



**European Network for
Environmental Citizenship**
Cost Action CA16229

**COST Action CA16229 European Network for Environmental Citizenship
5th European Joint Meeting**

**Best educational practices of Education for Environmental Citizenship (EEC)
ONLINE EVENT 21-23 October 2020**

A “good example”

Dr Audronė TELEŠIENĖ, Kaunas University of Technology, Lithuania

Eco-Schools



Eco-Schools is the largest global sustainable schools programme – it starts in the classroom and expands to the community by engaging the next generation in action-based learning.

Scope of the programme:

Funded by:



„The programme’s **greatest achievement** is arguably the fact that it produces generation after generation of **sustainably minded, environmentally conscious people**. These individuals will carry the behavioural patterns they uptake under the auspices of Eco-Schools with them through life, in turn teaching the next generation the habits to make a difference.“

(<https://www.ecoschools.global/>)

FEE Educational principles



Changing Together

Eco-Schools 1994-2019



What they do:



The Great Plant
Hunt

Biodiversity



Litter Less
Campaign

Recycling



E-Space

Circular Economy



Warming-Waste-
Water-Watts-
Wildlife (W5)

STEM



What they do: --> Global Action Campaigns

One Planet Picnic

Scotland



INTERREG SUDOE - ClimACT

Portugal, Spain, France and Gibraltar



We Eat Responsibly

Slovakia, Latvia, Malta, Slovenia, Croatia, Bulgaria, Czech Republic, Poland and Romania



Eco-Schools in Uganda, Tanzania and Malawi



Eco-Schools Themes:



Biodiversity & Nature



School Grounds



Litter



Climate Change



Marine and Coast



Waste



Energy



Health & Wellbeing



Water



Food



Global Citizenship



Transport

How they do it:



FEE EcoCampus 7 Step Methodology

Who is the target audience?

- All pupils starting from the pre-primary, to upper-secondary school age.

For example:



**Our Lady's RC Primary
School (Wigan)**



**King's Academy Ringmer
(East Sussex)**

Support & Tools

LESSON PLANS FOR POSITIVE ACTIONS FOR THE SUSTAINABLE DEVELOPMENT GOALS

In 2019, the Foundation for Environmental Education (FEE) invited teachers to develop and submit lesson plans that promote an action oriented pedagogy about specific Sustainable Development Goals (SDGs). These were the selected lesson plans:

- 'That's impossible! Just turn on the tap, right?'
SDGs 3, 4 and 6.
- 'How do human activities affect water quality?'
SDGs 4, 6, 14 and 17.



Informing and Involving Resources

Resources to help you Inform and Involve.

Please log on to your Eco-Schools account for more resources

[Informing and Involving in Seven Steps](#)

Please log on to your Eco-Schools account for more resources.

Inspirational Stories



Eco-Wastebusters Team in Action at Rockingham Beach Primary School



Educating a Future Generation of Stewards



Alcoa W5 Programme Helps Students to Reduce Food Waste on Wednesdays!

Webinars

FEE is running a series of webinars on a number of Development, such as circular economy, outdoor education. Speakers in these webinars range include a variety of educators and students. The webinars are conducted in English and are targeted the whole FEE network aged 15+.

Positive Actions for the Sustainable Development Goals

A publication about Positive Actions, SDGs Case Studies and the Eco-Schools Handprint.

Also available in **Turkish**.

Scientific evidence on IMPACT?

The Effect of Flemish Eco-Schools on Student Environmental Knowledge, Attitudes, and Affect

Jelle Boeve-de Pauw* and Peter Van Petegem

Institute of Educational Sciences, University of Antwerp, Antwerp, Belgium

Eco-schools aim to improve the environment through direct and indirect effects. Direct effects are those that result from the implementation of an environmental management system. Indirect effects are educational gains. The current study examines the effectiveness of eco-schools concerning three student outcomes: (1) environmental knowledge, (2) environmental attitudes, and (3) environmental affect. The study includes 1287, 10–12-year-olds from 59 schools (38 eco-schools and 21 control schools). Multivariate multilevel regression analyses show that eco-schools mainly influence their students' environmental knowledge; they do not influence environmental affect. Eco-school students, furthermore, have equal preservation attitudes and lower utilization attitudes, as compared to control-school students. The implications of these results for research and practice are discussed.

Boeve-de Pauw, J., & Van Petegem, P. (2011). The effect of Flemish eco-schools on student environmental knowledge, attitudes, and affect. *International Journal of Science Education*, 33(11), 1513-1538.

Scientific evidence on IMPACT?

The effect of eco-schools on children's environmental values and behaviour

Jelle Boeve-de Pauw and Peter Van Petegem

University of Antwerp, Institute for Education and Information Sciences, Research Unit EduBRON, Antwerp, Belgium

The study examines the effectiveness of eco-schools concerning their students' environmental values and environmental behaviour, and includes 1287 children from fifty-nine schools (thirty-eight eco-schools and twenty-one control schools) in Flanders. Controlling for effects of gender and socio-economic status, analyses show that eco-schools have no effect on the environmental behaviour of their students or on their preservation values. Eco-school students do, however, show lower utilisation values than control school students. Results furthermore indicate that preservation values and not utilisation values impact environmental behaviour. Eco-schools thus seem to be applying a pedagogical approach that impacts only on utilisation values but through that fails to affect their students' preservation values and, with those, their environmental behaviour. Directions for future research are suggested.

Pauw, J. B. D., & Petegem, P. V. (2013). The effect of eco-schools on children's environmental values and behaviour. *Journal of Biological Education*, 47(2), 96-103.

Scientific evidence on IMPACT?

Krnel, D., & Naglic, S.
(2009). Environmental
literacy comparison
between eco-schools and
ordinary schools in
Slovenia. *Science
Education
International*, 20, 5-24.

Environmental literacy comparison between eco-schools and ordinary schools in Slovenia

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Received May, 13, 2009; December, 2, 2009

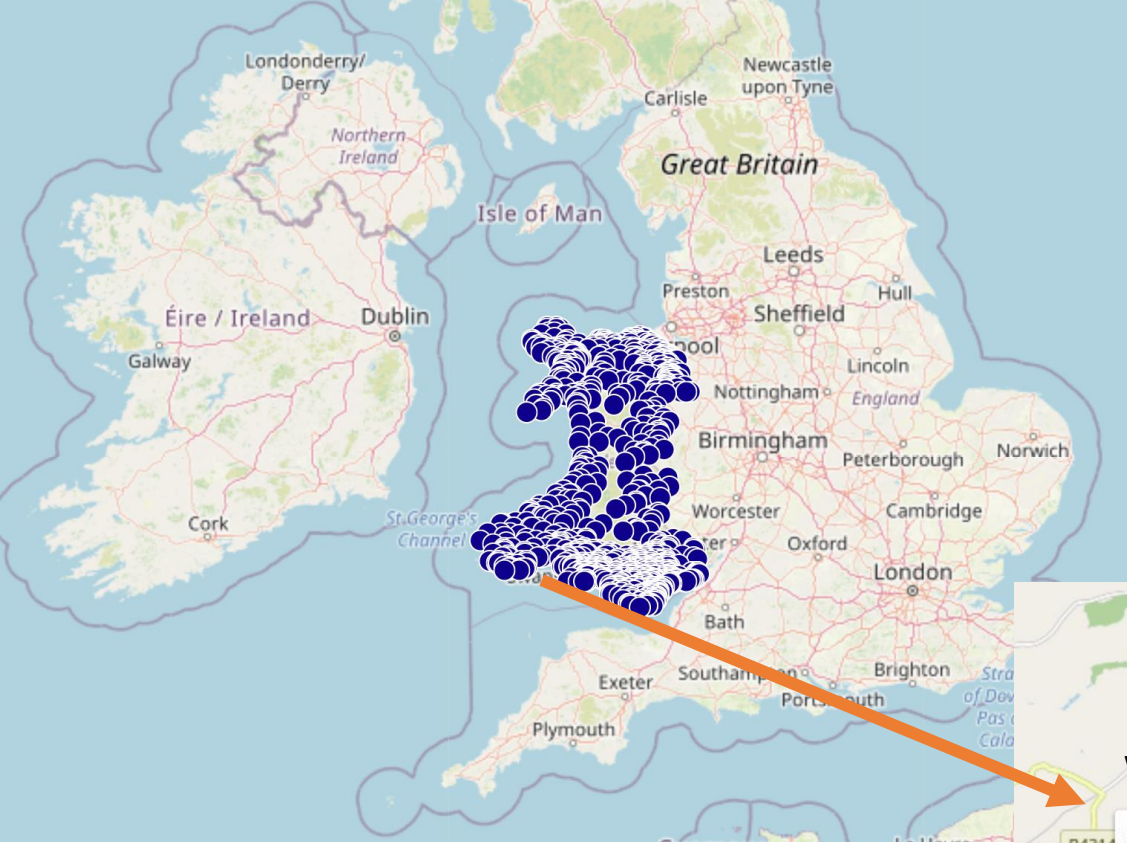
Abstract

The aim of environmental education is environmental literacy which includes not only knowledge but also awareness and environmentally responsible behaviour. This study included pupils who are provided environmental education as part of the curriculum during regular class hours, as well as those who are included in the Eco-school project. The aim of the study was to determine whether there were any differences between the two groups of pupils regarding their knowledge, awareness and environmentally responsible behaviour, and whether more extensive knowledge of environmental issues is related to greater awareness and environmentally responsible behaviour. Our research was based on a questionnaire (test of knowledge and opinion scale) drafted especially for the purposes of the study. Statistical comparisons of the results of the tests of knowledge showed that the knowledge level is slightly higher in eco-school pupils than in pupils attending only regular class hours. On the other hand, the results of the research indicated that as regards pupils' awareness and environmentally responsible behaviour, the differences between the two groups are not statistically significant. Based on these findings, it may be concluded that environmental knowledge does not result in greater awareness and environmentally responsible behaviour. As regards the Eco-school as a Way of Life project, it can be determined that the project raises only the level of knowledge, but fails to produce the desired results in terms of a more responsible way of life.

Specific good practice case

Llanmiloe Community Primary School, Wales, UK





“Keep Wales Tidy” network of eco-schools,
<https://www.keepwalestidy.cymru/our-schools>

Llanmiloe C.P. School in the SouthWest of Wales,
<http://llanmiloe.amdro.org.uk/home/>



military range operated by the
defense technology company
QinetiQ for weapons testing

Platinum Eco-school



What they do

- Regularly **learn within the outdoor area:**
 - “This is developing a strong sense of well-being and high levels of physical activity for pupils. They are able to acquire a useful knowledge of ecology and sustainability whilst developing communication skills by sharing this knowledge with others as well as developing literacy and numeracy skills in an outdoor context.”
- Example 1: **OUTDOOR CLASSROOM DAY**. Aspects:
 - whole school launch day
 - all subjects taught outside
 - playing as central to teaching outdoors



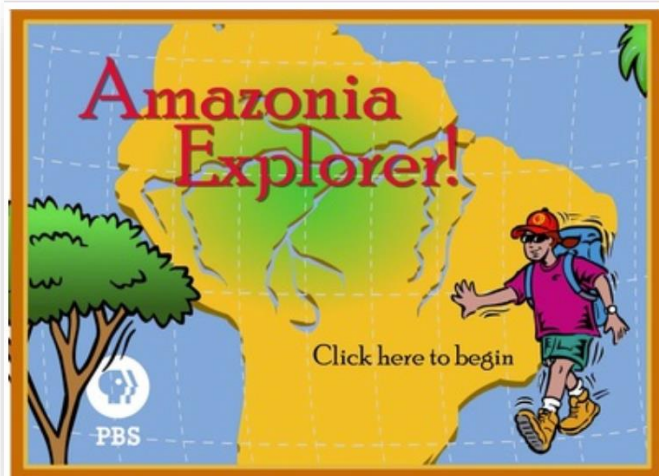
What they do

- Example 2: **SURF TO TURF - FUNDRAISING CYCLE RIDE**. Aspects:
 - riding miles from Hay on Wye to Llanmiloe to raise funds for School
 - organized by past pupils of the community; pupils and parents participating



What they do

- Example 3: **Eco online activities**. (embracing COVID-19). Provide e.links to:
 - learning about fruits and vegetables from around the world
 - making ones own garden crafts
 - looking at different habitats for animals



GROW IT WITH FLOWER

Great ideas for easy plants to grow at home

Use a balcony, windowsill or garden

Get growing

Discussion:

using the Andreas mentioned tool to identify:

(1) strengths and opportunities

(2) weak points of an example.



After the discussion:

Each WG presents in short the “good example” (2 minutes) as well as the (1) strengths and opportunities and (2) weak points (8 minutes) of the “good example”.