

EDUCATION FOR SOCIAL CHANGE: CHALLENGES AND OPPORTUNITIES



**Education Trade Unions
For Sustainable
Environmental
Development**

WHAT IS Education for Environmental Sustainability?

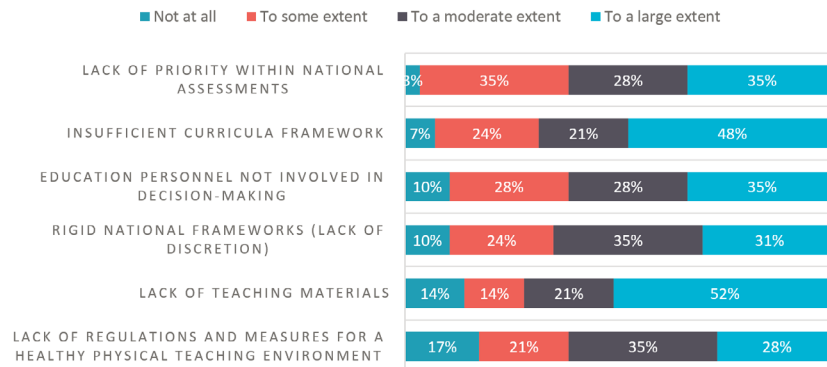
"Learning for the green transition and sustainable development supports learners of all ages in acquiring the knowledge, skills and attitudes needed to live more sustainably, in changing patterns of consumption and production, in embracing healthier lifestyles and in contributing - both individually and collectively - to a more sustainable economy and society. It also contributes to building the skills and competences increasingly needed in the labour market. It promotes understanding of the interconnected global challenges we face, including the climate crisis, environmental degradation and biodiversity loss, all of which have environmental, social, economic and cultural dimensions."

[Council Recommendation on learning for environmental sustainability, 2022](#)

Barriers to transformative change in the education sector

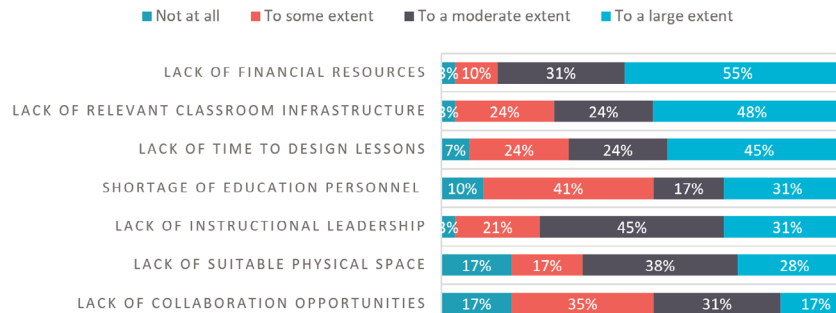
Need to adapt curricula and accompanying assessment frameworks to effectively deliver education for environmental sustainability in a holistic manner

Extent to which country situations are barriers to implementing EES:



Need for appropriate classroom infrastructure and time to design lessons including education for environmental sustainability

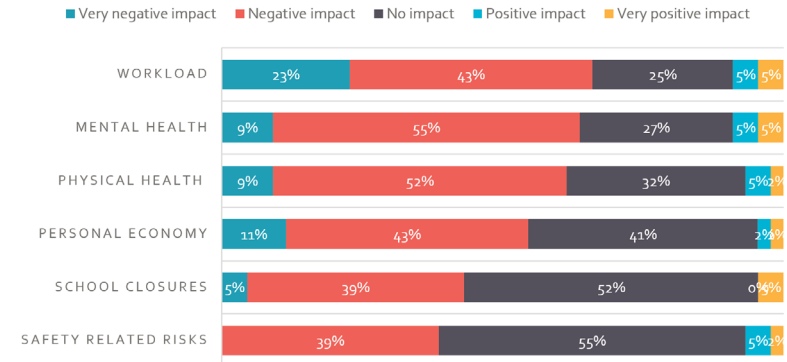
Extent to which situations at institutions are barriers to EES:



Need for political vision and public investment in the education for environmental sustainability

Urgent need to address the increased workload and health problems for teachers, academics, trainers and other education personnel

Extent of the impact of environmental sustainability issues on teachers, academics and other education personnel:



Urgent need for more accessible and relevant training opportunities for teachers, academics, trainers and other education personnel

Policy recommendations for implementing education for social change

1 Strengthen social dialogue and include trade unions in the discussions around EES and climate change measures in education



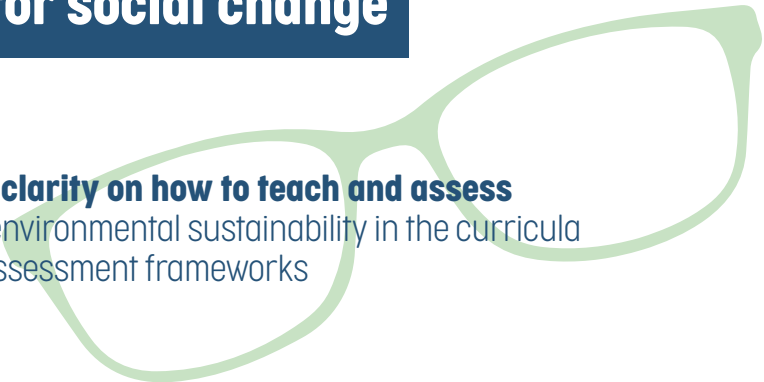
3 Accompany educational reform on EES with adequate public funding and support to teachers, academics and other education personnel



5 Accompany change with respect for professional autonomy of teachers, academics, and other education personnel



2 Provide more clarity on how to teach and assess education for environmental sustainability in the curricula and national assessment frameworks



4 Ensure consistent and high-quality training opportunities for teachers, academics, and other education personnel



6 Prepare evidence-based visions and strategies for environmental sustainability in education



7 Promote professional learning communities for environmental sustainability and monitor their effectiveness



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Our trade union members claim for more training on learning about environmental sustainability issues because this is such a vast topic that needs specialised knowledge. If you don't know what you are talking about, you cannot plan classes with innovative activities and approaches”

Portugal

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We need the resources for this [education for social change] to be possible; we can't just increase the workload for teachers to do so; we must always bear in mind the working conditions of teachers; there has to be clear definition of how this work will be done; it's important to give the right value to the work carried out by teachers”

Participant of the project workshop in Copenhagen



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