



A sustainable Europe

Learning and Teaching Package 1

UNIT 3: EDUCATION FOR SUSTAINABLE FUTURES

RACHEL BOWDEN, DENISE HORNIG, AND ULRIKE LANG CENTRE FOR TEACHER EDUCATION AND EDUCATION RESEARCH, TU DRESDEN UNIVERSITY OF TECHNOLOGY

CRITICAL REVIEWERS: RAHEL YOHANNES AND MINH ANH BÙI,
[AWARENESS INITIATIVE](#) LEIPZIG



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Overview

LTP 1 ‘A sustainable Europe’, provides introductory activities for addressing sustainability within secondary education and teacher education. The LTP is guided by three main questions:

- What does sustainability and sustainability education mean to me, in Europe and around the world?
- Why is sustainability important and how can a sustainable Europe be created?
- How can educators support young people to engage with sustainability issues and act for sustainability?
- How educators practice equitable and just education for sustainable futures?

Unit 3, ‘Education for Sustainable Futures’, engages educators to critically consider the potential of education to support the transition to more just and sustainable futures. The unit is divided into four sections. In section 1, (Start-Up) ‘Education and Un-sustainability’ participants explore the potential of education to reproduce and/or transform society, articulate what unsustainable and sustainable education looks like, and explore the European Commission’s GreenComp framework as an example of sustainability competences. Section 2, (Development) ‘Decoloniality and education for sustainable futures’ focuses on the perspective of decoloniality for sustainable futures, making links between coloniality/modernity and unsustainability and identifying ways of decolonizing education in classrooms and schools. In section 3, (Consolidation) ‘Identities and discrimination in education’ participants consider how personal and social identities intersect with privilege and discrimination in education. Finally, section 4 (Follow-Up): ‘Future-oriented reflection and action’ includes further questions to stimulate awareness, thinking and action.

These activities are intended as suggestions and starting points, and we invite and encourage teachers to select, adapt and supplement these with their own activities, and be guided by [the TAP-TS Roadmap](#).

Pedagogical Approach

Sustainability is a complex, emotive and controversial topic. We commit to present a range of sustainability perspectives, and respect participant’s right to form a personal opinion and position, as articulated in the [‘Beutelsbach Consensus’](#).

Education for Sustainable Futures: Background information

This unit encourages student teachers to explore the ways in which education undermines and can promote sustainable futures, through inclusive and anti-discriminatory practice. We consider how un-sustainability and discrimination is embedded in education, and explore sustainable, anti-discriminatory and decolonial alternatives. We highlight the power teachers have to build inclusive school and classroom cultures, and learning, teaching and assessment practices.

Piloting of the materials within TAP-TS

Materials from this unit were piloted with teachers, student teachers and teacher educators during TAP-TS Active Learning Event 2, TAP-TS Summer School 1, and through seminars with student teachers at TU Dresden.



UNIT Overview

Main Topic	Target Group	Duration	Knowledge Area/ Subjects in School	Activities	Suggestions for assessment
Realising the potential of education for sustainable futures	Student teachers and teachers of all subjects	6-12 hours to cover all aspects of this unit	Teacher Education, Ethics, political education, civic education	<p>Start-Up Activity 1. Debate and deliberation: ‘education can transform society’ Activity 2. Education and un-sustainability Activity 3. Sustainability competences</p> <p>Development Activity 4. Theory of change Activity 5. The house that modernity built</p> <p>Consolidation Activity 6. Personal and social identities Activity 7. Privilege walk education</p> <p>Follow-Up Activity 8. Further reflection and discussion questions Activity 9. Reflection-action questions</p>	Learning journal, charting personal responses to activities, further reading and testing of activities
Intended Learning Outcomes	<p>Having worked through the activities and materials, student teachers will be able to:</p> <ul style="list-style-type: none"> ✓ Critically reflect on the potential of education to transform society ✓ Identify aspects of education which undermine and support sustainability ✓ Consider competences for a sustainable future and critically explore the GreenComp framework of sustainability competences ✓ Identify practices for educators that support the transition to sustainable futures ✓ Critically reflect on personal beliefs about sustainability, and the role of education in the transition to sustainable futures in relation to diverse narratives ✓ Explore the perspective of decoloniality in relation to sustainability 				



	<ul style="list-style-type: none"> ✓ Identify how decoloniality can be practiced in education in support of sustainable futures. ✓ Critically reflect on personal identities, and how these are experienced in particular social contexts ✓ Explore shared and diverse identities, build community and encourage empathy. ✓ Consider how aspects of personal and social identities privilege and disadvantage children and young people in education in Europe ✓ Reflect on the connection between discrimination in education and education for sustainability ✓ Identify actions for teachers and school communities to reduce or prevent discrimination, to change discriminatory systems and to support marginalised people in systems of oppression. 	
Prior Competencies	optional/ideal: Unit 1. 'A sustainable Europe' Unit 2. 'Sustainability and me'	
Required materials	Big sheets of paper, pens of various colours, space for collaborative learning.	
Cooperation/ Networking	<ul style="list-style-type: none"> • This unit is well-suited to interdisciplinary work, because the issues raised are relevant for all subjects and subject teachers. Moreover, it is powerful if colleagues can build shared understanding and commitment for anti-discrimination education. We also recommend you work with local anti-discrimination education organisations or networks to consider how best to use and learn from these materials. 	
Practical Notes for Teachers	Sustainability is a complex, emotive and controversial topic and this should be reflected in your learning and teaching activities. It is important to respect participant's right to form a personal opinion and position, as articulated in the ' Beutelsbach Consensus '. Please also consider the well-being of all of your learners. Consult experts in sustainability and anti-discrimination education if you are unsure.	
Addressing GreenComp	Embodying sustainability values	
	X	1.1 Valuing sustainability 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.
	X	1.2 Supporting fairness To support equity and justice for current and future generations and learn from previous generations for sustainability.
		1.3 Promoting nature To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.
	Embracing complexity in sustainability	
	X	2.1 Systems thinking To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
	x	2.2 Critical thinking To assess information and arguments*, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
		2.3 Problem framing To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.
	Envisioning sustainable futures	
		3.1 Futures literacy To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future
	x	3.2 Adaptability To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
	x	3.3 Exploratory thinking To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
	Acting for sustainability	
x	4.1 Political agency To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.	
x	4.2 Collective action To act for change in collaboration with others.	
x	4.3 Individual initiative To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.	



UNIT DESCRIPTION

Start-Up: Education and Un-sustainability

The aim of the start-up activity is (1) to critically reflect on the potential of education to transform society; (2) identify aspects of education which undermine and support sustainability; (3) consider competences for a sustainable future and critically explore the GreenComp framework of sustainability competences; and (4) to identify practices for educators that support the transition to sustainable futures

**Estimated
Duration**

2-4 hours

**Activity 1. Debate and deliberation:
'education can transform society'**

In this activity, participants identify ways in which education can transform and/or reinforce societal values, beliefs and practices, and make recommendations for educators towards supporting the transition to sustainable futures.

Preparation for Activities: The first half of this activity is the 'game' of a debate. Within the game, participants should focus on winning by finding the best arguments and counter arguments. During the final stage, invite participants to practice open-mindedness as they constructively and collaboratively explore different positions.

This activity requires flexible room arrangement: students first sit in two large groups, then in pairs and small groups, and finally in a circle for plenary feedback.

A Note for a Teacher:

Ultimately, there is no single answer to the statement 'education can transform society'. Education both reinforces unsustainability and inequality AND has the power to transform values, beliefs and practices. An important critical point is that formal education (teachers, schools) is not responsible for change alone. Businesses and politicians, international, national and local communities, as well as families - all have important roles to play. At the same time, we all have space for agency even if that is only in how we understand issues and respond through the actions we can control. Teachers are in a position of power, as they have a central role in building classroom cultures and deciding what and how students learn and are assessed.


45-90
minutes







GreenComp:

2.2 Critical thinking; 4.1
Political agency; 4.2
Collective action; 4.3
Individual initiative



Description

- 1)  Write the following statement so it is visible to the class, and also read it aloud.

‘Formal education can transform society’


- 2)  Explain that the purpose of this activity is to explore the potential and limitations of education to transform society using the format of a debate. Divide the class into two groups. One group is ‘for’ (i.e., agree with) the statement, and the other group is ‘against’ (i.e., disagree with it).
- 3)  Ask each group to prepare arguments to support their position. Where possible they should use examples to illustrate their points. They should also predict arguments that the other team will make, and think of counter arguments. Everyone in the group should make a note of the arguments, because they will work alone with someone from the opposing group in the next task. Allow 15-20 minutes for this stage.
- 4)  Once each group is prepared, ask individuals from each group to find a partner from the other group. They should sit together, and take it in turns to discuss the statement. They should both listen to the arguments of the other side, and try to persuade the other person of their arguments. Again, allow 15-20 minutes for this stage.
- 5)  Next, make small groups of four or six participants (two or three pairs). Ask them to step back from the debate, and select the strongest arguments for and against the statement. Ask each group to share one of these with the whole class, until all of the main arguments have been heard. As they



	<p>do this, list the main points for and against so it is visible to the class. To summarize, make the point that education and educators have power for social change, but that many other social actors are also responsible – including businesses, politicians, community groups and families. There is no simple either/or!</p> <p>6)  As a follow up task, ask groups to list recommendations for educators who want to support the transition sustainable futures – including things they can do alone and with others.</p>	
<p>Activity 2. Education and un-sustainability In this activity, participants explore ways in which education fosters unsustainability, and identify values, beliefs and practices in education which can promote sustainable futures. They identify strengths and weaknesses in an educational setting they are familiar with, and priorities for action.</p> <p>GreenComp: 2.2 Critical thinking; 2.3 Problem</p>	<p>Preparation for Activities: You may want to prepare the table below as a handout, or an online shared tool, to gather participants’ ideas.</p> <p>A Note for a Teacher: This exercise aims to make explicit aspects of sustainability and unsustainability in education, so that educators can recognize strengths and weaknesses to inform future action. It is important to recognize that positive and negative values, beliefs and practices often co-exist and no single classroom or school could be completely sustainable or unsustainable. Here are some ideas gathered through one of our webinars.</p> <p>Description</p> <p>1.  Display and read aloud the following quotes:</p> <div data-bbox="808 1061 1944 1422" style="border: 1px solid black; padding: 10px;"> <p>“Education systems often reproduce and perpetuate the very conditions that threaten our shared futures- whether discrimination and exclusion or unsustainable lifestyles”</p> <p>“Education systems have wrongly instilled a belief that short-term prerogatives and comforts are more important than long-term sustainability. They have emphasised values of individual success, national competition and economic development, to the detriment of solidarity, understanding our interdependencies, and caring for each other and the planet”</p> <p>(UNESCO, report from the international commission of the futures of education, 2021 p.11)</p> </div>	<p>45-60 min</p>





framing; 4.1 Political agency; 4.2 Collective action; 4.3 Individual initiative

2.  Ask students to consider **how education fosters unsustainable and sustainable values, beliefs and practices**. Give them some time to think alone, and then in pairs and small groups. You can ask students to draw ‘[rich pictures](#)’, (see Glossary of Notions) and/or use a table like the one below to help generate and organise ideas:

	Education for unsustainable futures	Education for Sustainable Futures
Values	e.g., individual success, economic profit, competitiveness	e.g., individual and collective well-being,
Beliefs	e.g., universal truths are applicable to people everywhere; humans have the right to exploit natural resources	e.g., the non-human living things and ecosystems have rights
Language	e.g., educated language is seen as neutral and superior to other forms of language; multilingualism is hidden; language hierarchies between European and non-European languages are reinforced	e.g., the social, historical and political aspects of academic language are recognised; multilingualism is supported and celebrated; language hierarchies are critically challenged.
Actions	e.g., memorising abstract knowledge, testing	e.g., real-world projects, lifelong learning








	<p>Places</p>	<p>e.g., schools and classrooms separate learners form communities and from each other</p>	<p>e.g., learning in and out of schools</p>	
	<p>People</p>	<p>e.g., sharply defined roles of teacher and learner</p>	<p>e.g., teachers can be learners and learners teachers. Other people can also be both.</p>	
	<p>Other</p>	<p>e.g., feeling not good enough,</p>	<p>e.g., belonging, motivation,</p>	
<p>Activity 3. Sustainability competences</p> <p>In this activity, participants consider which competences (knowledge, skills and values) can support the transition to a sustainable future. They critically review the</p>	<p>Preparation for Activities: Print out the competence descriptors from the European Commission’s GreenComp Framework (pp. 40-51) in A4 or A3 and arrange them around the room.</p> <p>A Note for a Teacher: This activity works well combined with the activity from ‘envisioning sustainable futures’ in unit 2, where learners draw a rich picture of a sustainable future.</p>			
	<p>Description</p> <ol style="list-style-type: none"> 1)  Review your “rich picture” of a sustainable future. And/or create a new one. 2)  With a small group, consider the values, knowledge and skills people would need to create and inhabit this sustainable future. 			



GreenComp framework of sustainability competences, and consider aspects of education not captured in competency frameworks.


GreenComp: 2.1 Systems thinking; 2.2 Critical thinking; 3.1 Futures literacy; 3.3 Exploratory thinking; 4.1 Political agency; 4.2 Collective action; 4.3 Individual initiative

- 3)  Compare your list with another group. Try to understand their ideas and explain your own thinking.
- 4)  Next, watch this [video about the European Commission's GreenComp framework](#).
- 5)  With your group, read through the European Commission's [GreenComp competence framework](#) for sustainability.
- 6)  Consider the following questions:
 - Which values, knowledge and skills are similar to your ideas, which are different?
 - What is useful about the GreenComp framework? What is less helpful?
 - Which perspectives is this GreenComp framework not covering?
 - Whose interests is this framework following?
 - What scales of sustainability are addressed here? What scales are missing?
 - Are any aspects of learning are missing from the framework? Which?
 - How might you use this framework yourself, with colleagues and with learners?

 TAP-TS Summer School 2023 participants felt that the competence framework was useful in highlighting the four inter-related dimensions which situate sustainability in relation to personal values, provide useful detail on types of thinking skills and a practical focus on individual and collective action. They were concerned that the framework reinforces the importance of individual learning outcomes, and does not sufficiently reflect the importance of emotions and relationships for sustainability education.





Development: Decoloniality and education for sustainable futures

<p><i>The aim of the start-up activity is (1) to critically reflect on personal beliefs about sustainability, and the role of education in the transition to sustainable futures in relation to diverse narratives; (2) to explore the perspective of decoloniality in relation to sustainability; (3) to identify how decoloniality can be practiced in education in support of sustainable futures.</i></p>	<p>90-120 min</p>	
<p>Activity 4. Theory of change</p> <p>In this activity, participants critically reflect on their own beliefs about sustainability, and the role of education in the transition to sustainable futures in relation to diverse perspectives.</p> <p>GreenComp: 1.1Valuing sustainability; 2.2 Critical thinking; 2.3 Problem framing; 3.3 Exploratory thinking</p>	<p>A Note for a Teacher: This activity can be used after exploring participants understanding of the term ‘sustainability’ in ‘Valuing sustainability’, unit 1. We have used two typologies which illustrate a range of different positions in relation to (un)sustainability and education: Tikly (2023) and Andreotti et al, (2019). (See Worksheets and Links at the end of this unit). Following Tikly (2023) we consider that: “It is useful to bring these different perspectives into conversation, and see tensions between these narratives as potentially generative rather than inherently problematic.” (Tikly, 2023 p. 24). This is because sustainability is so complex – in the dimensions of life included (environmental, social, economic) and the layers of social life (from individual, family, local community to global level).</p> <p>The activity may lead to heated discussions, depending on the positionalities of participants. Be sure to remind participants that the aim is to understand a range of perspectives and not determine a single ‘best’ one.</p> <p><i>This activity works well combined with the activity from Unit 2 ‘sustainability and me’, ‘envisioning sustainable futures’, where learners draw a rich picture of a sustainable future.</i></p> <p>Preparation for Activities:</p> <p>Slides or handouts with the different theories of change for sustainability (see in resources)  .</p>	<p>45-60 min</p>



Description


- 1)  Ask participants to consider the following questions, first alone, and then to share with a partner or a small group:
 - What sustainability crises can you think of? What makes these sustainability crises, and not just crises?
 - What do you think are the causes of these sustainability crises?
 - What do you think are some possible solutions?
 - How can education promote sustainable futures?

- 2)  Elicit from the group what differentiates a **'sustainability' crisis** from another kind of crises. Here are some possible answers.






Sustainability crises:


- are human made;
- threaten the survival of people and other living things;
- threaten the survival of planetary ecosystems;
- are complex – with social, economic, political and environmental dimensions;
- happen at, across and between different geographical scales from local to global.


- 3)  Clarify that complexity is inherent to sustainability. For this reasons, there is no single universal understanding of sustainability problems and possible solutions. It is important to learn about and from a range of perspectives, whilst also considering our own position. Our own understanding is likely to change as we learn from others, and through our experiences.






- 4)  Explain that because there are a number of different ‘narratives’ or stories about sustainability, it is important for each of us, as people and as educators, to think (and continually re-think) where we stand. Different perspectives have particular histories and are associated with political interests, social movements, organisations and individuals.

- 5)  In this activity, students will hear a short summary of some narratives about sustainability and sustainability education, and decide how much they agree or disagree with each perspective. You can find these narratives on the the ‘Narrative of Sustainable Futures’ Handout , or the ‘[theories of change](#)’ handout from the [Global Citizenship Education Otherwise collective](#). Students should show where they stand in relation to each perspective, by positioning themselves in the room (Walking Debate) i.e., one side of the room is 100% agree, the opposite side is 0% agree, and the middle of the room is 50% agree.

- 6)  Go through each perspective in turn. Once students are in position, ask them to exchange opinions with others around them. To summarise each round, elicit perspectives from different points of agreement. Remind students, the aim is to learn about different perspectives not to decide on a single best one.


- 7)  Finally, discuss with the group:
 - To what extent is it a problem that not everyone can agree on the issue of sustainability, and in what ways are different perspectives a resource?
 - How can we work constructively with multifaceted perspectives?
 - How can we avoid [relativism](#)? (see Glossary of Notions)





<p>Activity 5. The house that modernity built</p> <p>In this activity, participants explore the perspective of decoloniality in relation to sustainability through the metaphor of ‘the house that modernity built’. They identify how decoloniality can be practiced in education in support of sustainable futures.</p> <p>GreenComp:</p> <p>1.1 Valuing sustainability</p> <p>2.2 Critical thinking</p> <p>2.3 Problem framing</p> <p>3.3 Exploratory thinking</p>	<p>Preparation for Activities:</p> <p>Review and adapt the PowerPoint presentation for this session, and/or the source material from Andreotti et al. (2019) .</p> <p>A Note for a Teacher: In this activity, we explore the perspectives of decoloniality for sustainability Glossary of Notions (see Glossary of Notions). These approaches do not dismiss the value of empirical rationality, but seek to highlight the diverse roots and expressions of empirical rationality (i.e., not just an invention of Europe) and the value of other ways of knowing, experiencing, being and acting the world.</p> <p>Description</p> <p>1)  Ask your students to consider what Vanessa Andreotti and colleagues mean when they compare learning about decoloniality in education for sustainability to learning as a broccoli seed, and not a piece of candy. What point do you think they are trying to make about learning for sustainability?</p> <div data-bbox="607 890 1926 1050" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Some possible answers: Learning for sustainability doesn’t always taste good – it is sometimes difficult and challenging. Learning for sustainability takes time, and requires care and attention. Learning for sustainability can help us to grow and change.</p> </div> <p>2)  Ask students to read the following points of their ‘broccoli seed agreement’:</p> <ul style="list-style-type: none"> • The program <i>may</i> not have any immediate practical application in my context and that is ok. • I <i>do not</i> have to agree with anything presented, but I am happy to see what happens. • I <i>may</i> feel uncomfortable, confused and frustrated through this process and I take responsibility for observing and learning from my conscious and unconscious responses/resistances. • It is up to me to decide when to push myself further and when to stop and reflect/observe. 	<p>60-90 min</p>
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(Andreotti et al, 2019 p.24)

- 3)  Explain to students that there are a number of different terms used to talk about colonialism and post-colonialism. In this session we are looking at two pairs of terms.
 - Colonisation/decolonisation
 - Coloniality/decoloniality

- 4)  Ask students to think, pair, share their understanding of these terms.

- 5)  Present the definitions presented from the Handout. (see Glossary of Notions). Allow time for clarifications and discussion.

- 6)  Use the powerpoint to explore the metaphor of ‘the house that modernity built’. Allow time for clarifications and discussion. Then ask students to consider these two questions:
 - How do you understand the connection between modernity and coloniality?
 - How do you understand the connection between modernity and unsustainability?

- 7)  To consolidate this activity, ask students to consider how coloniality/modernity/unsustainability decoloniality/sustainability (may) appear in education. Students can create ‘rich pictures’ (see Glossary of Notions) and/or a table (example below) to gather ideas:


	Coloniality/modernity and education	Decoloniality and Education for Sustainable Futures
Values	Universalism	Pluralism





	Beliefs	Humans are separate from nature	Humans are part of nature		
	Language	European languages are superior to non-European languages. Languages should not be mixed.	We are all multilingual. 'Languages' and hierarchies between languages are created by people.		
	Curriculum	Focus on European histories, knowledge traditions and experts	Includes histories, knowledge systems and experts from all over the world. Recognises historical injustices.		
	Pedagogy	Views all learners as the same. Emphasises verbal input as a means to learn.	Diverse methods and approaches enable marginalised learners to participate and learn.		
	Assessment	Views all learners as the same. Emphasises performance in written tests.	Diverse methods and approaches enable marginalised learners to show what they know and can do.		








Consolidation: Identities and discrimination in education




<p><i>The aim of the start-up activities is (1) to critically reflect on personal identities, and how these are experienced in particular social contexts; (2) to explore shared and diverse identities, build community and encourage empathy; (3) to consider how aspects of personal and social identities privilege and disadvantage children and young people in education in Europe; (4) to reflect on the connection between discrimination in education and education for sustainability ; (5) to identify actions for teachers and school communities to reduce or prevent discrimination, to change discriminatory systems and to support marginalised people in systems of oppression.</i></p>		<p>Estimated Duration</p>
<p>Activity 6. Personal and social identities</p> <p>In this activity, participants critically reflect on personal identities, and how these are experienced in particular social contexts. They explore shared and diverse identities, in ways which build community and encourage empathy.</p> <p>GreenComp</p> <p><i>1.1 Supporting fairness</i></p>	<p>Preparation for Activities:</p> <p>Review the identity terms and possible definitions in ‘LTP 1:3_ Cons Identities_MODERATOR NOTES’  .</p> <p>This activity is adapted from ‘the social identity wheel’ created by the University of Michigan. Visit their site for more detailed instructions and video of these activities: https://sites.lsa.umich.edu/inclusive-teaching/social-identity-wheel/</p> <p>A Note for a Teacher:</p> <p>Social identity is a highly charged issue, but this should not stop us from engaging with it, sensitively and with humility to uncover and address discrimination in education. Discuss how you might implement this or a similar activity with anti-discrimination education experts.</p> <p>There are often differences between the terms people use to describe themselves and the communities they are part of, and the terms used by others. Identity terms can be used to proudly claim membership of a social group, or to de-humanise people by limiting their unique complexity to a single (assumed) characteristic. At root, it is important to recognise that there is no simple single definition for these categories, precisely because they are social categories. A commitment to social justice involves recognising how certain terms have been historically used and/or are used in</p>	<p>60-90 min</p>

<p>2.2 <i>Critical thinking</i> 2.3 <i>Problem framing</i> 4.2 <i>Collective action</i> 4.3 <i>Individual initiative</i></p>	<p>systems of oppression such as colonialism, apartheid, and patriarchy. A further, vital principle is to listen to and learn from the terms which people use to describe themselves. The terms used to describe social identity groups differ between individuals and groups and are often debated. For example, ‘race’ does not exist as a biological category, but was invented as a means to distinguish between and discriminate against people based on physical characteristics such as skin colour. Thus, the idea of race is a result of racism. At the same time, many people of colour proudly identify as Black or Brown. The term white, is helpful to identify and discuss privileges associated with whiteness, which are often invisible to white people. Moreover, the boundaries between some terms and definitions is unclear, for example Jewishness can be used to describe a religion, a culture, and/or an ethnicity or race. The term German can describe an ethnic affiliation and/or citizenship of the German nation-state. The term sex is used to describe biological/physical characteristics, while gender is a social identity claimed, or assigned to an individual.</p> <p>It is important that we as educators explore our own individual and social identities and educate ourselves about identity before we begin work with our learners. There are links to further resources at the end of this unit. It may be particularly useful to explore these issues with colleagues, perhaps starting with a workshop led by experienced educators, to gain a broader range of perspectives and develop shared understandings and practices.</p> <p>It is also important to acknowledge that these kinds of discussions require more emotional labour and minoritised people are often at the dis-advantage having to explain themselves and their experiences to educate others. Give students who identify as minoritised chance to opt out of the activity and/ or offer a room to talk to each other about this topic separately.</p> <p>During feedback: Note differences between how people see and describe themselves, and how others may see them. Also note the differences in different social contexts e.g., at school, at home, outside with a group of friends, in a shop, at the doctor, travelling outside your home country etc.</p>	
	<p>Description</p> <ol style="list-style-type: none"> 1.  Read the identity characteristic terms (LTP 1-3_Cons_ Identities_MODERATOR NOTES'  in resources) displayed on pieces of paper around the room. As you move around the room, discuss with others what you understand these terms to mean. 	




	<p>2.  Join a whole group discussion, by sharing your understanding and listening to that of other people. Think of examples, and/or discuss definitions and related issues for each term (using the notes below, and additional resources to inform the discussion). Allow time for this!</p> <p>3.  Listen to the statements read by the facilitator and move toward the identity markers which best answer the question for you. Once in place, discuss your answers with others nearby.</p> <p> Prompts:</p> <ul style="list-style-type: none"> • Identities you think about most often at school • Identities you think about most often out of school • Identities you think about least often at school • Identities you think about least often out of school • Your own identities you would like to learn more about • Identities that most impact how you see yourself • Identities that most impact how others see you <p>4.  Finally, debrief through a whole group discussion, with chairs arranged in a circle.</p> <p> Here is a useful follow-up resource to learn with and from diverse Europeans discussing their identities.</p>	
<p>Activity 7. Privilege walk education</p> <p>In this activity, participants consider how aspects of personal and social identities</p>	<p>Preparation for Activities:</p> <ul style="list-style-type: none"> • Print the list of statements to read to the group. (“LTP 2.1:3 Privilege Walk Statements”) • Read through the feedback prompts and examples on this handout <p>A Note for a Teacher:</p> <p>This activity may be suited for teacher education but is not suitable for use in schools.</p>	60-90 min




<p>privilege and disadvantage children and young people in education in Europe. They reflect on the connection between discrimination in education and education for sustainability and consider what teachers and school communities can do to reduce discrimination.</p> <p>GreenComp</p> <p>1.2 Supporting fairness</p> <p>2.2 Critical thinking</p> <p>2.3 Problem framing</p> <p>4.2 Collective action</p> <p>4.3 Individual initiative</p>	<p>The purpose of this activity is to highlight aspects of privilege and discrimination at school, which are often invisible to people who have no direct experience. At the same time, it is important that students from marginalized groups do not feel involuntarily exposed in this activity and are not put in the position of having to explain discrimination to others.</p> <p>Physically showing privilege by taking or not taking steps as a class can be eye-opening, but is also potentially exposing. To protect student well-being, you can describe the activity in general terms before you begin, and give students the chance to opt out or to do an alternative activity such as the <u>“Power Flower”</u>. Students can also run the activity themselves, in groups of their choosing. If you are unsure of how to run this activity, then contact a qualified expert to adapt it and/or find a suitable activity for your students.</p> <p>This activity highlights additional barriers to success generally experienced by people with particular identity characteristics in European schools. Facing additional barriers to success does not mean that marginalized learners will not or cannot succeed, but that they have to work harder than more privileged peers.</p>	
	<p>Description</p> <ol style="list-style-type: none">  Ask students to recall a school they have attended, either a primary or secondary school. Ask students to close their eyes and imagine the school. Talk them through different areas at school e.g., outdoor spaces, the canteen, library, science labs, art rooms etc. What do they see? What do they hear? Who is there? How does it make them feel?  Ask student to choose a partner or small group to share their recollections with. Ask them to consider: <ul style="list-style-type: none"> The differences between the schools Their different experiences of the schools  Next, explain that we are going to explore privilege and discrimination, which are often invisible to people who do not experience them directly. Ask students in to make a horizontal line 	



along one wall of the room. Ask students to stand next to one or more people they feel comfortable sharing with.

4.  Explain that you will read a series of statements (“LTP 2.1:3 Privilege Walk Statements”). If the student can answer ‘yes’ to a statement, they can move forward. If their answer is no, then they stand still. Explain that moving forward symbolises privilege in education, while staying in the same place symbolises disadvantage. Privilege makes success in education easier, while disadvantage makes it harder.

- **After each statement** – ask students to share with their partner if they were able to move forward or not. Invite 1-2 students to share with the class, but don’t pressure any one to do this.
- **After all the statements** - ask the people at the front, middle and back to comment on what they feel has helped or hindered them in education.

5.  Finally, ask students to work in a small group of their choice and consider these questions, before sharing ideas with the class:

- What identity characteristics can lead to discrimination in education in Europe and why?
- What has discrimination in education go to do with sustainability?
- What can we do to reduce discrimination in education?



Possible answers:

- **What identity characteristics can lead to discrimination in education in Europe and why?**
Identity characteristics which are associated with marginalised social groups often differ from the assumed ‘normal’ identity of European students. This assumed ‘normal’ identity tends to reflect the idea of single national identities, which correspond to dominant national groups. In addition, it tends to reflect middle and



upper class culture, rather than working class culture. As a result, the identities of marginalised students are often not reflected, valued or developed in education. This leads to a ‘double disadvantage’ as they must work harder than more privileged peers to succeed.

- **What has discrimination in education go to do with sustainability?**

There are several connections between discrimination in education and sustainability. Discrimination in education reproduces and increases social inequality. Social inequality is co-related to health and well-being for all citizens in unequal societies, whereby unequal societies have lower outcomes than more equal ones. There are increasing numbers of migrant children and young people in European education systems. Making education systems more anti-discriminatory and inclusive is necessary if these learners are to enjoy their right to high quality education.





As has been argued in this unit, UN-sustainability crises are linked to colonial/modernist ways of seeing, thinking and acting in the world. These values and behaviours are very much reflected in current day education systems and dominant discourses in wider society. There is an urgent need for dialogue with alternative ways of seeing, thinking and acting in the world, in order to transform education and society for sustainable futures.

- **What can we do to reduce discrimination in education?**

See ideas [under](#) Follow-Up: Future-oriented reflection and action, below.




Follow-Up: Future-oriented reflection and action

<p><i>The aim of the start-up activities is (1) to further reflect on the relationship between assumed and ascribed identities and (un)sustainability; (2) to identify inclusive practices which recognize diversity without stereotyping learners; (3) to identify opportunities for making classrooms and schools more inclusive and anti-discriminatory.</i></p>		<p>Estimated Duration</p>
<p>Activity 8. Further reflection and discussion questions</p> <p>This activity, provides further opportunity for participants to reflect on issues around identity and discrimination in education in relation to sustainability. They make practical recommendations for inclusive practices which recognize diversity without stereotyping learners.</p> <p>GreenComp</p> <p>1.2 Supporting fairness 2.2 Critical thinking 2.3 Problem framing</p>	<p>Preparation for Activities:</p> <p>Drawing materials</p> <p>Description</p> <ol style="list-style-type: none"> 1)  Remind students of the difference between assumed and ascribed identities (see Glossary of Notions, below). Assumed identities are those we choose for ourselves, ascribed identities are those which others choose for us and which we may not agree with. 2)  Illustrate this point by drawing an iceberg. The tip above the water represents things about you that are visible to others and may be used to ascribe an identity e.g., hair style and gender; dress and socio-economic group; dress/jewellery and religion; skin colour and nationality. Below the water are things about you which are mostly hidden. Give students time to create their own ice-berg drawings. 3)  Allow time for students to share their drawings, and to ask and answer questions about them. 4)  Ask the group to discuss what the icebergs reveal about identity. Highlight that the whole iceberg illustrates the dynamic complexity of each individual person. Identities are not singular, fixed or self-evident. 	<p>45-60 min</p>



3.1 Futures literacy
3.3 Exploratory thinking
4.2 Collective action
4.3 Individual initiative

- 5)  Next, ask students to consider how assumed and ascribed identities support or undermine sustainability.


 **Possible answers**

Identities can support sustainability by:


- Illustrating social complexity, as hybrid, inter-connected and dynamic
- Highlighting historical injustice and how these unequally impact on present day lives
- Challenging negative associations and celebrating achievements of people from marginalised groups
- Building communities for collective learning and action
- Enabling pride, belonging and empathy

Identities can undermine sustainability when:

- They are used to highlight divisions, which fuel conflicts and opportunities for collective action
- They are seen as singular, fixed and objective
- They are used to position people as superior /inferior
- They are used to exclude, dehumanise, devalue or oppress

- 6)  In the same small groups, ask students to discuss the following point and question, and to write a list of practical suggestions for themselves and others.

“Only a fraction of peoples’ complex identities are visible, and we are likely to misinterpret, oversimplify or stereotype what we see. So, what can we do to move beyond stereotypes, and get to know people?”

- 7)  Ask each group to present one recommendation each, moving around each group until all recommendations have been heard. After each recommendation, invite further questions or









discussion. The class can then vote to adopt or reject the recommendation, which can be compiled into a set of recommendations for the class to adopt.



Possible answers:

- We can acknowledge that there is inequality and injustice on a structural-societal level.
- We can acknowledge that people have different needs and respect them.
- We can recognise that our assumptions are simplistic and often false.
- We can question where our assumptions come from.
- We can question when people voice simplistic assumptions about other people.
- We can avoid jumping to conclusions about what a particular behaviour or visible sign means.
- We can ask people that get marginalised in our structures what they feel/know causes their marginalisation and react to it with suitable measures.
- We can use our power to make space for marginalised people to talk and participate.
- If/when we represent people who differ from ourselves in some aspects of their identities, we can critically consider how we do this. Are we reinforcing or challenging stereotypical assumptions? Can we make space for people to represent themselves?
- We can share hidden aspects of our own identity, discuss conflicts and tensions we experience between different aspects of our identities, and how we are changing over time.
- We can express respect, wonder and curiosity for ourselves and for others.



<p>Activity 9. Reflection-action questions</p> <p>In this activity, participants deliberate over a series of questions to consider their positionality as an educator, and opportunities for making their classroom and school more inclusive.</p>	<p>Preparation for Activities: This activity follows on well from the identity ice-berg (activity 1, above)</p> <p>A Note for a Teacher: These questions are designed to provoke awareness, thought and action towards anti-discriminatory and inclusive education. An atmosphere of trust and radical empathy is important to allow people to see opportunities to improve their practice.</p>	<p>45-60 min</p>
	<p>Description</p> <ol style="list-style-type: none"> 1)  Ask students to look again at their identity iceberg and those of the class. Highlight that we are all different. Just like our students, no educator is the same. Our distinct identities shape our values and worldviews (and vice versa). This in turn shapes what and how we teach. If we are from privileged social groups, there is a risk that we emphasise this perspective through education and reinforce injustice. 2)  Ask students to think of questions for themselves and other educators, which can promote decolonial and anti-discriminatory practice. 3)  Give students the list of sample questions below. Which are similar to their ideas, which are different? 4)  Ask students to work through the questions. 5)  Remind students of the broccoli seed metaphor. This work is not easy, and takes a long time and hard work. But it will help us to grow as people and as educators, in ways which can support the transition to sustainable futures. <p> Professional Values and Learning Objectives:</p> <ul style="list-style-type: none"> • Where do you come from as an educator? What principles, norms, values and worldviews inform your selection of knowledge for your curriculum? 	



- Do you articulate your own social and intellectual position to your learners, or do you present your position as ‘universal’?
- Who do you design your curriculum for? Who is your ideal, imagined student and what assumptions do you make about their backgrounds, culture, languages and schooling?



Inclusion:

- How does your teaching recognise and affirm the agency of marginalised students/ students of colour? How does your teaching legitimate and respect their experiences and cultures?
- How do you enable learners to use their linguistic and cultural resources for learning at school?
- Do you create hierarchies between different cultural identities by the language you use to describe them?
- How do you build a learning community in your classroom where students learn actively from each other and draw on their own knowledge sources?



Assessment and feedback :

- What assessment methods could show what all students are capable of, drawing on their strengths and promoting their agency and creativity?
- How far do your teaching and assessment methods allow students to feel included without assuming assimilation?

What other questions can you think of for decolonising classrooms, or for decolonising schools?



Glossary of Icons



- Video



- Quiz



- Worksheets



- Editable Worksheets



- Various Media, e.g. Learning Apps



- Text to Read; or an active listening / learning from each other exercise



- A question to Respond or a Question for Reflection



- A Discussion



- A task for an inquiry or search



- Focusing Activity



- A Reflection Activity



- An Activity for Action



- Suggested answers



- a short note for a teacher



- a group exchange



Glossary of Notions

Anti-racism

Anti-racism means: “knowing and accepting that the system is unjust and actively choosing to dismantle, overcome and rethink a racist system, instead of accepting it as a reality that simply is as it is”. (Farukuoye, 2021 p.37)

Coloniality/Decoloniality

“**Coloniality** (...) refers to long-standing patterns of power that emerged as a result of colonialism, but that define culture, labor, intersubjective relations, and knowledge production well beyond the strict limits of colonial administrations. Thus, coloniality survives colonialism. It is maintained alive in books, in the criteria for academic performance, in cultural patterns, in common sense, in the self-image of peoples, in aspirations of self, and so many other aspects of our modern experience. In a way, as modern subjects we breath coloniality all the time and everyday.” Maldonado-Torres, N. (2007) ON THE COLONIALITY OF BEING, *Cultural Studies*, 21:2-3, 240-270, DOI: 10.1080/09502380601162548 p.243

“**Decoloniality** denotes ways of thinking, knowing, being and doing that began with, but also precede, the colonial enterprise and invasion. It implies the recognition and undoing of hierarchical structures of race, gender, hetero-patriarchy, and class that continue to control life, knowledge, spirituality, and thought, structures that are clearly intertwined with and constitutive of global capitalism and western modernity. (...) decoloniality seeks to make visible, open up, and advance radically distinct perspectives and positionalities that displace Western rationality as the only framework and possibility of existence, analysis, and thought.” Mignolo, W.D., and Walsh, C.E. (2018) *Decoloniality: Concepts, Analytics, Praxis*. Durham, NC, and London: Duke University Press.

Essentialism

Describes the belief that people’s identities are fixed, and knowable. Essentialism is at odds with scientific understandings of the social and dynamic nature of identity, and leads to stereotyping and the devaluing of human complexity and diversity.

Euro-centrism

Describes a world-view, emerging as part of colonialism, which positions European history, values, knowledges, cultural practices and people at the top (or centre) of a hierarchy of value.

Identities

- Assumed identities – identities which people choose for themselves
- Ascribed identities – identities which are assigned to people by others

Intersectionality

The simultaneous, multiple forms of discrimination experienced by a person due to their (assumed or ascribed) identities. Multiple forms of discrimination do not solely add up but rather form a distinctive social position by intertwining with each other.

[Kimberlé Crenshaw: What is Intersectionality?](#)

Privilege

Privileges are advantaged which people experience, due to their (assumed or ascribed) membership of a particular group.

Prejudice

Prejudices are similar to stereotypes, except that prejudice is always negative. Prejudice can be unconscious, or conscious.

Qualified person

Qualified does not necessarily mean formally trained, but describes a person who is experienced and knowledgeable in a respective field and comfortable with the task. This person is not only asked for advice because of their identity, which doesn't necessarily enable them to do structural/societal work.

Race

Race is a social construct, which was invented to justify the murder, exploitation and brutalisation of the peoples, lands and resources of the Global South for centuries. Race is a theory constructed and upheld by a white European elite who used the narrative to further and justify the West's accumulation of wealth and power, by the means of continuous centuries long crimes. These crimes against humanity were committed against indigenous, African and Asian populations, and form a system upon which our world structures are built to this day. Race is the effect of racism. (Farukuoye, 2021 p.42, see also the antiracist educator glossary)

Racism

Racism distinguishes people on the basis of characteristics such as skin colour, or facial features but also origin, culture or religion. Racism assumes a hierarchy of valued identities, with white people at the top.

Individual racism describes racist actions from individuals. **Institutional or structural racism** describes practices which invisibilise or discriminate against non-white experience and interests.

Relativism

Relativism is the belief that there are no absolute truths, only the truths that a particular individual or culture happen to believe. Relativism is often contrasted to 'scientism', which refers to excessive belief that science is the only means of determining truths.

Rich picture

A 'rich picture' is a collaborative thinking tool, used to generate and share ideas around complex issues. Rich pictures can include pictures, symbols, words, and be used to show processes and relationships.

Stereotypes

Characteristics attributed to people because of assumed identities. These can include positive or negative characteristics. They are not based on facts.

White(ness)


White is a designation for people who do not experience racism, and experience privileges which People of Colour do not have (PoC).



Worksheets and Links

Start-Up

Activity 2. Education and Un-Sustainability



- An example of ideas (see in the resources) 
- Link to the UNESCO [Futures of Education](#)

Activity 3. Sustainability Competences




- GreenComp Video  https://medienarchiv.phwien.ac.at/tap-ts_greencomp_introduction/
- GreenComp Framework  <https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>

Development: Decoloniality and education for sustainable futures

Activity 1. Theories of Change




- PPT_Decoloniality and sustainable futures education (as editable PPT and as PDF) 
- A booklet developed for educators working with global citizenship education in Europe. <https://decolonialfutures.net/portfolio/global-citizenship-education-otherwise/>
- Theories of change and (un)sustainability 
<https://decolonialfuturesnet.files.wordpress.com/2019/05/theories-of-change-table.pdf>

Activity 2. The house that modernity built


- A booklet developed for educators working with global citizenship education in Europe. 
<https://decolonialfutures.net/portfolio/global-citizenship-education-otherwise/>
- HEADS-UP tool for critical Global Citizenship Education  <https://decolonialfutures.net/headsup/>
- HANDOUT: LTP 1_3_Dev1 Narratives of Sustainable Futures 

Consolidation: Identities and discrimination in education



Activity 1. Personal and social identities

- A video: [useful follow-up resource](#)  to learn with and from diverse Europeans discussing their identities.
- **MODERATOR NOTES: LTP 1-3_Cons_Identities** 
- **The social identity wheel**  *Excellent resource from the University of Michigan, on which our activities are based. Includes worksheets, and videos of implementation with University students.*
<https://sites.lsa.umich.edu/inclusive-teaching/social-identity-wheel/>



- European identities  in this video, Europeans discuss their diverse identities. What connections do you see between social diversity in Europe and sustainability?

Activity 2. Privilege walk education

- **HANDOUT: LTP 1_3_Cons_Privilege Walk_Statements** 
- **The ‘power Flower’**  **“Power Flower”** This tool is useful for considering the various ways we experience privilege and disadvantage in relation to aspects of our identities.
- **Self-Learning Tool on Anti-racist praxis for teachers and educators.** Highly informative and practical resource for anti-racist practice in education. <https://scotdec.org.uk/resources/anti-racist-toolkit-for-teachers/>

Additional Links

Antiracist educator resources and glossary

- *Powerful and practical summary of anti-racism resources in the form of a poster, which is ideal for notice boards. Glossary provides thought provoking definitions of key terms.*
- <https://www.theantiracisteducator.com/school-resources>
- <https://www.theantiracisteducator.com/glossary>

Talking with young people about race and racism

- *Guidance for educators around discussing race and discrimination with learners, and creating safe environments to do so.*
- <https://www.redcross.org.uk/get-involved/teaching-resources/talking-with-children-and-young-people-about-race-and-racism>

Why is my curriculum white?

The idea that certain people and communities are more/most developed is reproduced, often unthinkingly, in schools through what and who we learn about.

Choose a subject or topic area you are particularly interested in, e.g., mathematics, micro-biology, literature

- *What knowledge is included?*
- *Which people are presented as the creators of that knowledge?*
- *What perspectives are missing?*

How can you teach the set curriculum, and make the curriculum more diverse and inclusive while fostering students' critical awareness of historical imbalances?

Anti-racist toolkit for educators

This accessible tool kit provides valuable insights and practical activities for critical white and anti-racist education



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[Decolonising pedagogy – inspiration from students and staff of SOAS](#)

In this film, students and staff of the School of Oriental and African Studies, London discuss their perspectives and approaches to decolonising pedagogy.

[Das Weltspiel \(in German\)](#)

This game provides a practical and playful means to explore global inequalities in relation to people, CO2 footprints, access to basic resources and services. It is a powerful impulse to lead into discussions around the ongoing impacts of European colonisation. You can also use chocolate!

TAP-TS Roadmap

TAP-TS Roadmap has three main goals: (1) for the TAP-TS partners as a roadmap to design LTPs; (2) for teachers and student teachers to design materials for teaching sustainability; (3) evaluation of LTPs. Explore the visualisation on the next page.

TAP-TS Roadmap: the Steps / stages in the TAP-TS LTPs Design Journey

1: Clarify the Goal	<p>Our overarching goal is to enable learners and teachers to think and act sustainably. To actively participate in the discourse on sustainability, the topics must also be addressed - sustainably - in schools and universities. The goal of TAP-TS is to create learning and teaching packages for this purpose in the following areas:</p> <ul style="list-style-type: none"> 2.1 A Sustainable Europe. 2.2 Sustainability and Digitality. 2.3. Sustainability and Environmental Education. 2.4 Climate Crisis Resilience. 2.5 Dealing with Climate Disinformation. 2.6 Green Citizenship in/for Europe. 2.7 Sustainable Entrepreneurship Education.
2: Competency Areas	<p>The LTPS should be aligned with the interconnected four competences defined in the Green Comp Framework: • Embodying sustainability values • Embracing complexity in sustainability • Envisioning sustainable futures • Acting for sustainability</p>
3: Networking & Bundle Expertise	<p>There are many exciting topics. 1. Find a focus: what driving question is at the centre of your LTP. 2. See what resources are available (competencies, teaching-learning materials, etc.). 3. Network with colleagues and partner institutions regionally and nationally.</p>
4: Working through the design process	<p>Teaching Sustainability should be: action-oriented learning; hands-on; focussing on real life challenges; stimulate creative collaboration between teachers and learners; visions-oriented; participatory and action oriented . Approaches to teaching sustainability may be inquiry-based learning; explorative learning; networked learning; participation learning aimed at problem framing. Teaching Sustainability may incorporate the following activities: collaborative projects, future framing workshops, research and analysis, discussion.</p>
5: ASSESSMENT DESIGN	<p>In Education for Sustainability assessment can be multifaceted and primarily encourage reflection and be evidence based. There is not always ONE right answer. The goal should be to RAISE QUESTIONS. TS is not about teaching the „right“ behaviour, but about practising a critical perspective. Give TS an important place in curricula and implement credits, badges, or awards for it.</p>
6: PUBLISH TO TAP-TS PLATFORM	<p>Can you and where can you publish your materials under a Creative Commons license as free as possible. Because that is sustainable!</p>



1 CLARIFY THE GOAL

A goal of TAP-TS is to create learning and teaching packages that would enable teachers and learners think and act sustainably. Find a focus based on SDGs, GreenComp Framework or a sustainability problem; and define learning objectives within the seven TAP-TS themes.

1. A Sustainable Europe.
2. Sustainability and Digitality.
3. Sustainability and Environmental Education
4. Climate Crisis Resilience. 5. Dealing with Climate Disinformation. 6. Green Citizenship in/for Europe. 7. Sustainable Entrepreneurship Education.

2 PLAN

Consult the TAP-TS LTPs Architecture. The LTPs Units should address the interconnected competences as defined e.g. in the Green Comp Framework:

1. Embodying sustainability values
 - 1.1 Valuing sustainability | 1.2 Supporting fairness | 1.3 Promoting nature
2. Embracing complexity in sustainability
 - 2.1 Systems thinking | 2.2 Critical thinking | 2.3 Problem framing
3. Envisioning sustainable futures
 - 3.1 Futures literacy | 3.2 Adaptability | 3.3 Exploratory thinking
4. Acting for sustainability
 - 4.1 Political agency | 4.2 Collective action | 4.3 Individual initiative

See GreenComp for details

3 BUILD NETWORK AND GROW EXPERTISE

See what resources are available and could support your LTP (teaching-learning materials, etc.). Network with colleagues and partner institutions regionally and nationally. Describe possible collaborations with the 'world of work'.

ROADMAP Developing TAP-TS Materials



7 SHARE

Publish and share your materials under a Creative Commons license as open access. Because that is sustainable!

6 REFLECT

In Education for sustainability assessment is multifaceted, and primarily encourages reflection for action and future-oriented aimed to raise questions and practise a critical perspective.

There is no ONE right answer! Give TS an important place in curricula and implement credits, badges or awards for it.

5 DO IT! HAVE FUN! DISCUSS! BE CREATIVE!

GreenComp Framework: the European Sustainability Competence Framework

Within the TAP-TS Project, *GreenComp* (Bianchi et al., 2022) serves the following purposes: design of learning and teaching packages; development of TAP-TS professional development activities, (self)-reflection, and evaluation. The aim of GreenComp is to foster a sustainability mindset by helping teachers and students develop the knowledge, skills and attitudes to think, plan and act with empathy, responsibility, and care for our planet.

Visual representation of *GreenComp*:



GreenComp consists of 12 competences (in bold) organised into the four areas (in italics) below:

- *Embodying sustainability values, including the competences*
 - **valuing sustainability**
 - **supporting fairness**
 - **promoting nature**
- *Embracing complexity in sustainability, including the competences*
 - **systems thinking**
 - **critical thinking**
 - **problem framing**
- *Envisioning sustainable futures, including the competences*
 - **futures literacy**
 - **adaptability**
 - **exploratory thinking**
- *Acting for sustainability, including the competences*
 - **political agency**
 - **collective action**
 - **individual initiative**

Reference: Bianchi, G., Pisiotis, U., Cabrera Giraldez, M. [GreenComp – The European sustainability competence framework](#). Bacigalupo, M., Punie, Y. (editors), EUR 30955 EN, Publications Office of the European Union, Luxembourg, 2022; ISBN 978-92-76-46485-3, doi:10.2760/13286, JRC128040.

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