

## **European Social Partners in Education Promoting Environmental Sustainability in School Learning, Teaching and Management**

2<sup>nd</sup> Peer Learning Seminar

20 October 2022, Warsaw, Poland

Venue: 2<sup>nd</sup> SLO with International Branches

Agenda:

**Welcome:** Anna Sobala-Zbroszczyk, School Head, 2<sup>nd</sup> SLO with International Branches

School Tour

**Opening Remarks:** Daniel Wisniewski, General Secretary EFEE

Susan Flocken, European Director ETUCE

**Presentations on the EFEE/ETUCE Project:** “European Social Partners in Education Promoting Environmental Sustainability in School Learning, Teaching and Management”:

Samira Buhner, EFEE Policy Officer

Ekaterina Efimenko, ETUCE Coordinator: Working Conditions, Human Rights, Equality and Environment

**Keynote Speeches on Education for Sustainability – Food for Thought on Best Practice at International and EU Level**

Andreas Schleicher, Director, OECD Directorate for Education and Skills

Susanne Szkola, Joint Research Centre (JRC), European Commission

Sebastian Gojdz, EU Policies/Desk officier for Poland, European Commission

**Social Dialogue – fostering environmental education in schools:**

Sergiusz Kieruzel, Director of the Department of Education and Communication (DEK) of the Ministry of Climate and Environment, Poland

Artur Gorecki, Director of the Department of General Education and Core Curriculum (DKOPP) of the Ministry of Education and Science of Poland

Tomasz Gryczan, International Relations Coordinator at National Education Section of NSZZ “Solidarnosc”

**Roundtable: Learning, Teaching, Management and the Green Transition – The Significance of Different Stakeholders in Education (Teacher Voice; School Leaders; Education Employer; Student)**

**Open Discussion among EFEE and ETUCE Representatives**

**Closing Remarks:** Susan Flocken ETUCE; Daniel Wisniewski EFEE

## **Presentations**

### **P1**

#### **WELCOME**

Anna Sobala-Zbroszczyk, School Head 2<sup>nd</sup> SLO with International Branches

Anna invited all on a tour of the school. In welcoming the delegates, she gave a brief introduction about the school:

The school is established in an old office building. Over the past thirty years it has been refurbished to satisfy the needs of students and teachers. Delegates while touring the school premises had an opportunity to meet with both teachers and students. Both were very welcoming and spoke enthusiastically about their school. Questions were answered in a pleasant and courteous manner; it was very evident that this is a happy school environment with teachers proud of their teaching and students proud of their learning. The school is an independent school, founded in 1989. The students, the majority of whom are Polish are prepared for the International Baccalaureate examination.

In 1989, Communist Rule ended in Poland. Lech Walesa (Nobel peace Laureate, 1983) in the first democratic elections (1990) in Poland was elected President - a position he held until 1995. This change in political direction allowed independent schools such as 2<sup>nd</sup> SLO to prosper.

A policy priority for the school's mission is the safeguarding the wellbeing of both teachers and students. That this is so, became apparent in the presentations of teachers and students in the course of the day's Peer Learning Activity.

### **P2**

#### **Opening Remarks**

**Daniel Wisniewski** (General Secretary of EFEE)

As General Secretary of EFEE, Daniel thanked the Headteacher Anna for facilitating the Peer Learning Activity in Warsaw and, also welcomed the participants.

The Education sector is going through tremendous change. This is due to changes in: the digital field; environmental policies; the skills and ways of living; and society. Schools are being challenged to be "agents of change" in making the economy green. Our ways of being, working and living impact on the environment. Schools are charged with looking at infrastructure to be better prepared for environmental challenges and, the skills, that is, ways of living that promote that focus on sustainability.

This Peer Learning Activity is very different from that of Kinsale Community School, Ireland (held on May 6<sup>th</sup> 2022). For Poland, having joined the EU in 2004, the EU agenda is now emerging. Many Polish students are accessing Western education now through the ERASMUS programme. Topics such as immigration (especially regarding the integration of Ukrainian refugees), the economic crisis and the COVID-19 pandemic are very relevant for Poland. This Peer Learning Activity will afford the opportunity to have an overview of the

Polish education system as well as the opportunities and challenges being experienced in promoting Education for Environmental Sustainability.

**Susan Flocken** (Director of ETUCE)

It is important that these Peer Learning Activities promote both EFEE and ETUCE as social partners working jointly to combat the effects of climate change through Education for Environmental Sustainability.

Here, today, we are aware that Poland is very dependent on the coal industry, hence the importance of education to promote more sustainable lifestyles and habits. Also, in the present context, the participants are mindful that Poland is hosting the majority of the Ukrainian refugees. Also, this is a time of high inflation, affecting the cost of living which brings with it certain difficulties. Therefore, it can be difficult to address a topic like Climate Change since it doesn't seem to be a priority.

Young people, our students are challenging us to change and change now. Therefore, as social partners we have to be cognisant of the voice of our students and reflect on what contribution we can make as social partners in organising school life and Education for Environmental Sustainability to address Climate Change.

**P3**

### **Presentation on behalf of ETUCE**

**Ekaterina Efimemko** (ETUCE Coordinator: Working Conditions, Human Rights, Equality and Environment)

At international level UNESCO and United Nations (UN) have already highlighted that education is crucial in addressing Climate Change, through the development of skills, increased awareness and, the introduction of sustainability in our daily lives. In particular, the UN through its adoption of the 2030 Agenda for Sustainable Development with 17 Sustainable Development Goals provides a blueprint for tackling Climate Change.

EFEE and ETUCE have already started addressing this topic in the Social Dialogue of 2020. Both organisations are committed as social partners to improve the knowledge of our members by organising Peer Learning Activities – the first of which was held in Kinsale Community School, Ireland (May 6<sup>th</sup> 2022) and the second, today in 2SLO, Warsaw (October 20<sup>th</sup> 2022). This is important as Education for Environmental Sustainability is rarely on the agenda for social dialogue.

Two Developments are significant:

- 1) The development of a European sustainability competence framework is one of the policy actions set out in the European Green Deal as a catalyst to promote learning on Environmental Sustainability in the European Union. GreenComp identifies a set of sustainability competences to feed into education programmes to help learners develop knowledge, skills and attitudes that promote ways to think, plan and act with empathy, responsibility, and care for our planet and for public health
- 2) In June 2022, the European Council adopted a recommendation for member states to stimulate and support policies and programmes about learning for the green transition and sustainable development

The next work programme will focus on preparing students to become responsible citizens.

#### **P4**

##### **Presentation on behalf of EFEE**

**Samira Buhner** (EFEE Policy Officer)

The environment and its sustainability is seriously under threat. Therefore, it is high time that this topic is put on the agenda and highlight its importance. There is a need for more awareness on the challenges to the environment which are transnational. Everything starts with education, so as social partners in education (EFEE and ETUCE), there is a need to reflect and consider how to impact on the challenges presented. This Peer Learning Activity today in Warsaw will seek to ask questions on: What can the social partners do? To answer the questions, consideration needs to be accorded to: 1) How the social partners contribute to a solution; 2) the place of pedagogy in the process; and 3) the importance of teacher training.

#### **P5**

##### **Presentation on behalf of The Education for Climate Coalition**

**Susanne Szkola** (Joint Research Centre (JRC), European Commission)

Environmental Sustainability and Climate Change is a common challenge that cannot be faced individually. Countering this challenge requires cooperation and unity from everyone across the EU that is interested in education and sustainability.

The Education for Climate Coalition brings together the European education community who through participation supports the necessary changes for a climate-neutral society. The aim is to inspire and learn together. In the participatory community, there are different groups with diverse views, which allows for young people and adults to promote tangible initiatives that seek to bridge fragmentation between countries, education sectors, domains and people while empowering them at the same time.

*“To make a difference’ – this is what the #EducationForClimate Coalition is all about. To make a difference in your school, in your neighbourhood, in the very region you live and to contribute actively to the green transition our societies go through.”*

*Commissioner Mariya Gabriel*

As an essential part of the European Green Deal, the Education for Climate Coalition is part of the European Union’s comprehensive approach to Education for Environmental Sustainability.

As a community of practice, it enriches both the Council recommendation on environmental sustainability and the competence framework on sustainability with its participatory approach for taking action on education for climate challenges on the ground.

This can become a reality through Community Advisory Boards inspiring and working together on the Green Competences.

## **Discussion:**

**Heikki Holopainen** (Finnish Education Employers) asks: Is The Education for Climate Coalition only for individuals or is it also for organisations?

**Susanne Szkola** responds that, although involvement is based on individual registration, there are also fields indicated specifically for organisations and institutions.

**Fergal McCarthy** (Association of Community and Comprehensive Schools in Ireland (ACCS)) comments: There is a palpable frustration and desperation evident in many students in our schools who are desperately seeking action from adults. There is a certain cynicism around politicians as students ask of them to promote sustainability and include it on their agenda. However, our students are left with a feeling that there is no appetite for change. They are looking to schools to bring them comfort and change. Is there, then, a reflective dimension to the platform of The Education for Climate Coalition, where schools, teachers and societies can benchmark their practices against what is necessary?

**Susanne Szkola** explains that the platform is presently sourcing on the ground for people to participate, suggest, propose, etc. Many teachers and students join and participate in discussion on the platform, which is, at the moment, ongoing.

## **P6**

### **The European Bauhaus**

**Sebastian Gojdz** (EU Policies/Desk Officer for Poland, European Commission; Coordinator of the New European Bauhaus) (Online Presentation)

The speaker spoke of his experience as coordinator of the New European Bauhaus which is an initiative of the European Commission President Ursula von der Leyen to anchor the European Green Deal and climate protection in our built environment and to promote and support attractive, sustainable and inclusive living spaces. He asserted that the concept of Environmental Sustainability is much wider than the educational field even though much of the narrative is used in educational processes. The following questions were posed: How can education be more energy efficient; How can more Green mobility be used?; and How can species be replicated so that there is more diversity?

He concluded on the need to focus more on nature, rediscover it and, reconnect with it. It is important to cultivate ownership of the history of place. It is the responsibility for the Polish authorities to encourage citizens to: appreciate public spaces, be aware of aesthetic emotion; and give consideration to inclusiveness. Emphasis has to be placed on the affordability factor, so that the measures necessary and needed for Environmental Sustainability are attainable by all groups in society. There has to be concerted effort to invite societal groups that tend to be excluded to be part of the discussion. For example, it is essential that social housing is affordable.

## **Discussion:**

**Scilla van Cujlenborg** (MBO Raad, The Netherlands (EFEE)) spoke of the importance of involving students in this process, as they have really good ideas. Sebastian in reply stated

that in the New European Bauhaus initiative, there is ample opportunities for such student involvement.

**Dorota Obidniak** (Polish Teachers Association (ETUCE)) relates this presentation to what is happening recently in the Polish region of Silesia. On November 2021, a seminar was organised in which the views of Silesians with regard to the coal mining sector were shared. Here, it was demonstrated quite clearly that the Silesians do not foresee a disaster in Poland even if they keep using coal. This is evidence that education in schools only on Environmental Sustainability is too little and not enough. Due to the prevalence of this opinion, Dorota informs the participants present that her organisation is giving serious consideration to setting up a platform for lifelong learning on this topic of Environmental Sustainability.

**P7**

### **Social Dialogue at Fostering Environmental Education in Schools**

**Jakub Gontarek** (Ministry of Climate Change)

The Ministry for Climate Change acts as a supporting partner to the Ministry for Education and focuses on developing educational content. Jakub stresses the need for cooperation among the social partners and the development of programs that are complementary to one another. Green skills and Education for Environmental Sustainability have not really been defined. Therefore, it is difficult to move forward in a unified way. Now, the discussion about the Green skills required is beginning. Therefore, as this continues to progress, the ability to teach these skills in schools will further develop. This presents a challenge but also, a big opportunity. Therefore, there is need for more structured discussion between the social partners.

**Malgorzata Szybalska** (Ministry of Education and Science (DKOPP))

X detailed how the core Polish education curriculum evolved over the years. The term used in Poland is “Ecological Education” to include education on environment and sustainability. Each time the curriculum is revised, new ecological content is added. For example, in a recent revision of the technical curriculum, new content was added to deal with the topic of transportation. This constant updating of curricular content exemplifies how the Polish Ministry of Education and Science organises education on climate change.

There is an opportunity in each subject area for curricular content on climate and sustainability to be included. However, the amount of such content will vary as it is dependent on each particular subject. For many years now, the Polish education system adopted a cross-curricular approach. There is always pressure on the Ministry to add new subjects to the curriculum. However, it is important to restrain such ambitions as students have a limited time and capacity. In the school year 2020 – 2021, the Ministry of Education and Science initiated a new requirement for Polish schools. Each class would have a lead teacher and both class and teacher would meet for one hour per week to discuss and impart knowledge pertaining to Environmental Sustainability. Each year, The Ministry identifies key directions for schools to undertake. In 2020 – 2021, one such direction was to enhance the level of Education for Environmental Sustainability.

The Ministry has published a Framework Document to support schools in deciding what curricular content is to be taught to the different school classes. Teachers have the freedom to devise their own curricular content which they then submit to the school principal. Teachers are given quite a lot of autonomy with regard to curricular content and teaching methodologies. However, their work must always be consistent with the principles of the core curriculum.

## **P8**

### **Social Dialogue at fostering environmental education in schools**

**Tomasz Gryczan** (International Relations Coordinator at National Education Section of NSZZ “Solidarnosc”, Poland)

Tomasz posed the question: Why should the education trade unions and employers act on environmental sustainability at all? It is not that obvious, especially, when one considers that at this present time, our communities are facing one crisis after another. However, it is necessary to understand that being concerned about this topic does not mean that other issues are being left behind. It is necessary to multitask.

There are three main reasons for teacher trade union organisations to support and engage in the Education for Sustainability:

1. **Historical Causes:** The Polish people have social dialogue in their DNA. In the 1980s, Solidarity Trade Union was a broad anti-authoritarian social movement, using methods of civil resistance to advance the cause of workers’ rights and social change. The successful strikers formed the Gdansk Agreement on August 31, 1980 as an authentic social contract with the Government. This would not have happened without the involvement of millions of Poles who dared to resist the injustice prevailing and established “Solidarity”. Polish teacher trade union organisations have always played a key role in the advancement of social change
2. **Legal Issues: Solidarity Trade Union By-Laws:** the aim of trade union is to defend the dignity, rights and interests of employees. In particular, this is to be achieved through:

Activities in the spirit of social dialogue aimed at harmonising the interests of the employer with the interests of the employees

Protection and promotion of culture and broadly understood education

Taking actions to protect the natural environment

3. **Energy Crisis:** The minimum classroom temperature for teachers and students (during teaching and learning) is set at 18 degrees Celsius. If it is cooler in the classroom, the teacher is expected to suspend full-time classes. However, if the temperature outside drops to -15 degrees Celsius and below, the school principal has the option to close the school and cancel the lessons. This is stated in the Ministry notice on health and safety grounds in public and private schools and, institutions. However, due to the present energy crisis, one wonders will schools be in a position to pay heating bills this Winter. There is a concern because if heating is not available, schools may have

to go back to online education or worst case scenario, schools may be forced to close. The discussions that are going on about these matters (environment and sustainability) do not involve teacher union organisations; they are not invited to the table. Teachers have a vital interest here, their voice needs to be heard. Decisions should not be taken without teacher participation and involvement.

It is important that the impact of introducing Education for Environmental Sustainability to the classrooms of our schools and institutions, on the working conditions of teachers is considered.

The social partners have a key role in ensuring that not only education about sustainable environmental development is integrated into all levels and aspects of education systems, but also, that it is accompanied by sustainable and adequate technical, financial and staff resources.

### **Discussion:**

**Heikki Holopainen** (Finnish Education Employers EFEE)) poses a question to Malgorzata Szybalska (Ministry of Education and Science): Do you have some targets for funding needed to train for these skills. In Finland, the EU funds for Recovery are used for this purpose?

In response, the Ministry representative stated that there are European funds available for the creation of teaching materials. There is an educational platform – almost all the materials on that platform are financed by European funds. This funding is available at central and regional levels to support schools in Education for Environmental Sustainability projects.

## **P 9**

### **Training in Environmental Sustainability Education for Teachers and School Leaders in Poland**

**Elzbieta Leszczynska** (Independent Expert at Adam Mickiewicz University)

At the present time, people are confronted with certain tensions and challenges: financial economy versus real economy; the wealthy versus the poor; and governance versus the perceived voicelessness of the poor. The big picture is about educating the whole person for an interconnected world. The school institution in Poland strives to shape children and adolescents in the spirit of respect for others. Education for Environmental Sustainability must ensure that the aspect of making sustainability available to everyone is prioritised. Taking an example from the core curriculum: all aspects of sustainability have to be taken into consideration. The school should teach about respectfulness and, motivate all to protect nature and, to develop a keen interest in ecology.

This is a priority for the curricular programme for all Polish schools (formerly adopted last year (2021)). With regard to continuing professional development (CPD), the system is quite complicated. However, even though, the teaching standards are good, teachers do need CPD to further develop the skills and competences necessary for imparting Education for Environmental Sustainability.

How are teachers supported? They are supported through the 86 training centres of the Ministry of Education who in turn cooperate with the 297 regional training centres. What form does this support take? The support to teachers is made available in many different ways: training projects; school based in-service; online courses; opportunities for career path development; and conferences that are organised by Third Level institutions.

There is a recognition that current views on learning needs remodelling. For this to happen, a certain kind of teacher is needed, the open-minded teacher who is willing to reflect on his/her practices and understand the broader societal context. The specific context of what is happening at the moment in society needs to be taken into account. If the attitude towards environmental sustainability needs changing, time and resources will need to be invested in education.

## **P 10**

**Wojciech Bialek** (Board of Education in Kielce)

It is important to frame the concept of sustainable development in a manner that is tangible. In education knowledge, skills, values and attitudes come together in preparing students for life after school. Teaching should occur through making students sensitive to the beauty all around. While students bear some responsibility for their own learning, teachers need to lead them and provide the necessary support. For example, lecturing is not effective as a teaching methodology. Alternative teaching methodologies can be more effective, such as: green schools initiatives; workshops; research projects; science picnics; etc. Outdoor classes should be key. This teaching methodology was demonstrated through a display of “charming sites”.

### **Discussion:**

**Lauri Kurvonen** (Finland Education Trade Union (ETUCE)) agrees that beauty, creativity and the arts are fundamental teaching instruments.

**Scilla van Cujlenborg** (MBO Raad, Netherlands (ETUCE)) poses the question: How well are teachers participating and what are their specific needs?

**Elzbieta Leszczynska** replies that teachers use teaching resources that are already prepared but they are free to submit project work that is based on their own professional ideas. A lot depends on much teachers get involved. The objective is for teachers to be creative and not be afraid to do extra work.

**Mieczyslaw Blonski** (President of Polish Education Union (PUE)) referred to the fact that the number of students and educational institutions has increased dramatically in the last century. The Teaching and Education Excellence Centre was set up in early 2022.

## **P 11**

**Roundtable Presentations: Learning, teaching, management and the green transition – The significance of different stakeholders in education.**

**Dorota Obidniak** (Polish Teachers’ Union (ZNP) (ETUCE))

The Polish teacher trade union (ZNP) has 270,000 members – the trade union was founded in 1905. The ZNP is a member of ETUCE. In a recent survey, 85% of Polish students asserted that Educational Environmental Sustainability should be added to the school curriculum. But, that is supposedly, happening right now. There are many faults in the existing curriculum; it can be seen that Education for Environmental Sustainability is not really being delivered.

In a recent Roundtable discussion on climate change generated the following findings: 1) A holistic view of the issue is necessary; 2) Importance to recognise the need for developing teachers competences; 3) Keep an open mind – raising awareness that the situation is not “black and white” ; and 4) Be prepared to change behaviours to embrace what works.

**Julia Lukasiak** (French and Art teacher at 2<sup>nd</sup> SLO with International Branches)

This teacher presented on how students at 2<sup>nd</sup> SLO with International Branches learn about environmental sustainability through visual arts. Two approaches are taken:

1. Take for example an interdisciplinary project with the Geography teacher: “Hiking artistically in the mountains”. Students travel out into the countryside to experience nature and see for themselves the landscapes they have seen in paintings. In this way, students can compare how the landscape has changed from when it was painted to the present time. This affords students the opportunity to get emotionally involved in the project from an environmental perspective.
2. Lead a student project by posing the question: What does the environment mean to you? In this way, the students explore a variety of topics, such as: nature; beauty; the world around us; etc.

Also, there is an opportunity to teach about the properties of artistic materials and raise their awareness on impact to environment. Then, there is the realisation that other materials taken directly from nature can be used instead of the synthetic ones.

Ultimately, the artwork and experience of the students at 2<sup>nd</sup> SLO with International Branches is shared with the school community – this involves all and is quite successful at raising environmental awareness.

**Misza Tomaszewski** (School Leader and Philosophy teacher at 2<sup>nd</sup> SLO with International Branches)

This presentation posed the question: How to not mind the minds? This served as a reminder that sustainability is not restricted solely to care of the environment. Sustainability is interconnected with education, ecology, psychology, etc. Taking care of the mind and of oneself is equally as important.

In 2018 PISA scores [PISA - PISA \(oecd.org\)](https://www.oecd.org/pisa/), Polish students outperformed many of their peers in other countries. However, Polish students in terms of satisfaction with their lives scored below the OECD average. That this so, caused the school community to reflect and examine the situation. Through listening to the student voice, the following feedback was ascertained.

What the assets of our school?

Relationships with staff are less formal

The majority of the students feel safe

There are opportunities for students to speak openly

What are the liabilities of our school?

Students get too little sleep

Students experience too much stress

There is a lot of academic competition and comparison

So, having received this feedback – what is there to be done? A concerted effort was made to put arrangements in place to combat the negative experiences of students. Therefore, the following were organised: group activities, such as walks/hikes; two days of workshops around the topic of wellbeing; parents' workshops; and support with individual student work.

**Student Voice:** three students at 2<sup>nd</sup> SLO with International Branches school – Amelia Rybicka-Fijol, Ola Slowik and Wiktorja Engelbrecht

The students shared their experiences from involvement in sustainability education:

- Increased knowledge and awareness among the student cohort
- Change was noted in student attitude and appreciation of the necessity to promote sustainability
- Students organised various activities: water dispensing; waste recycling; bikes to school; and reversible packaging

## **Discussion**

**Daniel Wisniewski**, General Secretary of EFEE, posed the question: How does cooperation among the different stakeholders in education enhance the promotion of Education for Environmental Sustainability?

**Dorota Obidniak** (Polish Teachers' Union (ZNP) (ETUCE)) highlights the lack of systemic support. There are not enough places where good practices can be shown and shared. With a good network of support, good practices can be identified and shared. Speaking from her own experience, she asserts that if some topic is not contained in the core curriculum, it does not exist. However, even if a topic is in the core curriculum, it does not necessarily mean that it is taught satisfactorily. The programmes mentioned by **Misza Tomaszewski** in his presentation, such as, managing stress and taking care of mental health, are really necessary.

**Daniel Wisniewski** stresses the importance of promoting and enhancing the culture of innovation and continuous learning in schools (learning communities). Teachers and students are each points of reference. Many of the initiatives presented today were relatively new. The stakeholders that matter in educational management should come together and resolve things. He cited Belgium as a good example of where this precisely happens.

**John MacGabhann** (Teachers Union of Ireland (TUI) (ETUCE)) spoke about the relevance of discussing the price of climate change and the need for world-wide awareness of environmental sustainability. The approach should not be one of mere conceptualisation of environmental sustainability but also, its interdependence and interconnection with other factors. In this context, is it not more relevant what the school does rather than the government? In a school context, where does social dialogue reside? Social dialogue takes place at national level. Parents, teachers and students need to feel empowered. There is a challenge for teacher unions to allow genuine discussion at school level.

**Fergal McCarthy** (Association of Community and Comprehensive Schools in Ireland (ACCS) (EFEE)) agrees with John. He believes that teachers need to be rewarded for their involvement in Education for Environmental Sustainability. There is a need for employers and unions to achieve together and reach a higher level of cooperation. This is the way forward and, not constantly disagreeing.

**Daniel Wisniewski** emphasises the need for employers and unions to discuss to see what is achievable in the countries involved in these Peer Learning Activities at their respective national levels, so that teachers can be more involved.

**Alexandra Corea** (Romanian Federatia Sindicatelor Libere Invatamant (ETUCE)) encourages all at national level to work together. In this way, both employers and unions become known to each other which in turn facilitates good outcomes. In Romania, social dialogue is non-existent. It is very difficult to achieve anything if teachers and principals do not cooperate and work together. The approach is now changing, the different parties are beginning to stop considering each other as enemies. There is more involvement with each other in various activities. There is hope that this will bring worthwhile outcomes.

**Tibor Feher** (Hungarian Pedagogusok Demokratikus Szakszervezete (ETUCE)) It should not be assumed that participants here come from the same political climates. It is important for each participating country to understand each other's contexts. The process of sharing good practice, such as now, is a good thing. In this way, the international can help the national. In Hungary, there is a great desire to achieve a high level of participation and cooperation between the employers and unions. Social dialog is not happening – therefore we need help, we learn from sharing of best practice on how to manage the various stakeholders. The political context of Post Fascism has to be discussed as well.

**Tomasz Gryczan** asserts that what is needed is a degree of professionalism. Solidarnosc have some excellent resources that can be put to good use and, at national level can be a meaningful partner. So, it is incumbent on employers to take unions into account in a cooperative and participative manner. This builds mutual trust and this framework can only achieve positive outcomes. The presentations, exchanges and interactions seen here at this Peer Learning Activity is the only way to go.

**Daniel Wisniewski** poses a second question: How does work at national level impact on the classroom? What does your experience with national deliberations tell you? What is the link between that and the schools?

**Rini Romme EFEE (Yuverta Green School)** proposes that there has to be space for schools to be independent. Disseminated leadership should be the practice. That is, the authorities at

national level should empower school leaders who in turn should empower teacher – leaders in the classroom.

**Heikki Holopainen** believes that schools are already far ahead of what employers do for sustainability. There should, however, be a concerted effort to get our members close to other organisations from different sectors to deliberate on this topic. The outcomes from such discussions may affect curricular development.

**Lauri Kurvonen** It is important that Non - Governmental Organisations (NGOs) are involved in the process as they have a key contribution to make. It is important that while interrogating the issue of Education for Environmental Sustainability that there is movement at different levels.

**Susan Flocken** closed this second Peer Learning Activity. She thanked all who presented and remarked that the discussions proved to be most fruitful.