European SWOT Analysis on Education for Environmental Citizenship

Edited by
Andreas Ch. Hadjichambis, Pedro Reis & Demetra Paraskeva-Hadjichambi

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ENEC Cost Action Report

European SWOT Analysis on Education for Environmental Citizenship

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Table of Contents

List of Main Abbreviations

CE: Citizenship Education
CoP: Community of Practise
DSP: Dominant Social Paradigm
EA: Environmental Attitudes
EB: Environmental Behaviour
EC: Environmental Citizenship
ECn: Environmental Citizen
EE: Environmental Education
EEC: Education for Environmental Citizenship
EfS: Education for Sustainability
ESD: Education for Sustainable Development
FCN: Frequency of Contact with Nature
NC: National Curriculum
NEP: New Environmental Paradigm Scale
PSAs: Public Service Announcements
SE: Science Education
SSIBL: Socio-Scientific Inquiry-Based Learning
STEM: Science Technology Engineering & Mathematics
TPB: Theory of Planned Behaviour
TPD: Teacher Professional Development
VBN: Values Beliefs Norms

Foreword

Environmental citizenship is crucial for the success of any environmental policy. Sustainable development, a circular economy, a low-carbon economy, and a bio-economy require an effective citizen engagement. Citizens are called upon to adopt environmental attitudes and behaviours, make green choices, increase civic participation, and to be aware of and apply their environmental rights and duties. The contemporary environmental crisis with climate change, biodiversity loss, air pollution and all other local and global environmental problems demand an education that is capable of empowering environmental citizens. Education plays a key role in shaping future environmental citizens; nobody is born environmental citizen but anybody can become so by education.

This report presents a SWOT Analysis of an integrated and holistic type of education in Europe "Education for Environmental Citizenship". The SWOT anlaysis is presented in two levels. In Part A a synthesis of the results of 157 experts from 28 European countries are presented. In Part B the reader can exlore the 23 European country reports.

It is important to clarify that this reseach regarding SWOT analysis was undertaken before any development on the concept of Education for Environmental Citizenship such as common definition and the pedagogical approach. In this fact it illustrates the experts' opinion in the different contexts through out Europe.

We hope that European stakeholders will find it useful.

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5. Short Country Report for Bulgaria on the SWOT Analysis of Education for Environmental Citizenship

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Abstract: This report presents the results of a research on 'SWOT Analysis of the Education for Environmental Citizenship in Bulgaria'. The study was conducted under the European Cost Action Project 'European Network for Environmental Citizenship' (ENEC). Its purpose is to outline the strengths and weaknesses, and to contribute to identifying the opportunities and threats, related to 'Education for Environmental Citizenship'. As a working definition of Education for Environmental Citizenship, the following view was adopted: 'We consider Education for Environmental Citizenship to be the type of education that promotes Environmental Citizenship'. According to Dobson (2010, p. 6), Environmental Citizenship is defined as 'pro-environmental behaviour, in public and private, driven by a belief in fairness of the distribution of environmental goods, participation, and co-creation of sustainability policy. It is about the active participation of citizens in moving towards sustainability'. The research team included six experts with rich expertise in the field of education. The inclusion of representatives from different areas of education – including government institutions, the non-governmental sector, and schools – enabled us to draw a broader picture. The members of the Bulgarian research team, who are part of the ENEC network, conducted the study from January to February 2018. The survey questionnaire was drawn up by the Steering Committee European Network for Environmental Citizenship, and was designed so as to be applicable in every one of the participating countries in the ENEC Network. It consists of two types of questions: open-ended and closed-ended. Most of the questions are open-ended. Thus, the respondents were able to formulate their answers freely and in their own words. There are also four closed-ended questions, in which the respondent chose an option on a scale of preformulated answers.

Acknowledgments: This chapter is based on work from Cost Action ENEC – European Network for Environmental Citizenship (CA16229) supported by COST (European Cooperation in Science and Technology). The research team would like to express our gratitude to all participants in this survey for their help and for sharing their expertise with us. We would also like to extend our sincerest thanks to Dr Andreas Hadjichambis, Chair of the European Network for Environmental Citizenship (ENEC), for his support, guidance and encouragement.

5.1. Introduction: Aspects of the Bulgarian Educational Context

School education in Bulgaria is compulsory for all citizens from the age of 7 to 16 years. In 2010, the Government introduced two years of obligatory pre-school education, starting from the age of five for all children. This is a necessary measure, especially for children whose mother tongue is not Bulgarian. In 2015, the National Assembly of the Republic of Bulgaria adopted the new Pre-school and School Education Act, which introduced a number of amendments. It came into effect on 1 August 2016, replacing the National Education Act, adopted in 1991. The pursuit of 'innovation and efficiency' in organising the educational process, practices, content and structure, as well as promoting a higher degree of autonomy, are among the main pillars of the new law (Section 2, Article 3, point 8). Education is defined as a 'national priority' (Article 3, p. 2) and ensuring equal access and inclusive education is emphasised (Article 3, p. 3). In Section 2, Article 38, the Act also states that:

"Depending on the level, school education is primary and secondary.

(2)The instruction for the attainment of a primary education degree shall be provided from grade I to grade VII inclusive in the following two stages:

1. elementary - grades I to IV inclusive; and

2. pre-gymnasium - grades V to VII inclusive.

(3) The instruction for the attainment of a secondary education degree shall be provided from grade VIII to grade XII inclusive in the following two stages:

1. lower gymnasium - grades VIII to X inclusive; and

2. high gymnasium - grades XI to XII inclusive.1

In Section 3, Article 5, the Act defines the objectives of pre-school and school education. Here we will focus on those objectives that, in our view, have the potential to be deployed in eco-citizenship education:

1. intellectual, emotional, social, spiritual, moral and physical development and support to every child and every pupil in accordance with their age, needs, abilities, and interests;

3. acquisition of competences which are needed for a successful personality development and professional career and active civic life in modern communities;

4. acquisition of competences for applying the sustainable development principles;

7. acquisition of competences for understanding and applying the principles of democracy and the rule of law, human rights and freedoms, and active and responsible citizen participation;

11. acquisition of competences for understanding global processes, trends and interrelationships;

The Act also establishes a set of mandatory requirements – entitled State Educational Standards – regarding school education, its expected results, and the conditions for achieving those results. These are an integral part of the Act and concern a wide range of aspects.

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[1] Pre-school and School Education Act, Article 73.

In relation to our topic, we should mention Ordinance No. 13 of 21 September 2016, which presents cultural and educational fields in education close to the studied subject; it is known as the State Educational Standard for Civic, Health, Environmental and Intercultural Education. It describes the nature, objectives, ways and forms of the training, as well as the framework requirements for study results.

5.2 Strengths of Education for Environmental Citizenship in Bulgaria

In the curricula and programmes of the Bulgarian educational system, there is no formulated concept of Education for Environmental Citizenship (EEC). Related disciplines taught in formal and non-formal education are Civic Education, Environmental Education, Education for Sustainable Development and Global Education, Intercultural Education, Development Education, Health Education, etc. Thus, we can understand the doubts expressed by the respondents in analysing the concept. They were in need of a clearer conceptualisation and differentiation of the concept. At the same time, their lack of sufficient information on it stimulated respondent's interest. In this connection, we may say our respondents displayed a creative approach, elaborating the concept of EEC on the basis of already familiar approaches, adapted to the Bulgarian context and educational tradition. In this sense, we observe outlined attitudes and expectations for the potential strengths of EEC.

Based on the conducted SWOT analysis, we can say that respondents see the strong points in aspects of the relation: individual - community / society - environment. These are considered in the context of integrity, interdependence and shared responsibility. Acquired competencies are associated with the formation of ecological sensitivity, behaviour and culture, but also with a commitment to environmental issues in the widest sense, the achievement of understanding, an active, creative attitude, and the awareness of the need to transform behavioural patterns. In this sense, as one of the respondents said, 'it puts forward the idea of one's own behaviour (learning is great, but it is better when practical changes also happen, for instance, a change in behaviour)'. EEC is seen as a potential response to a public need and to the issue of globalisation. It is a model from which real practical orientation and value is expected. EEC is associated with different aspects of the categories of knowledge, skills, values, attitudes and patterns of behaviour, but also with awareness and activity. Most often, EEC is understood to be education with a 'practical orientation' and of an 'applied nature', which forms in students an 'ecological approach to human behaviour as a whole'. This model is rather an approach based on the search for practical applicability of knowledge and skills.

Among the issues raised by respondents, some concerned human rights and responsible behaviour, which we may be related to the dimension of citizenship. One respondent stated, "Education for environmental citizenship includes the rights and

responsibilities of a person and society as a whole, especially the responsibility to maintain environmental integrity and the right to live in a healthy environment."

We observe an inclination to build in students the ability to respect one's own dignity and worth, as well as the dignity and worth of others, which includes elements such as that the individual must 'bear responsibility for his behaviour', 'select adequate information, products and services to improve health and maintain a healthy lifestyle'. Respondents note that EEC 'includes the concept of fairness and distribution of goods, whereby we avoid the somewhat artificial separation of the "environmental" and "social" aspects of global issues, international development, etc.' EEC also focuses on the formation of values such as a sense of justice and a shared responsibility: 'Rational use and conservation of natural resources in the interests of the present and future generations; forming people who know the mechanisms of establishing shared responsibility for environmental protection.' The participants in the study indicated distinguishing features of EEC, such as: practicality, applicability, understanding the problems, building on individual experience, understanding the potential to increase interest in the environment, and creating a sustainable environment.

With regard to learning methods, they are understood training to be 'determined by cognitive content' and often associated it with greater freedom and flexibility, activity or interactivity, which will make training 'attractive' to learners.

With regard to the organisation of the training, respondents indicated that it should encourage interaction with others, partnership between different agents of socialization and education, such as the family, school, state structures and non-governmental organizations.

Respondents emphasised the importance of extracurricular projects and activities, as well as practical lessons, viewed as potential factors for motivating and stimulating the interest of the school children.

EEC is also seen as providing an opportunity to develop new pedagogical concepts of human development.

One participant in the study, based on his long experience in the non-governmental sector, in non-formal education, and in work on issues of global education, stated: 'In my experience, people in education see it as a strength when concepts are well supported by methodologies, tools, handbooks, etc., that they can use straight away with children.'

5.3 Weaknesses of Education for Environmental Citizenship

The participants highlighted different aspects, viewed as potential weaknesses in the implementation of EEC. We may summarise them thus: information resources (shortage of study programmes and accessible materials), methodological content (nature of the knowledge taught and the approaches to applying it), social aspects (social inequalities, etc.). One of the respondents shared:

‘I don't see weaknesses in the concept itself, but potentially in the way it is promoted and implemented. These might include: “rivalry” between EEG and other educational paradigms; constant bombardment of educators with new educational concepts.’

Some of the limitations indicated by respondents are:

- the lack of clear concretization and definition of the concept,
- the lack of a socio-psychological portrait of the environmentally minded citizen,
- the need for a broader view so as to avoid, as one respondent put it, ‘archaic concepts’, because the individual ‘performs many other activities that can be ecologically assessed and which have an ecological impact on the environment.’
- Respondents also take into account the potential danger of ‘providing education in an environment that is cut off from the environment that the education is about’; this, according to him, is related to the ‘armchair nature of contemporary education’.
- Respondents also indicate concern about the tendency to unify the content of EEC, which would ‘stigmatise and restrict’ it.

Participants pointed to the need to improve resource availability and investment in human resource development: ‘increasingly accessible resources for explaining the values and concepts that are central to it - for educators (for instance, video films)’; programmes and interesting training methods; providing the opportunity for the trainees to gain experience, ie., enhancing the capacity of teachers and trainers to teach EEC (‘Increasingly accessible resources with methodologies and tools that teachers can use - they need less theoretical discussion and more practical tools’). An interesting point here is the understanding of EEC as a process in the context of lifelong learning.

That which EEC must avoid, according to our respondents, is over-theorising, ‘encapsulation’ in a single scientific field (‘environmental citizenship should find its place in the context of all school subjects and all university disciplines’, said one participant); the focus only on high schools and universities; formalism and lack of real contact with the environment; lack of practical applicability of activities.

In the context of the potential perceptions of teachers and students regarding the weaknesses of EEC, the respondents indicate: the teachers’ workload (‘Educators might see it as “another thing they expect us to teach in school”, taking into account that their study programmes are overloaded and increasingly high demands are made on teachers’) and insufficient qualification in the problem field, the small number of study hours provided for ecological education in secondary schools. They note that there is also a risk for learners ‘not to relate to it, unless it successfully links their local lives with the global environmental and social issues.’ Among the factors that might prove an obstacle to the success of EEC are: lack of sufficient experience and resources, poor dissemination, lack of training opportunities (in order to upgrade the skills of trainers), and underestimating the problems at the level of the public, government policies and at the individual level.

5.4 Perspectives of Education for Environmental Citizenship e Education for Environmental Citizenship in Country

Our respondents indicate the following educational perspectives of EEC: its potential to build a good ecological culture among young people; to raise participants' interest in training methodologies; the rethinking of education systems (one respondent shared, 'There seems to be trend of opinion that the educational systems need re-thinking (for instance, the case of Norway), which might direct attention to less "traditional" educational paradigms – for instance, EEC'). Education and educational practices are seen as important; respondents recall that 'For the EU, education is above all a value, a key to realisation in modern society. Knowledge of yourself and of the world, both at the individual and group level. Education becomes a generator of the new society, and we can say that there is a real possibility for knowledge of oneself and of the world to become integrated, and for setting a new foundation for human education - not only as a search for knowledge but also, through knowledge, to find one's own self and one's place in the world. Once knowledge becomes a central resource of the modern economy, the system that produces knowledge becomes a fundamental system of society'.

The following are considered real resources: promoting extracurricular forms of training and participation in projects and activities. Here respondents stress the possibility of constructive participation of the non-governmental sector as a partner in this process. According to one of the participants, 'It is a good opportunity for all educational areas in the kindergarten and all school subjects to be subordinated to the idea of building ecological awareness in the individual'; this is in line with the idea of social interaction, solidarity and life in the community.

Stimulating a creative approach and critical thinking, fostering self-sufficiency, putting trainers and trainees on an equal standing, combining social skills, cognitive abilities, and overall emotional and intellectual competence; participation of children, high school students and university students in projects and national programmes on environmental themes, the introduction of environmental education in the additional training classes and in extracurricular activities, etc., are among the trends listed as interesting, and possible, means to develop practices that emphasise EEC.

5.5 Threats to Education for Environmental Citizenship

Participants in the study take into account various obstacles or threats to the development and implementation of EEC. Among these are: the lack of opportunities for the training of teachers and educators; the degree of willingness of teachers to do additional work, the risk of predominance of theoretical knowledge; poor awareness and potential misunderstanding of the significance of the problem; funding, broken links between family and educational institutions.

One of our experts emphasised that ‘at this stage in Bulgaria, environmental education, civic education, and education for sustainable development are generally implemented better.’ With regard to educational materials, programmes or services for EEC, respondents are generally convinced that the existing materials are insufficient; they stress that ‘those that are available are not widely disseminated. We cannot expect teachers to start looking for resources and concepts that they might not have even heard of. They need to be brought to them.’

Regarding the changing technological environment, respondents do not see any threat here (‘The issues of technology always revolve around how we use it, not whether it is there’). Respondents expressed the belief that the constantly developing and changing ICT are not a threat to EEC. On the contrary, ICT are thought to be able to contribute to its development. Information technologies are understood to be the basis for a new type of creativity connected with access to knowledge and ‘processing information’, with opportunities for communication in a new digital environment, and with the concept of life-long learning. According to one of the participants, ‘The threat comes from the fact that education for environmental citizenship is moving with slow steps after the changes in technology.’

Some of the identified weaknesses that may threaten the development of EEC are: neglect of the importance of protecting the environment and human rights; the approaches adopted to encouraging and promoting EEC.

The insufficiency of information resources is seen as an important problem, as is the strong contradiction between the content of EEC and the processes actually taking place in the environment, such as soil destruction, the cutting down of forests, water pollution, drastic violation of environmental laws.

5.6 Differences in the Strengths, Opportunities, Weaknesses and Threats of Education for Environmental Citizenship: Between FORMAL and NON-FORMAL Education

Respondents stress that formal education is ‘a structured, state-supported education system, structured chronologically and functioning from elementary to higher education institutions.’ They consider a strong aspect of formal education to be that, since the new Preschool and School Education Act came into effect, ‘environmental education has become part of the training of pupils in all types of schooling in all classes.’ In school education, environmental education takes place: in class; in the course of individual interests activities in the framework of the whole-day organization of the school day; in the framework of general support activities for personal development under the terms and conditions of the state educational standard for inclusive education.

One of the respondents sees a weakness in the non-involvement of children and pupils in extracurricular forms of education related to environmental education; he

believes this is explained by ‘their strong commitment to acquiring the compulsory study content and the low interest of pupils in extracurricular activities’.

In contrast, non-formal education develops beyond the ‘established traditional education system’. It is very often related to the use of alternative and interactive teaching methods that ‘place each participant at the center of the learning process, providing for the personal, social and harmonious growth of each child. It uses approaches based on personal experience, learning through action and experience in a real natural environment.’ Voluntary participation is also pointed out. In this sense, we can say that non-formal education is more oriented to the person and to the individual’s experience; it provides space for promoting autonomy and creativity. In other words, it is understood as a training that builds on the experience of the learners and thereby provokes reflection, stimulates thought and creates conditions for mutual instruction through the sharing of experiences between young people and the supporting adult, i.e., the trainer.

According to some experts, non-formal education as a whole is ‘more flexible, integrated and adaptive’. In this respect, we may consider the opinion of one respondent that there is ‘more reason to look for potential threats’ in the case of formal education. But the view was also expressed that ‘in non-formal education, there is weaker impact in terms of the range of people it engages’.

Respondents share the attitude that each of these two modes of education provides a certain knowledge, skills, habits, and contributes to the acquisition of social experience in adolescents. They recognise that the effect both of formal and non-formal education is determined by ‘to what extent both sides of the pedagogical interaction - the educator and the learner - are involved.’

5.7 Differences in the Strengths, Opportunities, Weaknesses and Threats of Education for Environmental Citizenship in PRIMARY and SECONDARY Education

According to our respondents, in comparing primary and secondary education, the strong sides are:

With the entry into force of the Pre-school and School Education Act, environmental education is carried out at all school levels.

In kindergarten and elementary school, there is an integrated educational field called “The Surrounding World” (in kindergarten and first and second grades of elementary school).

In kindergarten and elementary school, the study content is based on concrete examples that enable children to acquire a feeling for the problems of the environment.

Weaknesses:

The higher the school level, the more formalism there is in the teaching of EEC.

The requirement for generalised concepts and increasing abstractness of the study content leads to emotional detachment of pupils from ecological reality.

The respondents also see differences in the approach and type of information, adapted to the cognitive, psycho-social and emotional development of children at different ages. A respondent said that, 'high school students are no less in need of interesting and practical lessons than those at the elementary level. There is a great risk that the environmental citizenship will be theorized, which is fatal, as they will soon be adult citizens. However, the motivation and activation of high school students is strongly threatened by the ubiquitous apathy of people at this age. This calls for even better qualification of teachers and innovative methods.'

The risk of excessive theoretization of study content is considered a potential threat that might make teaching unfunctional. At the same time, respondents recognized that an increased level of abstraction would make it difficult for pupils to understand the link between local and global.

5.8 Different Degrees of Similarity between Several Problem-Oriented Areas of Education

Respondents were asked to evaluate the degree of similarity between education for environmental citizenship and other types of education on a Likert scale ranging from 1 to 5, where 1 corresponds to 'not similar', and 5, to 'very similar'.

The Statistical Package for Social Science (SPSS Statistics 17.0) systematization was used to process and analyse the data.

To summarise, based on the results obtained, we can say that respondents find EEC is most similar to education for sustainable development and to civic education. The results obtained are presented in the tables below. The arithmetic mean indicates that respondents reported greatest similarity between education for environmental citizenship and education for sustainable development (X = 4,50), followed by EDC (X = 4,17). (Table 5.1)

Table 5.1: Descriptive Statistics

	In what degree (1-5) the Education for Environmental Citizenship (EEC) is similar with Environmental Education (EE)?	In what degree (1-5) the Education for Environmental Citizenship (EEC) is similar with Education for Sustainable Development (ESD)?	In what degree (1-5) the Education for Environmental Citizenship (EEC) is similar with Science Education (SE)?	In what degree (1-5) the Education for Environmental Citizenship (EEC) is similar with Citizenship Education (CE)?
N valid	6	6	6	6
Missing	0	0	0	0
Mode	2,00a	5	2,00a	5
Minimum	2,00	3,00	2,00	3,00
Maximum	5,00	5,00	5,00	5,00
Mean	3,3333	4,5000	3,1667	4,1667

a. Multiple modes exist. The smallest value is shown

Regarding the attitude to the similarity between EEC and Environmental Education, two available modal values are recorded - 2 and 4, which point to an ambivalent assessment. The distribution of responses in relative values and absolute values is given in Table 5.2.

Table 5.2: Comparison between Education for Environmental Citizenship and Environmental Education

In what degree (1-5) the Education for Environmental Citizenship (EEC) is similar with Environmental Education (EE)?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	2	33,3	33,3	33,3
	3,00	1	16,7	16,7	50,0
	4,00	2	33,3	33,3	83,3
	5,00	1	16,7	16,7	100,0
	Total	6	100,0	100,0	

The modal value of the estimates is 5, which shows it to be the trait meaning most often assumed by the units of the population. In this sense, we can say that the survey participants see a large similarity between EEC and Education for Sustainable Development. Table 5.3 gives the breakdown of responses:

Table 5.3 Comparison between Education for Environmental Citizenship and Education for Sustainable Development

In what degree (1-5) the Education for Environmental Citizenship (EEC) is similar with Education for Sustainable Development (ESD)?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3,00	1	16,7	16,7	16,7
	4,00	1	16,7	16,7	33,3
	5,00	4	66,7	66,7	100,0
	Total	6	100,0	100,0	

By this indicator, the frequency distribution is bi-modal and assumes two degrees - 2 and 3, which point to the opinion that there is a rather small similarity between EEC and Education as a science. Table 5.4 gives a breakdown of responses.

Table 5.4: Comparison between Education for Environmental Citizenship and Education (SE)

In what degree (1-5) the Education for Environmental Citizenship (EEC) is similar with Science Education (SE)?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	2	33,3	33,3	33,3
	3,00	2	33,3	33,3	66,7
	4,00	1	16,7	16,7	83,3
	5,00	1	16,7	16,7	100,0
	Total	6	100,0	100,0	

The modal value of this indicator is 5, which can be interpreted as showing the respondents see a similarity between EEC and civic education.

Table 5.5: Comparison between Education for Environmental Citizenship and Citizenship Education

In what degree (1-5) the Education for Environmental Citizenship (EEC) is similar with Citizenship Education (CE)?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3,00	2	33,3	33,3	33,3
	4,00	1	16,7	16,7	50,0
	5,00	3	50,0	50,0	100,0
	Total	6	100,0	100,0	

5.9 Conclusion

Educational values and systems are socio-cultural determinants. In the context of their role for socialization, it is necessary to adapt them to the actual realities in order to create conditions for a full personal and social realization of young people.

In this regard, we can recall the words of the French sociologist Emile Durkheim, according to whom, 'society can survive only if there is a sufficient degree of homogeneity between its members.' He considers a particularly important component in this aspect to be education (upbringing), which he believes 'consists in the methodical socialization of the young generation'. It is at the core of the formation of knowledge and skills in the individual as a 'social being' (Durkheim). He sees education as an instrument for bringing children to collective life, to our surrounding social communities, through which a sense of altruism develops.

The issues of education and training in its varieties are a topical field for discussion in today's globalized world. Learning accompanies individuals throughout their lives. Moreover, education is understood as a significant value in terms of the prosperity of the individual and society as a whole. Asserted in present-day reality are the vision of a 'knowledge society' and the importance of promoting non-formal education and self-learning, as well as lifelong learning. .

Globalisation is setting new standards and principles not only for education but also for the concept of citizenship. The view is gaining ground, that 'under the modern conditions of globalisation and virtualisation of social reality, citizenship acquires new dimensions and significance, imposing the need to 'rethinking' it and 'solving' it through the prism of 21st century realities.'

On the other hand, individuals are facing various social, economic, ecological, etc., challenges. This raised the need to develop competences that support the creation of opportunities for successful personal and social realization of individuals.

This report is an attempt to briefly describe 'education for environmental citizenship' in general outline. The results obtained allow us to generalise certain regularities and emphasise social change in the society and the significance of education as a factor of social cohesion and full realisation of the individual.

'Education for environmental citizenship' is not found in educational programmes and curricula under this name. Some of the existing terms and forms of education are: global citizenship, civic education, global education, sustainable development education, development education, intercultural and health education, sustainable environment, responsible civic behaviour, civic awareness and civic virtues, and others.

Perceptions of 'education for environmental citizenship' are developing in the spirit of environmental, civic education, global education, and others, in which teachers have experience.

Education is in need of conceptualisation of EEC and a clear methodological framework for it.

A potential risk is the possible fragmentedness and formalism in teaching, which would be contrary to understanding the concept as a multidisciplinary area of knowledge. In this aspect, respondents look to an integrated learning approach.

Respondents also understand that we should avoid 'too much focus on environment without always considering social aspects (like poverty, access to resources, cooperation, solidarity, human rights)'.

Views on the strengths of EEC refer to the formation of socio-environmental, civic and personal competencies, knowledge, skills, attitudes, the ability to participate in social life and social interaction.

In the spirit of the philosophy of social inclusion, emphasis is placed on the formation of an attitude of commitment, action and shared responsibility.

As regards the formation of the basic factor – human capital – teachers plays the main role here, and they need to display creativity and innovative approaches; they also require training and training materials.

Apart from formal education, the issue of EEC is also related to other possible activities and approaches to training young people in the framework of non-formal education. The NGO-sector and extracurricular activities are also relevant.

In conclusion, we can say that EEC, regardless of its format, is associated with features such as: practicality, applicability and relevance to contemporary realities, the ability to develop not only knowledge but also sensitivity to the environment by avoiding a sole focus on the basic theoretical level, and to form critical thinking and analytical skills; EEC raises questions as to how, when, where and who will teach it in the context of lifelong learning.

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The European Network for Environmental Citizenship (ENEC) – funded as a COST Action (CA16229-Horizon 2020) – brings together more than 120 experts from 37 countries with the objective to improve the understanding, the practice and the assessment of Environmental Citizenship in Europe and the participating countries.

Environmental Citizenship has been an influential concept in many different arenas such as economy, policy, philosophy, organizational and corporation management and marketing and could be better exploited and established furthermore in the field of education as well.

This report examines the Strengths, Weaknesses, Opportunities and Threats of Education for Environmental Citizenship in Europe. In the first part of the report, the need for Education for Environmental Citizenship, is examined along with the methodology and results of an extensive research from more than 157 experts in 28 European countries and Israel. In the second part of the report, the country chapters for the 23 European countries and Israel emphasise the similarities, differences and special features of these case studies.

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