



Co-funded by
the European Union

European Social Partners in
Education promoting
environmental sustainability in
school learning, teaching and
management



EFEE



Project aims



- **Continue our commitment** in promoting a green and resilient societal transition through school education in line with the objectives of the UN 2030 Agenda, the European Green Deal, the European Climate Pact and the European Education Area
- **Support and promote social dialogue** in education and training by sharing good practices and fostering peer learning among European, national, and regional/local social partners in education on environmental sustainability

Overview of project activities



Date	Activity	Location
5 May 2022	1 st Peer Learning Seminar	Kinsale, Ireland
20 October 2022	2 nd Peer Learning Seminar	Warsaw, Poland
23 March 2023	3 rd Peer Learning Seminar	Madrid, Spain
16 May 2023	4 th Peer Learning Seminar	Helsinki, Finland
14-15 November 2023	Final Conference	Brussels, Belgium

**+ Project
research**

What findings did we gather from four PLAs and one concluding conference?

1- At Kinsale College (Ireland) we **observed environmental sustainability** in practice (e.g. permaculture and organic food production)

2- In Warsaw we learned about **training** in environmental sustainability **for teachers and school leaders**

3- In Madrid, we discovered the significance of **collaborating with other societal actors**

4- In Helsinki, we **held initial discussions on recommendations about social dialogue** promoting environmental sustainability through learning, teaching, and management in education

Final conference: recommendations on promoting learning, teaching and management for environmental sustainability were presented and discussed.

Project outcomes

**Create a research
report**



**... to present the
outcomes of the
project activities and
general conclusions.**

**Establish Joint
Recommendations**



**... to gather the
learnings into an
official
document.**



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Project research

- The social partners EFEE and ETUCE jointly posed the following **research question**:

“How can social partners in education contribute to promoting environmental sustainability in school learning, teaching and management?”



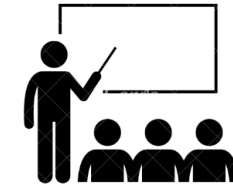
Project research relevant examples



**Social dialogue on
Education for
Environmental
Sustainability**



**Education for
environmental
sustainability:
challenges and
positive
examples**



Training needs

Project research relevant examples



Social Dialogue

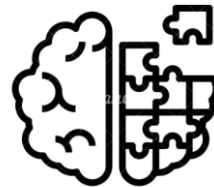
“Not considered among priority topics” – most countries

“Our government doesn't recognise this subject.”



Cooperative work (e.g.

Projects at schools, collaborative work between educational and environmental personnel)



Curriculum change to include education for sustainable development

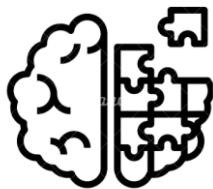
Conflicts with other areas, lack of coherent strategy, difficulty in putting theory into practice

Project research relevant examples

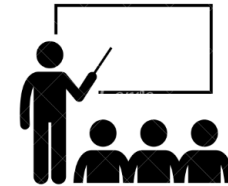
Education for E.S.



Proactivity, changes in the **curriculum**, **awareness**, **sharing best practices**, schools' **infrastructures improvement**, "green" projects, **training**, **involve the families**



Lack of ... **Prioritization**, **communication**, **knowledge**, **autonomy** in the design of the curricula,



Training needs

- 1st : Knowledge
- 2nd : Leadership training
- 3rd : Collaborative work

Joint recommendations

The European social partners in education are **committed** to promoting and improving education for environmental sustainability through social dialogue at national and European level.

At the national level while working with their members at regional and local levels:

- *a long-term vision in education policy and to secure targeted and sustainable funding for EES to provide relevant and up-to-date resources and tools, as well as **professional support for teachers and school leaders**;*
- *Promote the **exchange of good practices** and knowledge among the social partners in education ;*
- **build alliances** between each other and other stakeholders in education;
- Commit to developing together with the European Commission a “selfie” tool ;

Joint recommendations

Supporting school management and leadership:

- Encouraging, supporting and developing a culture of **professional trust**;
- **Collaborating** with local authorities on the quality of school buildings and other elements of **school infrastructure**
- *Promoting the **implementation of EES** in an **inclusive, cross-curricular whole-school** approach which involves the relevant education stakeholders;*
- *Cultivating a “**learning community**” through meaningful outreach to local community;*

Joint recommendations

In relation to supporting teaching:

- **Advocating** for a **review of teacher workload** from the perspective of facilitating the implementation of EES in a manner that provides teachers **with sufficient time**, space and resources;
- Promoting the **provision of infrastructure** with access to **outdoor** spaces;
- **Recommending** that *issues of socio-economic, gender and ethnic inequality and, educational disadvantage* be fully addressed in the pedagogy of EES;
- **Teachers are encouraged** and supported to adopt a **pedagogy** for EES that is **transformational** rather than instrumental;

In relation to supporting learning:

- Ensuring that **all learners** have a right and **access to EES**;
- Ensure that learning for EES is **cross-curricular, collaborative and transformational**;
- Ensuring that learning and teaching methodologies are **adapted to students' backgrounds and needs**;
- Ensure that the EES **curriculum challenges the culture of consumerism**

Main contacts

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