

## ECF4CLIM Project

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# ECF4CLIM

*A European Competence  
Framework for a Low Carbon  
Economy and Sustainability  
Through Education*



## Newsletter 4

### Building the Final ECF4CLIM Roadmap: From GreenComp to Action in Schools and Universities

As the ECF4CLIM project reaches its final stage, it delivers a bold and comprehensive vision for advancing climate education in Europe. Central to this vision is the integration of **GreenComp**, the European Commission's sustainability competence framework, into real educational contexts. Developed in 2022, GreenComp defines 12 key competences—spanning knowledge, skills, and attitudes—structured into four core areas: **Embodying Sustainability Values, Embracing Complexity in Sustainability, Envisioning Sustainable Futures, Acting for Sustainability**.

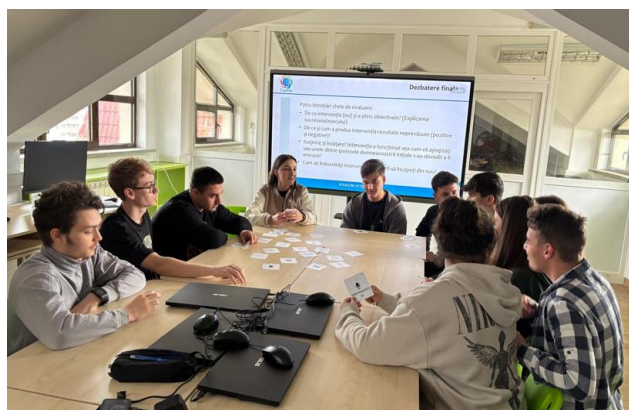
The project partners are currently conducting their **final analysis of the ECF4CLIM project results and the interventions** carried out in schools and universities across Finland, Portugal, Romania, and Spain. Based on these findings, the final *ECF4CLIM Roadmap for Sustainability Competences* will be published in **autumn 2025**. It will link the EU's GreenComp framework to everyday practices in educational institutions, **offering practical inspiration for promoting sustainability**.



*This Newsletter reflects only the author's view and the Research Executive Agency (REA) and European Commission cannot be held responsible for any use that may be made of the information it contains.*

# SCT5&6 (Sustainability Competence Teams) and SCC5&6 (Sustainability Competence Committees) - evaluating the interventions and the ECF4CLIM contributions

As part of the ECF4CLIM project, a series of structured reflection meetings (SCT5) were organized across 13 schools and universities in Finland, Portugal, Romania, and Spain. These institutions, acting as associated partners in the project, participated in co-designed sustainability interventions aimed at improving both educational practices and the environmental performance of their institutions. SCT5 was a vital milestone: it served as a collective evaluation space where educators, administrators, students, and local authorities could come together to critically assess the outcomes of their interventions.



The core aim of SCT5 was to explore *why interventions succeeded or failed*, identify unexpected outcomes, and generate shared learning for future improvement. Discussions were guided by four key questions: Why did the intervention (not) reach its objectives? What unanticipated outcomes (positive or negative) emerged? What surprises or errors in initial assumptions were revealed? How could the intervention be improved if restarted?

SCT5 meetings were highly participatory and role-based. Participants were invited to step into the shoes of key educational actors—*teachers,*

*principals, municipal officials,* and others—to reflect on interventions from diverse perspectives. This created a rich, dialogical space to explore both "failure stories" and "success stories".

In the first part, participants discussed conditions that led to underperformance—whether due to time constraints, rigid curricula, limited resources, or systemic barriers. They identified key actors' decisions and behaviors that may have unintentionally hindered progress.



In the second part, attention shifted to what made certain interventions successful. Participants highlighted enabling factors like supportive leadership, flexible teaching practices, or strong community engagement. They also discussed how GreenComp's four practical areas—Engagement, Connections, Change, and Action—were brought to life through these efforts.

This process emphasized that sustainability in education is complex, often nonlinear, and deeply shaped by context. Importantly, the SCT5 discussions underscored that effective change relies not just on individual competence, but on the collective and material conditions that support or constrain educational innovation.

By encouraging honest reflection and shared learning, SCT5 has helped to strengthen ECF4CLIM's roadmap—offering invaluable insights to shape the future of climate education across Europe.

The SCT6 meetings reflected on the ECF4CLIM Journey – Contributions, Connections, and the Road Ahead, to evaluate the *project as a whole*, offering a unique opportunity to assess not only the outcomes of the project but also its processes, challenges, and future potential.



At the heart of SCT6 were three overarching questions: What were ECF4CLIM's main contributions to environmental performance, individual competences, and collective competences? What obstacles did the project face, and how might these be overcome? How could the project be improved if it were to start again?

The first discussion focused on identifying tangible impacts: improved sustainability practices (such as energy savings or equipment upgrades), strengthened learning outcomes, and greater collaboration within and across institutions. Participants shared insights using post-its, then collectively debated and ranked the most meaningful contributions. Special attention was given to the *hybrid participatory approach*—the collaborative methods involving SCTs, SCCs, and the dialogue between schools, researchers, and stakeholders. These processes were recognized as central to ECF4CLIM's impact.

The second discussion explored the interconnections between the three core

dimensions of sustainability competence. Using a visual model, participants mapped key contributions and reflected on how improved infrastructure, evolving mindsets, and collective action reinforced one another. This led to a deeper understanding of how sustainable transformation depends not just on individual effort, but on *the alignment of systems, communities, and resources*.

Through SCT6, the ECF4CLIM community celebrated its achievements, confronted its challenges, and clarified its vision for the future. The result is a richer, more connected understanding of how sustainability can thrive at the intersection of education, infrastructure, and collaboration.



Building on the rich reflections of the SCT6 meetings, the SCC meetings served as a space to consolidate and elevate the evaluation of the ECF4CLIM project.

During SCC discussions, participants ranked the main contributions identified in SCT6 and revisited the insights regarding the three competence spheres—individual, collective, and technical-material—as well as their interconnections. These discussions did not stop at evaluation; they moved decisively toward action.

Participants collaboratively developed concrete policy recommendations aimed at fostering transformative change toward sustainability.

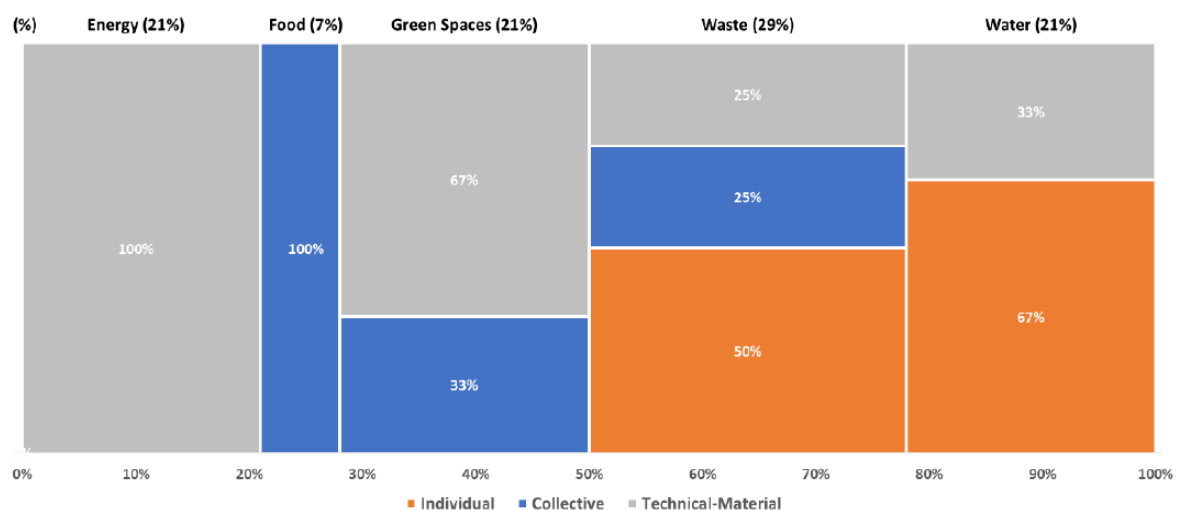
These recommendations were tailored for various actors in the educational ecosystem, including teachers, leadership teams, students, municipalities, regional and national authorities, and European institutions.

# From Ideas to Impact, Identification of the Good Practices: Sustainability Interventions Driving Change in Education

The **ECF4CLIM project** has successfully completed **61 demonstrative interventions** across **13 schools and universities** in Finland, Portugal, Romania, and Spain. Among these, **22 were recognized as relevant good practices**, selected for their potential to inspire and be replicated in other educational institutions.

The selection process was guided by key criteria:

- **Impact potential** on the educational community
- **Replicability**, considering human, time, and financial resources
- **Alignment** with the ECF4CLIM Roadmap (Engagement, Connections, Change, Action)
- **Competence development** across individual, collective, and technical-material dimensions



These 22 good practices represent a diverse portfolio of actions. They span thematic areas such as **energy, water, waste, food, and green spaces**, as well as **educational initiatives** including new curricula, awareness campaigns, interdisciplinary projects, and experiential learning activities. The interventions range from low-cost awareness efforts to technically advanced infrastructural solutions, proving that meaningful sustainability learning can take shape through multiple, locally adapted pathways.

A key strength of the selected interventions lies in their balanced approach to competence-building. Rather than focusing on a single dimension, they evolved to address **individual, collective, and technical-material skills**, with co-implementation ensuring that educational communities played an active role at every stage. This dynamic and participatory process was reinforced by continuous use of the ECF4CLIM Roadmap, fostering deeper involvement and long-term commitment.

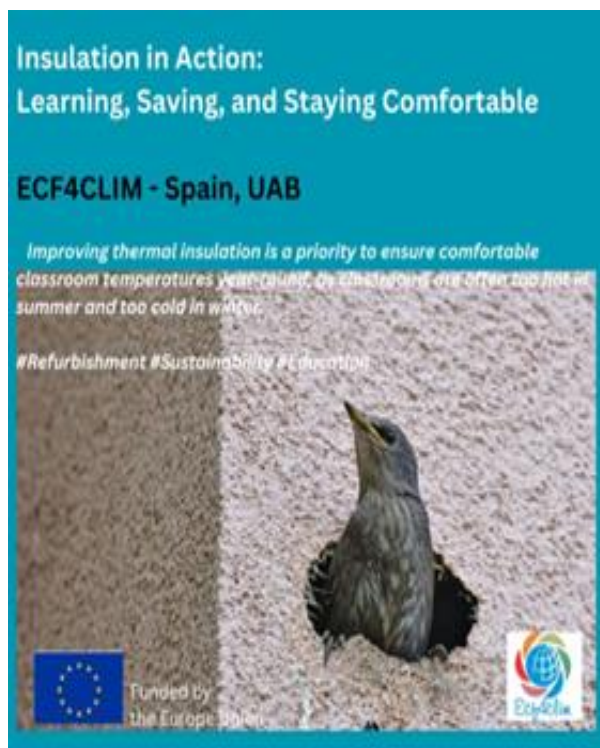
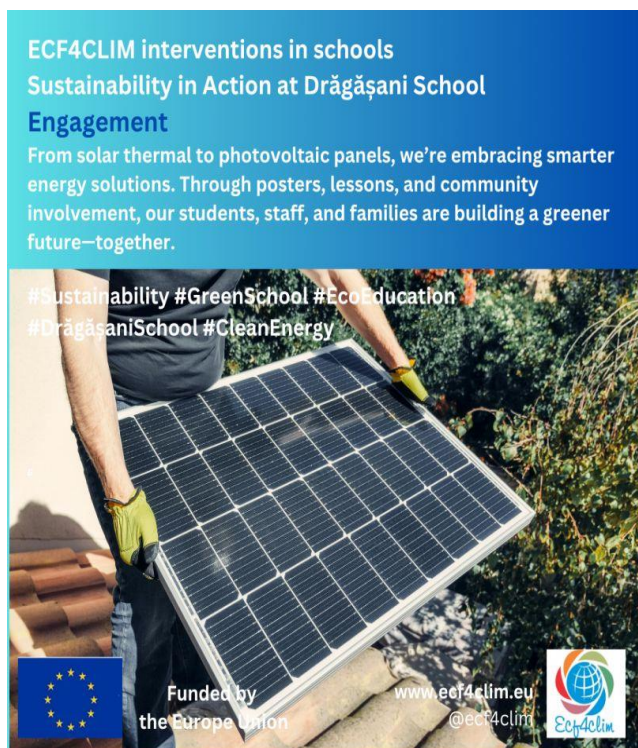
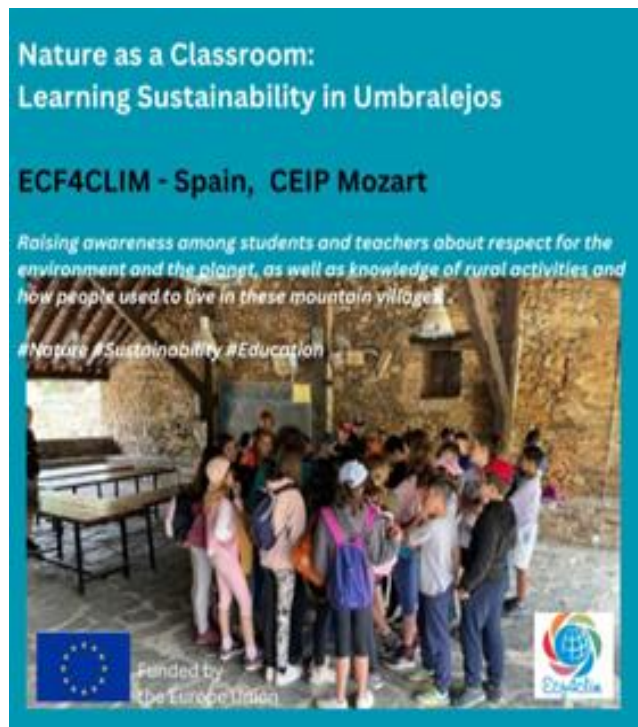
The co-implementation and co-evaluation phases were anchored in a hybrid participatory



process, enriched by systematic reporting that captured both progress and challenges. The final rounds of SCT/SCC meetings provided a solid basis for assessing the real impact of these interventions—ensuring that lessons

learned can continue to inform and inspire future action.

Bellow, some posters illustrating the selected interventions in support of sustainability and education for sustainability.





## Quiet, Cozy, and Climate-Smart: Upgrading Our Classrooms

### ECF4CLIM - Portugal, Bobadela

*The school is installing double-glazed windows and thermal blinds in all classrooms and offices to control thermal fluctuations and reduce noise within the classrooms.*

#Refurbishment #Sustainability #Education



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## Smart Water, Smart Savings: Upgrading Sanitary Facilities with Sensors

### ECF4CLIM - Romania, Mioveni High School

*As part of a smart upgrade, all sanitary rooms are being equipped with sensor-activated sinks—boosting hygiene, efficiency, and water conservation. Paired with educational materials, posters, and student-led outreach, this initiative turns everyday handwashing into a powerful lesson on sustainability and climate action.*

#Water #Sustainability #Education



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## Greening School Spaces: How Pergolas Cool, Shade, and Transform Courtyards

### ECF4CLIM - Spain, IES Itaca

*Students practice how pergolas with vegetation offer shade, boost energy efficiency, lower indoor temperatures, and create versatile spaces that transform school courtyards.*

#Sustainability #Education



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## Growing Pride: Expanding the School Garden to Close the Organic Matter Cycle

### ECF4CLIM - Spain, CEIP Mozart

*Students participate in the co-design of expanding school's garden—turning seeds, compost, and student teamwork into a living lesson on sustainability and pride in nature.*

#SchoolGarden #Sustainability #ECF4CLIM



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## Students for the Trancão: Cleaning, Testing, and Protecting Our River

### ECF4CLIM - Portugal, Bobadela School

*Students are taking action by cleaning a section of the river 2–3 times a year and analyzing its water quality—learning science through real impact and helping nature thrive.*

#YouthForNature #Sustainability #ECF4CLIM



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## Greener Plates, Brighter Futures: Embracing Vegetarian Meals at School

### ECF4CLIM - Finland, Juhanskyla School

*Our school is promoting a sustainable food transition with delicious vegetarian recipes and better meal quality—engaging students, teachers, families, and the whole community in a healthier future.*

#SustainableFood #Sustainability #ECF4CLIM



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## Shaping Tomorrow: New Sustainability Course Empowers Future Tech Leaders

**ECF4CLIM - Romania, UNSTPB, University  
Center Pitesti**

*From renewable tech to climate adaptation—our new 8-module course is equipping tomorrow's engineers with the skills to build a sustainable future.*

#SustainableEducation #ECF4CLIM



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## See the Impact, Spark the Change: Tracking Water Use & Air Quality for a Greener Campus

**ECF4CLIM - Spain, UA Barcelona**

*What we can't see, we can't change—so we're uncovering the truth about our campus's water and air to protect what matters most.*

#Water #AirQuality #SustainableEducation #ECF4CLIM



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## Turning Sunshine into Knowledge: Empowering Our Community Through Solar Energy

**ECF4CLIM - Spain, IES Itaca**

*From rooftop rays to bright ideas—we're harnessing our school's solar power to learn, share, and build a sustainable future together.*

#SolarPV #SustainableEducation #ECF4CLIM



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## From Garden to Table: Growing Healthy Habits to Nourish Ourselves and the Planet

**ECF4CLIM - Spain, CEIP Mozart**

*Planting seeds of change—our school garden is teaching us to choose healthy, sustainable food that cares for our bodies and the planet.*

#FoodHabits #SustainableEducation #ECF4CLIM



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## Catching the Sun: Our School Goes Solar to Power a Greener Future

**ECF4CLIM - Romania, Sercaia School**

*The sun is now powering our school—every ray captured is a step toward cleaner air, lower costs, and a brighter future for our planet.*

#SolarEnergy #SustainableEducation #ECF4CLIM



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## Energy Route: Empowering People to Drive a Low-Carbon Future

**ECF4CLIM - Portugal, Bobadela School**

*Knowledge is power—through the Energy Route, we're learning how every choice we make can fight climate change and build a fairer, low-carbon future.*

#Energy #SustainableEducation #ECF4CLIM



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# ECF4CLIM gathered in Tampere to build a shared understanding of the project

Santa Claus himself had arrived to welcome the international representatives of ECF4CLIM project to Tampere, Finland. We were altogether 46 teachers, researchers, and advisory board members gathering in the General Assembly with a program of three days. The main goal was to discuss together about the project's achievements during the last three and a half years and to work for the final results of the project.

After the walking tour organised in the spirit of the ECF4CLIM roadmap in Tampere, the groups visited the two demonstration sites of the projects in Tampere. At Juhannuskylä comprehensive school, the multidisciplinary week and its activities were introduced. The visitors were very interested, for example, in the subject of home economics and its facilities, that doesn't belong in the curricula in many countries. At the time, the students were learning by doing how to clean their shoes. At Samke upper secondary, the group was familiarised with the interventions of the school and had school lunch. In Samke, the quality and sustainability of the school lunch, free for students in Finland, was the theme of one intervention.

The main part of the meeting was held in Aito Toimintakeskus, a course centre owned by the local parish. The program included presentations and discussions about the assessment of the project, the results from the perspectives of individual, collective and technical material competences, and the sustainability roadmap, which will be the main result of the project, promoting sustainability efforts in practice in education.

While researchers were discussing about the final reporting of the ECF4CLIM roadmap, teachers and other personnel from the demonstration sites shared their experiences of the project and wrote stories about their learnings during the implementation of interventions in their schools and universities. In addition to the serious thinking, the Finnish culture was introduced to the participants.





Sauna by the lake was a new relaxing experience for many. The fireplace in a big campfire hut was a perfect place for an evening program in the cosy atmosphere. Finnish food with fish from the lake, sautéed reindeer, Karelian pies with egg butter, pancakes and stick buns baked on the fire, and local black sausages were served.

At the end of the meeting, Santa Claus returned to talk about Finnish sauna culture and explained the criteria for evaluating a good sauna. First, a good sauna has good ventilation. Second, a good sauna is one whose walls have absorbed the stories of previous generations and tell them back to us. Thirdly, and most importantly, in a good sauna you always have good company. Since we had excellent company in Tampere, we can conclude that the sauna was good.

*Niina Mykrä, Anna Lehtonen, JYU  
Ana Prades, CIEMAT*



# Celebrating Creativity, Collaboration, and Positive Change in Education

## Highlights from the ECF4CLIM Interventions Competition Ceremony

In May 2025, the ECF4CLIM project celebrated the power of creativity, collaboration, and positive transformation across educational institutions. Over the past two years, students and teachers from diverse backgrounds have come together to design and implement interventions aimed at enhancing school life, infrastructure, and sustainability education.

Ten DSs entered the competition, each submitting a comprehensive application and a student-teacher-produced video showcasing a unique intervention. To ensure a fair evaluation, participants were grouped into four categories based on educational level: Primary Schools, Lower Secondary Schools, Upper Secondary Schools, Universities.

A distinguished jury of educators and experts assessed each intervention using four key criteria:

- Implementation & Impact (C1): Effectiveness and tangible outcomes of the intervention.
- Participation Level (C2): Involvement of students, teachers, and the broader community.
- Ambition (C3): Creativity, vision, and level of challenge addressed.
- Contribution to the Roadmap (C4): Alignment with ECF4CLIM's goals for sustainability in education.

Based on these evaluations, one winner was selected from each category. In addition, two special awards were granted:

- Best Student Empowerment Award
- Prize for Innovation in Sustainability Education

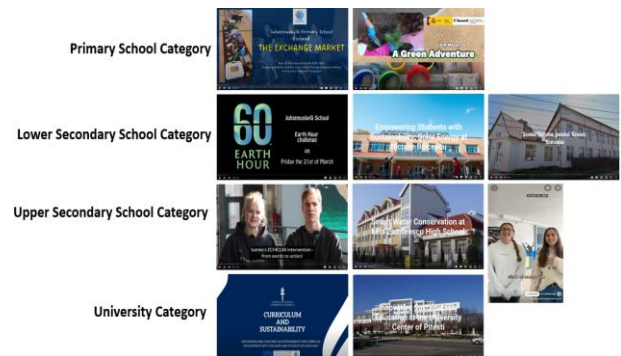
The ceremony culminated with the presentation of all ten videos. Using the Slido platform, all General Assembly participants cast their votes for the Grand Prize – Best Intervention Award.

Primary School Category: Finland - Juhannuskylä School, Spain: CEIP Mozart

Lower Secondary School Category: Finland- Juhannuskylä School, Romania- Nicolae Bălcescu School, Drăgășani, Romania- Șercaia School

Upper Secondary School Category: Finland- Samke School, Romania- Iulia Zamfirescu High School, Mioveni, Spain- Ítaca Secondary School

University Category: Finland- University of Jyväskylä, Romania- University of Pitești



And the Winners Are...

- Primary School Category: Spain – CEIP Mozart
- Lower Secondary School Category: Finland – Juhannuskylä School
- Upper Secondary School Category: Spain – Ítaca Secondary School
- University Category: Finland – University of Jyväskylä
- Best Student Empowerment Award: Finland – Juhannuskylä Primary School
- Prize for Innovation in Sustainability Education: Romania – Nicolae Bălcescu School, Drăgășani
- Grand Prize – Best Intervention Award: Spain – CEIP Mozart

Each participating team received a Diploma in recognition of their commitment and efforts. In the upcoming autumn, every DS will be gifted a tree adapted to their local environment, which will be planted during a local ceremony in partnership with the ECF4CLIM team—an enduring symbol of growth and sustainability.

See the video:

[https://www.youtube.com/channel/UCYCEI1uPSPKZvBmGX\\_tBvcg](https://www.youtube.com/channel/UCYCEI1uPSPKZvBmGX_tBvcg)



# ECF4CLIM team

10 research partners  
13 demonstration sites  
(schools and universities in  
Finland, Portugal, Romania and Spain)

