FORMAT			
1. Name of resource	**GreenComp European Sustainability Competence Framework**		
2. Location	https://publications.jrc.ec.europa.eu/repository/handle/JRC128040		
3. Alternative location			
4. Author[s]	Bianchi, G., Pisiotis, U. and Cabrera Giraldez, M.		
5. Publisher/producer/host	European Union		
6. Year	2022		
7. Suggested citation	Bianchi, G., Pisiotis, U. and Cabrera Giraldez, M., GreenComp The European sustainability competence framework. Publications Office of the European Union, Luxembourg, available at https://publications.jrc.ec.europa.eu/repository/handle/JRC128040		
8. Languages in which available	English, Estonian, Romanian, Hungarian, Italian, Lithuanian, Polish, Czech, German, Bulgarian, Spanish, Portuguese, Maltese, Slovenian, Greek, French, Slovakian, Danish, Finnish, Latvian, Swedish, Dutch, Irish Gaelic		
9. Geographic area resource relates to	Europe with global relevance		
10. Does the resource relate to a specific time frame?			
11. Type	Report		
	Toolkit/Framework/Roadmap	Yes	
	Sign-post to other resource (database)		
	Case studies		
	Other		
12. Part of an initiative?			
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	No		
14. Explicit links to museums/libraries/archives	Yes		
15. Types of institutions relevant to	Museums	X	
	Archives	X	
	Libraries	X	
	Other	X	
16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language,	X	

	arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion	The resource can be applied to collections-based institutions, in terms of staff training, and also for use in educational and awareness programmes linked to sustainability and sustainable development.	

HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT

18. Collections-related activities the resource relates to (mark all that apply)

Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways	
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'	
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	
Make decisions around collections that contribute to sustainable development more effectively	
i.　　employment (recruiting, staff training, staff safety)	X
ii.　　energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii.　　waste management and reduction of waste	
iv.　　transport (forms of transport, energy use)	
v.　　commercial activities including copyright and IP	

vi. governance and management		
vii. security, disaster preparedness and risk reduction		
Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships		
19. Does the resource relate clearly to any international conventions (mark all that apply)?		
Culture conventions:		
1952, 71 Protection of Copyright and Neighbouring Rights		
1954 Protection of Cultural Property in the Event of Armed Conflict		
1970 Fighting Against the Illicit Trafficking of Cultural Property		
1972 Protection of the World Cultural and Natural Heritage		
2001 Protection of the Underwater Cultural Heritage		
2003 Safeguarding of the Intangible Cultural Heritage		
2005 Protection and Promotion of the Diversity of Cultural Expressions		
Rio Conventions:		
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	X	
AIMS AND CONTENT		
20. What issues does the resource aim to address?	"**To protect the health of our planet and our public health, it is crucial to integrate sustainability into our education and training systems. Education and training enable learners to develop competences and acquire the knowledge, skills and attitudes needed to truly value our planet and take action to protect it. This will help achieve the transition to a fairer, greener economy and society. To this end, and among other priorities, the European Commission has made learning for environmental sustainability a priority for the upcoming years.** **Following successful initiatives to foster competence-based education for lifelong learning in the past years, the Commission has developed this European Sustainability Competence Framework, GreenComp, as announced in the European Green Deal. The Member States of the European Union have already begun incorporating sustainability concepts into academic and vocational curricula.** **Building on this work, GreenComp can support all educators and learners in embedding environmen tal sustainability topics into all educational systems and curricula in Member States.**	

	Our aim is to provide a shared competence frame work on sustainability at European level as a com mon basis to guide both educators and learners. Building a common understanding on sustainability can act as a catalyst for action. GreenComp draws on the advice and consensus of numerous experts and stakeholders. The Commission encourages Member States to use it as a reference when rolling out educational initiatives on sustainability." (p.1)
21. Intended audience of resource	[Teachers and other educators in any learning context]
22. Process of development	"This work began with a literature review and drew on several consultations with experts and stakeholders working in the field of sustainability education and lifelong learning. The results presented in this report form a framework for learning for environmental sustainability that can be applied in any learning context.
23. Organisation/structure/c ontents	Foreword 1 Executive summary 2 Acknowledgements 4 1. Introduction 6 1.1 Aims 7 1.2 Methodology 7 1.3 Limitations 9 1.4 Structure of the report 10 2. Defining sustainability 11 2.1 A working definition of sustainability 11 2.2 Sustainability competences 12 2.3 Teaching and learning sustainability competences 12 3. The European sustainability competence framework 14 3.1 Visualisation 16 4. Competence areas and competences 17 4.1 Embodying sustainability values17 4.1.1 Valuing sustainability 17 4.1.2 Supporting fairness 18 4.1.3 Promoting nature 18 4.2 Embracing complexity in sustainability 19 4.2.1 Systems thinking 20 4.2.2 Critical thinking 20 4.2.3 Problem framing 21 4.3 Envisioning sustainable futures 23 4.3.1 Futures literacy 23 4.3.2 Adaptability 24 4.3.3 Exploratory thinking 24 4.4 Acting for sustainability 25 4.4.1 Political agency 26

	4.4.2 Collective action 27 4.4.3 Individual initiative 27 5. Ways forward 29 Glossary 31 References 34 Appendix 1. – Use cases 37 Appendix 2. – Knowledge, skills and attitudes (KSA) statements 40
FRAMEWORKS	
24. Framework structure	"GreenComp comprises four interrelated competence areas: 'embodying sustainability values', 'embracing complexity in sustainability', 'envisioning sustainable futures' and 'acting for sustainability'. Each area comprises three competences that are interlinked and equally important. GreenComp is designed to be a non-prescriptive reference for learning schemes fostering sustainability as a competence."
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	Yes
31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes

33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource can help address a number of SDG targets including 4.4 (skills for work), 4.7 (Education for Sustainable Development), 12.8 (education for sustainable lifestyles), 13.1 (climate adaptation) and 13.3 (climate education and institutional capacity).
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship Increase in number of young people and adults in such programmes Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs. Programs and processes in place to ensure the availability of a skilled workforce.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.

SDG 12 Ensure sustainable consumption and production patterns 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature	*12.8.1 Extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment* Extent to which global citizenship education and education for sustainable development (including climate change education) are mainstreamed in formal, informal and non-formal education programmes and activities drawing on and related to collections.
SDG 13. Take urgent action to combat climate change and its impacts 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries	Plans in place for near and longer term to withstand and actively adapt to climate-related hazards and natural disasters.
SDG 13. Take urgent action to combat climate change and its impacts 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning	Plans in place to enhance positive contributions to addressing climate change through use of collections. Plans in place to ensure collections, collections institutions and broader society can adapt effectively to climate change. Plans in place for effective education and awareness raising on climate change mitigation, adaptation, impact reduction and early warning. Plans in place to reduce negative contributions of collections-related functions, e.g. measuring greenhouse emissions with plans and targets in place to reduce them.

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