



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

ENEC Deliverable 8

Good examples and best educational practices leading to pro-environmental attitudes, behaviour and values

6th MC meeting - Vienna (online) - 23.10.2020

WG2 - Jelle Boeve-de Pauw

***Good examples and best educational practices leading to
pro-environmental attitudes, behaviour and values***

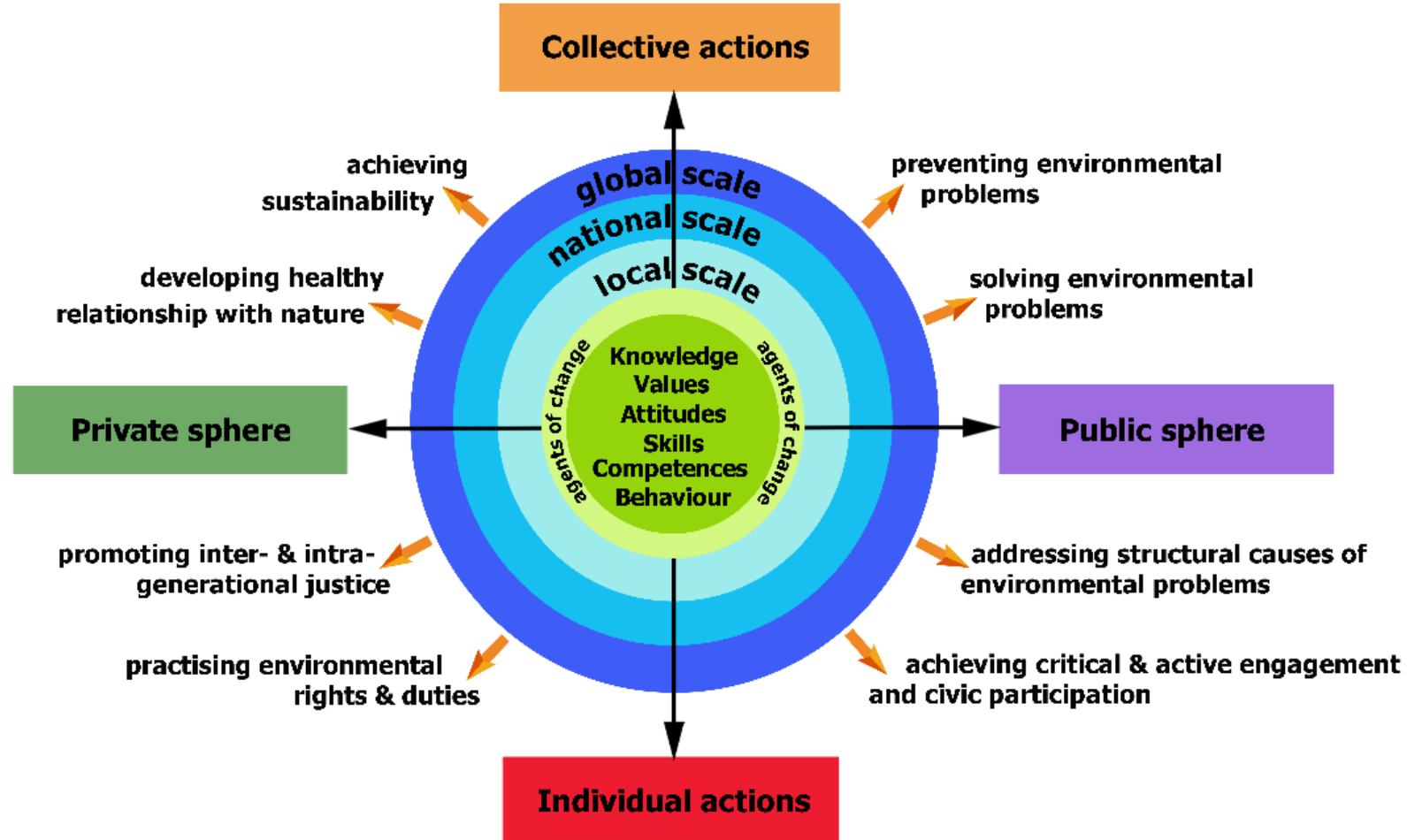
Aim of the deliverable :

- Highlighting examples and educational practices that can lead to EC.
- These examples are to be used to illustrate how aspects of the EEC framework could be implemented in practice
- They are not meant to represent the only way in which EEC can be enacted at the various educational levels.
- The examples and educational practices provided can be based on empirical implementations or proposed implementations, and should explicitly note in what ways they can potentially lead to pro-environmental behaviours, attitudes and values (make explicit links to EC or EEC dimensions).
- Where the implementations have taken place, it would be useful to provide a brief account of the process and outcomes of this.

>> Google doc : [LINK](#)



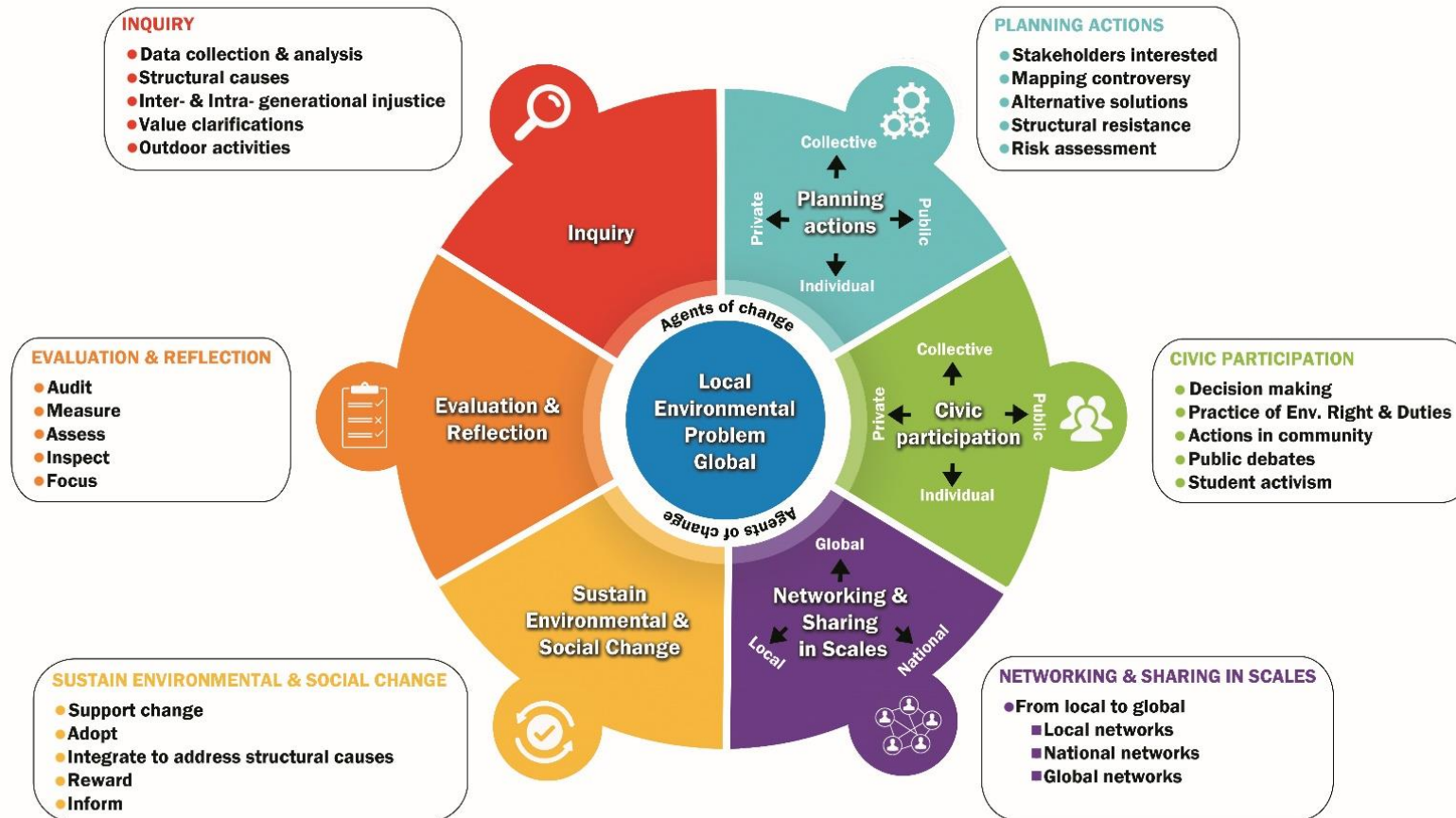
*Good examples and best educational practices leading to
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Education for Environmental Citizenship Pedagogical Approach





***Good examples and best educational practices leading to
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The Valies project

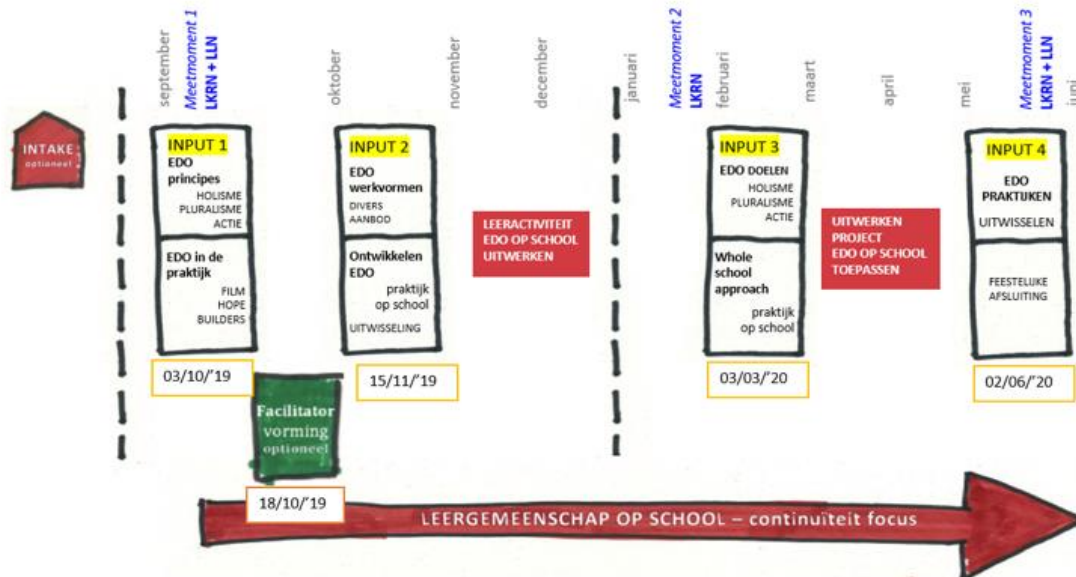
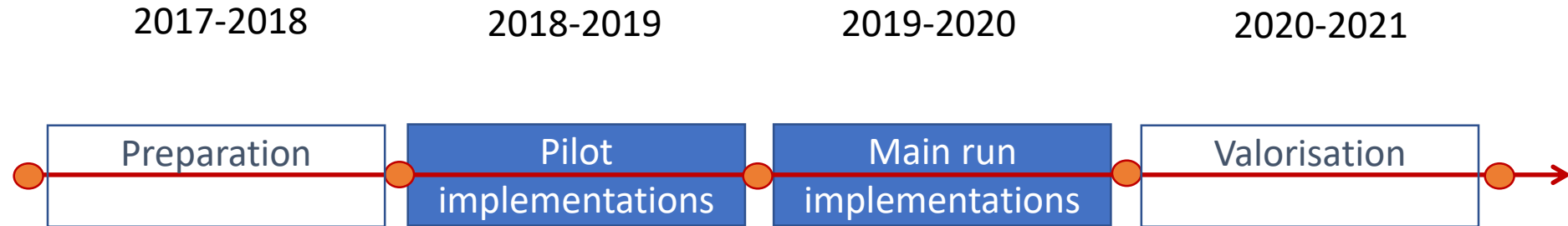
- 4 years basic research project : Research & valorization (2017-2021)
- Implementation of Education for Sustainable Development
- Close collaboration with stakeholders

- 50 schools (primary and secondary)
- 500 teachers
- 3000 students (aged 10-14)
- 1200 parents

- Combination of Teacher Professional Development and Supported Implementation of ESD
- Evaluation of Process & Outcomes



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Data collected on

- Action competence of students
- Teachers' self efficacy for ESD
- Teachers' beliefs and practice in ESD
- Schools' ESD policy and leadership
- Sustainability in the family context



Action competence

- **Knowledge of action possibilities**
- **Confidence in own influence**
- **Willingness to act**



Figure 2 Core features for an action competent individual as generically redefined in this study



Sass, W., Boeve-de Pauw, J., Olsson, D., Gericke, N. & Maeyer, S. (2020). Redefining action competence: The case of sustainable development. *Journal of Environmental Education*.

[DOI:10.1080/00958964.2020.1765132](https://doi.org/10.1080/00958964.2020.1765132)



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Key Pedagogical Principles



Action

- Meaningful for children
- Contributes to (solving) controversial SD issue
- Chosen on by the own who acts



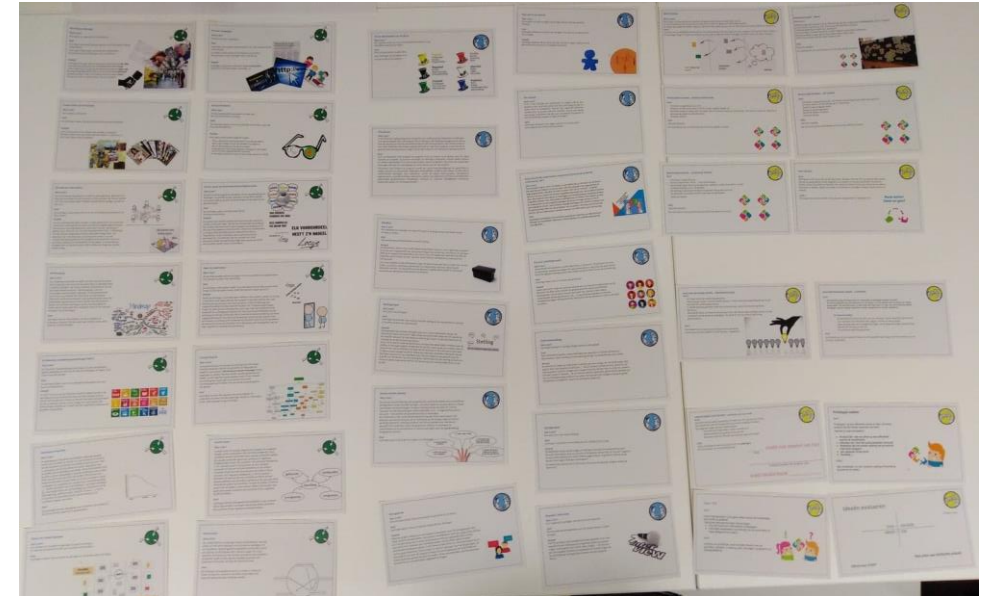
Pluralism

- Expliciting own opinions and viewpoints
- Activilly seeking to understand and empatize with other opinions and viewpoints



Holism

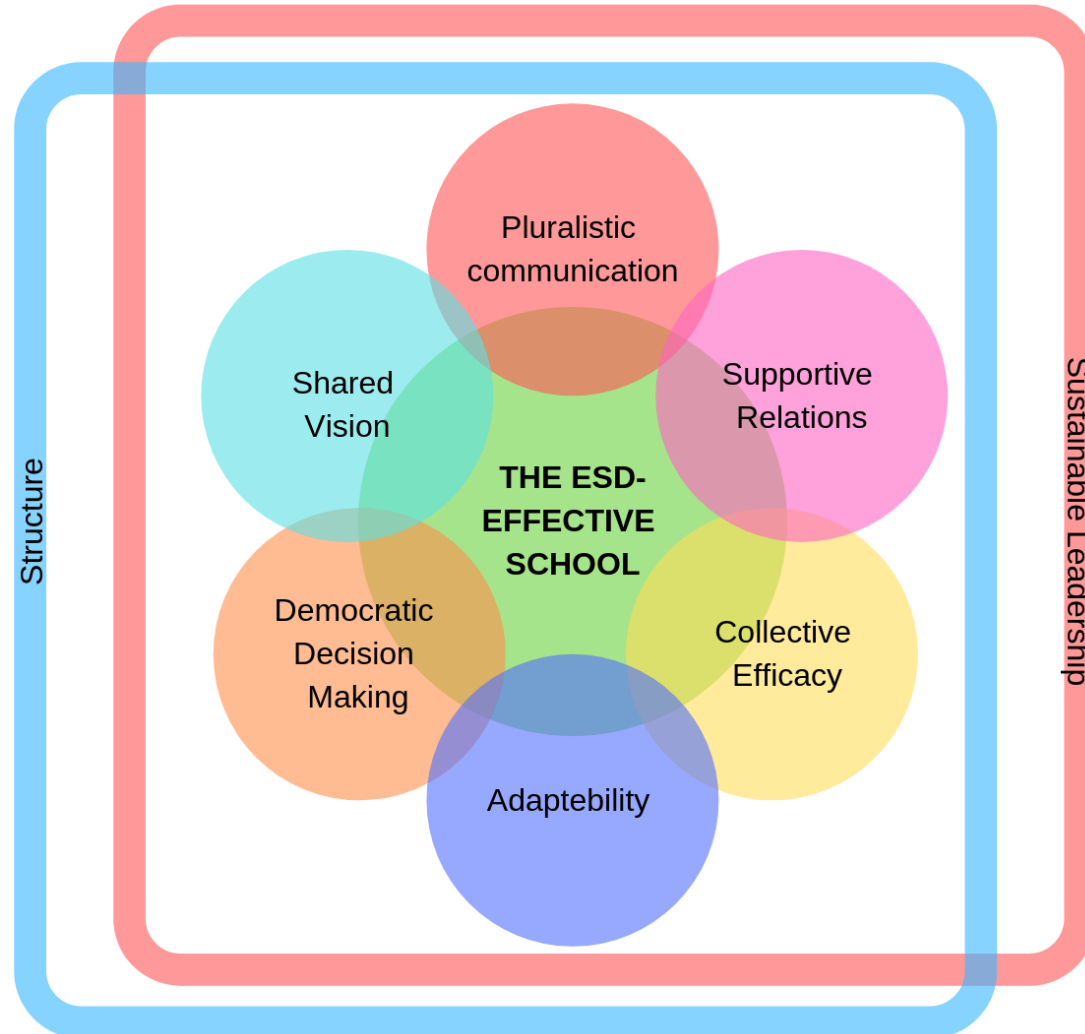
- Critical thinking
- Systems thinking
- SD dimensions (People, Planet, Profit)



Sinakou, E, Donche, V., Boeve-de Pauw, J., & Van Petegem, P. (2019). Designing powerful learning environments in Education for Sustainable Development: A conceptual framework. *Sustainability*, 11(21), 5994.



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Verhelst, D., Vanhoof, J., Boeve-de Pauw, J., & Van Petegem, P. (2020). Building a Conceptual Framework for the ESD-Effective School. *Environmental Education Research*. [doi:10.1080/00958964.2020.1797615](https://doi.org/10.1080/00958964.2020.1797615)



***Good examples and best educational practices leading to
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Primary school offering K-6 education
Suburban area in Flanders



- Teachers took part in VALIES TPD in 2018-2019
- Designed and implemented own educational practice
- Supported by a VALIES coach
- Studied by VALIES researchers (proces & outcomes)





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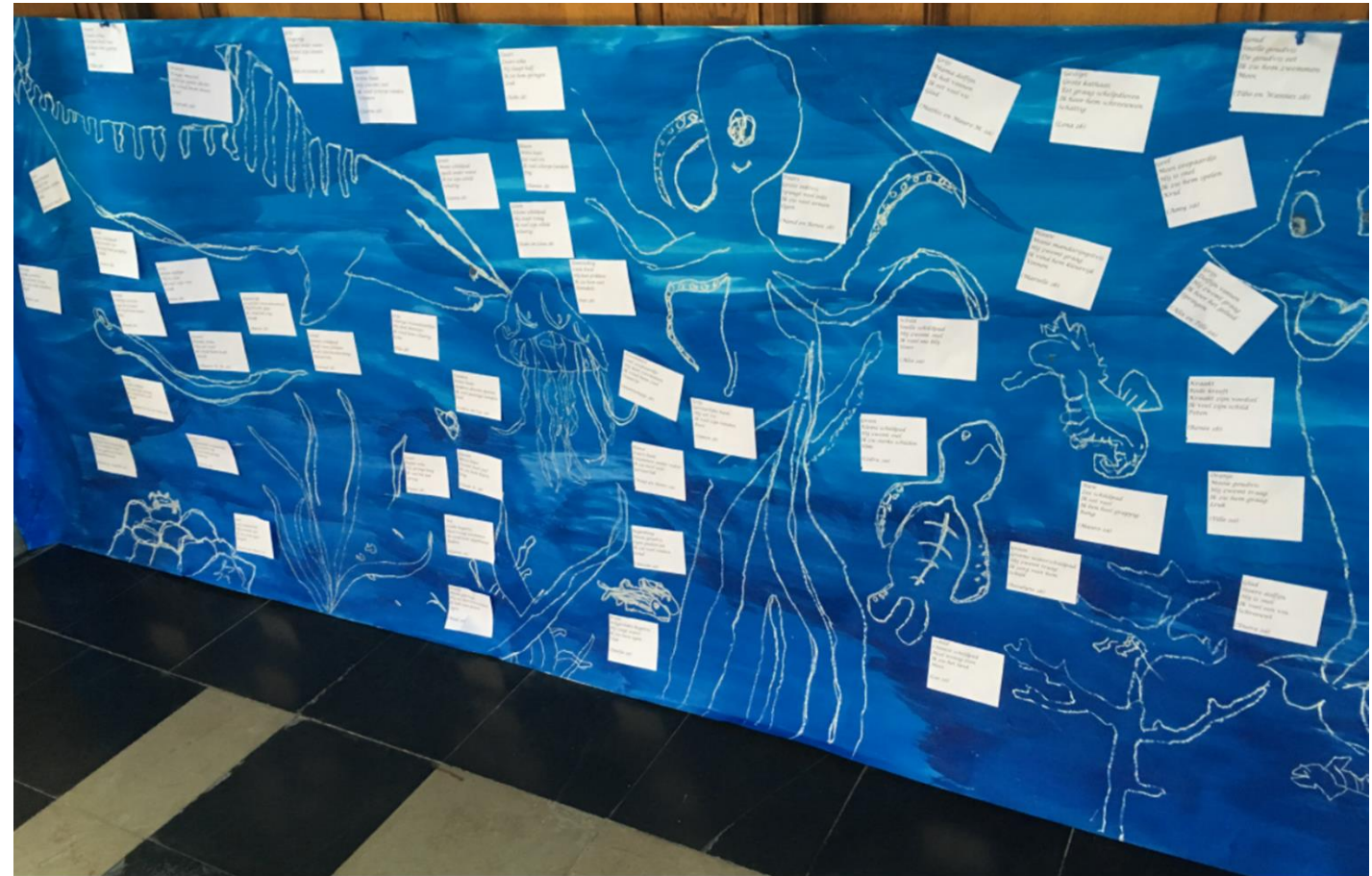
Kindergarten : Fun with bottles





*Good examples and best educational practices leading to
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Kindergarten : Fun with bottles
Grades 1 & 2 : Water





***Good examples and best educational practices leading to
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Kindergarten : Fun with bottles

Grades 1 & 2 : Water

Grades 3 & 4 : Waste





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Kindergarten : Fun with bottles

Grades 1 & 2 : Water

Grades 3 & 4 : Waste

Grades 5 & 6 : SOS Climate

Group	Focus	Link to curriculum
A	Children's climate questions	Social science, science-technology, language, executive functions
B	Ecological footprint	Social science, science-technology, language, media
C	Climate Pact	Social science, science-technology, language, social skills
D	Climate Survey	Social science, science-technology, language, maths, ICT



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Kindergarten : Fun with bottles

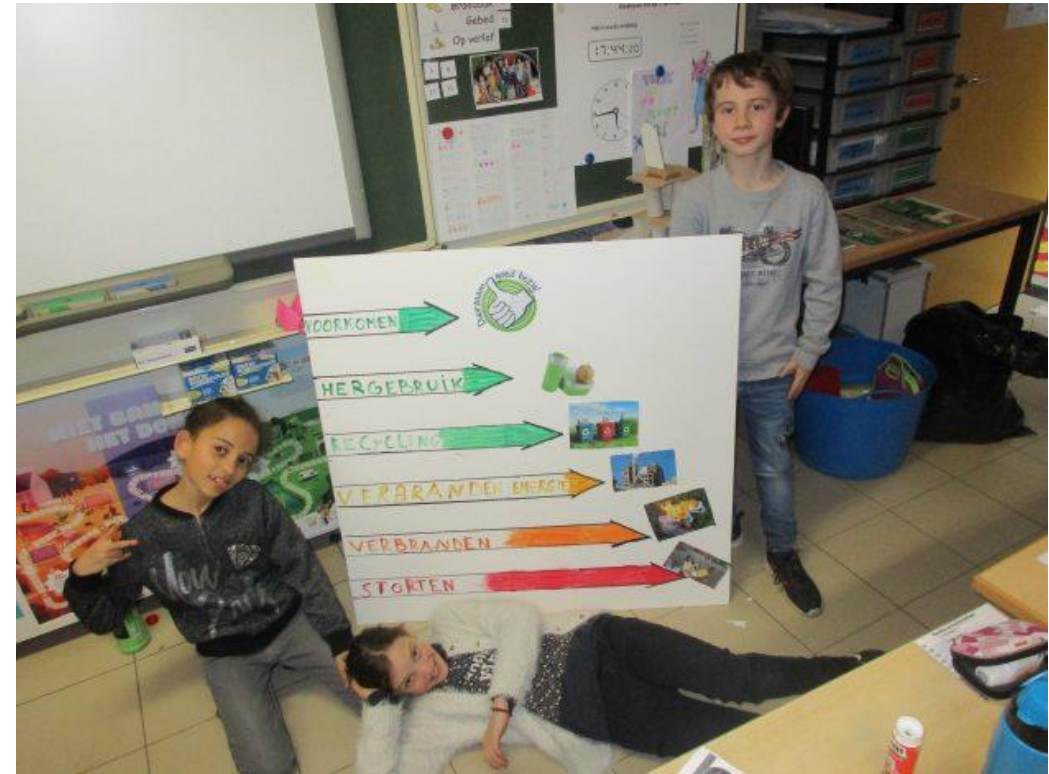
Grades 1 & 2 : Water

Grades 3 & 4 : Waste

Grades 5 & 6 : SOS Climate

Group A : Children's climate questions

- Formulated their own questions about climate change,
- Based on the news and in the current discourse
- Sought answers themselves
- Made moodboard as answers to each question : focus on holism & pluralism





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Group B : Ecological footprint

- Studied and explained to each other what the concept means
- Art projects to visualize own footprint & that of famous people
- Focus on possibilities to diminish own footprint : action possibilities





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Group C : Climate Pact

- Studied climate change (systems thinking, holism)
- Designed awareness actions
- Local strike & march for the climate
- Designed key chains (earth) and handed them out to loitering cars
- Directed of climate movie





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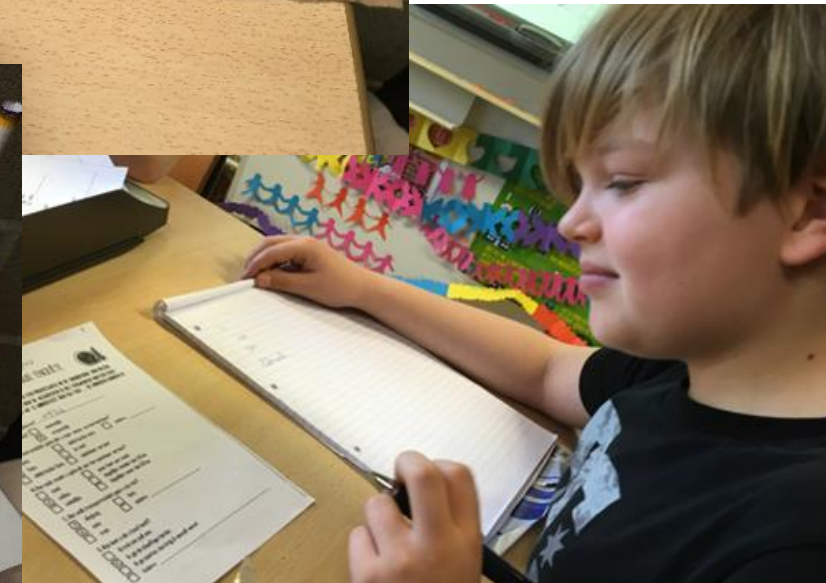
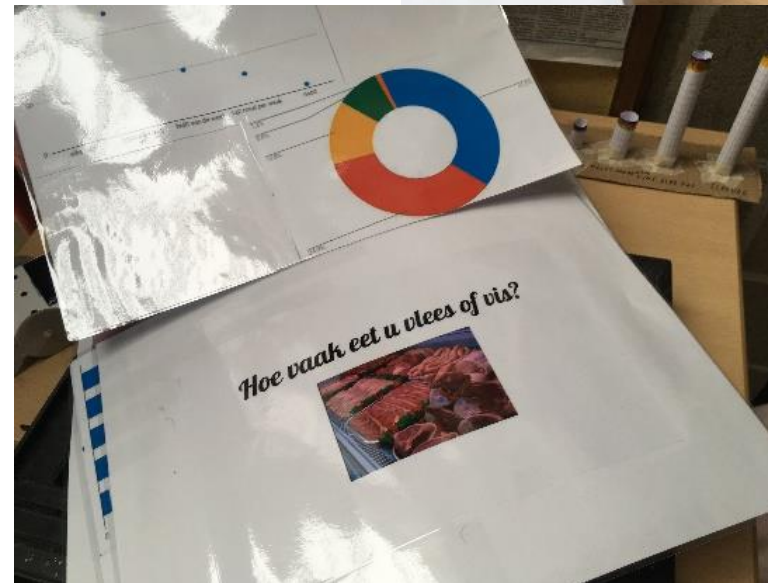
Grades 1 & 2 : Water

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Group D : Climate Survey

- Designed a survey on local people's climate opinions and behaviors
- Surveyed 347 residents around the school
- Data analyses and visualisations

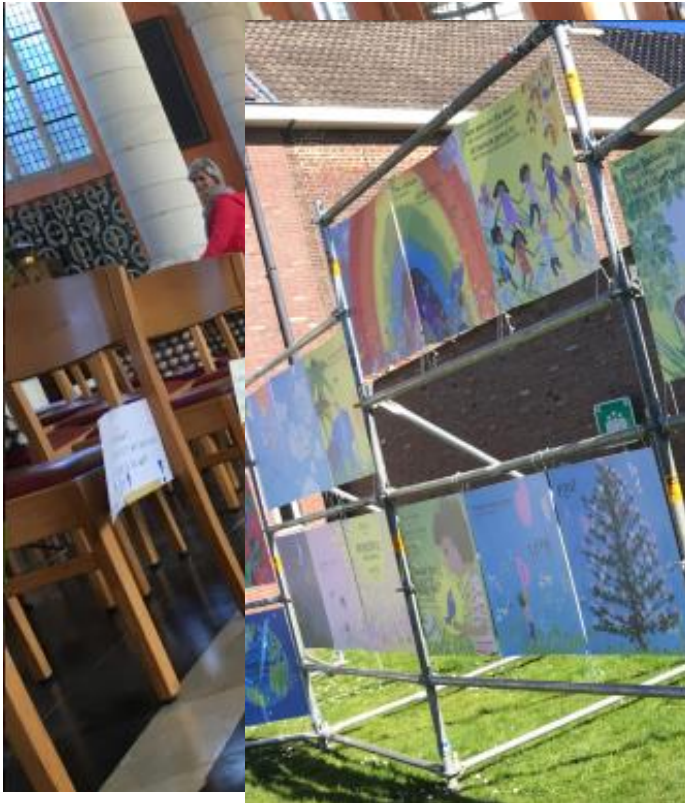




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HLN

NIEUWS SPORT SHOWBIZZ NINA IN DE BUURT VIDEO FUN

POPULAIR IN DE BUURT KIES UW GEMEENTE



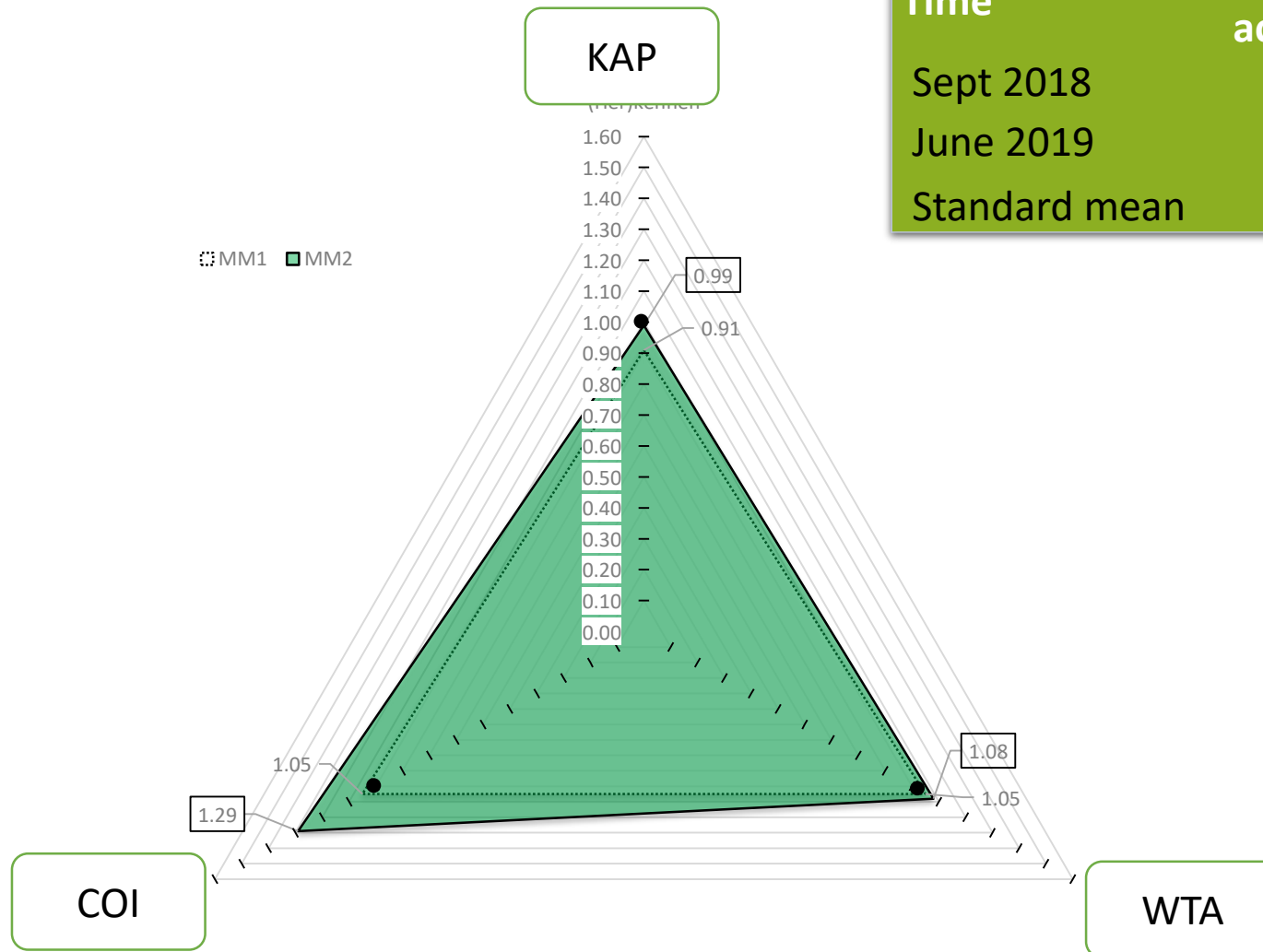
De kinderen maakten een affiche in hun strijd tegen ballonnen. De gemeente zal die verspreiden in het gemeentelijk infoblad. © Joeri Seymortier

Opvallende oproep kinderen Taborschool Bellem: "Stop met ballonnen oplaten!"

De kinderen van de Taborschool in Bellem binden de strijd aan met heliumballonnen. Ze hebben een affiche ontworpen om iedereen af te raden om nog ballonnen op te laten.



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Time	Knowledge of action possibilities	Willingness to act	Confidence in own influence
Sept 2018	0,91	1,05	1,05
June 2019	0,99	1,08	1,29
Standard mean	1	1	1

Feedbackreport for each school

- How do these results connect to your educational practice?
- What is unexpected?
- What have you learned as a team?
- How will you move forward?



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