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ENVIRONMENTAL SUSTAINABILITY EDUCATION ADVOCACY AND POLICY DOCUMENT

ENVIRONMENTAL LITERACY NETWORKING PROJECT

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INTRODUCTION

Led by Yuva Association in partnership with Kyoto Club (Italy) and with the financial support of the European Union, the Environmental Literacy Network (ELN) was established in 2020. ELN has 80 members and continues to welcome new members into its network.

Our aim is to strengthen cooperation between civil society organizations from Türkiye and the European Union and local governments in the field of environmental education. In this way, we aim to contribute to increasing the number of “globally literate” individuals who have a critical perspective on nature and human relations, can develop ideas for solving environmental problems, and exhibit responsible behavior and understanding.

In this context, we have prepared this advocacy and policy paper with recommendations aimed at supporting environmental sustainability education frameworks for national-level policymakers and local governments in Türkiye.¹ We recognize an urgent need to equip individuals of all age groups with the knowledge, skills, and values to deal with complex environmental challenges. With these recommendations, we aim to encourage national-level policymakers and local governments to prioritize and invest in environmental sustainability education.

As ELN, we are committed to promoting a culture that supports strengthening environmental responsibility. We work for a greener and more sustainable planet by aiming to empower individuals, communities, and institutions. Developing and supporting collaborations between public institutions and local governments, and civil society organizations will make environmental sustainability education policies and programs more effective and inclusive. Therefore, we emphasize the importance of considering civil society organizations as key stakeholders in developing environmental sustainability education in Türkiye.

¹ This document contains the recommendations we identified as representatives of ELN member organizations at the “Advocacy Workshop for Dissemination of Environmental Sustainability Education in Türkiye” held on 6-7 October 2022 within the scope of the Environmental Literacy Networking Project. The important opinions and recommendations identified at the workshop were later developed in working groups and presented in this document.



Environmental Literacy Networking Project is a project implemented by Yuva Association (Türkiye) and Kyoto Club (Italy) within the framework of the European Union Civil Society Facility and Media - Support to Civil Society Networks and Platforms in Türkiye. The Support to Civil Society Networks and Platforms in Türkiye aims to contribute to the development of an active civil society by promoting a more active democratic participation in policy and decision-making processes, fundamental rights and a culture of dialogue, and to strengthen active citizenship and civil society. Funded by the European Union under the Instrument for Pre-Accession Assistance II (IPA II).



YUVA is an institution that set out with the vision of creating a sustainable life that respects the rights of all living beings and the generations after us and a fair, equal future where poverty is eliminated.

It carries out activities aimed at disseminating sustainable lifestyles, reducing poverty and democratization through adult learning and supports participatory education methods.

yuva.org.tr

FUNDAMENTAL APPROACHES IN ENVIRONMENTAL SUSTAINABILITY EDUCATION: LIFELONG LEARNING, GLOBAL CITIZENSHIP AND NATURE CENTRISM

Environmental Sustainability Education (ESE) plays a vital role in tackling the major ecological challenges threatening our planet today. As we witness the impacts of the climate crisis, biodiversity loss, and environmental degradation, it becomes increasingly clear that equipping individuals with the knowledge, skills, and values to support sustainable practices is increasingly important. Indeed, Sustainable Development Goal 4.7 aims to ensure that all learners acquire the knowledge and skills needed to achieve the 2030 goals, including the promotion of sustainable development and sustainable lifestyles.² In this context, it recognizes that education can have transformative power when it supports sustainable development agendas.

Lifelong Learning

Human-induced ecological crises require a comprehensive response that goes beyond formal education. Target 4.7 emphasizes the importance of organizing education around the principle of lifelong learning. This means that everyone is a lifelong learner and applies environmental sustainability skills in everyday life. Lifelong learning is recognized as a continuous and ubiquitous process and includes formal and non-formal education and informal learning. However, environmental sustainability education efforts worldwide have often been limited to formal education. Adults, in particular, are often overlooked, despite their potential for great environmental influence. To tackle real environmental crises and empower all age groups, education for environmental sustainability should be expanded beyond formal education and based on the principle of lifelong learning.

Global Citizenship

There is an increasing emphasis on global citizenship in education. Target 4.7 directs countries to integrate this understanding into their education policies. Global citizenship is defined by UNESCO as a sense of belonging to a wider community and common humanity. It emphasizes local, national and global dimensions that are politically, economically, socially and culturally interdependent and interrelated. The aim is to enable individuals to proactively contribute to a more just, peaceful, tolerant, inclusive, safe, and sustainable world.³ This approach to environmental sustainability education emphasizes the interconnectedness of environmental problems and the need for collective action for solutions. Thus, learners gain a broad perspective, recognize themselves as global citizens, and are encouraged to take steps toward sustainability.

Nature Centered Approach

Nature-centered approach and transformation of cultural values are essential in environmental sustainability education. The nature-centered approach promotes a holistic view of the environment, recognizing that humans are an integral part of nature. It emphasizes the interconnectedness of living things and ecosystems and develops a sense of responsibility and a conservation attitude toward nature. In this way, environmental sustainability becomes a long-term goal embedded in society's values, going beyond short-term solutions.

² By 2030, to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including education for sustainable development and sustainable lifestyles, promotion of human rights, gender equality, a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development (SDGs).

³ "Global citizenship education has three conceptual dimensions. The cognitive dimension is concerned with learners' acquisition of knowledge, understanding and critical thinking. The socio-emotional dimension relates to learners' sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity. The behavioral dimension expects students to act responsibly at local, national and global levels for a more peaceful and sustainable world." (UNESCO, 2017).

ENVIRONMENTAL SUSTAINABILITY EDUCATION IN TÜRKİYE

In Türkiye, considerable efforts are underway to advance environmental sustainability education in formal and non-formal education. The Turkish Ministry of National Education has taken steps to integrate environmental sustainability education into the formal education system. In the primary education program, a course focusing on “Environmental Education and Climate Change” has been added to the curriculum for grades 6, 7 or 8 from the 2022-2023 school year. This step emphasizes the importance of addressing environmental issues and climate change from an early age.

In secondary education, the Ministry is preparing an environmental science and management curriculum as an elective course for high school students in the 2023-2024 academic year. This is an effort to ensure that students have a deeper understanding of environmental issues and have the knowledge and skills related to environmental management. In addition, the “Sustainable World” section of the Education Information Network (EIN) platform aims to spread environmental knowledge beyond the traditional classroom setting by providing various educational content on environment, climate change and zero waste.

The “1000 Environmentally Friendly Schools Project” launched by the Turkish Ministry of National Education is also a commendable initiative. This project aims to instill environmental awareness and sustainability concepts in students at the basic education level and to demonstrate and implement relevant practices. As part of the project, 1,000 schools across the country have been equipped with sustainability-related infrastructure and equipment, and at least one school in each district is targeted to benefit from the project.

Public Education Centers also offer optional courses on recycling and zero waste in the field of environmental protection, aiming to recognize the importance of environmental education outside the formal education system and reach students in different fields.

The Ministry of Environment, Urbanization and Climate Change 2022 Climate Council Commission Recommendations and the Report of the Workshop on Integration of Climate Change Awareness into Basic Education discuss in detail the steps to be taken for environmental sustainability education in Türkiye.

On the other hand, there is still room for improvement in advancing environmental sustainability education in Türkiye. The Sustainable Development Goals Assessment Report, published by the Presidency of Strategy and Budget in 2019, states that Türkiye generally has “a need for more inclusive and holistic policy development about Goal 4.7, although some policies are included in development plans and annual programs under the headings of awareness raising and awareness raising”. This need also applies to environmental sustainability education. In particular, there is a need to further integrate the three main approaches mentioned above - lifelong learning, global citizenship education and approaches that focus on nature and require cultural transformation. Further integration of these approaches in formal and non-formal education can contribute to a deeper understanding of environmental sustainability and enable individuals to take more active roles in protecting their environment and contributing to a sustainable future.





KEY RECOMMENDATIONS FOR DECISION-MAKERS AT BOTH NATIONAL AND LOCAL LEVELS

1. Environmental Sustainability Education (ESE) should be shaped by global citizenship and nature-centered approaches, emphasizing gender equality and non-discrimination. It should equip learners with the motivation and skills to solve environmental challenges rather than creating eco-anxiety.⁴

- The global citizenship approach should emphasize that all individuals are interconnected and have responsibilities toward the well-being of the planet and future generations. This approach encourages learners to consider the broader global context of environmental issues, not just their immediate surroundings.
- The nature-centered approach promotes the intrinsic values of nature and emphasizes the protection and preservation of ecosystems rather than focusing solely on human needs and wants. This approach encourages learners to develop a deep appreciation and respect for the natural world.
- By emphasizing gender equality and non-discrimination, the education process should be strengthened, and an inclusive learning experience should be offered in line with the principles of justice, equality, and social justice.
- At a juncture when it is essential to address the challenges and urgency of environmental issues, education should be designed to empower learners rather than create environmental anxiety in learners. This includes providing them with knowledge, skills, and tools to make informed decisions, take positive actions and contribute to sustainable practices. It should encourage learners to believe in their ability to make a positive impact on the environment by instilling a sense of hope, agency, and optimism.

⁴ Eco-anxiety is a psychological and emotional response to the growing awareness of environmental issues and the potential impact of climate change on the planet and human well-being. It is a specific type of anxiety or distress that individuals may experience when they are deeply concerned about environmental degradation, biodiversity loss, the increasing frequency of natural disasters and the possible consequences for future generations.

2. Adopt a whole institution approach to create sustainable learning environments that support ESE. Policies and guidelines should be developed and funded to provide a framework for this purpose.

The whole institution approach aims to mainstream sustainability into all aspects of the learning environment (including schools and non-formal education settings). This includes integrating sustainability into curricula and learning processes, facilities, interaction with surrounding communities, governance and capacity building. These environments foster a sense of environmental awareness and responsibility, make individuals active environmental stewards and contribute to spreading a culture of sustainability.

For sustainable learning environments, internal policies and strategies can be developed that ensures that the institution acts in accordance with the principle of environmental sustainability; building sustainability can be improved (e.g., reducing waste through recycling and composting, using environmentally friendly materials, minimizing energy consumption, etc.), the day-to-day practices of the institution can be regularly assessed, and necessary actions can be taken, sustainable transportation options can be promoted. Policies and guidelines that provide a framework for creating sustainable learning environments can set the principles, goals, and strategies for creating sustainable educational environments.

3. Young people should be recognized as key contributors and active players in all ESE-related processes.

Young people should be fully involved in the design, implementation, and monitoring of policies and programs related to ESE. Through a rights-based approach, young people's right to be not only included but also to participate and be heard should be supported. Mechanisms where youth representatives are guaranteed a place in decision-making bodies (such as youth assemblies and commissions), can be considered as a way to achieve this. Youth representation should be ensured at all levels of institutions, different mechanisms should be developed to increase their ability to influence decision-makers, and structures should be created or improved.

4. ESE-related lifelong learning policies should be developed in line with the relevant frameworks established by the United Nations and the European Union.

On ESE in Türkiye, in addition to the Sustainable Development Goals, the Marrakesh Framework for Action: Harnessing the transformative power of adult learning and education and the Berlin Declaration on Education for Sustainable Development, and the development of lifelong learning policies in line with European and EU frameworks, including the European Green Deal, the Council of Europe Declaration on Global Education 2050, the European Qualification Framework on Sustainability, the Council Recommendation on learning for environmental sustainability, the Council Recommendation of 16 June 2022 on Learning for a Green Transition and Sustainable Development and the Recommendation on Key Competences for Lifelong Learning, could contribute significantly to the country's efforts for environmental sustainability.

This alignment ensures that the country's relevant policies align with international standards and best practices, enhances Türkiye's credibility in addressing environmental challenges, and promotes knowledge sharing and joint efforts and cooperation towards sustainability. It also provides a wealth of resources, research, and expertise on environmental sustainability. Incorporating these frameworks into Turkish policies supports the utilization of a large body of knowledge, methodologies, and practical tools to support the effective implementation of environmental education programs.



ADDITIONAL RECOMMENDATIONS FOR DECISION-MAKERS AT NATIONAL LEVEL

1. ESE should be lifelong, starting from pre-school, and should take place at all levels of formal education, non-formal education, and informal learning.

- ESE should be included as a core component of national education policy, and the policy should consist of non-formal education and independent learning.
- ESE should be integrated into all stages of formal education as a compulsory and transversal component.
- Adequate resources should be allocated for the development and implementation of lifelong learning policies for environmental sustainability. Funding should be provided for training programs, curriculum development, research projects, creation of educational materials and resources, capacity building for non-formal and informal learning activities and support for the necessary infrastructure.
- Mechanisms should be established to monitor and evaluate the implementation and impact of the ESE. This data should be used to update and improve policies and strategies.
- Develop guidelines and frameworks for curriculum development that include environmental concepts, knowledge, and skills across all subjects and grade levels.
- ESE should be incorporated into forms of adult learning and training programs, such as work-based training, vocational education and training, and other formation courses, including green skills. Adult education should be made accessible and inclusive for all, focusing on those formal education does not usually reach.
- Collaborate and develop strategies with media outlets, local communities, and relevant stakeholders to raise public awareness on environmental issues and the importance of sustainability. Reach large audiences through events, workshops, campaigns, and mass media.

- Research and innovation in the field of ESE should be supported. This could include funding research projects, collaborating with universities and research institutions, and promoting innovative teaching methods and practices. Digital tools, interactive simulations, and multimedia resources should be utilized to enhance learning experiences. Virtual reality, online platforms, and educational apps can help students explore environmental concepts in innovative ways.
- Multi-sectoral and multi-disciplinary cooperation with all other ministries that have an impact and role on environmental sustainability should be strengthened, ensuring a whole-of-government approach. For example, the Republic of Türkiye Ministry of Youth and Sports can contribute to raising environmental awareness by organizing projects and activities that will increase the interest and awareness of young people on environmental issues.
- More time and resources should be provided for extra-curricular activities related to environmental sustainability in schools, and students should be encouraged to take more initiative and ownership of environmental sustainability problems and solutions. To this end, non-formal education methods such as environmental clubs and extracurricular activities can be encouraged in formal education, and students can be supported to connect with local environmental and civil society organizations and participate in sustainability initiatives.
- Experiential learning opportunities that allow students to interact directly with nature should be encouraged. This could include field trips where they observe natural habitats, ecosystems, protected areas, or sustainable practices.
- Open access to learning resources and materials related to environmental sustainability should be encouraged. Supporting the development and distribution of free educational content such as digital resources, online courses, and interactive platforms provides wider accessibility to learners and educators.

2. Educators should be provided with a variety of training and professional development opportunities to increase their knowledge and skills in ESE.

Training and professional development opportunities will help educators to strengthen their teaching methodologies and increase their confidence. This will provide an environment where they can effectively teach environmental sustainability and inspire students.

- ESE should be integrated into the curricula of teacher training programs. Specialized training for educators should be offered on topics such as climate change, ecological conservation, sustainable development, and environmental justice.
- Pedagogical approaches and strategies for teaching environmental sustainability should be developed, and in-service training should be provided during working hours to improve educators' knowledge and skills.
- Create platforms and networks where educators can share resources, lesson plans and best practices related to ESE.
- Instructional materials should be clearly classified by theme, educational levels, target users, and resource type. This categorization can help educators save time while making the resource search process more interactive and dynamic.
- Assessment indicators should be developed for educators to measure learning outcomes in environmental sustainability courses.
- Experiential learning opportunities should be organized for educators to observe natural habitats, ecosystems, protected areas, or sustainable practices in their communities and to participate in local environmental initiatives.
- Certification and accreditation of teachers trained in ESE should be encouraged. This is important to recognize and promote the qualifications and expertise of educators.

3. Cooperation between formal, non-formal, and informal learning providers should be strengthened to disseminate ESE and support lifelong learning effectively.

By building authentic and meaningful partnerships with non-formal education and informal learning providers, the development and implementation of lifelong learning policies for environmental sustainability are strengthened. These partnerships increase access to environmental sustainability education and leverage the expertise of different stakeholders. This can include schools, universities, environmental organizations, local authorities, community centers, museums, libraries, private initiatives, and online learning communities.

- Policy frameworks that prioritize ESE and promote partnerships between educational institutions and non-formal and informal learning providers should be established.
- Sharing of resources, materials, and good practices between different education and learning providers should be encouraged. Knowledge and experience sharing can be supported by creating platforms such as online databases, workshops, conferences, or implementing cooperation projects.
- Budgets should be allocated to support projects and initiatives for ESE. To this end, funds could be set up to provide financial support for cooperation projects and to disseminate the programs supported by the European Commission.
- Mechanisms should be developed to recognize non-formal education and informal learning outcomes, and good practices related to environmental sustainability. These mechanisms could include certificates, awards, or accreditation systems that recognize the efforts and results of training institutions and learning providers.
- Quality assurance mechanisms should be developed to ensure the effectiveness and credibility of ESE programs. This could include setting standards, conducting assessments, and providing accreditation for educational institutions and programs that deliver quality sustainability education.

4. Expand the participation of non-formal education and informal learning providers, including relevant civil society organizations, academics, local authorities, trade unions, trade unions, media, and private sector, as well as relevant civil society organizations, academics, local governments, trade unions, media, private sector in the development of lifelong learning policies and strategies related to ESE, through multi-stakeholder working groups and standing committees, and revise existing strategies in collaboration with them.

Real and lasting partnerships with non-formal education and informal learning providers should be established in the development and implementation of lifelong learning policies for environmental sustainability. This is crucial for effective and inclusive decision-making, policy development, and strategizing for environmental sustainability. It ensures that different perspectives, ideas, expertise, and experiences are taken into account, leading to more comprehensive and well-rounded policies and strategies. It also allows for the representation of different needs and perspectives, including those of disadvantaged groups affected by environmental issues, thus ensuring that policies and strategies are shaped in accordance with the principle of diversity and inclusion.



5. Establish a permanent national coordinating body dedicated to ESE in cooperation with all government agencies and stakeholders with an impact on environmental sustainability.

It is essential to recognize that ESE is an ongoing and dynamic process. This is because it acknowledges the need for continuous adaptation and improvement. The coordinating body, in collaboration with all relevant stakeholders, ensures that ESE-related policies and strategies are developed, implemented, and regularly updated to address the ever-evolving challenges and opportunities in this field. It serves as a central platform to bring together various stakeholders, including government representatives, decision-makers, educators, experts, community leaders, and civil society organizations committed to the cause of environmental sustainability.

6. Local governments should be supported in their efforts to include ESE in education curricula and lifelong learning policies and practices.

Local governments play an essential role in promoting ESE in their communities. It is crucial to provide support and resources to ensure their success. This can be done by incentivizing local authorities to encourage them to incorporate localized ESE into local education curricula. In this way, local authorities can raise awareness and understanding of sustainable development among learners.

- Provide guidance and framework for local governments to incorporate ESE into their curricula and lifelong learning policies, with policies that prioritize and promote ESE.
- Adequate resources and funding should be allocated to support local governments' ESE initiatives. This could include financial support, teacher training programs, and the provision of educational materials and resources.
- Invest in capacity building that enhances the knowledge and skills of educators and local government officials in effectively implementing ESE. This could include organizing training workshops, conferences, and networking opportunities for stakeholders involved in ESE.





ADDITIONAL RECOMMENDATIONS FOR LOCAL GOVERNMENTS

1. ESE should be prioritized and included in strategic planning:

Local governments should treat ESE as a priority issue and include it in their long-term strategic plans. By formally recognizing the importance of ESE, they should demonstrate their commitment to developing a sustainable and environmentally sound society.

2. Cooperation with civil society and the private sector should be established:

Local governments should actively engage with civil society organizations, especially those focusing on environmental issues, and cooperate with CSOs in formulating and implementing ESE policies. They can establish formal collaborations and protocols with CSOs focusing on ESE. Recognize CSOs in local government policy and strategy documents as critical partners in advancing environmental sustainability education. Local governments can play a crucial role in promoting collaborations and joint work by acting as a bridge between environmental civil actors (e.g., environmental protection associations, nature volunteers, environmentally focused NGOs) and the private sector.

3. Transform public buildings and adopt sustainable practices:

Municipal public buildings used for educational, administrative, and other purposes should be transformed into sustainable learning environments. This can be achieved through sustainable practices such as waste reduction measures, reducing energy consumption, and using environmentally friendly materials (e.g., smart buildings and increasing the number of electric transportation vehicles). Local governments should model and adopt sustainable practices in their own operations. This can include waste reduction, recycling promotion, energy efficiency, and the use of environmentally friendly materials in public buildings and facilities.

4. ESE for municipal staff should be prioritized:

Mandatory ESE for new employees should be part of the recruitment process. Regular capacity-building training should be organized for existing staff. This will enable staff to update their knowledge on environmental and climate change issues, share good practice examples and introduce new sustainable technologies and practices.

5. Awareness campaigns and events should be organized:

Local governments should organize comprehensive awareness campaigns to promote environmental sustainability and engage the community effectively. These campaigns should use a variety of communication channels, such as social media platforms, local radio stations, community newsletters, and official municipal websites, emphasizing the importance of environmental protection and the role that individuals can play in building a sustainable future. In addition, conferences, seminars, workshops, and outdoor events focusing on ESE should be prioritized and organized. Such events have great potential to raise awareness of community members, improve environmental awareness, address specific environmental issues, and promote sustainable practices.

6. Environmental education units can be established:

Separate education units focused on environmental sustainability could be established. These units could be responsible for developing, coordinating, and implementing education initiatives in the community. Training and appointing qualified environmental trainers within the education units ensures that education programs are accurate, up-to-date, and engaging.

7. Public spaces can be converted

Unused and municipally owned public spaces can be transformed for community projects related to ESE or environmental sustainability. These spaces can serve as essential hubs for education, innovation, and community engagement, promoting positive change and raising environmental awareness, and spreading a culture of environmental protection. This transformation can be achieved through planning and collaboration with public institutions, the private sector, and NGOs working in this area.

8. ESE impact should be monitored:

Local governments should continuously monitor and evaluate the impact and effectiveness of environmental education initiatives. This data-driven approach helps to identify successful strategies and identify areas for improvement.

9. Public participation should be supported:

Local governments should involve the public in ESE policies using a participatory management approach. This raises public awareness of environmental issues, encourages environmentally friendly behavior, and contributes to a more sustainable society.

GOOD PRACTICES

The following examples summarize the work done in different countries on environmental sustainability education and the measures taken in these areas. Each country is trying to integrate environmental sustainability education into its education system in a way that is appropriate to its cultural structure and goals.

Germany

ESE is part of sustainable development education in Germany. The German Federal Ministry of Education and Research led the establishment of the National Platform for Education for Sustainable Development, which conducted a two-year multi-stakeholder process to contribute to developing the National Action Plan for Education for Sustainable Development. This process involved networks, expert forums, and citizen participation. This participatory approach emphasized the clear commitment of public authorities to the preparation of policy documents to guide the implementation of Education for Sustainable Development.

The 130 targets and 349 measures set by the National Action Plan look at all levels of education and training and focus on areas ranging from the inclusion of Education for Sustainable Development in policy and legal documents, teacher training, curriculum changes, and the involvement of informal and non-formal education providers collaborating with the formal education sector. A lifelong and life-wide approach to learning was actively used in setting the government strategy, which also looked at the possibility of strengthening the whole-school approach. This well-established strategy has led to a significant improvement in the provision of Education for Sustainable Development across Germany.

France

ESE has a long history in France. The concept has evolved and was renamed environmental education and education for sustainable development in 2004. In 2005, a project was launched by the government aiming to include this education in all French schools. In 2007, ESE was taken as a cross-curricular subject within formal education. Curricula were designed to address the complex relationships between humans and the environment and to link environmental issues to their social, economic, and geopolitical aspects. In 2013, ESE became part of the education law in France.

In 2021, the French Ministry of Education, Youth and Sport published a Vademecum (Guidebook) entitled “Education for Sustainable Development by 2030”. This document promotes benchmarks for stakeholders in education to ensure scientific quality and educational integrity and includes more educational resources on the sea and oceans in classrooms. It also guides extracurricular activities, taking sustainable development education beyond formal education. Vademecum is the result of a process of integrating environmental sustainability education as a curriculum at all levels of compulsory education in France. This comprehensive approach ensures complete coverage of the subject and equips education professionals with the necessary tools to implement it in daily teaching successfully.

Furthermore, the curriculum in France aims to teach content related to sustainable development, climate change, and biodiversity, as well as to develop students’ ability to observe and reason about sustainability impacts on the environment.

Denmark

Denmark has established the National Council for Sustainable Development, which is the central coordinating body for sustainability initiatives, including environmental education. This council engages with stakeholders from various sectors to integrate sustainability principles into education and society. The Danish government actively supports environmental sustainability education and initiatives by providing funding, resources, and policy support to educational institutions. One of the government's strategies is to create a culture of sustainability and raise a new generation of environmentally conscious citizens.

In Denmark, environmental sustainability is integrated into the national curriculum at various educational levels. This ensures that students are exposed to sustainability concepts from a young age and that they continue to learn about environmental issues throughout their educational journey. Particularly in secondary education, sustainability is covered, and sustainable development has become part of the curriculum in biology, physics, natural geography, and social sciences.

Sweden

In Sweden, there is a strong emphasis on cooperation and partnerships between educational institutions, government bodies, NGOs, and private organizations to promote environmental sustainability education and initiatives. The Swedish Council for Environmental Education is a national coordinating body responsible for environmental education and awareness-raising initiatives. The Council collaborates with government agencies, educational institutions, and non-governmental organizations to develop and implement educational strategies for environmental sustainability. Sweden has a history of setting ambitious environmental goals, often translating into educational initiatives. In this context, it aims to create a more environmentally sensitive and engaged citizenry by aligning educational efforts with national environmental goals. Many Swedish schools and universities actively promote sustainable practices within their institutions.



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