

17 April 2024

14.30 - 17.00

Brussels time

webex

POLICY 20 FORUM 24

CLIMATE RESILIENCE PREPARING FOR THE FUTURE



 education-for-climate.ec.europa.eu

**Policy Forum 2024 |
Education for Climate**

Climate Resilience: Preparing for the Future



**LOCAL
LEARNING
COMMUNITIES**



**GREEN
COMPETENCES**



**SCIENCE
DRIVEN
EDUCATION**

**Education
for Climate**

14:35 - 15:30 | TOWNHALL

**Education
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#PolicyForum2024

**POLICY 20
FORUM 24**
CLIMATE RESILIENCE
PREPARING FOR THE FUTURE



Deborah NUSCHE

*Policy Analyst Education and Training Policy,
OECD*



Pegah MOULANA

*Secretary General,
Youth and Environment Europe*



Massimiliano FALCONE

*Director for Europe and Global Strategic Communications,
EarthDay.org*



Gyula CSEREY Moderator

*Head of Unit Strategy and Investments,
DG Education, Youth, Sport and Culture*



15:30 - 16:30 |

POLICY & PRACTICE LABS

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Kai PALUDAN-MUELLER

*Founding Partner, cirka cph,
community member*



Maia BRISTOL

*Educator, St Gilgen International School,
community member*



Laura MAANAVILJA

*Policy Officer Communication, Civil Society Relations & Climate Pact,
DG Climate Action*



Bryce COON

*Director of Education,
Earthday.org*



Cristina GALACHE MATABUENA

*Policy Officer Strategy and Investments,
DG Education, Youth, Sport and Culture*

Moderator

**Education
for Climate**



What's on?

- 03' Welcome
- 20' In conversation: core group impulses
- 30' In conversation: community together
- 05' Next actions

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How to come in?



Voice

raise hand in webex



Text

chat in webex

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Focus Area

*WHO are you &
WHAT is your experience
regarding the lab theme?*



public



cirka cph



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Identified Challenges

*WHICH is the most pressing issue
you face regarding the lab theme?*



Prioritising



Governance



Social appraisal



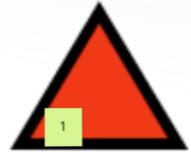
Time scale



Change Ideas

*WHAT is your SUGGESTION
to improve/ change this?
With WHOSE support?*

Systemic
transformation



Participation



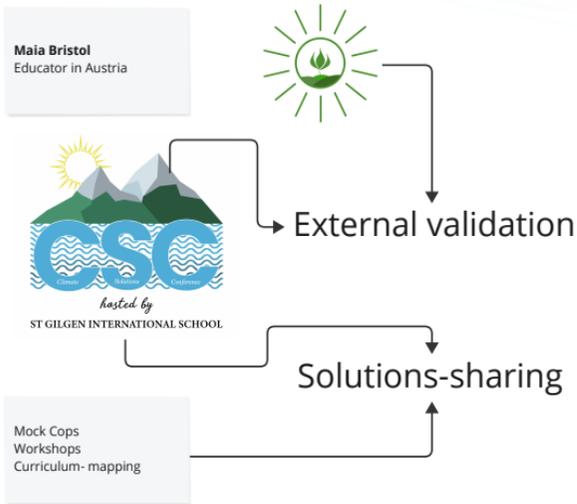
Experimentation

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Identified Challenges

*WHICH is the most pressing issue
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How to **connect** LLCs



Support - needed to
enable instigators to
establish long-term LLCs



Urgency - Policy to Action

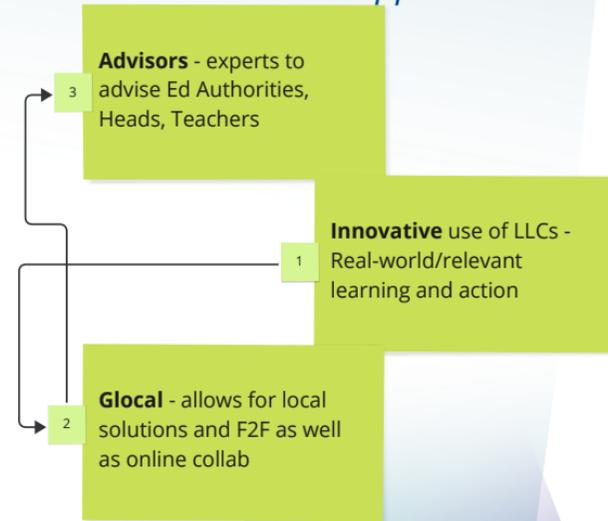


Shape-scope - how to keep
it **personal** but allow for
extensive replication



Change Ideas

*WHAT is your SUGGESTION
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Focus Area

*WHO are you &
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Laura Maanavilja,
DG Climate Action at the
European Commission

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Identified Challenges

*WHICH is the most pressing issue
you face regarding the lab theme?*

How can we better manage climate risks?



Europe is already **warming twice as fast** as the global average, and extreme weather events are becoming more frequent and destructive



We need to **prepare** for consequences we can't avoid and better **manage** the risks ahead



Solutions need to be **local and tailored**, and **involve everyone** – citizens, governments, communities, organisations, and businesses



Change Ideas

*WHAT is your SUGGESTION
to improve/ change this?
With WHOSE support?*

What can educators, learners and the communities around them do?

learn

talk and exchange

develop and test
solutions

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Focus Area

WHO are you &
WHAT is your experience
regarding the lab theme?

Bryce Coon
Director of
Education



→ **Policy**



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Identified Challenges

WHICH is the most pressing issue
you face regarding the lab theme?



Securing Commitments to Climate Education

- EU NDCs - 2025
- Investment



Amplifying Calls

- Education Ministers
- Climate Education Coalition
- Educators and Youth



Unite Diverse Stakeholders

- Business
- Education and Env Experts
- Lawmakers and Policy Experts
- Educators and Youth



Change Ideas

WHAT is your **SUGGESTION**
to improve/ change this?
With **WHOSE** support?

Convene

experts from
all backgrounds

Document and
build on support

Highlight wins and
support climate
education today

Develop frameworks
that can be **adopted**
globally and enacted
locally

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15:30 - 16:30 |

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Mariyana HAMANOVA

*Executive Director, Cleantech Bulgaria,
community member*



Priscila DORAN

*Project Coordinator Innovation in Education, Nuclio,
community member*



Tim VAN RIE

*Policy Officer Vocational Education and Training,
DG Employment, Social Affairs and Inclusion*



Emmanuel SIGALAS

*Policy Analyst Platforms, Studies, and Analysis,
European Education and Culture Executive Agency*



Ulrike PISIOTIS Moderator

*Policy Officer Schools and Multilingualism,
DG Education, Youth, Sport and Culture*

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What's on?

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Focus Area

*WHO are you &
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Identified Challenges

*WHICH is the most pressing issue
you face regarding the lab theme?*

**Qualification
frameworks in EU
comparability and
transparency**



Micro-credentials
1. Integration with Existing
Frameworks
2. Validation and Assessment



Change Ideas

*WHAT is your SUGGESTION
to improve/ change this?
With WHOSE support?*



**Establishment of Quality
assurance mechanisms
and constant update of the
of the existing frameworks**



Recognition and Acceptance
Raising awareness among
employers, educational institutions
and regulatory bodies about the
value of microcredentials.

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Focus Area

*WHO are you &
WHAT is your experience
regarding the lab theme?*

I am
Priscila Doran



We (NUCLIO) participate in many interesting projects!
All focused on a better education. Explore our website to find out more.

<https://nuclio.org/en>

★ Highlights for today:

A new vision on Student assessment
ASSESS

Teacher academy for sustainability citizenship



<https://assess.nuclio.org> <https://synapses-academies.eu>

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Identified Challenges

*WHICH is the most pressing issue
you face regarding the lab theme?*

Students are leaving school (and sometimes university) **unprepared for life and global challenges**

The need to **promote sustainability competences** in school education

Exams and standardized assessments **limit the freedom to innovate**

The **need to update** the way we see **student assessment and the methods** we use



Change Ideas

*WHAT is your SUGGESTION
to improve/ change this?
With WHOSE support?*



Holistic approach to student development:
Integrate several competence frameworks (greencomp + Lifecom + Entrecom + DigComp, etc.)



New assessment metrics and a different assessment mindset

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Focus Area

*WHO are you &
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Need more
interdiscipli
narity of the
challenge

Tim Van Rie,
working at the
European Commission
on green skills.

The Compendium
of inspiring
practices in
Greening VET:
<https://op.europa.eu/s/zER9>

I coordinate a [Working Group on Vocational Education and Training and the Green Transition](#)

It involves governments,
EU agencies, social
partners and VET
providers.

Funding
opportunities:
https://pact-for-skills.ec.europa.eu/s/takeholders-and-business/funding-opportunities_en

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Identified Challenges

*WHICH is the most pressing issue
you face regarding the lab theme?*

In VET, green skills
encompass both **technical skills** needed in specific
occupations and fields, as
well as **more general and transversal green competences**.



Promoting these requires
analysis of skills needs, updated programmes and curricula, as well as
support to teachers and trainers.



Change Ideas

*WHAT is your SUGGESTION
to improve/ change this?
With WHOSE support?*

continue exchanges
on **inspiring practices**

At EU level

making potential
beneficiaries **aware of funding opportunities**

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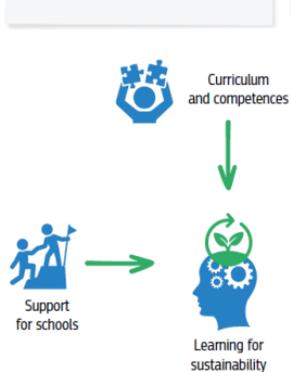


Focus Area

WHO are you & WHAT is your experience regarding the lab theme?

Dr. Emmanuel Sigalas
EACEA - Eurydice

Co-author of *Learning for Sustainability*:
<https://eurydice.eacea.ec.europa.eu/publications>



Education for Climate



Identify Challenges

imagine
POSITIVE
FUTURE

WHICH is the most pressing issue you face regarding the lab theme?

Green competences covered in curricula

but to what extent?

Some dedicated financial support to schools

but only in 13 edu sys

is it enough?

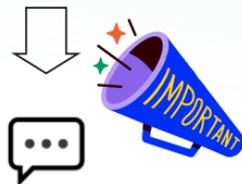
17 have their own sustainability school programmes



Change Ideas

WHAT is your SUGGESTION to improve/ change this? With WHOSE support?

(good) data, data, data...



QUESTION: In the specific context of traveling sustainably, should we talk about skills or competencies? And what are some examples of those practiced or enhanced during green travel, or other learning outcomes?

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15:30 - 16:30 |

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Jules PYE

*Project Officer, The Climate Academy,
community member*



Paul WALSH

*Vice President Education and Director, SDG Academy and
UN Sustainable Development Solutions Network, community member*



Petra PETAN

*Policy Assistant,
Cabinet of European Commissioner for Economy*



Caterina CACCIATORI

*Researcher and Policy Officer Ocean and Water,
DG Joint Research Centre*



Laura SMILLIE Moderator

*Policy Officer Innovation in Science and Policymaking,
DG Joint Research Centre*

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Focus Area

*WHO are you &
WHAT is your experience
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**CLIMAT
ACADEMY**

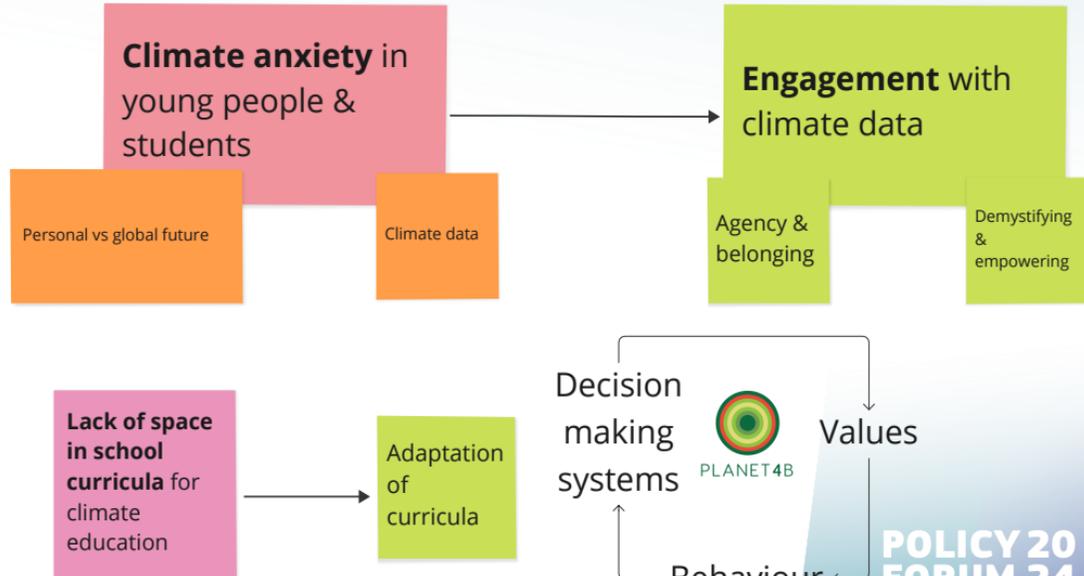
CUTX

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for Climate**



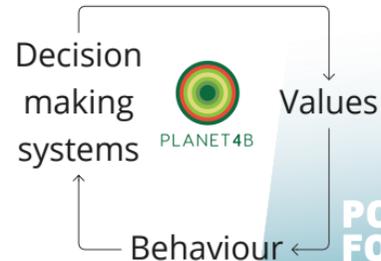
Identified Challenges

*WHICH is the most pressing issue
you face regarding the lab theme?*



Change Ideas

*WHAT is your SUGGESTION
to improve/ change this?
With WHOSE support?*



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Focus Area

*WHO are you &
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SDGacademy

UN Sustainable Development
Solutions Network (SDSN)

BuildSkills
academy



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Identified Challenges

*WHICH is the most pressing issue
you face regarding the lab theme?*

**Climate Science & Future Skills
not mainstreamed in**

- 1) Curriculum
- 2) Teacher Training
- 3) Public Policy
- 4) Corporates
- 5) Households
- 6) Estates
- 7) Infrastructures
- 8) Social Media

The SDG Academy
also have a library
of all the digital
objects in the
courses. Pick and
choose for free,
individual videos.

Learning... classroom are
not easily observable or applied
outside the classroom.



Change Ideas

*WHAT is your SUGGESTION
to improve/ change this?
With WHOSE support?*

Curating Curriculum, Training
and Accreditation
with two way Science- Policy-
Practices interfaces for all
stakeholders.



www.edx.org

SDGAcademyX: The
Living Amazon: Science,
Cultures and
Sustainability in
Practice

Learn about the importance of the
Amazon at local and global scales, the
threats the region faces, and how
sustainable development can help save
its extraordinary biodiversity and
peoples for current and future
generations. Leia em Português Leer en
esp...

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Focus Area

*WHO are you &
WHAT is your experience
regarding the lab theme?*

I am a **Policy Assistant in charge of the SDG implementation** in the cabinet of EU Commissioner Paolo Gentiloni.



Identified Challenges

*WHICH is the most pressing issue
you face regarding the lab theme?*

Collaboration across all levels of government (from EU to local)

Up- and re-skilling throughout the lifecycle



Change Ideas

*WHAT is your SUGGESTION
to improve/ change this?
With WHOSE support?*

Whole-of-government approach

Accelerating different types of social investment

Policy labs like this :)



Focus Area

*WHO are you &
WHAT is your experience
regarding the lab theme?*

Caterina Cacciatori,

I work at the Joint Research
Centre of the European
Commission.

I find science-driven
education in my work for
"**The Gems of Water**", a
citizen engagement initiative
for water quality monitoring.

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for Climate**



Identified Challenges

*WHICH is the most pressing issue
you face regarding the lab theme?*

What is the
role of scientists
in producing
education-friendly
material?

How can we
**make science
and data
meaningful**
for climate
education?



Change Ideas

*WHAT is your SUGGESTION
to improve/ change this?
With WHOSE support?*

Policy forums
for science and education!

Support a
systems thinking approach
in education (and in
science!)

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16:30 – 17:00 | OUTLOOK

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Cristina GALACHE-MATABUENA

*Policy Officer Strategy and Investments,
DG Education, Youth, Sport and Culture*



Ulrike PISIOTIS

*Policy Officer Schools and Multilingualism,
DG Education, Youth, Sport and Culture*



Laura SMILLIE

*Policy Officer Innovation in Science and Policymaking,
DG Joint Research Centre*



Gyula CSEREY Moderator

*Head of Unit Strategy and Investments,
DG Education, Youth, Sport and Culture*





Need more interdisciplinarity of the challenge

what are efficient bridges between policy and practice?

enhance consultation process with materials already prepared

working group on learning for sustainability

what are the competences needed for this?



Identified Challenges

WHICH is the most pressing issue you face regarding the lab theme?

teacher training

finding academics and professionals willing to get involved in working with schools



cultural shifts

money & budgeting prioritisations

understanding of time and value of communities



"lets not re-invent the wheel"

how to get the appropriate data?

The SDG Academy also have a library of all the digital objects in the courses. Pick and choose for free, individual videos.

Education for Climate



imagine POSITIVE FUTURE

climate anxiety

hopeful new contexts to build better

FUTURE POSSIBILITIES

How do you see the complementarity between online transnational learning communities and local learning communities?

understand and compliment their strengths

local: common frame of reference
transnational: diverse input

NEXT ACTIONS



LOCAL PUBLIC GOODS

identify and curate local good practices

scale, replicate and support across boundaries

highlight wins

experimentation and systemic action

trust

non-formal participatory methods

"being in the room together for the first time to enhance community action and feelings"

What are the public goods and ROLES needed for (local) communities?

need to define purpose and dynamics specifically

communities make the impact visible on the ground immediately

meaningful change is only possible if you engage beyond your school

local action together with local stakeholders

communities make action possible where it would not have done otherwise

FEEDBACK?



focus on primary education where formal and non-formal approach is practiced more



Change Ideas

WHAT is your SUGGESTION to improve/ change this? With WHOSE support?

"to let communities thrive, you need to let go of control"

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FUTURE POSSIBILITIES



NEXT ACTIONS

imagine POSITIVE FUTURE

training teachers is key

As an experienced teacher trainer, working on an accredited training center we can say that teacher training is key, but it needs to be accompanied by school support, policies and resources!

Change Ideas



WHAT is your SUGGESTION to improve/ change this? With WHOSE support?

Sustainability vs climate action work: does this framework work?

sustainability education is more holistic while climate education is more science-driven

Environmental education and sustainability education may be narrowed down to climate education (common trends and it is happening now too)

What is conceive is the ideologically differences, sustainability for instance is broader than climate and it is not combined with growth

EURYDICE report is more about transversal focus

How can we find balance bet growth and environmental aspects?

Sustainable means socially economically and environmental sustainable. So it includes economic elements too

money & budgeting prioritisations

Resources and ways of developing such competences

Scaffold Game that links all the competence frameworks.
<https://www.etf.europa.eu/en/document-attachments/scaffold-guide-and-deck-cards>

from Tim Van Rie - DG EMPL to everyone in this breakout session: 4:13 PM
We have some examples on new ways of teaching and learning (including games) in our Compendium ->

Start Tim Van Rie - DG EMPL to everyone in this breakout session: 4:14 PM
The example from Germany (in German)
https://www.ec.europa.eu/education/skills-competence-development/docs/20220622-germany_en.pdf

convert inComp competences into games to add in schools and companies etc.

The SDG Academy also have a library of all the digital objects in the courses. Pick and choose for free, individual videos.

Use cases report will come soon on use cases



Identified Challenges

WHICH is the most pressing issue you face regarding the lab theme?

education raise awareness about climate

Need more interdisciplinary of the challenge

What about enhancing collaborations (such as for the medical professions?)

policy efforts for every area.

Sustainability is like an ecosystem where one things dies brings to the rest dying.

sustainability has also a psychological part. So it has to do with nutrition, preventive wars, treating each other well.

projects can't limit themselves only on the environment.



Educ for Climate

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is there any report that is tracking youth and their opinion?

Project soon to be launched

also another discussion in 2018 on competences. Knowledge for 15 years old + high about climate change

gap between action and knowledge

Less was confident or knew how to act

One resource policy recommendation with a document accompanying with a sub-chapter on youth

Surveys on attitudes, plus evidence with European context

education systems do not really prepare new generations to address climate change

Staff Working Document

from course documents 1975 - 1985 The 10th anniversary of the European Commission 1984-1985

There is the SDG Academy. Pick and choose for free

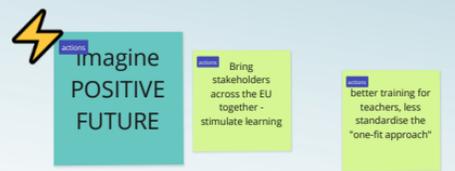
https://www.iea.nl/studies/iea-iccs#action-570



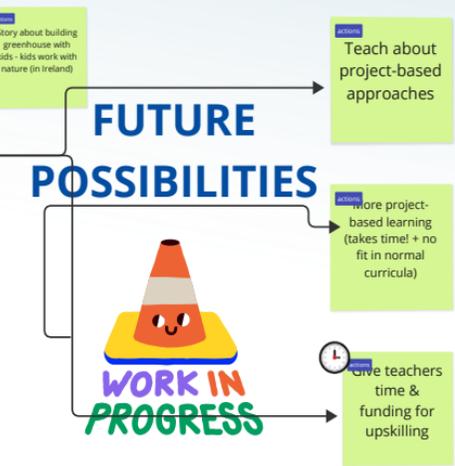
HELP! Identified Challenges

WHICH is the most pressing issue you face regarding the lab theme?

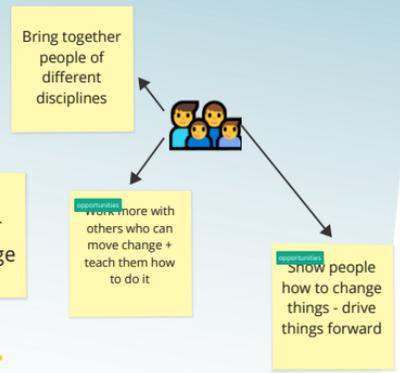
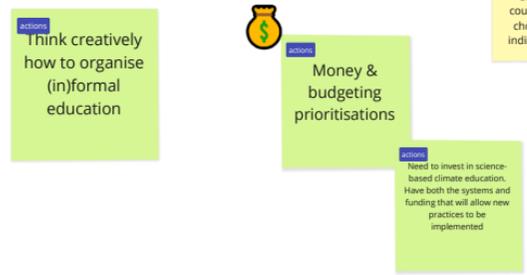
- From chat: "I don't think there is a consensus on the most pressing issue... I'm not referring to climate change, at least in the EU. But there is no consensus on digital, electric cars, nuclear energy, industry, farmers... It is all the more difficult to reach."
- From chat: "agree 100% about getting children outside and getting their 'hands dirty' - however, there is less agreed less time for this and it is challenging getting time out of the classroom - teachers need specific training (why not?) for field study - we also need to use the school grounds better - making the most of any opportunities."
- From chat: "In Finland in the past they used 'experimental schools' to look at developing and implementing project based learning - but this was not about climate it was 'digital' education"



FUTURE POSSIBILITIES

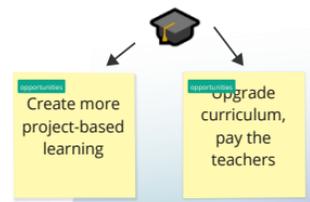


NEXT ACTIONS



Change Ideas

WHAT is your SUGGESTION to improve/ change this? With WHOSE support?



- Outcomes:** we can bring the right messages from the right organisations
- Outcomes:** Upgrade the school grounds better - making the most of any opportunities