

EU Actions for “ESD for 2030”

**The commitments of 18 EU Member States
at the UNESCO World Conference on ESD
17-19 May 2021**



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Introduction: General Commitment

EU Actions for “ESD for 2030”

The commitments of 18 EU Member States at the UNESCO World Conference on ESD (17-19 May 2021)

Climate change, inequalities, coronavirus pandemic – these are only some of the challenges the world community is facing today. These challenges need answers and common action, globally and urgently, so that a good life for everyone on planet Earth will be possible now and for future generations. The United Nations’ Sustainable Development Agenda 2030 with its 17 Goals, the SDGs, sets the ambitious framework for our common sustainable future.

Education holds enormous potential for supporting the change towards a sustainable future. There is a great need for education that equips us with the competences to shape a sustainable future. Especially SDG 4.7., Education for Sustainable Development – ESD for short, is a driver for the achievement of all 17 SDGs. It employs action-oriented, innovative pedagogy in order to enable learners to develop knowledge, awareness and to take action to transform society into a more sustainable one.

Therefore we, 18 Member States of the European Union, expressly support the implementation of UNESCO's programme "Education for Sustainable Development: Towards Achieving the SDGs (ESD for 2030)". This new global framework aims to strengthen and accelerate ESD worldwide towards achieving the Sustainable Development Goals by 2030.

With the present compendium, we underline our strong commitment to Education for Sustainable Development and the new [UNESCO Programme](#) at the [UNESCO World Conference](#) for ESD (17-19 May 2021).

Our ESD Actions present up to five Highlight Actions from our countries. The Actions are supporting the implementation of ESD along the lifelong learning chain from early childhood and school education to vocational training and higher education to non-formal and informal learning.

These exemplary measures are meant to show how ESD can be realized in everyday educational practice, thus contributing to greater sustainability in our societies.

Background:

The German Federal Ministry of Education and Research initiated this "Call for Action for ESD" during Germany's Presidency of the Council of the EU.

18 of the EU Member States have contributed national ESD highlights as a commitment to the new UNESCO programme. Amongst them are examples of structural implementation, actions or projects that are already being successfully implemented – as good practices – or that are planned during the "ESD for 2030" decade.

The contribution of each EU Member State is presented in the following chapters and encompasses both overarching actions and actions in the six fields of education: early childhood, school education, vocational training, higher education, non-formal or informal learning and local level.

For further information regarding the Call for Action “ESD for 2030”, please contact:

bne@bmbf.bund.de.

Austria

Action 1: School Education

Network ÖKOLOG

[ÖKOLOG](#) is the main programme for schools at the interface of Education for Sustainable Development, Environmental Education, Science and Research and school development.

The primary goal of ÖKOLOG is to integrate Education for Sustainable Development into school. Within ÖKOLOG schools identify the ecological, technical and social conditions of their environment and, on the basis of these, define objectives, targets and/or concrete activities and quality criteria to be implemented and evaluated. Students as well as all other actors at schools are involved in a participatory way, and collaboration with authorities, businesses and other interested parties is encouraged.

Over 600 schools are members of the ÖKOLOG School Network. Central support is provided by the Federal Ministry of Education, Science and Research and by the Institute of Instructional and School Development at University of Klagenfurt. At a regional level, support is provided by the ÖKOLOG regional teams. Their main task is to organise further education and training and to promote the exchange of experiences between schools in order to derive maximum benefit from the pool of competence that is being accumulated at the various schools.

According to the motto “think independently - act consciously” ÖKOLOG schools contribute to sustainable social change and to the implementation of the SDGs. The school students deal with natural and social conditions, develop sustainable solutions together and implement them in the concrete school and life area. Based on the interests of the actors and the local importance in the context of global development, the joint projects and initiatives cover the entire spectrum of ecological, social and economic issues and perspectives (resources, climate, energy, consumption, mobility and migration, nutrition, biodiversity). Critical thinking, a participative approach, clarification of values and addressing of future perspectives are required to underpin the measures.

The ÖKOLOG programme is based on a whole-school-approach and the ÖKOLOG-team supports the schools through practical examples, methods and materials. Schools are encouraged to use school quality management systems to support the implementation of Education for Sustainable Development.

Action 2: School Education

New curricula for elementary and lower secondary school

A process of renewing the curricula for elementary and lower secondary school with teachers and scientists involved has been kicked off in January 2019. The aim is to update the general part and the subject curricula and to include key topics of the government programme such as digitalization and entrepreneurship education. The new curricula will be competence-based and reduced to essential educational goals. The cross-curricular educational principles are strengthened. The purpose of such principles of instruction (e.g. Citizenship Education, Environmental Education, Digital Education, Economic and Consumer Education etc.) is to help attain those educational tasks of school which require an interdisciplinary cooperation of several subjects of instruction. All teachers as well as school supervisory boards and administrations are invited to promote an effective implementation of all cross-curricular educational principles into their educational practice. The educational principles are reflected competence-wise in all subject curricula. Education for Sustainable Development introduced as a guiding principle and related to the other cross-curricular educational principles (holistic approach).

Action 3: Higher Education

UniNEtZ

At the level of higher education policy-making, the Federal Ministry of Education, Science and Research (BMBWF) supports the implementation of Agenda 2030 by incorporating it in key government strategy documents, such as the Austrian National Development Plan for Public Universities (GUEP, since 2019). Every three years the BMBWF negotiates performance agreements with the 22 public universities, and the implementation of the SDGs is emphasized on in the auxiliary document for the draft performance agreements since 2019. In January 2020, Universities Austria (uniko) adopted a manifesto for sustainability, which consists of six points recognizing the responsibility of universities for sustainability in teaching, research, knowledge exchange and university management.

The project [UniNEtZ](#) (short for “universities and sustainable development goals”) was launched in 2019 as a joint initiative of the Alliance of Sustainable Universities in Austria and the BMBWF, in order to implement SDGs at universities in all areas. The UniNEtZ project aids inter- and intra-university networking and the integration of the SDGs in areas of university life such as teaching, research, student initiatives, management and administration, and aims over the long term to make a significant contribution to sustainable development in Austria. Currently there are 16 out of 22 Austrian universities involved in the UniNEtZ project, one or sometimes two universities taking the lead for one of the SDGs and work with other universities to develop the project.

Latest initiative of UniNEtZ in the field of education was an online lecture series on all 17 SDGs “Ringvorlesung Nachhaltigkeitsziele” in cooperation with AURORA (the European Universities Alliance, ERASMUS), from October until December 2020. Due to its digital format, it reached a large number of students. Presentations explained the individual characteristics of the 17 SDGs, pointed out global and local issues, interdependencies between SDGs and disciplines, trade-offs, contradictions and dilemmas, the complexity of themes and the need for discussion.

Action 4: Higher Education

The Austrian Sustainability Award

The “Austrian Sustainability Award” for universities, universities of applied sciences and university colleges of teacher education is given every two years since 2008 in order to show appreciation of great initiatives undertaken by institutions of higher education. The winning projects, chosen by an external jury of experts, are awarded as a joint venture between the Federal Ministry of Education, Science and Research and the Federal Ministry of Climate Action, Environment, Energy, Mobility, Innovation and Technology (BMBWF and BMK). Curriculum and Instruction belong to one out of eight categories for the Sustainability Award. The popularity of the award has risen significantly since its ideation, and there is a growing trend for collaborative project submissions from groups of universities working together.

Action 5: Higher Education

Teacher Training in Global Citizenship Education

University Course “Global Citizenship Education”

The University of Klagenfurt is currently offering its third university course in Global Citizenship Education, maintaining a strategic partnership with several institutions, e.g. the University College of Teacher Education Carinthia. The master's degree programme combines Citizenship Education, Global Education, Intercultural Learning and Peace Education in an interdisciplinary approach. It is primarily aimed at teaching staff and teacher trainers, but also other multipliers. Course participants develop knowledge and didactic competences that allow them to create adequate teaching and learning processes in order to tackle global conflicts and create opportunities for social transformation. Therefore,

the course enables educators to contribute to the implementation of the SDGs in education. The course is organised on a modular basis, with an even balance between theory and practice. The programme was honored with the Austrian Sustainability Award 2018 in the category “curriculum and instruction”.

In cooperation with the Austrian UNESCO Schools Network, the university course management team provided advanced training to teaching staff and also developed teaching materials on theory and exemplary school projects on Global Citizenship Education.

UNESCO Chair

A new “UNESCO Chair for Global Citizenship Education - Culture of Diversity and Peace” has recently been established at the University of Klagenfurt.

Annual conference “Global Learning: Potentials and Perspectives”

The Austrian Strategy Group Global Learning/Global Citizenship Education (consisting of various players representing NGOs, the formal and non-formal education sector, the scientific community and the Austrian Development Agency) together with partner institutions (e.g. university colleges of teacher training) organise an annual conference with changing focus in the context of Global Learning/Global Citizenship Education. Recent years' events linked Global Citizenship Education with the SDGs. Conference target group are teachers, teacher trainers and head teachers. The programme with a mixture of lectures and interactive workshops provides ample opportunities for networking. The 2020 event was held online and focused on digital transformation in the context of sustainable development.

Czech Republic

Action 1: Overarching

Strategy 2030+

The Czech Republic continues to put strong emphasis on the sustainable development agenda in Education and considers equal access to education as its priority. This priority and the respect of the main objectives of the Sustainable Development Goal No. 4 are reflected in the accentuation of the issue in the strategic documents of the Ministry of Education, Youth and Sports. Currently, new Strategy of education policy of the Czech Republic until 2030+ (“Strategy 2030+”) which focuses fully on sustainable development competences, on elimination of inequalities, in access to quality educations, which supports digital literacy of pupils as well as digital competences of teachers, was adopted in October 2020.

Action 2: Overarching

Target: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, human rights, gender equality and global citizenship

The intention of Czech Republic is to ensure that all citizens receive knowledge regarding sustainable development, human rights, gender equality and the concept of global citizenship. The Czech Republic and the Ministry of Education, Youth and Sports approach this purpose mainly through Framework Educational Programs (FEPs).

The "Democratic Citizenship Education" field helps develop pupils' interest in active citizenship, advocacy and respect for human rights and freedoms, educates them to respect the law and develops their sense of justice, freedom, tolerance and responsibility.

In the cross-curricular theme "Education for thinking in European and global contexts", one part is dedicated to the "We are Europeans" theme, which gives pupils information on the roots and sources

of the European civilization as well as integration, but also on the functioning of the European Union and its institutions.

Action 3: Early Childhood

Target: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

The Czech Republic places great emphasis on the implementation of specific steps to achieve this goal. The Education Act (561/2004 Coll., as amended by 82/2015 Coll.) specifies the obligation to include children at the age of 5, who start compulsory school attendance in 2017/2018, in the pre-school education free of charge. Since 2017/2018, pre-school education is available for children aged usually between 3 and 6, newly since the age of 2. As of September 2017, children at the age of 4 have been preferentially accepted to the pre-school education. As of September 2018, the same has happened for children at the age of 3.

The introduction of the compulsory last year of pre-school education from the age of 5 aims to support fair starting conditions for pupils and their quality preparation for entry into primary education. At present, 97% of the population cohort is attending the pre-school education. Another step is to build and increase capacities of kindergartens in regions and areas with lack of capacities, both through national and ESIF resources.

Action 4: School Education

Target: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Equal access to education is included in the Amendment to the Education Act 561/2004 Coll. in paragraph 2 (point c), which guarantees free primary and secondary education for citizens of the Czech Republic or other EU member state in schools established by the state, region, municipality or union of municipalities. This paragraph (point a) also states that every citizen of the Czech Republic or another member state of the European Union has equal access to education without any discrimination.

Following the amendment of the Education Act, in September 2016 came into the effect Decree No. 27/2016 Coll. on the education of pupils with special educational needs and talented pupils, which facilitates the use of entitlement support measures so that those pupils can achieve their educational potential more effectively.

In the Czech Republic, inclusive education is also supported by means of ESIF. The Operational Program Research, Development and Education enables, within its calls, among other things, to implement projects aimed at improving the quality of school counselling services or supporting of schools located in socially excluded areas.

Another important area important for MEYS within the inclusive education is the support of socially disadvantaged Roma pupils.

Action 5: Higher Education

The Czech Republic supports the inclusion and equity of access to overcome barriers to entry to higher education for non-traditional learners and disadvantaged groups. The Ministry's policy goal is to concentrate on the most practical measures that help the students to make a successful progress through the studies both formally and from the point of content and to reach the necessary goals of their stud-

ies, work and/or research. One of the measures in this sphere is financial support for institutions enabling access for specific groups of students. In 2012 it was established the fund which supports counselling services and school infrastructures which have to be guaranteed by the higher education institution to satisfy the needs of specific groups of students. The Ministry laid down Rules for providing support to public universities with a methodology which calculates and provides subsidies to individual universities and is updated each year. The calculation of the subsidy is then governed by the functional aspect of special educational needs of individual students for whom the university requests the subsidy. The decisive factor is therefore not the medical aspect, but the functional principle - special pedagogical. The functional principle is understood as an approach in which the decisive factor is not the medical diagnosis itself, but its practical impact on work and communication procedures, which must be ensured during the study to the students. These procedures are not decided by the student himself, but are the result of a mutual agreement between the student, the service department and possibly other participants (faculty management, teaching staff, etc.). Moreover, the rules contain a typology of students with special needs (f. ex. student with visual impairment, student with hearing impairment, student with mobility impairment, student with specific learning disorder, student with autism disorder and student with other difficulties) and quantification of increased costs for each category of students according to the study programmes and standards for services and organisational measures.

The main institutions that strive to improve the conditions for the students with specific needs are the support centers that currently operate in the Czech Republic at most universities. Thanks to these centers, more and more students with special needs complete their studies each year.

Denmark

Action 1: Overarching

The Danish UNESCO-ASP (Associated Schools Project) network.

The Ministry of Children and Education financially supports the Danish UNESCO-ASP network. The UNESCO ASP network in Denmark are part of the international UNESCO strategy, focusing on the UN's Sustainable Development Goals.

The Danish UNESCO-ASP network's practical work is based on UNESCO's values, aiming to prepare and educate Danish youth for global citizenship and sustainable development - within a whole-school approach.

On behalf of the Ministry of Children and Education, the Youth Town, located in Copenhagen, coordinates the network. The Youth Town is a private organisation that develops and holds courses for students and teachers in primary and secondary schools. Besides supporting the network, the Ministry also provides some funding to the general work of the Youth Town. With regard to the network, the Youth Town provides learning materials, offers pedagogical inspiration and innovation, coordinates conferences, network meetings, and study tours in collaboration with Danish and international partners.

The Danish network is currently experiencing significant interest, which has led to increased numbers of applications. Today, more than 75 schools are part of the network. The network includes primary schools, secondary schools, vocational education and training, and teacher training colleges. This means that different educational institutions are now working purposefully and strategically with the Sustainable Development Goals.

This year, the network has trained 13 students to become young UNESCO ambassadors. These young ambassadors are between 14-19 years old. Their role is to promote UNESCO's values and the Sustainable Development Goals. Through camps, these ambassadors have now gained knowledge and tools to inspire other young people. For instance, they can now go out and make presentations for other students.

Action 2: Overarching

The Danish government has stated that there is a need for strong green continuing education and skills training for both the unemployed and the employed, which can help promote the green agenda and the ambitious Danish climate goals. DKK 100 million is therefore set aside annually in 2021-2022 for an application pool for upskilling and continuing education within climate adaptation and green change in a broad sense.

An inter-ministerial working group has been set up to assess the need for new measures to strengthen upskilling and continuing and further education as part of supporting the green transition. The working group and its analyses could be included in the development of new courses in collaboration with the social partners and other relevant actors in the field.

Action 3: School Education

Nordic Youth in Sustainable Communities

Nordic Youth in Sustainable Communities is the title of the Danish three-year-project initiated in relation to the joint Danish, Greenlandic and Faroese presidency of the Nordic Council of Ministers 2020. The project seeks to engage Nordic youth in communities to motivate their democratic citizenship, cultural commitment, and mental well-being. In order to support this, it is necessary to strengthen the knowledge and skills of the professionals who interact with the young people on a regular basis, e.g. in schools. Furthermore, there is a need for creating spaces both inside and outside the school system to empower young people to create and anchor sustainable communities. In addition, the objective is to understand the increasing mental vulnerability in the Nordic countries among young people. We need to reverse the trend in order to ensure sustainable, inclusive communities.

The project is particularly related to the Nordic countries fulfilment of the UN Sustainable Development Goals - in particular the goals regarding education, culture, social inclusion, health, and gender equality. The project builds on ongoing activities within the Nordic Council of Ministers on youth dialogue, citizenship and health.

Action 4: Vocational Training

Greening Vocational Education and Training (VET)

Denmark is interested in supporting the development of more sustainable VET. Teaching the students about sustainability makes them agents of change and increases their motivation to develop solutions within the businesses and their local communities. VET students and graduates are directly linked to the labour market. Therefore, they play a crucial role in providing knowledge and skills to facilitate the green transition.

- The Danish government has formed a green entrepreneurial fund from 2021 to 2023 to strengthen green initiatives within the Youth Education Programmes. The aim is to empower students so that they have the tools to solve climate challenges.

The Ministry of Children and Education also financially supports the Danish UNESCO Associated Schools Project, where VET has been in focus the past two years. For example, the Danish National Commission for UNESCO has developed a new narrative about more sustainable VET to attract more students. This new narrative is based on a Danish report that has found that sustainability motivates students, particularly when the focus is on concrete action that can help overcome a sense of powerlessness. VET providers have increased interest in this narrative and more schools are interested in sustainability within a whole-of-school approach.

Action 5: Higher Education

As part of the Danish government's strategy for green research, the government will focus on how the relationship between higher education and the green transition can be supported and strengthened.

Estonia

Action 1: Overarching

At the state level, the implementation and monitoring of sustainable development issues is coordinated by the Government Office Strategy Unit, which also coordinates Estonian competitiveness strategy and drafts and monitors the Government Action Plan. [The Estonian National Strategy on Sustainable Development “Sustainable Estonia 21”](#) (approved by the Parliament 2005) covers areas, which different ministries are responsible for. This constitutes as a strategy for developing the Estonian state and society until 2030. Estonian Commission on Sustainable Development, which set up an expert committee of long-term sustainable development, was established in the 1996. The commission advising the Government on sustainable development includes experts from different institutions, such as the ministries, the Academy of Science, Chamber of Commerce and Industry, Trade Union Confederation, Society for Nature Conservation and Education Forum. The inter-ministerial working group for SD provided input and the indicators. In 2018 was released [Indicators of Sustainable Development in Estonia](#) based on the SDG goals.

The Estonian “Lifelong Learning Strategy 2020” guided the most important developments in education, including sustainability. The new Education Development Plan for 2021 -2035 was prepared, which is a continuation strategy of the Strategy 2020. The overall goal of the new Strategy is to create learning opportunities for all Estonian people that meet their needs and abilities throughout their life cycle to provide them with opportunities for dignified self-fulfilment in society, work, and family life. The new development plan places more emphasis on the person's own will and ability to learn, in addition to creating the conditions and opportunities for learning. In addition, the plan aims to focus more on linking youth work and non-formal education with formal education to promote diverse skills development.

Action 2: Overarching

In Estonia, there are good collaboration between the Ministry of the Education and Research and Ministry of the Environment. In 2017, the Estonian the Minister of Education and Research (MoER) and the Minister of the Environment (MoE) signed a [Joint Action Memorandum](#), the aim of which is to modernize education so that everyone can acquire the knowledge, skills, values and attitudes that contribute sustainable development. The priorities of the Memorandum are based on the UN's Sustainable Development Goals 2030 and the UNESCO Global Action Program for Education for Sustainable Development (ESD). In 2018 the Minister of Education and Research and the Minister of the Environment signed the [action plan 2019-2022](#) for implementation of the Environmental education and awareness (including ESD).

Action 3: Overarching

There is a national financing instrument [Environmental Programme](#) and its` subprogram the Environmental Awareness Program of the Environmental Investment Centre to shape the values and behaviour patterns of the residents of Estonia into environmentally sustainable ones and the promotion of

environmental education supporting national curricula in. In 2011–2015 under the Development of Environmental Education program (supported by the European Social Fund) Estonia invested EUR 22.3 million in environmental education infrastructure and EUR 3.2 million in environmental education. The public procurement “Preparation of in-service training curricula and training courses for teachers of formal education and universities and non-formal environmental education professionals” was [launched](#). This is a good example for other countries. We really produced a lot of educational materials on the ESD.

Action 4: School Education

The cross-curricular topic “Environment and sustainable development” is presented in the Estonian National Curriculum for Basic Schools and in the Estonian National Curriculum for Gymnasiums (ISCED 1,2,3,4 levels) the from 2002 as a common topic to all subjects to our basic and secondary education. The key themes of SD (citizenship, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, security, human rights, health, gender equity, cultural diversity, rural and urban development, economy, production and consumption patterns, corporate responsibility, environmental protection, natural resource management and biological diversity) are emphasized in a general part and included in subject syllabuses. The primary, lower and upper-secondary education institutions should develop school curriculum, integrate the principles of sustainable development in educational policy, everyday practices, and lesson plans. In a school context, this requires the active participation of school leaders, teachers, pupils, the school board, parents, and the local community.

Action 5: School Education

In Estonia, participation in hobby education has significantly increased in recent years. Expectedly, mostly children and young people participate in hobby education. In the academic year 2019/2020, approximately a third of young people aged 12 -18 and a sixth of children aged 0 -6 went to at least one hobby school. Estonia has a dense network of nature and environmental education (EE) centres. The centres offer extra-curricular EE and ESD activities for students and non-formal education opportunities and self-development activities for adults. Total number of students was 159 000 in schoolyear 2019/2020, but there are 130 nature or environmental education centres in Estonia (~one centre per 1000 students)

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Finland

Action 1: Overarching

National Core Curricula emphasize sustainable development in all levels of education

In Finland, the National Core Curricula for early childhood education and care, basic education, general upper secondary education and the national qualification requirements in vocational education and

training are important national regulations. They are issued by the Finnish National Agency for Education as norms, prepared in broad consultation with stakeholders. The education providers - most often municipalities as the local education authorities - and schools themselves draw up their own curricula within the framework of the national core curriculum. Thereby all education providers follow the national core curriculum, which includes a general section outlining the value base, concept of learning, operational culture, and assessment, as well as the objectives and core contents of different subjects.

Principles of education for sustainable development (ESD) and global citizenship education (GCED) are embedded in the National Core Curricula, as well as in the national qualification requirements, in a cross-cutting manner but in varying degrees also in the subject syllabi.

The core curricula emphasize sustainable development, human rights and human dignity, the appreciation of cultural and linguistic diversity, as well as democratic agency in many ways. They emphasize “transversal competences” that need to be taken into account in all subjects, by every teacher. It is understood that competences crossing the boundaries of different fields of knowledge and skills are a precondition for personal growth, studying, work and civic activity now and in the future. These competence areas emphasize the aims of the Agenda 2030 in many ways.

In basic education they are as follows:

1. Thinking and learning to learn
2. Cultural literacy, communication and expression
3. Managing daily life, taking care of oneself and others
4. Multiliteracy (covers also media and information literacy)
5. ICT-skills
6. Entrepreneurial and work life skills
7. Participation and building sustainable future.

In general upper secondary education, as recently amended:

1. Well-being competence
2. Interaction competence
3. Multidisciplinary and creative competence
4. Societal competence
5. Ethical and environmental competence
6. Global and cultural competence

Action 2: Overarching

Sustainable Development will be reinforced in the administrative branch of Ministry of Education and Culture

The Ministry of Education and Culture (MoEC) has published a [sustainable development policy](#) in 2020, with an aim to ensure that the activities of the administrative branch (early childhood education and care, education, science, art, culture, sports and youth work) are based on a sustainable foundation. The preparation was preceded by an open consultation process. The implementation covers all steering methods of the Ministry, namely legislation, financial steering and information steering. The policy supports and for its part complements the implementation of Finland’s national 2030 Agenda for Sustainable Development.

In April 2021, the Government launched an [Education Policy Report, setting out a vision for equitable and high quality education and research in the 2040s in Finland](#), where skills requirements are growing and age cohorts are shrinking. It outlines the changes in resources, structures and guidance that will be needed to respond and to influence the factors changing the national and international operating environment, and to create the conditions for a meaningful life for everyone. The report provides an overview of the current situation in education and research and the target state and necessary measures to reach the target. An implementation plan will be drawn up for the education policy report.

The report acknowledges the central role of the entire knowledge sector and continuous learning for sustainable development and sustainable way of life.

Action 3: Overarching

Equal opportunities are a fundamental principle in the Finnish education

One of the basic principles of Finnish education is that all people must have equal access to high-quality education and training. **Equal educational opportunities** should be available to all citizens irrespective of their ethnic origin, age, wealth or where they live.

Education providers at all level are obliged to prepare a **plan for the promotion of non-discrimination**. This is stipulated by the Non-Discrimination Act (1325/2014). The plan must cover all discrimination grounds pursuant to the Non-Discrimination Act, thus age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, state of health, disability, sexual orientation or other personal characteristics. To add, the Equality Act (609/1986) obliges all educational institutions to prepare a **gender equality plan** to develop their activities. The Act covers discrimination also on grounds of gender identity or gender expression.

In Finland, a specific concern is that young people’s level of education is no longer rising. Every year, about 15 % of young people are left without an upper secondary certificate. The situation increases the risk of social exclusion. In order to ensure that all students gain an upper secondary qualification, the Government has prepared a historic [reform, which extends the compulsory school and the minimum school leaving age to 18 years](#). This is seen as a central way to **prevent marginalisation** and increase equal opportunities, including through improved employment.

The reform will enter into force in August 2021. As part of the reform, student guidance and student welfare services will be improved, along with the capacity of comprehensive schools to provide everyone with the skills to complete upper secondary education.

Action 4: Vocational Training

In the Finnish TVET, all vocational qualifications cover ESD and GCED through key competences. VET supports students’ development as human beings, members of society and employees for different occupations. Sustainable development is in many ways inserted in the vocational qualification requirements. Vocational education is guided by qualification criteria developed for different fields. The common units of vocational undergraduate degrees ensure a common foundation for all students in general working life skills and general education skills. Sustainable development is one of these common units. In addition, sustainable development is integrated in every qualification requirement as needed in different professions.

In order to strengthen the sustainability competences or green skills, the Finnish National Agency for Education has started work with the aim of building a clear set of optional courses in TVET. A [network of TVET-institutions](#), financed by the Finnish National Agency for Education, has created a voluntary study unit on Global Education and Voluntary Development Work. The unit is now available for several vocational education fields as a part of the studies. A new optional part, Climate Responsibility, will be added to the requirements in 2021.

TVET in Finland is arranged in a highly personalized manner. The flexibility of the system was increased further through a comprehensive TVET reform, completed in 2018. The number of qualifications was decreased and qualification content was broadened to support individual learning pathways and to enable more rapid responses to the changing competence needs in working life and society. Climate crisis, and other sustainability challenges as well as technological and digital transformation will affect many professions in the future.

In Finland, the students demonstrate their skills in competence demonstrations at practical work. There are no national level standardised exams in TVET. Studies can be started flexibly throughout the year, thus also the graduation can take place flexibly throughout the year. Studies are just as relevant for adults, who are aiming to reskill or upskill, as they are for young students, entering studies after completing basic education. In Finland, upper secondary level TVET provides a pathway also to higher education.

Action 5: Higher Education

In Finland, universities and the universities of applied sciences (HEI's) are autonomous, in terms of conducting research and planning the degrees and studies offered. The HEI's conduct negotiations with the Ministry of Education and Culture at the beginning of every four-year agreement term, in which operational and qualitative targets and the necessary resources are defined. The common targets concerning all HEI's also include sustainable development.

Universities Finland (UNIFI) is a co-operational organisation for Finnish universities. In 2020, it published [12 theses on sustainable development and responsibility](#). In addition to the universities' basic tasks (research, teaching and societal interaction), these theses cover (campus) activities and the pre-conditions for the universities' operations more widely. Theses are intended as drivers of the activities for the universities themselves. They challenge universities to operate more sustainably and responsibly. For example, thesis number 1 states « Research activities are aimed at solving great sustainability challenges » and thesis number 4 states: « Studies in sustainable development are part of all degrees and the continuous learning offered. »

Likewise, **Arene – the Rectors' Conference of Finnish Universities of Applied Sciences** - has approved a joint [programme for sustainable development and responsibility](#) based on the Agenda 2030. This is depicted as 14 promises and concrete measures that will start at the beginning of 2021. The aim is that each graduate has the ability to promote sustainable development and combat the negative impacts of climate change in society. Sustainability and responsibility will be taken into account in all RDI activities and they are directed towards solutions to sustainability challenges, promoting sustainable development and reducing the impacts of climate change. Also in management and personnel matters, universities of applied sciences promise to act as economically, ecologically, culturally and socially responsible employers. Universities of applied sciences will be carbon neutral by 2030.

France

Action 1: School Education

Sustainable-development education in the curriculum

In a note published in December 2019, the French High Council for School curriculum insisted on the following aspects:

- A cross curriculum approach to sustainable development, climate change and biodiversity, in order both to train students' scientific minds and develop their relation to the world;
- the importance of observation, the starting point of the scientific process;
- the need to develop students' rational thinking in their approach to environmental issues.

The Council also proposed five themes -- air, water, fire, earth and life -- which are “at the crossroads of scientific, artistic and literary discourse. They offer various possibilities to develop explicit, progressive teaching, and highlight complex interactions.”

These proposals were taken into account and integrated into the school curriculum published in July 2020.

ESD is integrated:

- in existing subjects: sustainable development issues are introduced into the curricula and teaching through themes such as water or energy
- in the national and academic training provisions
- in schools and school projects
- in the production of teaching resources
- at specific times: school field trips, educational actions carried out with partners, etc.

Action 2: School Education

The eco-delegates

An eco-delegate is a secondary or high school student elected for one year by his or her fellow classmates to reflect their expectations in terms of sustainable development. The elected eco-delegates work in collaboration with several representatives from their school (teachers, headteacher, manager, education counselors, etc.).

What is the role of an eco-delegate?

The role of the eco-delegate is to inform and raise awareness among his or her classmates on issues related to sustainable development by involving them in projects to combat climate change. He/she is first and foremost the representative of his/her peers before being an actor: he/she does not set up actions on his/her own but motivates his/her peers to act with him/her.

His objective is to be the link between his classmates and the personnel of the school; he is in to carry out concrete actions during the year. He must also make sure that he passes on the right ecological gestures and reflexes.

Action 3: School Education

The eco-delegate award

At least one eco-delegate is elected in each class at the beginning of the school year in lower and upper secondary schools. This represents more than 250,000 pupils. The Ministry of Education and partners from the private sector (Bayard publishing house and the recycling company Citeo) and public sector (the Ademe) have created a prize for the eco-delegate action of the year in 2020-2021 to support and promote the most inspiring and innovative projects, to stimulate creativity and highlight outstanding initiatives.

Action 4: School Education

Use crowdfunding to support greening projects led by teachers and pupils

“La Trousse à Projets” is the French Ministry of National Education's crowdfunding platform for teacher and pupil-led projects. Thus, to finance their projects, eco-delegates can benefit from voluntary contributions from individuals or companies.

The platform provides resources and advices from inspiring campaign to help eco-delegates to lead ambitious projects.

Discover projects of the eco-delegates: Chicken house, beehive, vegetable garden

Action 5: Overarching

FOREDD 2021: a meeting of all sustainable-development stakeholders

Since 2009, the Sustainable Development Education Resource Forum (FOREDD) has been a seminar co-organized by the Directorate-General for Schools (DGESCO), the General Inspection of Education, Sport and Research (IGÉSR) and the Canopé network, in conjunction with the General Commissariat for Sustainable Development. The synergy of the educational community, young people, scientists, civil society and local regions has mobilized all stakeholders to push France toward the horizon of the 2030 Sustainable Development Goals. The 2021 edition (13th edition) will focus on the theme "Health and Sustainable Development - Global Issues, Territorial Challenges and Agenda 2030"

Réseau Canopé (French public operator working in the following fields: pedagogy; digital education; education and citizenship; arts, culture and heritage; documentation) and its ESD pole are making available:

- a series of "health" videos on themes such as climate and health; endocrine disruptors; education and health, two driving forces of sustainable development;
- posters on the 17 objectives of sustainable development defined by the United Nations;
- a series of videos in the section "the functioning of the human body and health";
- the FOREDD resources since 2015;
- a selection of ESD resources.

Germany

Action 1: Overarching

A country initiative as proposed in UNESCO's ESD for 2030 Roadmap started in 2015 and has since been implemented under the leadership of the German Federal Ministry of Education and Research. A national [multi-stakeholder process](#) was established with the overarching aim of integrating ESD into national educational structures. The National Platform, the supreme steering body, brings together around 40 decision-makers from the Federal Government, the *Länder*, municipalities, science, industry and civil society. Together, they developed and adopted the National Action Plan on ESD and have been implementing and monitoring it since 2017. All in all, more than 300 organizations and institutions are involved in the national ESD process.

This multi-stakeholder process will be continued under UNESCO's new ESD for 2030 programme and address the new thematic priorities defined in the programme. The members of the National Platform are committed to this approach. The ESD bodies are currently working to achieve better links between ESD and digitalization. The National Platform has also seen the addition of new members who reach out to broader sections of society, raising their awareness for ESD and feeding their perspectives back into the process (e.g. inclusion, integration, culture).

Under the new UNESCO programme, too, the [National Action Plan on ESD](#) provides the roadmap for firmly establishing ESD at all levels of the German education system. To support the implementation of the National Action Plan, a new broad consultation process will be launched in 2021 under the umbrella of the Open Government Partnership in order to generate new commitments on ESD.

Action 2: Overarching

Funding is given to a dedicated youth body with a view to including young people in decision-making and implementation processes relating to the National Action Plan on Education for Sustainable Development (NAP ESD).

The [youpaN ESD youth forum](#) is a network of 30 young people aged 16 to 25 who are actively participating in the processes of the ESD bodies and who have voting rights in the National Platform on ESD in order to make the voice of the young generation heard. The group also implements its own projects to realize ESD and is supported by a dedicated team. An annual youth conference is an opportunity for young people to exchange ideas, form networks, learn more about ESD and formulate their demands vis-à-vis politicians and decision-makers.

youpaN is a measure funded under the Federal Government’s Youth Strategy. The Youth Strategy also involves young people in other areas of sustainability policy such as climate action or global development. In order to take greater account of the perspective of young people on climate protection, the Climate Action Alliance includes a youth bank involving, for example, representatives from youth environmental protection groups and nature conservation organizations in Germany. The Climate Action Alliance is the central forum for a permanent dialogue on climate policy between different groups of society and the Federal Government.

The Federal Ministry for Economic Cooperation and Development has established its own Youth Advisory Council in order to put youth participation on a permanent institutional basis. The 16 members of the Council are between 14 and 24 years of age. The Council members will feed their perspectives, innovative ideas and concerns into development policy processes and thereby act as agents of change.

As an overarching measure, the Federal Government adopted its Youth Strategy in 2019 in order to engage young people in policy processes in a direct and effective manner. The aim of the strategy is to offer adolescents and young adults the best possible conditions to master the challenges they face while at the same time taking adequate account of the interests and needs of the young generation. Interdepartmental cooperation to deliver on this objective is based on three principles: involving young people, making young people visible and shared responsibility. To this end, the Youth Strategy is being developed (further) and implemented through different participatory events, both online and offline, such as the Youth Policy Days (JugendPolitikTage) or the Federal Youth Conference (Bundesjugendkonferenz). The issue of sustainability plays a key role in the field of action concerning the environment in particular.

Action 3: School Education

The *Länder* ministries of schools and education increasingly consider it an important responsibility of the school system to teach pupils ESD skills.

The National Action Plan Education for Sustainable Development (NAP ESD), for which the Federal Ministry of Education and Research is responsible, sets out central fields of action, priority objectives and measures to enable the systematic implementation of ESD in schools as agreed with the *Länder* ministers of education. The primary goal is to (1) understand sustainable development as an inherent task of education administrations and the education system, (2) integrate ESD into the training of teachers and other (pedagogical) staff, (3) structurally embed ESD in curricula and syllabi, (4) implement ESD in schools as places of learning and social interaction, and (5) make meaningful use of the instrument of participation by children, adolescents and civil society. Since the adoption of the NAP ESD, the *Länder* have established processes for continuous and detailed reporting on their ESD measures and have exchanged experience in the Conference of *Länder* Ministers of Education (KMK). Cooperation with the *Länder* is also supported through dedicated coordination measures for ESD under the school programme of the Federal Ministry for Economic Cooperation and Development. Embedding ESD in school education as a cross-cutting task is now a common approach. Since 2017, new structures have been established in addition to using existing administrative structures and projects, for example coordination offices, support agencies, ESD working groups, contact persons in school administrations and *Länder* institutes as well as regional and school-specific expert consultation systems.

ESD is being implemented through an increasing number of statutory and sub-statutory measures (e.g. interdepartmental ESD strategy of Baden-Württemberg, LehrplanPLUS curriculum in Bavaria, “Nachhaltige Entwicklung/Lernen in globalen Zusammenhängen” programme on sustainable development and learning in global contexts in the school laws of Berlin and Brandenburg). New schemes are being drafted to implement ESD in curriculum development and school-based continuing education. ESD is also increasingly being integrated into teacher training at universities.

All the German *Länder* support programmes for best-practice schools and school labels for ESD, partly through initiatives of their own which involve non-school educational actors as school partners and encourage network-building.

The “Curriculum Framework for the Learning Area of Global Development in the Context of Education for Sustainable Development” is an initiative of the Conference of *Länder* Ministers of Education and the Federal Ministry for Economic Cooperation and Development and supports the implementation of ESD in school curricula. The Curriculum Framework is currently being expanded to include upper secondary grades in grammar schools and will be finalized in 2022.

Moreover, the *Länder* promote and support ESD through competitions, events and individual measures.

Numerous *Länder* strategies on ESD support the implementation of ESD in the long term (e.g. “Rahmenlehrplan 1-10” in Berlin, “Masterplan BNE” in Hamburg, “Zukunftskonzeption BNE 2015+” in Rhineland-Palatinate, “Landesstrategie BNE” in Saxony, “Aktionsplan Bildung für nachhaltige Entwicklung” in Thuringia, Update of the “Bildung für nachhaltige Entwicklung – Zukunft Lernen NRW” strategy of North-Rhine Westphalia, scheduled for 2021). Some *Länder* have defined initial (countable) indicators to measure the degree of ESD implementation in their sustainability strategies.

Action 4: Vocational Training

The new standard training elements “Environment and sustainability”, “Digital working world”, “Organization of companies providing training, vocational education and training, labour law and collective bargaining legislation”, “Safety and health at work”.

The new standard training elements, which were jointly developed and adopted by the Federal Government, the *Länder* and the social partners, are aimed at ensuring the binding integration of sustainability-related learning contents in all occupations requiring formal dual training.

The new standards apply to all dual training regulations coming into force from 1 August 2021. At the same time, the Board of the Federal Institute for Vocational Education and Training (BIBB) recommends that all businesses introduce these elements also in training programmes for occupations which are not yet covered by the new standards. This will continuously strengthen the role of ESD in VET structures. This central VET measure was agreed in the National Action Plan on ESD and makes an important contribution towards achieving target 4.7 of the SDGs.

Action 5: Local Level

The establishment of local ESD education landscapes is explicitly supported. The Service Agency Communities in One World hosted by Engagement Global supports local authorities in integrating ESD into their local sustainability strategies. Moreover, the BiNaKom ESD Competence Center supports 50 municipalities across Germany that serve as role models for the systematic development and implementation of ESD at the local level. The goal is to embed ESD structurally along the entire local education chain and thereby create the necessary precondition for the overall sustainable development of local communities.

Furthermore, ESD awards have been introduced at the federal and *Länder* level to encourage the implementation of ESD on the ground, in local projects and at places of learning. These awards honour the commitment of educational players and makes their achievements visible at national level.

The national ESD awards, which are conferred by the Federal Government in cooperation with the German Commission for UNESCO, recognize the establishment of ESD at the structural level as well as the resulting overall transformation of learning and teaching environments. As of 2022, there will be a new ESD award that comes with a prize money to support the transfer of excellent ESD approaches.

Greece

Action 1: Early Childhood

"Establishment of compulsory two-year attendance in pre-primary education, starting at the age of 4"

In terms of promoting inclusive and sustainable education, the Greek Ministry of Education is focusing its efforts on early childhood, through the general establishment of compulsory two-year attendance in pre-primary education, starting at the age of 4 in Pre-primary Schools (free provision in public schools). Children accomplished the compulsory two-year pre-primary education classes are expected to gradually obtain an improved educational attainment and ameliorate their later educational results. As research has shown, cognitive and emotional development is of vital importance for the future of the children. Self-confidence, mental health, and well-being as well as neuron synapses very much depend on what the children experience in their first years of life. Moreover, the origins of students' underachievement (e.g. dyslexia) can be usually detected and is easier treatable in the early childhood.

"Introducing English as a Foreign Language in Greek Pre-school Education" (Launch 2020-2021)

The "Introduction of English as a Foreign Language in pre-primary schools" is a pilot programme in progress during the current school year with the aim to be fully implemented at national level next school year (2021-2022), provided it will be positively evaluated at the end of the year by IEP (Greek Institute of Educational Policy).

This action has been designed and is implemented, so that the children get in touch with English already in Kindergarten through creative activities for 2 hours weekly. In this framework children will interact with an English teacher on the presence of the responsible early childhood educator. The aim of this initiative is to use the cultivation of linguistic skills to enhance the kindergarten curriculum, to support the holistic development of young children's skillset and to promote the identity of active citizens in the multicultural environment of today's society. For the purposes of implementing the new curriculum, teachers were trained through both synchronous and asynchronous training programs.

More specifically, the purposes of the pilot programme is a. to enhance the benefits associated with early language learning for the holistic development of children (linguistic, cognitive, sociocultural, personal, emotional) b. to offer equal opportunities to all, c. to grow a sense of "belonging" to a global community with common values and responsibilities, d. to develop empathy, solidarity and respect for differences and diversity, e. to promote a culture of global identity for the appreciation of cultural diversity and its contribution to sustainable development f. to have the ability to participate and take active roles, later in life, in order to achieve a more inclusive and sustainable world, g. to develop positive attitudes towards other languages, cultures and education in general.

Action 2: School Education

Reform of School Curricula, Development of Teachers' Training Material and Training of Teachers with regards to the field of the "Environmental Education and Education on Sustainable Development" (2018-2022)

Since 2018 a reform in the curriculum field " Education on the Environment and Sustainable Development", is designed and been implemented, which is expected to be fully completed until 2022. Its main

axes are the 17 goals of the United Nations for the sustainable development. In this framework, there are new training tools and further training of teachers in primary and secondary schools.

Worth mentioning among others are the introduction of new pedagogical material and the enhancement of teachers' training in the field of natural sciences, technology and mathematics, developed by the Institute for Educational Policy under the policy directions of the Ministry of Education. The new curriculum of the "Education on the Environment and Sustainable Development", is being implemented within the mandatory weekly timetable in primary education and within the optional extra curricula school activities in secondary education, whereas in the first grade of EPAL (Upper Secondary Vocational Education Schools) the new curriculum is included in the "Creative Activities Zone".

In order to raise the awareness of students in primary and secondary education on issues related to sustainable development, various educational programs and actions are being implemented in the same context by scientific bodies, governmental or non-governmental organizations, local or regional bodies, under the auspices of the Ministry of Education and Religious Affairs and the Institute for Educational Policy.

The main characteristics of this curriculum reform are:

- Innovative teaching methods, cultivation of critical thinking ability instead of just receiving messages and accepting them as is
- Development of soft skills
- Enhancement of modern languages
- Development of digital skills through the "strengthening" of subjects such as computer science
- Prioritization of the following objectives: reduction of inequalities, development of multicultural competences such as learning to value others' worldviews

Improvement of the teaching subjects' relevance to the labour market needs (coherent link of the vocational senior high school curriculum to the labour market and to the 17 goals of the sustainable development)

Action 3: School Education

21st century skill-labs (Launch 26-02-2020)

21st century skill-labs is a policy initiative for the introduction of four (4) novel thematic areas in our compulsory, weekly School timetable (pre-primary, primary and secondary school) in order to support the development of soft skills and skills for life (21st century skills). The four (4) novel thematic areas are:

- Wellness and well-being (Self-care and Prevention, Sexuality Education, Drug Abuse Prevention, Road Safety Awareness, Food and Nutrition Education, Mental Health)
- The Environment (Climate Change, Environmental Consciousness, Sustainable Development, Natural Disaster Preparedness and Education, World and Local Cultural Heritage)
- Social Empathy and Accountability (Human Rights, Volunteering, Mutual Respect and Diversity)
- Creative Thinking and Initiative (Creativity and Innovation actions, Youth Entrepreneurship, Robotics, STEM/STEAM, ICTs, Career Paths)

Through these innovative thematic areas, which are relevant to the 17 goals of the sustainable development, a new school culture is introduced aiming not only to ensure that all learners acquire the knowledge and skills needed to thrive in the new era, but also to actively advance justice and equality in education through human rights education, gender equality and the promotion of a culture of peace and non-violence. Interest is also focused on global citizenship and appreciation of cultural diversity.

In this context, 4Cs: Critical thinking, Communication, Collaboration, Creativity as well as life skills/soft skills, Information literacy, Media literacy, and ICT literacy are promoted through innovative methodologies, experiential and exploratory learning, which are endorsed in all school levels: kindergarten, primary education and lower-secondary education.

21st Century Skill-labs introduce many classroom novelties and adopt “bottom-up” processes supporting the creation of “open” syllabuses with the active participation of all interested stakeholders (students, teachers, parents, local community). In this way, it is expected that the school community takes leadership on issues about what to learn according to interests that apply to quality life needs and freedom of choice.

Action 4: School Education

Open schools in open societies-Reflecting on Change (Enhancing the openness and digital maturity of schools) (2017-2021)

["Open schools for Open Societies \(OSOS\) - Reflecting on Change"](#) is a programme that runs within the framework of the European programme HORIZON 2020 (Phase I: 2017-2020) and ERASMUS+ KA3: "[Reflecting for Change-R4C](#)" (Phase II 2019-2021). The aforementioned project is under the auspices of the Greek Institute for Educational Policy with the participation of 10 European countries (Greece, Finland, Germany, Spain, Netherlands, Bulgaria, Italy, France, Portugal and Ireland) and 3 non-European countries (Israel, Australia and USA).

Its main priority is to support the 17 Sustainable Development Goals of the United Nations and in particular the Goal 4 (Quality Education). Teachers and children work within a collaborative learning context, striving for a new open curriculum culture with emphasis on the natural sciences and STEM as well as on topics related to contemporary social challenges, sustainability and the cultivation of skills for the 21st century. According to the philosophy of the above projects, the schools are incubators of exploration and discovery and evolve into areas of development and innovation through the implementation of students' ideas, with the guidance of their teachers and the support of the Institute of Educational Policy based on four steps summarized in the words: FEEL-IMAGINE-CREATE-SHARE.

Each "school" sets its own vision for the "open school" and its "digital maturity", by developing original learning experiences supported by special educational tools that make it easier for all students to participate actively in the learning process (students develop their own Road Maps). According to the research results of the OSOS Project, the implementation of the educational model has led to the improvement of the schools' "openness". The effort continues with the “Reflecting for Change-R4C” project, which is expected to be completed in October 2021.

Action 5: Higher Education

“The UNESCO Chair of the Aristotle University of Thessaloniki and other undergraduate and postgraduate programmes related to ESD in the Greek Universities”

The UNESCO Chair of the Aristotle University of Thessaloniki (AUTH) on Education for Human Rights, Democracy and Peace was founded according to an Agreement signed between UNESCO and the Aristotle University. The UNESCO Chair is related to the UNESCO Plan for the "Introduction of Education for Peace and Human Rights in Higher Education". The purpose of the UNESCO Chair is, according to Article 2 of the Agreement, "to promote an integrated system of research, training, information and documentation activities in the field of human rights, peace and democracy" at local, sub-regional and regional level. The activities of the UNESCO Chair promote the values of a culture of human rights, peace and non-violence within the university, as well as within primary and secondary schools, with the aim to sensitize teachers, students and citizens to these issues.

The UNESCO Chair/ AUTH organizes and coordinates the following two (2) academic programmes:

1. The Interfaculty Interdisciplinary Programme on Education for Human Rights, Democracy and Peace.

Title: "Contemporary World Problems and the Scientist's Responsibility" (undergraduate). The programme is offered to students from all Schools of the Aristotle University of Thessaloniki as well as to a wider audience.

2. The "European Master's Programme in Human Rights and Democratisation" (EMA) (postgraduate)

This Master's Programme is a multidisciplinary one and takes place in forty-two (42) European Universities together with United Kingdom and Switzerland and is the main teaching programme of the Global Campus of Human Rights (GC).

We highlight that academic programs related to ESD are organised and coordinated by different Greek universities (Indicatively, we mention the National Kapodistrian University of Athens, the International Hellenic University, the Harokopio University, the University of Western Macedonia).

Within the framework of Priority action, area 2, the creation of a Network of Greek HEIs for Sustainable Development was launched on April 20, 2021, under the coordination of the Greek Ministry of Education and Religious Affairs. During the launch event, representatives of Greek universities described the ways of approaching the goals of sustainable development by their institutions to date and formulated proposals for future actions. Important initiatives have already been taken by most of Greek universities, especially in issues concerning natural resource management, energy, waste and pollutants, while several Greek HEIs are active members of Mediterranean or European sustainable development networks.

The Greek Ministry of Education acknowledges the importance of HEIs being at the front line in terms of contributing to the generation of sustainable practices, improving the ways sustainability is perceived, taught, modeled, and implemented.

Hungary

Action 1: Overarching

Developing capacities of educators and trainers: The new NCC requires educators to set an example and provide learners with opportunities for gaining knowledge and experience relating to the conscious, economical and responsible use of resources. Therefore, competent educators are needed to improve the quality of ESD.

ESD has been integrated in teachers' qualification and advancement processes since 2018. In Hungary, teacher appraisal has an impact on teachers' salaries and may influence career opportunities. While schools can choose the criteria for teacher appraisal, evaluation of the selected criteria is strictly regulated. Teachers are regularly invited to upload an e-portfolio based on which their professional activities are evaluated and their advancement is stated. Since the introduction of the model, over 85000 teachers took part in the qualification process. Evaluators assess teachers' portfolio based on a set of indicators which correspond to general competence areas, one of which is ESD. The framework of ESD indicators were elaborated by a multi-stakeholder expert group. Then online guidebooks were updated to fit the needs of all educational professionals from kindergarten to secondary school (including teachers, psychologists, special need teachers, principals and others). As a second step, teachers' ESD competences are being integrated in teachers' pre- and in-service training as well. In 2020, about 15.000 teachers qualified successfully. In 2019 and 2020, the Ministry of Human Capacities offered trainings, programs and open lessons for each teacher, free of charge, reaching 5633 teachers and school principals in conferences or thematic lectures and 5166 teachers at workshops and trainings at 80 sites in 2019/2020.

This contributes to SDG 4.7 by acknowledging competent teachers and motivating others to improve (along with proper and accessible teacher trainings and guidance materials) in order to facilitate transition towards sustainability.

Action 2: School Education

Hungarian Eco-School Network

Eco-schools operate with an ESD-focused local curriculum and a whole-school approach, extending ESD activities and environmentally conscious attitude to each member of the school community. Schools are requested to showcase their ESD activities on their own website, while regional eco-school meetings provide opportunities for them to share and exchange experiences. The Hungarian Eco-school Network (open to every Hungarian public educational institution with a yearly open application system) coordinates, informs, organises in-service teacher trainings and programs. Pedagogical supplementary materials, books and educational packages supporting the daily work of the member schools and keeping them informed are prepared or regularly recommended with the support of the Network.

The Network builds on self-evaluation against a set of criteria, which include among others sustainable consumption, food consciousness, awareness and responsible use of resources, sustainable maintenance (and refurbishment) of school buildings and infrastructure, educating for sustainable tourism including recognition and active protection of local natural and cultural heritage, advocating for sustainable consumption and lifestyles. The application process invites schools to go through a reflective cycle including the revision of existing and proposed activities referring to the set of quality criteria (supported by an online survey form), then setting their own challenges - all of this leading to another cycle of reflection and revision. After a successful application, schools are allowed to possess the title Eco-school, which they may renew every three years. After two consecutive successful applications, schools are eligible to apply for the title Permanent Eco-school. In the past 20 years the Network has grown to approximately 1100 schools all over Hungary, representing over 30% of schools covering about 30% of students and 30% of teachers in the country. All school types in the spectrum of the Hungarian public education system are represented in the Eco-school Network: primary schools constitute the majority, about one-quarter of members are secondary and vocational schools, but there are art schools, special needs schools, boarding schools and dormitories, too.

The network contributes to SDG4.7 through direct (e.g. classroom activities, projects, school-garden-ing) and indirect (e.g. operation and maintenance, communication and various events) learning by shaping students' attitudes, advocating, raising parents' attention, collaboration with local businesses and communities (e.g. serving local products in school canteens or supporting students' voluntary work in secondary schools or green student entrepreneurs).

Action 3: Vocational Training

The system of Sector Skills Councils (SSCs) was established in 2018. SSCs serve as a platform for building partnerships with economic stakeholders. SSCs are coordinated by the Hungarian Chamber of Commerce and Industry. The tasks of the SSCs include the continuous development and modernization of the content structure of vocational education and training (VET), as well as the coordination of training supply and labour market needs. The number of members is at least 8 and maximum 24 persons. The given sector's economic stakeholders provides the members, though, there is one member delegated by the trade unions, one by the minister responsible for VET, maximum 3 members responsible for the given sector by the Government, one member by the chambers. As a good practice, an SSC has been established in the field of environmental protection and water management, among others. As a result, the topic of sustainable development can appear in the VET professional content even better than

before, in line with the needs of the economy. The training of environmental professionals thus better meets the needs of the labour market.

Action 4: Higher Education

EÖTVÖS LORÁND UNIVERSITY implements the project within the framework of the EU co-financed project HRDOP-3.6.2-16 - Thematic Research Network Collaborations:

Development of an international research environment in the field of light pollution measurements

1-. Subproject: continuation of international and domestic light pollution surveys; 2. Subproject: creation of a public lighting demonstration project.

In the field of light pollution surveys, it is considered important to launch the implementation of the planned measures of the Hungarian National Landscape Strategy. Researchers start measuring the light pollution status of protected natural areas and national parks, and record the current conditions. Border national parks are very important, where cross-border areas are explored in cooperation with neighboring countries. It is planned to monitor the light pollution of other sites in international cooperation. In this way, in addition to the implemented optimal lighting, a “settlement and its environment” scale laboratory will be established during the application period, which is suitable for launching and carrying out internationally significant, innovative research projects with the involvement of foreign partners. Among such projects, the followings are key of importance: light load caused by public lighting, monitoring the luminance distribution of the sky as a function of lighting parameters, biological monitoring in the settlement environment, detection of changes depending on the lighting environment.

In order to harmonize the measurement procedures, international comparison campaigns are organized, which guarantee that the measurements performed at different locations are comparable and calibrated. In addition to biomonitoring in the natural environment, laboratory animal experiments are also planned, where the harmful effects of light pollution on animal behavior and orientation can be studied under exact, controlled conditions.

By completing the project, the light pollution goals highlighted in the 2017-2026 Hungarian National Landscape Strategy can be achieved, as the necessary governmental and university / research institute measures include a “National Survey of Light Exposure (e.g. by determining the luminance density distribution of the sky) and light exposure status assessment.

The Hungarian National Landscape Strategy also deals with the lighting of settlements: the design and development of light-free municipal public lighting: improvement of lighting geometry, application of color temperatures below 2700 K is included as a separate measure. The (EIDOP 2.3.3-15) tender provides the infrastructural background for certain organized tasks. With the current tender, the mobile metering facility will be complemented by a network of permanent metering stations. From another tender, a globally unique mobile laboratory will be set up to launch light pollution surveys.

Total reimbursed amount: 979 991 579 HUF

Action 5: Higher Education

The higher education department of the Ministry for Innovation and Technology - with EU co-financing - plans to support the introduction of a new scholarship program with a sustainability-climate protection content in higher education.

The aim is to create the knowledgebase on the global environmental crisis and its social contexts and to spread it as widely as possible in the Hungarian higher education curriculum.

The EU cofinanced application is open to higher education institutions.

According to plans the grant available through the call for proposals will cover all successful applicants:

- the cost of developing related curricula and professional materials;
- a scholarship for young lecturers and doctoral students for one academic year, which would provide:
 - to prepare for future education of sustainability related subject (s);
 - teaching the subject of sustainable climate protection;
- dissemination of the program (event, promotional costs);
- preparation, translation, publication or acquisition of textbooks or other educational materials;
- the cost of running the program.

Ireland

Action 1: Overarching

National Strategy on Education for Sustainable Development to 2030

The National Strategy on Education for Sustainable Development 2014-2020 set the foundations for achieving SDG Target 4.7. An interim review of the strategy published in 2018 set out some of the key achievements including the integration of Sustainable Development themes and principles into the curriculum at Early Years, Primary and Post Primary levels, into the assessment process, inspection process and Teacher Education (Initial Teacher Education and Continuing Professional Development). The review also details how the Department of Education is at the forefront of design with respect to sustainable energy efficiency in school buildings. The Department’s Technical Guidance Documents (TGDs) sets the benchmark for sustainable design in school buildings with a clear focus on energy efficiency. A School Energy Efficiency Retrofit pilot project has also been rolled out.

The Department of Education is committed to developing a follow on [Strategy](#) for ESD to 2030 aligned to UNESCO’s Framework for ESD for 2030 with a broadening of the focus of ESD to the informal and non-formal sector, increased national policy alignment, strengthening of the Youth Voice and local and community involvement. A public consultation and stakeholder engagement process commenced in April 2021 and this will inform the development of Ireland’s National Strategy for ESD to 2030 and implementation plan.

Action 2: Overarching

Publication of Ireland’s SDG Report on indicators for Goal 4 - Quality Education

On 19th August 2020, the Central Statistics Office in Ireland published a Report on indicators for Goal 4 - Quality Education.

The Central Statistics Office (CSO), Ordnance Survey Ireland (OSi) and Environment Systems Research Institute (Esri-Ireland) established a project team in April 2017 to engage with a combined UN Statistics Division (UNSD)/Esri research exercise, with a goal to develop and deploy a new approach for monitoring the UN SDG Indicators, using geographic information systems. The result of this exercise is a SDG website ([Ireland’s SDGs Data Hub](#)), hosted on OSi’s Geohive platform, which is Ireland’s Central Portal for all SDGs and contains indicators data on the 17 UN SDGs for Ireland.

The [SDG 4 report](#) showed:

- Assessment of 15-year-old students in 2018 showed 88% of students in reading and 84% in maths were proficient in Level 2 or higher
- Almost 34% of 4 year olds and 97% of 5-year-olds were enrolled in primary school in 2015

- Analysis of first year students enrolled in post primary in 2012 showed 91.5% sat their Leaving Certificate in 2018
- Almost all individuals aged 16-44 years used the internet in the first 3 months of 2020, compared with 45% of those aged 75 years and older
- In Dublin, 57% of adults aged 25-64 years had a third level educational qualification compared with 36% in the Midlands, in 2019

Action 3: Overarching

Publication of the SDG National Implementation Plan 2018 - 2020

The publication of the [SDG National Implementation Plan 2018 - 2020](#) sets out the policy map under which Ireland will achieve the SDGs. In relation to SDG 4 - Quality Education, it shows the wide range of strategies and policies which will contribute to the achievement of the SDG 4 targets including:

- Cúmasú – Statement of Strategy 2019 - 2021
- National Strategy on Education for Sustainable Development 2014 – 2020/ ESD to 2030
- Delivering Equality of Opportunity in Schools Plan
- Further Education and Training Strategy 2020-2024
- National Strategy for Higher Education to 2030
- Higher Education System Performance Framework 2018 – 2020
- Creative Ireland Creative Schools Initiative
- Athena Swan and Green Campus are initiatives which work towards SDG 4 and research opportunities.
- National Plan for Equity of Access to Higher Education 2015-2021
- National Skills Strategy 2025
- National Traveller and Roma Inclusion Strategy 2016 - 2020 National Literacy and Numeracy Strategy - Literacy and Numeracy for Learning and Life 2011-2020

A Senior Officials Group and Inter-Departmental Working Group are in place to oversee implementation of the SDG NIP. .

Action 4: Overarching

Ireland's 1st Voluntary National Review to the UN High Level Political Forum in 2018

Ireland's [1st Voluntary National Review to the UN's High Level Political Forum in 2018](#) identified significant progress under SDG 4 - quality education based on EU indicators. The OECD Better Life Index further supported the view that Ireland is performing well under SDG 4. The VNR also identified the contribution made by the Department of Foreign Affairs/ Irish Aid in relation to Development Education and promoting public understanding of and engagement with global justice issues and supporting people to take action locally and in the creation of a more just, peaceful and sustainable world for all.

Action 5: School Education

Audit of opportunities and linkages in the primary and post primary curriculum

In 2018, the National Council for Curriculum and Assessment (NCCA) published a [report on opportunities and linkages to the SDGs in the primary and post primary curriculum](#). Since then, the NCCA have continued to integrate opportunities and linkages to the SDGs in new and redeveloped curricula where appropriate and relevant. Of particular significance was the introduction of a new Politics and Society curriculum for Leaving Certificate which includes the undertaking of a Citizenship project. One of the project titles is “Research Ireland's achievements to date in relation to the United Nations Sustainable

Development Goals (SDGs). Use the findings to inform an action designed to empower young people in your school to become advocates for the SDGs.”

Action 5: School Education

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Italy

Action 1: Overarching

In 2015, before the introduction of the themes of sustainable development in the Civic Education as compulsory discipline (Action 2), the Ministry of Education, with the collaboration of the Ministry of the Environment, had already elaborated the Guidelines for environmental education which included indications for the designing of educational pathways to be inserted in curriculums of primary and secondary schools. According to the guidelines, environmental modules could be centered on the protection of the environment, biodiversity, sustainable supply, waste management, green economy, global warming.

Action 2: Overarching

A comprehensive strategy: Sustainable education as part of the Civic Education Discipline (https://www.istruzione.it/educazione_civica/)

At the moment, starting from the current school year 2020/2021, environmental themes have been introduced as part of the Civic Education Discipline in the curriculum of primary and secondary education, in accordance with the recent Law on Civic Education of 20 August 2019 n. 92. According to The Guidelines on Civic Education Discipline, published on 2020, the new discipline of *Civic Education is based on three pillars: Citizenship and Constitution, Digital Citizenship and Sustainable Development. The latter pillar* includes the development of knowledge, skills and competences connected to the 2030 Agenda and the relative Sustainable Development Goals. At first cycle level (primary and low secondary schools) the expected competences include: the concepts of taking care of oneself, of the community and the environment; fair and sustainable development, respecting the ecosystem, as well as conscious use of environmental resources; the promotion of respect for others, the environment and nature and the recognition of the effects of degradation and neglect; the promotion of a critical and rational attitude in the use of energy sources and in developing its recycling activity of waste. At upper secondary school level the expected competences include: being able of respecting the environment, caring for it, preserving it, improving it, assuming the principle of responsibility; being able of participating to the public life, as active citizens, according to the Sustainable Development Goal of the 2030 Agenda; being able of working towards sustainable development. Civic Education is a compulsory discipline with a specific assessment and the environmental themes are included in the curriculums of all levels of schools, included in the field of adult education (CPIA) and an introduction in Early Childhood

Education and Care. The pedagogical approach is centered on students’ characteristics such as age and learning needs. In the case of children, it is important to keep the emotional impact high, to ensure the strength of the message. When the age allows a more technical approach, the focus is shifted towards the development of skills and competences allowing responsible prevention. The cross-curricular approach of Civic Education allows to address the issues of sustainable education from the perspective of different disciplines (science, technology, mathematics but also language, history, geography etc.) which contribute to educate responsible citizens, aware and actively involved in social, economic and civil life and who care about the environment, sustainable resources, health, well-being and safety of themselves and other people.

The National Curriculum (Indicazioni nazionali per il curriculum 2012) and most of all the supplementary document “Indicazioni nazionali e nuovi scenari- 2018”, had already foreseen this kind of approach with specific regard to first cycle level (primary and low secondary schools): *“Education can do a lot for all the goals set out in the 2030 Agenda, (and not only for the 4th goal) by providing cultural, methodological and social skills for the construction of a conscious global citizenship and to equip young citizens with tools to act in the society of the future in order to improve its assets”*. In 2019 the Ministry of Education promoted the National seminar “Citizenship and sustainability” to discuss and reflect on education concerning responsibility towards oneself, the community, the Planet, through the contribution that the school can give in the development of critical thinking, cooperation, mutual help and the spirit of service.

Action 3: School Education

A training plan to enhance sustainable education

Within the framework outlined by Law 92/2019 and the Guidelines on Civic Education Discipline, a special focus has been given on teachers’ training as a way to supporting schools. The training of school staff regards objectives, contents, methods, teaching practices about the macro-areas of civic education, included sustainable education. The training plan allocates 4 million of euro for Polo schools which are chosen to organize training modules for coordinator teachers who will have a role of tutor in consultancy, accompaniment, training and projects support toward other colleagues. The training activities are based on a laboratory approach and on job-training. A National technical scientific Committee and Indire (the National Institute of research and documentation) support Polo schools with webinars, monitoring and with the establishment of a repository, collecting the schools’ best practices.

Schools are asked to experiment educational path for their students, providing concrete examples of curriculum development, identifying specific curricular learning objectives, examples of evaluation tools in line with the indications in the Guidelines. In 2023, at the end of the experimental period, the Ministry of Education will establish the national curriculum for civic education, including global and sustainable citizenship.

Action 4: VET and Higher Education

New professional figures in the field of sustainability

The reorganization of vocational education and training with the legislative decree n. 61/2017 has provided two new paths of study related to environmental sustainability and food safety: Water management and environmental remediation (Gestione delle acque e risanamento ambientale) and Commercial fishing and fish production (Pesca commerciale e produzioni ittiche). The new mission of vocational education is to give concrete answers in terms of environmental, economic and social sustainability, training active citizens who are able to intervene in production and work processes, in the light of the goals of the 2030 Agenda for sustainable development. The above mentioned paths of study are important in training new professional figures with technical skills, able to intervene in an integrated

and sustainable way in the entire cycle of water management, in recycling or managing production and marketing natural resources respecting sustainability.

Moreover, in the context of tertiary education, there are two technological areas of Higher Technical Education (ITS- Istituti Tecnici Superiori) which offer highly specialized paths in the field of green economy. One of them is “Energy efficiency”, with a particular focus on environment and sustainable energy: it qualifies the professional figures of the Higher technician for energy supply and plant construction and the Higher technician for the management and checking of energy systems. Another path is “Sustainable mobility” that qualifies the professional figures of the Higher Technician for the Mobility of People and Goods, the Higher technician for the production and maintenance of means of transport and the Higher Technician for info-mobility and logistic infrastructures.

Action 5: School education

Competition for schools “Let’s make 17 goals!”

The competition “Let’s make 17 goals!” is promoted by the Ministry of Education (MI) and the Italian Alliance for Sustainable Development (ASVIS), whose goal is the development of a culture of sustainability among young people of school age and within schools.

The MI-ASViS competition promotes, using different languages, the education for sustainable development and lifestyles that respect the environment, all populations of the world and future generations; human rights; equality between peoples and individuals; a culture of peace and non-violence; global citizenship and the enhancement of cultural diversity; sustainable innovation and the fight against poverty.

For the fourth edition in 2020, participants were asked to propose projects that would link the 17 Sustainable Development Goals with the articles of the Italian Constitution. An opportunity for young people to become familiar not only with the Goals set out in the 2030 Agenda, but also with the fundamental principles and values on which the Italian system is based.

Poland

Action 1: Overarching

The “Green Knowledge for Universities of the Third Age (U3A)” program, run by the Earth and People Foundation

The “Green Knowledge for U3A” is a comprehensive education program for sustainable development, which main assumption is the intergenerational cooperation of seniors with children and youth. The program has been implemented since 2011 under the patronage of the University Center for Environmental Studies and Sustainable Development at the University of Warsaw, and consists of a number of complementary projects financed by national, Norwegian and EU funds.

In the activities of the Foundation, we try to see and use the potential of seniors. After all, their knowledge, skills and life experience can be successfully used for the sustainable economic and social development of the country. Seniors are also a group that has a large transgenerational influence on the behavior of children and adolescents, thanks to strong family ties resulting from the cultural traditions in Poland. Despite such a large potential, the education of older people in Poland differs significantly from the level of other age groups and similar groups in the European Union, and seniors, as a social group, are often a group excluded from many common educational activities.

The Earth and People Foundation has established very fruitful cooperation with the Universities of the Third Age, which are the most thriving centers of education and social activation of the elderly in our country, and the dynamic development of U3A in Poland is a unique phenomenon on a global scale.

Projects at first consisted of educational activities for seniors, then evolved into more and more comprehensive projects implemented in cooperation with local schools and kindergartens, with the support of local governments. The flagship, representative project of the program was "A Year for Climate" implemented in years 2014-2016, during which intergenerational lectures, workshops and competitions were held, supported by popular science publications and a portal with an extensive knowledge base. The key activity was the U3A's own action "I see, I know, I act for the climate", under which the U3A carried out their own activities with a selected school or kindergarten. As many as 40 U3A from all over Poland participated in the project. At present, a three-year project "Nature for generations" is being implemented, in which seniors and young people are ambassadors of the nearby protected areas.

The Green Knowledge Program for U3A has shown the extraordinary potential of the U3A to become local ecological education centers for local communities. Over 70 senior organizations have already received a certificate of participation in the program, and the Foundation's ambition is to create a formal network of "Earth-friendly U3As" that will develop and disseminate their experiences through mutual cooperation.

Action 2: Overarching

Cardinal Stefan Wyszyński University in Warsaw- organization of national scientific conferences:

Annual Scientific Conference: "Philosophy of Sustainable Development"

National Conference in the series "Humanistic Ecology" entitled "Ecological Paradoxes-Waste as a Measure of the Success and Failure of Civilized Humanity"

The "Philosophy of Sustainable Development" conference was created on the initiative of one of the leading Polish eco-philosophers - prof. Józef M. Dołęga. In this way, since 1996, every year in the autumn, at the Cardinal Stefan Wyszyński University in Warsaw, a conference is organized on issues including philosophical, anthropological, ethical, educational, economic, political and legal aspects of sustainable development.

Its aim is to exchange views and experiences of representatives of humanities, social sciences, natural sciences and practitioners on the issue of sustainable development. The interdisciplinary approach to issues is intended to inspire discussion and encourage the presentation of research results in the field of sustainable development.

The long-standing tradition of the conference promotes a systemic perception of global problems in the society.

Currently, we host not only philosophers, but also representatives of such disciplines as: economics, pedagogy, biology, sociology and law. There are also practitioners representing business, public administration and non-governmental organizations.

We try to counteract barriers to the implementation of sustainable development postulates. We are united by the will to act for the benefit of the social and natural environment and to develop education for sustainable development that takes into account ethical implications.

National Conference in the series "Humanistic Ecology" has been held since 2006. XIV National Conference in the series "Humanistic Ecology" entitled "Ecological Paradoxes - Waste as a Measure of the Success and Failure of Civilized Humanity" (Cardinal Stefan Wyszyński University in Warsaw, 28-29.10.2020)

This paradoxical relationship between success and failure is observed in many areas of the functioning of civilized humanity. A good illustration of this is the phenomenon of collecting, storing, managing, and processing waste. For it is both a measure of the material welfare of consumer societies and the environmental problems directly proportional to that welfare.

This project expresses the hope that the issues of the conference will become an inspiring platform for meetings of representatives of various fields of knowledge and culture. From representatives of natural sciences, through representatives of technical, social, and legal sciences, to representatives of humanities and art sciences. Only such an interdisciplinary look at this phenomenon will allow developing adequate answers to questions about the sources, manifestations, and effects of ecological paradoxes.

Action 3: School Education

Career guidance for students with special educational needs

Project proposal from the area of vocational guidance for students with special educational needs as an element of inclusive education. The activities related to the implementation of the task will take into account the assumptions concerning the functional diagnosis.

The aim of the project would be identification, development and pilot implementation of solutions to improve the quality of vocational guidance and the possibility of individual counselling support for students with special educational needs.

1. to create tools to diagnose the possibilities and resources of SEN pupils using universal design, so that they can be used by all students, as far as possible, without the need to adapt to existing deficits.
2. training of career advisors using counselling tools
3. to develop the social competences of SEN pupils in the context of vocational guidance (using e.g. drama)

Students with special educational needs face many challenges in their lives. Sometimes it is a motor disability, sometimes a significant pronunciation defect, a hearing loss, sometimes exceptional abilities. In each case, however, a young person must find his or her place and define a plan for the future. It is not easy for everyone, especially for a person who additionally has to overcome their limitations. So it seems important that a SPE learner knows his strengths, as well as those skills, competences or qualities that require additional effort. Self-awareness is therefore the key to knowing one's own person, creating a real image of oneself, accepting one's individuality. It is extremely important in the context of planning an educational and professional pathway, so that plans related to future work are compatible with predispositions, interests and possibilities (including also contraindications such as health). In order to conduct the counselling process it is necessary to create tools allowing for an accurate diagnosis of students' resources and potential at each educational stage.

Action 4: Higher Education

Active participation of The University Centre for Environmental Studies and Sustainable Development (the University of Warsaw) in the EU project:

[University Educators for Sustainable Development UE4SD](#)

The higher-education sector is a particularly important place in which education in the name of sustainable development is to be engaged in. But are the employees of establishments and institutions in tertiary education ready for this kind of work? Responding to that question is the EU project involving University Educators for Sustainable Development (UE4SD), which has included a review of opportunities to develop the competences of university lecturers as regards the pursuit of effective “Education for Sustainable Development” (ESD). Within the framework of this, the University Centre joins 55 representatives of institutions at all levels of education from 33 countries of Europe in a project of 3 years' duration (2013-2016). The project was elected to focus on good practice by which to raise the level of

competence of university lecturers where the pursuit of effective education for sustainable development is concerned, with platforms being put in place for broad exchanges of experience to continue after the project ends.

UE4SD is closely linked to the European networks of universities working in the name of sustainable development. i.e. the COPERNICUS Alliance and the European Network of Higher Education for Sustainable Development.

Action 5: Non-formal or Informal Learning

Institut na rzecz Ekorozwoju-Institute for Sustainable Development (ISD) -the portal ChrońmyKlimat.pl (Let's Protect Climate)

Institute for Sustainable Development (ISD) is a non-governmental organisation established as foundation which is to promote, develop and implement principles and methods of sustainable development. One of the most significant achievements of ISD's in the field of non-formal education focused on climate protection and adaptation to its changes it is the portal ChrońmyKlimat.pl which is created by ISD's and is functioning since 2008. Target audience: from the beginning the project has been addressed mainly to representatives of NGO's and media. Now it is well-known platform serving reliable and credible information on climate changes addressed for broad circles of society including also local authorities. The main aim of the portal it is to build social awareness on climate change and its consequences for economy, human's health and nature by presenting in popular form the most actual facts and data from the reports of IPCC and promotion of good practices of activities serving for global climate protection. The range of topics presented is very broad -from sources of energy, energy consumption, transportation, water and buildings to the sphere of human's behaviour and lifestyles influencing global environmental balance. In the nearest future the ISD is planning more activities on other social media as Instagram and LinkedIn.

Portugal

Action 1: Overarching

Within the scope of Gender Equality, a set of priority measures and actions for preventing and fighting domestic violence stands out: production of the Integrated Intervention Guide for Children or Youth Victims of Domestic Violence and the Annual Joint Violence Against Women and Domestic Violence Training Plan to be implemented in 2021 and 2022.

Children and young people are often silent victims of Domestic Violence, a situation that is accentuated in the context of containment caused by Covid 19. Education for Citizenship is a mission for the entire School, so the participation of all members its educational community in combating all forms of violence is an act of active citizenship. The Ministry of Education, aware of the reality of domestic violence and bearing in mind its mission, participated in the preparation of the Integrated Intervention Guide for Children and Youth Victims of Domestic Violence, which aims to improve intervention with children or young victims of abuse in the context of domestic violence and establish a common framework for integrated intervention. Is also present, in the Annual Joint Violence Against Women and Domestic Violence training Plan - first training plan common to the various sectors that intervene in this area, based on the uniformity of concepts, the definition of content and training methodologies based on the analysis of concrete cases, and the identification of a scholarship of specialized trainers. Ensuring performance based on an integrated, multidisciplinary, and interdisciplinary vision of training content, while ensuring the necessary degree of specialization.

These instruments are the result of multisectoral work in compliance with the Resolution of the Council of Ministers no. 139/2019, of 19 August, which approved new measures in terms of preventing and

combating violence against women and domestic violence. For the first time, performance dynamics were standardized, and coordinated procedures were defined between the various agents involved, as well as the fundamental dimensions of intervention.

Action 2: Overarching

The Environmental Education Working Group (GTEAS) is the result of a partnership between the Ministry of Education and the Ministry of Agriculture in the development of the National Environmental Education Strategy. This Group is coordinate by the Directorate-General of Education (DGE) and the Portuguese Environment Agency. Recognizing the environmental education for sustainability as a priority policy common to both Ministries and the need for its promotion and development, from pre-school to secondary education, a network of teachers allocated to 10 NGO for Environment, was created to coordinate projects of environmental education thus providing a greater investment in the dynamization of more and diverse projects, with national impact.

DGE is part of the National Commission for the Eco-Schools Program, an international program that aims to encourage actions and recognize the quality work developed by the school in the context of Environmental Education for sustainability. It currently covers basic, secondary and higher education, involving around 1500 schools. Within the scope of this program, several projects are developed, in the order of promoting nature conservation and biodiversity

Young Reporters for the Environment is a European Environmental Education project integrated in an international network of the Foundation for Environmental Education (FEE), whose main objective is to promote education for sustainable development. In Portugal, the project is promoted by the Associação Bandeira Azul (ABAE), aimed at secondary school students. The main objective of this project is to prepare young people for the exercise of active citizenship in the preservation of the environment, namely in terms of biodiversity conservation, using methodologies within the scope of environmental research, journalism, communication and the internet. It covers about 2,000 students, 122 schools and 350 reports published per year. DGE integrates the National Commission.

Cooperation protocols were signed with several companies and entities in the development of projects that encompass topics such as the circular economy, energy, water, the oceans and climate change, such as:

- 360º Project - developed in partnership with CELPA, aimed at children from the 1st level (6 to 9 years old) and which purpose is to promote the concepts related to Circular Economy.
- Galp Educational Movement | Give your Energy for the Planet, promoted by the Galp Foundation in order to raise awareness among children and young people about sustainable development.

The impact of COVID-19 on education and the resulting confinement was enormous and, therefore, some methodologies / measures to combat its effects were rethought. In the scope of Education for Citizenship, namely, in the Domain of Environmental Education, priority was given to the dissemination and sharing of experiences and good practices in and from schools, with a view to identifying innovative schools and educational projects.

Action 3: Overarching

To create and implement in-service teacher training on Sustainable Development, as a domain of the curricular component “Citizenship and Development”, based on the Development Education Guidelines.

Since 2018, in-service teacher training sessions and workshops on Development Education, based on the “Development Education Guidelines - Preschool Education, Basic Education and Secondary Education” ([available online](#)), have been promoted by Directorate-General for Education - Ministry of Education (DGE-ME). This in-service teacher training is included in the capacity building actions that

have been led to train teachers to promote the National Strategy for Citizenship Education through the curricular component “Citizenship and Development”. This training is also a commitment of DGE-ME under the Action Plan of the National Strategy for Development Education 2018-2022 (Council of Ministers Resolution no. 94/2018, July 16), as part of the Objective 1. (Reinforce the intervention capacity in Development Education), Measure 1.1. (Training of education agents). Additional information of this Action Plan [available online](#).

Action 4: Overarching

To promote the World's Largest Lesson in all school years

The World's Largest Lesson is an international initiative that aims to contribute to reflection and action within the scope of the Sustainable Development Goals (SDGs), involving all children and young people and promoting an active global citizenship and a greater awareness of the role of each one in building a more just and sustainable world.

In Portugal, the World's Largest Lesson has been promoted, since 2015, by the Directorate-General for Education - Ministry of Education and by the Portuguese Committee for UNICEF.

Annually, the Minister of Education / other representatives of the Ministry of Education hold an open class involving students and teachers to reflect on themes related to the SDGs. Schools are also invited to develop projects on the SDGs and to submit their projects to a competition, after which a brochure disseminating the selected projects is published. The World's Largest Lesson is also promoted through the production and dissemination of resources adapted in Portuguese (from the resources made available by the organisers of this global initiative). Additional information [available online](#).

Action 5: Non-formal or Informal Learning

The Qualifica Program has been launched in 2017, aiming, inter alia, at significantly reducing illiteracy rates, both literal and functional, so as to provide all adults, without exception, with qualifications that effectively allow the full exercise of citizenship rights, in all its dimensions. This program covers all qualification opportunities for adults, from basic to secondary level, as well as level 4 professional qualifications, whether obtained formally (through educational and / or training courses) or via informal and non-formal ways (through recognition, validation and certification of school and / or professional skills processes). Through the activity of the Qualifica Centers, Portugal has sought to offer qualification opportunities to the least qualified, since these are more likely to be penalised and or socially excluded due to technological advances and changes in the labor market.

The National Agency for Qualification and Vocational Education (ANQEP), is completing the revision and updating of the Key Competence Framework for Adult Education and Training - Basic Level. The update of the RCC applicable to the basic level, aims to improve the relevance of adult qualification responses to present and future challenges, arising from an increasingly fast changing work environment, as well as to align these responses with national and international references and recommendations, thus facilitating skills recognitions processes in a context of increased mobility. It adds a new set of skills, of a personal and relational nature, thereby seeking to provide visibility to soft skills that have become highly valued in the job market. On the other hand, it extends the application of said framework to a broader target audience, namely adults with very low qualifications and low levels of literacy, allowing the inclusion of these audiences in qualification courses at the B1 level.

Digital skills (training itineraries)

Given the digital transition as a key condition for the country's development strategy, the Government's strategy focuses on increasing competitiveness and creating value for the business community,

assuming an economic recovery based on the development of digital technologies and services. Specific programs have been designed to provide such development in the digital areas, and namely, the Youth + Digital Program, created by Decree n° 250-A/2020, of 23 October. This Program has the strategic objective of reinforcing quality, efficiency and agility of professional training and qualification, with a view to the acquisition of digital skills by young adults. ANQEP, within the scope of the National Qualifications Catalog (CNQ), sought to respond to identified needs, by designing, together with the IEFP and EMPD, 13 medium-length training courses (up to 350 hours in total), consisting of UFCD of 25 and / or 50 hours that confer autonomous certification in different areas.

Republic of Croatia

Action 1: School Education

GYMNASIUM GRANT AGREEMENTS SIGNED WITHIN THE CALL FOR PROPOSALS "PROMOTION OF QUALITY AND IMPROVEMENT OF THE EDUCATION SYSTEM AT THE SECONDARY SCHOOL LEVEL"

Call reference: HR.3.1.20.

Call published on 20 February 2015

The aid granted was granted in accordance with the provisions of General Regulation no. 1083/2006 and Implementing Regulation No. 1828/2006

Name of the project: Čista petica /Straight A

Project coordinator: Srednja škola Novi Marof

Contact: ured.ssnm@skole.hr

Brief project description: The project will develop a high school elective curriculum subject *Mathematics in Everyday Life* and high school interdisciplinary curricula of optional subjects *Meteorology and climatology* and *Pharmacy and Botany* which include 5 STEM courses in partner schools. New subjects will be based on learning outcomes, methods of IC technology and practical work, field and problem continue. This will motivate students to better master the material in science and mathematics, motivate for further education in the study

Name of the project: Prirodoslovna lepeza za mlade znanstvenike - suvremena nastava za izazove tržišta/ Natural science for young scientists - modern teaching for market challenges

Project coordinator: Gornjogradska gimnazija, Zagreb

Contact: gornjogradska@ggg.hr

Brief project description: The project will develop a new facultative curriculum in physics, Mathematics, Chemistry and Biology and the interdisciplinary *EEE -Energy, Ecology and the English Language*. The aim is to modernize teaching methods and material conditions of schools for the development of student competencies for successful continuation education in science and are a response to labor market challenges.

Action 2: Vocational Training

Establishment of Regional Centers of Competence in Vocational Education (RCC)

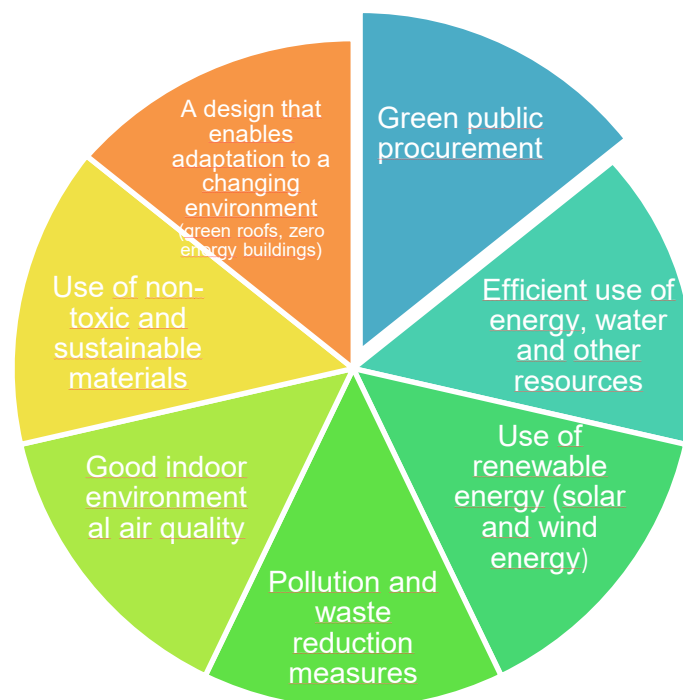
25 appointed purpose built type regional centers of competence designed as a part of national/regional arrangements for the vocational excellence and national education reform. RCC are places of VET excellence where programmers of regular vocational education, teacher training and lifelong

learning will be implemented, together with other forms of formal and non-formal education: work-based learning, project-based learning (e.g. green education), job shadowing, competitions, knowledge and skills presentations.

The basic features of our centers are:

- new learning models designed through new curricula
- innovative teaching and training methodologies of teachers, lecturers and workplace mentors
- project based-learning
- constructive and creative cooperation with social partners and the public sector
- high-quality infrastructure and latest specialized equipment
- collaboration with higher education
- building creative and innovative solutions with local/regional partners and other stakeholders - with the emphasis on bottom-up approach aimed at bringing together centres with other VET providers, local/regional partners, tertiary education institutions, research institutions, companies, social enterprises, chambers, social partners, etc.

RCC are building green (based on survey conducted by MoSE in February 2020):



Examples of green education concepts in RCC (based on survey conducted by MoSE in February 2020):

Renewable Energy Practicum - learning about green technologies and sustainable solutions through practical development of new green ideas.

Developer: Regional center of competence of Tehnička škola Čakovec

Principal: Mr. Dražen Blažeka

Contact: ravnatelj@tsck.hr

Hydroponic cultivation of different crops and effective use of pesticides and fertilizers - providing knowledge on the possibilities of growing individual crops and their adaptation to climate change. Available for students as a part of a regular curricula and for public through formal and informal lifelong learning programs.

Developer: Regional center of competence Panonica - Poljoprivredno-prehrambena škola Požega

Principal: Ms Marija Mršo Rajić

Contact: ured@ss-poljoprivrednoprehrambena-pozega.skole.hr

Economical use of motors on the electric vehicles – students will be involved in development of control systems for the economical use of electric motors, trained to work on photovoltaic installations and other renewable energy systems. Installation of solar photovoltaic power plant, wind turbines, heat pump and equipment for servicing electric vehicles is also planned.

Developer: Regional center of competence in Split Dalmatia County - Obrtna tehnička škola Split

Principal: Mr. Milivoj Kalebić

Contact: ured@ss-obrtna-tehnicka-st.skole.hr

Designing and building a prototype of a mobile solar home – students will be working on development of a prototype of a mobile solar home using green technologies and innovative recycled materials.

Developer: Regional center of competence ARS MEHANICA – Industrijsko-obrtnička škola Šibenik

Principal: Mr. Zoran Živković

Contact: ind.obrt.skola@si.t-com.hr

Romania

Action 1: School Education

In Romania, the ESD topics and themes are infused in the national curriculum (at all levels of pre-university education), being either integrated in the curricula of compulsory school subjects (such as, Biology, Geography, Technology education and practical applications, etc.) and optional courses (Ecological Education and Environmental Protection; Education for Development etc.) or taught as standalone subjects for the case of optional courses offered by schools.

It is important to stress that the general objectives of ESD are reflected at the level of the national training profiles of graduates of different educational levels (primary, compulsory education and pre-university education). These profiles are a regulatory component of the National Curriculum, describing the learning outcomes expected from pupils at the end of educational levels.

Within the national curricular reform launched in 2012, which materialised so far in the adoption of a new national curriculum (new study plans, school syllabi and textbooks) for primary and lower secondary (gymnasium) education, due attention was given to strengthening the ESD concept by means of transversal integration of thematic contents in accordance with the three dimensions of sustainable development: the economic, social and environmental ones.

It is worth mentioning in this context, the large-scale project launched in 2017 by the Ministry of Education - “Relevant curriculum - Open education for all” (CRED), whose one major objective, among

others, is the training of 55,000 primary and lower secondary teachers in view of the adequate implementation of the new curriculum. Optional curriculum to be offered at national offer will also be designed, including for Education for sustainable development.

Action 2: Higher Education

Romanian universities have begun to introduce elements of sustainable development in existing courses, as well as new related disciplines in the compulsory or optional curriculum, depending on the study programs, while many more have created master programs in the field of sustainable development. In addition, some universities are taking their commitment one step further, adopting whole institutional strategies and policies regarding sustainable development.

One example in this regard is the “Babes-Bolyai” University of Cluj Napoca (UBB), which implements the UBB Goes Green Programme, a strategic initiative promoting sustainable development, environmental protection and ecological footprint reduction at the institution's and academic community's level. The Programme emerged from the desire of introducing green policies at institutional policy, consistent with those at national and international level, in line, also, with the international community's commitment towards achieving the Sustainable Development Goals of the UN 2030 Agenda for Sustainable Development.

The Programme's goal is to set a general reference framework, as well as a framework for carrying out academic and administrative activities within UBB, including a series of operational measures, gradually detailed and implemented.

Besides the measures taken at administrative level that promote first-hand sustainable behaviours and actions, the educational dimension of the Programme is the most relevant in this context, acknowledging the need for providing ecological education and related activities at university level, targeting students primarily. The measures envisaged focus on the wider introduction of sustainable development and environmental protection activities in the university curriculum, alongside cross-cutting activities, on organizing and supporting events on ecological education organized by UBB or in partnership with other organizations and on conducting joint activities with UBB students and teachers, involving the local community, as well.

The implementation of the Programme is also supported by the Commission for Biodiversity and Sustainable Development, established in this context, which also advises on the necessary ecological education measures in order to better protect and promote the UBB's natural assets (its parks, Botanical Garden, etc.).

The Programme has been taken up by faculties within UBB in order to be developed and particularized through their own sustainability policies.

Action 3: Local Level

As part of the Hateg UNESCO Global Geopark, coordinated by the University of Bucharest, initiatives in the field of ecological education are being promoted and implemented at local level.

The Hateg Geopark is an open-air laboratory for formal and non-formal education, aimed at pupils and students and which constitutes at the same time a space which offers visitors of all ages a pleasant and appealing experience for understanding and appreciating nature and cultural values.

In view of fostering interdisciplinary learning, the University of Bucharest (UB), in partnership with the Hunedoara County School Inspectorate, has created the informal EduGeoparc network, whose aim is to concretize and synchronize members' efforts for providing formal and non-formal education which capitalizes on the values, skills and knowledge accumulated by the Geopark. The ultimate goal pursued

is to foster local people's and visitors of all ages' understanding of the natural and cultural elements of the land of Hateg and to further promote these values.

The EduGeoparc network ensures an educational partnership by reuniting primary and lower secondary schools in the Geopark's area and beyond, educational institutions, associations and educational experts. The GeoExploratorii (GeoExplorers) Club and the Volunteers for the Geopark are two other initiatives open to pupils and youth which enable a direct connection between the Geopark's educational programmes, the local school curriculum and the professional training programmes for future guides, mountain escorts or tourism agencies. Following a selection, the best volunteers may become ambassadors of the Geopark, a special status which allows them to represent the Geopark locally, nationally and internationally.

Still within the Geopark's educational component, the opportunity to study at the interdisciplinary master programme Applied Geo-biology for the Conservation of Natural and Cultural Heritage offered by the UB's Faculty of Geology and Geophysics is promoted. The programme offers a blended learning experience by combining regular courses with online courses delivered by the European Virtual Seminar (EVS).

EVS is a learning opportunity at post-university level, which involves exchange of experience and cross-border communication by means of modern ICT methods, representing a university network model in which partner universities pool their expertise and resources in the field of sustainable development. The main theme that connects all the seminar's study cases is sustainable development in Europe. In the framework of this theme, students of varied backgrounds, coming from different countries, work in interdisciplinary teams to carry out a research project on a sustainable development study case.

Slovenia

Action 1: Overarching

The all-Slovenian project **Traditional Slovenian breakfast** has been implemented by the Ministry of Agriculture, Forestry and Food (MAFF) since 2011, together with a variety of partners (Ministry of Education, Science and Sport, Ministry of Health, Ministry of the Environment and Spatial Planning, Ministry of Culture, Slovenian Beekeeper's Association, Chamber of Agriculture and Forestry of Slovenia, National Institute of Public Health, Chamber of Commerce and Industry of Slovenia - Chamber of Agricultural and Food Enterprises, National Education Institute Slovenia, etc.). Its aim is to raise awareness of the objectives and reasons for local self-sufficiency, domestic production and processing and to promote the activities of locally produced food supply in the public procurement system. The MAFF also issued orientations and recommendations for the planning and implementation of extracurricular education activities, which support the basic objective and intention of the project. The aim is to keep tradition live and make sure that as many Slovenian children as possible are included in the programme at the time of this event (Slovenian “food day” on the third Friday in November), of “activity days” (e.g. natural science day), of “open-air school” and in the course of the school year in general.

The [project website](#) includes news about events in Slovenia, instructions for the implementation of the project, expert support materials and suggestions of activities in the main content areas of the project, which are complemented over the years: agriculture, environment, beekeeping, health, food processing, sustainable consumption and waste management. The project focuses not only on children, educators and teachers in kindergartens and schools, but also addresses parents and other professionals in both kindergartens and schools as well as from the local environment to which kindergartens and schools are connected and with which they participate in joint campaigns of awareness-raising and promoting sustainable values and practices from the above-mentioned project areas (e.g. by organizing lectures, workshops etc. for chefs at school and in the local area, for health workers, agricultural consultants, etc.).

Action 2: School Education

The Eco-Schools programme in Slovenia is definitely the largest in the field of ESD promotion - it already includes more than 700 educational institutions (kindergartens, primary schools, upper secondary schools, extra-curricular activities centres for outdoor education, residence halls for students and even some faculties) - and it is also the longest-running network. The Eco-Schools programme is implemented within the DOVES-FEE Slovenia association since 1996. Its 7-step methodology is an example of a successful tool for promoting and directing educational institutions to the whole-school approach ("Eco-school as a way of life"). [Projects and activities](#) in the Eco-Schools programme in Slovenia are based on the following topics enabling interdisciplinary implementation, with the aim to promote ESD through environmental education: waste, energy, water, food, sustainable mobility, biodiversity, climate changes, circular economy, school gardens, health and well-being and others. In past four years, more focus has been put on promoting ESD and SDGs. In 2020/2021 carbon footprint measurement is included in the program's offer for the first time. The [CO2 calculator](#) was prepared as an online tool that allows calculating the carbon footprint of an individual class or the whole school and is intended for students to help them learn about climate change and carbon footprint in the following areas: heating, lighting, electrical appliances, transport, waste and food waste.

Each institution prepares plans, implements and controls its activities through the 7-step methodology of the Eco-Schools programme. The 7 steps methodology is a process of work of an individual institution to obtain the Green flag, the internationally recognized label for sustainable education. The method involves a wide diversity of individuals from the school community - with students playing primary roles in the process.

Important components of the Eco Schools program also include the annual eco-quiz, organized separately for primary and secondary schools, the publication of the Eco-School newsletter, educating young environmental reporters, an eco-portal with an eco-warehouse and a collection of good environmental practices. In recent years, the Eco-Schools programme has extended its practice at the international level with participation in various international projects (such as DEAR and Erasmus+), where they share examples of good practice in the field of ESD and the integration of environmental education in the learning process with others. With this, teachers have the possibility of additional education also at the international level.

Action 3: Non-formal or Informal Learning

The field of ESD in local environments bridges formal education programmes with non-formal forms of adult learning and education (ALE) that enable participation in lifelong-learning. This way local formal-informal partnerships support effective integration of participation in development and learning; for example, **the study circles programme** coordinated by the Slovenian Institute for Adult Education (SIAE) typically builds on domestic (local) practices on active engagement of variety of adult participants. The study circles model was developed back in the 1990s, so its recent outreach is high and characterized with intergenerational structure of participants; the state has systematically monitored and financed them ever since (Ministry of Education, Science and Sport and Ministry of Environment and Spatial Planning), because of highly motivated participants, active local environments and presence of environmental issues framed into local traditions and visions. In large part, the activities continue even after the programme has finished. They also attract the interests of other European countries.

Study circles are based on the individual's free choice to learn, which enables and encourages a high work-learning motivation. The distinct intergenerational structure and practice enables a positive group dynamic. Study circles are an example of good practice, which derives from the concrete needs

of the participants in their immediate environment or community. Many study circles have been involved in international projects (EU and other projects). They represent an important part of the development practice of education, which is in line with the guidelines of the UN Agenda for Sustainable Development 2030, the National Guidelines for Education for Sustainable Development (2007) and many other departmental and inter-ministerial strategic documents.

They are a form of free general education and are based on a voluntary participation, with a non-hierarchical and working partnership concept. They have been run for more than 25 years, with the help of co-funding from the Ministry of Education, Science and Sport. There are between 250 to 300 study circles each year. More at <https://sk.acs.si> An example of a study circle as a development tool in the Alpine space is that of the Solčavsko region, which was included (under the title of the Alpine Space - Solčava) as one of Slovenia's successful stories in the implementation of the Agenda 2030, in the [updated report](#) Implementing the 2030 Agenda for SD. 2018 Update (p. 18). A similar model of adult education is being developed under the auspices of the Third Age University with particularities of its target public and organizational matters.

Action 4: School Education

[Europe in School](#) is a traditional annual competition: it has been organised since 2008. The network of the primary and secondary schools and boarding schools applying for the competition is relatively strong and stable (on average, 500-600 schools apply). The project is under the auspices of the Slovenian Association of Friends of Youth (SAFY), which cooperates with several ministries (Ministry of Foreign Affairs, Ministry of Education, Science and Sport, Ministry of the Environment and Spatial Planning, Ministry of Culture).

From the very beginning, when it was still supported by the European Commission, the project has aimed at supporting schools in teaching and raising awareness of the young about the common challenges of Europe and the world, and national and local challenges as part of European and global challenges (global learning). In recent years (after the adoption of the Agenda 2030) and presumably by 2030, the content of the competition will have related explicitly to the SDGs. In the school year of 2017/2018, i.e. the European Year of Cultural Heritage, goal 11.4 (the protection and conservation of the world's cultural and natural heritage) was at the forefront; in 2018/2019, the competition entitled "Let us take off the pink-blue glasses – let us create a society of equal opportunities for girls and boys" focuses on the 5th sustainable goal (gender equality); in 2019/2020, climate change (the 13th sustainable goal); in the current school year of 2020/2021 sustainable consumption and production (the 12th sustainable goal).

The competition (literary, artistic, photographic and/or video competition) goes on at the school, municipal, regional and national levels. The project also has its own "linking part", with which schools are encouraged to link with each other and with the local environment. Trainings of school mentors and municipal and regional coordinators are organized every year on the topic of the competition. A final event takes place in the capital city of Ljubljana in May every year (usually on May 9, Europe day), and several regions have been organizing their regional events for many years.

The power of the project lies particularly in the fact that it is not limited only to school, but also resonates in the local and wider regional environments. With regular annual publications, an exhibition of award-winning achievements which travels through various environments, and with accompanying media responses, the project, which is primarily implemented by schools, spreads the awareness about the values and goals of sustainable development beyond the school walls.

Action 5: School Education

Slovenia believes that education and training are very important in achieving strategic sustainable development goals. The Slovenian Development Strategy 2030, adopted by the Government of the Republic of Slovenia in December 2017 includes all 17 goals of the Agenda 2030 for Sustainable Development (UN, 2015). Lifelong learning (“Learning for and through life”) was recognized as the core strategic orientation interconnected other strategic orientations. The transition process to a sustainable, circular and low carbon economy and society are our strategic priority, but changing lifestyle requires the contribution of all of us. So, if we want to pave the way to climate neutrality we need to start with transformative educational programs for sustainable development with particular attention to climate change empowerment, as holistic and integral longlife learning program embracing communities, from children to adults.

In this perspective, during 2020/2021 the Ministry of Education, Science and Sports and the Ministry of the Environment and Spatial Planning started, in cooperation with Slovenian main public development institutions in the field of education (National Education Institut Slovenia, Institut of the Republic of Slovenia for VET, The Slovenian institute of Adult Education, National School for Leadership in Education, Centre for School and Extracurricular Activities), preparing an ambitious **3-year project “Climate goals and topics in the field of education”**, to be supported by the Slovenian Climate Fund. The ESD will be addressed in a systemic manner at the pre-primary, elementary and secondary levels of education and also in the field of adult education.

The project will embrace the concept of Education for Sustainable Development (ESD), including the whole-institution approach which is put at the very center of the implementation process of the ESD in Slovenia (intending to change the everyday school life’s habits, emphasizing the so called transformative learning) therefore helping to develop the skills, values and attitudes needed to empower young people to act in the future in complex situations in a sustainable and responsible manner. The key activity of the three-year project is the preparation and implementation of a comprehensive awareness and education program on climate change in the context of education for sustainable development, which will be tested on a sample of kindergartens and schools. Establishing demonstration kindergartens, schools and other educational organizations (regionally balanced), which are fully transformed into a sustainable way of life and work and the reduction of the ecological footprint, including with appropriate equipment, is planned as an important part of the program. The project will be closely linked with already done and planned research work in the field of school architecture design supporting the whole institution approach to ESD, and with the activities of empowering sustainable spatial literacy (in Slovenia both “school architecture design” and “spatial literacy” have become well established topics in the field of ESD as well).

Spain

Action 1: Overarching

The new Education Law, LOMLOE (Organic Law 3/2020, of 29 December), recognizes the importance of addressing sustainable development in line with the United Nations 2030 Agenda. The Law states that ESD and global citizenship must be embedded in the education plans and programmes throughout compulsory education, integrating the knowledge, skills, values and attitudes that are necessary to live a successful life, make essential decisions and take an active role in addressing and solving the problems that are common to all citizens of the world.

Thus, the new Law foresees the introduction of a subject on Civic and Ethical Values in Primary and Secondary Education, which will include contents related to the knowledge and respect for Human and Children's Rights, ESD and global citizenship, gender equality and the value of respect for diversity, among others.

The Law encourages educational administrations to promote the sustainability of schools, their relationship with the natural environment and adaptation to the consequences of climate change. Likewise, schools will promote work and coordination with the administrations, entities and associations in their environment, creating open educational communities that will contribute to social and community transformation.

Teacher training with regard to ESD is also an important issue. An Additional provision of the Law states that ESD and global citizenship will be taken into account in the teacher training processes and the access to the teaching profession. To this end, by 2025 all teachers will have received qualifications in the goals set out in the 2030 Agenda.

Regarding gender equality, an initiative supported by the Ministry of Education and Vocational is Red Intercambia. This initiative offers a space for cooperation to share and exchange projects, resources and materials that promote co-education, equality and the prevention of violence against women, implemented at regional level by the educational administrations. Within the framework of this institutional collaboration, a website Intercambia, the value of co-education provides educators with online resources that aim to help the work of teachers in relation to the achievement of SDGs 5 and 10. In addition, every year the event *Encuentro Intercambia* gathers representatives of different regions in order to share the experience of actions that have been implemented all over the country. The latest event, the 17th Intercambia Meeting, was held on April 13th 2021 with the aim of promoting scientific-technological vocations at school without gender bias. The working sessions were devoted to the training of teachers in STEAM and the experiences carried out in Early Childhood Education, Primary and Secondary Education schools.

Action 2: Overarching

In relation to ESD, the Ministry collaborates actively with ESenRED, a “Network of Networks” of Schools Towards Sustainability, promoted by the initiative of different public administrations and organised as a Working Group in the CENEAM (National Centre for Environmental Education of the Ministry for Ecological Transition and the Demographic Challenge). Educational institutions work together in order to carry out projects, exchange experiences and promote synergies with other national and international networks towards sustainability, by means of carrying out actions of democratic participation and curricular innovation, developing democratic values and coexistence, within the framework of education.

ESenRED’s good practices are based on 4 key actions:

1. **CONFINT (International Youth Conference: Let's Take Care of the Planet):** ESenRED is responsible for coordinating this International Youth Conference in Spain and Europe. In each **Confint**, young people agree on a document (letter, manifesto ...) addressed and presented to political decision-makers to let them know the challenges they have identified and invite them to take responsibility at their own level.
2. **ESenRED Teachers' Symposium:** The objectives of this annual event are:
 - To create a forum of discussion and dialogue in order to promote innovation and environmental education in the educational institutions of the ESenRED networks.
 - To carry out a critical reflection on the sustainability actions that take place in the schools and infer some keys to successful practices in environmental education.
 - To facilitate the promotion of projects among the ESenRED schools.
3. **Seminar of ESenRED technicians:** Technicians of the regional or local networks meet annually to articulate the development of the activities of the network.

- 4. The 5th of June Action:** Every year, to commemorate World Environment Day, ESenRED proposes a common action for all the schools that make up the network.

Regarding Education for Global Citizenship, the Spanish Agency for International Development Cooperation (AECID) and the Ministry of Education and Vocational Training carry out a *Teachers for Development programme*, addressed to the teachers of Spanish schools supported by public funds, involving actions with a global citizenship approach. The main actions of the programme:

1. **Education for Development National Award Vicente Ferrer**, for schools that develop actions, educational experiences, projects or pedagogical proposals that raise awareness and encourage the active participation of students in the achievement of global citizenship, solidarity, commitment to the eradication of poverty and its causes, and human and sustainable development.
2. **Teachers for Development National Meeting**, where teachers and various cooperation stakeholders (universities, NGOs, unions, etc) gather in order to exchange experiences and knowledge of educational realities, debate and also promote global citizenship education as a relevant curricular element in today’s education. See more information here: [blog de docentes para el desarrollo](#).
3. **Publication of good practices in Education for Development:** best practices that are annually awarded or the provision of didactic materials that contribute to the dissemination of the 2030 Agenda and the Sustainable Development Goals. Some examples: [Hendere y el derecho a la Educación: los ODS en la escuela](#) ; [El Desafío de los ODS en Secundaria](#) , [Hendere y la crisis del coronavirus](#) as well as the latest publications of Vicente Ferrer awards: [X Premio Nacional de Educación para el Desarrollo Vicente Ferrer](#) and [IX Premio Nacional de Educación para el Desarrollo Vicente Ferrer](#)

Action 3: School Education

- **The development of the curricular contents of the new Education Law** introduces a subject on **Education in Civic and Ethical Values** in primary and secondary education (abovementioned) and includes a crosscutting approach for the Agenda 2030 in all academic subjects, and the curriculum for early childhood, primary, secondary and upper secondary education, taking into account the development of the active citizenship competence, in accordance with the *Council Recommendation on key competences for Lifelong Learning* of 22 May 2018.
- Promotion of regional cooperation in the field of ESD and global citizenship education by means of a Working Group, coordinated by the Ministry of Education and Vocational Training.
- Raising awareness: In April 2021, the Ministry launched a series of three virtual webinars on ESD and Global Citizenship Education "[Educational strategies towards sustainability: Paths for the future](#)" (April 22, 27 and 29, 2021).

The objectives of the webinars were:

1. To promote understanding and knowledge of the key principles and concepts of ESD.
2. To disseminate networks, projects and proposals framed in educational approaches that promote both ESD, and inspire the educational community in formal and informal learning fields.
3. To enhance ESD and the necessary strategies for the development of sustainable, inclusive, equitable and just societies.
4. To redirect the perspectives of the participants towards a culture of sustainability through critical and reflective analysis of current social problems.

- Focus on teachers’ training:
 - Ongoing development of some online courses, MOOC and NOOCs, of educational actions related to the Agenda 2030, ESD and Global Citizenship Education: [Education for sustainable development and lifestyles](#), [Education in children's rights and global citizenship](#)
 - Organisation of a summer course on ESD and Global Citizenship Education that will take place in 2021 at the Universidad Internacional Menéndez Pelayo.
- Focus on dissemination and cooperation with stakeholders:
 - A Website section devoted to the [ESD area](#) (Subdirectorato General for Territorial Cooperation and Educational Innovation) offering quality information and access to relevant publications on this topic.
- Focus on Cooperation with relevant stakeholders:
 - Spanish Agency for International Development Cooperation AECID: See the [Vicente Ferrer Awards](#) abovementioned
 - Ministry for Ecological Transition and Demographic Challenge: See the information previously provided on [ESenRED](#)
 - International Youth Conference Take Care of the Planet (CONFINT)
 - InterVegas: Platform which brings together a large number of associations, groups and individuals from the agricultural, scientific-technical, educational, administrative and social activist world. It is located in all the regions for the protection of sustainable agricultural production and environmental education.
 - EU, UNESCO, GENE, etc.
 - NGOs (Teachers for future Spain, Environmentalists in action, etc.)

Most of the actions abovementioned are also applicable to early childhood education.

Action 4: Vocational Training

A 64% of the National Catalogue of Professional Qualifications has been reviewed, which means the updating of all the professional profiles that serve as a reference for the updating of degrees, specialization courses and certificates of professionalism. All of them, with special attention to digitalization and sustainability.

The range of diplomas related to digitization and green economies are growing.

Expansion of vocational training modalities to facilitate access to training taking into account personal, family or work circumstances: face-to-face, distance and online training modalities, and adding a modular vocational training offer; it is a strategy that would help eliminate gender disparities in education, and ensure equal access to vocational training, with special emphasis on reducing the gender and geographical gaps.

Action 5: Non-formal or Informal Learning

Extension of the offer of non-formal, on-line and flexible courses AULA MENTOR. 750 new classrooms in towns with less than 5,000 inhabitants have been opened recently. This initiative, with personalized tutoring and promoted by the Ministry of Education and Vocational Training in collaboration with other public and private institutions, is aimed at adults, has an extensive catalog of courses for the development of personal and professional competencies.

The program “Aulas Mentor” aims at reducing the geographical gap and promoting information and learning technologies, to ensure inclusive, equitable and quality education and to promote lifelong learning opportunities for all.

The Netherlands

Action 1: Overarching

National Plan '[DuurzaamDoor](#)' (= national plan ESD) in which formal, nonformal and informal learning is supported. This is based on multi-stakeholder participation, cocreation and social innovation and transformative learning as underlying concepts.

Focus is on 5 thematic areas: Biodiversity, Foodsystem, Circular economy, Energy and Climate, and Water. There are three cross cutting areas: Curriculum and Whole School approach (see below); integral decisionmaking for SD (Omgevingswet) and Regional Cooperations for (E)SD (Regionale duurzaamheidsnetwerken), supporting bottom-up energy in society.

Action 2: Overarching

Cooperation [Learning for Tomorrow](#) (Leren voor Morgen) is a platform in which several 'networks for formal education' are gathered to work on implementation of ESD in curricula, Quality education, Whole school Approaches, Teacher competences, goodpractices. From Kindergarten to Universities.

Action 3: School Education

Dag van de Duurzaamheid (national ESD day) on 10 October each year, this day of action starts with a reading in classrooms of appr. 5/10.000 classes in a project book for ESD themes (each year another theme) by mayors, elder men, scientists, policy makers, followed up by discussion with children. The text of the books is from Teacher College students, the illustrations by schoolkids, the check in information by NGO's and researchers. <https://dagvandeduurzaamheidonderwijs.nl/>.

Action 4: Vocational Training

In the province of Friesland Secondary schools and TVET institutions work together with companies, NGOs and local authorities on a 'Frisian Agenda for SD' in which students actions support challenges from business and politics with their view, both as a learning activity for schools and as 'youth voices' in society. [SPARK the Movement](#).

Action 5: Higher Education

The network '[Duurzame Pabo](#)' is a cooperation in appr 30 teacher training colleges to work on the competences of teachers. Annual conferences, competition for ESD teacher of the Year, good practices and trainings in company and in general. International cooperation in the project '[a rounder sense of purpose](#)' about ESD competences.