

Public consultation - education for environmental sustainability

Fields marked with * are mandatory.

Introduction

Climate change, environmental degradation and biodiversity loss are major challenges facing Europe and the world today. Through the [Green Deal](#), the EU is taking action to fight climate change and encourage all citizens to work towards a greener and more sustainable Europe. Education for environmental sustainability is key to this, helping citizens and local communities to develop the knowledge, skills and attitudes needed for this transition.

The European Commission is committed to supporting cooperation and activities at European level on education for environmental sustainability, including through the Erasmus+ programme and the Skills Agenda. This work also supports the UN 2030 agenda for Sustainable Development, particularly Sustainable Development Goal 4 on quality and inclusive education and Target 4.7, which aims at ensuring that all learners acquire the knowledge and skills needed to promote sustainable development and sustainable lifestyles.

Why this consultation?

The European Commission would like to know the public's views and ideas on education for environmental sustainability. This input will be used to prepare a proposal (Council Recommendation) which is scheduled for adoption by the European Commission in autumn 2021. The proposal then passes to the EU Member States for discussion and adoption by education ministers at the Council of the European Union.

Who are we consulting?

For this public consultation we would like to hear in particular from:

- Young people
- Educators in all sectors of education and training: early years, schools, vocational education and training, higher education, adult learning and non-formal education
- Non-governmental organisations active in the field of environment, education, climate justice and consumer protection
- Volunteering organisations active in the field of environment and education
- Researchers and academics working on education for environmental sustainability, climate change education, Education for Sustainable Development and related topics

- Policy-makers at national, regional and local level.

Views and ideas from this consultation will be combined with input from meetings of organisations and individuals involved in education, training and the environment; research and evidence, including on STEM education, citizenship education, key competence development and the extensive work by UNESCO on Education for Sustainable Development, as well as the work of other international organisations.

H o w t o t a k e p a r t ?

If you would like to take part in this consultation, please answer the 10 questions in this survey which is available in 23 language versions.

We also welcome position papers (4 pages A4 max) on education for environmental sustainability, climate change and sustainable development.

About you

* Language of my contribution

- Bulgarian
- Croatian
- Czech
- Danish
- Dutch
- English
- Estonian
- Finnish
- French
- German
- Greek
- Hungarian
- Irish
- Italian
- Latvian
- Lithuanian
- Maltese
- Polish
- Portuguese
- Romanian
- Slovak
- Slovenian

- Spanish
- Swedish

* I am giving my contribution as

- Academic/research institution
- Business association
- Company/business organisation
- Consumer organisation
- EU citizen
- Environmental organisation
- Non-EU citizen
- Non-governmental organisation (NGO)
- Public authority
- Trade union
- Other

* First name

Paul

* Surname

DE RAEVE

* Email (this won't be published)

efn@efn.be

* Organisation name

255 character(s) maximum

European Federation of Nurses Associations - EFN

* Organisation size

- Micro (1 to 9 employees)
- Small (10 to 49 employees)
- Medium (50 to 249 employees)
- Large (250 or more)

Transparency register number

255 character(s) maximum

Check if your organisation is on the [transparency register](#). It's a voluntary database for organisations seeking to influence EU decision-making.

87872442953-08

* Country of origin

Please add your country of origin, or that of your organisation.

- | | | | |
|---|---|--|--|
| <input type="radio"/> Afghanistan | <input type="radio"/> Djibouti | <input type="radio"/> Libya | <input type="radio"/> Saint Martin |
| <input type="radio"/> Åland Islands | <input type="radio"/> Dominica | <input type="radio"/> Liechtenstein | <input type="radio"/> Saint Pierre and Miquelon |
| <input type="radio"/> Albania | <input type="radio"/> Dominican Republic | <input type="radio"/> Lithuania | <input type="radio"/> Saint Vincent and the Grenadines |
| <input type="radio"/> Algeria | <input type="radio"/> Ecuador | <input type="radio"/> Luxembourg | <input type="radio"/> Samoa |
| <input type="radio"/> American Samoa | <input type="radio"/> Egypt | <input type="radio"/> Macau | <input type="radio"/> San Marino |
| <input type="radio"/> Andorra | <input type="radio"/> El Salvador | <input type="radio"/> Madagascar | <input type="radio"/> São Tomé and Príncipe |
| <input type="radio"/> Angola | <input type="radio"/> Equatorial Guinea | <input type="radio"/> Malawi | <input type="radio"/> Saudi Arabia |
| <input type="radio"/> Anguilla | <input type="radio"/> Eritrea | <input type="radio"/> Malaysia | <input type="radio"/> Senegal |
| <input type="radio"/> Antarctica | <input type="radio"/> Estonia | <input type="radio"/> Maldives | <input type="radio"/> Serbia |
| <input type="radio"/> Antigua and Barbuda | <input type="radio"/> Eswatini | <input type="radio"/> Mali | <input type="radio"/> Seychelles |
| <input type="radio"/> Argentina | <input type="radio"/> Ethiopia | <input type="radio"/> Malta | <input type="radio"/> Sierra Leone |
| <input type="radio"/> Armenia | <input type="radio"/> Falkland Islands | <input type="radio"/> Marshall Islands | <input type="radio"/> Singapore |
| <input type="radio"/> Aruba | <input type="radio"/> Faroe Islands | <input type="radio"/> Martinique | <input type="radio"/> Sint Maarten |
| <input type="radio"/> Australia | <input type="radio"/> Fiji | <input type="radio"/> Mauritania | <input type="radio"/> Slovakia |
| <input type="radio"/> Austria | <input type="radio"/> Finland | <input type="radio"/> Mauritius | <input type="radio"/> Slovenia |
| <input type="radio"/> Azerbaijan | <input type="radio"/> France | <input type="radio"/> Mayotte | <input type="radio"/> Solomon Islands |
| <input type="radio"/> Bahamas | <input type="radio"/> French Guiana | <input type="radio"/> Mexico | <input type="radio"/> Somalia |
| <input type="radio"/> Bahrain | <input type="radio"/> French Polynesia | <input type="radio"/> Micronesia | <input type="radio"/> South Africa |
| <input type="radio"/> Bangladesh | <input type="radio"/> French Southern and Antarctic Lands | <input type="radio"/> Moldova | <input type="radio"/> South Georgia and the South Sandwich Islands |
| <input type="radio"/> Barbados | <input type="radio"/> Gabon | <input type="radio"/> Monaco | <input type="radio"/> South Korea |

- Belarus
- Belgium
- Belize
- Benin
- Bermuda
- Bhutan

- Bolivia
- Bonaire Saint Eustatius and Saba
- Bosnia and Herzegovina
- Botswana
- Bouvet Island
- Brazil
- British Indian Ocean Territory
- British Virgin Islands
- Brunei
- Bulgaria

- Burkina Faso
- Burundi

- Cambodia

- Cameroon
- Canada
- Cape Verde
- Cayman Islands

- Central African Republic
- Georgia
- Germany
- Ghana
- Gibraltar
- Greece
- Greenland

- Grenada
- Guadeloupe

- Guam

- Guatemala
- Guernsey
- Guinea
- Guinea-Bissau

- Guyana

- Haiti
- Heard Island and McDonald Islands
- Honduras
- Hong Kong

- Hungary

- Iceland
- India
- Indonesia
- Iran

- Iraq
- Mongolia
- Montenegro
- Montserrat
- Morocco
- Mozambique
- Myanmar/Burma

- Namibia
- Nauru

- Nepal

- Netherlands
- New Caledonia
- New Zealand
- Nicaragua

- Niger
- Nigeria
- Niue

- Norfolk Island
- Northern Mariana Islands
- North Korea
- North Macedonia
- Norway
- Oman
- Pakistan

- Palau
- South Sudan
- Spain
- Sri Lanka
- Sudan
- Suriname
- Svalbard and Jan Mayen
- Sweden
- Switzerland

- Syria

- Taiwan
- Tajikistan
- Tanzania
- Thailand

- The Gambia
- Timor-Leste
- Togo

- Tokelau
- Tonga

- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Turks and Caicos Islands
- Tuvalu

- | | | | |
|--|-----------------------------------|--|--|
| <input type="radio"/> Chad | <input type="radio"/> Ireland | <input type="radio"/> Palestine | <input type="radio"/> Uganda |
| <input type="radio"/> Chile | <input type="radio"/> Isle of Man | <input type="radio"/> Panama | <input type="radio"/> Ukraine |
| <input type="radio"/> China | <input type="radio"/> Israel | <input type="radio"/> Papua New Guinea | <input type="radio"/> United Arab Emirates |
| <input type="radio"/> Christmas Island | <input type="radio"/> Italy | <input type="radio"/> Paraguay | <input type="radio"/> United Kingdom |
| <input type="radio"/> Clipperton | <input type="radio"/> Jamaica | <input type="radio"/> Peru | <input type="radio"/> United States |
| <input type="radio"/> Cocos (Keeling) Islands | <input type="radio"/> Japan | <input type="radio"/> Philippines | <input type="radio"/> United States Minor Outlying Islands |
| <input type="radio"/> Colombia | <input type="radio"/> Jersey | <input type="radio"/> Pitcairn Islands | <input type="radio"/> Uruguay |
| <input type="radio"/> Comoros | <input type="radio"/> Jordan | <input type="radio"/> Poland | <input type="radio"/> US Virgin Islands |
| <input type="radio"/> Congo | <input type="radio"/> Kazakhstan | <input type="radio"/> Portugal | <input type="radio"/> Uzbekistan |
| <input type="radio"/> Cook Islands | <input type="radio"/> Kenya | <input type="radio"/> Puerto Rico | <input type="radio"/> Vanuatu |
| <input type="radio"/> Costa Rica | <input type="radio"/> Kiribati | <input type="radio"/> Qatar | <input type="radio"/> Vatican City |
| <input type="radio"/> Côte d'Ivoire | <input type="radio"/> Kosovo | <input type="radio"/> Réunion | <input type="radio"/> Venezuela |
| <input type="radio"/> Croatia | <input type="radio"/> Kuwait | <input type="radio"/> Romania | <input type="radio"/> Vietnam |
| <input type="radio"/> Cuba | <input type="radio"/> Kyrgyzstan | <input type="radio"/> Russia | <input type="radio"/> Wallis and Futuna |
| <input type="radio"/> Curaçao | <input type="radio"/> Laos | <input type="radio"/> Rwanda | <input type="radio"/> Western Sahara |
| <input type="radio"/> Cyprus | <input type="radio"/> Latvia | <input type="radio"/> Saint Barthélemy | <input type="radio"/> Yemen |
| <input type="radio"/> Czechia | <input type="radio"/> Lebanon | <input type="radio"/> Saint Helena, Ascension and Tristan da Cunha | <input type="radio"/> Zambia |
| <input type="radio"/> Democratic Republic of the Congo | <input type="radio"/> Lesotho | <input type="radio"/> Saint Kitts and Nevis | <input type="radio"/> Zimbabwe |
| <input type="radio"/> Denmark | <input type="radio"/> Liberia | <input type="radio"/> Saint Lucia | |

The Commission will publish all contributions to this public consultation. You can choose whether you would prefer to have your details published or to remain anonymous when your contribution is published. **For the purpose of transparency, the type of respondent (for example, 'business association', 'consumer association', 'EU citizen') country of origin, organisation name and size, and its transparency register number, are always published. Your e-mail address will never be published.** Opt in to select the privacy option that best suits you. Privacy options default based on the type of respondent selected

* Contribution publication privacy settings

The Commission will publish the responses to this public consultation. You can choose whether you would like your details to be made public or to remain anonymous.

Anonymous

Only organisation details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published as received. Your name will not be published. Please do not include any personal data in the contribution itself if you want to remain anonymous.

Public

Organisation details and respondent details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published. Your name will also be published.

I agree with the [personal data protection provisions](#)

1. In your view, who should help citizens understand and take action on environmental sustainability?

Please rank your answers by order of importance:

	1 (least important)	2	3	4	5 (most important)
Education and training institutions (schools, vocational education and training providers, higher education institutions, non-formal education etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media (news, TV programmes, social media, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family, friends and other personal contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Community organisations and other non-profit organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Government, public bodies	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Which of the following is needed to encourage people to take action on environmental sustainability?

at most 3 choice(s)

more information on environmental issues and challenges

more guidance on how to change behaviour and take action in everyday life (e.g. how to shop for sustainable products and services)

- more opportunities to take part in volunteering and local community projects related to environmental sustainability
- more opportunities to take part in decision-making related to environmental sustainability (e.g. at local or national level, or at school or in higher education)
- more opportunities to take part in campaigns and connect with other people active on environmental sustainability
- more focus on people and groups who are currently underrepresented in activities and actions related to environmental sustainability
- I don't know/prefer not to say

Other

100 character(s) maximum

Reduction of inequalities. People are empowered if their fundamental needs are satisfied first.

3. When it comes to learning for the environment and sustainability, which of the following are needed?

at most 3 choice(s)

- more practical hands-on ways to learn, including learning outdoors
- more opportunities for learners to identify a problem which is of concern to them and work together on solutions
- more knowledge of climate change and environmental issues, including scientific aspects
- more focus on socio-emotional skills such as empathy for other people, animals and the planet
- more focus on connecting different issues and topics related to sustainability, considering multiple perspectives and acknowledging uncertainty
- more opportunities to learn about environmental sustainability outside of school, higher education and vocational education and training (e.g. through extra-curricular programmes, working on community projects)
- I don't know/prefer not to say

Other

100 character(s) maximum

4. Which actions do education and training institutions (schools, higher education, vocational education providers, training centres) need to take regarding their own environmental sustainability?

at most 3 choice(s)

- review and create new learning opportunities for students
- review and create new learning opportunities for staff
- launch environmental and climate-change related projects
- review operations such as management of buildings and grounds, recycling, transport, procurement, etc.
- improve links with community groups on sustainability
- promote and exchange good practice with other institutions
- I don't know/prefer not to say

5. How can education and training curricula and courses be improved?

at most 3 choice(s)

- curricula and courses should be updated by adding environmental sustainability as a topic to specific subjects
- environmental sustainability should be taught through a combination of different subjects and disciplines rather than as a topic or module in a single subject
- assessment and measuring learning outcomes related to environmental sustainability should be considered
- curricula and courses should be redesigned to fully embed environmental sustainability
- I don't know/prefer not to say

Other

100 character(s) maximum

Let us not dilute environmental sustainability in the way of teaching that have created the problem.

6. What support do educators (teachers, trainers, higher education teaching staff, youth leaders) need on environmental sustainability?

at most 3 choice(s)

- resources and materials (e.g. lesson plans, games, quizzes, possibility to invite guest speakers)
- professional development opportunities (workshops, guidance and mentoring, opportunities to work with local projects, on-the-job training etc)
-

more time for planning and working with students and collaborating with colleagues on environmental sustainability

- incentives and motivation to learn about sustainability (e.g. certification for taking part in professional development programmes)
- opportunities to collaborate with organisations working on sustainability activities in the local and wider community
- opportunities to take learners into the field for hands-on learning and activities
- support from management and leadership (e.g. school and higher education leaders)
- I don't know/prefer not to say

Other

100 character(s) maximum

Professional development is paramount. Many educators want to act but do not feel well equipped.

7. From your experience, are education and training institutions (schools, colleges, higher education institutions, training centres etc.) working with local and wider communities on environmental sustainability initiatives and programmes?

- Yes
- No
- Don't know

7a. If yes how frequently?

- a lot (continuously all year)
- sometimes (at least once per semester)
- a little (at least once per year)
- I don't know/prefer not to say

7b. What are the challenges/obstacles when it comes to working with organisations in the local and wider communities?

at most 3 choice(s)

- identifying and finding partners (organisations, businesses etc..)
- having longer-term cooperation (e.g. tends to be limited to once-off events)
- lack of funding for projects and partnerships
- lack of time in an already full curriculum
- lack of time to reach out to partners and set up cooperation
- lack of information/guidance on how to work with external organisations

- I don't know/prefer not to say

8. Young people have a critical role to play as change-makers for environmental sustainability. How can the EU and Member States help empower young people?

at most 3 choice(s)

- more opportunities to take part in EU projects and environmental initiatives (eg [Erasmus+](#); [European Solidarity Corps](#), [Education for Climate Coalition](#); [eTwinning](#), [European Climate Pact](#), [European Alliance for Apprenticeships](#))
- more systematic outreach and engagement of young people in EU and national actions on environmental sustainability (e.g. dialogue, consultation, feedback opportunities, including through apps, games, challenges)
- build more trust and better relations between young people and decision-makers
- incentivise and support young people to develop their own ideas, solutions and projects on environmental sustainability
- support the inclusion of disadvantaged young people in environmental sustainability activities
- more inter-generational activities in support of environmental sustainability
- awards schemes (e.g. to recognise and raise awareness of good practice /innovative ideas)
- I don't know/prefer not to say

Other

100 character(s) maximum

The EU and MS must support trusted voices such as nurses to connect with their citizens.

9. How can education and training systems (e.g. national, regional and local authorities responsible for education) best support education for environmental sustainability?

at most 3 choice(s)

- review existing or develop new policies and strategies on education for environmental sustainability, (eg including learning environments, curricula, educator professional development and assessment, links to the jobs market)
- include education for environmental sustainability in quality assurance systems (e.g. school-inspection, self-assessment, appraisal, indicators)
- strengthen collaboration between different parts of the education and training system (for example between formal and non-formal education, or between schools, vocational education and training and higher education)

- more opportunities and mechanisms for people and organisations to discuss and take action on education for environmental sustainability (e.g. national or regional fora or platforms)
- more funding to support education and training institutions and the non-formal sector to tackle environmental and sustainability issues
- I don't know/prefer not to say

Other

50 character(s) maximum

10. What should be done at European level to support Member States with education for environmental sustainability?

at most 3 choice(s)

- more exchange of ideas and experience on education for environmental sustainability (e.g. sharing examples of successful projects and policies)
- establish common principles and a shared language on education for environmental sustainability to encourage more cooperation and projects
- monitor and measure progress in how environmental sustainability is being integrated into education and training
- support development of learning resources/modules on environmental sustainability
- better publicise and disseminate successful EU-funded research, projects, campaigns, etc.
- certification schemes for environmental sustainability skills and competences
- more funding for education projects and research (e.g. [Erasmus+](#), [European Social Fund](#), [Horizon Europe](#))
- I don't know/prefer not to say

Should you wish to provide additional information (e.g. a position paper, report) or raise specific points not covered by the questionnaire, you can upload your additional document(s) here (max 4 A4 pages)

Only files of the type pdf,txt,doc,docx,odt,rtf are allowed

d15d5946-74f8-40c4-b79c-71f0a5cc5c48/EFN-Policy-Statement-on-Nurses-Contribution-to-Tackle-Climate-Change-Oct.2020.pdf

Contact

EAC-UNITE-B2@ec.europa.eu