



# Skills for the green transition



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# Why education for sustainability?

- 9 in 10 Europeans think that climate change is a serious problem
- 6 in 10 young people globally are “very” or “extremely” worried about climate change
- 3 in 4 Europeans think education and training is the most important sector to help people understand and take action on climate change and the environmental crises.
- Many young people consider that education and training is failing to prepare them to tackle climate change, protect the environment and live and act more sustainably.
- 40 % of employers across the EU report difficulties finding workers with the necessary skills.
- For example, nearly 30% of businesses in the manufacturing electrical equipment sector for example say that they face labour shortages already right now.



# EU green education actions

- Council Recommendation on learning for the green transition and sustainable development
- European Sustainability Competence Framework – GreenComp
- Research
- Working Group Schools: Learning for Sustainability
- Horizon Europe
- Erasmus+ (e.g. Teacher Academies)
- Education for Climate Coalition



# Council Recommendation June 2022

27.6.2022

EN

Official Journal of the European Union

C 243/1

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(Resolutions, recommendations and opinions)

RECOMMENDATIONS

COUNCIL

COUNCIL RECOMMENDATION

of 16 June 2022

on learning for the green transition and sustainable development

(2022/C 243/01)

(Text with EEA relevance)

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 promote learning for sustainable development, there is nonetheless a need to continue and step up efforts in that regard. Policy and practice for this kind of learning should be further stimulated and supported. It is necessary to recognise the need for interconnected 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 <sup>(1)</sup>, the EU Biodiversity Strategy for 2030 <sup>(2)</sup>, the United Nations Educational, Scientific and Cultural Organization (UNESCO) strategy Education for Sustainable Development for 2030 and the related United Nations Economic Commission for Europe (UNECE) work <sup>(3)</sup> highlight the key role of schools, higher education and other education and training institutions in engaging with learners, parents, educators <sup>(4)</sup> 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' <sup>(5)</sup>, the Council stressed that investing in education, among other areas, is key in gathering the best data and finding the best solutions in this regard. The EU Youth Strategy identifies a sustainable green Europe as a goal and calls for all young people to be environmentally active and educated.



## Proposed recommendations to MS

- Establish environmental sustainability as a priority area in education and training
- Support education and training systems in providing access to learning on climate change, biodiversity and sustainability
- Provide a range of learning opportunities in different settings
- Mobilise national and EU funds for green infrastructure, training, tools and resources
- Monitoring, research and evaluation



# Invites the Commission to...

facilitate support and peer learning

develop and share resources  
and research

support educators



monitor development of green skills

report on progress

strengthen links at international level

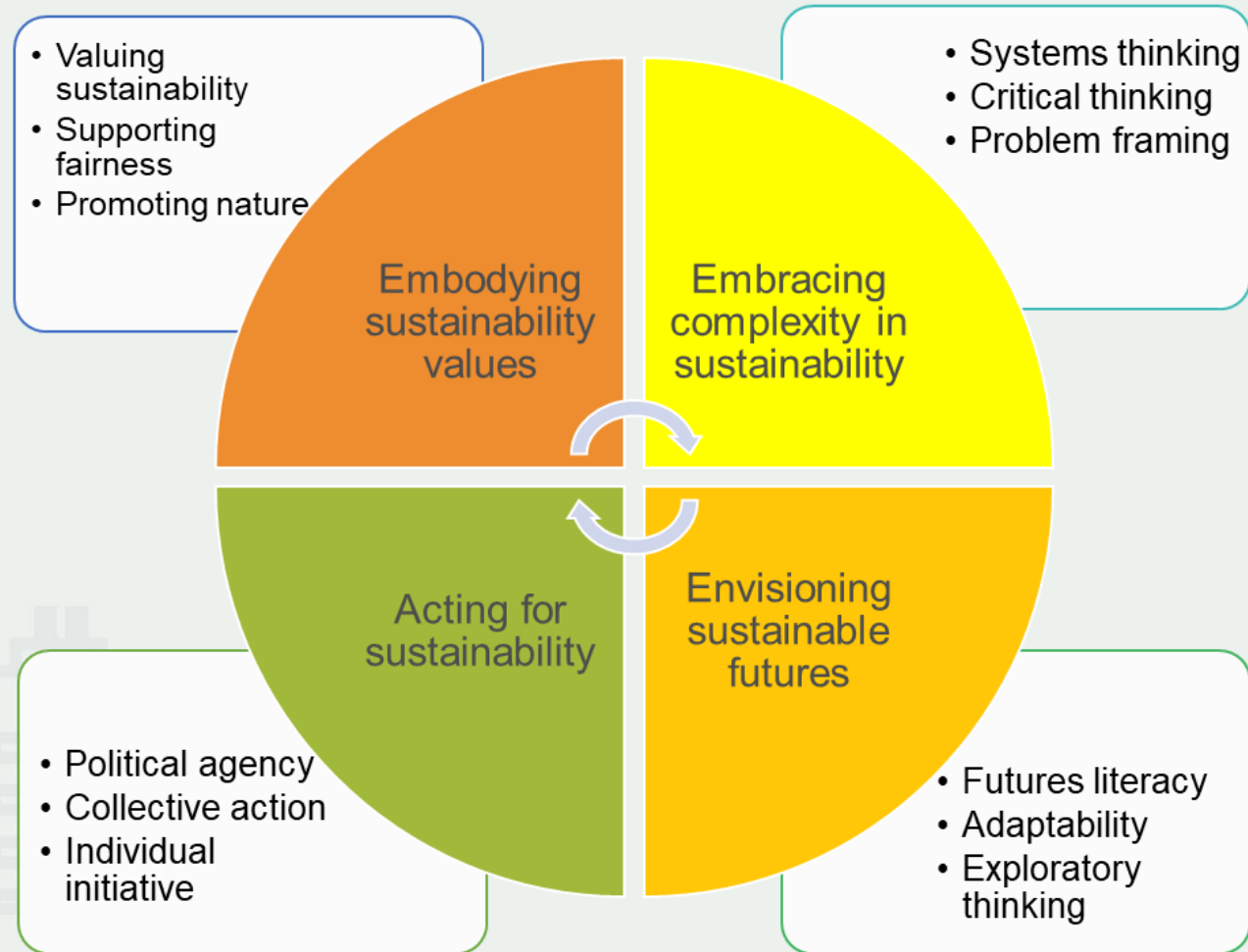
boost green dimension of Erasmus+

# GreenComp continued



# European sustainability competence framework

- 4 Competence Areas
- 12 Competences (3 per area)
- 12 descriptors (1 per competence)
- Annexed: 180 Statements defining Knowledge, Skills and Attitudes for each competence



# Education for Climate Coalition

The image shows a laptop and a smartphone displaying the Education for Climate Coalition website. The laptop screen features a navigation bar with 'Join the COMMUNITY!' on the left and 'Education for Climate' on the right. Below the navigation bar are three main sections: 'Welcome to the Education for Climate community' with a 'How to contribute?' button, 'Community feed' with a 'What's going on?' button, and 'Country groups' with a 'Join groups' button. The 'Featured challenge' section highlights 'How to run a hackathon in preschool?' with 36 participants and 2 ideas. The 'Have your say!' section shows a poll about sustainable education priorities, with 100% of 1 vote for 'As usual, sustainability education is one of my priorities' and 0% of 0 votes for 'This school year, sustainable education will become one of my priorities'. The 'Featured event' section lists 'Country Groups @ E Climate Days 2022' on 9 Sep '22 from 16:00 to 17:00 via webex. The smartphone displays a mobile view of the 'Welcome to the Education for Climate community' and 'Community Feed' sections. The European Commission logo is visible in the bottom right corner of the laptop screen.

## Last developments

**NEW!**



**COMING SOON:**

- **22 MARCH:** GreenComp Community of practice launch
- **26 APRIL:** Policy Forum on Green Skills

Grazie per l'attenzione.



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