



# Kick-off Conference

22-23 April 2021

# REPORT



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# Introduction

The Kick-Off Conference of the ETUCE Project "[Education for Social Change: The role of Education Trade Unions in addressing sustainable environmental development](#)" took place on 22-23 April 2021 online.

Building on the ETUCE Resolution "[Campaigning to enhance the Teaching Profession for Solidarity, Democracy, Equality and Sustainability](#)", ETUCE recognises sustainable development as fundamental to educate committed, critical-thinking and active citizens and providing a sense of belonging and opportunities for active participation for all learners, especially for those disadvantaged and marginalised. Therefore, ETUCE is committed to playing a central role in shaping a more sustainable way of life starting from the education sector.

Opening the meeting, the **ETUCE President, Larry Flanagan**, and the **European Director Susan Flocken** underlined that climate change is sorely impacting our daily lives and the world of teaching. Climate change and environmental themes are critical issues to address for a just and fair society and economy. Education trade unions are committed to influencing governments in tackling climate change and can bring a significant contribution through social dialogue and collective bargaining to address governments' policies for a more coordinated effort to counter climate change.



Larry Flanagan,  
ETUCE President



Susan Flocken,  
ETUCE European Director

## Kick-off Conference objectives

- to consult with national education trade unions and to identify current practices and policies related to addressing the environmental issues and sustainable development in the education system;
- to identify challenges faced by education trade unions related to the impact of environmental issues on the education and teachers, academics, and other education personnel and the need to address environmental emergency through education;
- to inform the research and all project activities on priority areas to address as regards to environmental awareness, education on climate emergency and sustainable environmental development, the impact of climate emergency on the education sector, professional development and support on these topics for teachers, academics, and other education personnel, and addressing sustainable environmental development in internal policies of education trade unions.

Check the photos of the Conference [here](#). Check the presentations of the Conference [here](#).

# ETUCE project *“Education for Social Change: The role of Education Trade Unions in addressing sustainable environmental development”*

Climate emergency and environmental issues require a drastic social change, including individual and collective changes in our mentality, behaviour, lifestyle. In this context, education is a crucial tool for ensuring sustainable development and addressing environment issues. Education trade unions have a key role in ensuring that not only education about sustainable environmental development is integrated into all levels and aspects of education systems, but also that it is accompanied by sustainable and adequate technical, financial and staff resources and that education staff receive the sufficient professional support.

Therefore, the ETUCE [project](#) on the “Education for Social Change: The role of Education Trade Unions in addressing sustainable environmental development” aims at building the capacity of education trade unions to prepare their affiliates to address environmental questions and climate emergency for sustainable development in education and training through social dialogue and collective bargaining with the view to address the impact that climate emergency and environmental sustainability measures have on the education sector in the European region.

With this two-year project (2021-2023), co-funded by the European Commission, ETUCE gets off the ground for a more central role of education trade unions in implementing the [European Green Deal](#) and [UN Sustainable Development Goals](#) (SDGs). Fostering the topic of education for environmental sustainability within the Social Dialogue in Education, the project seeks to ensure a coherent and robust integration of learning about sustainable approaches to the environment in education policies and to promote concrete education trade union measures and practices in addressing the environmental issues and sustainable development in education and in addressing in social dialogue and collective bargaining at all levels the impact of environmental problems on education institutions and teachers, academics, and other education personnel.

Besides the kick-off Conference, the project is composed of several activities:

1. **Research** including literature review combined with an **online survey** carried out among ETUCE member organisations (EN/FR/RU). It provides important findings to identify the major challenges faced by the education sector and education workers regarding the environment, climate emergency and sustainable development, in different national and local contexts in Europe. The research will also study the role of education trade unions in addressing those challenges through social dialogue and collective bargaining and will include recommendations for national and EU policymakers.
2. **Two training workshops** (Rome and Copenhagen) in 2022. ETUCE member organisations will have the opportunity to discuss the outcomes of the online survey and enrich the survey report with specific country cases, as well as undertake preliminary discussions to prepare the guidelines for education trade unions on addressing the environmental issues and sustainable development. Furthermore, the training workshops offer the opportunity to share good practices on supporting and building the capacity and knowledge of their affiliates to address the environmental issues and sustainable development in education, as well as on addressing the impact of

environmental problems on education institutions and teachers, academics, and other education personnel.

- 3. Practical guidelines for education trade unions.** Being the policy outcome of the project, the guidelines aim to carry out further strategic discussions and decisions on education trade unions' capacity to address education and environment for social change and the impact of climate emergency on education; support teachers, academics and other education personnel in implementing environmental sustainability education; and secure their place in the design and assessment of the implementation of national and European climate strategies.
- 4. A film documentary** (in English, French and Russian) showing good practices of addressing environmental issues and sustainable environmental development by educational institutions in various national contexts, is completed throughout the project.
- 5. Closing Conference** in Brussels bringing together national education trade unions and other European stakeholders in education and climate change and environmental policies. The aim of the Closing Conference is to present the outcomes of the project and favour the reflection on the project topics. Participants will have the opportunity to discuss and validate practical guidelines for education trade unions on addressing environmental issues and sustainable environmental development in the education sector. The event serves also as the première for the screening of the **film documentary** on the educational institutions' good practices, prepared in the framework of the project.

## Project objectives

- 1. Map out and analyse the major issues and challenges** in the education sector regarding the environment, climate emergency and sustainable development, in different national and local contexts in Europe, as well as examine the impact of climate emergency on education in the European region and education trade union policies;
- 2. Identify the key elements of the role of education trade unions** in addressing education and environment for social change and sustainable development as a social partner in education;
- 3. Collect and share concrete measures, tools and practices of education trade unions, as well as develop guidelines** on supporting and building the capacity and knowledge of their affiliates to address the environmental issues and sustainable development in education and notably in the social dialogue and collective bargaining, as well as on addressing the impact of environmental problems on education institutions and teachers, academics, and other education personnel;
- 4. Raise awareness on the importance of education on environment and climate emergency for sustainable development** among European and national policymakers, education authorities, education employers, parents and other stakeholders in education, as well as in the society as a whole while embracing the students' engagement on the topic.

## Project advisory group

The project is led by an Advisory Group that provides guidance and field knowledge, assists in the design of the online survey activity, contributes to the project kick-off conference, training workshops and the Closing Conference as well as supports the production of the film documentary. The Advisory Group consists of **4 representatives** from national education trade unions:



Claudio Franchi,  
*FLC-CGIL, Italy*



Damijana Meza,  
*ESTUS, Slovenia*



Jacob Svejstrup,  
*DLF, Denmark*



Jean-Luc Barbery,  
*ACOD-Onderwijs, Belgium*

# Panel of experts: Why is education important for addressing sustainable environmental development?

**Ulrike Pisiotis, European Commission, DG EAC**, presented the EU institutions' activities on education for environmental sustainability. In 2019, the EU Commission adopted [The European Green Deal](#) to implement fundamental adjustments in the current system of production and consumption and reach the green transition by 2050. Regarding the education sector, the European Green Deal emphasises the crucial role of education institutions to engage with learners, families and the wider community on the changes needed for a successful green transition. She informed that the new [European Education Area by 2025](#) entails 'green transition' among its key dimensions. In December 2020, the European Commission launched the '[Education for Climate Coalition](#)', a bottom-up initiative for the educational community including students, teachers, education institutions, and wider stakeholders. In the framework of this initiative, a forthcoming **platform** will include concrete pledges for climate actions and content material in relation to green skills development and behavioural change in education.

Ms. Pisiotis announced that the European Commission will propose by the end of 2021 a **Council Recommendation on education for environmental sustainability**, currently subject to a process of [public consultation](#). Embracing a holistic approach to sustainability, the Recommendation will provide support for policy development and cooperation among the Member States on education for the green transition. The Commission's representative underlined that teachers and other education personnel face numerous challenges such as lack of time and overloaded curricula, lack of skills and assessment practices that are not aligned with the objectives of sustainability in education. Another issue is that education for environment and sustainability is frequently mandatory in many curricula, but often neither compulsory in initial teacher education and CPD, nor included in teachers' professional standards. Therefore, the upcoming Recommendation will address such issues putting teachers and other education personnel at the core as crucial actors driving education for a green transition. In the framework of the upcoming Recommendation, in 2022, the European Commission will also launch a **European Competence Framework on climate change and sustainable development**. This will establish a shared understanding and a conceptual model of competences, including several levels ranging from 'awareness' to 'understanding' and most importantly 'action'.

## 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

Ulrike Pisiotis  
DG EAC  
European Commission

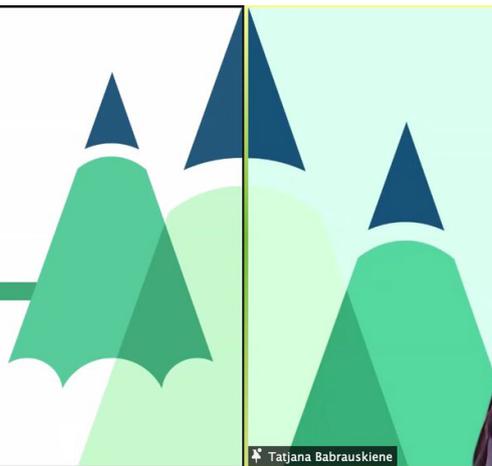
**Tatjana Babrauskiene, EESC, Workers' Group**, presented the recently issued EESC Recommendation "[Towards an EU strategy for enhancing green skills and competencies for all](#)". In this opinion, the EESC emphasises that **environmental responsibility is an obligation of everyone**. Indeed, Sustainable Environmental Development requires a drastic social change, including individual and collective changes to **mentality, behaviour, lifestyles**, as well as in the social, political and economic organisation of our countries and societies. According to the EESC, green skills, environmental responsibility and sustainable development should be **integrated transversally within the learning outcomes (knowledge, skills, attitudes and values) of the formal, informal and non-formal learning** at all levels of education and in apprenticeships. The EESC representative also underlined the importance of developing a **framework on green skills** to address the harmful impact of the lack of awareness on sustainability. In this respect, the EESC Recommendation calls for a **comprehensive EU level strategy**, such as a **Council recommendation**, on improving education and training on green skills and competencies, developing green strategies in education institutions, and providing upskilling and reskilling to adults on sustainable development.

Concerning teachers and other education personnel, at the **national level**, the EESC calls on the Members States to implement **comprehensive policies and provide adequate funding** to support initial training and continuous professional development on environmental protection as a transversal topic for teacher across all subjects, levels and types of education, as well as specific training on green skills and competencies. National governments should also ensure adequate **professional support** for teachers and provide them with relevant, up-to-date teaching materials, tools, methods and instructional practices on the topic. At the EU level, the EESC underlines the importance to introduce these matters within the **European Semester** and ensure **EU funding for green skills and competence of environmental protection** (e.g. through Erasmus+, the ESF+, the Recovery Package, and Just Transition Fund).



**Tatjana  
Babrauskiene**

EESC  
Workers' Group



**Tatjana  
Babrauskiene**

EESC  
Workers' Group



Tatjana Babrauskiene

# Plenary discussion on different national approaches addressing environmental issues and sustainable development in the education system

**Damijana Meza, ESTUS, Slovenia**, underlined that sustainability means that progress is not measured only in economic terms, but also with social and environmental criteria. Sustainability entails the responsibility to preserve the environment and natural resources for future generations. In the framework of the 17 United Nation Sustainable Development Goals (SDGs), the current work of the education trade unions is reflected in some of the targets such as 'quality education', 'gender equality' and 'economic growth'. However, she underlined that much work within the her union is still needed on achieving the SDGs targets related to the environment such as 'responsible consumption' and 'climate actions' and the union misses **a unified strategy or policy** on education for sustainable development. The union also faces **resistance** from some trade union members considering that sustainable development **does not fall under the jurisdiction of the union**. At the same time, through great effort in social dialogue at national level, ESTUS is able to support teachers and other education personnel in increasing the attention in preserving the environment. According to ESTUS, addressing sustainable development, environment, as well as democratic citizenship and equality is **strategic to engage in the dialogue on sustainable development and to ensure that the workers in education will not bear the cost of the environmental transition**. Therefore, through active participation in the project at European and International level (with ETUCE and EI) **the union started embracing the importance of sustainable development and move the first steps to bring sustainable development into political dialogue and be involved in the planning of sustainable development at the European level**.

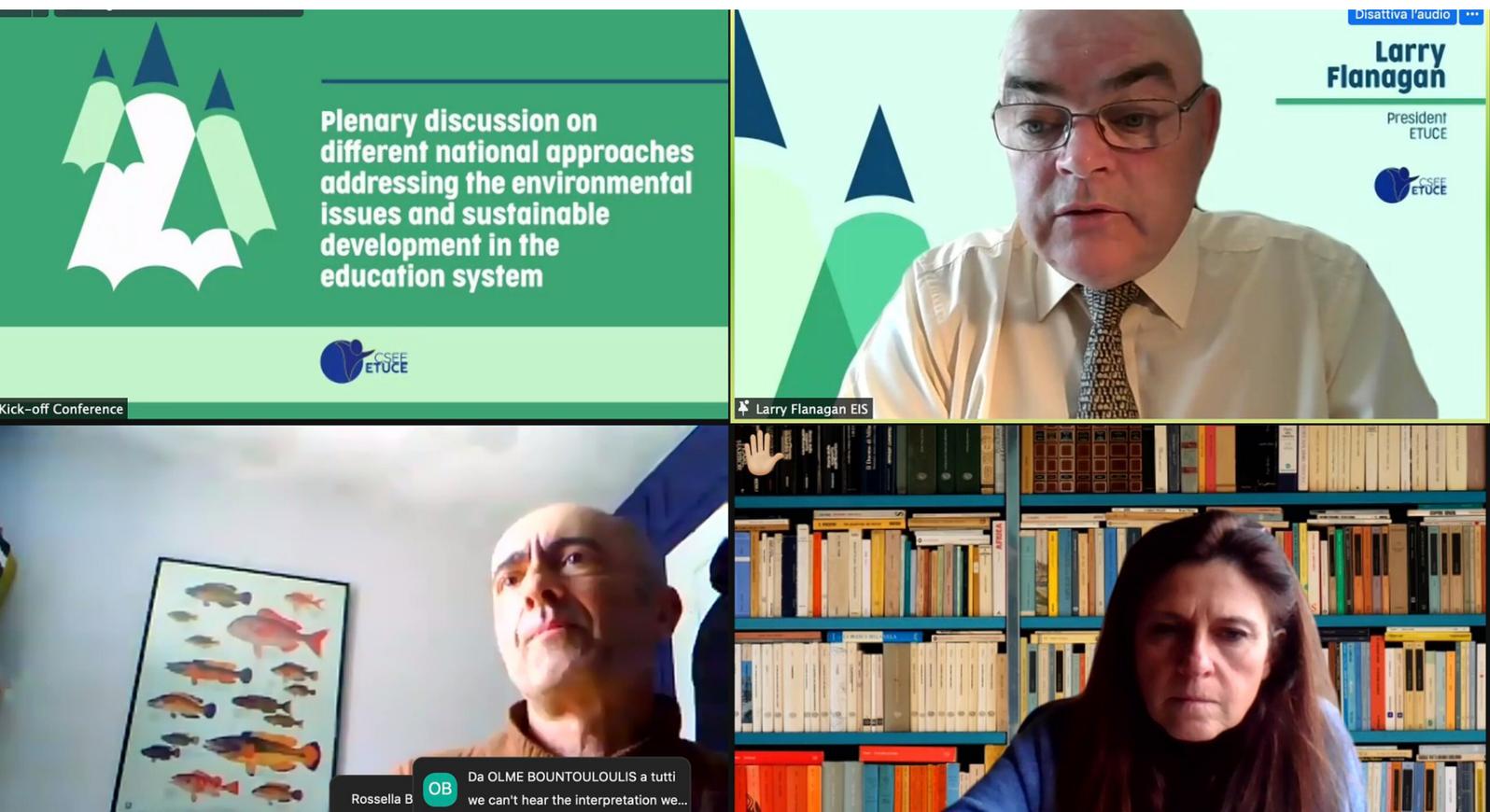
**José Janale, FENPROF (Portugal)**, explained that Portugal, as being in the southern part of Europe, is sorely impacted by climate change due to global warming. Indeed, the southern areas of the country suffer from particularly dry seasons which provoke decertification. It is estimated that in a few decades the climate change will have an irreversible impact also on education.

Concerning the implementation of environmental themes in education, he explained that while these are entailed within curricula in different subjects, there is still much confusion due to **inconsistency of the national education reforms**. As for Education for sustainable environmental development, Portugal has a **national strategy for environmental education** entailing different objectives about climate change, circular economy, and water management energy. The strategy encourages active participation, through projects, of multiple stakeholders, including education institutions, association, companies, universities and municipality. As for guidance to teachers and other education personnel on education for environmental sustainability, Portugal has a **Reference Book for Sustainable Environment** including recommendations and references from early childhood up until secondary education. The Reference Book adopts a **transversal approach** that implements sustainable development not only in classes of Science but also in citizenship education. Nevertheless, the quantity of available information often creates confusion and doubts for teachers and other education personnel.

In addition, **FENPROF** advocates for more public funding and resources for teachers' training on education for sustainable environmental development, particularly on citizenship topics, which is not considered as a priority by the government.

**Christian Champendal, UNSA-Education, France**, reported that the country has recently **reformed the curricula of primary and secondary education** introducing some elements of climate change and sustainable development. The aim is to integrate Education for Sustainable Development transversally within all subjects. He underlined the need to work on implementing of this reform and the importance of cooperation among different disciplines. At the level of **education institutions**, the numerous projects related to ESD and SD that are usually shared on the French Regions' platforms to exchange information among education institutions. The **French regions** also develop several projects through interregional and international partnership. For instance, the Rhône-Alpes region, together with other three regions in Italy, Poland and Spain, developed the project "REDDSO (Régions pour l'Education au Développement Durable et Solidaire)" to learn and exchange experience on education for sustainable development.

**Rossella Benedetti, UIL-SCUOLA, Italy**, explained that the Italian education system, addresses environmental themes within the **mandatory programme "Citizenship Education"**. This means that environmental themes should be **mainstreamed in all subjects**. Nevertheless, not all teachers were prepared to adapt the content of their subjects or readapt their pedagogical methods to address these topics in their classes. In some secondary schools, this task has been delegated only to teachers of specific subjects such as History, Science and Law. Another main issue is related to **teachers' training and continuous professional development** as only one teacher per education institution received training on ESD and SD by education authorities. As a consequence, teachers are forced to find training at their own expenses. UIL-SCUOLA has been advocating to make this training available to all teachers. On the positive side, she reported that over the last decades, schools and teachers have been particularly active in implementing projects to raise students' awareness on the protection of the environment.



# National practices on addressing environmental sustainability in education

## Norway

**Ingrid Convery, UEN (Norway)**, presented positive national practices related to Education for Sustainable Development in Norway. She explained that despite “sustainability” is not mentioned in the legislation and the Norwegian Education Act, issues such as democracy, human rights and respect for nature are addressed in education curricula. Indeed, **Environmental Education** has been part of the educational curricula since 1970 while the concept of **Education for Sustainable Development** was introduced in 1992. Nevertheless, research has shown that ESD is fragmented, emphasised only in limited subjects and particularly dependant on the personal commitment of teachers and other education personnel due to the lack of training on ESD within the initial teacher education.

To address these challenges, In 2013, the Norwegian government launched a **reform of curricula for primary and secondary education** that identifies sustainable development as one of the most critical challenges that need to be addressed for the future. The reform defines SD as a broad concept that includes the interconnection of the social, economic and environmental dimensions: *“Sustainable development as an interdisciplinary topic in school shall help the pupils to understand basic dilemmas and developments in society, and how they can be dealt with. Sustainable development refers to protecting life on earth and providing for the needs of people who live here now without destroying the possibilities for future generations to fill their needs.”* Based on this definition, three interdisciplinary themes were mainstreamed into the curricula: **sustainable development; citizenship and democracy; and public health and life skills.**

One of the main demands of **UEN** has been that **children and pupils should receive experience with sustainable actions from the early childhood education (ECE)**. According to a EUN survey conducted the union’s members, less than half children in early childhood education have sufficient experience with climate-friendly and sustainable actions. Besides, the study shows a **lack of teachers’ skills on sustainable development** with only 5% of ECE teachers and education personnel having access to continuous professional development and further education on SD compared to 30-50% of ECE teachers keen to attend them. UEN has also been advocating for the implementation of an **assessment system capable to support education for sustainable development** that goes hand in hand with the reform of education curricula.



## National practices on addressing environmental sustainability in education



**Ingrid Convery**

UEN



## Belgium

**Jean-Luc Barbery, ACOD-Onderwij (Belgium)** presented Flemish practices on addressing environmental sustainability in education. He underlined that providing support to teachers and other education personnel is key for them to acquire knowledge, develop skills and attitudes on sustainable environmental development. Education trade unions can play an important role in this process as they can foster the mentality change needed to implement sustainable environmental development in education.

He explained that Belgium (Flanders) has a structured system of **pedagogical support** on sustainable environmental development.

In addition to the peer learning activities with colleagues, teachers can receive support from the pedagogical guidance service of the educational provider. Furthermore, teachers need to achieve **minimum goals** set by the Flemish government and parliament for each level of education. Despite these are set at a national level, schools have much autonomy in the way they want to integrate these targets into the curricula. In this ecosystem, Flemish education trade unions support teachers by providing advice. Indeed, Flemish education trade unions receive requests from teachers and other education personnel concerning pedagogical support to introduce environmental development within their classes. Nevertheless, ACOD-Onderwij criticises the absence of a concrete action plan at a national level with a long-term vision, as well as the lack of sustainable investments to reach these goals.

Overarching Flemish projects on sustainable environmental development were presented:

- ["Project W - Wereldwijs met"](#) offers students the possibility to estimate their own water footprints. By answering a questionnaire, pupils can calculate their use of tap water, as well as the water used for the food they eat and the goods they use.
- ["MOS \(Environmental care at school\)"](#) guides primary and secondary schools through tailor-made support and pathways investigating how the education institutions can put education for sustainable development into practice. Schools can count on information, inspiration tips, educational material, networking and training moments. The guidance is free and relies on student participation, teamwork, local network and experience. Education trade unions also contribute to the project by negotiating advice and topics (e.g. when the profession and working conditions should be involved in the project).
- [The Online Catalogue on environmental themes](#) is a database of educational resources developed by the Flemish Ministry of Education. It includes over 700 free resources including ideas of lessons, teaching materials and network opportunities for teachers.



### National practices on addressing environmental sustainability in education



ACOD-Onderwijs is increasingly active in project work. Together with schools, the education trade union carried out a project on **healthy food and equality** consisting of donating free food to counter children poverty and raise attention on this issue. The union also carries out the project "**C02 meter**". Within this project, the union's members can use the C02 for 14 days within their education institution to measure the level of C02 in the air and assess the air quality within the school. In addition, during the COVID-19 crisis, the union provided teachers, school leaders and other education personnel with technical advice on how to ensure good **ventilation** within schools.

## Portugal

**Eva Vidal, FNE** presented the situation of ESD in Portugal. The country has had a pioneering role in promoting education for sustainable development within the national legislation. The main milestones of this process are presented below:

- **70s - Start-up**

The concept of Environmental Education as a sphere of collective action appeared in Portugal in the early 1970s. During this decade, there was the emergence of **social movements** that brought, in 1975, the creation of the [National Environmental Institute](#) (NEI). The Constitution of the Portuguese Republic enshrined the **right to a humane, healthy, and ecologically balanced environment** and the duty to defend it as well as the promotion of participatory democracy associated with environmental issues (Constitution, Article 66)

- **80's - Slow integration**

The base Regulations of the Educational System (Law N. 46/86) recognised **Environmental Education as part of the students' training objectives at all levels of education**. In 1987, the concept of Environmental Education was introduced also in the Base Regulations of the Environment (Law n. 11/87) together with the right to environmental information. In 1989, the **national reform of Education Curricula** integrated environmental education in I education curricula at all levels of education.

- **The 90's - The passion**

In this decade, the Ministry of Education (ME) and the Ministry of Environment (MA) signed a cooperation Protocol. Educators and teachers were appointed by the Directorate-General for Education to promote EE throughout the country. In 1997, the Network of "[Ecotecas](#)" was created to raise awareness, support and inform the population, especially students, of environmental problems and good practices associated with nature preservation and sustainable development.



■ **The 2000s - New Millennium. A lot of turbulence**

One of the most important milestones in the 2000s has been the launch of [The National Strategy for Environmental Education](#) (ENEA 2017 -2020). The working document "[Caminho para uma Estratégia nacional de Educação ambiental 2020](#)" (**Pathway for a national Strategy on Environmental Education**) was developed through a broad public consultation process including regions, environmental associations, schools, universities, and education trade unions. The National Strategy established a collaborative and cohesion commitment to build environmental literacy and integrate environmental education within the lifelong learning process. It included three strategic objectives: Environmental and Transversal Education; Environmental and Open Education; Environmental + Participated Education. Expired in 2020, the Strategy is currently under revision.

In 2019, the Regional Government of the Azores, the Blue Ocean Foundation and the Waitt Foundation launched "the [Blue Azores Program](#)" for the marine conservation and sustainable use of the Azores sea, also through education. Among other actions, the program aims at implementing a blue literacy program for schools and the community.

## “Teach for the Planet”: A global call for climate action and education for sustainable development

**Jennifer Ulrick, EI**, presented the EI campaign "[Teach 4 the Planet](#)" advocating governments to promote climate change in education. The campaign builds on the results of the EI Congress in 2019, as well as **two EI Resolutions** on climate change including the need for education trade unions to take actions on promoting education for sustainable development and particularly climate change. EI also produced a **toolkit** to provide education trade unions with an information background about climate change. She underlined that, in the context of the COVID-19 pandemic, addressing climate change becomes even more urgent to ensure a sustainable future.

Launched at the [Global Education Summit](#), the EI campaign **Teach4ThePlanet** has three objectives:

1. **Ensure greater recognition of the role of education and research in the fight against climate change**, including government-specific commitments to climate change education as part of their nationally determined contributions under the Paris Agreement.
2. **Country commitments to ensuring quality climate change education for all**, including the integration of climate change education and climate literacy within the curricula, as well as teacher training and professional development.
3. **Shape a teacher-led approach to quality climate change education** through recognition of their leadership, experience and expertise of the profession and work with education unions to develop and implement climate change education.

The campaign is composed of several elements:

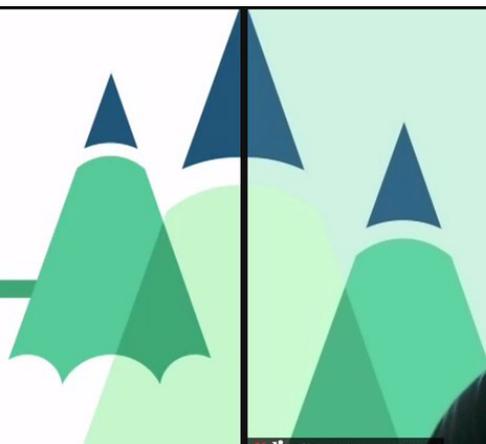
1. **Research** based on the findings of a global survey conducted by EI and UNESCO to understand the challenges, enablers and support needs of teachers and other education personnel to teach climate change education. The research results will be presented at UNESCO's global forum in September 2021.
2. **A Manifesto** developed with member organisations that outlines the EI's vision of climate change education being acknowledged as a crucial component of quality education.
3. **Advocacy actions** focused on influencing global processes, such as the implementation and monitoring of the SDGs, UNESCO's World Conference on Education for Sustainable Development, and the intergovernmental process around the COP-26 meeting.
4. **EI's Climate Network** to share cross-national experiences on successful climate action strategies and provide inputs to guide EI's climate strategies.
5. **Communication actions** through social media, event and multimedia resources to highlight the work of education trade unions.
6. **Capacity building actions** including webinars, training modules on climate and climate education toolkits for advocacy.

# The role of education trade unions in addressing sustainable environmental development

**Félix Mailleux, ETUC**, gave an overview of the Cross-sectoral activity on sustainability. He explained that even though ETUC has been focusing particularly on sectors such as energy-intensive industries, transport and construction as the more impacted by the decarbonisation in terms of jobs, education is at the crossroad when it comes to climate change. Among the main challenges that the green transition poses for workers, he mentioned that geographical issues such as new green jobs not being created where jobs are lost; skill mismatch; working conditions; regressive distributional effects of climate policies and the impact on equality. The education sector is key to help our economy and society to reach a just transition. According to ETUC, quality education, training, reskilling, upskilling, and research will be crucial to provide workers with adequate skills for the current and future workforce as well as to raise awareness about the need to fight climate change. The effects of climate change such as the increase of temperature and natural disasters will have an important impact on the health and safety of workers. Particularly, in the education sector, it is important to improve the energy efficiency of education institutions' buildings, recycling and waste reduction as well as to put in place adaptation measures to protect education workers' health and safety.

At the trade union level, ETUC suggested that education trade unions can use **social dialogue and collective bargaining to act both at a societal and workplace dimension**. ETUC suggests to increase the environmental dimension in curricula; to increase training of education workers on climate and environmental topics:

**Jacob Svejstrup, DLF, Denmark**, presented the union activities on addressing sustainable environmental development. Following the suggestion at DLF Congress in 2019 proposing to address the themes of green transition and sustainability within the union, DLF set up a **temporary Green Committee** within its executive board. Its aim was to **integrate the trade union's position paper** with a chapter on sustainability and to **implement sustainable actions**, including sustainable education within the education trade union. At the end of 2020, DLF Congress approved a position paper and a resolution on environmental issues.



**Objective of the position paper:**

- to develop a sustainable and democratic society becoming a visible player in this fight;
- to cooperate with other trade unions to ensure that political decisions are socially just;
- to support DLF members, so that teachers and other education personnel can integrate sustainability into their professional work.

**Objective of the resolution:**

- to engage with DLF members and support them in implementing sustainable education;
- to cooperate with the society's development of green transition and sustainability at local, national and international level ;
- to promote actions with a view to make internal changes within the trade union, including phasing out investments in companies that make use of fossil fuels.

The union **Green Committee has become a permanent body** and has been assigned funding to initiate activities and put the spotlight on education for sustainable development. DLF started collecting information and knowledge from scientists and researchers as well as collaborating with numerous stakeholders (e.g. NGOs, teachers other education personnel, education institutions, policymakers). The union developed an **Action Guide for local branch offices** including inspirational initiatives such as talks, workshops, debates, best practices in schools, exchange of experiences on numerous topics related to sustainability. Besides, the Danish trade union in the public sector has recently negotiated a **collective agreement containing a chapter where social partners agreed on launching initiatives to support leaders and employees for the green transition and sustainable development**. The agreement states that it is a common obligation to promote initiatives for a more sustainable public sector. A forthcoming App will serve as monitoring and reporting of the activities.

Forthcoming DLK activities include a national **kick-off Conference** in summer 2021 to share knowledge and engage with teachers and other education personnel, politicians and educations institutions. In the long term, DLF aims at developing a common definition of education for sustainable development and set up a long-vision action plan on the matter.



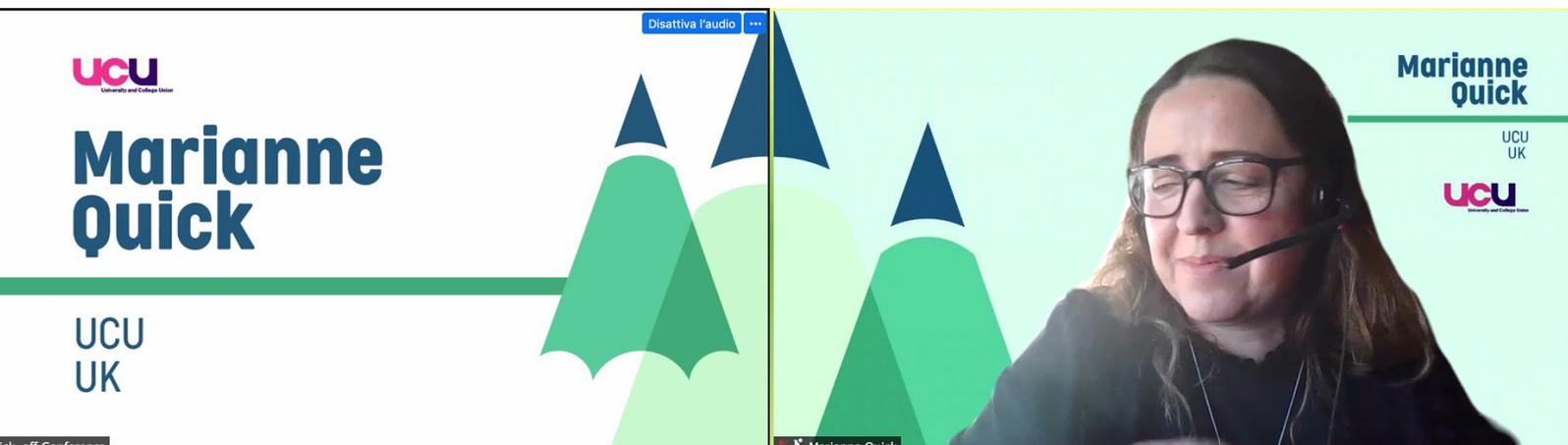
## FIRST YEAR EXPERIENCES ON GREEN TRANSITION AND SUSTAINABLE EDUCATION IN THE DANISH UNION OF TEACHERS (DLF)



**Marianne Quick, UCU, United Kingdom**, presented the trade union actions to address sustainable environmental development. The first UCU action has been oriented to **building capacity for collective bargaining within the workplace on environmental issues**. Together with the Union of Students, UCU developed the toolkit "[UCU & SOS-UK Green New Deal Model Claim](#)". The tool includes bargaining advice and sets six key actions to guide members of education trade unions and student unions in secondary education and higher education to progress on the Green New Deal.

Besides, UCU has been working to develop **broader awareness of climate justice and education for sustainable development**. The union organised **Free Continuing Professional Development Courses on Climate and Sustainability** for the trade union members. The courses are divided into four modules: a) Introduction to sustainability; b) Embedding climate education into the curriculum; c) Decarbonise and decolonise 2030 meeting the UN's SDGs; d) How to run a climate-themed learning week. Over the last four months, the union managed to trade around 650 members.

In order to **develop capacity and awareness via social dialogue and campaigning**, UCU also launched "[the campaign tool for Climate-Themed Learning Weeks](#)". In cooperation with other unions and political lobbying, UCU developed a hub of collecting **cross-disciplinary work lesson plans and learning resources on climate change**. The trade union also developed its own [learning resources](#) including background information on different climate activists and a guide on climate terminology. Leading up to COP-26, UCU is collaborating with international and UK education trade unions towards organising a **Climate-themed month** of teaching and campaign activity as well as ad hoc **campaigns**.



# Conclusions

Concluding the fruitful discussions at the kick-off Conference, education trade unions unanimously highlighted that the fight against **climate change** should be implemented through meaningful **social change**, including individual and collective changes in our mentality, behaviour, lifestyle, as well as in the social, political and economic organisation of our countries and societies.

The current capitalistic systems bear several challenges. We live in a **disposable world** where individuals can simply **throw away** what they do not like. Besides, the existing profit-making approaches dominated by uncontrolled exploitation of natural resources undermine the fundamental values of democracy, social justice, solidarity and sustainability. Extreme natural events such as dry seasons, intense floods, earthquakes and storms are expected to provoke an irreversible impact on our nature and ecosystems, including harmful consequences on education and health and safety of teaching and learning environments

In this context, education can play a crucial role to raise awareness on climate change and environmental issues as well providing adequate knowledge, skills and attitudes to address these issues and ultimately develop a sustainable and just economy and society.

In most countries, teachers, academics and other education personnel are aware of the importance of Education for Sustainable Development, but they are not necessarily inclined to take it up as a priority. Education trade unions underlined numerous challenges faced by teachers, academics, and other education personnel also face numerous challenges when it comes to implementing education for sustainable environmental development:

- Overloaded education curricula and lack of adequate time to integrate education for sustainable environmental development.
- Inconsistency of national education reforms and absence of coordination for adapting the education curricula and develop assessment practices in line with the objectives of sustainability in education.
- Lack of green skills, pedagogical methods and educational resources to implement sustainability in education mainly.
- Lack of public funding and dialogue with education social partners to integrate education for environmental sustainability and within initial education of teachers as well as to ensure adequate support and up-to-date and accessible continuous professional development on green skills and competencies to implement sustainability in education.
- Need to implement interdisciplinary approaches and develop hands-on experiences to mainstream the teaching of environmental education in all subjects.
- Absence of a long-term vision in policies and funding at national and European level to foster the implementation of environmental sustainable development within the curricula.

Participants underlined that **education trade unions can play an important role** in implementing education for environmental social change and underlined several proposals for possible solutions:

1. Learning about sustainable environmental development should not be a top-down approach from teachers to students, but rather a process of **learning together**. It is therefore important to build **common spaces** within the school community and **change the way of teaching** by valuing more innovative and experiential pedagogical models such as project-based teaching as well as teaching in nature.
2. **Reform the educational curricula** to ensure sufficient time and space within the teaching schedule and include the possibility to **mainstream environmental topics in all subjects**, with particular attention to democratic citizenship.
3. Ensure adequate guidance and support to teachers and other education personnel through **accessible and free of charge initial and continuous professional training** in accordance with teachers' professional needs and the objectives of sustainability in education.
4. Advocate for sufficient public funding at national and European level to support the development of necessary green skills and knowledge on environmental sustainability and ensure a long-term vision in education for environmental sustainability with meaningful social dialogue and collective bargaining at national and European level
5. Promote the adoption of **a holistic view of sustainability and SDGs** while concentrating on education for sustainable development and environmental sustainability. All dimensions of sustainability, economic, social, cultural and environmental, must be taken into account to implement sustainable development. Thus, SDGs and sustainability should be delivered to teachers and students with a holistic approach for sustainable value creation within the education community.
6. **Seeking alliances between actors** - education trade unions, teachers, students, parents, non-governmental and civil society organisations to support climate education for citizens. It is important to "share common goals" and "act united", also by promoting cooperation with other stakeholders.
7. **Strong partnership and networking** among the education trade unions are key. Sharing successful experiences and challenges on how to support teachers to integrate SDGs and environmental issues can help to successfully achieve education for sustainable development in education institutions.
8. Education trade unions can and should influence policy-makers to include ESD and SDGs high on the agenda while promoting green actions/policies within the trade union itself e.g. reduce travelling, recycle.

# List of abbreviations

<b>ETUCE</b>	European Trade Union Committee for Education
<b>ETUC</b>	European Trade Union Confederation
<b>EI</b>	Education International
<b>EESC</b>	European Economic and Social Committee
<b>CPD</b>	Continuous professional development
<b>ECE</b>	Early childhood education
<b>ESD</b>	Education for Sustainable Development
<b>SD</b>	Sustainable development
<b>SDGs</b>	Sustainable Development Goals