

ROADMAP FOR SUSTAINABILITY EDUCATION





ECF4CLIM

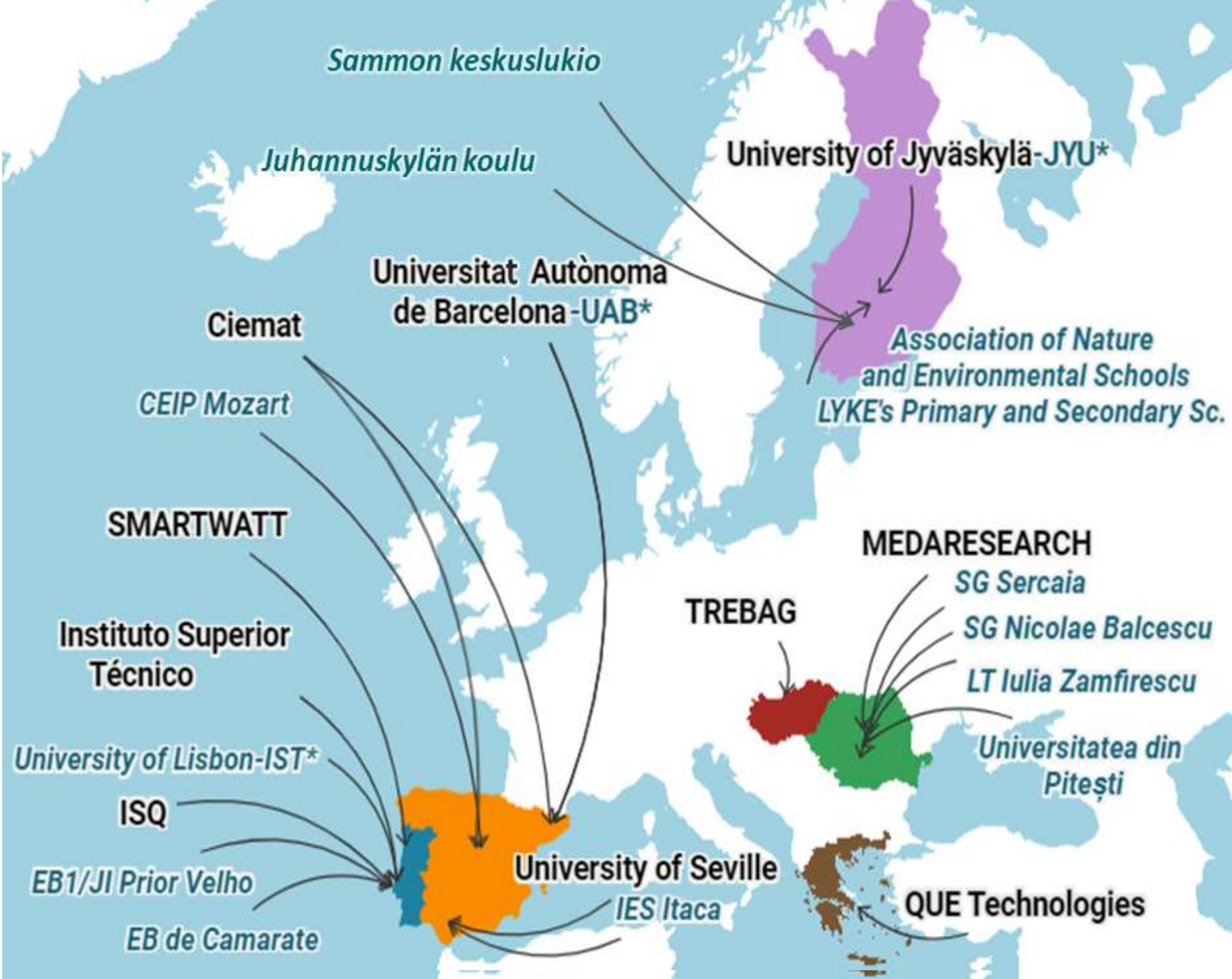
1.10.2021 – 30.9.2025

**Green Deal
Horizon 2020**

Climate change
mitigation and
sustainability in
education

Competences!

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 10103650.



GREENCOMP

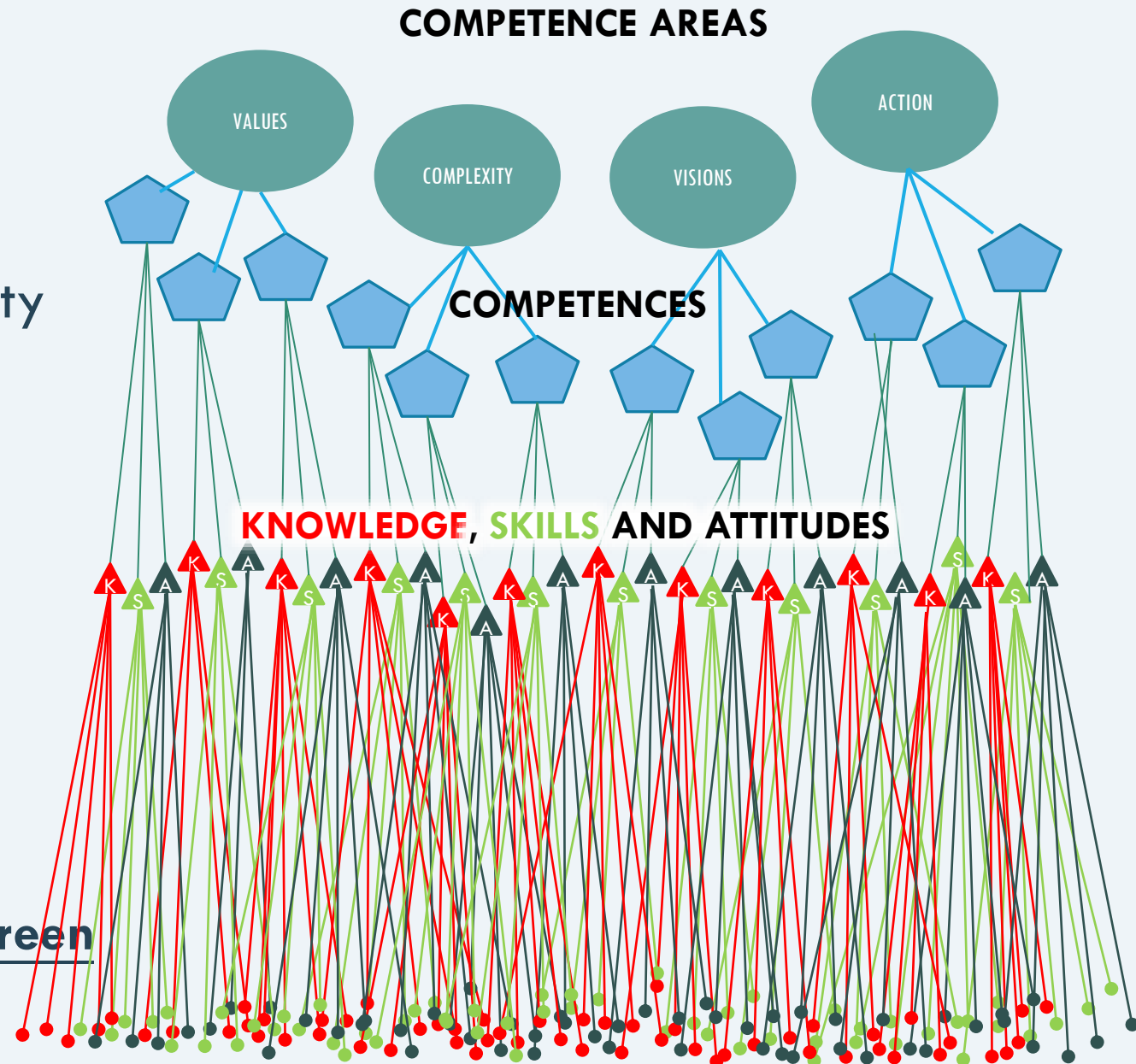
- a reference framework for sustainability competences.
- part of the policy actions by EU
- identifies a set of sustainability competences -knowledge, skills and attitudes

See the documents:

<https://ec.europa.eu/jrc/en/greencomp>

<https://ec.europa.eu/jrc/en/greencomp/green>

[comp-conceptual-reference-model](#)

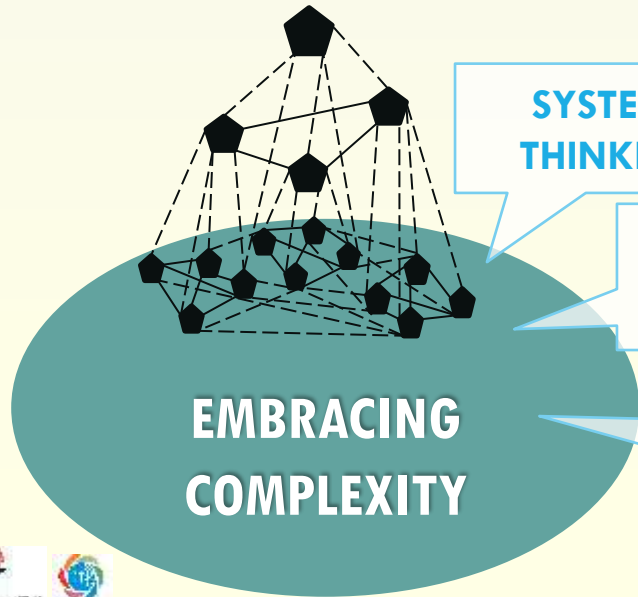




VALUING SUSTAINABILITY

SUPPORTING FAIRNESS

PROMOTING NATURE



SYSTEMS THINKING

CRITICAL THINKING

PROBLEM FRAMING

GreenComp

FUTURES LITERACY

ADAPTABILITY

EXPLORATORY THINKING



INDIVIDUAL INITIATIVES

COLLECTIVE ACTION

POLITICAL AGENCY

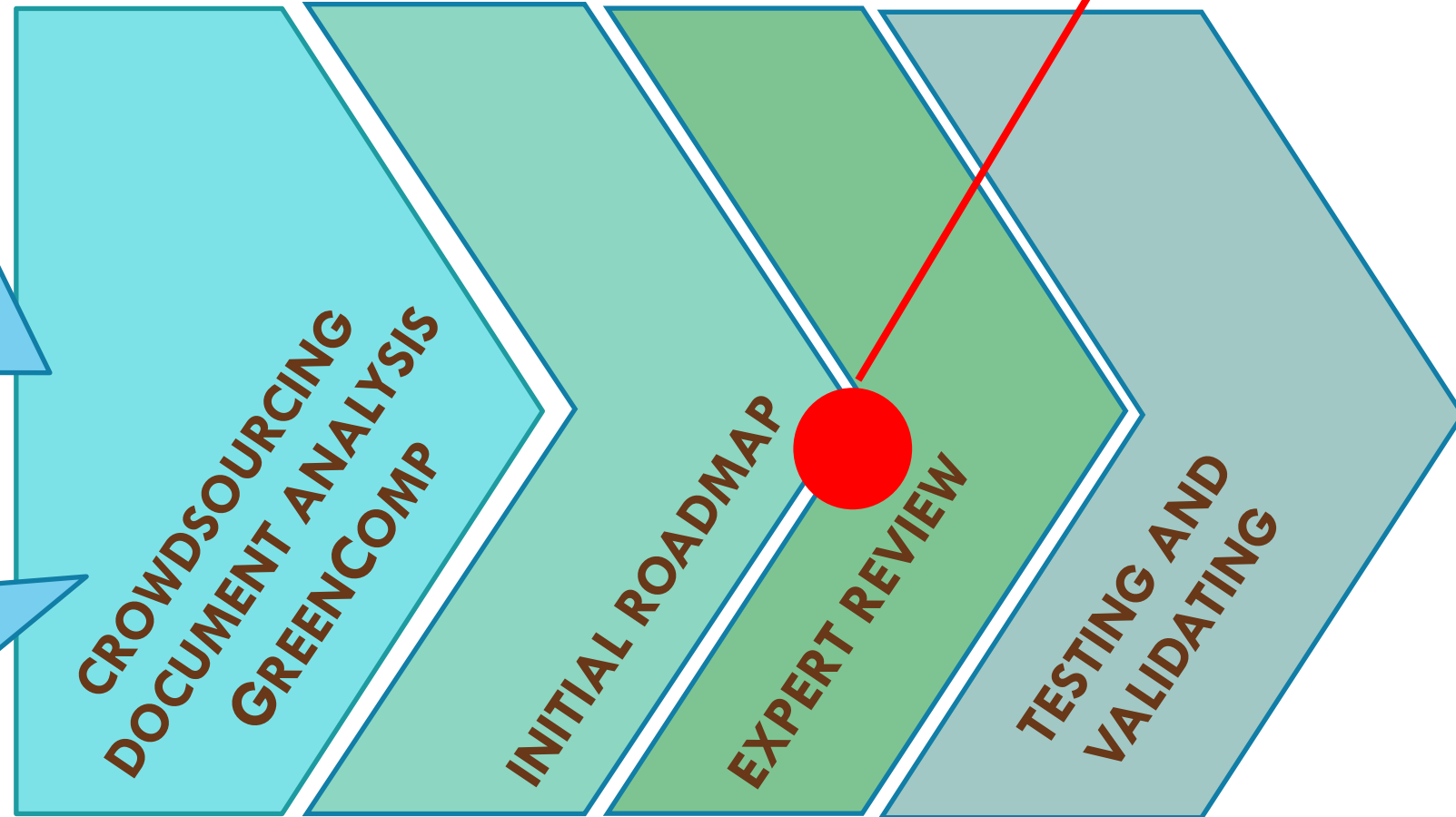




CREATING THE ROADMAP FOR SUSTAINABILITY IN EDUCATION

ECF4CLIM-PROJECT

WE ARE HERE



SPAIN PORTUGAL ROMANIA FINLAND

ONLINE AND FACE-TO-FACE WORKSHOPS AND OTHER EVENTS

TEACHERS

VARIOUS STAKEHOLDERS:
EXPERTS
ADMINISTRATION
RESEARCHERS

PRINCIPALS AND ADMINISTRATION

UNDERREPRESENTED COMMUNITIES

OPERATIONAL ENVIRONMENT

DEMONSTRATION SITES

INTERNATIONAL

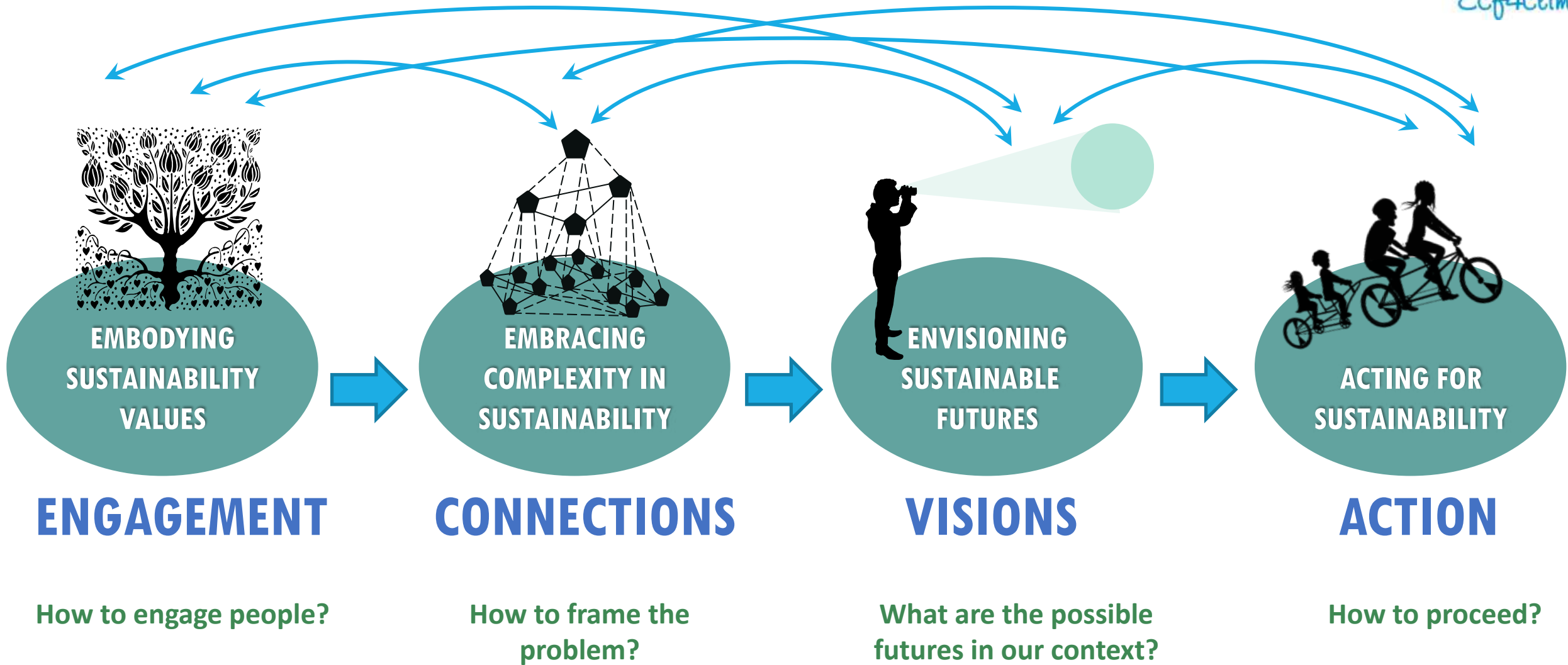
WEEC 2022 WORKSHOP

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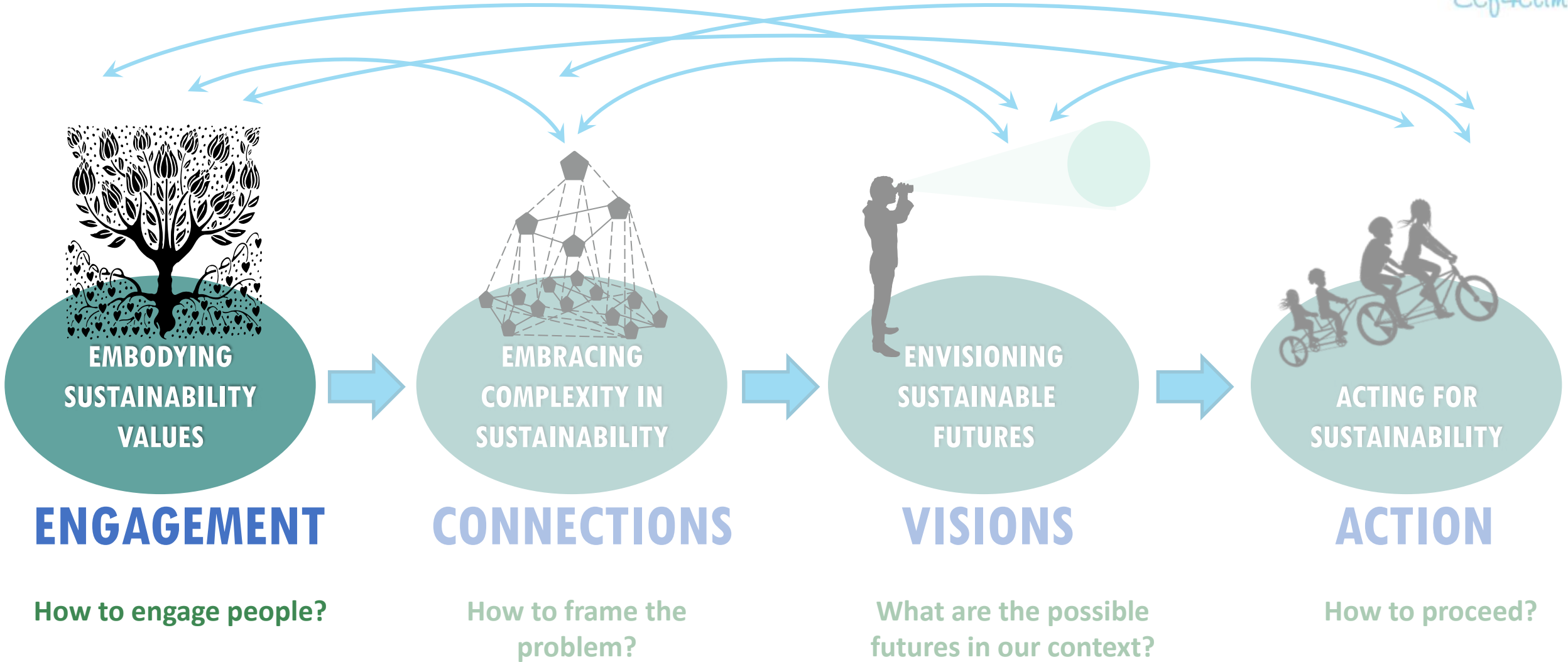
eDELPHI ONLINE STAKEHOLDER DISCUSSION

EU GREEN WEEK EVENT

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STEP 1

ENGAGEMENT

How to engage people?

How to get on the same page?

HOW TO MOTIVATE AND ACTIVATE?

PARTICIPATORY APPROACH

- Time and space for dialogue and new ideas
→ will-formation and collaboration
- Shared responsibility
- Active role for students as investigators
 - identifying sustainability problems
 - school's environmental impact
 - creating solutions

WHY WE MUST ACT?

SUSTAINABILITY KNOWLEDGE

- Understanding the relevance and importance of sustainability
- Planetary boundaries: human well-being is dependent on healthy ecosystems
- Awareness raising campaigns, excursions - > shared experiences
- Integrating sustainability in teaching all subjects, linking sustainability
- Examples of one's own institution

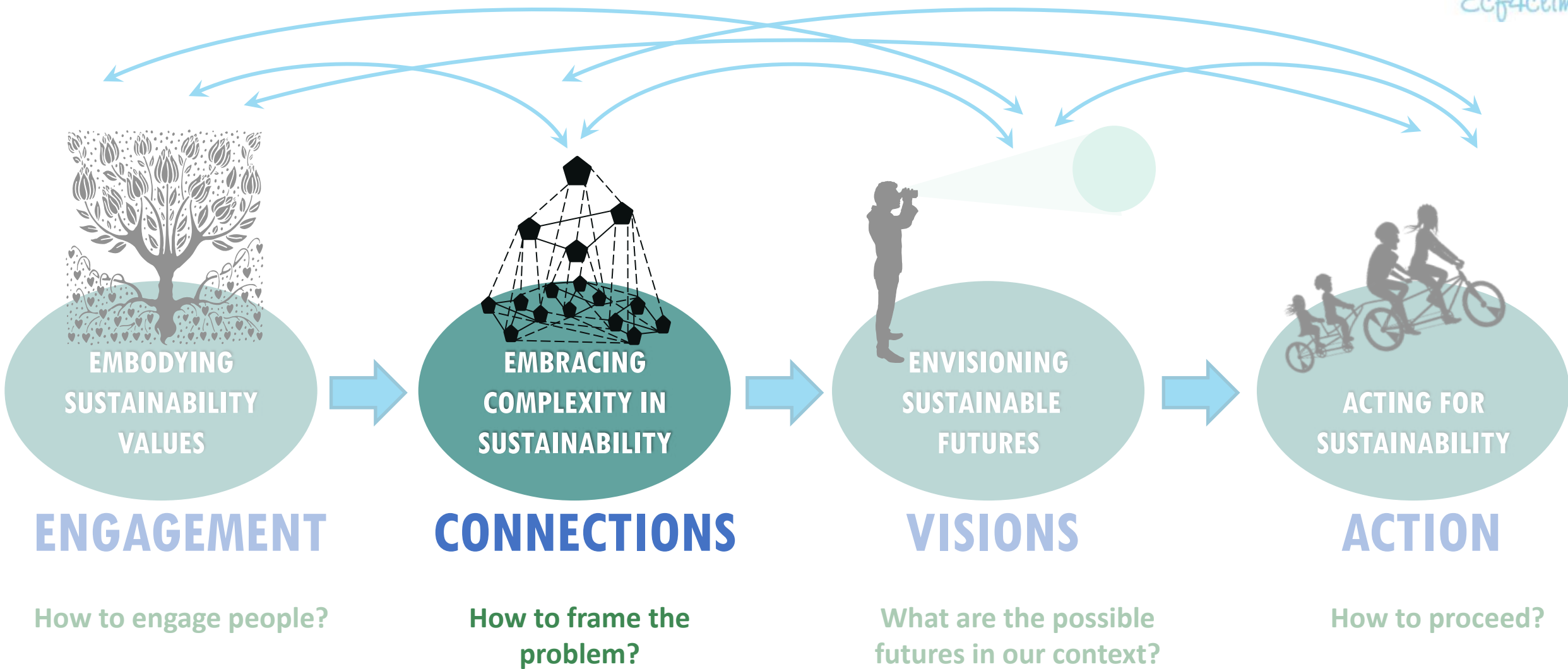
RESPECTING DIFFERENT PERSPECTIVES

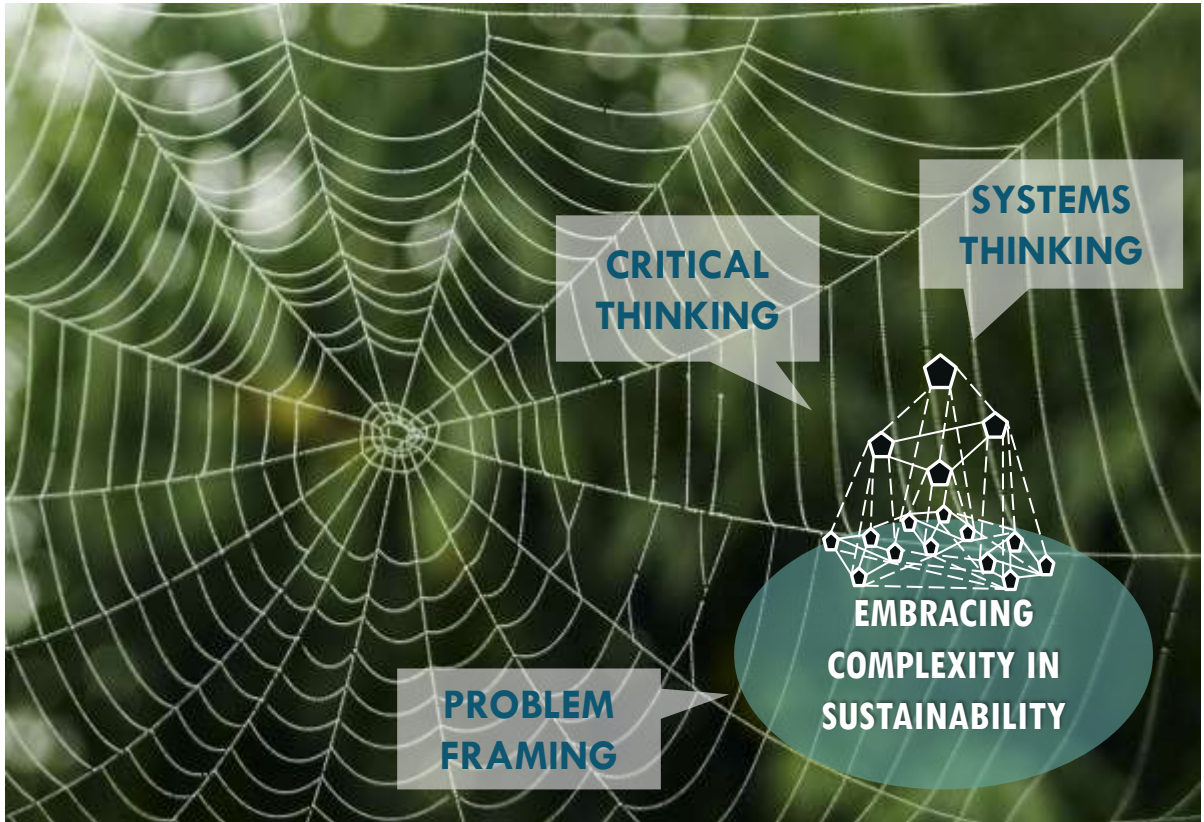
INCLUSIVE VALUE REFLECTION AND DIALOGUE

- People need to experience themselves as accepted and welcomed to collaborate.
- Together we are wiser!
- Dialogue and inclusive decision-making on different levels
- Use creative and interactive methods to practice value reflection and dialogue, e.g. drama games and roleplays



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STEP 2

CONNECTIONS

How to frame the problem?

IT IS SO COMPLICATED!

COMPLEXITY AND ROOT CAUSES

... but finding root causes is inspiring

- Everything is connected to sustainability

Examples:

- Systems thinking: Mind maps of connections, e.g. plastic
- Cooperation with services/service providers (lunch, cleaning, recycling, electricity)
- Pros and cons of technology

WHY DO WE THINK AS WE THINK?

UNDERLYING ASSUMPTIONS

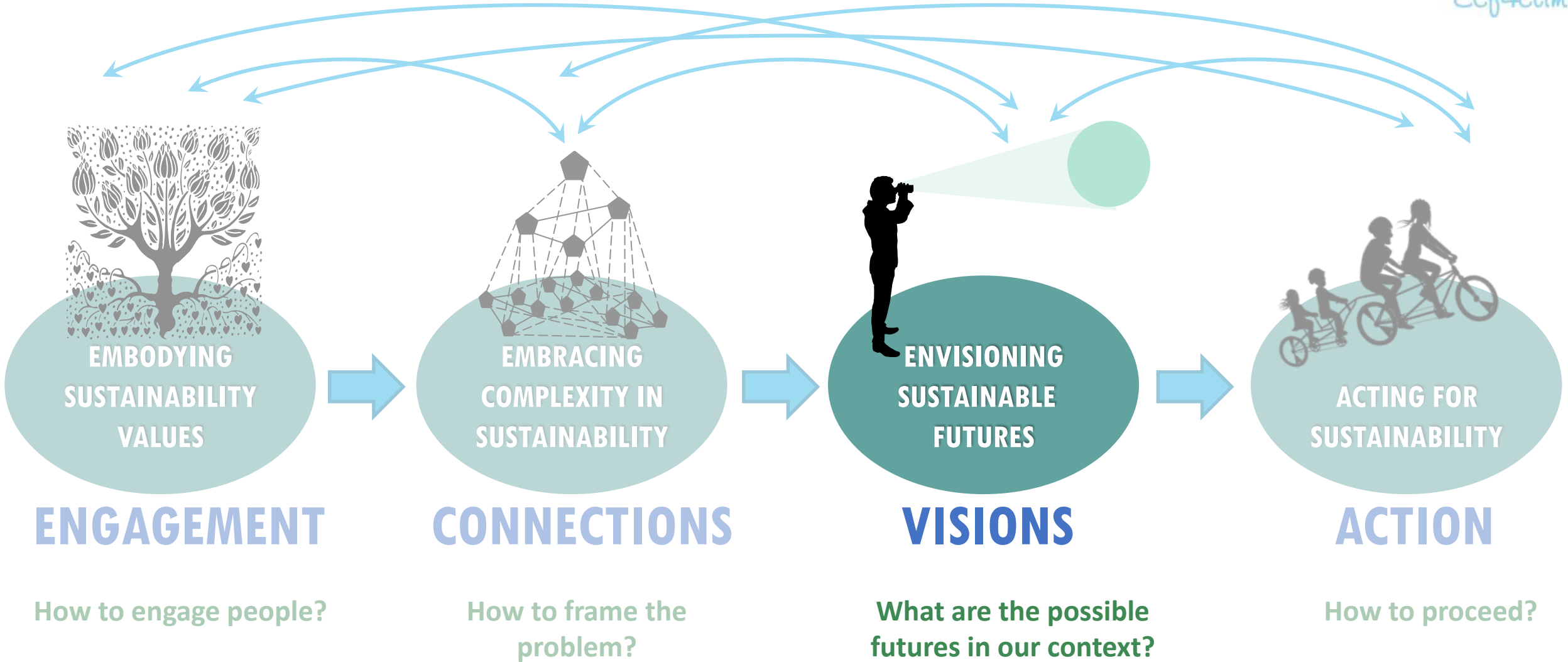
- In our school/ university, what are the unchallenged conventions in connection to sustainability?
- Tools for challenging unsustainable conventions
 - Discussions on controversial issues, like eating meat or buying fast fashion (role play)
 - Critical consumerism, making “spoof ads” and memes
 - Studying history and different cultures widens our view

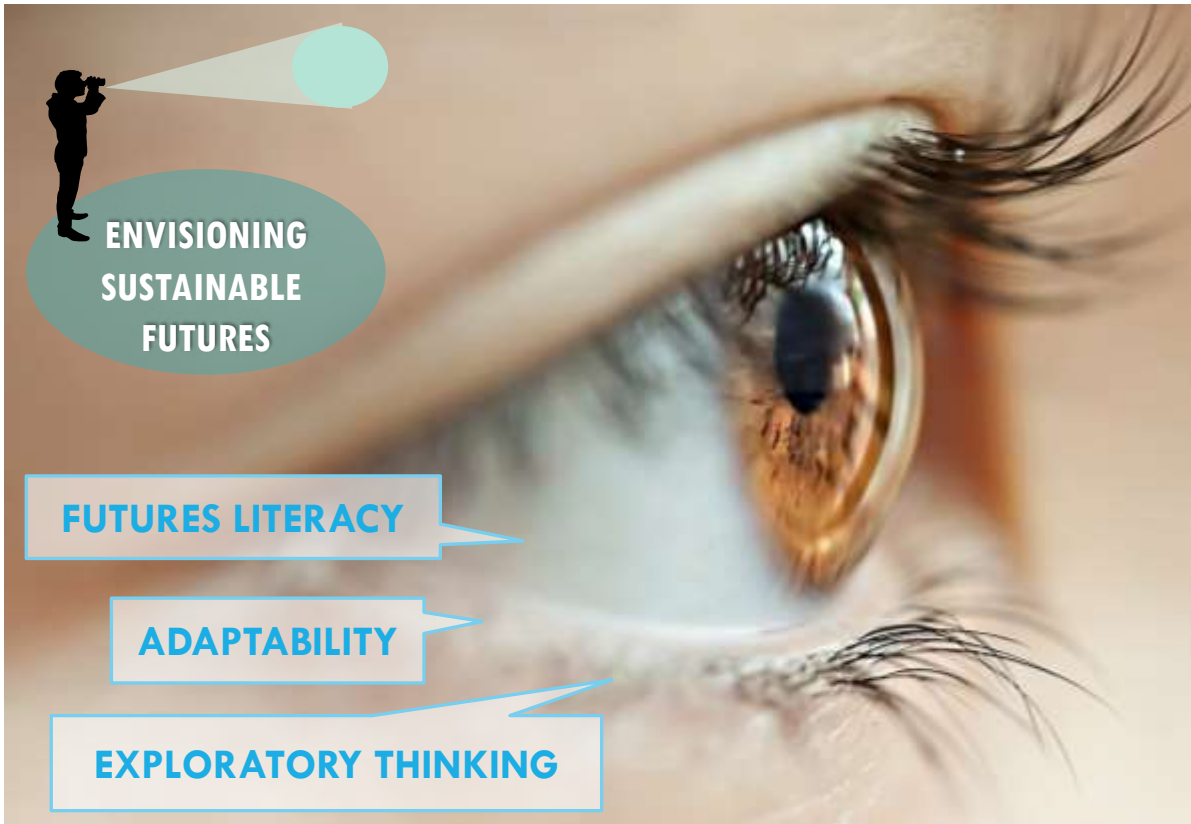
FOOTPRINT AND HANDPRINT OF SCHOOL

CURRENT STATE OF PRACTICE

- Footprint: practices that generate negative impact to environment
- Handprint: positive activities, like teaching and learning about sustainability
- Mapping the most acute and significant issues, cooperation with stakeholders
- Students as researchers
- Measuring use of energy, water, and material consumption, recycling practices, scrutinizing the contents of teaching

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STEP 3
VISIONS

What are the possible futures in our context?

FUTURE IS IN OUR HANDS

ENVISIONING FUTURES

- Our images have impact in behaviour and future
- Creative visioning of probable and preferable futures
- Mapping changes and trajectories that are needed in our context
- What could be our role in constructing sustainable futures?

MAKING A CHANGE IS NOT EASY!

EMOTIONAL, COGNITIVE AND BEHAVIORAL ADAPTABILITY

- What are the barriers and what helps us to adapt in changes?
- Space for expressing concerns, comparing alternative solutions and outcomes, interventions
- Consider different stakeholders emotions, attitudes, behaviour, and structures that are needed for change
- Strengthening collective hope



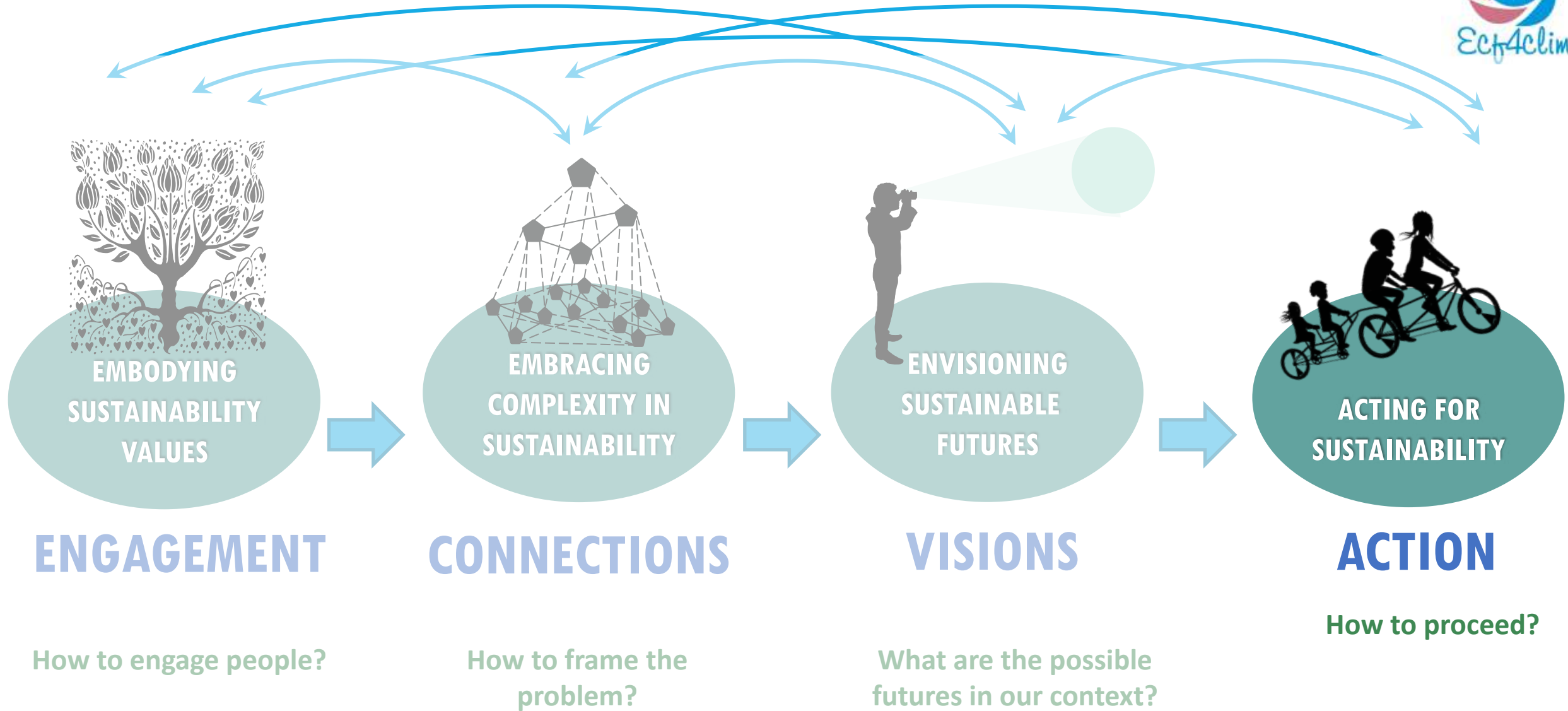
THINKING OUTSIDE THE BOX!

EXPLORATION THROUGH CREATIVE AND RELATIONAL KNOWING

- Complex problems demand creative solutions
- Apply different ways of knowing (cognitive, critical, creative, and intuitive)
- Addressing real-life issues
- Cross-curricular, transdisciplinary knowing
- Inquiry-based and phenomenon-based learning



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How to proceed?

STEP 4 ACTION

PLACES FOR SUSTAINABLE ACTIVITY

STRUCTURES FOR CHANGE

- Embedding sustainable practices in everyday life
- Permanent structures for development (teams, timetable, administration, persons in charge of sustainability)
- Defining authority and responsibilities - leaders' crucial role
- Learning to make change -> exercises for students



WELL PLANNED IS HALF DONE

ACTION PLAN

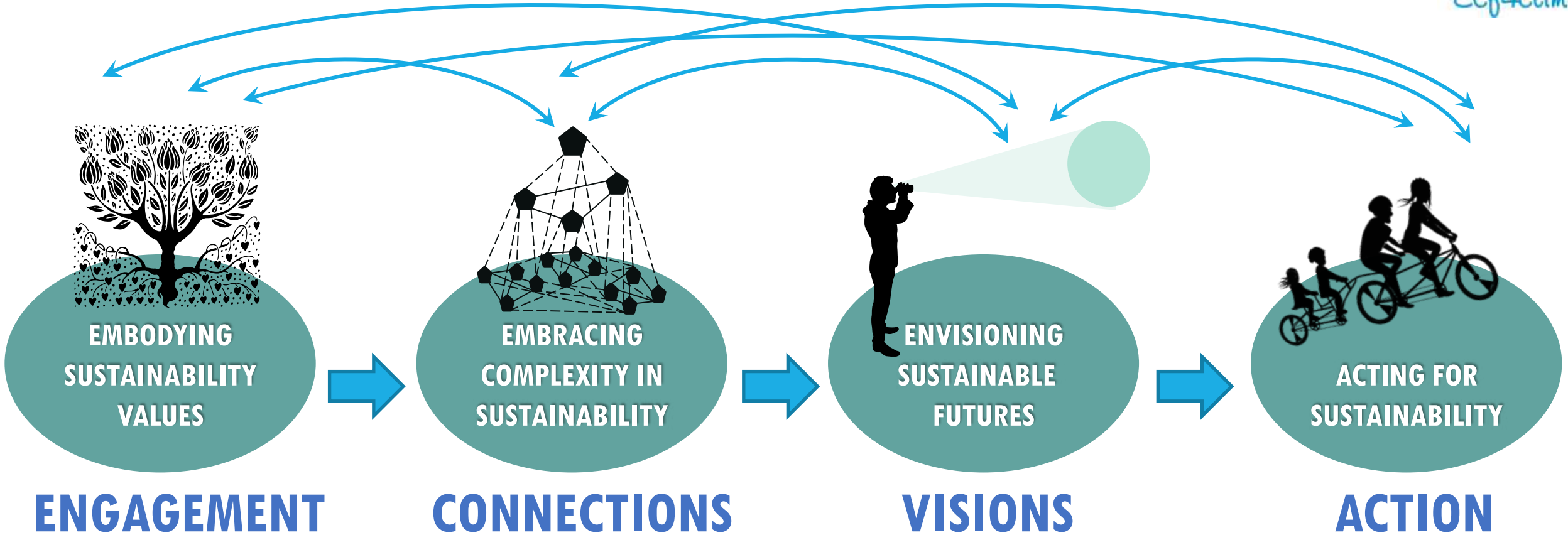
- Strategy and goals enable progressing proactively in the long term
- Skills, knowledge, and attitudes evolve during the planning work
- All previous steps, viewpoints and stakeholders should be included
- Concrete participatory action: Who does what with whom, when, and with which resources

MONEY, TIME AND WELLBEING ENABLE ACTIVITY

RESOURCES

- To change, the school or university needs:
 - money for procurement or salaries,
 - time for planning and action,
 - pedagogical tools and models.
- Prioritizing and reallocating existing resources, extra resources through projects
- Personal and organizational learning as a resource

ROADMAP FOR SUSTAINABILITY EDUCATION



How to engage people?

How to frame the problem?

What are the possible futures in our context?

How to proceed?

PROMOTING SUSTAINABILITY IN EDUCATION

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