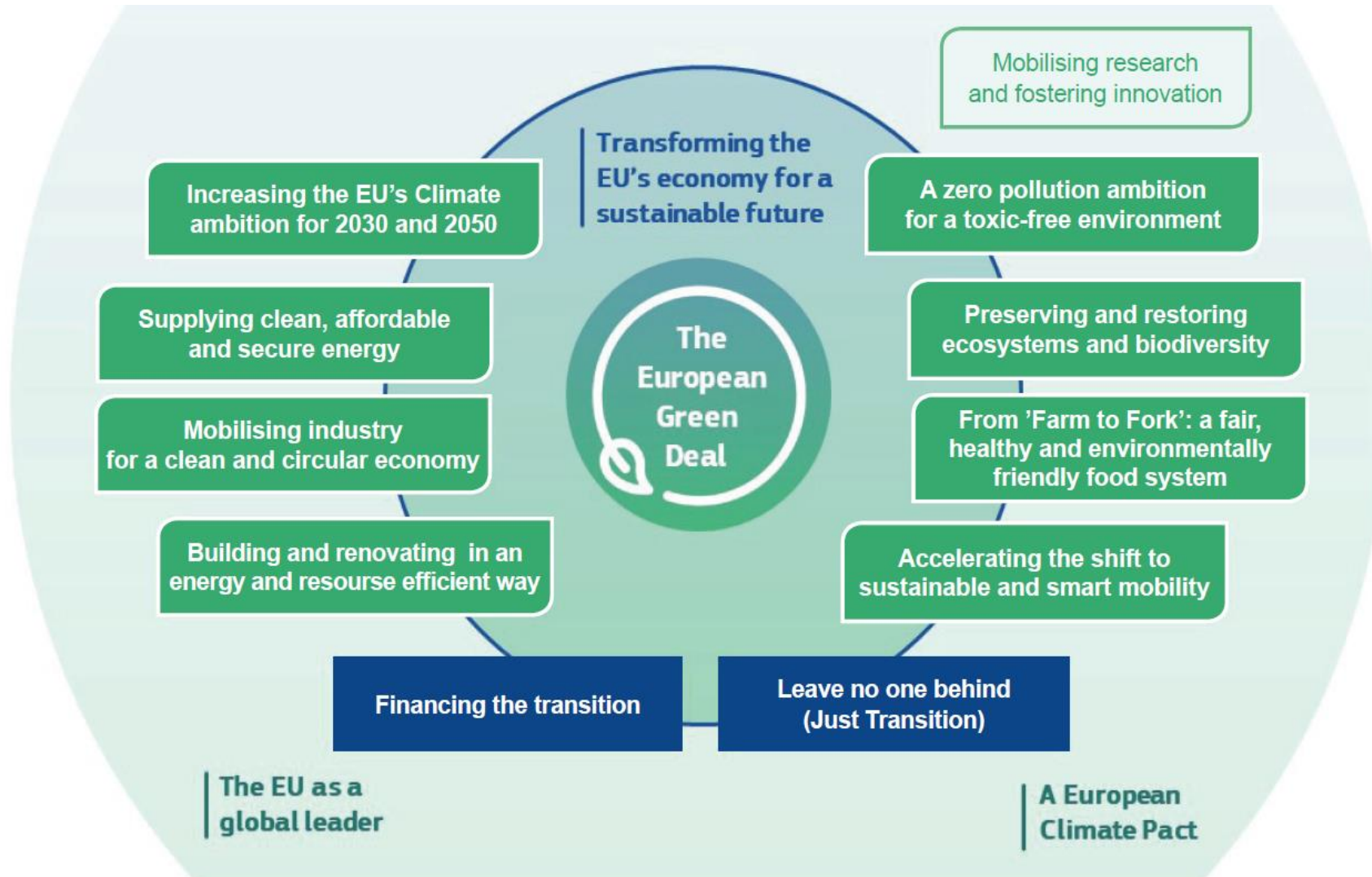
# Education for Sustainable Development in the context of the general Key Competences Framework

Sharing Inspiration 2021, April 22<sup>nd</sup>

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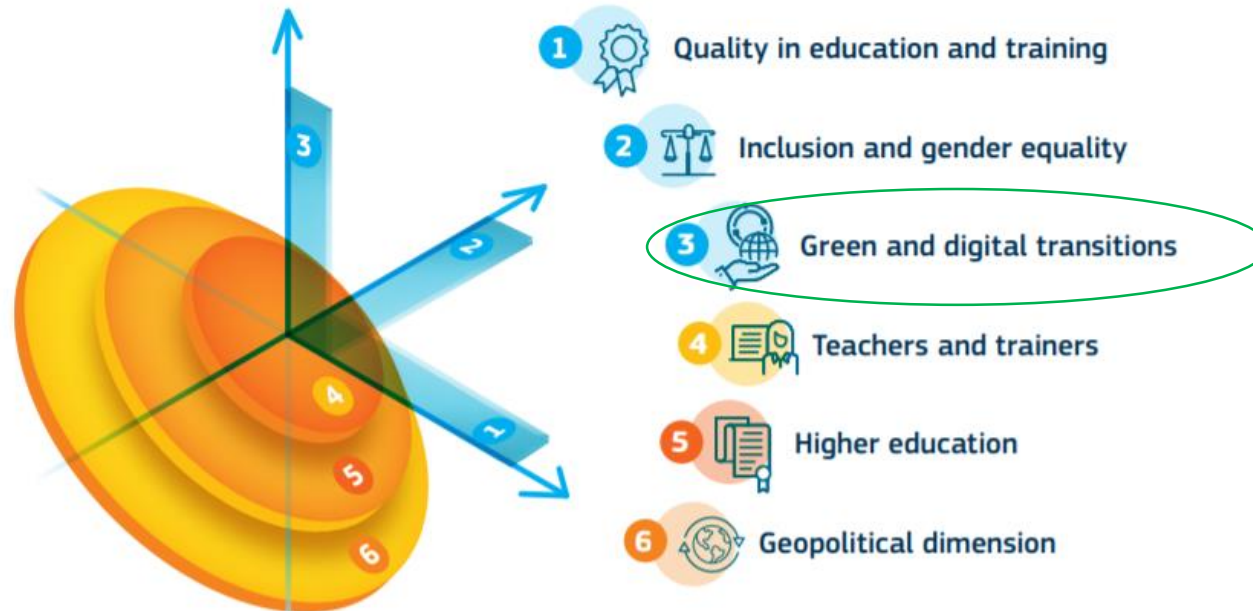
School education and Multilingualism, DG EAC

# The European Green Deal



# European Education Area

Achieving the  
**EUROPEAN EDUCATION AREA**  
by 2025



# Education for the green transition

## Education for climate coalition

- bottom-up, co-created [actions](#) involving students, teachers, education institutions and stakeholders

## Proposal for a Council Recommendation on education for environmental sustainability

- Strengthen cooperation and peer exchange between Member States, schools, higher education institutions and educators

## European competence framework on climate change and sustainable development (**GreenComp**)

- Establish shared understanding of the key competences for sustainability, based on the general Key Competences Framework (2018)

## Green Erasmus+

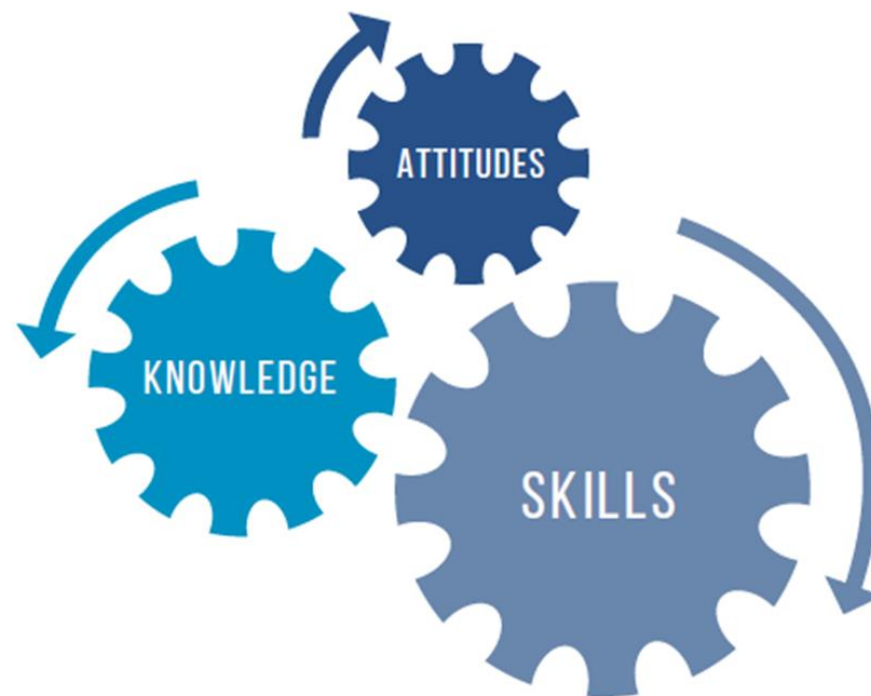
- Since 2014, more than 5,000 projects with a direct focus on environment, climate action and green education

# Key Competences for Lifelong Learning

**Key competences** are a combination of knowledge, skills and attitudes, not values.

**Key** competences are for **all individuals** to function successfully in the society, not professional competences for the respective specialists

**Broad** preparation in **all areas**, not concentration on only some of the competences.



# General Framework of the Key Competences for LLL



**Citizenship**



**Cultural**



**Entrepreneurship**



**Digital**



**Personal, Social,  
and Learning  
to learn**



**Languages**



**STEM**



**Literacy**

# Education for climate change and sustainable development

## Environment

All living species, the Earth, and the natural resources that affect human survival, i.e. physical and life sciences

## Society and Economy

Human-made social, cultural and political structures and related economic activities, which depend on the natural environment, i.e. citizenship, cultural, entrepreneurial, social, personal and learning to learn competences



# Education for climate change and sustainable development

**bridges the gap between  
the natural and the human worlds  
and  
between the “two cultures”**

the sciences

and

the arts, humanities, and civics

as defined by C.P. Snow in his essay  
of 1959





# GreenComp as a multidisciplinary key competence

## Science

- Ability to explain the natural world by using the knowledge of its basic principles and methodology, including controlled experiments.
- Ability to use logical and rational thought to verify a hypothesis and draw evidence-based conclusions.
- Ability to recognize the scientific inquiry and to communicate its conclusions and reasoning that led to them.
- Understanding of science as a self-correcting process, whose results are at the same time reliable **and** tentative.

# GreenComp as a multidisciplinary key competence

## Science (cont.)

- Readiness to discard one's own convictions when they contradict new experimental findings.
- Understanding of the impact of human activity on the natural world and its resources, including the responsibility of the individual citizen.
- Understand the limitations and risks of science and its potential technological solutions to environmental and human health issues.
- Concern for ethical issues and active support for environmental sustainability, in relation to oneself, family, community, and the planet.

# GreenComp as a multidisciplinary key competence

## Citizenship

- Understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.
- Awareness of sustainable systems, i.e. climate and demographic change at the global level and their underlying causes.
- Ability to engage effectively with others in common or public interest, including the sustainable development of society.
- Willingness to participate in democratic decision-making at all levels and civic activities, and to take responsibility for the environment.

# GreenComp as a multidisciplinary key competence

## Entrepreneurship

- Knowing that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities.
- Understanding the ethical principles and challenges of sustainable development.
- Sense of initiative, agency, and perseverance in achieving objectives.

# GreenComp as a multidisciplinary key competence

## Cultural awareness and expression

- Being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society.
- Knowledge of local, national, regional, European and global cultures.

# GreenComp as a multidisciplinary key competence

## Personal, social and learning to learn

- Adoption of a sustainable lifestyle that respects the environment.
- Awareness of potential data biases and one's personal limitations.
- Developing creative ideas in view of solving problems.

# Theoretical framework for GreenComp

## Systems-centred:

- systems thinking, i.e. the interconnectedness and interdependence between the natural and human worlds;
- circular economy, recycling, waste management, and sustainable use of raw materials;
- material consumption and environmental degradation.

# Theoretical framework for GreenComp

## Values-driven:

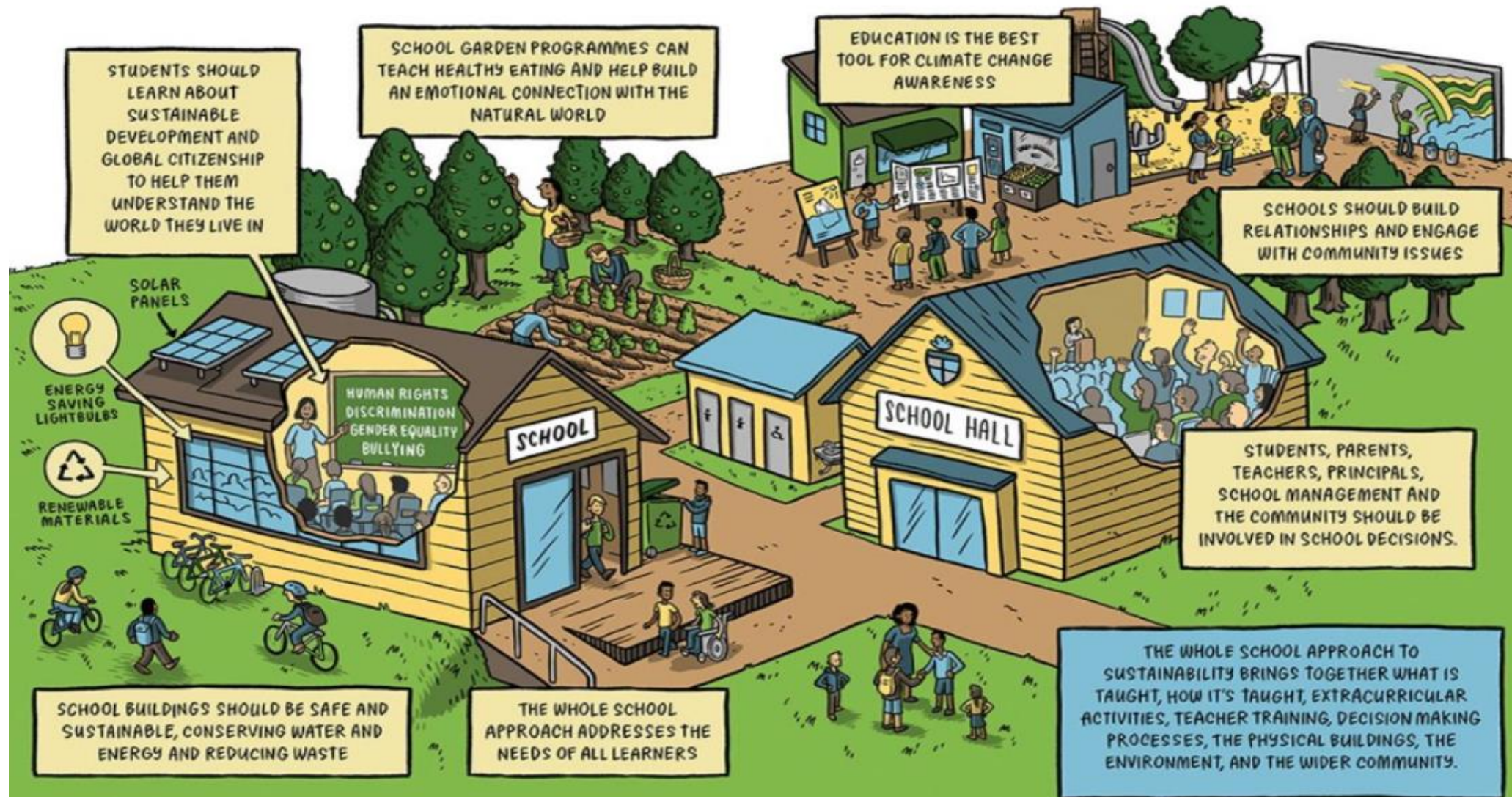
- Socio-economic justice, precarity reduction, and inclusion;
- Appreciation of nature, the arts, and human interactions **as opposed to** material consumption (“flower power”).

## Futures-oriented and Solutions-focused:

- Anticipatory thinking, i.e. understanding of future scenarios and the limitations of potential technological solutions.
- Action at both personal and societal levels



# Sustainability is not just something to learn, it's something to live!



Thank you