



The Education For Climate Coalition

Annual Report 2024

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2025



raise awareness • bridge education with science • train teachers
develop green skills and competences • change behaviours

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Contents

Abstract	3
1 Introduction	4
1.1 Seizing change - catalysing change - co-owning change	4
1.2 The community at a glance	5
1.3 Lessons Learnt and Looking Forward	6
2 Community Context	8
2.1 The community in engagement numbers.....	8
2.2 The Community Platform.....	10
2.3 The community in engagement substance.....	12
2.4 2024 Community Actions Priority Roadmap.....	16
3 Community Actions Priority Roadmap.....	18
3.1 Priority 1: “Teacher Training”	18
3.1.1 The Call for inspiring green education actions.....	18
3.1.2 Curating Community-sourced Climate Education Topics	20
3.1.3 Job Board and Mentoring Scheme.....	21
3.1.4 November The Coalition in Bulgaria.....	22
3.2 Priority 2: “Green Competences”	24
3.2.1 The GreenComp Community.....	24
3.2.2 May The Coalition at the EU Open Days.....	29
3.3 Priority 3: “Youth”	29
3.3.1 The Youth Group.....	29
3.3.2 The Youth Climate Lab on AI and Climate Change.....	30
3.3.3 April The Coalition at the Opening of the European Youth Week.....	31
3.4 Priority 4: “Greening Schools”	32
3.4.1 EducationForClimate TALKS	33
3.4.2 The Coalition, the European Climate Pact and the New European Bauhaus	34
3.4.3 February The Coalition at the ELNE Week.....	35
3.4.4 October The Coalition at the EPALE Community Conference 2024.....	36
3.5 Priority 5: “Climate Resilience”	37

3.5.1	April EducationForClimate Policy and Practice Forum	37
3.5.2	November The Coalition at the G20.....	39
3.5.3	November The Education For Climate Day 2024	40
4	Conclusion: Lessons Learnt and Outlook.....	45
4.1	Lessons Learnt.....	45
4.1.1	Communities as way of reaching and engaging the public to act together	46
4.1.2	A Community Action Retro- and Prospective.....	48
4.2	Outlook	51
4.2.1	2025 Priorities.....	52
	References	55
	List of abbreviations and definitions.....	58
	List of boxes.....	60
	List of figures.....	62
	List of tables.....	63

Abstract

The Education for Climate Coalition is a flagship initiative of the European Education Area and the Green Deal hosted by the European Commission. As a community of practice, it enriches both the Council recommendation on learning for the green transition and sustainable development and the European sustainability competence framework (GreenComp) for acting on education for climate challenges on the ground.

It mobilises the education and training community to work towards achieving a climate-neutral and sustainable Union. It seeks to do so by upscaling, supporting and promoting co-created actions around 5 co-innovation areas: training teachers, bridging education with science, developing green skills and competences, raising awareness, and changing behaviours.

With the capacity-building phase of the Education for Climate Coalition concluding in 2024, the action focus was on (1) maintaining and engaging a purpose-driven community, (2) providing a robust, user-friendly community platform interlinking people and knowledge, and (3) connecting internal and external stakeholders via interactive events and outreach efforts; all under the auspices of handing over the Coalition to DG EAC and its Executive Agency at the end of the year.

This report presents a synthesis of that work for community accountability.

1 Introduction

1.1 Seizing change - catalysing change - co-owning change

In face of the climate crisis, this *triptych of change* was the EducationForClimate's action stipulation since 2023 (European Commission 2024d).

"Climate change is affecting the planet in many ways: extreme heat and changing rainfall patterns are reshaping the physical environment and are also impacting people's food and water security, energy supply, financial stability and health. [...] Europe is the world's fastest-warming continent, which poses significant climate risks to the well-being of citizens across Europe, as shown earlier this year in the EU's first climate risk assessment. These findings underscore the urgent need to improve societal preparedness and enhance resilience to climate change." (European Environmental Agency 2024b)

In its 2024 communication on managing climate risks, the European Commission homed in on how it will "support the Member States in their efforts to ensure that national curricula and training programmes, including those for public administrators, are future-ready, and will continue to support administrative cooperation among and within the Member States. Based on further discussions, the Commission will develop climate and disaster risk assessments tools to help the Member States and the private sector, including SMEs." (COM/2024/91).

Amongst those tools to support Member States, the Commission is to leverage the education and training initiatives and policies developed under the European Education Area, for instance with the Education for Climate Coalition [also highlighted in the Council Recommendation on Learning for Sustainability (OJ C, C/2022/243/01)], and the competence framework on sustainability (GreenComp), released in 2022, to provide a basis to foster competences needed to address climate change (European Commission 2022a).

Embracing the recommendation on the participation of citizens and civil society organisations in public policy-making (OJ L, 2023/2836), the localisation of Sustainable Development Goals and community action remains a challenging endeavour (European Commission 2020, 2024a).

In this context, the overarching, co-designed 2024 community priority of climate resilience and how to prepare for the future suited the EducationForClimate Coalition well to seize local change, catalyse European change, and co-own meaningful change in this regard.

As the Education and training monitor 2024 outlines in its comparative report:

"[I]earning for sustainability is about the holistic and interdisciplinary learning experiences that enable students to embody sustainability values, vision, and mindset. Sustainability competences enable learners to understand and critically analyse complex economic, environmental, and social systems, while empowering them to take individual and collective action towards the green transition. Young people subscribe to sustainability values, with 83.6% believing in the importance of making changes to one's personal life to become more environmentally friendly. A foundational knowledge of sustainability is present too, though ranging widely across EU countries (from the highest level in Denmark to the lowest in Bulgaria). However, the fact that only few young people act for sustainability in daily life (29.8%) may point at a lack of support and encouragement to link knowledge to action." (European Commission 2024c)

By promoting hands-on learning and empowering communities to take concrete actions, the Coalition aspires to empower students, teachers, and stakeholders to engage in community challenges and co-innovation labs, such as creating new teaching materials and citizen science projects. These activities focus on raising awareness, developing green skills, bridging education and science, training teachers, and changing behaviours as the Coalition's priorities.

The inclusive approach aims to overcome fragmentation across countries, education sectors, and domains. By transforming awareness into action and championing lifelong learning, the Coalition plays a crucial role in driving systemic change (Burkett and McNeill 2024, Dörfler und Heinzel 2022).

1.2 The community at a glance

After 2 successful years of building up the Coalition (European Commission 2022c, 2023), the European Commission's Joint Research Centre (DG JRC) and the Directorate-General for Education, Youth, Sport and Culture (DG EAC) partnered for two additional years with the purpose of consolidating the Coalition. During 2023 and 2024, the JRC continued to provide the conceptual expertise and full capacity to manage and run the Education for Climate Coalition paired with increased facilitation capabilities by DG EAC (European Commission 2024d). With a view to handing over the Coalition to DG EAC at the end of 2024, the year was framed by capacity-building and transfer efforts for a sustainable community equipped with fitting community knowledge and practice artefacts and relations.

At the end of 2024, the Education for Climate Coalition Community welcomes more than 9000 members, out of which approximately 3000 are climate educators, practitioners, and students and 2000 European and international climate education stakeholders. The community welcomes, amongst others, 800 members from administration (from local to national levels) and 475 EU science-for-policy officers.

Since 2021, the community has been a major driver for climate education ideas and actions with over 8000 contributions and more than 5500 Community Bulletin recipients.

More than 400 events have been hosted by members with more than 7000 people who enrolled to events at least once on the platform, which is a high rate in comparison to a standard global online join rate of 30-40%.

With over 9000 likes and more than 3000 members who filled their profile, activities were hosted in 95 challenge and country groups where more than 6000 members were part of such a group.

Knowledge and practice stemming from those community interactions is curated in more than 130 pages with an extensive searchable taxonomy.

[\[on the platform\]](#)

Box 1. At a glance: Coalition work packages and their main purpose

Work package 1: Community management

The community's social backbone serves to keep an engaging, purpose-driven community.

- Del. 1: Managing community groups, structures, and processes, including capacity-building for 2024 transition
- Del. 2: Continuous community and knowledge mapping/interlinkage

- Del. 3: Participatory challenge support
- Del. 4: Managing country groups and coordinating with their within-community coordinators

Work package 2: Collaborative online platform

The community's technical backbone serves to offer an attractive, performing community platform to interlink people and knowledge.

- Del. 5: Manage platform upgrades and technical issues
- Del. 6: Organise onboarding sessions and content gardening
- Del. 7: Continuous improvement of platform design and user experiences

Work package 3: Overall coordination, outreach, events

The community's interactive events serve to facilitate the links between internal and external stakeholders to offer a green education collaboration hub.

- Del. 8: Implementation and of continuous communication and outreach strategy. including visual production and execution
- Del. 9: Organisation of events (two online annual flagship events: Policy & Practice Forum in Q2 and Education for Climate Day in Q4)
- Del. 10: Coordination and connection with relevant initiatives on the European as well as on the global level
- Del. 11: Political stakeholder engagement and quality assessment
- Del. 12: Handover

1.3 Lessons Learnt and Looking Forward

The EducationForClimate Coalition has demonstrated the transformative power of community-driven action in addressing the climate crisis. Since its inception in late 2020, the Coalition has successfully engaged diverse stakeholders through experimentation, co-creation, and participatory climate education actions. Reflecting on its journey, several key lessons have emerged that are developed further in the conclusions of this report:

- Trust and experimentation: Embracing an iterative, experimental approach has been central to the Coalition's success. The early focus on focus groups, prototype design workshops, and community mapping allowed the platform to evolve based on real-world feedback, resulting in a member-centric and dynamic collaborative space, ready to listen, understand, implement, and collectively evaluate.
- Community engagement: Actively engaging stakeholders across various domains amplified the Coalition's reach and impact. By hosting over 400 events and engaging 9,000+ members, the Coalition built a strong, interconnected network of educators, learners, and policymakers. Multi-competence teams and close policy-practice links are essential to stay subject-relevant and credible.
- Knowledge synthesis: Structured approaches to knowledge management, including live Q&A sessions, video tutorials, and accessible documentation, have ensured the continuity and sustainability of community efforts while promoting challenge-based innovation labs.

- Action-Oriented frameworks: Aligning initiatives with community priorities, such as teacher training and youth engagement, has fostered a sense of ownership and relevance among members, driving collective action. Community implementation and impact assessments are key.
- Purpose-driven communication: Transparent and proactive communication strategies to community members in digital and physical spaces ‘where they already are’, including updates via bulletins and celebratory events, have maintained momentum and trust within the community. Multi-perspective action dialogues and targeted community core groups for concrete stakeholder engagement are key.

Looking ahead, these lessons serve as a foundation for future initiatives, emphasizing the importance of flexibility, inclusivity, and sustained engagement in fostering impactful climate action through education.

The community is much more than a platform – it is a social learning group(s) coming together in real life, across the EU and beyond, across time zones. Today more than ever, localising good practices and sharing them across boundaries is necessary to build up community-rooted climate resilience.

Box 2. At a glance: Selected 2024 milestones across annual quarters

- Q1: Handover modalities
- Q2: 3rd Education for Climate Policy and Practice Forum
- Q3: 3rd Call for Innovative Green Education Projects
- Q4: 4th Education for Climate Day

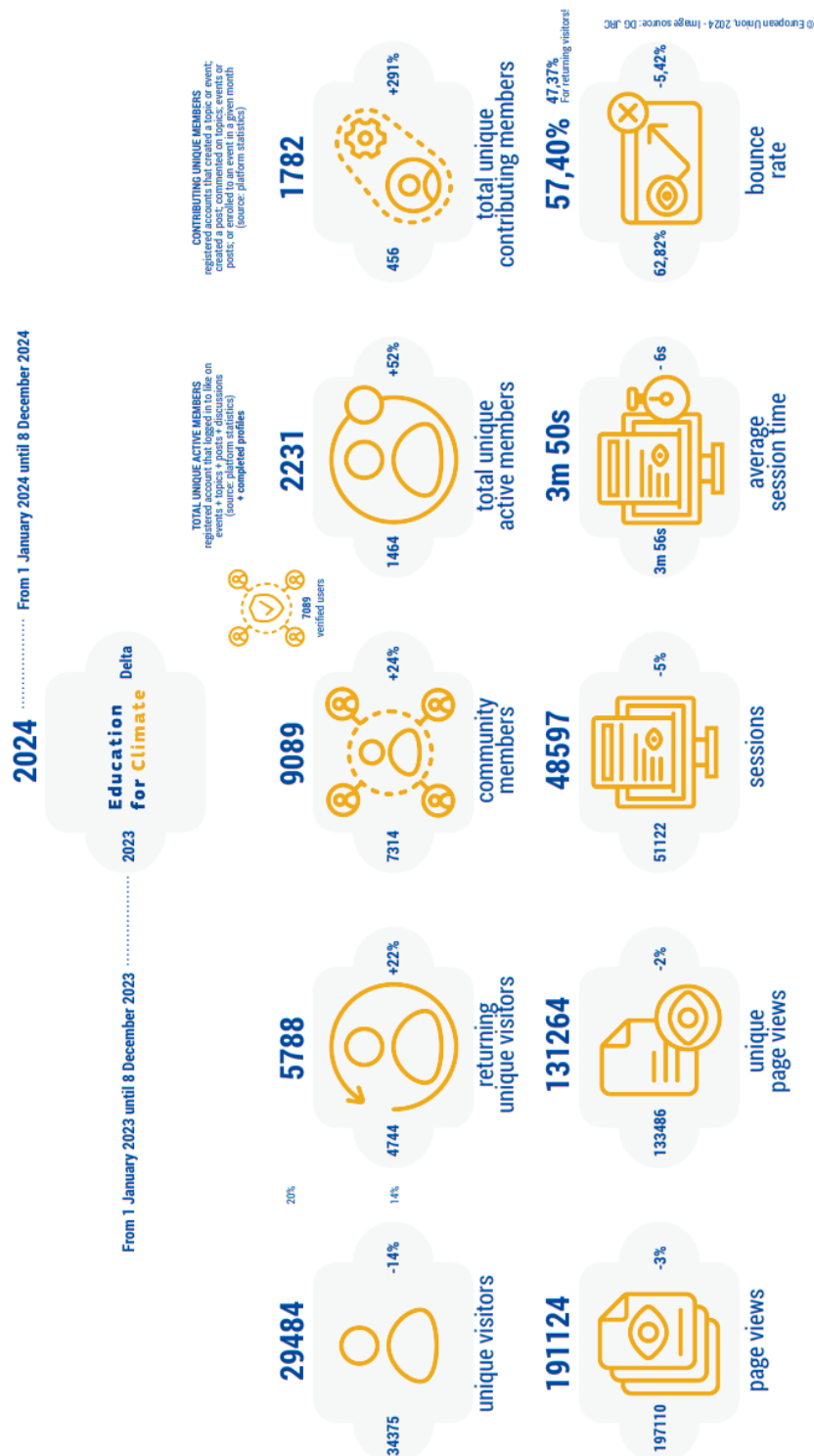
The following report lays out in detail how the Coalition proceeded doing so in 2024, comparing it to 2023 data.

2 Community Context

This section outlines key digital engagement numbers and dives into the thematic dynamics making the community a worthwhile place for co-creation on climate education.

2.1 The community in engagement numbers

Figure 1: Main Community Platform Indicators



(source: authors)

Note: Definitions of indicators and their respective data sources

Transactional members: broadest reach of the community, may only connect to access specific community elements to consume. Measured by the following:

- Unique visitors: unique webpage visit by a community member. Every visitor is counted once, even if they visit the website many times during the day (source: webanalytics)
- Page views: the total amount of how many Coalition pages were viewed (source: webanalytics)
- Sessions: a session is started once a webpage visitor opens the webpage and can include multiple page views (source: webanalytics)
- Average session time: how long a visitor stayed on a webpage – length indicates engagement with content (source: webanalytics)
- Bounce rate: the percentage of sessions during which visitors viewed only that page and didn't continue to another page view = $\{ \text{Bounces} / \text{Entries} \} * 100\%$ (source: webanalytics)

Peripheral members: newcomers to the community who engage on a limited, interest-based basis. Measured by the following:

- Returning unique visitors: recurring unique webpage visits by a community member across time (source: webanalytics)
- Unique page views: the amount of how many Coalition pages were viewed by unique community members (source: webanalytics)

Community members: registered accounts on platform (source: platform statistics). This displays all created member accounts on the platform. There are 3 categories of member accounts on the platform: (1) once one signs up, one is by default *an authenticated user*, e.g. being able to see community content, like it, enrol to events, and enrich one's community profile for better networking; (2) after a welcoming community onboarding, those users can become *verified users*, e.g. members who enjoy full creation rights for events and topics on the platform; (3) if there are violations of the [community etiquette](#), members will be blocked.

Participating members: participate actively in community life by commenting, liking, voting – the more active ones contribute to community deliverables by sharing and creating content. Measured by the following:

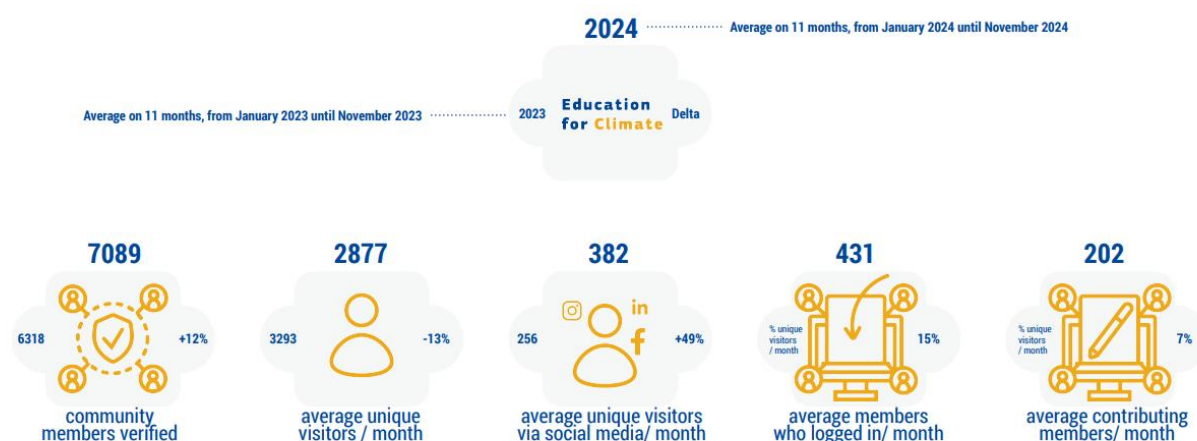
- Total unique active members: registered account that logged in to like on events + topics + posts + discussions (source: platform statistics)
- Contributing unique members: registered accounts that created a topic or event; created a post; commented on topics; events or posts; or enrolled to an event in a given month (source: platform statistics).

N.B.: Because of the closure of the Coalition's work programme at the end of 2024, the statistical data retrieved from JRC side was closed on 8th December. Since previous 2023 data covers the annual progress until 31.12.2023, the comparative base has been adapted. This means that the numbers used for relative comparison between 2023 and 2024 run each from the beginning of the year until 8th December 2023 and 8th December 2024 respectively.

These indicators highlight that the Coalition has established a robust foundation for a thriving community:

- The EducationForClimate community has expanded by 24%, with a growth of 52% of members actively contributing. Notably, verified members have seen an astounding 291% increase in engagement.
- The number of unique visitors was successfully stabilised at approximately 30000. This represents a modest decrease but considering the significant amount of spam the Coalition encountered last year, this decrease still represents a growing qualitative community. Notably, page views have remained consistent without any spam bots or users intervening.
- 20% of the Coalition's unique visitors are regulars with a remarkable 22% growth.
- The bounce rate for returning visitors has decreased, now hovering below 50%.

Figure 2: Additional Community Platform Indicators



(source: authors)

Additionally, the Coalition has witnessed a substantial surge in active engagement:

- On average, 15% of Coalition members logged in monthly, with a total of 7% actively contributing.
- The GreenComp community, comprising 3,5% of Coalition members, has emerged as a significant contributor, accounting for over 14% of the community's contributions. This is in line with higher unique GreenComp page views accounting for 12% of it.
- Furthermore, 81% of GreenComp members are actively participating. This surpasses the overall 25% of verified Coalition members who are contributing.

So while the Coalition has experienced a slight decline in visitors, the community has made substantial progress qualitatively. Continued efforts are essential to maintain and enhance the community's growth.

2.2 The Community Platform

Box 3. At a glance: The Coalition's collaborative online platform

- Del. 5: Manage platform upgrades and technical issues
- Del. 6: Organise onboarding sessions and content gardening
- Del. 7: Continuous improvement of platform design and user experience

The community's technical backbone serves to offer an attractive, performing community platform to interlink people, practice and knowledge.

Community platform management doesn't happen in isolation: IT development is deeply integrated with social community management. This synergy, reflected in work packages 1 and 3, ensures member feedback is central to the design of platform functionalities and activities (Errandonea 2023).

With over 9000 members, the platform acts as the crucial link between quantitative digital visitor numbers and qualitative substance in community membership and engagement.

Its capabilities to manage rich profiles, assign tailored user permissions, and offer a wide range of engagement mechanics make it a powerful tool for fostering and sustaining a growing public-facing community. These features include group subscriptions, event enrolment and management, topic postings, comments, and ideation flows. Moreover, the platform supports content scheduling, moderation, comprehensive taxonomies and dashboards, media embedding, gamification, courses with certifications, webforms, in-depth search functionality, spam protection, and KPI monitoring.

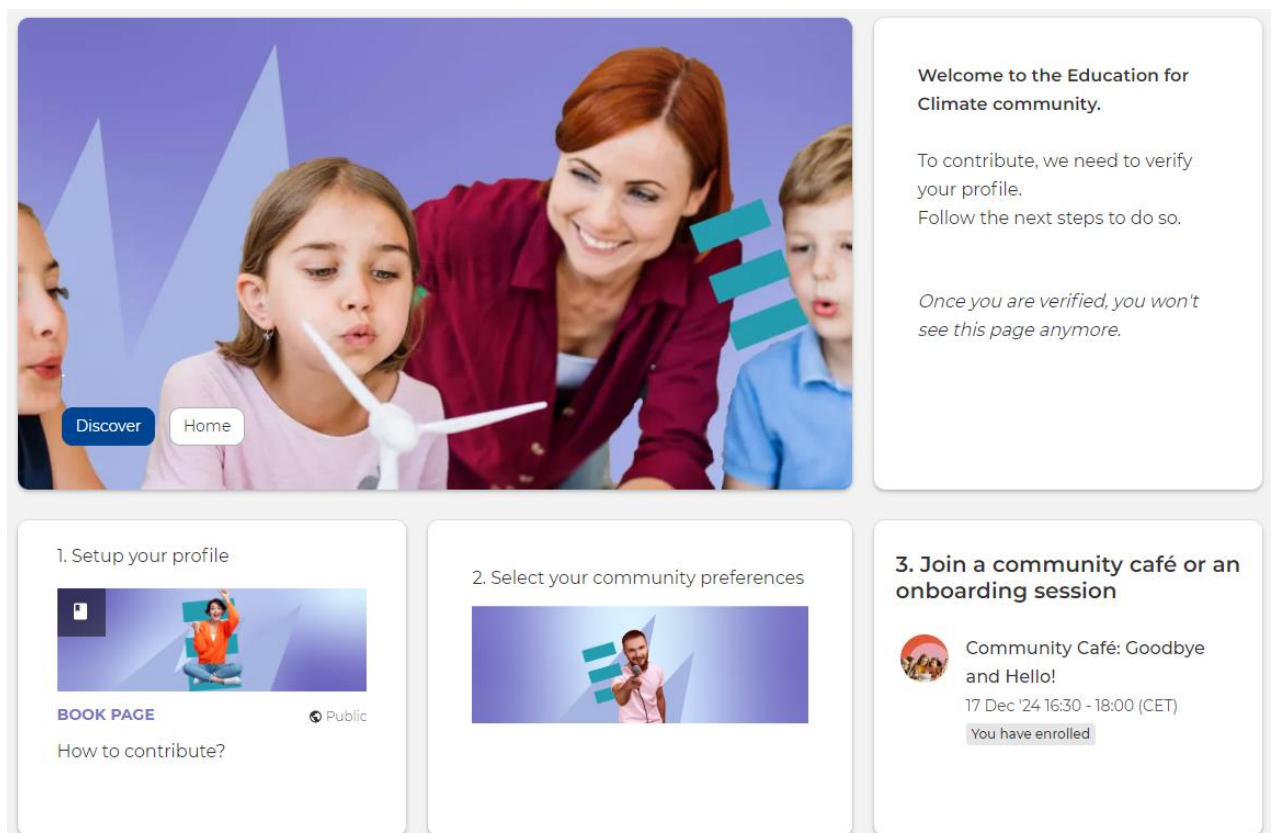
This robust ecosystem ensures the platform not only serves as a functional hub for activities but also enhances the sense of connectedness and collaboration among community members, turning numerical growth into meaningful engagement and actionable outcomes.

Accordingly, sustaining and developing the EducationForClimate's collaborative online platform is split into two work streams from pure IT perspective: (1) IT developments and (2) user experience improvements:

(1) Monthly (2023: quarterly) meetings with DG DIGIT and OpenSocial counterparts ensure a constant gardening of IT infrastructures and processes, including new developments, bug tracing and fix discussions, security aspects in line with EC guidelines.

(2) This is combined with bi-weekly onboarding and support sessions for community members to find their way around on the platform. These meetings are also used to gather members' feedback to improve user experience (how-to content creation and platform design simplification).

Figure 3: Community member welcome and onboarding on the Coalition platform



(source: authors)

TABLE 1: PLATFORM ACTION ILLUSTRATIONS 2024

Main issue overcome: drupal upgrades	Main achievement: quality improvements
<p>Compared to 2023 when in the beginning of the year drupal sites across the EC were targeted by spammers creating EU Login accounts to host and re-link to illegal files, 2024 was a calm year.</p> <p>Main issues overcome were the Drupal 10 upgrade and the platform's security plan rollout.</p>	<p>Technical actions: successful deployments of OpenSocial releases in production; 35 tickets resolved (cf. 2023: >100 tickets, showcasing the platform's stability and maturity).</p> <p>User experience actions: several taxonomy adaptations, additional dashboards and group (re-)designs.</p> <p>Capacity building re-design: generalising work flows, onboardings and neutralising platform challenge timelines/ action triggers for 2025 transition.</p>
<p>On the roadmap:</p> <ul style="list-style-type: none"> — Document-centric collaboration (Collabora) to enhance topic co-editing — Online meetings and conferencing integration (BigBlueButton) to replace webex needs 	
<p>On the community wishlist for simplified interaction</p> <ul style="list-style-type: none"> — App access (35% of community members reach the platform via mobile devices – an app makes access much quicker, more responsive, allows for better notifications, and simplifies EU Login) — Multi-community framework (hosting multiple communities on one instance, making profiles 'portable' in user experience for interrelated communities) 	

(source: authors)

2.3 The community in engagement substance

The quantitative key performance indicators and the technological backbone of the platform are only one side of the Coalition's community story. The other side is comprised of all activities and outcomes – **the community's social backbone** - serving to keep an engaged, purpose-driven community.

Similar to 2023, the EducationForClimate community welcomed 120 events in 2024. Out of those, 56 were community-led, and 64 were facilitated by the Secretariat.

Whereas the community-led events span the whole range of sustainability education actions possibly to be advertised on the platform, the Secretariat's events fell into the following categories:

Community onboarding and feedback – creating a welcoming environment making community members at ease to connect and interact, for example:

- 11 community cafes, bringing together the Coalition member's expertise to network and bridge (with guests like [UNESCO](#), [ICLEI](#), [European Climate Pact](#), JRC interdisciplinary scientists in [SciArt](#) and [water quality](#)), Q1-4
- 4 community group visits to Brussels/ Ispra for concrete climate education challenges, Q2-3
- Bi-weekly community platform member onboarding sessions, Q1-4
- Monthly informal Country Coordinator Get-Togethers, also with their Climate Pact counterparts, Q3

Community co-creation – creating opportunities for the community to collaborate and exchange on climate education policy and practice, for example:

- 10 GreenComp community cafes with use case examples and discussions, Q1-4
- 8 Youth Climate Lab meetings and co-working sessions with experts, Q1-4
- 3 EU Green Education Agora meetings to network EC initiatives ahead of major events, including 11 DGs
- Participatory climate education stand at the EP Youth Week Opening, Q2
- Participatory climate education stand at the EU Open Day, Q2

“These is more than a café, it is a meet-and-build place to be! Thanks for hosting. “

Community member

“How to raise awareness?’, ‘How to make the EducationForClimate Coalition more visible in Germany?’. We got the idea to use conferences that we planned to attend as university and where we wanted to do something for the Coalition. What we did in July this year is to co-host the International Council for Small and Medium Sized Businesses World Congress in Berlin. For that, we asked ourselves what a good format could be to bring in the Coalition and we concluded to run an innovation design challenge. An innovation design challenge is a format that we do at our university. It is a setting to bring together open minded and innovative students for generating innovation ideas. To make this undertaking even broader at the Congress, we invited two ambassadors of the European Climate Pact in Germany to carry it out. We thought about entrepreneurship for a better future and talked with 40 international students about how new business can be implemented that bring in sustainable futures. As part of the world congress’ programme, it was really successful with a lot of ideas having been generated at the end of the day. Another conference is the Green.MINTNet conference in cooperation with the German-Bulgarian meeting place Plovdiv, the Technical University in Sofia, the German-Bulgarian Chamber of Industry and Commerce and North Rhine Westphalia’s joint initiative ‘future through innovation’. The conference zooms into educational programmes in the field of STEM because many skilled workers are needed in those fields. It highlights possible connections with environmental education to enrich these programmes in the sense of education for sustainable development, e.g., how can we raise the interest of young people for STEM education and sustainable development goals to help our industries to find new skilled workers?.”

Community member

In this context, a [new and simplified engagement flow was designed and visualised](#) in order to make community members' contributions easy and valuable.

Figure 4: How to contribute to the Coalition



(source: authors)

It highlights the main elements of community actions, centring on the [Challenge Hub](#) where community members can ask for feedback, support, and collective improvement around their initiatives, get inspiration how to address their green education problems, discuss green education questions they are sitting with, and find collaborators and mentors to make their green education idea more impactful. Ideas, challenges, or questions are then taken up in the community's cafés where sharing and brainstorming happens live around those and leads to substantial networking between interested parties to work further on those aspects in dedicated challenge working groups (European Commission 2025).

"Thank you so much for facilitating these collaborative spaces. I'm happy to report that the blog posts on your platform have also been helpful in spreading the word about our project. In fact, we've already been contacted by someone interested in collaborating with us on an Erasmus+ project."

Community member

Next to this engagement, community members can connect in country groups that underpin the Coalition's transnational approach. Thematically, the Coalition further offers three main challenges, e.g. community working groups: the GreenComp community as focused community challenge on developing and improving the competences needed to learn and live sustainably, the Youth Group to channel youth activities, and the Climate Education Topics group offering crowd-sourced news and materials on the subject(s).

To enlarge audience reach and accessibility, the Coalition offers the monthly Community Bulletin – its widely read summary newsletter – together with its monthly Community Action Mail – its single call-to-action communication for interested community members; as well as bi-weekly Community TALKS in video and audio formats offering varied climate education expertise and practice next to a community support group dealing with members' platform experience and how-tos for its functionalities.

Figure 5: Community Bulletin Editions



(source: authors)

Box 4. At a glance: Community events in 2024 (compared to 2023)

- Number of events: 120 (=) with 56 (65) led by community/ 64 (55) led by Secretariat
- Total enrolments: around 5500 (around 3300)
- [Bulletin recipients](#): around 5500 (around 5000)
- Coverage: mainly EU-27 and additional EEA countries, plus community guests from around the world

2.4 2024 Community Actions Priority Roadmap

While 2024 has seen attention being dedicated to capacity-building for a future Coalition, engagement centred on [the community-built action roadmap towards a more sustainable, educated, and resilient future](#) under the following interconnected priorities as outlined in **the Coalition's 2023 report** (European Commission 2024d).

Figure 6: The EducationForClimate Coalition's Community Appeal



(source: authors)

The following sections lay out the actions taken and their resulting achievements regarding those priorities. All these actions span competences and activities across the agreed three work packages.

Box 5. At a glance: Selected Coalition highlights for 2024

Contributing to 2024 priority 1 “Teacher Training”

The Coalition's quest is to curate good practice examples via our annual call for inspiring green education initiatives as well as providing community-sourced resources on the platform.

- 2024 Call for Inspiring Green Education Actions
- Curating Community-sourced Climate Education Topics
- Job Board and Mentoring Scheme

Contributing to 2024 priority 2 “Green Competences”

The Coalition's quest is to enhance and sustain the GreenComp community - the Coalition's space to help learners build competences for a sustainable future.

- Learning Scenarios for Green Competences
- Assessment Tools for Green Competences
- Digital Version of GreenComp Framework
- Sustainability Conversations: the GreenComp game

Contributing to 2024 priority 3 “Youth”

The Coalition's quest is to nurture its Youth Group which offers a convening and co-working space for young community members who want to engage with their peers on climate education and related activities.

- The Youth Group
- The Youth Climate Lab on AI and Climate Change

Contributing to 2024 priority 4 “Greening Schools”

The Coalition's quest is to deepen actionable understandings of this via a compendium of TALKS in video and audio format, highlighting community members' efforts and expertise.

- EducationForClimate TALKS
- Climate Pact Photo Competition
- Climate Pact Group Activity for Schools and Communities

Contributing to 2024 priority 5 “Climate Resilience”

- The Coalition's quest is to drive climate education action between educators, learners, stakeholders, scientists, policymakers, and anybody interested alike and across all learning levels and fields of experience.
- Policy & Practice Forum in Q2 as flagship event offering exchange- and action-driving community meeting spaces between education policy and practice stakeholders to delve into concrete co-design dialogues around climate education challenges.
- EducationForClimate Day 2024 in Q4 as main co-designed community gathering and flagship event

3 Community Actions Priority Roadmap

3.1 Priority 1: “Teacher Training”

Box 6. Contributing to 2024 priority 1: “Teacher Training”

The Coalition's quest is to curate good practice examples via our annual call for inspiring green education initiatives as well as providing community-sourced resources on the platform.

- 2024 Call for Inspiring Green Education Actions
- Curating Community-sourced Climate Education Topics
- Job Board and Mentoring Scheme
- The Coalition in Bulgaria

3.1.1 The Call for inspiring green education actions

The call connects both annual flagship events - the Policy Forum in Q2 and the Day in Q4 - by harvesting and valorising community practices on the annual theme. In 2024, this theme was “Climate Resilience: Preparing for the Future”.

Asking about which innovative green education projects have been implemented by community members in their learning environments, the Call replies to the urgent need of well-curated good practices in climate education since to transform the latter, educators and learners must learn from each other's work.

Figure 7: Call for Inspiring Green Education Actions



(source: authors)

In 2024, it welcomed submissions across all formal and informal education levels from students, educators, and stakeholders alike - whether small, big, local, or international, public, or private and participation opportunity was enlarged to anyone based in and across any European Education Area Country (previously: EU-27) with an action that has started, is ongoing or was recently completed within the five last years with concrete implementation actions having happened.

Compared to 2023, when [the call led to a compendium of 69 high-quality green learning actions and stories](#), the 2024 call was received with even greater enthusiasm across the community at large.

[From 95 high-quality submissions, innovative projects were awarded in the following 3 pre-defined submission themes](#). Those were then showcased at the EducationForClimate Day 2024 where awardees could meet and greet in Brussels around their hybrid sessions hosted in the DG RTD studio.

[\[on the platform\]](#)

Box 7. At a glance: Call for Inspiring Green Education Actions 2024

EducationForClimate Innovation Area: all covered (raise awareness, train teachers, develop green skills and competences, bridge education with science, change behaviours)

Outcome:

- [compendium](#) of 95 high-quality good practices in green education in three thematic areas (cf. 37 submissions in 2022 in one area, 69 submissions in three areas in 2023)
- Nine awardees with excellent projects featured during the EducationForClimate Day

Box 8. At a glance: Awardees in the stream 'Capacity-Building for Learning Communities within the Twin Transition'

LOCAL LEARNING COMMUNITIES

Enhancing the knowledge, skills, and attitudes in (g)local communities and stakeholders to navigate and work together for the dual challenge of digital and green transitions, across disciplines and (b)orders.

This stream focuses on (learning) communities and civic education:

Specifically, how can long-term learning communities be established and supported, and what role do policy interventions and local, face-to-face collaborations play in this process?

Additionally, how can education policies be transitioned into actions and educational initiatives be kept personal yet replicable?

- [CHANGE Environment: Cultivating a greener more welcoming future!](#)
- [Discover AURORA: Transforming Energy with Citizen Power](#)
- [Shift - inclusive community program for young climate action](#)

Box 9. At a glance: Awardees in the stream 'Learning Scenarios for Green Competences'

GREENCOMP LEARNING SCENARIOS

Implementing learning scenarios that embrace the development of green competences in manifold ways.

This stream focuses on educators/ learners approaches to shape their green competences:

Specifically, what are effective learning scenarios that can foster the development of green competences in both formal and non-formal education settings?

Additionally, how can interdisciplinary approaches be integrated to address green challenges and promote green skills across various sectors?

- [17 SDG for a better world. Time to take action.](#)
- [FoodEducators: Inspiring healthy and sustainable food choices and agrifood careers](#)
- [Climate for All](#)

Box 10. At a glance: Awardees in the stream 'Learners' Access to and Educators' Use of Science-Driven Climate Education'

SCIENCE-DRIVEN EDUCATION

Leveraging scientific knowledge to create equitable and effective climate education practices in teaching methods and learning applications.

This stream focuses on evidence-based approaches and citizen science:

Specifically, how can science and data be made meaningful for climate education, and what are good practices for supporting a systems thinking approach in both education and scientific learning practices together?

Additionally, what strategies can be employed to create scientific educational materials that are accessible and engaging for students and easy to use for educators?

- [CleanAir@School, a citizen-science project for green competences in Romania](#)
- [Supporting green action in schools and communities by inspiring and empowering teachers](#)
- [Cultivating Conditions for Change: the evolution of Climate Smart](#)

3.1.2 Curating Community-sourced Climate Education Topics

One of the continuous community challenges of the Coalition is to collectively curate relevant climate education topics, information, and resources.

From trending news, collaboration opportunities over curricula and materials to activities; from digital engagement resources over physical guidelines to (a)synchronous tasks and interesting climate education information ahead, this challenge aspires to bring together the wealth of the Coalition's collective knowledge and experience to build an ongoing overview.

The challenge is open to topic contribution in English to make it accessible to all, while the presented resources in there can be in any EU language.

[\[on the platform\]](#)

Box 11. At a glance: Curating Community-sourced Climate Education Topics

EducationForClimate Innovation Area: train teachers

Outcome:

- In 2024, over 60 resources have been added, spanning broad climate education learning approaches and sectors.

Figure 8: Exemplary Community Challenge Call



(source: authors)

3.1.3 Job Board and Mentoring Scheme

The Green Education Mentoring and Job Board has been developed following repeated [requests by community members](#). The board, only accessible to registered and logged in community members, offers the community the opportunity to connect with like-minded climate education enthusiasts to post and seek job (shadowing), traineeship, mentoring, funding & collaboration offers.

It is based on the rich platform taxonomy every member can apply to their own community profile in order to search and be found in the [platform search available to community members](#) (profiles, events, content, groups).

[\[on the platform\]](#)

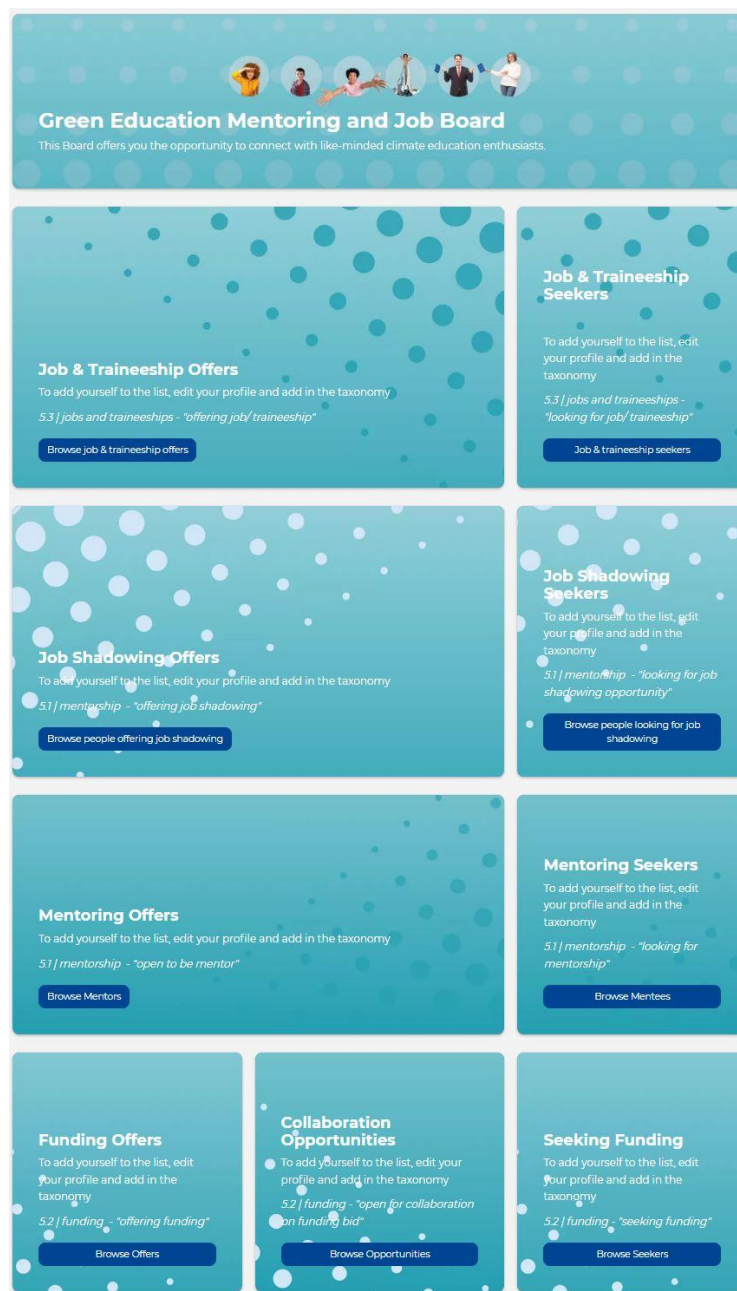
Box 12. At a glance: Green Education Mentoring and Job Board

EducationForClimate Innovation Area:: raise awareness, train teachers

Outcome:

- 180 Mentors and 90 mentoring seekers
- 40 job shadowing offers and 90 job shadowing seekers
- 8 job and traineeship offers and 20 job and traineeship seekers
- 240 Collaboration opportunities, 20 funding offers, and 190 funding seekers

Figure 9: Green Education Job and Mentoring Board



(source: authors)

3.1.4 November | The Coalition in Bulgaria

The First National Scientific and Practical Conference "Green Education for a Sustainable Future" was held on 11-12 November 2024 in Pazardzhik, Bulgaria. Organized by the Education for Climate Coalition's Bulgaria coordinators, Grozdana Chalakova and Miglena Georgieva, the event marked a first of its kind in the country, gathering over 100 participants, including teachers, students, local and national authorities, and representatives from European educational programs.

The conference aimed to enhance climate education by introducing tools such as the GreenComp framework, drawing attention to the climate crisis, and building awareness of EU-supported initiatives

like Scientix, eTwinning, and the European Climate Pact. The event promoted green competences, civic engagement, and cross-disciplinary actions as essential steps for education transformation and the green transition.

The event was attended by prominent figures, including Emilia Lazarova, Deputy Minister of Education and Science, Yanka Takeva, Chairperson of the Bulgarian Teacher's Union, and representatives from local and regional authorities, Scientix, and eTwinning. The Mayor of Pazardzhik demonstrated active interest in sustainability and pledged to support future collaborations.

- Day 1 included formal presentations from institutional stakeholders, including an opening keynote speech by the EducationForClimate Coalition on embedding sustainability in education and training systems at the EU level. This was followed by a detailed introduction to the GreenComp framework and its implications for Bulgarian educators. Scientific workshops for teachers and students covered topics such as NASA's GLOBE program, DNA extraction using household materials, and mathematical explorations of Fibonacci numbers.
- Day 2 focused on celebrating the creative engagement of participants. Award ceremonies [recognized outstanding projects and photography from competitions held before the event](#) on the EducationForClimate platform. Students presented innovative projects showcasing their understanding of sustainability and green education, fostering peer learning.

The conference received [extensive media coverage](#), with reports featured in numerous national outlets, including [Pazardzhik District Administration](#), [Pazardzhik Municipality](#), and [Bulgarian Telegraph Agency](#) websites. Articles emphasized the event's groundbreaking role in fostering a culture of [sustainability](#) in [education](#) across Bulgaria.

[\[on the platform\]](#)

Box 13. At a glance: First National Conference on Green Education in Bulgaria 2024

- | |
|--|
| <ul style="list-style-type: none"> — EducationForClimate Innovation Area: raise awareness, develop green skills <p>Outcome:</p> <ul style="list-style-type: none"> — Gathering core group of Bulgarian sustainability/ education stakeholders, including ministries, local representatives and educators and students — Promotion of integrating green competences in education, featuring the GreenComp framework, EU climate initiatives (Scientix, eTwinning, Climate Pact), and promoting civic engagement — Capacity building via hosting competitions for teachers and students on the EducationForClimate Platform, awarding outstanding projects during the event — Press and media coverage across multiple national platforms — Significant increase in community members (+700 from Bulgaria, ~5% total growth) — EducationForClimate TALK conducted in Bulgarian with the organisers and shared on the platform, to explain the objectives and details of the event, and most importantly to reflect on the way forward. — Plans for a Bulgarian delegation to visit Brussels in 2025 for further collaboration — Challenges such as political instability, societal divisions, and fragmented implementation of European programs were discussed, highlighting the importance of coordinated efforts |
|--|

3.2 Priority 2: “Green Competences”

Box 14. Contributing to 2024 priority 2: “Green Competences”

The Coalition's quest is to enhance and sustain the GreenComp community - the Coalition's space to help learners build competences for a sustainable future.

- Learning Scenarios for Green Competences
- Assessment Tools for Green Competences
- Digital Version of GreenComp Framework
- Sustainability Conversations: the GreenComp game

3.2.1 The GreenComp Community

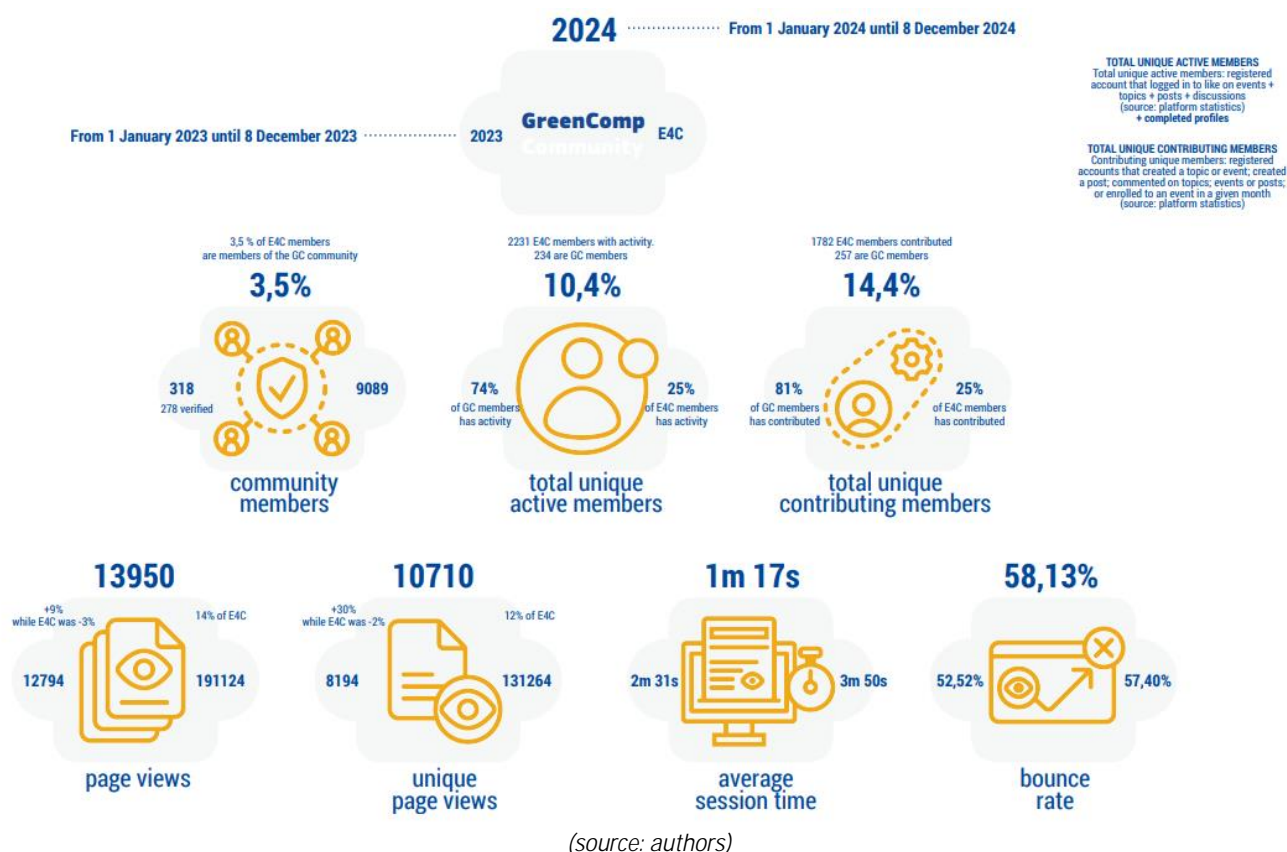
In March 2023, the GreenComp community was launched as part of the Education for Climate Coalition.

Following the Administrative Agreement between DG JRC and DG EAC on the Coalition, the two DGs signed a second Administrative Agreement in December 2022 with the purpose of supporting the take-up of the GreenComp framework (Bianchi et al. 2022) by developing, animating, and managing a community of practice called “GreenComp community”. Whereas DG EAC is in charge of the overall governance and policy communication, DG JRC integrates the subject domain community within its overall Coalition facilitation, entailing the design, implementation and community management of the GreenComp community, next to an additional scientific strand provided.

The initiative focused on three main actions during its inception:

- Positioning and promotion: Establishing the sub-community of practice within the broader Coalition to gain traction.
- Community management: Creating and maintaining engagement among members, including participation in Coalition flagship events.
- Facilitation support: Addressing the identified needs and interests of the community to start co-working on dedicated challenges.

Figure 10: GreenComp Community Indicators



“First, let me start by saying that joining the EducationForClimate Coalition was a true game changer for us. So many opportunities and partnerships arose from it. GreenComp, for example, was a turning point for how we designed non-formal learning experiences: because now, we consider those competences as the goals of our projects. So, since GreenComp came out, we asked ourselves ‘how can we support teachers?’, ‘how can we empower teachers to teach those competences and to develop those competences in children in primary school?’. Accordingly, we created the project called ‘I can change my story’ – informed by GreenComp and supported by Vitol foundation. It is an interactive storytelling project aimed at developing competences such as general and climate literacy, critical thinking, and systems thinking in children aged 6 to 11 years old. We ran this pilot in five schools in rural Romanian schools to the benefit of 15 teacher and 250 students. We had a selection of storybooks on climate-related topics which we sent to the schools. With the help of an educational advisor, we then had monthly sessions with the teachers discussing fun and engaging ways for them to incorporate those stories into their teaching. They could use those stories to teach reading, maths, science, arts and crafts – anything they would teach in primary school, they would use those storybooks for. At the end of the project 90% of teachers reported that their teaching skills improved and that there were extremely good outcomes of student evaluations and behaviour, particularly in general and climate literacy. I think this is a good example of how GreenComp can be a powerful tool for cultivating climate-conscious educators and learners alike.”

Community member

In April 2024, the GreenComp community [celebrated its first birthday](#). Since then, five significant amount of community actions and outcomes have taken place:

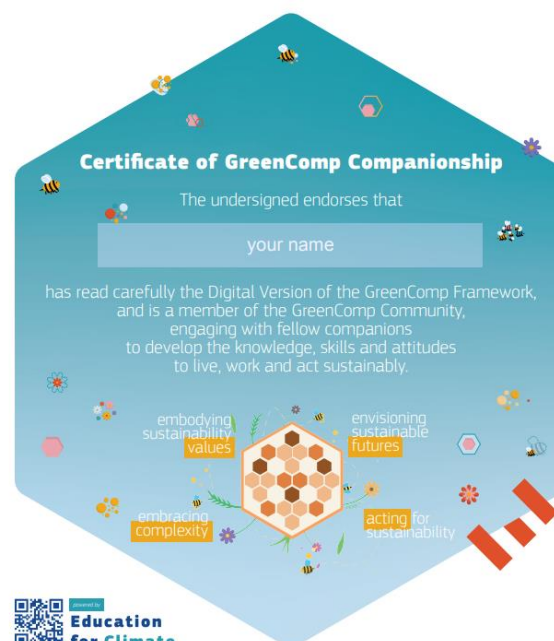
Figure 11: GreenComp annual gathering in Q2 2024



(source: authors)

1. Dedicated cafés have created a safe space for community members to engage and showcase their initiatives.

Figure 12: GreenComp Companionship



(source: authors)

2. An [interactive map](#) was co-designed and published in the GreenComp community, gathering good practices around sustainability education within the community. The selected projects were identified following the Education for Climate Coalition annual calls for innovative projects run in [2022](#), [2023](#) and [2024](#).
3. Starting from a [community idea](#), the GreenComp community hosted focused discussions on learning scenarios building on the GreenComp framework with the goal to create a resource library collecting good practices that can be re-used and adapted across Europe. Since May 2024, discussions were hosted to identify the key characteristics of a learning scenario according to the community.

Before summer, a prototype was created and tested, and a call was launched as part of the 2024 Education for Climate Coalition's annual call for innovative projects to collect good practices. In Autumn, the entries were then curated to present all learning scenarios in an homogenous format. Therefore, a [resource library](#) was created to provide an overview of gathered scenarios. Presented during the Education for Climate DAY 2024, it is possible to filter the learning scenarios according to language, countries, target, green competences and methodology.

4. A link is established between the GreenComp community and the report "[GreenComp in practice](#)" commissioned by the European Commission as the community was used as a pool to gather information and get a general overview of good practices during the first stage of the research. In this respect, a [brief survey](#) was published. Additionally, the first annual gathering of the GreenComp community hosted the authors' presentation of the initial findings and an [EducationforClimate TALK](#) was published in September 2024.

Figure 13: The GreenComp Game: Sustainability Conversations



(source: authors)

5. The GreenComp Game: Sustainability Conversations

The 'GreenComp Game - Sustainability Conversations' is designed to foster discussions and identify priorities for building a sustainable future. This playful learning resource is based on GreenComp, the European sustainability competence framework, and supports its community. It also aligns with

'Scaffold', the European Training Foundation's card game tool aiming at making European competence frameworks simple and easy to use.

The game is structured to be used within formal and informal learning settings, both as a preparatory tool for classes and as a space for learners to explore and prioritize sustainability goals, no matter their age or background. By engaging in this conversational game, participants dive into the UN's Sustainable Development Goals (SDGs), aligning them with Education for Climate goals and GreenComp competences, ultimately guiding educators and learners in their pursuit of meaningful and impactful learning activities. The game includes detailed instructions and all necessary card decks (digital and print) for playing it, making it a versatile addition to sustainability education.

At the end of the game, players are encouraged to share their newly-formed priorities and experience in Education for Climate Coalition and to join the GreenComp community. To do so, a [dedicated group](#) was created to foster collaborations and discussions among players, compare results, and brainstorm on the ways to move forward.

The game has been tested on several occasions, including during the Education for Climate Day 2023, the EU Regions and Cities Week 2023 and in dedicated Coalition and GreenComp workshops and study visits throughout 2024.

“Thank you for creating this opportunity for our youngsters! It does empower and motivate a lot! We really had a fantastic time in Brussels you and I can proudly say that it was one of the best places of our study visit.”

Community members

The [game is available to download and be played](#) via the Coalition platform to reach and engage students, educational stakeholders, policy officers and educators across Europe.

[\[on the platform\]](#)

Box 15. At a glance: The GreenComp Community

— EducationForClimate Innovation Area: develop green skills, change behaviours, bridge science with education

Outcome:

- The GreenComp community, comprising 3,5% of Coalition members, has emerged as a significant contributor, accounting for over 14% of the community's contributions. This is in line with higher unique GreenComp page views accounting for 12% of it.
- Furthermore, 81% of GreenComp members are actively participating. This surpasses the overall 25% of verified Coalition members who are contributing.
- Monthly GreenComp cafes with dedicated use case illustrations
- Interactive GreenComp use case map, adding to dedicated [podcast](#) on EU Academy
- GreenComp case study contributions to research undertaking
- Resource library of learning scenarios
- GreenComp game for learning environments

3.2.2 May | The Coalition at the EU Open Days

After 2022, [when the Coalition was present at the Green Deal Village during the EU institution's open doors for Europe Day](#), the Coalition had a stand in the 'Our Sustainable Future Village' in the Berlaymont building in Brussels.

Throughout the whole day, it was possible for anybody interested to explore Use how the European Union shapes citizens' daily life and how they can contribute to a more sustainable future.

The Coalition highlighted interlinked participation opportunities (cf. page 12) and incentivised critical conversations on sustainable development goals, the Coalitions five innovation areas, the GreenComp competences, and learning aspirations by playing the GreenComp game on site.

This was also the opportunity to meet Belgian country group members who made their way to a spontaneous community gathering on the sidelines of the stand, making the Coalition's representation grounded in local voices.

[\[on the platform\]](#)

Box 16. The Coalition at the EU Open Days 2024

EducationForClimate Innovation Area: raise awareness

Outcome:

- Over 11000 people visited the Berlaymont building on Europe Day, with a good share driving by the sustainability area
- Positive feedback on GreenComp game to motivate critical conversations and be replayed locally
- Local Belgian country group meet-up

3.3 Priority 3: "Youth"

Box 17. Contributing to 2024 priority 3: "Youth"

The Coalition's quest is to nurture its Youth Group which offers a convening and co-working space for young community members who want to engage with their peers on climate education and related activities.

- The Youth Group
- The Youth Climate Lab on AI and Climate Change

3.3.1 The Youth Group

The Youth Group is the convening and co-working space for young community members who want to engage with their peers on climate education and related activities. In that group, they can discover what their peers are up to and connect to get and offer inspiration and support around what they do, study, work on and/or are interested in as young citizen related to climate education.

The group is immediately related to the Challenge Hub to where ideas and activities across countries are taken to after discussion and design in the Youth Group.

As part of the group's activities, the Youth Climate LABs run as a peer-learning experience among young citizens (between 16 and 26 years old). In these LABs, one co-decided research question is tackled at a time with the help of domain experts and practical solutions are presented to interested stakeholders.

[\[on the platform\]](#)

3.3.2 The Youth Climate Lab on AI and Climate Change

The Youth Climate LAB is a peer-learning world café where young citizens between 16 and 26 years can engage with their peers, explore an existing climate-related issue, and propose practical solutions that can be implemented by interested stakeholders.

Each season is entirely co-designed with the young members that express their interest in participating, including the possibility to meet experts and gain an in-depth knowledge of the season's topic. At the end of each LAB, the outcome will be illustrated to interested stakeholders and shared with the community members on the page dedicated to the [Youth Climate LAB](#). The final conclusions also were released during a dedicated session during the Education for Climate Day 2023 and 2024

The first season of the LAB focused on (un)sustainable fashion. [Five behavioural recommendations](#) designed by young citizens for young citizens were presented as a conclusion of a workshop series with experts and practitioners from DGs JRC, EAC, ENV, and EISMA and their implementation cases.

Figure 14: The Youth Climate Lab 2024

💡 Get ready to embark on a transformative journey with the Education for Climate's Youth Climate Group peer learning experience!

👉 Apply now to its Youth Climate Lab on "How to Approach AI and Climate Change in Learning Communities"!

🔍 What's the Youth Climate LAB?

It's a vibrant peer-learning world café where YOU can dive deep into climate-related challenges, brainstorm innovative solutions, and present them to stakeholders who can bring your ideas to life. This season, the Youth Climate Group's Lab is zooming in on the fascinating intersection of Artificial Intelligence and climate action within educational settings.

🎓 What's happening?

As a participant, you'll:

- Engage in six enlightening sessions between February and October 2024 and present your work at the Education for Climate Day 2024.
- Collaborate with experts to master the topic and co-build practical recommendations showcasing how AI and climate change could be approached in learning communities.
- Tackle disinformation, explore AI tools, and forge knowledge into sustainability skills.

**Education
for Climate**



👉 How to Join?

You are between 16 and 26 years old and eager to invest time and passion in exploring AI's role in climate education?

➡ Then fill in this form by 27th February 2024 to express your interest: <https://europa.eu/!Fhmnjh>



(source: authors)

The second season of the LAB focused on AI and climate change in learning communities.

From February 2024, the participants of the second season of the Youth Climate LAB have met once a month to discuss, brainstorm and co-design practical solutions on how to approach AI and climate change in learning communities.

With the help of international top experts in this topic, different research angles were tackled from disinformation over education foresight to behavioural sciences. Thanks to their insights, the participants were able to work on two deliverables: (1) a list of practical recommendations that includes good examples to test, and (2) a learning scenario.

These outcomes were showcased at the EducationForClimate Day 2024 to receive enlarged community feedback and sponsorship to test and implement them.

[\[on the platform\]](#)

Box 18. At a glance: The Youth Climate Lab 2024

EducationForClimate Innovation Area: change behaviours, bridge science with education

Outcome:

- 24 selected youth participants working together with 10 interdisciplinary experts from science, policy and industry involved in AI / sustainability education
- A list of practical recommendations with good examples how to integrate AI in sustainability education
- An exemplary learning scenario how to address/ embed AI in sustainability education
- Follow-up of 2022 European Year of Youth to continue commitment on quality youth engagement, including build-up of the Coalition's Youth Group around the LAB as well as 2023 positive LAB feedback. This also feeds into the 2025 youth engagement priority of the new Commission.

3.3.3 April | The Coalition at the Opening of the European Youth Week

In April 2024, [the European Youth Week 2024 happened across the EU. And the Coalition was part of its wonderful start at the European Parliament in Brussels.](#)

Following the Coalition's engagement with DG JUST's EU Children's Participation Platform in 2023 for making children for a fairer and greener Europe a cornerstone of the platform, the Coalition was happy to be present at the opening of the European Youth Week at the European Parliament.

Figure 15: Joint stand of the Coalition and DG MARE at the European Youth Week Opening at the EP



(source: authors)

Stemming from the manifold interactions with attendees, the Coalition learnt valuable insights, directly translated into its working mechanisms and platform guidance available:

1. Valuable face-to-face interactions: Meeting in person brings an irreplaceable quality to our exchanges. It reinforces the need for more in-person opportunities, where community members can collaborate on practical climate education solutions.
 - There is related platform guidance available on how [to add an event](#).
2. Engaged and passionate participants: Our booth was a hub of activity, with many eager young people and educators discussing how they can contribute to climate education action.
 - The Secretariat felt the appetite for the [Youth Climate Lab](#) and [how to contribute to the overarching community](#).
3. Potential to get to know the community better across the EU: The success of the interactions also highlighted the potential to replicate this experience to increase engagement across Europe.
 - The Secretariat has [a communication toolkit ready](#).
4. Cross-Initiative collaboration: Connecting with other policy initiatives present proved highly interesting and invaluable to our common cause, too. These collaborations enhance our learning opportunities and broaden the scope of our impact.
 - This and previous reports outline the close relationship nurtured with other EU initiatives and community stakeholders.

[\[on the platform\]](#)

Box 19. At a glance: The Coalition at the Opening of the European Youth Week 2024

— EducationForClimate Innovation Area: raise awareness

Outcome

— More than 2000 visitors at the opening event, with most of them interested in sustainability, education and civic engagement

— Four concrete community learnings and translations into actions, as outlined on page 29

3.4 Priority 4: “Greening Schools”

Box 20. Contributing to 2024 priority 4: “Greening Schools”

The Coalition's quest is to deepen actionable understandings of this via a compendium of TALKS in video and audio format, highlighting community members' efforts and expertise.

— EducationForClimate TALKS

— Climate Pact Photo Competition

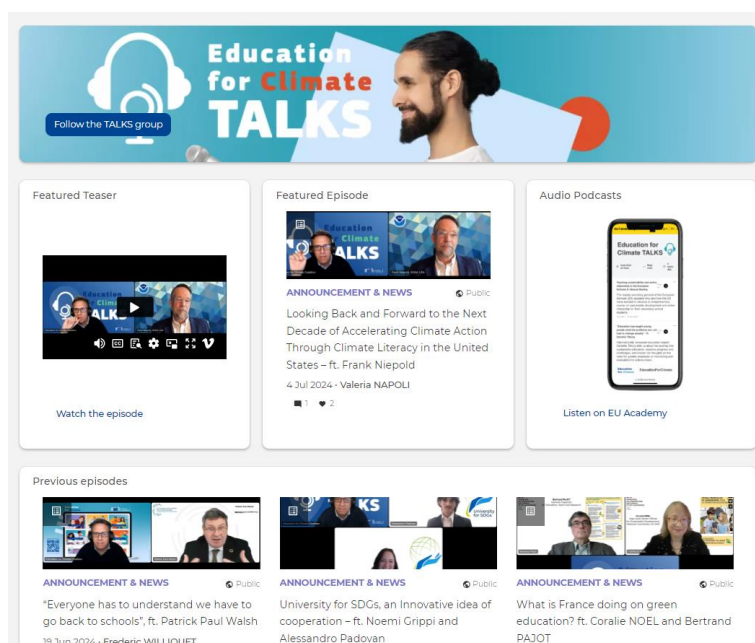
— Climate Pact Group Activity for Schools and Communities

3.4.1 EducationForClimate TALKS

The EducationForClimate Talks feature monthly video insights and are also available as podcasts on EU Academy. These TALKS are interviews with acclaimed climate education actors of all types, acting on the ground or designing and implementing education initiatives and policies, all sharing their experiences with the EducationForClimate community to learn from each other and share inspiring good practices. The Talks aim to contribute to the debate and reflection on the reforms that need to be introduced into European education and training systems to make them more sustainable.

[\[on the platform\]](#)

Figure 16: EducationForClimate TALKS Hub



(source: authors)

“My sincere thanks for the great work of trying to build a great bridge between the leading characters in sustainability education and the community via the EducationForClimate Talks. What I learned from those and the recent ELNE Annual Conference event in Brussels has been the word ‘collaboration for our future’.”

Community member

Box 21. At a glance: The EducationForClimate TALKS 2024

— EducationForClimate Innovation Area: all covered (raise awareness, train teachers, develop green skills, bridge education with science, change behaviours)

Outcome:

- 12 (monthly) expert video testimonials [available on platform, in total 42 TALKS](#)
- 12 (monthly) related podcasts, [available on EU Academy](#) to expand audience, in total 42 podcasts

3.4.2 The Coalition, the European Climate Pact and the New European Bauhaus

The European Climate Pact and the Coalition have a [longstanding relationship](#), with the Coalition supporting the education / learning pillar of the Pact's climate action ambition.

Figure 17: The Coalition and Climate Pact



(source: authors)

“As E. F. Schumacher said in his book, small is beautiful and has an enormous impact. In the field, it often gets lost in big projects that require millions of things before we even take the first step. The result is that we become paralyzed and frustrated, and we frustrate others who trusted us. That is why examples like the European Climate Pact which proposes four activity ideas that you can easily run in your community or school with minimal preparation are so inspiring: Climate Walk, Photo Story, Peer Parliament, and Local Climate Action. Easy, open to everyone, no budget needed, just get a group of interested people together, and voila! Thank you for the Climate Pact's fantastic presentation at the EducationForClimate Community Café and to the whole EducationForClimate team for making it possible. Community-led action on their terms makes the small beautiful, relevant, and with long-term impact. I encourage everyone to sign up for and participate in the EducationForClimate Coalition's Community Cafes.”

Community member

There are regular [touchpoints between the Pact's country coordinators and the Coalition's ones](#), as well as annual community cafes showcasing the Pact's activities to the Coalition community. Moreover, Pact ambassadors are regularly invited to fill dedicated roles in Coalition actions, such as co-moderating or co-hosting events and working groups. For example, co-moderating main sessions at the EducationForClimate Day, being part of the Policy Forum or animating actions in country groups (see Greek ([this page](#)) or German-Bulgarian involvement ([page 13](#)), for example).

In 2024, particular attention was drawn to the Pact's [four pre-designed activities to engage students, teachers, colleagues, and the broader community in climate action](#). This was featured in [community meetings](#) and [newsletters](#).

[\[on the platform\]](#)

In turn, the New European Bauhaus was providing a highly valuable community anchor by bridging community opportunities as highlighted in the following quote, its vast newsletter outreach and by being the host and moderator of the learning communities for sustainability session during the [EducationForClimate Day 2024](#).

“I underscore the transformative power of EducationForClimate in building resilient societies. The New European Bauhaus and nature-based solutions offer a visionary canvas for students and school communities. Engage in transformative, challenge-based activities to foster the future generation of change agents. Schools can become ‘climate action hubs for local communities.’“

Community member

[\[on the platform\]](#)

Box 22. At a glance: The Coalition, the European Climate Pact and the New European Bauhaus

EducationForClimate Innovation Area: raise awareness, develop green skills

Outcome:

- Capacity building for shared community actions in a sustainability/action initiative triangle
- Networking of three community membership circles with regular touchpoints and cross-recognition

3.4.3 February | The Coalition at the ELNE Week

The Education for Climate Coalition was glad to propose a webinar on the occasion of the European Leadership Week on “transforming schools into learning communities” organised by the European Federation of Education Employers.

Under the title “Education for Climate Coalition: community co-creation for sustainability”, this co-designed webinar gave the opportunity to the community members contributing to the event to explain the objectives of the Coalition’s community, how it operates and what its results are in promoting sustainability in education.

It highlighted the Coalition’s main engagement anchor for collaboration opportunities, [the challenge hub](#), followed by a panel discussion (with Q&A) involving community members having a conversation how the Coalition could make a difference in promoting climate education and how it could be useful for them. By sharing concrete examples and community stories, [the members representing different community roles](#) (advisory group member, country group coordinator, Youth Climate Lab participant, GreenComp community member, EducationforClimate TALK contributor) shared their community aspirations and inspired the audience.

[\[on the platform\]](#)

Box 23. At a glance: The Coalition at the ELNE Week 2024

EducationForClimate Innovation Area: raise awareness, train teachers

Outcome:

- Showcasing the community and its contributing members on the high-level European stage
- 400 stakeholder engagements / views around the event hosted by EFEE

3.4.4 October | The Coalition at the EPALE Community Conference 2024

EPALE is a European, multilingual, open membership community of adult learning professionals, including adult educators and trainers, guidance and support staff, researchers and academics, and policymakers. It is funded by the Erasmus+ programme and is part of the European Union's strategy to promote more and better learning opportunities for all adults.

The 2024 EPALE Community Conference under the title "FORWARD. Adult Learning: Igniting Change, Shaping Tomorrow" focused on adult learning, starting from the idea that it is "not just a concept, it's a revolution. A revolution in which curiosity knows no age limit, in which skills evolve at the speed of innovation, and in which frontiers are waiting to be explored."

The conference addressed 3 main themes, along the three days:

1. Upskilling and Reskilling for the Digital Transition
2. Adult Learning as a way out of Poverty
3. Adult Learning for Sustainable Development

Figure 18: The Coalition at the EPALE Community Conference



(source: EPALE)

Under the latter theme, the Coalition contributed to a session on "[Designing sustainable futures through Adult learning](#)". Asking how a broader sense of sustainability can be addressed in an educational context, the panel discussed how to integrate sustainability principles into adult learning curricula and how to use online communities to promote collaborative learning and action and empower adults to become agents of change in their communities.

[\[on the platform\]](#)

Box 24. The Coalition at the EPALE Community Conference

EducationForClimate Innovation Area: raise awareness, train teachers, bridge science with education

Outcome:

- Wide reach via EPALE platform, Facebook, LinkedIn and YouTube (lives/ recording).
- Positioning Coalition as co-creation community hub on climate education specifically

3.5 Priority 5: “Climate Resilience”

Box 25. Contributing to the 2024 priority 5: “Climate Resilience”

The Coalition's quest is to drive climate education action between educators, learners, stakeholders, scientists, policymakers, and anybody interested alike and across all learning levels and fields of experience.

- Policy & Practice Forum in Q2 as flagship event offering exchange- and action-driving community meeting spaces between education policy and practice stakeholders to delve into concrete co-design dialogues around climate education challenges
- EducationForClimate Day 2024 in Q4 as main co-designed community gathering and flagship event

The community's interactive events serve to facilitate the links between internal and external stakeholders to offer a green education collaboration hub.

This section presents an overview of the Coalition's two flagship events under the 2024 theme of climate resilience. Each of those implied a dedicated communication and outreach strategy with targeted audio-visual production efforts as well as the design and rollout of community participation incentives.

3.5.1 April | EducationForClimate Policy and Practice Forum

Community collaboration is key to driving the green transition and creating a sustainable future. Under the theme of “Climate Resilience – Preparing for the Future”, the Forum highlighted the importance of bringing together policymakers, experts, and practitioners to co-create innovative policy & practice solutions. Next to a high-level townhall, there were three policy and practice labs happening, bringing together science and policy experts with learning practitioners in in-depth discussions on (1) (g)local learning communities, (2) GreenComp learning scenarios, and (3) science-driven education.

Figure 19: 2024 Policy Forum Townhall



(source: authors)

All participants felt the excitement about creating encounters and meaningful dialogues between citizens and experts. The Forum highlighted the need to focus on practical changes on the ground rather than just discussing concepts. Inclusion in and accessibility of curated learning experiences and materials is key. Follow-up actions were hosted in [the community's Challenge Hub](#).

[\[on the platform\]](#)

Figure 20: 2024 Policy Forum Lab 1

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#PolicyForum2024

POLICY & PRACTICE LABS

Local Learning Communities



Kai PALUDAN-MUELLER
Founding Partner, cirka cph, community member



Maia BRISTOL
Educator, St Gilgen International School, community member



Laura MAANAVILJA
Policy Officer Communication, Civil Society Relations & Climate Pact, DG Climate Action



Bryce COON
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Cristina GALACHE MATABUENA Moderator
Policy Officer Strategy and Investments, DG Education, Youth, Sport and Culture



POLICY 20 FORUM 24
CLIMATE RESILIENCE
PREPARING FOR THE FUTURE

(source: authors)

Figure 21: 2024 Policy Forum Lab 2

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#PolicyForum2024

POLICY & PRACTICE LABS

Green Competences



Mariyana HAMANOVA
Executive Director, Cleantech Bulgaria, community member



Priscila DORAN
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Policy Officer Schools and Multilingualism, DG Education, Youth, Sport and Culture



POLICY 20 FORUM 24
CLIMATE RESILIENCE
PREPARING FOR THE FUTURE

(source: authors)

Figure 22: 2024 Policy Forum Lab 3



(source: authors)

Box 26. At a glance: The EducationForClimate Policy and Practice Forum 2024

EducationForClimate Innovation Area: develop green skills, bridge education with science

Outcome:

- 270 participants (193 in 2023), with the following lab participation:
 - (G)local learning communities 85 (47 social economy in 2023)
 - GreenComp Learning Scenarios 112 (87 lifelong learning in 2023)
 - Science-driven education 73 (59 digital innovation in 2023)
- Labs mixing and matching each 4 policy, science, and practice experts around key green transition aspects, combining views and offering interdisciplinary ways forward
- Participants included national education and environment ministries, municipalities, international organizations, industry representatives and a litany of relevant European NGOs
- Co-design of question and interest angles for call for inspiring green education actions 2024, following thematic lab dialogues

3.5.2 November | The Coalition at the G20

The EducationForClimate Coalition was part of a side event of the G20 that aimed at exploring sustainable finance, education, youth engagement in climate change activism, innovation, and technology.

Organised by the Coalition's community members of the University for SDGs, Italy, and by Yakara'na, a Brazilian organisation focused on climate education providing strategic consulting on sustainability issues for the public, private, and third sectors, this event aimed at connecting Italy and Brazil.

[\[on the platform\]](#)

Figure 23: The Coalition at the G20



(source: authors)

Box 27. The Coalition at the G20

EducationForClimate Innovation Area: raise awareness, change behaviours

Outcome:

- G20 audience awareness and connections, based in community outreach
- Stand-alone recording of Coalition/ EU climate education positioning for re-use in formal setting

3.5.3 November | The Education For Climate Day 2024

The Education for Climate Day is the annual flagship event of the Education for Climate Coalition, the Commission's participatory community under the European Education Area to support teaching and learning for the green transition and sustainable development, contributing to the European Green Deal.

Replacing the 2024 Education Summit and the Education and Innovation Summit, the EducationForClimate Day 2024 on “Climate Resilience – Preparing for the Future” was held on 28 November 2024 in a hybrid manner. While panellists were on site in the DG RTD’s studio for their

sessions and networking, a public interactive web stream ensured that the event was widely accessible and fun to engage with.

Figure 24: The 2024 EducationForClimate Day Theme



(source: authors)

Welcomed by Pia Ahrenkilde Hansen, Director-General for Education, Youth, Sport and Culture of the European Commission, [the hybrid event featured 8 thematic and participatory sessions](#) covering a broad range of climate education issues, zooming into community skills for climate preparedness.

“As the current generation, we have a responsibility to ensure that today’s youth and future generations inherit a planet that is at least as healthy as the one we did. To realise this, we need a shift in mindset. This task begins in Europe’s schools. This is why the Education for Climate Coalition is working to educate young people about sustainability and protecting our delicate natural ecosystem”.

Pia Ahrenkilde Hansen, Director-General for Education, Youth, Sport and Culture, European Commission

With 40 panellists on site, it was the RTD studio’s biggest TV production to date. The event had 1034 confirmed registered participants and eventual 2000 online watchers, with 1556 unique slido users joining throughout the event.

Registrations came from 76 countries, with all EU countries covered. Most registrations came from the latter, followed by EU neighbourhood countries and leading DEVCO partners. These registrations were split into the following categories (*voluntary information during signup, so disclosure not complete*): stakeholders 395, educators 480, students 120.

Figure 25: The 2024 EducationForClimate Day Sessions



(source: authors)

The event effectively bridged policy, science, and community action, fostering a shared vision for climate-resilient education.

These outcomes provide a roadmap for integrating insights and innovations into broader strategies, ensuring meaningful progress in climate education:

Action Area 1: Climate (Education) Policy and Research

Objective: Understanding how policies and research drive effective climate education strategies.

- Session: Launch of the Education and Training Monitor 2024

The unveiling of this year's Monitor revealed critical insights into how sustainability-focused education translates into actionable outcomes.

- Session: Post-COP29 Policy & Research

A dynamic roundtable brought together policymakers, scientists, and community leaders to analyse COP29 outcomes. Key highlights included the potential of climate agreements and local community action, including civil protection mechanisms, to enhance education and learning strategies.

Action Area 2: Science- and Competence-driven Approaches for Climate Education

Objective: Empower educators with science-based tools and green competences to drive impactful learning. [This was based on the Coalition's 2024 call for inspiring green education actions](#) with 95 high-quality submissions.

- Session: Inspiring Green Education Initiatives: GreenComp Learning Scenarios

Showcased exemplary projects where educators integrated green competences into curricula. Participants explored methods to replicate these strategies, fostering sustainability-oriented mindsets in students.

- Session: Inspiring Green Education Initiatives: Science-Driven Projects

Cutting-edge projects demonstrated the role of science in climate education. Discussions focused on how scientific methodologies engage learners and inspire action, offering practical tools for climate literacy.

Action Area 3: Community Practice and Youth Leadership in Climate Education

Objective: Highlight the role of local initiatives and youth in advancing climate education and action, also based on [the call](#) and an annual [community youth exercise](#).

- Session: Inspiring Green Education Initiatives: Local Learning Communities

Successful civic engagement projects that strengthened community resilience and encouraged collective action were presented. Attendees gained actionable insights to replicate these models in diverse contexts.

- Session: The Youth Climate Lab

The 2024 cohort presented innovative outcomes blending AI and climate education, offering behavioural recommendations and a standardized learning scenario. Their contributions underscored the transformative role of youth-driven approaches in shaping future climate education frameworks.

Action Area 4: Community Priorities and Connections

Objective: Foster collaboration and innovation through community engagement.

- Session: Community Agora

Community members and stakeholders debated innovative climate education solutions and systemic synergies, in fruitful collaboration with DGs EAC, CLIMA, REGIO, and JRC (DGs INTPA, JUST, ENV and RTD following conversations).

- Session: Networking Café

The day concluded with a relaxed yet stimulating networking session with 165 registered participants. Through brief, focused discussions participants exchanged reflections and ideas, reinforcing connections for continued collaboration on [the five 2025 community priorities](#).

[Recordings are available on the community platform](#) and additional information and incentives to continue the conversations are put in place, amongst others via discussions in [monthly running community cafés](#) with featured initiatives presenting.

[\[on the platform\]](#)

Box 28. At a glance: The Coalition's flagship EducationForClimate Day 2024

- Education for Climate Innovation Area: all covered (raise awareness, train teachers, develop green skills and competences, bridge education with science, change behaviours)

Outcome:

- The event had 1034 confirmed registered participants and eventual 2000 online watchers, with 1556 unique slido users joining throughout the event. These registrations were split into the following categories (*voluntary information during signup, so disclosure not complete*): stakeholders 395, educators 480, students 120. With 40 panellists on site, it was the DG RTD studio's biggest TV production to date.

Cf. 2023: 528 registrations in webex event with 380 unique slido users

- Registrations came from 76 countries, with all EU countries covered. Most registrations came from the latter, followed by EU neighbourhood countries and leading DEVCO partners.

Cf. 2023: 48 countries covered with EU imbalance

- The event harvested 365 new climate education initiatives/activities to be valorised in the [community and its challenge hub](#)

Cf. 2023: 161 climate education initiatives/ activities

- The related call for innovative green education projects received 95 (2023: 69) high-quality submissions across learning levels and approaches with the nine selected projects now being scaled up/ multiplied in the community.
- Most participants joined for two sessions without interruption, meaning that the 50 minutes interactive session format and featured content captured and retained community interest. The interactive public webstream was easy to follow.
- The implemented sign-up process was able to solidify five themes the community articulated interest in in networking and collaborating on further, informing the future work programme on [2025 Community Priorities](#).
- While the organic campaign on Erasmus+ Facebook / X and European Youth Instagram had 250 000 total impressions, the paid Facebook campaign had 170 000 impressions before it was flagged political by Meta. Particularly the paid campaign had high visibility for the views/spent ratio, but the click rate was only 0,7%. Highest impressions in the organic campaign were for the *Community Agora* (peak: 50,8k impressions for one post with 2,65% click rate) and the *Monitor* (48,6k impressions with 2% click rate), compared to the average of 6,5k impressions per post and 1% click rate.

Cf. 2023: The social media campaign was much smaller and concentrated on the Day. Two posts on the #EducationForClimate Day being live reached 22 000 impressions on Erasmus+ Facebook, European Youth instagram, and Erasmus+ twitter during 15.11.2023 in the morning.

- Established community ties work best for active engagement: beyond community awareness, 80% of community actions stemmed from communication received via the community's platform, friends and colleagues via mail, as well as from a litany of community peer webpage features (from ministries to schools), posts and forwards via [the event toolkit](#).
- Recordings are available on the platform with additional information & incentives to continue the conversations put in place, amongst others also via discussions in monthly running community cafés

4 Conclusion: Lessons Learnt and Outlook

4.1 Lessons Learnt

The Education for Climate Coalition was born out of an ambitious vision at the end of 2020 — to unite and mobilise the European education and training community in driving the transition toward a climate-neutral society. What started as an initial concept of stakeholder webpage with a pledge element soon evolved into a dynamic, participatory ecosystem, piloting a new Commission online community platform. Trusting the process and embracing an experimentation journey, the Coalition has since achieved remarkable milestones, uncovering climate education insights and fostering innovation. Four years on, and with two Administrative Agreements completed, the Coalition stands as a testament to the power of collective effort and its exceptional community members.

Launched on 10 December 2020 at the 3rd European Education Summit (European Commission 2022c), the Education for Climate Coalition serves as the European participatory education community for climate action. Deployed under Administrative Agreements between DG JRC and DG EAC, it leverages DG EAC's subject matter and policy expertise alongside DG JRC's expertise in conceptual community approaches and hands-on community support. This partnership has enabled a robust framework for designing, implementing, and nurturing the Coalition.

The Coalition's journey has been marked by pivotal moments, beginning with the foundational year of 2021. This phase included community mapping, focus groups, prototype design workshops, and the establishment of its online collaborative platform. Key milestones included the [first Education for Climate Day on 25 November 2021](#), and the official launch of the community platform during it. By 2022, the Coalition transitioned from co-design to building the groundwork for its operational phase in 2023 (European Commission 2023).

As it entered its operational phase in 2023, the focus shifted to maintaining a purpose-driven community, enhancing the user-friendly platform, and fostering connections among stakeholders through interactive events and outreach. These efforts have further solidified the Coalition's role in mobilizing and empowering educators, learners, and policymakers to address climate challenges on the ground (European Commission 2024d).

As outlined in the beginning of this report, at the end of 2024, the Education for Climate Coalition Community welcomed more than 9000 members, out of which approximately 3000 are climate educators, practitioners, and students and 2000 European and international climate education stakeholders. The community welcomes, amongst others, 800 members from administrations (from local to national levels) and 475 EU science-for-policy officers.

Since 2021, based on this growing membership foundation, the community has been a major driver for climate education ideas and actions with over 8000 contributions and more than 5500 Community Bulletin recipients.

More than 400 events have been hosted by members with more than 7000 people who enrolled to events at least once on the platform. This is a high rate in comparison to a global standard online join rate of 30-40%.

With over 9000 likes and more than 3000 members who filled in their profile, activities were hosted in 95 challenge and country groups where more than 6000 members were part of such a group.

Knowledge and practice stemming from those community interactions is curated in more than 130 pages with an extensive searchable taxonomy.

4.1.1 Communities as way of reaching and engaging the public to act together

Inspired and driven by the recommendation on the participation of citizens and civil society organisations in public policy-making (OJ L, 2023/2836), the European Communities Method (European Commission 2021) that was applied to run the Coalition represents a paradigm shift in tackling contemporary challenges through the mobilisation of communities as new policy instrument. It represents an innovative approach to achieving the Better Regulation Agenda's objective of improved regulation via stakeholder input (COM/2015/0215).

The method draws on the Communities of Practice Playbook (European Commission 2021), leveraging stakeholders' collective intelligence and collaborative efforts to create more effective, adaptable, and sustainable policy solutions (European Commission 2024e, 2024f, McConnel, Muia and Clarke 2021, OECD 2023).

By strengthening different stakeholders' capacity to work and learn creatively together, the Commission can address complex challenges. The instrument is designed to bridge the gap between knowledge and action ('the know-do gap'), by convening and empowering internal and external stakeholders with a common purpose aligned with the EU, ensuring that policies are deeply rooted in the realities of those they aim to serve (Reason and Bradbury 2008, Zuber-Skerrit 2015).

A community is a group of people who "share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger-Trayner 2015). Consequently, communities centre on "learning-by-doing" and are social convening powerhouses (Wenger-Trayner, Reid and Bruderlein 2023). Their unique social perspective makes communities particularly valuable in today's complex landscape where approximately 80% of knowledge resides within individual's minds rather than in documented resources:

"If 80% of knowledge is unwritten and largely unspoken, we first need to elicit that before we can articulate, share, and make wider use of it. Knowledge harvesting [synthesis] is one way to draw out and package tacit knowledge to help others adapt, personalize, and apply it; build organizational capacity; and preserve institutional memory." (*Serrat 2010*)

By facilitating stakeholders' dialogue and exchange on tacit knowledge, communities promote mutual understanding for joint initiatives (Bianchi et al. 2024, Boucher, Hallin and Paulson 2023, Burkett and McNeill 2024).

This can help the Commission to better translate policy decisions into evidence-based and flexible, community-contextualised actions - particularly in domains where regulatory approaches are either unfeasible or insufficient and where knowledge retention and action operationalisation is key (European Commission 2022b, European Environment Agency 2024a).

Communities function as living labs for innovation and can assist the Commission in addressing complex problems at the three stages of the policy cycles: *design, implementation, and evaluation* (Ferrie and Lachapelle 2021, Griew 2010).

- *During the design stage*, communities can help anticipate policy needs and trends through inclusive engagements. Listening is key.
- *During the implementation stage*, communities can serve as a complimentary policy instrument to enhance policy fit. Doing is key.
- *During the evaluation stage*, communities can ensure that policy solutions are relevant for the future by gathering diverse stakeholder feedback. Contextual impact is key.

Throughout our community journey with the Coalition, we learnt the following overarching lessons on what matters for developing, running, facilitating, and let mature sustainably communities (at the European level):

1. Community lesson on governance

Community management in political, social, and technical – and takes more competences, time, passion, resources, and contextual experience than most assess or assign value to. Thus, effective community management not only means balancing interests, but also finding common vocabularies for shared action understandings.

In this regard, the platform's success relied on regular alignment workshops, where technical adjustments, policy updates, and social dynamics were addressed. For instance, the "Challenge Hub" required constant balancing of community-driven projects with overarching EU climate/ education goals, underscoring the importance of political foresight and technical support.

2. Community lesson on competences

Fostering community teams with distributed competences and social, political, and technological approaches is vital to making communities thrive in complex systems. Thus, one cannot do it alone even as a Secretariat team. A community needs a core group of different perspectives and motivations, ideally distributed across geographies and relevant sectors and power levels (cf. community competences in European Commission 2024f).

In this regard, the Coalition recognised the crucial role of companions, country group coordinators and advisory group members as well as GreenComp companions to acknowledge the unique application and action contexts aligning with the Coalition's broader objectives.

3. Community lesson on ownership

Spatially distributed, credible identity leadership is a key challenge to address for any future sustainable community. Thus, authenticity is key to ensure no one is left behind and that all voices are heard.

In this regard, the Coalition addressed leadership challenges by cultivating a network of local companions who acted as decentralized representatives. These companions organized regional events and acted as the voice of their communities during pan-European discussions. For instance, during the "EducationForClimate Talks" they presented case studies from their regions, showcasing grassroots innovations and high-level insights to foster ownership across diverse geographies and levels. This approach aspired to make the Secretariat's working consistent, doing itself what it preached to follow up credibly, bridging online and offline actions (OECD 2024).

4. Community lesson on ecosystems

Connecting the dots between existing and emerging communities and their ecosystems is key to stimulate a continuous learning journey to ensure knowledge and practice valorisation. Thus, bringing together policy and practice in meaningful dialogues and labs is essential.

In this regard, the Coalition actively linked with other EU initiatives, such as Erasmus+ projects on sustainability and Horizon Europe research networks. By hosting joint events with the European Climate Pact and other EU initiatives, it provided a space where members of different ecosystems could exchange ideas, share good practices, and design synergies – all traceable on the platform with topics or recordings.

5. Community lesson on impact futures

Tracing community impact is a long-term, qualitative endeavour with an interdisciplinary action outlook. Thus, stories matter. Meaningful engagement spaces to understand and act on what matters to stakeholders and citizens matter. Scale is not everything, but contextual implementation and the ability to hub replications.

In this regard, the Coalition's four annual reports are testament to capturing the essence of community narratives and future aspirations, which cannot be subsumed in numbers only, but inspired by community action and yearly co-creation of priorities.

4.1.2 A Community Action Retro- and Prospective

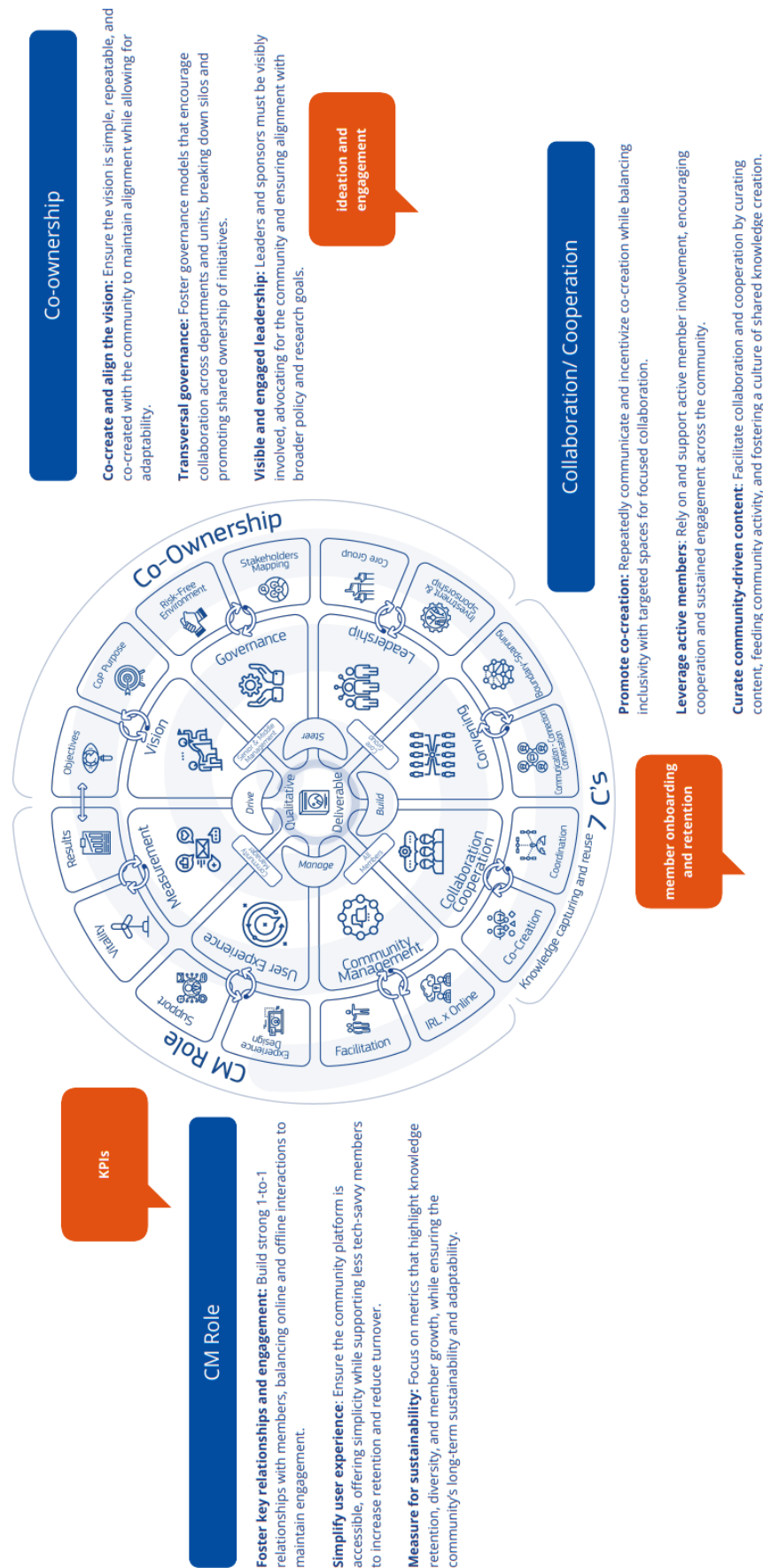
Time flows in a paradoxical way - sometimes racing ahead, sometimes crawling - and the same is true for the evolution of communities. Community maturity is rarely a straightforward, linear process; instead, it unfolds in fits and starts, often moving in multiple directions or pausing entirely. This is especially true in volunteer-driven communities, where members contribute their time and energy amidst the demands of their personal lives. The capacity to contribute is inherently limited and varies widely, making it crucial to adjust expectations and rhythms continually online and offline to align with the realities of voluntary engagement.

To gauge this community relativity, in 2024, the Secretariat ran a stock-taking exercise for the Education for Climate Coalition as a community after its announcement at the end of 2020 and its formal launch in November 2021. Three and a half years after its inception, the retrospective focused on diving deeper into three concrete questions:

- What are the key lessons we have learned from this journey?
- How have these lessons changed our approach to community projects?
- Based on our experiences, what advice would you give to someone: 1. Taking this over?, 2. Starting a similar community journey?

Along the 8 facets of the Communities of Practice Success wheel (European Commission 2021, 2024e, 2024f, cf. Errandonea 2023), the European Commission's methodology to develop and run communities or any stakeholder network needing to collaborate on a shared vision, the Secretariat came up with the following recommendations for the EducationForClimate Coalition in the future.

Figure 26: Concrete Coalition Lessons Learnt



(source: authors)

Box 29. General lessons learnt on the Coalition community cycle

1. Trust the process and embrace experimentation

Lesson: Building a robust and sustainable community requires patience and a willingness to iterate.

During the Coalition's formative year, focus groups and prototype design workshops revealed context-sensitive challenges and opportunities. Iterative feedback loops with educators and policymakers allowed the community platform to evolve into a dynamic, user-friendly hub. By embracing experimentation, the Coalition not only expanded its reach but also fostered innovative solutions to climate education.

2. Community Engagement is key to systemic change

Lesson: Engaging a diverse set of stakeholders creates a multiplier effect for impact.

By hosting over 500 events, including the Education for Climate Day and Community Cafés, the Coalition ensured a high level of participation and ownership among its more than 9000 members. These engagements encouraged educators, students, and policymakers to co-design actionable initiatives like the GreenComp community, amplifying collective impact across borders.

3. Knowledge and practice sharing builds resilience

Lesson: A structured approach to knowledge, policy and practice dialogues fosters continuity and innovation.

Co-innovation labs following a structured ideation process in the Challenge Hub have built the solid foundation of the Coalition. This is framed by the call for inspiring green education actions, bridging the annual Policy&Practice Forum and the flagship Day substantially through multi-stakeholder labs. Moreover, the 2024 internal knowledge transfer workstream included a mix of live Q&A sessions, video tutorials, and written documentation on topics such as platform routines and flagship events. This ensured that future Secretariats and community members had a solid foundation to build on, avoiding knowledge silos and enabling the seamless transition of responsibilities.

4. Tailored actions foster community ownership

Lesson: Aligning community priorities with actionable goals enhances engagement and relevance.

Finding common vocabularies across different community membership groups is key in dialogues. Working in team tandems to ensure this multiplicity is key to tailoring engagement and managing thematic convergence and discontent alike. In 2024, the Coalition co-created an action roadmap based on member feedback. Priorities like teacher training, youth engagement, and school greening were addressed through targeted initiatives. This participatory approach ensured that the community's efforts aligned with its members' aspirations and real-world needs.

5. Purpose-driven communication drives participation

Lesson: Transparent and proactive communication maintains momentum and builds trust.

Through consistent updates via the Community Bulletin and targeted communications, the Coalition kept members informed and inspired in their social learning groups. This purpose-driven, multi-media embedded outreach activity made sure to catch community members where they are with simple, one-action incentives easy to follow up upon. Special gatherings like the "Goodbye and Hello" Café in late 2024 celebrated milestones and outlined future plans, ensuring that the community felt included and motivated to continue its journey into 2025.

These lessons demonstrate how the Coalition effectively transitioned from conceptualization to a thriving participatory ecosystem, offering replicable strategies for similar initiatives.

4.2 Outlook

After the initial design and build-up of the Coalition in 2021/22, 2023/24 saw the consolidated Coalition entering and solidifying its operational phase through community management and coordination activities.

During those 2 years, the Coalition successfully managed to widen outreach and to facilitate, encourage and support community-led initiatives – all while improving the community platform enabling those co-innovations centrally. As outlined in this report, the Coalition's efforts in 2024 have been pivotal in supporting the green transition, demonstrating that systemic change is possible through collective action, innovative education, and community engagement.

While 2024 has seen attention being dedicated to capacity-building for a future Coalition, engagement has centred on [the community-built action roadmap towards a more sustainable, educated, and resilient future](#) under the outlined interconnected priorities.

Now, a fresh chapter awaits the Coalition in 2025. While climate change challenges continue, new collaboration opportunities to tackle them are upcoming.

After four inspiring, intense, and cherished years, the current Secretariat at the Joint Research Centre warmly welcomes the new Coalition Secretariat under the leadership of the Directorate-General for Education, Youth, Sport and Culture and its Executive Agency. They are excited to co-design new futures with the Coalition and its members.

To make this transition a meaningful and enjoyable one for everybody involved, two workstreams have run in parallel in 2024 to prepare for that change: (1) internal knowledge and practice transfers, and (2) community communication and engagement opportunities embracing this change.

Box 30. Internal knowledge and practice transfers of the Coalition workings

Included a mix of written documentation, how to video recordings, and live, recorded Q&A sessions capturing the essence of all work streams, including recommendations/ preparations and lessons learnt for the future. Sessions on:

- work overview and transitions
- the annual Coalition engagement flow,
- the Challenge Hub, Community Cafes and how to contribute
- GreenComp community deep dive
- community groups and engagement
- the community bulletin, the action mail and social media
- flagship events and the annual call for inspiring green education projects
- The EducationForClimate Talks and audio-visual production
- User onboarding and verification as well as platform technicalities and routines
- Future priorities, lessons learnt and further actions

The Coalition and its GreenComp community followed a three-step engagement process to ensure a smooth transition:

1. Convening in the current setup to communicate and introduce new community anchors,
2. Co-designing future action angles, and
3. Reconvening in new setup to discuss those action angles to agree on way forward.

Box 31. The Coalition's transition engagement

[Community Café: Goodbye and Hello!: synchronous change engagement](#) - a community café communicating leadership change and embracing the new Secretariat, offering the community the opportunity to ask questions and to get to know better the upcoming management team in person for better connections.

[A New Horizon for the EducationForClimate Community in 2025](#): asynchronous change engagement - formal baseline communication outlining the upcoming change in quality and quantity.

[Community Cafe - 2025 Priorities](#): change co-creation – offering the community the opportunity to have a say into which direction the new Coalition is heading.

Similarly, The GreenComp community will see new action coming along its way.

Box 32. The GreenComp community's transition engagement

[GreenComp café - A new phase!: synchronous change engagement](#) - a community café communicating leadership change and embracing the new Secretariat, offering the community the opportunity to ask questions and to get to know better the upcoming management team in person for better connections.

[Reassessing priorities for the GreenComp community in 2025](#): asynchronous change engagement - formal baseline communication outlining the upcoming change in quality and quantity.

[GreenComp Café Kick-Off 2025](#): change co-creation – offering the community the opportunity to have a say into which direction the new Coalition is heading.

4.2.1 2025 Priorities

Based on the community priorities that the Coalition gathered throughout 2024, a community cafe is scheduled for the first quarter of 2025. This gathering will bring together the Coalition's advisory group, country group coordinators, and everyone who wishes to contribute to the future of the Coalition. *The community is what you make out of it.*

Under the prolonged theme of climate resilience and future preparedness, the Coalition's particular 2025 goals to be discussed are the following.

Figure 27: 2025 Community Priorities (community harvest)



(source: authors)

1. Teacher Training: Empowering Educators

Empowering educators is central to our mission. In 2025, this focus expands to emphasize networking and good practice exchange, enabling educators to share successful strategies and resources across borders. Collaboration with higher education institutions will foster advanced pedagogical methods, bridging the gap between research and practice in climate education. A special focus will be on EdTech solutions, highlighting (digital) learning and credential technologies to enhance accessibility and engagement.

2. Green Competences: Cultivating Sustainability Learning

The evolution of green competences into sustainability learning reflects our commitment to lifelong learning. Pooling and applying good practices and exchanging on their lessons learnt remains cornerstone of this priority. STE(A)M will be the particular 2025 focus: supporting innovative teaching and learning experiences through STEM approaches and exploring actions through art and cultural heritage, broadening the scope of sustainability education.

3. Youth: Building a Sustainable Future

Youth engagement remains pivotal. The 2025 priorities introduce discussions on participation incentives to drive meaningful student involvement. By fostering student engagement at all levels, we aim to empower young individuals as active contributors to sustainable solutions, ensuring their voices shape the future of climate education.

4. Greening Schools: A Holistic Approach

Schools continue to serve as hubs for sustainability action. In 2025, the focus shifts to school leadership and whole-school approaches, establishing schools as living labs for sustainability to embedding climate consciousness into everyday school practices.

5. Climate Action: Learning Groups

From 2024's climate resilience theme, climate action through learning groups is following as logical continuation. Climate action emphasizes practical learning and action in community groups. In 2025, we spotlight nature-based solutions in biodiversity and agriculture fields, while fostering citizen science initiatives to engage rural and corporate communities in actionable learning. Topics such as climate justice, security, and cross-border collaboration will be explored.

[\[on the platform\]](#)

The Secretariat is proud of the community's common journey and wishes all the best to the Coalition and its future.

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List of abbreviations and definitions

Abbreviations	Definitions
ATEE	Association of Teacher Education in Europe
DG CLIMA	The Directorate-General for Climate Action of the European Commission
DG DIGIT	The Directorate-General for Digital Services of the European Commission
DG EAC	The Directorate-General for Education, Youth, Sport and Culture the European Commission
DG EMPL	The Directorate-General for Employment, Social Affairs and Inclusion of the European Commission
DG ENV	Directorate-General for Environment of the European Commission
DG INTPA	The Directorate-General for International Partnerships of the European Commission
DG JRC	The Joint Research Centre is the European Commission's science and knowledge service
DG JUST	The Directorate-General for Justice and of the European Commission
DG REGIO	The Directorate-General for Regional and Urban Policy of the European Commission.
DG RTD	This Directorate-General for EU policy on research, science and innovation of the European Commission
EEA	European Environment Agency
EFEE	European Federation of Education Employers
ELNE	European Leadership Network Europe
EPALE	Electronic Platform for Adult Learning in Europe
ETF	European Training Foundation

Abbreviations	Definitions
ETUCE	European Trade Union Committee for Education
EUA	European University Association
EUN	European SchoolNet
ICLEI	Local Governments for Sustainability
OECD	Organization for Economic Cooperation and Development
UNEP	United Nations Environment Programm
UNESCO	United Nations Educational, Scientific and Cultural Organization
YERUN	Young European Research Universities Network

List of boxes

Box 1. At a glance: Coalition work packages and their main purpose.....	5
Box 2. At a glance: Selected 2024 milestones across annual quarters.....	7
Box 3. At a glance: The Coalition's collaborative online platform.....	10
Box 4. At a glance: Community events in 2024 (compared to 2023).....	15
Box 5. At a glance: Selected Coalition highlights for 2024.....	17
Box 6. Contributing to 2024 priority 1: "Teacher Training".....	18
Box 7. At a glance: Call for Inspiring Green Education Actions 2024.....	19
Box 8. At a glance: Awardees in the stream 'Capacity-Building for Learning Communities within the Twin Transition'.....	19
Box 9. At a glance: Awardees in the stream 'Learning Scenarios for Green Competences'.....	19
Box 10. At a glance: Awardees in the stream 'Learners' Access to and Educators' Use of Science-Driven Climate Education'.....	20
Box 11. At a glance: Curating Community-sourced Climate Education Topics.....	20
Box 12. At a glance: Green Education Mentoring and Job Board.....	21
Box 13. At a glance: First National Conference on Green Education in Bulgaria 2024.....	23
Box 14. Contributing to 2024 priority 2: "Green Competences".....	24
Box 15. At a glance: The GreenComp Community.....	28
Box 16. The Coalition at the EU Open Days 2024.....	29
Box 17. Contributing to 2024 priority 3: "Youth".....	29
Box 18. At a glance: The Youth Climate Lab 2024.....	31
Box 19. At a glance: The Coalition at the Opening of the European Youth Week 2024.....	32
Box 20. Contributing to 2024 priority 4: "Greening Schools".....	32
Box 21. At a glance: The EducationForClimate TALKS 2024.....	33
Box 22. At a glance: The Coalition, the European Climate Pact and the New European Bauhaus.....	35
Box 23. At a glance: The Coalition at the ELNE Week 2024.....	35
Box 24. The Coalition at the EPALE Community Conference.....	36
Box 25. Contributing to the 2024 priority 5: "Climate Resilience".....	37
Box 26. At a glance: The EducationForClimate Policy and Practice Forum 2024.....	39
Box 27. The Coalition at the G20.....	40
Box 28. At a glance: The Coalition's flagship EducationForClimate Day 2024.....	44

Box 29. General lessons learnt on the Coalition community cycle.....	50
Box 30. Internal knowledge and practice transfers of the Coalition workings.....	51
Box 31. The Coalition's transition engagement.....	52
Box 32. The GreenComp community's transition engagement.....	52

List of figures

Figure 1: Main Community Platform Indicators	8
Figure 2: Additional Community Platform Indicators.....	10
Figure 3: Community member welcome and onboarding on Coalition platform.....	11
Figure 4: How to contribute to the Coalition	14
Figure 5: Community Bulletin Editions.....	15
Figure 6: The EducationForClimate Coalition's Community Appeal.....	16
Figure 7: Call for Inspiring Green Education Actions	18
Figure 8: Exemplary Community Challenge Call	21
Figure 9: Green Education Job and Mentoring Board.....	22
Figure 10: GreenComp Community Indicators.....	25
Figure 11: GreenComp annual gathering in Q2 2024.....	26
Figure 12: GreenComp Companionship.....	26
Figure 13: The GreenComp Game: Sustainability Conversations	27
Figure 14: The Youth Climate Lab 2024	30
Figure 15: Joint stand of the Coalition and DG MARE at the European Youth Week Opening at the EP	31
Figure 16: EducationForClimate TALKS Hub	33
Figure 17: The Coalition and Climate Pact	34
Figure 18: The Coalition at the EPALE Community Conference.....	36
Figure 19: 2024 Policy Forum Townhall	37
Figure 20: 2024 Policy Forum Lab 1	38
Figure 21: 2024 Policy Forum Lab 2.....	38
Figure 22: 2024 Policy Forum Lab 3.....	39
Figure 23: The Coalition at the G20.....	40
Figure 24: The 2024 EducationForClimate Day Theme.....	41
Figure 25: The 2024 EducationForClimate Day Sessions	42
Figure 26: Concrete Coalition Lessons Learnt.....	49
Figure 27: 2025 Community Priorities (community harvest).....	53

List of tables

Table 1: PLATFORM ACTION ILLUSTRATIONS 2023	12
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Getting in touch with the EU

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