



European Network for Environmental Citizenship ENEC - University of Lisbon – 25 to 26 / 10 / 2018

“Main Characteristics of EEC and the Pedagogies & Learning of Environmental Citizenry Engagement and Environmental Citizenship Development”

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Environmental Issues **AS** Environmental **Problems!**



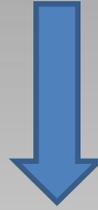
Awareness of a real risk to the Planet

DIVERSE AND OFTEN CONFLICTING
POLITICAL AND IDEOLOGICAL
PERSPECTIVES





IN OTHER WORDS IT IS NECESSARY TO RECOGNISE

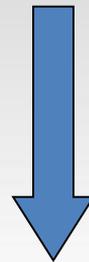


THE POLITICAL DIMENSION OF
ENVIRONMENTAL **PROBLEMS**

- Bornheim (1985): "Nature has now become, first and foremost, a viscerally and necessarily political theme"
- Hogan (1981): "Care must be taken when navigating the murky waters of the ecological political debate".

Regardless of theoretical frameworks OR political and ideological stances in relation to environmental issues:

"a spectacular AND ambiguous consensus":



ENVIRONMENTAL EDUCATION



If we think of Education as a SOCIAL PRACTICE

Then we can clearly characterize this

social practice as politically committed

There is no apolitical environmental education

There is no space for NAIVE interpretations

As Hursh, Henderson, Greenwood (2015, p. 310) have stated:

“Environmental education is inherently political, whether we realise it or not”.



And so, as a **politically committed social practice**, there is not a “singular” via, a singular colour for the relationship

Education and the Environment

Education for Nature
Conservation

Education for / on /
about the Environment

Education for
Sustainability

Eco-literacy

Environmental
Education

Education for Sustainable
Development

Education for
Preservation



The Diversity of Views Regarding Education and the Environment

- ❖ For each one of these different propositions:
- Different ontological, epistemological and methodological perspectives.
- Diverse political, ideological and pedagogical propositions.

Nevertheless...?

Not always are these different political perspectives clearly announced or assumed in our discursive practices regarding the

Environment AND Education !!!



Awareness of these presuppositions

SINCE 2008:

- ❖ An interinstitutional “state-of-the-art” research project to analyse the field of Environmental Education Research in Brazil:

“Environmental Education in Brazil – analysis of academic production - theses and dissertations”

(Earte-Project)



The EArte Project

www.earte.net



On the website of the Earte Project:

- A panoramic view of the project.
- A database with EE theses and dissertations carried out in Brazil (from 1981 to 2016 – 4223)
- In which the users can find a search system to localize research of their interest.

Unesp-RC / Unicamp / USP-FFCLRP /
UFTM / UFPR / UFF / IFECT



To widen these efforts:

A proposal to carry out a “state-of-the-art”
project of EE research in Latin America:

Colombia / Mexico / Cuba / Panama / Chile /
Argetina / Brazil.



OBJECTIVES FOR THE STATE OF THE ART OF ENVIRONMENTAL EDUCATION RESEARCH

❖ Two main general goals:

- 1 – Identifying trends in environmental education research, trying to construct pictures in a descriptive and panoramic view of this field.
- 2 – Analysing studies exploring different research perspectives:
 - Theoretical and Methodological Frameworks;
 - Macro Political and Pedagogical Tendencies.



OBJECTIVES FOR THE STATE OF ART OF ENVIRONMENTAL EDUCATION RESEARCH

□ **Particularly:**

Exploring the relationships between
Education-Environment and the
Political Dimension of Human Reality



OBJECTIVES FOR THE STATE OF ART OF ENVIRONMENTAL EDUCATION RESEARCH

❖ In Others words:

What meanings are we making when we, in our EE Project, FOSTER:

Democracy, participation, emancipation, environmental justice, social changes, **CITIZENSHIP**



**Specific Research Project
Environmental Education Research and
the Political Dimension: education for
CITIZENSHIP.**



Environmental education research and **the** political dimension: education for **CITIZENSHIP**.

❖ Some starting points:

- Exhaustively explored and emphasised by the literature, programs/projects or in public policies in the field of education: Science Education / EE.

What can we learn from these last experiences?

- Perhaps more so than at any other historical times, educational policies have emphasised this relationship (Arbués 2014).
- We can recognise these similar trends in different countries (Levinson, 2010).
- From the early 1990s, the concept of citizenship has become central to both the political and educational theory (Bannell, Prata and Fenerich (2011);



Environmental education research and the political dimension: education for *CITIZENSHIP*.

**Education - Environment -
*CITIZENSHIP***

**Full
Citizenship**

**Eco
Citizenship**

**Political
Citizenship**

**Planetary
Citizenship**

**Market
Citizenship**

**Liberal
Citizenship**

**Active
Citizenship**

**Global
Citizenship**

**Ocean
Citizenship**

**Sustainable
Citizenship**

Environmental Citizenship



Awareness and **doubts** that surround the debate concerning:
Education for Environmental CITIZENSHIP

- ❖ Why have educational reforms in recent decades placed education for citizenship as a main objective of basic teaching in so many countries?
- ❖ Which concept(s) of citizenship are these reforms based on?
- ❖ Is the new discourse of citizenship an ideology in favour of the dominant classes' interests or is it part of a mobilisation in favour of human emancipation?
- ❖ Why has the category citizenship become the main focus of the philosophical liberal policy over the last two decades?



The relationship between Environment - Education and Citizenship in Brazilian Research

What can we figure out from the analysis of the research report?:

- From perspectives in which there is **no questioning** concerning the “power structure” and “world economic order” to propose the “**subversion** of the *status quo*”.
- Considering political / pedagogical trends: from **CONSERVATIONIST** trends, to **PRAGMATIC** perspectives and for some, the proposal of **CRITICAL** perspectives (LAYRARGUES; LIMA, 2014).



The relationship between Environment - Education and Citizenship in Brazilian Research

IN A BROAD VIEW:

Practically, 50% of the set of theses and dissertations analysed:

Citizenship - as a resource to qualify the individual/subject of research. This concept is assumed *a priori*. It is not problematized.

WHEN WE CONSIDER A SET OF THESES AND DISSERTATIONS (86 OUT OF 506 – 17%) IN WHICH:

- ❖ Citizenship or citizenship education are problematized in the research.
- ❖ Relationship between education and citizenship is a constituent part of the questions or objectives of the proposed investigation.



GROUP A - Conservationist Macro Trends

GROUP B - PRAGMATIC Macro Trends

GRUPO 3 - CRITICAL Macro Trends



GROUP A - Conservationist Trends

❖ **Presuppositions** (based on Layrargues; Lima, 2014):

- Environmental problem due to the lack of knowledge, and consequently, due to inadequate individual behaviour.
- Guided by the logic of “knowing to love, love to preserve” [...] . The ecological science is the inspiring knowledge that children have to learn.
- The main objective: to ensure that the natural dynamics are maintained. Nature conservation.
- Emphasis on behavior, eco-literacy, self-knowledge, sense-perception, outdoor activities.
- Strongly linked with the “green agenda”: biodiversity, conservation areas, ecotourism, agro-ecological experiences.



Conservationist Trends Pedagogical Approaches & Learning Processes

- Traditional Perspective for Education: teaching and learning processes as knowledge transmission by the teacher and consequently assimilation by the student.
- Citizenship Education: providing knowledge for nature conservation / preservation, for pro-environmental behaviour,
- Among other perspectives: eco-literacy or education for nature's conservation
- Conservative regarding interpretative models for relationship between human and other elements of nature: closed to anthropocentric views.
- Do not question the current social, economic and power structure as a whole. Nor the world economic order. Sectoral reforms.



GROUP B - PRAGMATIC Macro-Trends

❖ Presuppositions:

- Associated with perspectives of neoliberal trends: state shrinkage, which affects the set of public policies, including the environmental ones. Emphasis on a citizen that is conscious of his/her rights and duties.
- Responds to the “brown agenda”: essentially to urban-industrial trends and is linked to: sustainable consumption, saving energy or water, the carbon market, “green technologies”, the decline of the “ecological footprint”. All for everything to remain the same.
- Approaches to the production and consumption sphere: but related to environmental resources. No social or economic dimensions.
- The particular case of Education for Sustainable Development: has raised some controversy in the field - the replacement of Environmental Education by Education for Sustainable Development.



GROUP B - PRAGMATIC Macro-Trends Pedagogical Approaches & Learning **Processes**

- From the **traditional view of education** to a much more **active education**. But active here is seeing much more as “immediate actions” than reflection on structural causes.
- Students as participants in environmental governance programs and environmental management actions: compensation, minimization or solving environmental issues.
- Methodology of problem solving.
- Focused mainly on issues, such as garbage, separate collection and waste recycling, widens to a sustainable consumption concept.



PRAGMATIC Macro-Trendse Pedagogical Approaches & Learning **Processes**

- Practice in urban environments turns away from the purely conservationist dimension
- Stems: the neutrality of science and results in a superficial and depoliticized perception of the social relations and their interactions with the environment.
- Also: do not question the current social and power structure as a whole. Nor the world economic order. Sectoral reforms.



GRUPO 3 - CRITICAL Macro-Trends

- ❖ Presuppositions: emphasis on the critics of the hegemonic scientific paradigm:
 - Criticism on the hegemonic view of the world or paradigmatic models in light of modernity.
 - Necessity of new paradigms: complexity of environmental issues and analysis of local/global relationships.
 - Complexity / hyper complexity, interdisciplinary, holistic and systemic views, multiplicity. ON THE OTHER SIDE uncertainties.
 - New ethical imperatives, new ways of feeling the world: deep ecology and Rogerian Educational Perspectives.



CRITICAL Macro-Trends

- ❖ Articulation between paradigmatic criticism AND the criticism of the economic / political order:
 - Rupture from paradigmatic traps, and the proposals of critical, emancipatory and political environmental education.
 - Criticism of the ideal of progress as a predatory model and of the mechanistic view of nature.
 - Criticism of the liberal citizenship conception that emphasises individual and private perspectives.
 - On the contrary, a critical perspective: the possibility of constructing a “subjective, political-social and planetary citizenship” - “eco-citizenship”.



CRITICAL Macro-Trends Pedagogical Approaches & Learning Processes

- ❖ Articulation between paradigmatic criticism AND the economic / political order:
 - Criticism of the world economic order in evidence. For some, the capitalist system of production is seen as the “root of both environmental degradation and social exclusion”.
 - Constructing a new paradigm, critical and emancipatory: considering the complexity of environmental issues and searching the ways of transforming political-economic models.
 - “Citizen practices”: by social participation in a context of radicalising democratic experiences
 - There is a strong sociological and political bias: key concepts such as Citizenship, Democracy, Participation, Empowerment, Conflict, Environmental Justice and Social Transformation.



CRITICAL Macro-Trends Pedagogical Approaches & Learning **Processes**

- ❖ Articulation between paradigmatic criticism AND the economic / political order:
 - Incorporation of individual, cultural and subjective issues that emerge with contemporary societies' transformations; Redefinition of the political notion. New social movements.
 - It requires openness, inclusion, dialogue and ability to see what is new and to formulate responses beyond current knowledge
 - Learning and changes are inseparable: it is not possible to learn something new without changing the point of view.



CRITICAL Macro-Trends Pedagogical Approaches & Learning **Processes**

✓ The Proposal From a Critical Perspective:

- Not just to seek temporary and palliative changes in the environment;
- But rather to work on processes of transformation of economic models and society - nature relationship;
- **Trying the construction of democratic societies, but which are guided by the principles of social and environmental justice.**



CRITICAL Macro-Trends Pedagogical Approaches & Learning Processes

✓ Pedagogical Trends:

❖ Active students' participation in reflection – action – reflection processes, mediated by the Teacher / Educator:

➤ The student's reality as a starting point.

➤ Problematising this reality:

- Identifying the structure causes that define environmental problems;
 - Making explicit the power structure;
- Bringing to surface the socio-controversies and socio-environmental conflicts.
 - Identifying socio-environmental injustices



CRITICAL Macro-Trends Pedagogical Approaches & Learning **Processes**

- ✓ Pedagogical Trends:
- Theoretical and methodological frameworks that allow for widening the critical understanding of this reality - having the teacher as mediator.
- Political alternatives to possible social / cultural / economic changes
- Political alternatives that question and mobilise change processes of the hegemonic society power structure.



❖ *Education for Environmental Citizenship*

ENEC's Conception:

- 1 - Cultivates a coherent and adequate body of **knowledge**;**
- 2- The necessary **skills, values, attitudes** and **competencies****
- 3 - To act and participate in society as an **agent of change** in the **private** and **public spheres**, on a **local, national** and **global scale**, through **individual** and **collective actions**;**
- 4 - To solve contemporary **environmental problems**, preventing the creation of new environmental problems;**
- 5 - To achieve **sustainability** as well as develop a healthy relationship with nature.**



❖ *Education for Environmental Citizenship:*

It is important to:

6 - empower citizens to **exercise their environmental rights and duties**, as well as to identify the underlying **structural causes** of environmental degradation and environmental problems,

7 - develop willingness and competencies for **critical and active engagement** and **civic participation** to address those structural causes, acting individually and collectively within democratic means and taking into account **inter- and intragenerational justice (ENEC, 2018)**.



EDUCATION FOR ENVIRONMENTAL CITIZENSHIP Pedagogical Approaches & Learning Processes

- ❖ Some challenging questions for this timely and necessary debate:
 - If we are thinking of critical perspectives for environmental citizenship, what are we considering as “central” or a “key point” of our criticality? (Trein, 2012)
 - How can we react - if we think that it is necessary to - to the influence of hegemony of the so-called modern and neoliberal concepts of citizenship?
 - Are we talking about this relationship according to the principles of “Nature Conservation”, “Sustainable Development”, or are we considering much more critical perspectives for “sustainability”?



EDUCATION FOR ENVIRONMENTAL CITIZENSHIP Pedagogical Approaches & Learning Process

- ❖ Some challenging questions for this timely and necessary debate:
 - Are we talking about this relationship according to the principles of “Sustainable Development” or are we considering much more critical perspectives for “sustainability”?
 - How can we prepare environmental citizens to be critical while they are now immersed in social practices, like the social media, for example?
 - What about the critics on the “critical perspectives? Who are we to make other aware of something?
 - What dialogs would be possible and healthy with others that critic this perspective?
 - What are the concrete powerful of the educational processes, when we talking about social transformations?

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