

# SENSE members share their views



Deirdre Hodson  
Schools policy team  
European Commission  
Workshop with SENSE members

4 June 2021

# European Green Deal

## The EU will:



Become  
climate-neutral  
by 2050



Protect human life,  
animals and plants,  
by cutting pollution



Help companies  
become world leaders  
in clean products and  
technologies

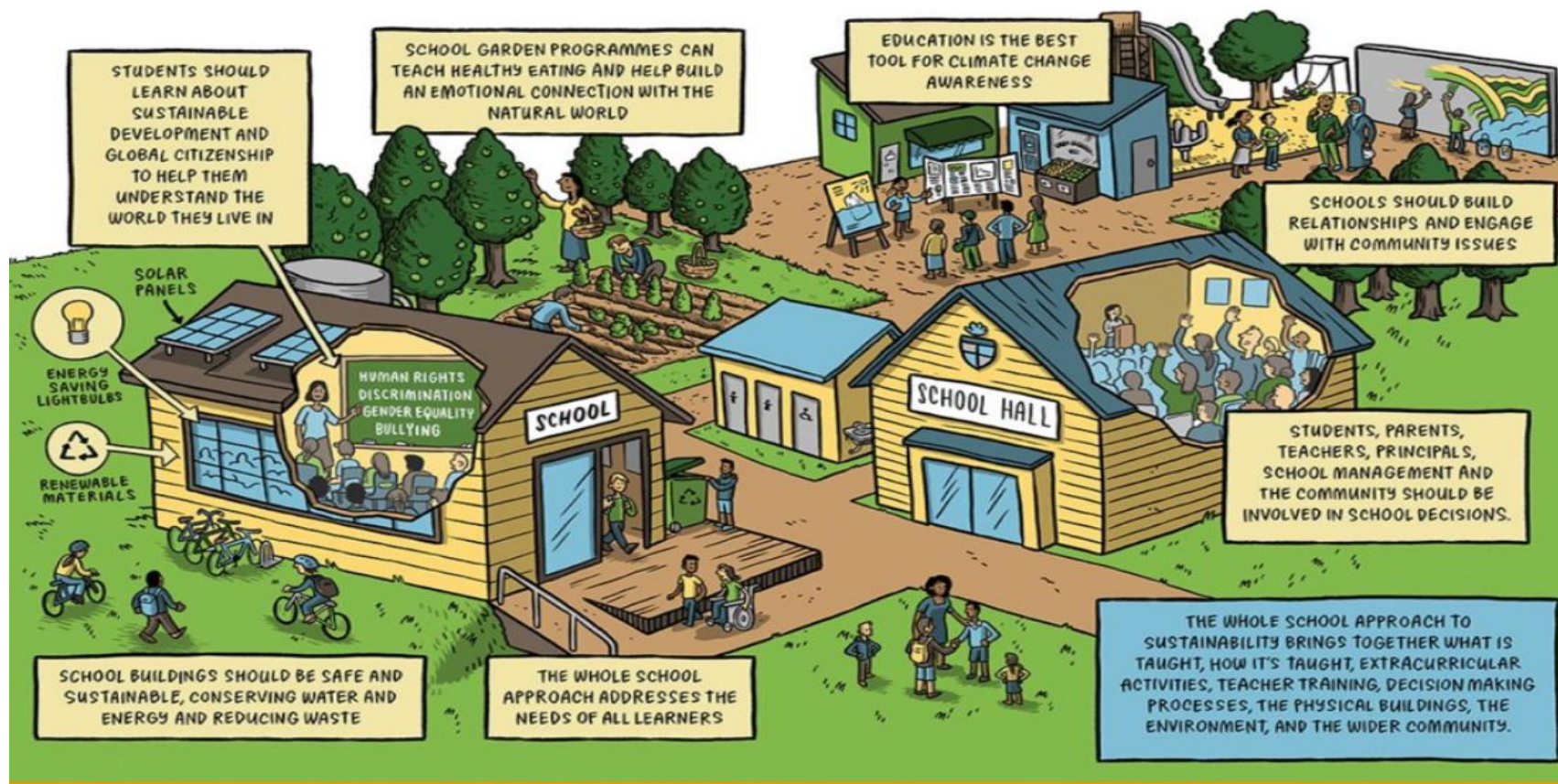


Help ensure a  
just and inclusive  
transition

Education for the green transition

# Council Recommendation on education for environmental sustainability

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

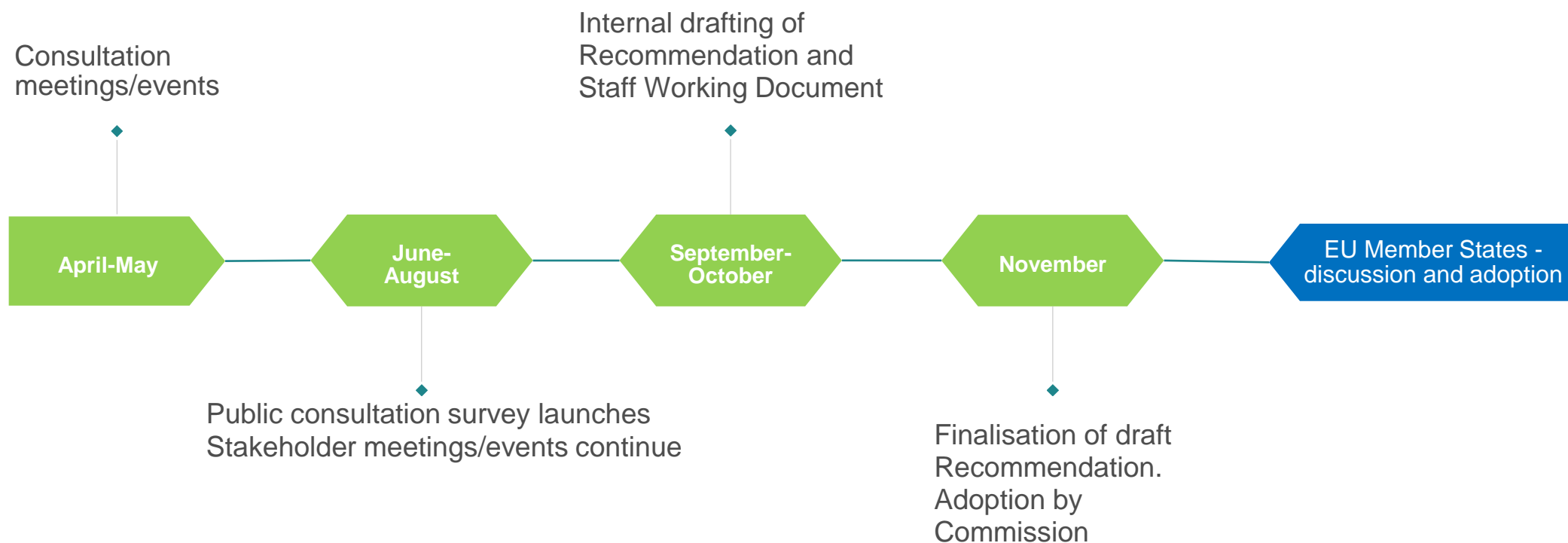


# Council Recommendation on education for environmental sustainability

A proposal by the Commission



# Timeline to adoption



# Consultation phase



Workshops with Member States

Workshops with researchers,  
NGOs and other stakeholders

Engaging with youth

Early childhood education and care

Workshops with teachers



**WE WANT TO HEAR  
FROM YOU!**

# April survey

SENSE members shared what works well and less well when it comes to education for environmental sustainability

<https://ec.europa.eu/eusurvey/runner/SENSEfeedback>



# Key themes

Sustainability competences

Curriculum

Professional development

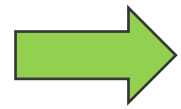
Motivation and inspiration

Partnerships outside our school

Involving and empowering students



# Key themes



## Sustainability competences

Curriculum

Professional development

Motivation and inspiration

Partnerships outside our school

Involving and empowering students

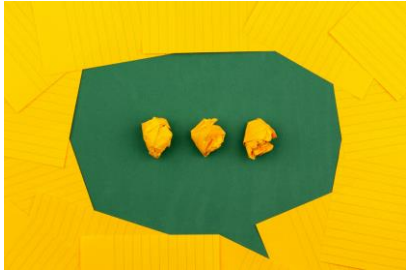


# We asked.....

**Should there be a key competence related to sustainability?**

# You said.....





**1. What in your view are these sustainability competences?**

## Sustainability competences

A systematic literature review

Bianchi, Giulia

2020



There is limited research outside of higher education

Some convergence as to what these competences are:

Systems thinking

Futures thinking

Values thinking

Interpersonal

Learning to learn

How can these be learnt? How can they be assessed?



# Key themes

Sustainability competences

→ **Curriculum**

Professional development

Motivation and inspiration

Partnerships outside our school

Involving and empowering students

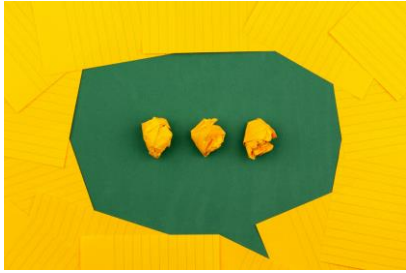


# We asked.....

**Should there be more emphasis on environment and sustainability in the curriculum?**

# You said.....





## 2. What would *you* change in the curriculum?

# Key themes

Sustainability competences  
Curriculum

→ **Professional development**

Motivation and inspiration  
Partnerships outside our school  
Involving and empowering students



# Professional development



*“More webinar series.  
More free  
programmes”*

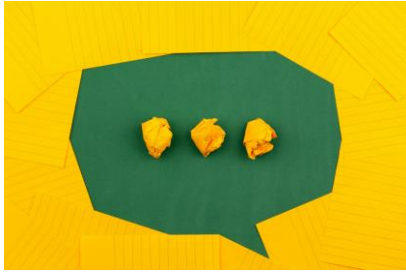


*“More training for  
student teachers”*

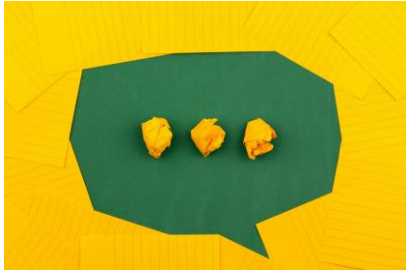


*“More opportunities to  
work with other  
teachers”*





**3. What professional development has been/would be most useful to you?**



**4. We are designing a MOOC for teachers on climate change. What would be useful to you?**

# Key themes

Sustainability competences

Curriculum

Professional development

➔ **Motivation and inspiration**

Partnerships outside our school

Involving and empowering students





# Motivation

*“Most of my colleagues feel extremely tired and worn out and with too much paperwork that makes them unavailable to work on these issues”*



# 5. How can we motivate and inspire teachers and school leaders to work on sustainability?

# Key themes

Sustainability competences

Curriculum

Professional development

Motivation and inspiration

➔ **Partnerships outside our school**

Involving and empowering students



# Working with partners beyond our school



*“I think that cooperation should be strengthened and that should be our goal”*



*“We need to establish partnerships with other organisations to promote concrete actions”*



*“We need more collaboration and financing”*



**6. How can we have more/better collaboration and partnerships outside our school on environmental sustainability?**



# Key themes

Sustainability competences

Curriculum

Professional development

Motivation and inspiration

Partnerships outside our school

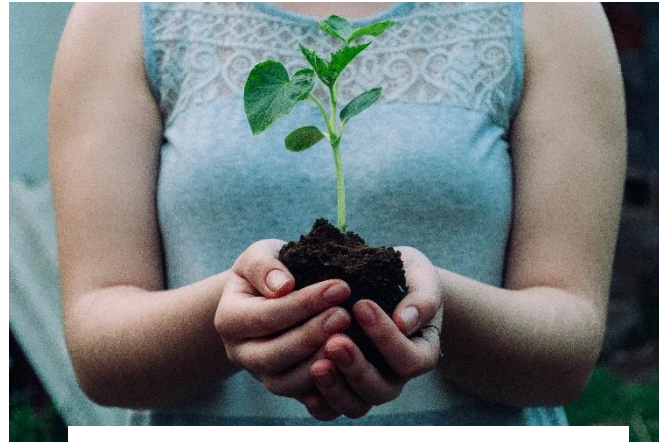
➔ **Involving and empowering students**



# Involving and empowering students



*“They are now aware of many problems linked to the environment”*



*“They are very motivated and want to play an active role”*



*“Students gladly participate in actions against climate change”*



“

*“It's an incentive for our students to feel like an active part of a group that actually contributes to change”*



“

*“I would like my older students to have the opportunity to participate in local and global debates and decisions on these issues. Their passion for these issues is already visible”*



# 7. How can we involve and empower students more?



**WE WANT TO HEAR  
FROM YOU!**



[https://ec.europa.eu/eusurvey/runner/  
SENSEJunefollow-up](https://ec.europa.eu/eusurvey/runner/SENSEJunefollow-up)

# Thank you

[deirdre.hodson@ec.europa.eu](mailto:deirdre.hodson@ec.europa.eu)  
@deirdrehodson



© European Union 2021

Reuse of this presentation authorised  
under the CC BY 4.0 license.

