



0. Context and challenges

Faced with today's climate and societal challenges, the education sector must evolve to support the ecological redirection and transition of our societies. UNESCO and the MECB's "Education, Communication & Awareness" policy regard education as an essential response to the urgent challenges threatening the planet. The aim is to equip every citizen with the knowledge, skills, attitudes and behaviours needed to live in a way that respects the environment, the economy and the social fabric, while being able to imagine the future. A certified training programme of this kind addresses these challenges by preparing educators, civil-society organisations and engaged citizens to become agents of change who can share sustainable practices within their communities. The initiative forms part of the "ESD for 2030" movement, which promotes peer learning, educational innovation, networks and partnerships to accelerate ecological and social redirection and transition,

as well as the reform of development education and awareness-raising, which seeks to redefine these programmes' approaches and impacts.

0.1. Why the name “Ecological and Social Security”?

Because the programme's primary aim is to strengthen community resilience: enabling a community, whether a school, neighbourhood or network of associations, to withstand ecological shocks affecting climate, biodiversity and resources, and social shocks such as inequality, economic crises and cultural tensions, without breaking apart, while retaining its ability to learn, cooperate and care for its members. “Security” means creating conditions of shared safety: protecting the ecosystems that sustain collective life, strengthening the bonds of solidarity that ensure cohesion, and developing skills to anticipate, absorb and transform crises. By explicitly linking the ecological and the social, the programme affirms that community resilience is built through both environmental protection and justice, inclusion and mutual support among members. Training people who can connect these two dimensions strengthens a collective, cooperative defence against future uncertainties.

Possible alternative titles:

- Ecological and social security of competencies
- Ecological and social security of learning to become
- ...

1. Overall approach

This initiative proposes jointly creating, for the transition movement, an open network for sharing educational resources and practices: an autonomous, certifying, cross-organisational peer-education network capable of offering continuing, translocal, transdisciplinary and cross-cutting education:

Continuing: training will run over several years (2025–2027), with progressive learning and sustained support, avoiding a one-off course.

Translocal: the initiative will connect stakeholders and varied local settings in Luxembourg and partner countries, encouraging reciprocal knowledge exchange between territories.

Transdisciplinary: it will break down disciplinary silos to address real-world complexity, for example by connecting ecology, social sciences, solidarity-based economics and education.

Cross-cutting: the platform addresses a varied audience by creating links between formal, informal and non-formal education, including associations and local authorities.

Combining these four dimensions creates an opportunity for innovative certification.

2. Target audience and beneficiaries

The target audience consists of staff from associations and NGOs engaged in ecological transition, or “ecological redirection”, who will create this collaborative space. Training courses and modules resulting from these collaborations will be open to other stakeholders: primary and secondary teachers, specialist educators, municipal staff involved in sustainable development, and engaged citizens such as volunteers and collective members. This diversity is an asset for building a rich learning community in which everyone contributes experience from their own sector. Exchanges between civil-society activists, teachers and public employees will bring different perspectives together and encourage connections between formal education and grassroots initiatives. Attention will also be paid to geographical diversity, with participants from different parts of Luxembourg and possibly cross-border areas, and to gender parity, to maximise diversity and equitable access.

3. Sociocratic, cross-organisational governance

The network will be governed by a steering committee operating according to sociocratic principles and bringing together all partner organisations. In practice, decisions about direction will be made by consent. This participatory approach ensures equivalence between members. Collective steering will make the initiative more adaptable and resilient: the diversity of stakeholders will allow content and delivery to be adjusted continuously in response to field feedback. Working across organisations also ensures that certified content is jointly developed and recognised by different stakeholders, strengthening its legitimacy.

4. Objectives of the initiative

The initiative pursues several objectives aligned with the needs identified:

- **Collective skills development:** enable participants to acquire and strengthen the competencies needed to carry out educational work for ecological and social redirection and transition, including theoretical knowledge, teaching skills, interpersonal skills and project management. The emphasis is on collective learning, with participants learning from one another as much as from trainers, in the spirit of a learning circle.
- **Recognition and certification of learning:** provide formal recognition of acquired competencies through microcredentials (Open Badges). This will recognise learners’ achievements in their professional and voluntary settings and help strengthen the field of education for sustainability.

- **Connecting organisations and sharing resources:** create a network between participants and their organisations, including NGOs, schools and local authorities. Training together will build relationships that subsequently support cross-organisational projects, the sharing of educational resources and new joint initiatives. The aim is to overcome the isolation of individual initiatives and build a close community of practice around ecological redirection and transition in education.
- **Synergies and complementary strengths:** identify and strengthen how stakeholders complement one another, for example an NGO specialising in permaculture and a school wanting to create an educational garden, or a municipality and youth associations. The programme will encourage concrete partnerships during training through workshops and mixed projects, so that each organisation contributes its expertise and benefits from others'. These connections will improve the effectiveness of educational action in practice.

5. Strategic partnerships

To achieve these objectives, the programme will draw on a range of partners in Luxembourg and internationally:

- **Luxembourg education stakeholders:** development NGOs, environmental NGOs and other associations...
- **Partners in the Global South (Africa, Latin America):** international openness is a core principle of the project. Organisations working on ecological and social resilience in countries of the Global South will become partners, contributing their perspectives and hosting exchanges. For example, Senegal's Union Interprofessionnelle des Agro-Pasteurs de Rao (UIAPR), which brings together farmers and livestock breeders around integrated rural development projects, has developed a participatory approach encouraging collaboration and synergies within local communities. Working with UIAPR would give programme participants insight into community agroecology and food security projects in West Africa. The association L'Africaine d'Architecture, based in Togo, could also be involved: this urban and technological innovation laboratory, through the WoeLab network, promotes local, frugal solutions, illustrated by the first "made in Africa" 3D printer built in its Togolese fablab. Such a partner would help address urban resilience, low-tech and young people's involvement in responsible digital fabrication. Other partnerships in Latin America will be sought, for example with environmental education NGOs or community agroforestry projects, to represent varied settings such as Sahelian regions and tropical forests. These international partners will contribute content through expert input and case studies, and may host mobility activities such as placements lasting a few weeks, field visits or remote collaborative projects.

- **Other stakeholders:** the Ministry of Education, Children and Youth (MENJE) will be a key partner in aligning the programme with national priorities and potentially recognising its certifications. The National Education Training Institute (IFEN) could include the programme in its continuing education offer for teachers. The Service de Coordination de la Recherche et de l'Innovation Pédagogiques et Technologiques (SCRIPT) would be involved in certification and digital tools. Luxembourg has developed a national Open Badges platform for recognising the cross-curricular competencies of learners and extracurricular partners. Finally, several pilot secondary schools committed to sustainable development will be involved: they could host workshops, test modules with their students and serve as local settings for practical application.

The programme may also receive support from academics, including researchers in education and sustainable development, international networks and local social enterprises. These complementary partnerships will provide educational resources, funding or sponsorship opportunities, and greater visibility.

Together, these partners will form a cross-organisational ecosystem. Each will have a defined role, such as designing modules, facilitating workshops, hosting participants or contributing to evaluation, formalised in partnership agreements. North-South collaborations in particular will be designed as reciprocal exchanges rather than top-down assistance. The aim is to learn together from the diversity of local sustainability approaches and knowledge.

6. Educational framework: Edgar Morin's "seven knowledges"

The curriculum will be organised around the seven complex lessons for education in the future identified by the thinker Edgar Morin. These seven themes will provide the programme's conceptual and ethical framework for addressing the complexity of the contemporary world:

1. **The blind spots of knowledge: error and illusion.** Participants will reflect on errors of perception and cognitive biases that hinder understanding of ecological and social realities. Challenging received ideas, such as myths of infinite progress and technological illusions, will be an integral part of developing critical thinking.

2. **The principles of relevant knowledge.** This module will encourage connections between disciplines to build an overall understanding. It will address systems thinking, relationships between phenomena such as climate, biodiversity, economics and culture, and the search for meaningful indicators. Learners will practise contextualising information and making sense of it, rather than accumulating fragmented knowledge.
3. **Teaching the human condition.** This means placing human beings at the centre of education in both their individual and collective dimensions. The programme will address anthropology, including what all humans share, and cultural diversity. Participants will develop educational approaches that give ecological issues a human dimension, for example through stories and artistic methods, reaching audiences emotionally and ethically as well as cognitively.
4. **Teaching Earth identity.** This is central to education for sustainability: understanding that we all share one planet and that our destinies are connected. Participants will explore Earth citizenship, planetary solidarity and respect for living beings. The curriculum will include global ecological interdependence, planetary cycles and planetary boundaries, and encourage twinning or international cooperation projects that make this shared Earth identity tangible.
5. **Facing uncertainty.** Our time is marked by scientific, economic and political uncertainty. This module will help educators integrate unpredictability into their educational approaches. Examples include working with future scenarios, teaching critical thinking about predictions, and preparing learners for change and adaptation. The aim is to cultivate mental resilience and flexibility rather than an illusion of certainty.
6. **Teaching understanding.** Understanding, particularly across cultures and between people, will run throughout the programme. Participants will develop listening, empathy and dialogue skills, which are essential for facilitating diverse groups and cooperation between varied stakeholders. Morin stresses the importance of understanding others in their complexity. Mediation and conflict-management tools, together with intercultural exchange activities, especially with partners in the Global South, will therefore be included.
7. **Ethics for the human species.** The programme will also have a strong ethical dimension. Educators will reflect on the values underpinning ecological and social transition: responsibility towards others and future generations, social justice, sufficiency and cooperation. For Morin, ethics for the human species connects individual, social and global dimensions of responsibility. A group could, for example, develop a participant ethics charter or “charter for educators in transition” to guide professional and personal practice after the programme.

These seven areas will not necessarily become seven separate, self-contained modules: they will run across and inform the whole programme. Nevertheless, the curriculum will ensure that each is addressed explicitly at some point through dedicated content or

specific activities. Morin's framework ensures that the training goes beyond technical learning to transform participants' understandings and professional stance.

7. Hybrid format and key activities

The programme will combine in-person sessions and remote activities to connect local engagement with global openness while offering flexibility. Its key components are:

- **Modular in-person sessions:** several times a year, participants will meet for intensive workshops, for example three to five consecutive days. These meetings may take place in different locations, reflecting the translocal approach: an opening session in Luxembourg, others in a pilot school, an intermediate session hosted by an African or South American partner, and so on. In-person workshops will support group cohesion, experiential activities such as role play, field visits and group work, and concrete projects such as creating an educational garden, building a low-tech prototype or organising a local event.
- **Remote training and e-learning:** online support will be available between in-person sessions. A digital platform, possibly linked to the previously mentioned eduPass platform or a dedicated LMS, will provide online modules, documentary resources, virtual classes with experts and a peer discussion forum. This remote component will sustain engagement over time and make participation easier for people who are geographically distant. For example, a monthly webinar led by an international expert, including partners from the Global South, could offer outside perspectives.
- **Project-based learning:** participants will carry out concrete projects rooted in their own territories or institutions. Designed in line with the programme's objectives, these field projects will serve as practical learning cases. A teacher might develop a new ESD module at school; an NGO participant might launch a local sustainable-food awareness campaign; a municipal employee might start neighbourhood composting with residents. Each project will receive mentoring from a trainer or experienced peer and contribute to collective reflection on experience.
- **Mobile fablab and educational innovation:** the programme will use innovative tools to encourage engagement. A mobile fablab, or travelling digital fabrication workshop, could visit participants and their audiences during selected months. Equipped with machines such as a 3D printer and laser cutter, this laboratory truck would demonstrate the links between technology, creativity and sustainability. During a local session, for example, a mobile fablab parked in a municipality could enable learners to facilitate public workshops making useful objects from recycled materials, such as rainwater sensors or DIY solar devices. This supports learning by doing. Other active approaches will be prioritised, including moving debates, collective analysis of complex problems and design thinking applied to ecological challenges. The overall aim is to avoid passive lectures and involve participants in real situations.

- **Collaboration tools and online community:** throughout the programme, participants will be encouraged to exchange ideas through a dedicated online community, such as a discussion group or the programme's private social network. They can share resources, ask questions and build on feedback from their projects. Facilitated by the teaching team, this community will strengthen belonging and serve as the programme's collective knowledge base. It will continue beyond the official end, forming an active alumni network.

The format is designed to be flexible and modular. Each participant can shape their pathway according to their context, choosing some modules while completing a compulsory core. Combining synchronous learning, in person or by video, with self-paced asynchronous e-learning makes the programme accessible to working professionals.

8. Areas for the steering committee to develop

Modular structure and certification

The programme will consist of thematic modules whose achievements can be accumulated, leading to microcredentials and possibly an overall certificate recognising the full set of learning outcomes. The proposed structure is:

- **Modules and microcredentials (Open Badges):** each major theme or competency area will form a dedicated module of varying length, for example 50 hours combining in-person and remote learning. Possible modules include "Foundations of ecological and social transition", "Facilitation techniques and active learning", "Project management in sustainability education", "North-South intercultural collaboration" and "Frugal innovation and fablabs", connected to Morin's themes. At the end of each module, participants complete an appropriate assessment, such as presenting a completed project, a knowledge quiz, a practical exercise or a portfolio, and receive a digital badge. These Open Badges contain verifiable metadata describing the competencies acquired and can be shared on CVs or professional networks. Modular recognition values progress as it happens: even those who do not complete the whole programme retain recognition for completed modules. Badges may be aligned with available European competency frameworks, such as DigComp for digital skills where applicable, or GreenComp for sustainability competencies if that European framework is operational.
- **Individual pathways and accumulated learning:** the full programme might include six compulsory modules covering core knowledge, plus optional modules selected according to professional interests. To receive the overall certificate, a participant would need to complete all compulsory modules, a specified number of optional modules, for example two out of four, and an integrative final project. Defended before a panel, the final project would demonstrate the participant's ability to

apply competencies in real situations. With an indicative total of approximately 200–300 hours over two years, the pathway could support the accumulation of ECTS continuing education credits and alignment with a European Qualifications Framework (EQF) level. Depending on the complexity of the competencies, for example, certification might target EQF level 6, corresponding to bachelor level, for intermediate-level analyses and projects, or EQF level 7, corresponding to master level, if a theoretical or research component is included. Compatibility with existing continuing education pathways is essential: a teacher could count the certification towards their training plan, while a social worker might obtain partial recognition when starting a master's in project management.

- **Links with European standards:** the programme will draw on European good practice in microcredentials. Particular attention will be given to clearly defining each module's learning outcomes with action verbs and making them understandable to other institutions and employers. Open Badges will support portability and could integrate with tools such as Europass, allowing learners to record badges alongside formal qualifications. The programme will also explore recognition of the overall certificate by an official Luxembourg body, for example through inclusion in the continuing vocational training catalogue or a partnership with the University of Luxembourg to award a joint university certificate. Formal recognition would make the programme easier to adopt and increase its value to employers.
- **Educational quality and continuous improvement:** each module will be documented with objectives, content, methods and trainers, and evaluated by participants. A continuous improvement process is planned: the teaching committee will analyse feedback and progressively refine content, duration and delivery to meet needs as closely as possible. The programme will also seek a quality label, for example under a Luxembourg or European training quality framework, to support its credibility and long-term viability.

9. Proposed implementation schedule (2025–2027), subject to approval

Phase (period)	Key activities	Expected results
Phase 1: Design (July –December 2025)	– Establish the steering committee with partner representatives and define sociocratic governance arrangements. – Jointly develop the detailed modular curriculum, including module content, competency framework and assessments, drawing on Morin’s framework. – Develop or adapt digital tools: e-learning platform and Open Badges system linked to eduPass. – Identify and engage international partners through cooperation agreements and a mobility schedule. – Communicate the programme and launch applications for the first cohort.	<i>Outputs: detailed programme jointly approved; first modules ready; online platform operational; agreements signed with partners in the Global South and nationally; approximately 20–30 participants selected for the first cohort, depending on capacity.</i>
Phase 2: Initial implementation (2026)	– Begin training with the first cohort and complete modules 1–3, for example an online/preparatory core module in autumn 2025 followed by the first in-person gathering in early 2026. – Provide close support through mentoring for local projects, facilitation of the online community and ongoing adjustments based on feedback. – Run the first transnational exchanges, such as a cohort study visit in mid-2026, and webinars involving experts from partner countries. – Conduct a midterm review of cohort 1 in summer 2026 to identify improvements before the next phase.	<i>Outputs: participants awarded their first badges for core competencies; documentation of local projects started; interim evaluation report with recommendations, particularly from the sociocratic committee and learner feedback.</i>
Phase 3: Expansion	– Continue with cohort 1: complete the remaining modules (4–6), support completion	<i>Outputs: approximately 20 professionals certified</i>

and completion (2027)	of field projects, prepare final presentations and award the overall certificate at the end of 2027. – Launch a second cohort in early 2027 alongside the first cohort's final phase to sustain the initiative, incorporating pilot lessons and potentially increasing places or partners based on the first round's success. – Consolidate learning and long-term foundations: organise a final event in late 2027, such as a conference or forum bringing together graduates, partners and decision-makers, to present achievements and promote lasting integration through public policies or recurring funding. – Final evaluation and next steps: measure impact indicators, commission an external evaluation report and determine continuation beyond 2027, potentially at greater scale or with new modules.	in “Ecological and Social Security in Education” from cohort 1, plus a successful launch of cohort 2; documented impacts, including competencies shared and projects completed; recommendations for long-term continuity, such as integration into an existing organisation or creation of a dedicated institute.
-----------------------	--	---

Note: this schedule is indicative and may be refined by the steering committee. It combines a pilot cohort with gradual expansion. Flexibility will remain important: if demand is particularly strong, for example, the second cohort could start as early as mid-2026. The 2026 interim evaluation will be a key decision point for these adjustments.

10. Monitoring and impact indicators to develop

To assess effectiveness and impact, monitoring and evaluation will be established from the outset, with key indicators in the following areas:

- **Spread of competencies:** the number of certified participants, including accumulated badges and final certificates, and the success rate, alongside dissemination beyond direct participants. For example, the programme will track how many students, colleagues and members of the public were reached indirectly through activities carried out by trained participants during or after the programme. Workshops delivered and educational resources created and shared can also be counted.
- **Cross-organisational collaboration:** an indicator of network-building between organisations. This may include partnerships started or continued through the programme, such as a school maintaining contact with an NGO met during training; projects jointly delivered by different entities; or participation in local, national or international ESD networks. A survey at the end of the pathway could identify newly established collaborations.
- **Diversity and inclusion:** monitor participant profiles to ensure diversity, including sector, gender, age and possibly sociocultural background. Indicators could include the percentage distribution by stakeholder type, such as NGOs, teachers, public employees and citizens; gender balance; and representation of minorities or specific communities. Satisfaction within different subgroups will also be assessed, for example through post-training questionnaires, to check that the programme meets everyone's needs.
- **Systemic transformation:** this is the most ambitious, qualitative indicator. It will assess how far the programme has contributed to broader changes in the educational and civil-society ecosystem. Examples include changes in teaching practices within participants' institutions, such as new approaches or ecological-transition content; partner organisations incorporating training into their strategic plans; and local public policies drawing on participants' work. One way to assess this is to collect case studies six months to a year after training. These could describe a participant becoming an ESD lead and influencing the school development plan, or an NGO strengthening its advocacy through competencies gained in popular education.

Additional operational indicators will support internal management, including online module completion, attendance and satisfaction with trainers. A concise dashboard will be updated and reviewed at every steering committee meeting, allowing timely adjustments such as stronger support if online participation declines.

To support objectivity, an external evaluator is planned at the end of the programme to assess results against the initial objectives and provide independent recommendations.

11. Conclusion

This ecological and social security in education project aims to drive change in education and civil society. By adopting a comprehensive approach, from local to global and from technology to ethics, connecting stakeholders and recognising their competencies



through innovative certification, it can help accelerate the redirection and transition towards a more resilient, mutually supportive society grounded in global citizenship.