GreenComp
The European sustainability competence framework

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Why *GreenComp*? – Policy context

Policy context (2019–2020)

- European Green Deal (2019):
  - a European competence framework to help develop and assess knowledge, skills and attitudes on climate change and sustainable development;

- European Skills Agenda (2020):
  - a European competence framework on education for climate change, environmental issues, clean energy transition and sustainable development, which will spell out the different levels of green competence

- European Education Area (2020):
  - a European Competence Framework to help develop and assess knowledge, skills and attitudes on climate change and sustainable development, which could be **linked to the Council Recommendation**.

GreenComp part of EU actions on Sustainability

- Proposal for a **Council Recommendation** on learning for environmental sustainability

  - Staff working document (Handbook)

- *GreenComp*

- Education for Climate Coalition

https://education.ec.europa.eu/focus-topics/green/education-for-environmental-sustainability

Approved on 16 June 2022

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Why *GreenComp*?

- **Wide reach of EC competence frameworks** and tools within the EU and beyond

- Broad take-up by individuals, professionals, organisations (e.g. on digital competence, entrepreneurial competence)

- Designed to be applied to a **lifelong learning context**

- **Complementary** to international, national, regional and local efforts and existing frameworks (e.g. in higher education; UNECE ESD competences for educators)

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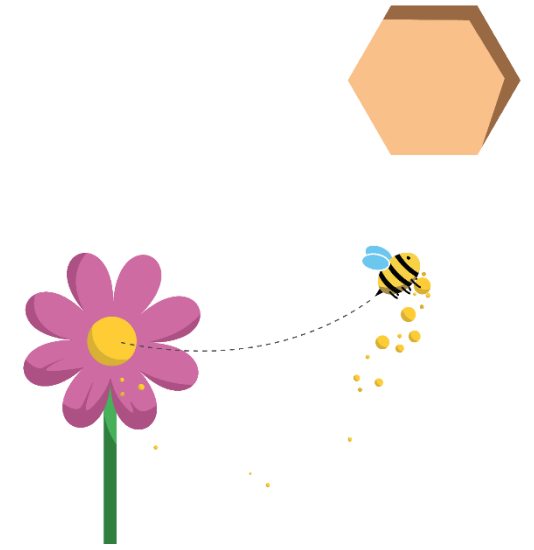
GreenComp translated

- Now translated in all 24 EU languages

https://publications.jrc.ec.europa.eu/repository/handle/JRC128040

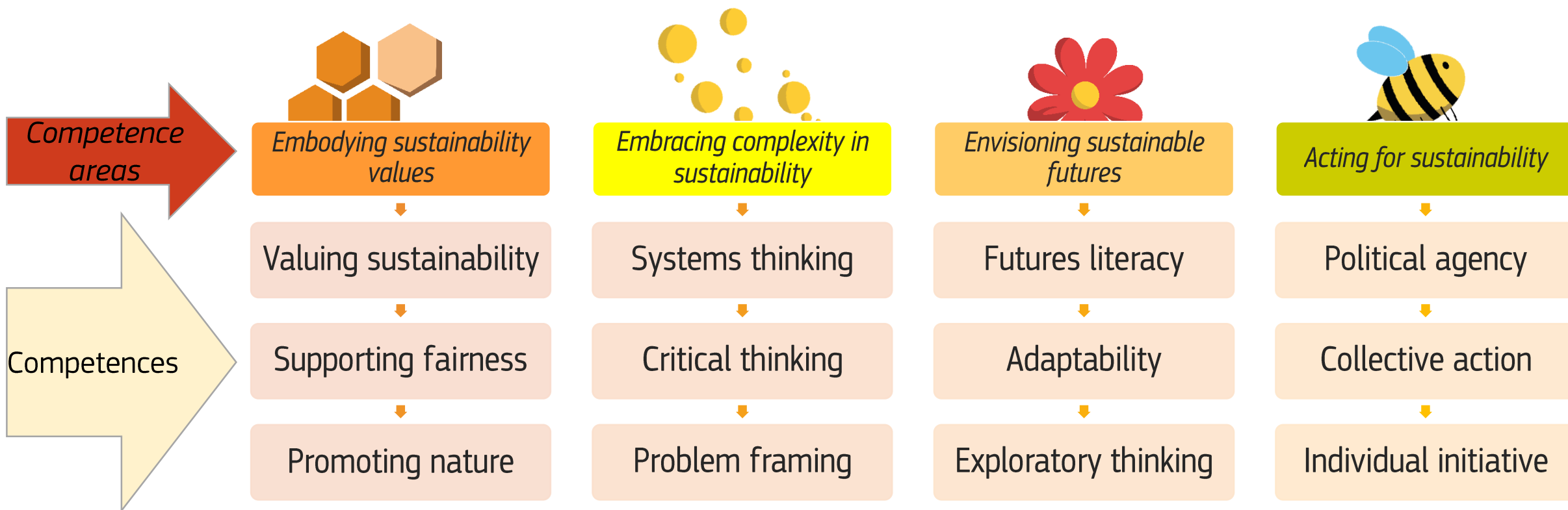Quadro europeo delle competenze in materia di sostenibilità

Objective

GreenComp identifies a **set of sustainability competences** to feed **into education and training programmes** to help learners **develop knowledge, skills and attitudes** that promote ways to think, plan and act with empathy, responsibility, and care for our planet and for public health.
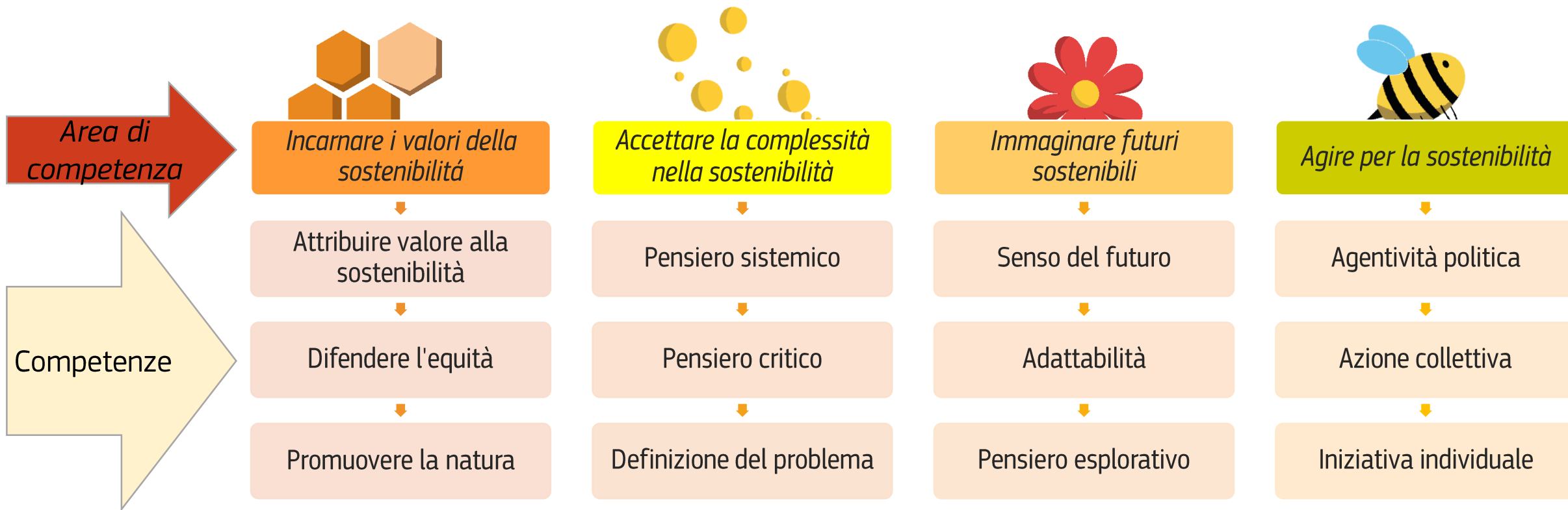
Methodology

Q3 2020 – Q1 2021 → Scoping studies → First proposal → First expert workshop (07 April 2021)

Q2 – Q3 2021 → Proposal revision → Development of KSAs → Second expert workshop (15 September 2021)

Q4 2021 → Framework refinement → Stakeholder workshop (28 October 2021) → Publication (14 January 2022)

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Competence areas	Embodying sustainability values	Embracing complexity in sustainability	Envisioning sustainable futures	Acting for sustainability
Competences	Valuing sustainability	Systems thinking	Futures literacy	Political agency
	Supporting fairness	Critical thinking	Adaptability	Collective action
	Promoting nature	Problem framing	Exploratory thinking	Individual initiative

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Area di competenza	Incarnare i valori della sostenibilità	Accettare la complessità nella sostenibilità	Immaginare futuri sostenibili	Agire per la sostenibilità
Competenze	Attribuire valore alla sostenibilità	Pensiero sistemico	Senso del futuro	Agentività politica
	Difendere l'equità	Pensiero critico	Adattabilità	Azione collettiva
	Promuovere la natura	Definizione del problema	Pensiero esplorativo	Iniziativa individuale

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About the framework

- **Interrelated** not sequential

- **Equally important**, i.e. numbers for ease of reference

- About developing all 12 competences, but mastery level is **context-dependent**

- Reference tool: can be **adapted** to fit local circumstances and learner needs
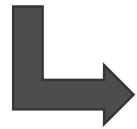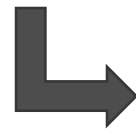
The framework

4 Competence areas
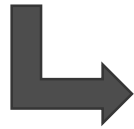
12 Competences ← 3 competences per area

12 Descriptors ← 1 per competence

180 Knowledge, Skills, Attitude Statements ← 5K–5S–5A statements per competence

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The framework: an example

1. Embodying sustainability values ← *Competence area*

1.1 Valuing sustainability ← *Competence*

To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values. ← *Descriptor*

| KSA		Statements
Knowledge	1	Knows the main views on sustainability: anthropocentrism (human-centric), technocentrism (technological solutions to ecological problems) and ecocentrism (nature-centred), and how they influence assumptions and arguments.
	2	Knows the main values and principles underpinning socio-economic models and their relation to sustainability.
	3	Knows that values and principles influence action that can damage, does not harm, restores or regenerates the environment.
	4	Knows that various cultures and generations may attach more or less importance to sustainability depending on their value systems.
	5	Knows that when human demand for resources is driven by greed, indifference and unfettered individualism, this has negative consequences for the environment.
	6	Knows how one's position in society influences personal values.
Skills	1	Can critically assess and compare underlying sustainability values and principles in arguments, action, policies and political claims.
	2	Can evaluate issues and action based on sustainability values and principles.
	3	Can bring personal choices and action in line with sustainability values and principles.
	4	Can articulate and negotiate sustainability values, principles and objectives while recognising different viewpoints.
	5	Can identify and include values of communities, including minorities, in problem framing and decision making on sustainability.
Attitudes	1	Is prone to acting in line with values and principles for sustainability.
	2	Is willing to share and clarify views on sustainability values.
	3	Is open-minded to others and their world-views.
	4	Is ready to critique and value various cultural contexts depending on their impact on sustainability.

← *KSA Statements*

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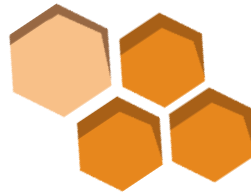
A metaphor for *GreenComp*
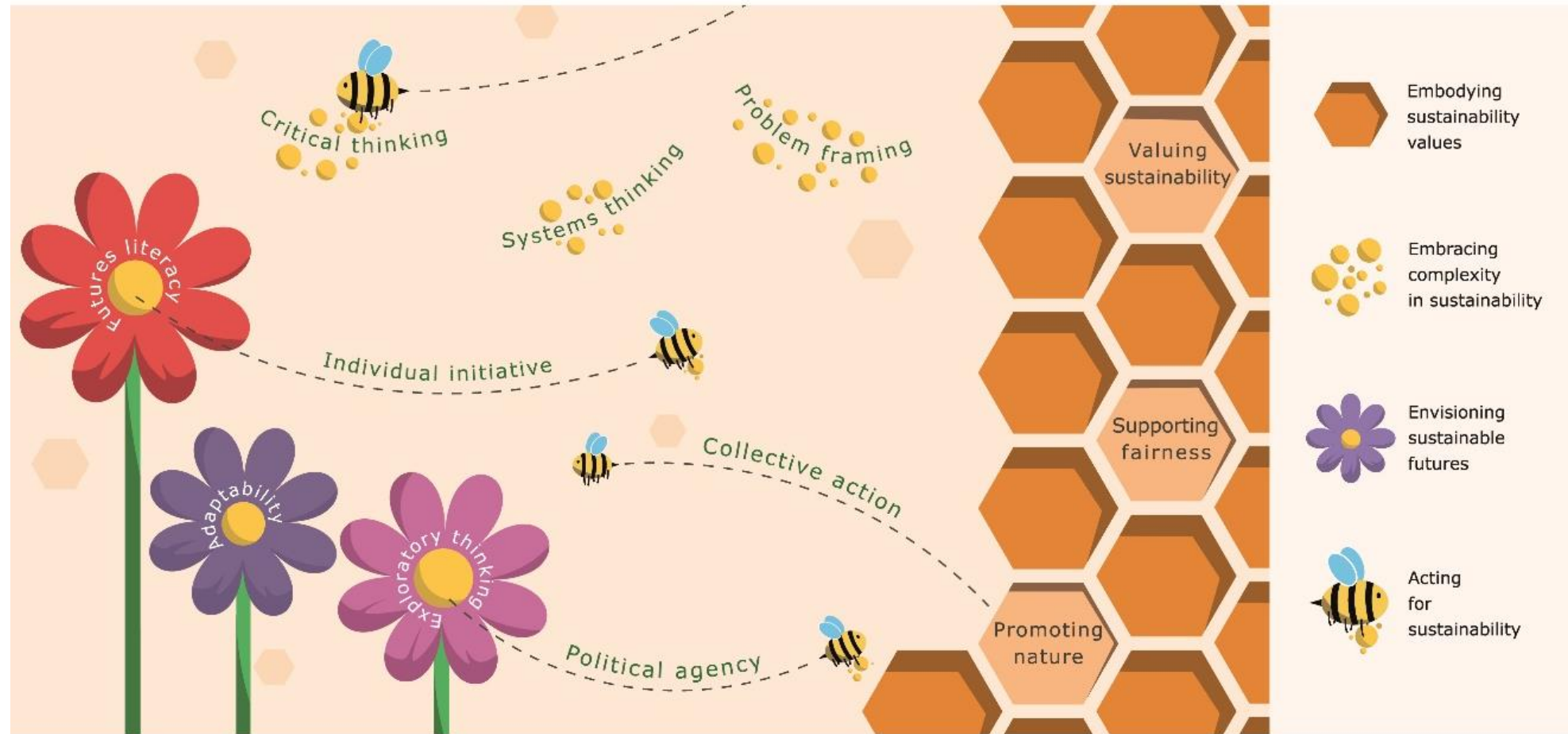
Competence areas
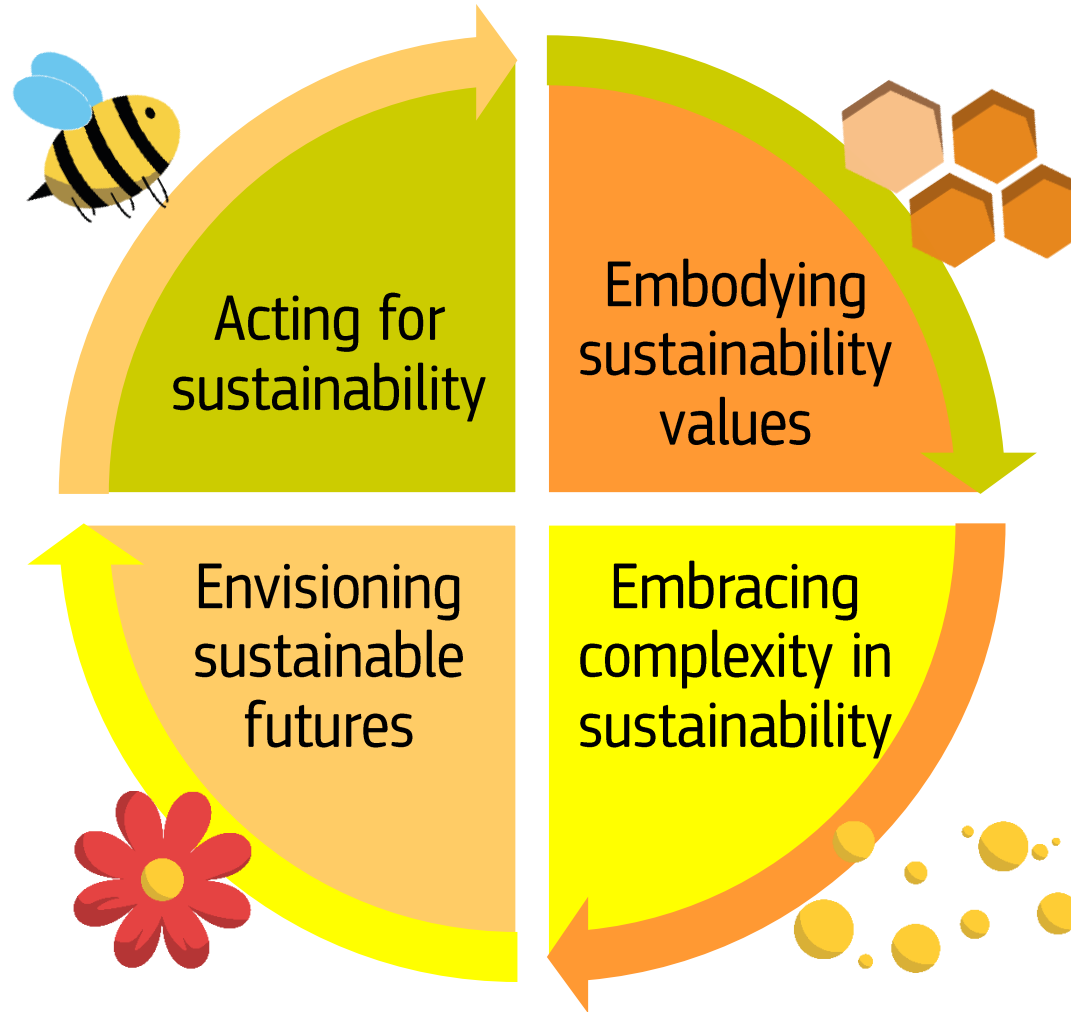
1. Embodying sustainability values

Competence area

- Reflecting and confronting on values and worldviews vis-à-vis sustainability;

- Supporting intra- and inter-generational equity and justice;

- Promoting view that humans are part of nature; preservation and restoration of nature.

Embodying sustainability values
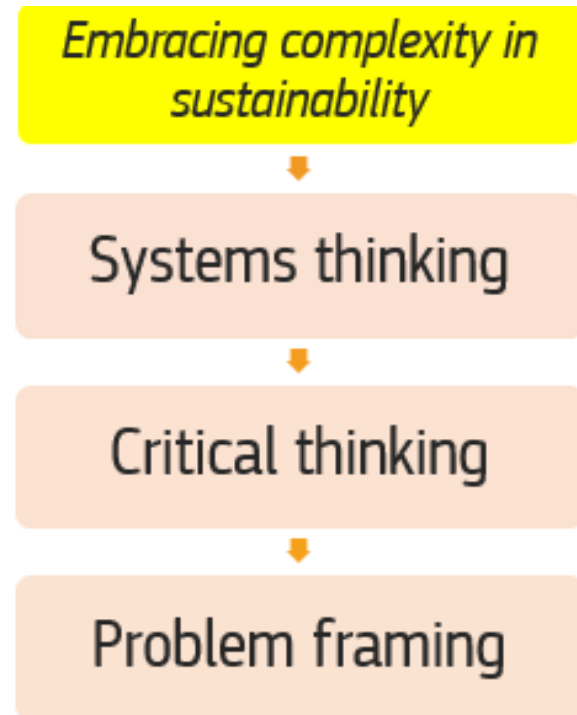
Valuing sustainability

Supporting fairness

Promoting nature

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2. Embracing complexity in sustainability

Competence area

- Promoting systems thinking, by identifying interconnections and interactions;
- Empowering with critical thinking, encouraging to assess information and challenge unsustainability;
- Framing challenges as sustainability problems.

Embracing complexity in sustainability

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Systems thinking

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Critical thinking

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Problem framing

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3. Envisioning sustainable futures

Competence area

- Imaging alternative futures and identifying steps to achieve a sustainable future;

- Acquiring adaptability to cope with uncertainty and trade-offs;

- Playing with creative & transdisciplinary approaches for a circular economy and society.

Envisioning sustainable futures

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Futures literacy

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Adaptability

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Exploratory thinking

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4. Acting for sustainability

Competence area 🐝

- Demanding accountability and actions to those responsible;
- Shaping collective futures;
- Encouraging to take action at the individual level.

Acting for sustainability
↓
Political agency
↓
Collective action
↓
Individual initiative

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Wrapping up

- Competences are interrelated

- So when focusing on one, others come into play

→ Take a look at the two **use cases** in our Report (Appendix 1., pp.37–39) to see how 12 competences interplay and are developed

The way forward

- **Living** document

- Offers **common ground** to users on what sustainability competences comprise

- Conceptual model, proficiency levels & (self-)assessment modules

- **Possible multiple uses**: education and training policies, curricula review, teaching material and resources (e.g. teaching strategies to develop sustainability competences), teacher training, training, self-reflection, certification, measurement

- 2 horizon projects GreenSCENT and ECF4CLIM to take up GreenComp

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Thank you

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