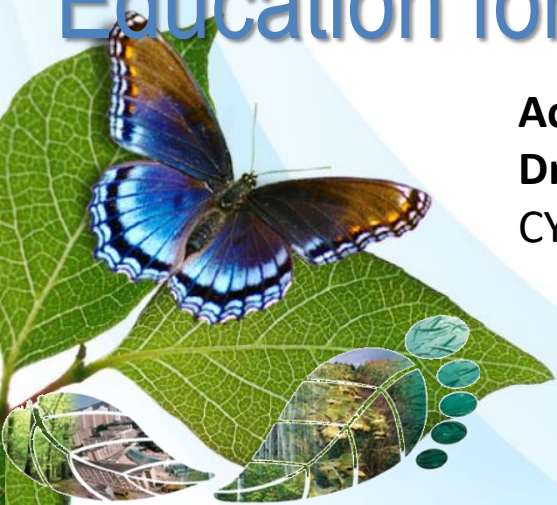




Teacher Professional Development Practices Leading to Education for Environmental Citizenship (EEC)

Action Chair
Dr Andreas Hadjichambis
CYCERE, Cyprus

6th European Joint Meeting
ONLINE MEETING
09-11 March 2021



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



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DAY 1



10th of March 2021



**European Network for
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CONTENT



- *A. Welcome*
- *B. Our Consortium – New additions*
- *C. ENEC Organisational Structure and Objectives*
- *D. Work Progress*
- *E. Next Meetings – Cost Networking Tools (2nd day)*



European Network for
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Management Committee Meeting

Coord. Dr Andreas HADJICHAMBIS

13:00-13:50



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Welcome

Invited Speaker:

Prof Joel WESTHEIMER,

University Research Chair in Democracy & Education,
University of Ottawa
Ontario, Canada



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A. WELCOME

Coordinated by:

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus

Management Committee Meeting Minutes:

Recording

EDUCATION FOR ENVIRONMENTAL CITIZENSHIP AND TEACHERS' PERCEPTIONS ENEC PROGRESS



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"Environmental citizenship" and related concepts in the Web of Science from 1993 until September 2020.

Source:
Huttunen, S.,
Salo, M., Aro,
R. & Turunen,
A. (2020)
Environmental
citizenship in
geography and
beyond.
Fennia 198(1–
2) 196–209.
<https://fennia.journal.fi/article/view/90715/57726...>

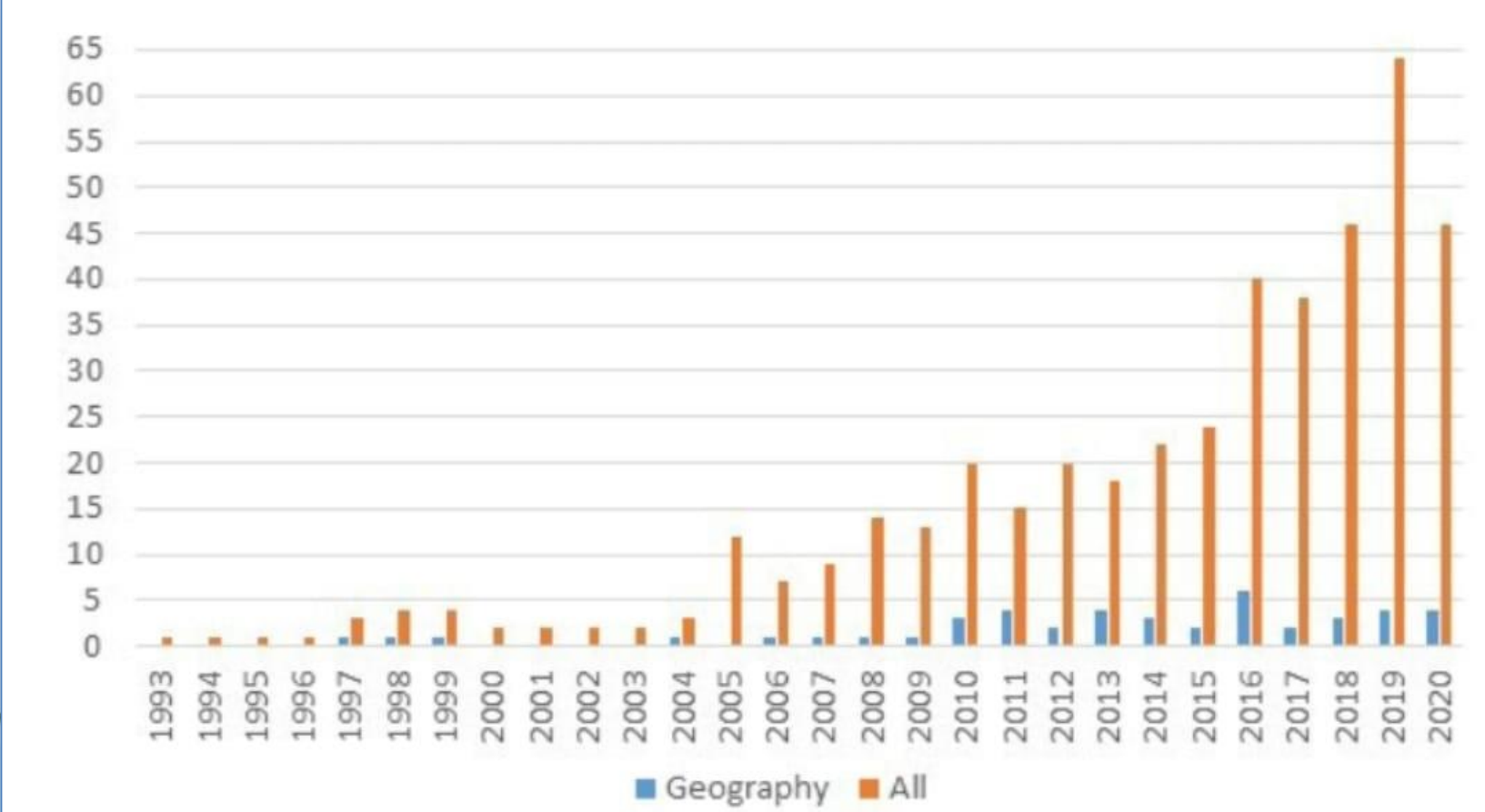


Fig. 1. The occurrence of the environmental citizen and related concepts from 1993 to September 2020 in the Web of Science database.



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B. OUR CONSORTIUM

Coordinated by:

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus

- Kick of Meeting in Brussels, 27 Oct 2017
- 1st European Joint Meeting in Cyprus, 28 Feb-1 Mar 2018
- 2nd European Joint Meeting in Portugal, 25-26 Oct 2018
- 3rd European Joint Meeting in Norway, 5-6 June 2019
- 4th European Joint Meeting in Malaga, 7-8 November 2019
- iREEC 2019, Malaga, 7-8 November 2019
- 5th Virtual European Joint Meeting, 22-23 October 2020
- Current 6th Virtual Meeting



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Kick of Meeting in Brussels



Kick Off Meeting
Brussels Belgium
27 October 2017

VIEW DETAILS

<http://enec-cost.eu/events/kick-off-meeting-brussels/?preview=true>

- ❑ 40 MC Members
- ❑ 26 Countries



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1st European Joint Meeting Lemesos, Cyprus, 28 Feb-2 Mar 2018



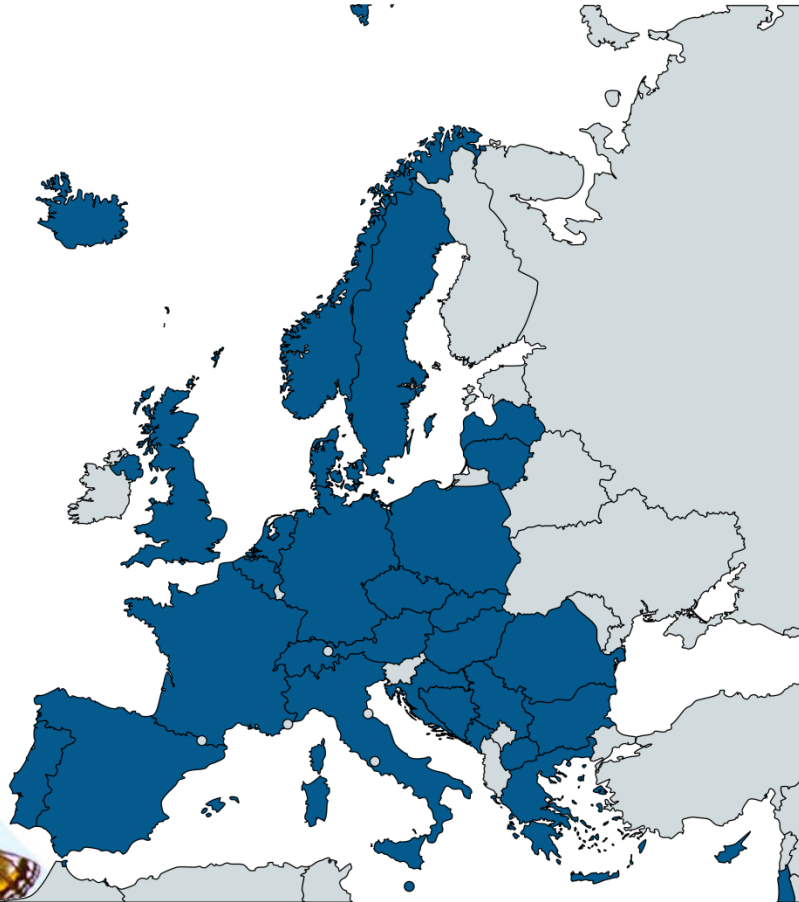
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Our Consortium in the 1st EJM in Cyprus

ENEC Countries



- 32 Countries
 - 30 European Countries
 - Israel (Cooperative Country)
 - USA (IPC)
- 54 MC Members
- 39 MC Substitutes
- 1 MC Observer (USA)

New Countries:

- Austria
- Montenegro
- Slovakia
- France
- USA (IPC)

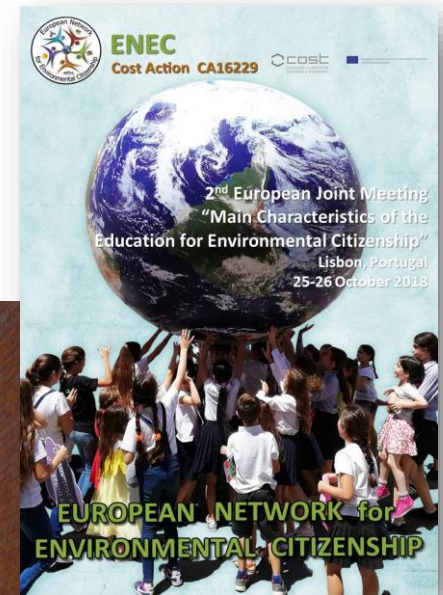


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2nd European Joint Meeting Lisbon, Portugal, 25 - 26 October 2018



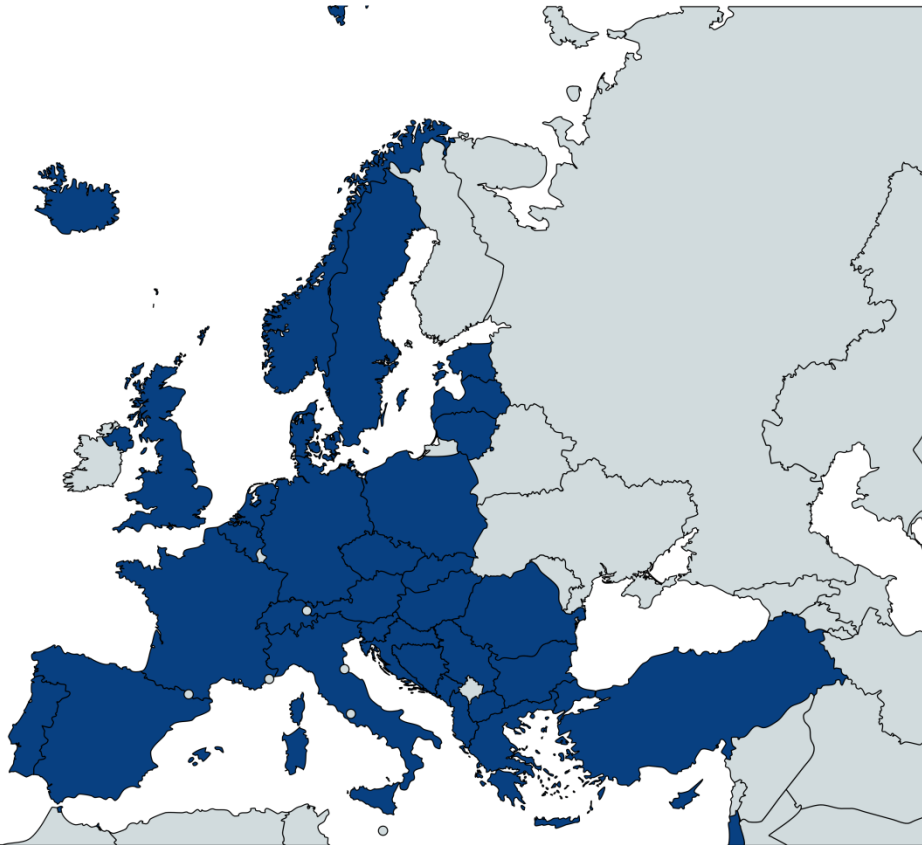
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Our Consortium in 2nd EJM Portugal

ENEC Countries (Oct18)



Created with mapchart.net®

- 37 Countries (5 new)
 - 34 European Countries
 - Israel (Cooperative Country)
 - USA (IPC)
 - AUSTRALIA (IPC)
- 65 MC Members (10 new)
- 50 MC Substitutes (11 new)
- 2 MC Observer (USA, AUSTRALIA)



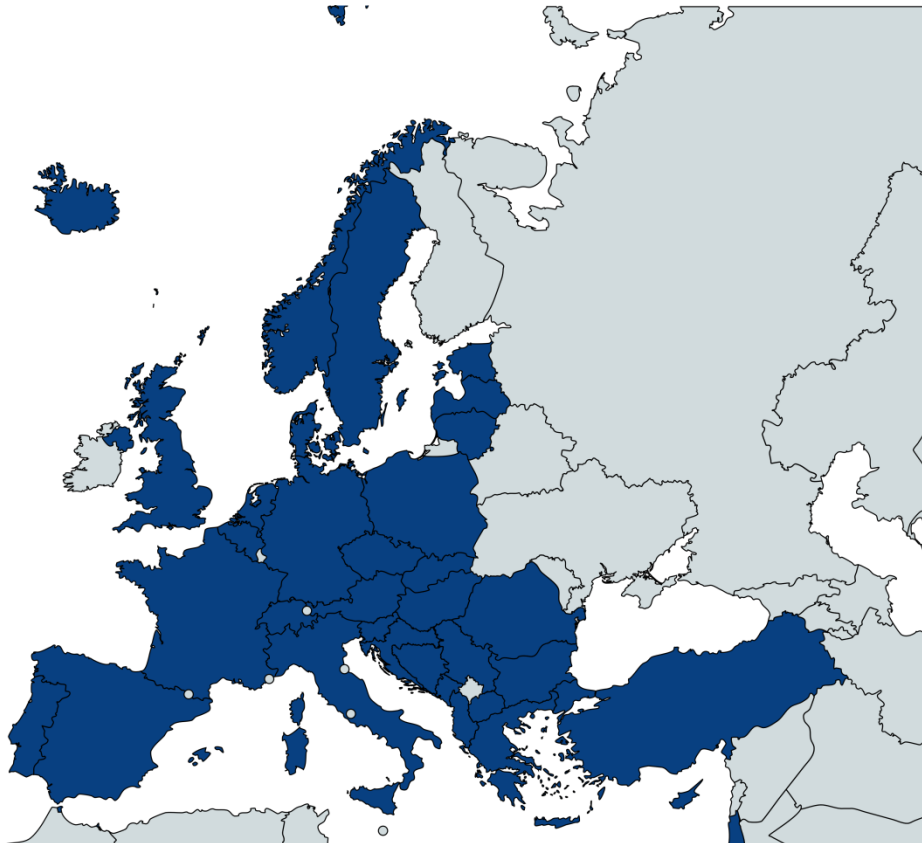
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Our Consortium in 3rd EJM Norway

ENEC Countries (Oct18)



- 37 Countries
 - 34 European Countries
 - Israel (Cooperative Country)
 - USA (IPC)
 - AUSTRALIA (IPC)
- 66 MC Members (1 new)
- 56 MC Substitutes (6 new)
- 2 MC Observer (USA, AUSTRALIA)

In total 122 MC Members and Substitutes

Created with mapchart.net®



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3rd EJM Stavanger, Norway, 5-6 June 2019



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iREEC 2019

International Researchers of the Education for Environmental Citizenship

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus

4th European Joint Meeting

Malaga, Spain

7-8 November 2019



European Network for Environmental Citizenship
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4th EJM Malaga, Spain, 7-8 November 2019

iREEC2019 Malaga & Antequera, Spain, 7-8 November 2019



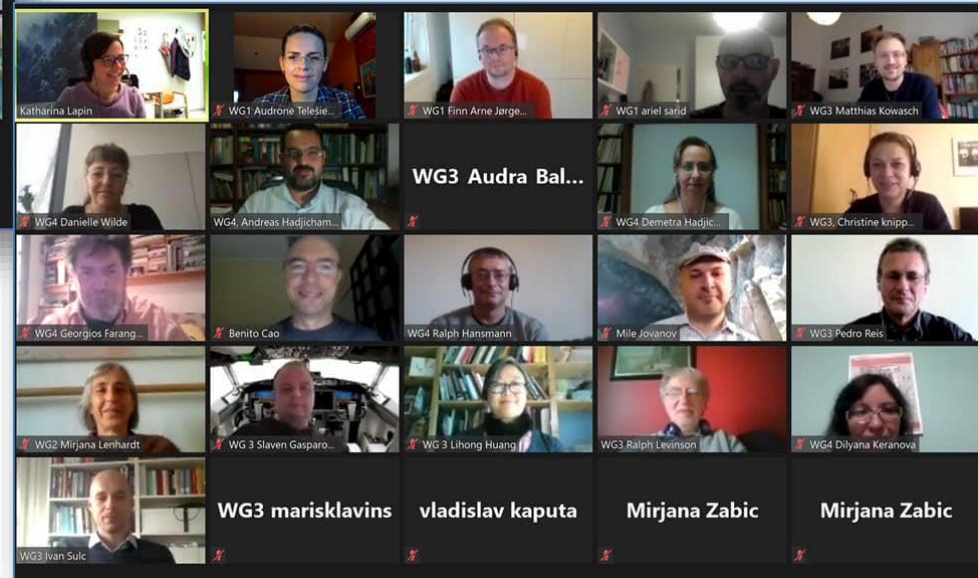
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5th Virtual European Joint Meeting, 22-23 October 2020

Best educational practices of Education for Environmental Citizenship (EEC)



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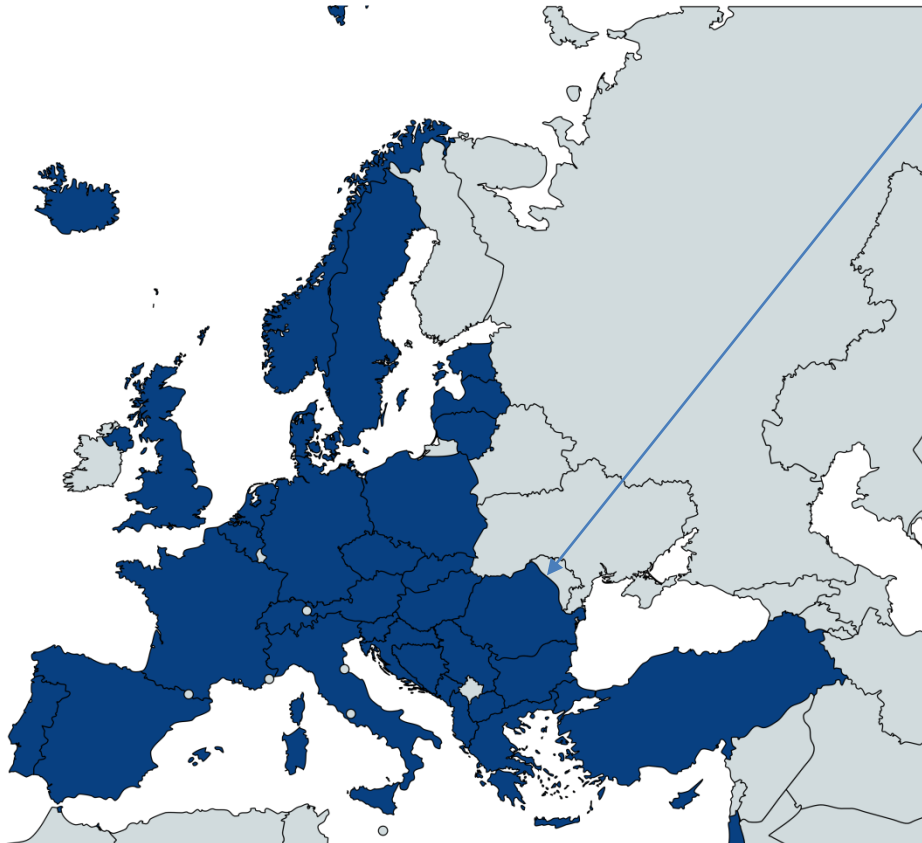
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Our Consortium in 4th EJM, Malaga, Spain

New Country: Moldova
23/07/2019

ENEC Countries (Oct18)



- 38 Countries
 - 35 European Countries
 - Israel (Cooperative Country)
 - USA (IPC)
 - AUSTRALIA (IPC)
- 66 MC Members (1 new)
- 56 MC Substitutes (6 new)
- 2 MC Observer (USA, AUSTRALIA)

In total 122 MC Members and Substitutes

Created with mapchart.net®

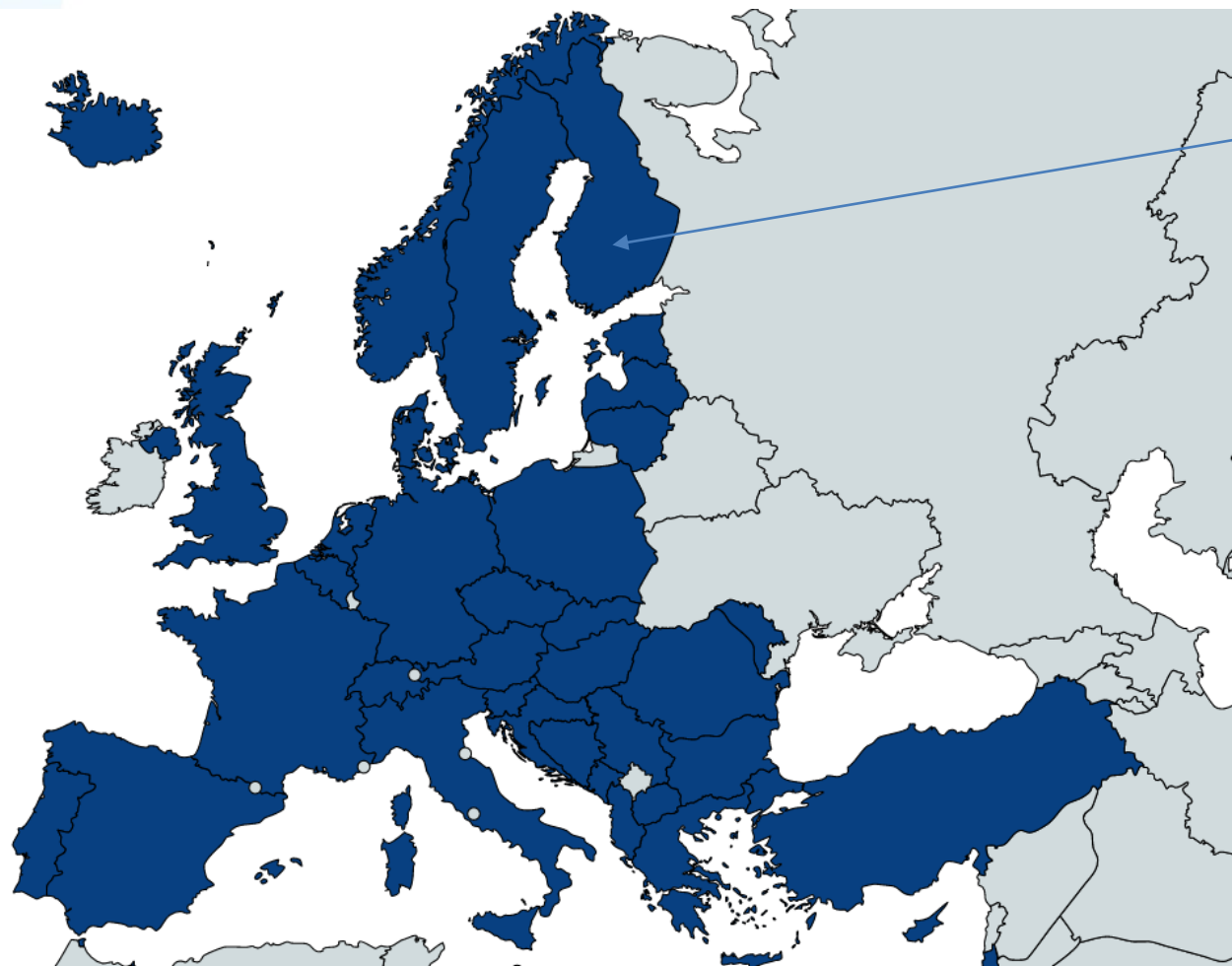


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ENEC in 5th EJM, ONLINE MEETING



New Country: FINLAND
24/06/2020

- **39 Countries**
 - 36 European Countries
 - Israel (Cooperative Country)
 - USA (IPC)
 - AUSTRALIA (IPC)
- 72 MC Members (6 new)
- 61 MC Substitutes (5 new)
- 2 MC Observer (USA, AUSTRALIA)

**In total 134 MC
Members, Substitutes
and Observers**



C. ENEC ORGANISATIONAL STRUCTURE & OBJECTIVES

Coordinated by:

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus

- Role and Structure of ENEC Committees and Boards
- Role and Structure of ENEC Working Groups
- Work Flow of ENEC

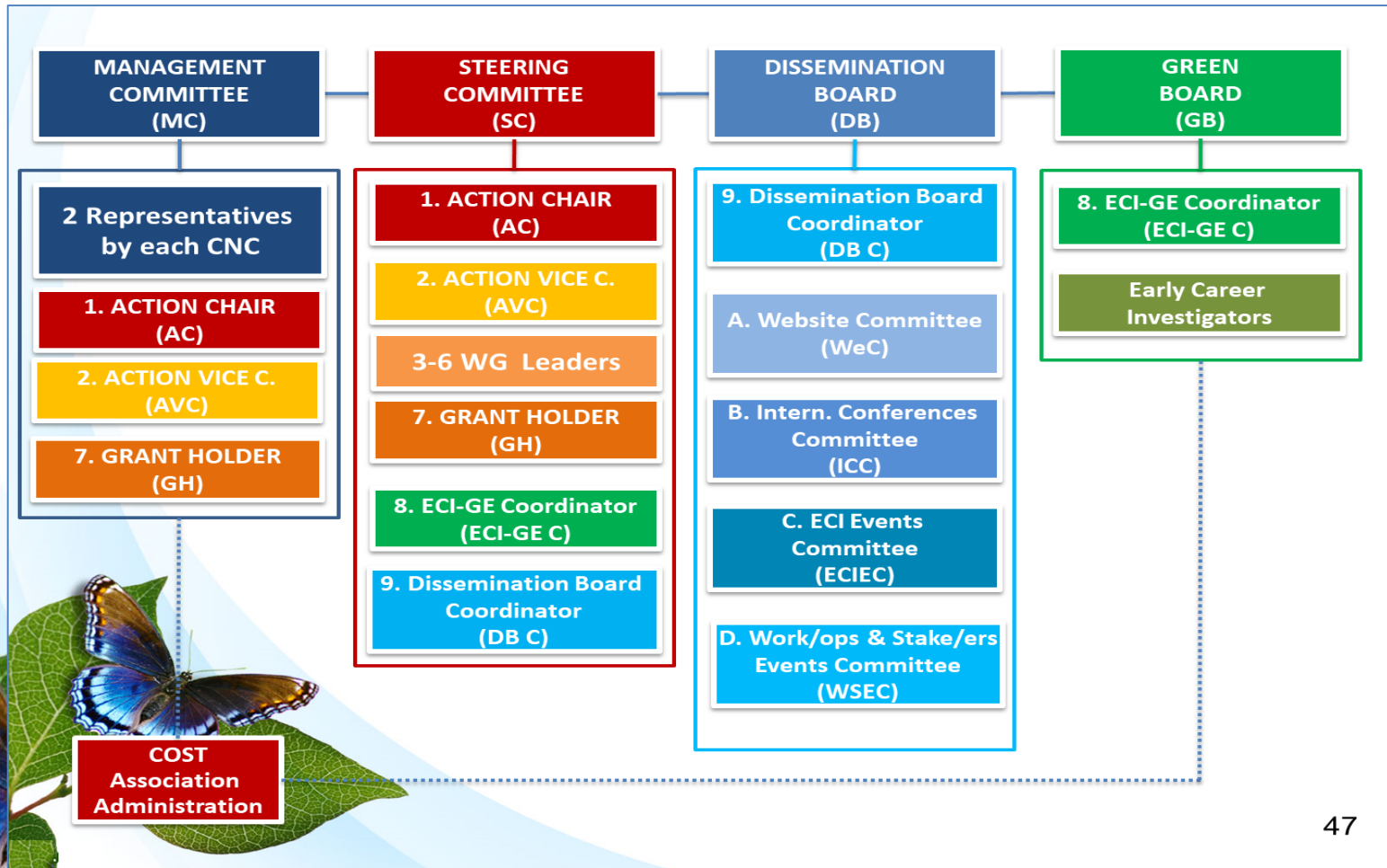


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Role and Structure of ENEC Committees and Boards



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Steering Committee Members of ENEC

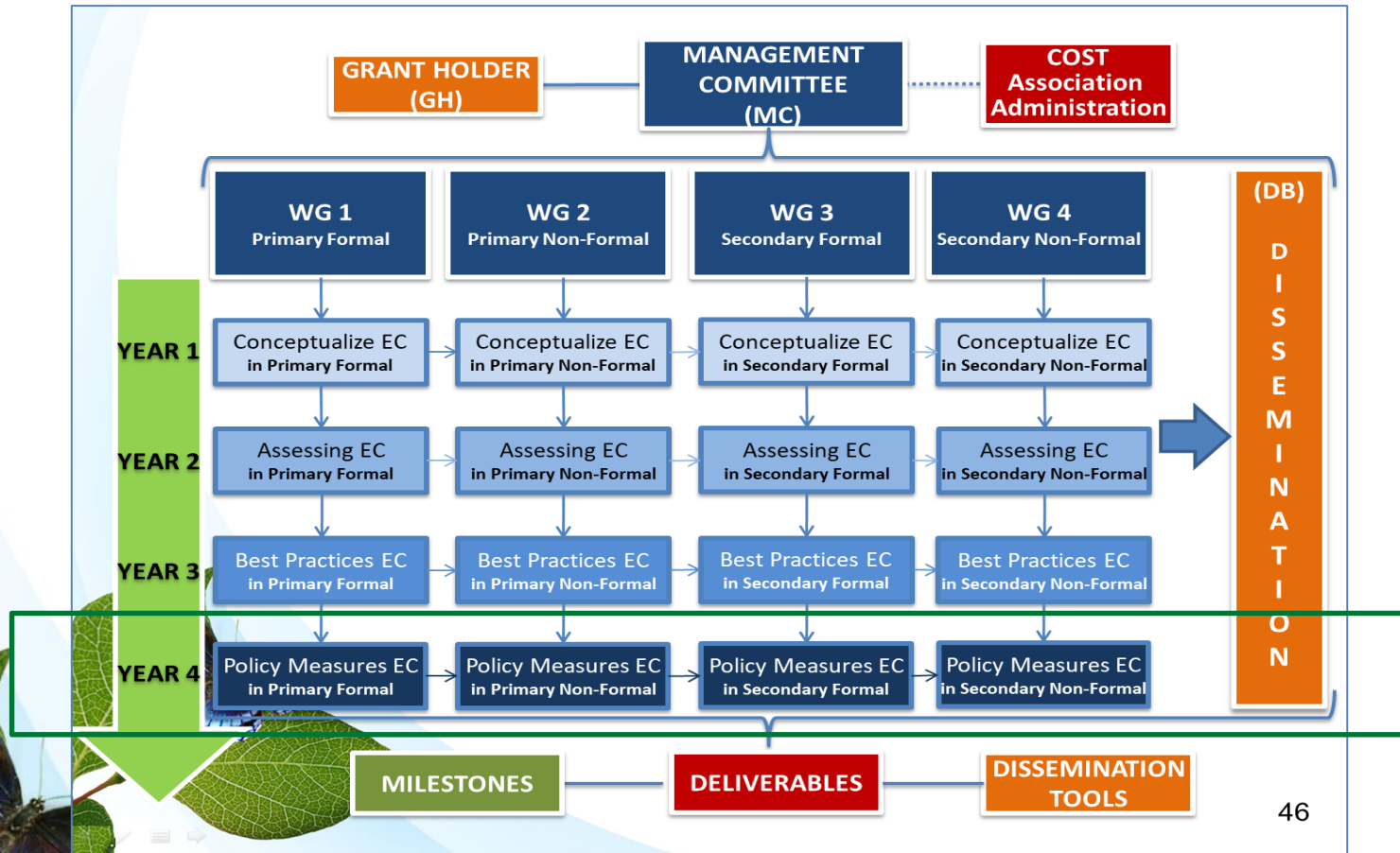
- The Steering Committee (SC) is consisted from:
- [Dr Andreas HADJICHAMBIS](#) (CY), CYCERE, Cyprus (Action Chair & Grand Holder SR)
- [Prof Pedro REIS](#) (PT), University of Lisbon, Portugal (Action Vice-Chair)
-
- Working Group Leaders:
- [Dr Marta ROMERO ARIZA](#) (ES), University of Jaén, Spain (Primary Formal)
- [Dr Jelle BOEVE-DE PAUW](#) (BE), University of Antwerp, Belgium (Primary Non Formal)
- [Dr Niklas GERICKE](#) (SE), Karlstad University, Sweden (Secondary Formal)
- [Dr Demetra HADJICHAMBI](#) (CY), Cyprus Center for Environmental Research and Education (Secondary Non Formal)
- Other Members:
- [Dr Andri CHRISTODOULOU](#) (UK), University of Southampton, UK (Early Carrier Investigator and Gender Equality Coordinator – STSM Coordinator)
- [Dr Marie-Christine KNIPPELS](#) (NL), Universiteit Utrecht, Netherlands (Dissemination Board Coordinator – Communication Manager)



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Role and Structure of ENEC Working Groups



46

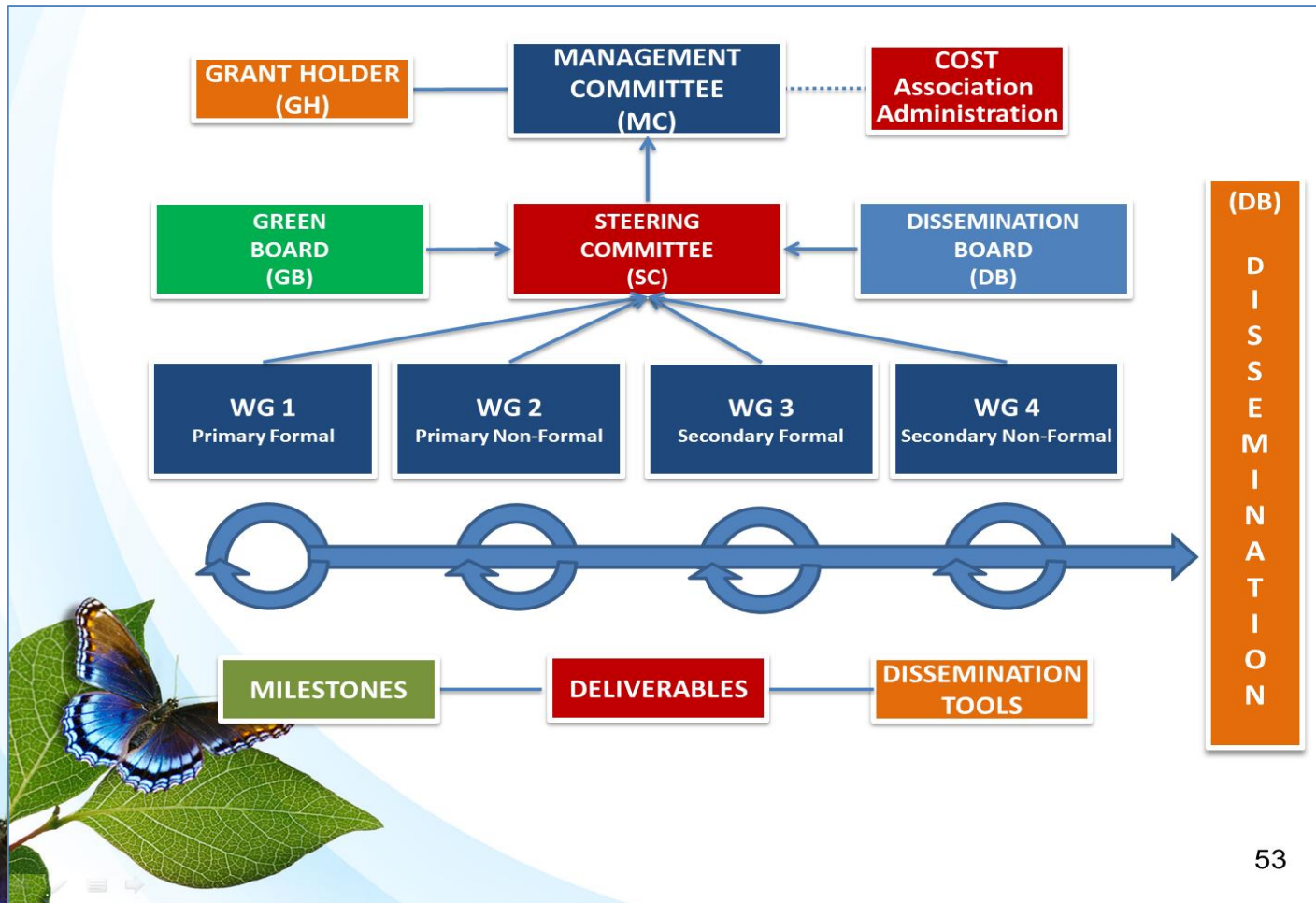


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Work Flow of ENEC



53



WG1: Environmental Citizenship through Primary Formal education

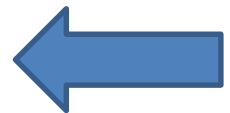
Working Group 1 PF aims to research the Environmental Citizenship through Primary Formal education.

Working Group 1 Leader:

- **Dr Marta ROMERO ARIZA**, University of Jaen, Spain, E-mail: mromero@ujaen.es

Working Group 1 Vice-Leader:

- **Dr Audronė TELEŠIENĖ**, Kaunas University of Technology, E-mail: audrone.telesiene@ktu.lt



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WG2: Environmental Citizenship through Primary Non-Formal education

Working Group 2 PNF aims to research the Environmental Citizenship through Primary Non-Formal education.

Working Group 2 Leader:

- **Dr Jelle BOEVE-DE PAUW**, University of Antwerp, Belgium, E-mail: jelle.boevedepauw@uantwerpen.be

Working Group 2 Vice-Leader:

- **Dr. Rares HALBAC-COTOARA-ZAMFIR**, Universitatea Politehnica Timisoara, Romania, E-mail: raresh_81@yahoo.com



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WG3: Environmental Citizenship through Secondary Formal education

Working Group 3 SF aims to research the Environmental Citizenship through Secondary Formal education.

Working Group 3 Leader:

- **Prof. Niklas GERICKE**, Karlstad University, Sweden, E-mail: niklas.gericke@kau.se

Working Group 3 Vice-Leader:

- **Dr Lihong HUANG**, Hogskolen i Oslo og Akershus, Norway, E-mail: lihong.huang@nova.hioa.no



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WG4: Environmental Citizenship through Secondary Non-Formal education

Working Group 4 SNF aims to research the Environmental Citizenship through Secondary Non-Formal education.

Working Group 4 Leader:

- **Dr Demetra HADJICHAMBI**, Cyprus Centre for Environmental Research and Education, Cyprus
E-mail: demhad@ucy.ac.cy

Working Group 4 Vice-Leader:

- **Dr Daphne GOLDMAN**, Beit Berl Academic College, Israel, E-mail: dafnag@netvision.net.il



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Other Members of Steering Committee

Vice-Chair of ENEC:

- **Prof Pedro Reis**, Instituto de Educação da Universidade de Lisboa, preis@ie.ulisboa.pt

Dissemination Board – Communication Coordinator:

- **Dr Marie-Christine KNIPPELS**, Universiteit Utrecht, Netherlands, m.c.p.j.knippels@uu.nl

ECI and STSM Coordinator:

- **Dr Andri CHRISTODOULOU**, University of Southampton, UK, a.christodoulou@soton.ac.uk



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Objectives



5

Research
Coordination
Objectives
(RCO)

4

Capacity-building
objectives
(CBO)



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RESEARCH COORDINATION OBJECTIVES

- Initiate **collaborations** and expand previously established collaborations on Environmental Citizenship across Europe. (RCO1)
- Development of common understanding/definition of Environmental Citizenship by **conceptualizing and framing Environmental Citizenship**. (RCO2)
 - Development of **new research paradigms and metrics** for assessing Environmental Citizenship. (RCO3)
 - Identify **research gaps and future research needs, priorities and perspectives** in Environmental Citizenship which require European/ international coordination and transnational collaborations. (RCO4)
 - **Propose policy measures and recommendations** needed for the promotion of Environmental Citizenship. (RCO5)



Indices to measure the achievement of the Research Coordination Objectives

- The number of partners and professional diversity will indicate the achievement of the RCO1.
- The number of publications, reports and policy documents related to the concept and dimensions of Environmental Citizenship will measure the achievement of the RCO2.
- The number of publications, reports and policy documents related to the assessment of Environmental Citizenship will measure the achievement of the RCO3.
- The number of reviewed publications, reports and policy documents related to research needs, gaps and priorities in the field will measure the achievement of the RCO4.
- The number of dissemination documents regarding the policy measures and recommendations will serve as a measure of the achievement of the RCO5.



CAPACITY-BUILDING OBJECTIVES

- **Bridging separate fields of science** to achieve breakthroughs in Environmental Citizenship that require multi-national and multi-disciplinary research. (CBO1)
- **Fostering knowledge exchange on different macro- and micro- level dimensions of formal and non-formal education** that could lead to Environmental Citizenship. (CBO2)
 - Acting as a **stakeholder platform** for knowledge exchange and mapping expertise and also developing a depository database of scientific measures and evidence based interventions that target Environmental Citizenship. (CBO3)
- Involving specific target groups such as **Early Career Investigators (ECI)** and research teams from **COST Inclusiveness Target Country (ITC)**. (CBO4)



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Indices to measure the achievement of the Capacity-Building Objectives

- The number of multi-national and multi-disciplinary partners will indicate the achievement of the CBO1.
- The number of publications, reports and policy documents which referred to formal and non-formal dimensions leading to Environmental Citizenship will measure the achievement of the CBO2.
- The number of platform users database entries and best educational practices are a measure of the achievement of the objective CBO3.
- The number of Early Career Investigators (ECI) and the number of research teams from COST Inclusiveness Target Country (ITC) which will participate in the Action are a measure of the achievement of the CBO4.



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D. WORK PROGRESS

Coordinated by:

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus

- Deliverables
- Dissemination Tools



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Deliverables (DI)

We are here
↓

Table 2: Gantt Chart for the Deliverables (DI) of the Action

Year	Year 1				Year 2				Year 3				Year 4			
Quarter	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
DI. 1		■														
DI. 2					■											
DI. 3									■							
DI. 4									■							
DI. 5									■							
DI. 6									■							
DI. 7																■
DI. 8												■				
DI. 9					■											■
DI. 10					■	■										■
DI. 11																■
DI. 12															■	
DI. 13													■			
DI. 14					■	■	■	■	■	■	■	■	■	■	■	■
DI. 15					■	■	■	■	■	■	■	■	■	■	■	■
DI. 16		■														■
DI. 17				■				■				■				■
DI. 18						■				■						■
DI. 19		■														■
DI. 20									■	■	■	■	■	■	■	■
DI. 21								■								■
DI. 22														■	■	

Year 1: 4 DI.
Year 2: 7 DI.
Year 3: 9 DI.
Year 4: 9 DI.

Deliverables (DI)

Year1: Oct17-Oct18

Year Quarter	Year 1			
	1	2	3	4
DI. 1				
DI. 2				
DI. 3				
DI. 4				
DI. 5				
DI. 6				
DI. 7				
DI. 8				
DI. 9				
DI. 10				
DI. 11				
DI. 12				
DI. 13				
DI. 14				
DI. 15				
DI. 16				
DI. 17				
DI. 18				
DI. 19				
DI. 20				
DI. 21				
DI. 22				

- Interactive platform open access repository (**website**). (DI. 1)(DT15) → ✓
- A **flyer** describing the Action and its activities, methodology and objectives. (DI. 16)(DT6) → ✓
- **e-newsletter** (annual). (DI. 17)(DT17) → ✓
- **Wikipedia** webpage dedicated to the Environmental Citizenship and the COST Action. (DI. 19)(DT19) → ✓



European Network for
Environmental Citizenship
Cost Action CA16229



Website: www.enec-cost.eu

[Home](#) [About ENEC](#) [Our Approach](#) [Working Groups](#) [Repository Database](#) [Dissemination](#) [Events](#) [News](#) [How to Join](#) [Contact](#) [Login](#)

EDUCATION FOR ENVIRONMENTAL CITIZENSHIP

Education for Environmental Citizenship" (EEC) is defined as the type of education which cultivates a coherent and adequate body of knowledge (and categories of knowledge) as well as the necessary skills, values, attitudes and responsible/active behaviours that an environmental citizen should be equipped with in order to be able to actively participate in society as an agent of change in the private and public sphere, etc.

[VIEW DETAILS](#)

Environmental Citizenship | Education for Environmental Citizenship | Environmental Citizen



**European Network for
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ENEC Flyer

CONTACTS

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ACTION VICE-CHAIR:
Prof. Francisco – Universidade de Lisboa – Portugal – prez@ulbvisp.pt

GRANT HOLDER MANAGER:
Dr. Daniela HADJICHAHMI – CYCERE – Cyprus – dmhaham@cyetnet.com.cy

STEERING COMMITTEE:
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Action Vice-Chair: Prof. Francisco – Universidade de Lisboa – Portugal – prez@ulbvisp.pt
Biology Group Leaders:
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WGA Primary Non-Formal Education: Dr. JALIL BEHREZ FALAH – University of Antwerp – Belgium – j.falah@uantwerpen.be
WGA Secondary Formal Education: Prof. JAKOB BJERRE – Karlsholm University – Sweden – jakob.bj@kth.se
WGA Secondary Non-Formal Education: Dr. Camilla HADJICHAHMI – CYCERE – Cyprus – camilla@cyetnet.com.cy
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• Dissemination Lead/Coordinator – Communication Manager: Dr. Marie-Claire KINPELLE – University of Leoben – Austria – m.c.kinpelle@unileoben.ac.at
• Website Coordinator: Dr. Cécile – Université de Caen – CYCERE – Cyprus – cecile.hadji@cyetnet.com.cy
• International Coordination: Communication Manager: Dr. Sofia MOURGADO – Portugal – smourgado@ua.pt
• EU Events Coordinator: CECILE LEONARDI – UNIVERSITA' DEL SALENTO – Italy – c.leonardi@unisa.it
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• Working Group 2: Stakeholders Events Coordinator: ANNE-ELISABETH SCHROEDER – University of Southampton – UK – a.e.schroder@uoi.soton.ac.uk
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• Working Group 8: Stakeholders Events Coordinator: ANNE-ELISABETH SCHROEDER – University of Southampton – UK – a.e.schroder@uoi.soton.ac.uk
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• Working Group 10: Stakeholders Events Coordinator: ANNE-ELISABETH SCHROEDER – University of Southampton – UK – a.e.schroder@uoi.soton.ac.uk
• Working Group 11: Stakeholders Events Coordinator: ANNE-ELISABETH SCHROEDER – University of Southampton – UK – a.e.schroder@uoi.soton.ac.uk
• Working Group 12: Stakeholders Events Coordinator: ANNE-ELISABETH SCHROEDER – University of Southampton – UK – a.e.schroder@uoi.soton.ac.uk
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• Working Group 14: Stakeholders Events Coordinator: ANNE-ELISABETH SCHROEDER – University of Southampton – UK – a.e.schroder@uoi.soton.ac.uk
• Working Group 15: Stakeholders Events Coordinator: ANNE-ELISABETH SCHROEDER – University of Southampton – UK – a.e.schroder@uoi.soton.ac.uk
• Working Group 16: Stakeholders Events Coordinator: ANNE-ELISABETH SCHROEDER – University of Southampton – UK – a.e.schroder@uoi.soton.ac.uk
• Working Group 17: Stakeholders Events Coordinator: ANNE-ELISABETH SCHROEDER – University of Southampton – UK – a.e.schroder@uoi.soton.ac.uk
• Working Group 18: Stakeholders Events Coordinator: ANNE-ELISABETH SCHROEDER – University of Southampton – UK – a.e.schroder@uoi.soton.ac.uk
• Working Group 19: Stakeholders Events Coordinator: ANNE-ELISABETH SCHROEDER – University of Southampton – UK – a.e.schroder@uoi.soton.ac.uk
• Working Group 20: Stakeholders Events Coordinator: ANNE-ELISABETH SCHROEDER – University of Southampton – UK – a.e.schroder@uoi.soton.ac.uk
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FOR MORE INFORMATION VISIT:

www.eneec.cost.eu
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ENEC OBJECTIVES

Research Coordination Objectives

- Relate collaborations and expand previously established collaborations on Environmental Citizenship across Europe.
- Develop common understanding/definition of Environmental Citizenship by conceptualizing and framing Environmental Citizenship.
- Develop new research paradigms and metrics for assessing Environmental Citizenship.
- Identify research gaps and future research needs, priorities and perspectives in Environmental Citizenship which require European/international coordination and transnational collaborations.
- Propose policy measures and recommendations needed for the promotion of Environmental Citizenship.

Capacity Building Objectives

- Bridge separate fields of science to achieve breakthroughs in Environmental Citizenship that require multi-national and multi-disciplinary research.
- Foster knowledge exchange on different macro- and micro-level dimensions of formal and non-formal education that could lead to Environmental Citizenship.
- Act as a stakeholder platform for knowledge exchange and inspiring respective and also developing a depository database of scientific measures and evidence based interventions that target Environmental Citizenship.
- Involve specific target groups such as Early Career Investigators (ECI) and research teams from COST Inclusiveness Target Country (ITC).

IMPACT OF ENEC

SCIENTIFIC LEVEL

- Enhance and harmonize research and develop a common terminology and methodological guidelines for Environmental Citizenship related assessment and intervention across different nations and disciplines.
- Boost the volume and quality of research on Environmental Citizenship.
- Develop new platforms for multi- and interdisciplinary collaborative research programs on Environmental Citizenship.
- Enhance the academic development of emerging and more senior researchers in the field of Environmental Citizenship.
- Develop new research paradigms and metrics for assessing Environmental Citizenship.
- Highlight Good Examples and best educational practices leading to Environmental Citizenship and pro-environmental attitudes and values.
- Map expertise and resources of different stakeholders related to Environmental Citizenship.

SOCIAL LEVEL

- Encourage capacity building and dissemination of knowledge in non-academic settings.
- Disseminate new and consolidated information to all stakeholders and the general public.
- Increase public awareness and understanding of Environmental Citizenship and encourage communication and collaboration between academic partners, policy makers, NGOs, educators and society.

PUBLIC POLICY LEVEL

- Bring Environmental Citizenship into the spotlight of COST countries, EU and internationally.
- Foster knowledge sharing and collaborations with decision/policy makers at the local, regional, national, the EU level and internationally.
- Improve Environmental Education.
- Develop policy frameworks including substantial measures and recommendations for the consolidation of Environmental Citizenship in COST countries.

GENDER BALANCE

Pursuit the largest impact on both male and female participants. Ensure a balance in gender amongst the participants.

GREEN BOARD for ECI

A scientific network of Early Career Investigators (ECI) is established under the name Green Board. The Green Board is represented in the Steering Committee (SC) by the Gender Equality Issue Coordinator and is responsible for making proposals to the SC regarding the Forum of Young Researchers.

DURATION AND PARTICIPANTS OF ENEC

ENEC action started on the 27th of October 2021 and will continue for a period of four years. Currently, thirty two countries are participating.

European Member Countries:

Austria	Greece	Spain
Belgium	Iceland	Sweden
Denmark	Italy	Switzerland
France	Netherlands	United Kingdom
Germany	Norway	

European Member and Inclusiveness Target Countries (ITC):

Bosnia and Herzegovina	Hungary	Portugal
Croatia	Latvia	Romania
Cyprus	Lithuania	Serbia
Czech Republic	Malta	Slovakia
FYR Macedonia	Montenegro	
	Poland	

Associate Country:

Israel

International Partner Country (IPC):

United States of America

WORK PLAN AND ORGANIZATION

Working Groups (WGs)

- Environmental Citizenship through primary formal education – WG1
- Environmental Citizenship through secondary formal education – WG2
- Environmental Citizenship through secondary non formal education – WG3
- Environmental Citizenship through secondary non formal education – WG4

Main Deliverables

- Interactive open access website.
- Repository database of scientific measures and evidence-based interventions that target Environmental Citizenship.
- Scientific training schools, short-term scientific missions, conferences
- Collaborative working papers, scientific reports, proceedings, academic publications, policy and recommendation papers, edited book on Environmental Citizenship.

HOW TO JOIN ENEC

You can join ENEC Cost Action by becoming:

- MC Member or Substitute: The members of the MC are nominated (up to two) by their respective COST National Coordinator as delegates and up to two as Substitutes.
- MC Participant
- ENEC END-User: Expert / Researcher and scholar / Policy officer / Teacher

For more information: www.eneec.cost.eu

European Network for Environmental Citizenship

Cost Action CA16229

EUROPEAN COOPERATION IN SCIENCE & TECHNOLOGY

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Wikipedia page for Environmental Citizenship

https://en.wikipedia.org/wiki/Environmental_contract

Environmental citizenship [edit]

Environmental citizenship (EC) is defined as the responsible pro-environmental behavior of citizens who act and participate in society as agents of change in the private and public sphere, on a local, national and global scale, through individual and collective actions, in the direction of solving contemporary environmental problems, preventing the creation of new environmental problems, achieving sustainability as well as developing a healthy relationship with nature.^[4]

Environmental citizenship includes the exercise of environmental rights and duties, as well as the identification of the underlying structural causes of environmental degradation and environmental problems, the development of the willingness and the competences 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 intra-generational justice.^[4] Environmental citizenship is a key factor in EU's growth strategy ([Europe 2020](#)) and its vision for Sustainable Development, Green and Cycle economy and Low-carbon society (EU-roadmap 2050).^[5]

Because of its emphasis on rights and responsibilities, there are clear links between the environmental contract and notions of environmental citizenship. EC may shed light on the research of environmental contract into the way publics are built in everyday settings, if it is built firmly around the notions of justice, knowledge and language.^[6]

Criticism [edit]

Sustainability justifiable in its own right [edit]

The idea can seem to boil down to a sort of 'I will if You will' type of idea. But action for [sustainability](#), such as having regard for the needs of future generations (including addressing environmental impacts) is arguably justifiable in its own right. Similarly, if there is the view that action on [climate change](#), for example, is urgent and imperative, then an 'I will, irrespective of what you do' approach might be argued as more responsible.

Further criticism [edit]

Some of the [criticism of the idea of social contract](#) would also seem to apply here.

See also [edit]

- [Environmental politics](#)

References [edit]

- ↑ "Archived copy" Archived from the original on 2007-03-11. Retrieved 2006-06-29.
- ↑ "Contract to end environmental evils" *News.bbc.co.uk*. 25 May 2006. Retrieved 22 November 2018.
- ↑ [1]
- ↑ "Home | ENEC COST Action" *Enec-cost.eu*. Retrieved 2018-05-29.
- ↑ "2050 Energy strategy" *Energy - European Commission*† *Ec.europa.eu*. Retrieved 2018-05-29.



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Deliverables (DI)

Year1: Oct17-Oct18

Year Quarter	Year 1				1
	1	2	3	4	
DI. 1					
DI. 2					
DI. 3					
DI. 4					
DI. 5					
DI. 6					
DI. 7					
DI. 8					
DI. 9					
DI. 10					
DI. 11					
DI. 12					
DI. 13					
DI. 14					
DI. 15					
DI. 16					
DI. 17					
DI. 18					
DI. 19					
DI. 20					
DI. 21					
DI. 22					

- Report on the conceptualization of Environmental Citizenship. (DI.2)

- Common Definitions
- EEC Model
- 15 Chapters for Conceptualization of EC
- Develop the Report as Book of Springer
- Editing
- English proof reading
- Published



- Short Country 'Non-scientific' Report on the stage of Environmental Citizenship. SWOT Analysis (DI.9)

- 23 Countries



- Training schools. (DI.14)



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Deliverables (DI)

Year3: Oct19-Oct20

We are here

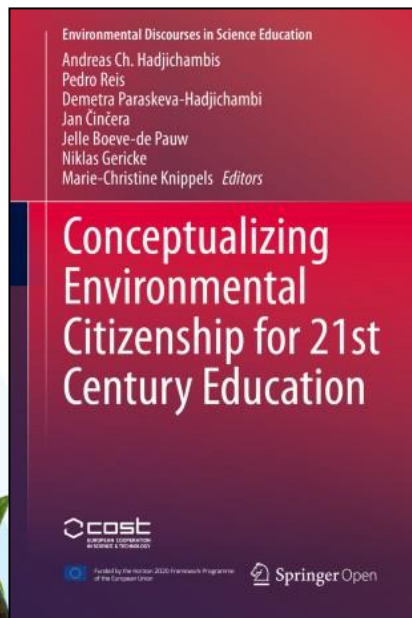
Table 2: Gantt Chart for the Deliverables (DI) of the Action

Year	Year 1				Year 2				Year 3				Year 4			
	Quarter 1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
DI. 1		■														
DI. 2					■											
DI. 3									■							
DI. 4									■							
DI. 5									■							
DI. 6									■							
DI. 7																■
DI. 8																■
DI. 9					■											■
DI. 10						■										■
DI. 11																■
DI. 12															■	
DI. 13													■			
DI. 14					■	■	■	■	■	■	■	■	■	■	■	■
DI. 15															■	■
DI. 16		■														
DI. 17				■				■				■				■
DI. 18						■				■						
DI. 19		■														
DI. 20									■	■	■	■	■	■	■	■
DI. 21									■							
DI. 22														■	■	

Year 3: 9 DI.

ENEC BOOK: Conceptualizing Environmental Citizenship for 21st Century Education

GOOD NEWS !



- **126,000 downloads!** Thanks!
- Our Springer book on Education for Environmental Citizenship has reached 126,000 downloads and it is the first in downloads book in its category worldwide.
- We truly thank all the editors and all the authors.
- <https://link.springer.com/book/10.1007/978-3-030-20249-1>
- Posted to several stakeholders in Europe.



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Deliverables (DI)

Year 2: 7 DI. – Until October 2019

Year	Year 1				Year 2			
	Quarter 1	2	3	4	1	2	3	4
DI. 1								
DI. 2								
DI. 3								
DI. 4								
DI. 5								
DI. 6								
DI. 7								
DI. 8								
DI. 9								
DI. 10								
DI. 11								
DI. 12								
DI. 13								
DI. 14								
DI. 15								
DI. 16								
DI. 17								
DI. 18								
DI. 19								
DI. 20								
DI. 21								
DI. 22								

- Observation Report on the stage of Environmental Citizenship. European Synthesis SWOT Analysis (DI.10) → ✓
- Training schools. (DI.14) → ✓ 1
- e-Newsletter (DI.17) → ✓ #3
- Science Cafés (DI.18) → ✓ #5
- Description of the Main Characteristics and the Framework of the Education for Environmental Citizenship (DI.21) → ✓

Deliverables (DI)

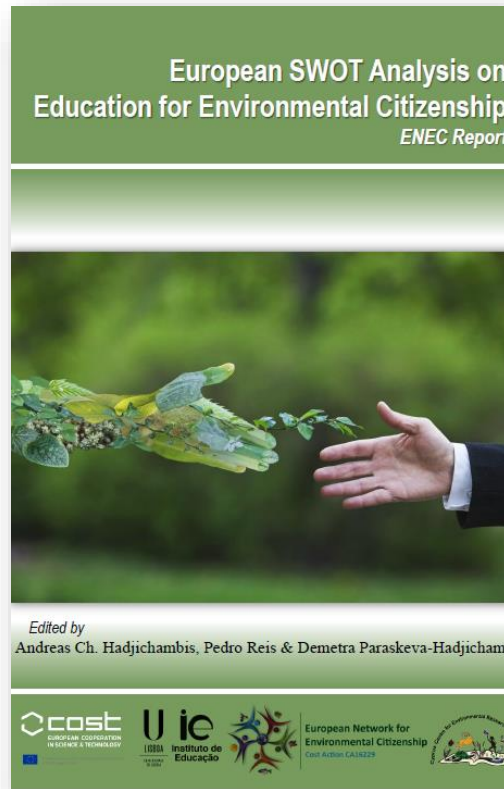
Year	Year 1				Year 2				1
	Quarter 1	2	3	4	1	2	3	4	
DI. 1									
DI. 2									
DI. 3									
DI. 4									
DI. 5									
DI. 6									
DI. 7									
DI. 8									
DI. 9									
DI. 10									
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DI. 20									
DI. 21									
DI. 22									

- Report on different macro- (in educational systems) and micro- level (in school unit and classes) dimensions of formal and non-formal education leading to EC (DI.6) → ✓
- Position papers on research gaps and future research needs, priorities and perspectives in EC (DI.4) → ✓
- New Research Paradigms and metrics for assessing EC (DI.5) → ✓
- Description of the Main Characteristics and the Framework of the Education for Environmental Citizenship (DI.21) → ✓
- Short Term Scientific Missions (STSM). (DI. 20) → ✓ ...
- Review article in a peer review journal based on Conceptualization of EC (DI.3) → ✓

Covered in the Springer Book

A&D Hadjichambis

ENEC Report: European SWOT Analysis for Education for Environmental Citizenship



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Short Country 'Non-scientific' Report on the stage of Environmental Citizenship. SWOT Analysis (DI.9)

- 23 Countries
- English proof reading and editing
- Improved Country Reports
- Common formatting based on Springers formats
- All country reports are ready and edited.
- Published ISBN:978-9963-9275-6-2
- Printed version 300 pages
- E-book version
- European Synthesis (Del. 10)



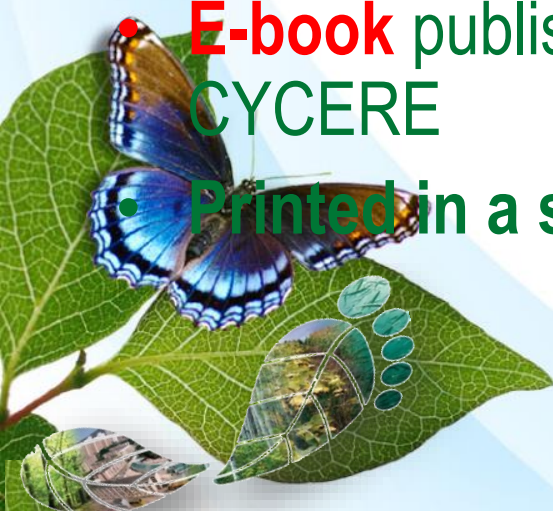
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Observation Report on the stage of Environmental Citizenship. European Synthesis SWOT Analysis (DI.10)

- Part A:
 - Chapter 1: European Synthesis Chapter by Hadjichambis, A.Ch. & Paraskeva Hadjichambi, D.
 - Content Analysis of experts answers
- Part B:
 - All 23 Country's Reports in separate chapters
- **E-book** published by ENEC, University of Lisbon and CYCERE
- **Printed in a small number of copies**



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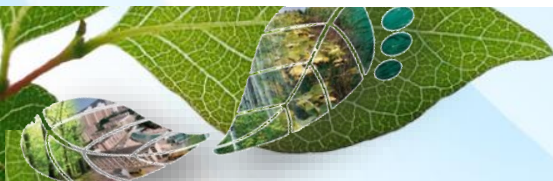
Training schools. (DI.14)



Pedagogical Approaches on the Education for Environmental Citizenship

Dr Andri Christodoulou, STSM Coordinator

**1st European Training School
Lisbon, Portugal
24-25 Oct 2018**



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Science Cafés (DI.18) organized 5 instead of 2

in at least two different countries

1st European Science Café: The importance of Environmental Citizenship

- **Title:** 1st European Science Café of ENEC Cost Action: The importance of Environmental Citizenship
- **Location:** Lemesos, Cyprus
- **Time:** Saturday, **28th of April 2018**, at 18.00 a.m.
- **Objective:** Discussion about the “The importance of Environmental Citizenship”, during which it was held the opening of the photo exhibition and the awards ceremony of the photo contest “*Cyprus: Natural Landscapes, Land and Sea*” proclaimed by CY.C.E.R.E. and CPS (Lemesos Branch).
- **Speaker:** **Dr Andreas Hadjichambis**, Chair of ENEC

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1st European Science Café
“The importance of Environmental Citizenship”

The Cyprus Centre of Environmental Research and Education (CY.C.E.R.E.) invites you to the “1st European Science Café of ENEC Cost Action”, During which a discussion will be held “The Importance of Environmental Citizenship”. The Science Café will take place in Saturday, 28th of April 2018, at 18.00 a.m., at the premises of CPS, in Lemesos (120 Agras Street). Speaker Dr Andreas Hadjichambis, Chair of European Network for Environmental Citizenship. During the discussion it will be held the opening of the photo exhibition and the awards ceremony of the photo contest “Cyprus: Natural Landscapes, Land and Sea” proclaimed by CY.C.E.R.E. and CPS (Lemesos Branch). The event will be welcomed by the Commissioner of the Environment, who will give the awards to the winners.



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2nd European Science Café of ENEC Cost Action

- Title: 2nd European Science Café of ENEC Cost Action
- Location: Evora, Portugal
- Time: 30th of May 2018
- Organized: **Prof Soumodip SARKAR**, Universidade de Évora



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3rd European Science Café of ENEC Cost Action

- Title: 3rd European Science Café of ENEC Cost Action
- Location: Vienna, Austria, Institute for Environment, Peace and Development (IUFE)
- Time: 20th of June 2018
- **Dr Katharina LAPIN & Florian LEREGGER**



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4th European Science Café of ENEC Cost Action

- Title: Education for Environmental Citizenship
- Location: University of Banja Luka, Banja Luka in Bosnia and Herzegovina.
- Time: Thursday, 6th of December 2018, at 12:00-14:30
- Organized: **Prof Mirjana ZABIC**, University of Banja Luka



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5th European Science Café of ENEC Cost Action

- Title: 5th European Science Café of ENEC Cost Action
- Location: Budapest, Hungary
- Time: 26th of March 2019
- Environmental Citizenship and transition movement
- Organized: **Dr Adrienne CSIZMADY**, Hungarian Academy of Sciences, Centre for Social Sciences



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Publication in Impact Journal

IMPACT

NEW THINKING IN ENVIRONMENTAL CITIZENSHIP



<http://enec-cost.eu/>

Impact Objectives

- Enable scientific developments in the field of Environmental Citizenship leading to new conceptualisations and new products
- Contribute to strengthening European research and innovation capacities in the field

New thinking in environmental citizenship

The European Network for Environmental Citizenship (ENEC) is changing the way we think about how citizens behave in respect to the environment. The Network's efforts is helping to forge a more sustainable future based on environmental citizenship

All across the world communities and governments are coming to realise the importance of 'environmental citizenship' in the pathway to solving many of our environmental problems. The recently formed European Network for Environmental Citizenship (ENEC) is a Cost Action funded by Horizon 2020, which aims to improve the understanding and assessment of environmental citizenship in European societies and participating countries.

BREAKING DOWN BARRIERS

Dr Andreas Hadjichambis, Chair of the Action, says that environmental citizenship can be defined by different ways and approaches especially in the arena of political theory but that there has not previously been a common European level definition of this term. 'In our approach "Environmental Citizenship" is defined as the responsible pro-environmental behaviour of citizens who act and participate in society as agents of change in the private and public sphere, on a local, national and global scale, through individual and collective actions, in the direction of solving contemporary environmental problems, preventing the creation of new environmental problems, achieving sustainability as well as developing a healthy relationship with nature,' explains Hadjichambis. In addition, Environmental Citizenship includes the exercise of environmental rights and duties, as well as the identification of the underlying structural causes of environmental degradation and environmental problems, the development of the willingness and the competences 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 intra-generational justice.

Europe 2020, the EU's growth strategy, has Environmental Citizenship as a key factor, as well as in the vision for Sustainable Development, Green and Circular economy and the EU roadmap 2050 for a low-carbon society. 'ENEC is focused on diminishing the barriers between human, economic, social, political and environmental sciences multiplying the knowledge, expertise, research and insights of different stakeholders (researchers, scholars, teachers, practitioners, policy officials, NGOs, etc.) related to Environmental Citizenship,' observes Hadjichambis. This is being achieved through the development of the first ever common understanding and definition of Environmental Citizenship by conceptualising and framing Environmental Citizenship. 'We are also working to develop new research paradigms and metrics for assessing Environmental Citizenship, identify research gaps and future research needs, priorities and perspectives in Environmental Citizenship and to propose policy measures and recommendations needed for the promotion of Environmental Citizenship,' he explains.

A GLOBAL NETWORK

There are 37 countries and over 120 experts participating in ENEC and as well as European universities and institutions, there are participants in Israel, Australia and USA. Hadjichambis points out that the number of the participating countries

is increasing and even more countries and experts are interested to participate in this Network in Europe and internationally. Professor Pedro Reis, Vice Chair of the Action, says that ENEC has already received application letters from many countries outside Europe who are all welcome to become involved. 'Following the spirit of the Cost Action programme, we are bridging with other research communities in order to have access to more projects, experiences and perspectives.'

'Whilst it is a challenge to coordinate such a big network the diversity gained from being so open to members from all walks of life is important. Hadjichambis says that to achieve breakthroughs in Environmental Citizenship where they are able to bridge separate fields of science through multi-national and multi-disciplinary research the Network needs to be not just a stakeholder platform for knowledge exchange and mapping expertise but more importantly as 'an opportunity for involving specific target groups such as Early Career Investigators (ECI) and research teams from COST Inclusiveness Target Country (ITC)'. With European and international coordination and transnational collaborations he says that they can identify research gaps and future research needs, priorities and perspectives in Environmental Citizenship. Reis points out that the community they have developed is open to more researchers and scholars, regardless of where they come from, research field, their gender, or stage in career. 'We want our ideas to be disseminated in a global scale: our action on environmental citizenship aims to be global'.



Education for Environmental Citizenship

Dr Andreas Hadjichambis and Professor Pedro Reis discuss the work of the European Network for Environmental Citizenship and share some of the successes they have seen during the early months of the Network's activities



Dr Andreas Hadjichambis



Professor Pedro Reis

From your perspective, what are some of the big challenges with fostering environmental citizenship within Europe? How will the Network help to address these?

PR: There are two main challenges with fostering Environmental Citizenship within Europe (and within the World). The first one is connected with the novelty of the concept and the fact that it is still poorly defined between schools and teacher education institutions. Education for Environmental Citizenship implementation requires a better and shared understanding of the concept by all teachers – independently of their subject background – and the development of knowledge in implementing this approach. So, without a clear concept definition and training programs, teachers can misunderstand the concept – identifying it as a synonymous of other concepts – and begin implementing superficial and limited approaches to environmental problems: not in line with the contextualised, student-centred, interdisciplinary, systemic, inquiry-based and action-based approach of Education for Environmental Citizenship (EEC). The second main challenge is related with the fact that EEC requires an interdisciplinary, collaborative and systemic

approach difficult to materialise in schools strongly organised or divided around subjects: this way, it is very hard to find the common spaces and times needed to develop synergies among different knowledge and perspectives. Therefore, our Network can help by trying to establish a better and shared concept of EEC, integrating a diversity of perspectives from many experts, countries and specific cultures, and also by identifying the scientific and the pedagogical knowledge required for EEC.

A key goal of ENEC is to develop new theory and practice within EEC. Can you explain what this looks like?

AH: It was recognised that we need a new theory and practice which will concentrate and focus on Environmental Citizenship. Of course this approach will be based upon other existing relevant approaches such as Environmental Education, Education for Sustainable Development, Science Education and Citizenship Education. EEC beyond the common grounds with those previous approaches has its own niche as its own identical characteristics. According to ENEC the term EEC is defined as the type of education which cultivates a coherent and adequate body of knowledge as well as the necessary skills, values, attitudes and

'We are all part of the genesis of the EEC'

competences that an environmental citizen should be equipped with in order to be able to act and participate in society as an agent of change in the private and public sphere, on a local, national and global scale, through individual and collective actions, in the direction of solving contemporary environmental problems, preventing the creation of new environmental problems, in achieving sustainability as well as developing a healthy relationship with nature. EEC is important to empower citizens to exercise their environmental rights and duties, as well as to identify the underlying structural causes of environmental degradation and environmental problems, develop the willingness and the competences for critical and active engagement and civic participation to address those structural causes, acting individually and collectively within democratic means and taking into account the inter- and intra-generational justice.

You have split the ENEC Working Groups by formal and non-formal education and by primary and secondary. Why did you choose this approach, and what benefits do you believe this will deliver?

PR: This splitting of the Working Groups by formal and non-formal education and by primary and secondary has a double intention. First of all, we want to discuss and to study possible differences in the strengths, opportunities, weaknesses and threats of EEC between these different types and levels of education. We believe that an effective approach to EEC must take in account



European Network for Environmental Citizenship
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Publication in OpenAccessGovernment

PROFILE

Environmental citizenship research and the European Network for Environmental Citizenship

Andreas Ch. Hadjichambis, Pedro Reis, Demetra Hadjichambi tell us about the research emphasis of the European Network on Environmental Citizenship

By way of an introduction to environmental citizenship, it is a very important concept for the protection of the environment and the success of any environmental policies being pursued. This relatively new term comes mainly from the political science arena but has soon entered with claims in other different fields, such as the economy, social sciences and, more recently, education. Therefore, research on environmental citizenship finds applications in all these areas of science and society. Environmental citizenship is related to the pro-environmental behaviour of citizens, which should include both individual and collective actions. Until now, there have been many different attempts to define environmental citizenship, resulting in the creation of several definitions focusing and emphasising different dimensions and priorities of environmental citizenship.

For the first time at European level, with collective efforts of more than 120 experts from 37 countries, an agreement was reached regarding the definitions of environmental citizen, environmental citizenship and education for environmental citizenship. This great effort has been achieved within the framework of the European Network for Environmental Citizenship, which is a European network coordinated by the [Cyprus Center for Envi-](#)

[ronmental Research and Education \(CYCERE\)](#), involving more than 85 universities, research centres and organisations.

So, when we refer to environmental citizenship, we mean the responsible pro-environmental behaviour of citizens who act and participate in society as agents of change in the private and public sphere, on a local, national and global scale, through individual and collective actions, in the direction of solving contemporary environmental problems, preventing the creation of new ones, achieving sustainability as well as developing a healthy relationship with nature.

"Environmental citizenship" includes the exercise of environmental rights and duties, as well as the identification of the underlying structural causes of environmental degradation and problems, the development of the willingness and the 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 intra-generational justice (ENEC 2018).

Environmental citizenship research
Research on environmental citizenship is a multidimensional field with appli-

cations in many research areas. From the field of the economy, an example of research is related to how enterprises can improve their public image, marketing and develop within the framework of social responsibility. From the field of education, examples of research dimensions are the possible pedagogical approaches that can lead to the development of an environmental citizen capable of actively participating in society and contributing to solving contemporary environmental problems. From the field of social sciences research, could be a focus on beliefs, attitudes and practices of social environmental citizenship movements.

The European Network for Environmental Citizenship
The European Network for Environmental Citizenship is a Cost Action (CA16229), funded by the Cost Association under Horizon 2020, and aims to strengthen networking and promote the coordination of different research attempts taking place at different European levels. The purpose is to maximise research impact through the development of common definitions and research tools, as well as joint publications. ENEC also seeks to promote European partnerships and train young researchers to achieve a critical mass of researchers capable of enhancing European research efforts in environmental citizenship field. It is

PROFILE



important to mention that the Network has a global dimension, including researchers from countries outside Europe - U.S., Australia and Israel.

GAIA Repository Database for Environmental Citizenship

A very important infrastructure has been developed within this European network, which we believe will facilitate networking and communication efforts: the [GAIA Repository Database on the Environmental Citizenship of ENEC](#). This database allows everybody to register and search for information on environmental citizenship, functioning as a platform for knowledge exchange and expertise mapping. GAIA promotes also the diffusion of scientific knowledge and collaboration in new research activities. In GAIA, one can enter and find information on the following: (a) BEST PRACTICES for educational interventions, learning materials, programmes, scientific measures; (b) STAKEHOLDERS, such as public authorities, NGOs, educational institutions, such as universities and schools; and (c) USERS, such as experts, researchers and scholars, policymakers, teachers and others.

IREEC 2019 International Conference

An international conference dedicated to Education for Environmental Citi-

zenship is being organised, for the first time, at the global level. The IREEC 2019 International Conference will take place at the University of Malaga, Spain. In the conference, research papers, theoretical papers and reports from all around the world that relate to education for environmental citizenship can be presented at all levels (pre-primary, primary, lower secondary, upper secondary, tertiary education) and in all forms of education (formal, non-formal and informal education). The aim of IREEC 2019 is to enhance the understanding of environmental and sustainability education through the focus on research work that examines and promotes environmental citizenship through education. Multidisciplinary research and approaches combining environmental education, sustainability education, science education, and citizenship education can also be accepted. More information can be found on the [conference's website](#).

The IREEC 2019 Conference aims to: a) present research on scientific and educational activities that exemplify developments toward achieving environmental citizenship; b) emphasise educational research which focuses on empowering citizens to exercise their environmental rights and duties,

to identify the underlying structural causes of environmental degradation, as well as to develop the competencies for critical and active civic participation; c) conduct scientific dialogue on educational challenges deriving from the theoretical foundations of environmental citizenship (as a field that integrates knowledge, skills, values, attitudes and competencies) and demonstrate how these are addressed in formal and non-formal education; d) promote and support best practices that cultivate the type of values, attitudes, skills and competencies that an environmental citizen should be equipped with in order to act and participate in society as an agent of change. The deadline for proposal submission is on the 15th of April 2019.

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Success Story in Cost Annual Report 2019

Brain circulation and empowering young researchers

Annual Report 2019

cost
EUROPEAN COOPERATION
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14 Meeting

Success stories

Talking terms for green citizen action

What does it mean to be a good environmental citizen? A COST meeting has defined key concepts that help teachers and organisations to encourage people to care for the planet. An online database, book and global outreach add to the support.

Plastic pollution, climate change and the loss of biodiversity are just some of the many environmental issues in the news every day. Actions by citizens are central to EU plans to tackle these issues – for example, the proposed European Green Deal and the EU 2050 Strategy for a low-carbon Europe. But first, people must agree on how citizen action should work. A meeting of the European Network for Environmental Citizenship (ENEC) – a COST Action – has defined “environmental citizenship”, the “environmental citizen” and

“education for environmental citizenship” to provide ground rules for bottom-up initiatives for the planet.

According to ENEC Chair, Dr Andreas Hadjichambis of the Cyprus Center for Environmental Research and Education, the concepts are new and untried now, understood by researchers in often different and sometimes contradictory ways.

“ENEC’s definitions and outputs bring Europe to the forefront of attempts to achieve environmental citizenship ... We want our ideas to be disseminated on a global scale.”

Dr Andreas Hadjichambis, Scientific Director, Cyprus Center for Environmental Research and Education
PhD Biology, MSc Environmental Conservation Management

Annual Report 2019

With over 130 experts from Europe, Israel, Australia and the USA in ENEC, the Action has created an international consensus that can be a framework for educators, researchers, NGOs and policymakers worldwide.

“This common language is an important and valuable step,” Hadjichambis explains. “ENEC’s definitions and outputs bring Europe to the forefront of attempts to achieve environmental citizenship.”

Global reach

The full definitions are based around the idea of environmental citizenship as: “...the responsible pro-environmental behaviour of citizens who act and participate in society as agents of change”. Details specify citizens’ environmental rights, duties and how they should act to achieve sustainability and a healthy relationship with nature.

The texts were agreed at the ENEC first meeting, a three-day event in Cyprus, following extensive literature review and expert communication. Participants first reviewed the existing approaches among scientists to environmental citizenship. With outside specialists from fields such as environmental sciences, education and law, groups then reviewed, analysed and debated concepts for the terms.

“Interdisciplinarity and transdisciplinarity were very important in our approach,” says Hadjichambis.

More widely, the Action is sharing knowledge about environmental citizenship. ENEC members have created “GAEA”, an online database of measures and actions, and published a free online book, along with dozens of smaller publications, presentations and scientific posters.

Other outreach includes an international conference, “International Researchers of Education for Environmental Citizenship” (IREEC2019), along with training schools and science cafes in different European countries.

In its next two years, ENEC aims to promote its perspective, propose policy measures and create a scientific community dedicated to the topic.

It is an ambitious plan.

“We want our ideas to be disseminated on a global scale,” Hadjichambis concludes.

View the Action:
<https://www.cost.eu/actions/CA16229>

View the network website:
<http://enec-cost.eu/>

Success stories



European Network for Environmental Citizenship
Cost Action CA16229



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Special Focus Article in European Energy Innovation Summer 2020

What does it mean to be a good environmental citizen?

By Dr Andreas Hadjichambis, Chair of the European Network for Environmental Citizenship and Scientific Director of Cyprus Center for Environmental Research and Education CYCERE

Which are the talking terms for green citizen action? A COST meeting has defined key concepts that help teachers and organisations to encourage people to care for the planet. An online database, book and global outreach add to the support.

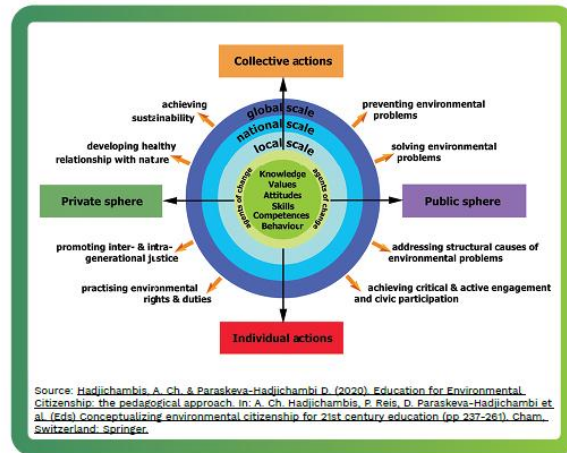
Plastic pollution, climate change and the loss of biodiversity are just some of the many environmental issues in the news every day. Actions by citizens are central to EU plans to tackle these issues – for example, the proposed [European Green Deal](#)

and the EU [2050 strategy](#) for a low-carbon Europe.

But first, people must agree on how citizen action should work. A meeting of the [European Network for Environmental Citizenship \(ENEC\)](#) – a COST Action – has

defined “environmental citizenship”, the “environmental citizen” and “education for environmental citizenship” to provide ground rules for bottom-up initiatives for the planet.

According to ENEC Chair, Andreas



Source: Hadjichambis, A. Ch. & Paraskeva-Hadjichambi D. (2020). Education for Environmental Citizenship: the pedagogical approach. In: A. Ch. Hadjichambis, P. Reis, D. Paraskeva-Hadjichambi et al. (Eds.) Conceptualizing environmental citizenship for 21st century education (pp. 237-261). Cham, Switzerland: Springer.

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Hadjichambis of the Cyprus Center for Environmental Research and Education, the concepts are new and until now, understood by researchers in often contradictory ways.

With over 130 experts from Europe, Israel, and the USA in ENEC, the Action has created an International consensus that can be a framework for educators, researchers, NGOs and policymakers worldwide.

“This common language is an important and valuable step,” Hadjichambis explains. “ENEC’s definitions bring Europe to the forefront of attempts to achieve environmental citizenship.”

Global reach
The [LUI definitions](#) are based around the idea of environmental citizenship as “the responsible pro-environmental behaviour of citizens who act and participate in society as agents of change”. Details specify citizens’ rights, duties and how they should act to achieve sustainability and a healthy relationship with nature.

The texts were agreed at the [ENEC first meeting](#), a three-day event in Cyprus. Participants first reviewed the existing approaches among scientists to environmental citizenship. With outside specialists from fields such as environmental sciences, education and law, groups then reviewed, analysed, and debated concepts for the terms.

“Interdisciplinarity and transdisciplinary were very important in our approach,” says Hadjichambis.

More widely, the Action is sharing knowledge about environmental citizenship. ENEC members have created an [online database](#) of measures and actions and published a [free online book](#), along with dozens of smaller publications, presentations and scientific posters.

Other outreach includes an International conference, “International Researchers of Education for Environmental Citizenship” ([IREEC2020](#)), along with training schools and science cafés.

In its next two years, ENEC aims to promote its perspective, propose policy measures, and create a scientific community dedicated to the topic.

It is an ambitious plan.

“ENEC’s definitions bring Europe to the forefront of attempts to achieve environmental citizenship ... Environmental Citizenship is crucial for the European Green Deal.”

“We want our ideas to be disseminated on a global scale,” Hadjichambis concludes. 🌱



View the Action:
<https://www.cost.eu/actions/CA16229>
View the Network website:
<http://enec-cost.eu/>



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6th Science Café, Tirana, Albania, 16-10-2020

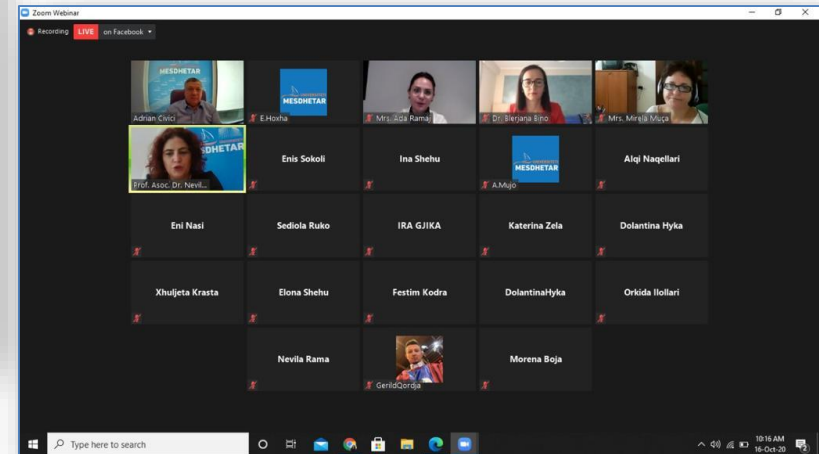
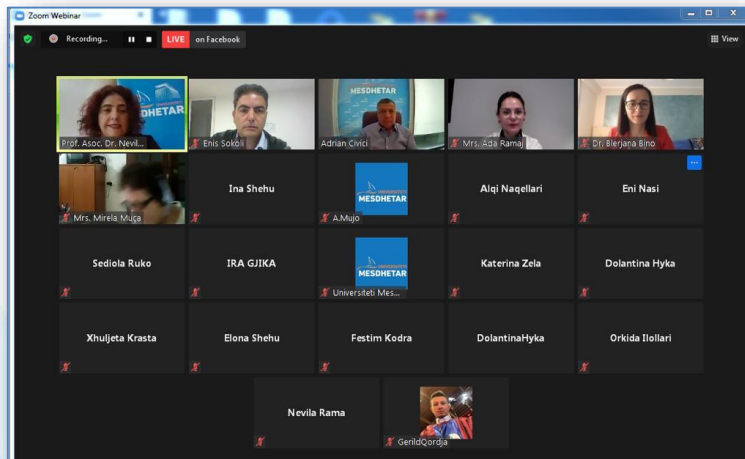
Title: Academia and civil society collaboration for environmental citizenship

Venue: Tirana, Albania

Time: 16th October, at 10:00 – 11:30

Hosted by: Center for Comparative Studies & Mediterranean University of Albania

Moderator: Prof. Asoc. **Dr. Nevila Xhindi**



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Researchers are referring to ENEC's work.

University of Oslo - Oslo School of Environmental Humanities:

- “Thunberg exposes the gap between intention and practice on the part of politicians. Thus her critical analysis a good example of the fact that the Scandinavian education system has succeeded with what school researchers call **Education for Environmental Citizenship.**” ...

<https://www.miragenews.com/climate-change-impacts-nordic.../>



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Researchers are referring to Environmental Citizenship increase

University of Oulu, Geography Research Unit, Finland,
Marika Kettunen (2020)

- Recent years have seen a critical shift in young people's political participation, as young people around the world have mobilized to demand greater climate action.
- In spring 2019 witnessed a major turning point in young people's political participation and **active environmental citizenship** as youth-led climate strikes took place all over the globe, and in Finland as well.

<https://nordia.journal.fi/article/download/98115/59133>

Kettunen, M. (2020). "We need to make our voices heard": Claiming space for young people's everyday environmental politics in northern Finland. *Nordia Geographical Publications*, 49(5), 32-48.



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Other examples citing ENEC:

- Determinants of Different Types of Positive Environmental Behaviors: An Analysis of Public and Private Sphere Actions Ralph Hansmann, Claudia R Binder Sustainability 12 (20), 8547, 2020 <https://www.mdpi.com/2071-1050/12/20/8547>
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- How Would Eco-citizenship Impact The Environmental Learning Of Middle Education Students Of The Colombia Viva District Educational Institution? Otto Leonardo Gómez Huertas Ciência Geográfica - Bauru - XXIV - Vol. XXIV- (4): Janeiro/Dezembro = 2020 https://www.agbbauru.org.br/.../agb.../agb_xxiv_4-09.pdf
- Sass, W., Quintelier, A., Boeve-de Pauw, J., De Maeyer, S., Gericke, N., & Van Petegem, P. (2021). Actions for sustainable development through young students' eyes. *Environmental Education Research*, 27(2), 234-253. <https://doi.org/10.1080/13504622.2020.1842331>
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Other examples citing ENEC:

- Huang L., Cheah S.L. (2021) The Young Environmental Citizens in Nordic Countries: Their Concerns, Values, Engagement, and Intended Future Actions. In: Biseth H., Hoskins B., Huang L. (eds) Northern Lights on Civic and Citizenship Education. IEA Research for Education (A Series of In-depth Analyses Based on Data of the International Association for the Evaluation of Educational Achievement (IEA)), vol 11. Springer, Cham.
https://doi.org/10.1007/978-3-030-66788-7_6
- de las Heras Pérez MÁ, Vázquez Bernal B, Jiménez Palacios R, Jiménez Pérez R. Environmental Citizenship Education through the Doñana, Biodiversity and Culture Program. *Sustainability*. 2021; 13(5):2809. <https://doi.org/10.3390/su13052809>



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Citing ENEC:

- More than **650** citations for the keywords: **Citizenship and ENEC**
- More than **430** citations for the keywords: **Environmental Citizenship and ENEC**

In Google Scholar



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Publications in Scientific Journals (2018)

- Hadjichambis, A., & Reis, P. (2018). New thinking in environmental citizenship. *Impact*, 1-3, p.52-54.
- Jovanović, L., & Radović, V. (2018). Dealing with the past in the context of joint environmental emergency management in the cross border region—overview of Serbian experience. *Fundamental and applied researches in practice of leading scientific schools*, 28(4), 39-45.
- Jovanović, L., Radović, V., & Lukinović, M. (2018). Significance of energy efficiency for energy security. *Fundamental and applied researches in practice of leading scientific schools*, 28(4), 46-52.
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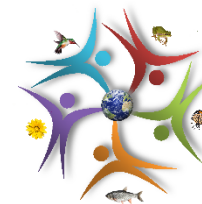


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- Simonova, P., Cincera, J., Kroufek, R., Krepelkova, S., & Hadjichambis, A. (2019). Active Citizens: Evaluation of a Community-Based Education Program. *Sustainability*, 11(3), 663.
- Hadjichambis, A. , Reis, P. & Paraskeva-Hadjichambi, D. (2019). Environmental citizenship research and the European Network for Environmental Citizenship. *OpenAccessGovernment*, 22, 276-277.
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Publications in Scientific Journals (2020)

- Hadjichambis, A.Ch. & Paraskeva-Hadjichambi, D. (2020). Environmental Citizenship Questionnaire (ECQ): The development and validation of an evaluation instrument for secondary school students. *Sustainability*, 12(3), 821.; doi:10.3390/su12030821. <https://www.mdpi.com/2071-1050/12/3/821/pdf>
- Oral, H. V., Eren, Ö., Yay, A. S. E., & Saygin, H. (2020). Environmental citizenship perception and behavior among university engineering students in the Marmara Region of Turkey. *Environment, Development and Sustainability*, 1-15. <https://doi.org/10.1007/s10668-020-00736-8>
- José Jesús Delgado-Peña Book review: Hadjichambis, Andreas Ch.; Reis, Pedro; Paraskeva-Hadjichambi, Demetra; Činčera, Jan; Boeve-de Pauw, Jelle; Gericke, Niklas; Knippels, Marie-Christine (eds.) (2020). *Conceptualizing Environmental Citizenship for 21st Century Education*. Cham (Suiza): Springer Open, 264 pág. ISBN: 978-3-030-20248-4. <https://doi.org/10.1007/978-3-030-20249-1> DOI: <http://dx.doi.org/10.5944/etfvi.13.2020.28003>
- Sass, W., Quintelier, A., Boeve-de Pauw, J., De Maeyer, S., Gericke, N., & Van Petegem, P. (2021). Actions for sustainable development through young students' eyes. *Environmental Education Research*, 27(2), 234-253. <https://doi.org/10.1080/13504622.2020.1842331>



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Publications in Scientific Journals & Books (2020)

- Chapter Twelve: The Role Of Forests In The Context Of Environmental Citizenship: Insights From Austria. J. Oettel, F. Leregger, J. Zöscher, K. Lapin In: Forests for Public Health, 2020
https://books.google.com.cy/books?hl=el&lr=&id=G3D3DwAAQBAJ&oi=fnd&pg=PA304&dq=enec+cost+action&ots=_zgzyio27F&sig=wyBeW0IHc5aOtm6l8MyROyWW6fc&redir_esc=y#v=onepage&q=enec%20cost%20action&f=false
- Jørgensen, F.A. and Jørgensen, D. (2020). Citizen science for environmental citizenship. *Conservation Biology*. First published: 09 October 2020.
<https://doi.org/10.1111/cobi.13649>
- Olsen, S. K., Miller, B. G., Eitel, K. B., & Cohn, T. C. (2020). Assessing Teachers' Environmental Citizenship Based on an Adventure Learning Workshop: A Case Study from a Social-ecological Systems Perspective. *Journal of Science Teacher Education*, 1-25.
<https://www.tandfonline.com/.../10.../1046560X.2020.1771039>



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Publications in Scientific Journals & Books (2021)

- Georgiou Y, Hadjichambis AC, Hadjichambi D. Teachers' Perceptions on Environmental Citizenship: A Systematic Review of the Literature. *Sustainability*. 2021; 13(5):2622. <https://doi.org/10.3390/su13052622>
- Huang L., Cheah S.L. (2021) The Young Environmental Citizens in Nordic Countries: Their Concerns, Values, Engagement, and Intended Future Actions. In: Biseth H., Hoskins B., Huang L. (eds) Northern Lights on Civic and Citizenship Education. IEA Research for Education (A Series of In-depth Analyses Based on Data of the International Association for the Evaluation of Educational Achievement (IEA)), vol 11. Springer, Cham. https://doi.org/10.1007/978-3-030-66788-7_6



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Publications in the Special Issue “Education for Environmental Citizenship” Sustainability Journal

- Georgiou Y, Hadjichambis AC, Hadjichambi D. Teachers’ Perceptions on Environmental Citizenship: A Systematic Review of the Literature. *Sustainability*. 2021; 13(5):2622. <https://doi.org/10.3390/su13052622>
- Ladrera R, Robredo B, Ortega-Lasuen U, Díez JR, Ruiz-González A. Unprepared to Deal with Invasion: Pre-Service Teachers’ Perception, Knowledge and Attitudes toward Invasive Species. *Sustainability*. 2020; 12(24):10543. <https://doi.org/10.3390/su122410543>
- de las Heras Pérez MÁ, Vázquez Bernal B, Jiménez Palacios R, Jiménez Pérez R. Environmental Citizenship Education through the Doñana, Biodiversity and Culture Program. *Sustainability*. 2021; 13(5):2809. <https://doi.org/10.3390/su13052809>



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Presentations in Conferences, Seminars, International Conferences (2017-19)

- Hadjichambis, A. Ch. (2017). European Network for Environmental citizenship. *Chrysoprasino Fyllo Seminar, Environmental Centre of Argyroupolis, Athens, Greece, 30 Nov 2017.*
- Hadjichambis, A. Ch. (2018). Education for Environmental citizenship. *Chrysoprasino Fyllo Seminar, Environmental Centre of Argyroupolis, Troodos, Cyprus, 21 Apr 2018.*
- Halbac-Cotoara-Zamfir, C. (2018). Formal and Non-formal Education Techniques for Adopting an Ecological Citizenship. *18th International Multidisciplinary Scientific GeoConference SGEM 2018, Sofia, Bulgaria, July 2018.*
- Hadjichambis, A. Ch. (2018). Basic Characteristics of the Education for Environmental Citizenship, *Chrysoprasino Fyllo Seminar, Environmental Centre of Argyroupolis, Athens, Greece, 13 Dec 2018.*
- Oettel, J., Lapin, K., Leregger, F. , Zöscher, J. (2019). The Role of Forests in the Context Of Environmental Citizenship: Insights from Austria. *World Conference on “Forests for Public Health, Athens, Greece, May 2019.*



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Presentations in Conferences, Seminars, International Conferences (2017-19)

- Halbac-Cotoara-Zamfir, R., Hadjichambis, A. Ch. & Paraskeva-Hadjichambi, D. (2019). Negotiating land for flood using an environmental citizenship approach. *TERRAENVISION Abstracts, Vol. 2, TNV2019-NBS-2102, 2-7 September 2019, Barcelona, Spain.*
- Halbac-Cotoara-Zamfir, R., Hadjichambis, A. Ch. & Paraskeva-Hadjichambi, D. (2019). Education for environmental citizenship - potential key tool for enhancing the implementation of NBSs. *TERRAENVISION Abstracts, Vol. 2, TNV2019-NBS-2102, 2-7 September 2019, Barcelona, Spain.*
- Many presentations in iREEC 2019.



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Publications in Scientific Journals



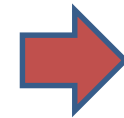
Reference:

COST Action European Network for Environmental Citizenship (ENEC) no CA16229



Keywords:

- *environmental citizenship*
- *education for environmental citizenship*



Inform us



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Cost Action CA16229



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Education for Environmental Citizenship
in Focus



Education for Environmental Citizenship in Focus

Developed
23 different languages/countries



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iREEC 2019: University of Malaga, Spain 7-8 November, 2019



iREEC 2019: 1st International Conference of International Researchers of the Education for Environmental Citizenship 2019

[International Conference](#) | [Location](#) | [Dates](#) | [Registration to the conference](#) | [Formatted abstract submission](#) | [Instructions for presentations](#) | [Conference Venue](#) | [Airports](#) | [Hotels](#) | [Public Transportation](#) | [About Malaga](#) | [Local Sponsors](#) | [Poster](#) | [Conference Program](#) | [Presentations](#) | [Photo Gallery](#) | [Press Release](#) |



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Book of Abstracts (published)



- 45 oral presentations
- 15 Interactive Poster Presentations
- 1 Symposium
- 2 Invited Speakers
- Book of Abstracts of 176 pages



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Deliverables (DI)

Year	Year 1				Year 2				
	Quarter 1	2	3	4	1	2	3	4	1
DI. 1									
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DI. 4									
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DI. 15									
DI. 16									
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DI. 18									
DI. 19									
DI. 20									
DI. 21									
DI. 22									

- Report on different macro- (in educational systems) and micro- level (in school unit and classes) dimensions of formal and non-formal education leading to EC (DI.6) → V WG1
- Position papers on research gaps and future research needs, priorities and perspectives in EC (DI.4) → V WG2
- New Research Paradigms and metrics for assessing EC (DI.5) → V WG3
- Description of the Main Characteristics and the Framework of the Education for Environmental Citizenship (DI.21) → V WG4
- Short Term Scientific Missions (STSM). (DI. 20) → V
- Review article in a peer review journal based on Conceptualization of EC (DI.3) → V

Deliverables (DI)

We are here **Year 3:**
Until January 2021

Year	Year 1				Year 2				Year 3				
	Quarter 1	2	3	4	1	2	3	4	1	2	3	4	1
DI. 1													
DI. 2													
DI. 3													
DI. 4													
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DI. 20													
DI. 21													
DI. 22													

- Report on Good examples and best educational practices leading to environmental citizenship will be published. (DI.8)
- Publications in scientific peer-reviewed journals. (DI.13)
- 1 Training school. (DI.14)
- e-newsletter (annual). (DI.17)
- Organization of 'café scientifique' events in at least two different countries. (DI.18)
- Short Term Scientific Missions (DI.20)



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1st Short Term Scientific Mission STSM

Dr Danielle WILDE, University of Southern Denmark, Kolding, Denmark



From Denmark to Norway

Name of STSM Applicant: Dr Danielle Wilde

Title of STSM: CROSSFEED: Blending Science, Humanities and Design to Seed & Feed Environmentally Enriching Food Futures.

Dates: 2019-09-23 – 2019-09-27

Beneficiary Institution: University of Southern Denmark (Kolding) Denmark

Host Institution: University of Stavanger, Department of cultural studies and Languages, Norway



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2nd Short Term Scientific Mission STSM

Dr Aleksandar Petrovski, Ss Cyril and Methodius University (Skopje), North Macedonia



From North Macedonia to Bosnia and Herzegovina

Name of STSM Applicant: Dr Aleksandar Petrovski

Title of STSM: Investigation on pro-environmental behavior among buildings`occupants as a contribution to Environmental Citizenship

Dates: 2019-10-10 – 2019-10-27

Beneficiary Institution: Ss Cyril and Methodius University (Skopje), North Macedonia

Host Institution: Sinergija University, Bosnia and Herzegovina



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3rd Short Term Scientific Mission STSM

Ms Janine Oettel, Austrian Research and Training Centre for Forests (Vienna), Austria



From Austria to Switzerland

Name of STSM Applicant: Ms Janine Oettel

Title of STSM: Analysis of the current state of environmental education in Europe and its future potential on the basis of a case study on forest education

Dates: 2020-01-13 – 2020-02-07

Beneficiary Institution: Austrian Research and Training Centre for Forests (Vienna), Austria

Host Institution: Swiss Federal Institute for Forest, Snow and Landscape Research, WSL, Switzerland



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Deliverables (DI)

Year 3: Until January 2021



Year	Year 1				Year 2				Year 3				
	1	2	3	4	1	2	3	4	1	2	3	4	1
DI. 1													
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DI. 21													
DI. 22													

Report on Good examples and best educational practices leading to environmental citizenship will be published. (DI.8) **M.C.J.K**

• Publications in scientific peer-reviewed journals. (DI.13) **V...**

• 1 Training school. (DI.14) **V...**

• e-newsletter (annual). (DI.17) **V...**

• Organization of 'café scientifique' events in at least two different countries. (DI.18) **V...**

• Short Term Scientific Missions (DI.20) **V...**

ship



**Invited Presentation
DG Research and Cost Association**

Cost Connect session



European Green Deal & Environmental Citizenship

European Network for Environmental Citizenship - ENEC

Dr Andreas Hadjichambis
Chair of ENEC

COST Connect session on European Green Deal,
02-07-2020



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Contents

- Introducing ENEC
- Work of ENEC
- European Green Deal
- European Green Deal and Environmental Citizenship
- ENEC contribution in EU Green Deal
- Priorities for the EU Green Deal Call



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ENEC

contribution in EU Green Deal



**European Network for
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Area 10 of the Green Deal Call: Empowering citizens for the transition towards a climate neutral, sustainable Europe



It provides the appropriate Theoretical Background for the Empowerment of citizens



It provides the European Network of 88 Universities and Research Institutes from 39 countries



It provides the required multi-national and multi-disciplinary research



It provides the research paradigms and metrics for assessing Environmental Citizenship



It provides a new Pedagogical Approach for the Education for Environmental Citizenship



It provides best practices and proposes policy measures for achieving Environmental Citizenship




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Priorities for the EU Green Deal Call

Priorities for the next Framework Programme for Research and Innovation, Horizon Europe




Environmental Citizenship is a **powerful tool for climate action and environmental protection through civic involvement.**




Should be able to Cover a range of different levels of citizens' engagement and civic participation,

- in the private and public **spheres**
- on a local, national, European and global **scales**,
- through individual and collective **dimensions** of actions.




Focus in **change-oriented and transformative actions** fostering the green transition of Europe.




Support the participation in **environmental awareness and education** of the students and the public, participation in democratic processes, decision making and co-designing and implementing of the sustainability related policies.




Support to **knowledge and practice** of environmental citizens' **environmental rights and duties**



Need to support the provision, application and research evaluation of **new methodologies, tools and data** for the development and empowerment of **environmental citizens of Europe** to achieve environmental and social change (transition) to climate-neutral Europe.



Include individually and collectively actions within democratic means, aiming **for inter- and intra-generational justice.**



Targeting real-life impact through adaptations in **environmental citizens personal and collective behaviours** through **formal, non-formal and in-formal education.**



**European Network for
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Deliverables (DI)

Timeline: MAY 19 (3rd Grant Period), MAY 20 (4th Grant Period), MAY 21 (5th Grant Period). We are here (OCT 20).

Year	Year 3				Year 4			
	1	2	3	4	1	2	3	4
DI. 1								
DI. 2								
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DI. 4								
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DI. 22								

- Repository database of scientific measures and evidence based interventions that target Environmental Citizenship in formal and non-formal education. **(DI.7)**
- Short Country 'Non-scientific' Report on the stage of Environmental Citizenship. **(DI.9)**
- All the reports of the participating countries (DI.9) will synthesize the ENEC Action Observation Report on the stage of Environmental Citizenship. **(DI.10)**
- Policy measures and recommendations report for the consolidation of Environmental Citizenship in formal and non-formal education. **(DI.11)**
- Special issue in a scientific journal on a topic selected by the Action. **(DI.12)**
- Publications in scientific peer-reviewed journals. **(DI.13)**
- A final open conference with international participation. iREEC2021 **(DI.15)**
- e-newsletter (annual). **(DI.17)**
- Teacher/educator training (TPD) model and principles for Environmental Citizenship. **(DI.22)**

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ENEC in Numbers

- **39** Countries
- **134** Researchers and Academics
- **88** Universities and Research Institutions
- **6** European Joint Meetings
- **17** Steering Committee Meetings (obligation for only 6 until now)
- **6** European Science Café (obligation for only 2)
- **1** International Conference iREEC2019 (obligation for 2)
- **1** Scientific Open Access Book (Springer)
- **1** Special Issue in Peer Reviewed Journal (Sustainability)
- **3** Special Topic Sessions in Scientific Conferences (15th ESA, ITD, WEEC 2022)

Our Success story! /1 Until March 2021



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ENEC in Numbers

Our Success story! /2 Until March 2021

- **1** New European Horizon 2020 Project
- **3** New National Research Projects for Env. Citizenship
- **5** Scientific Report
- **23** Country Reports
- **157** European Experts involved in addition to ENEC
- **1** European Synthesis for EEC
- **15** Scientific publications in peer reviewed scientific journals
- **1** Training School (obligation is for 2)
- **3** STSMs (obligation for 2)
- **62** Scientific announcements (pres/tions & posters) in Scientific Conferences & Seminars



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ENEC in Numbers

Our Success story! /3 Until October 2020

Team Work

Positive climate

Adequate Coordination & Leadership of ENEC

Thank you All



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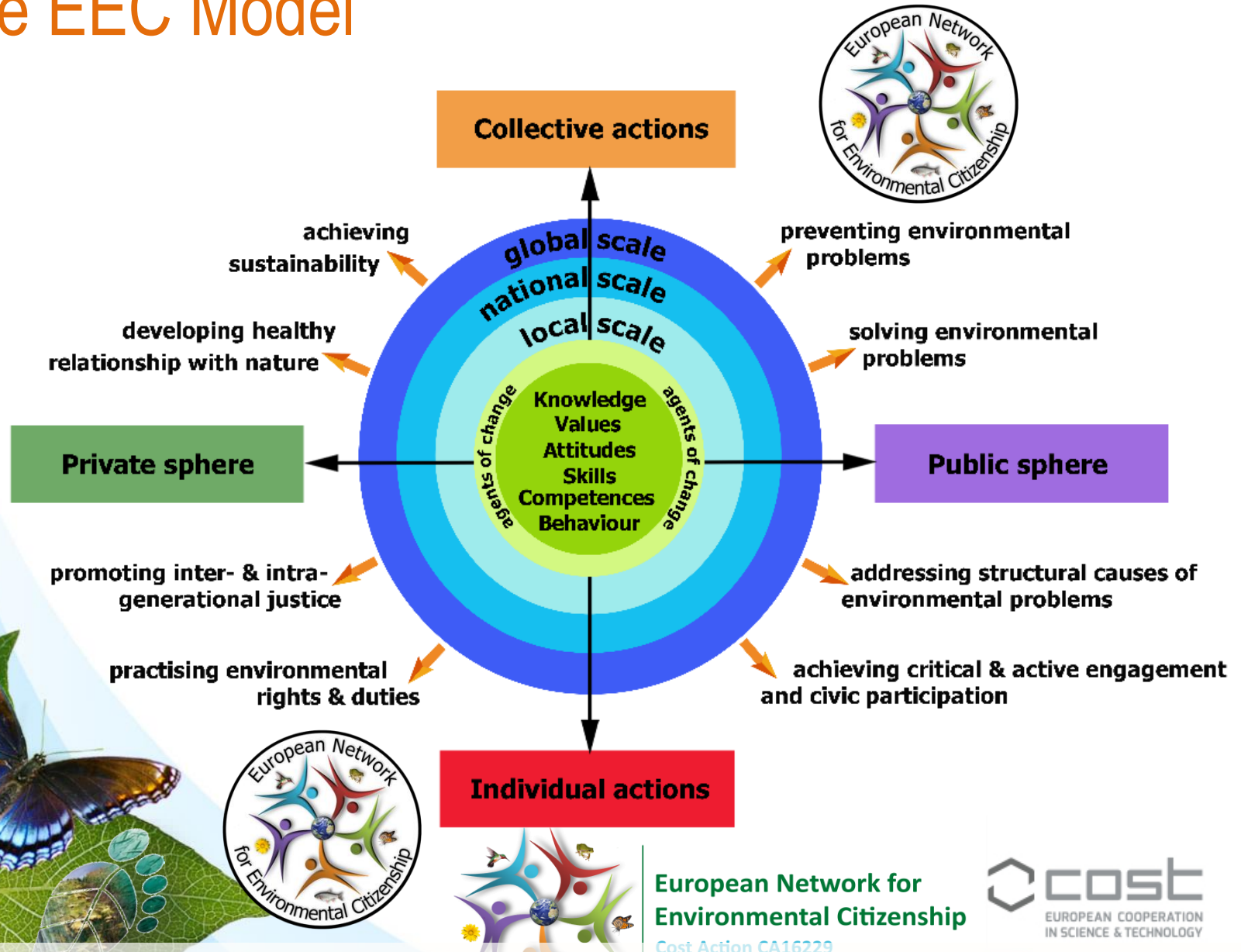


Important Characteristics of EEC

- Comprehensive and integrated learning
- Authentic real life learning
- Change oriented learning (aiming Environmental and Social Change)
- Inter-generational (inter-aged) learning (students and peers along with adults)
- Transformative learning
- Community service learning
- Experiential learning
- Participatory learning
- Local and Global Action learning
- Critical and emancipatory learning
- Inter- & Intra-generational justice learning



The EEC Model



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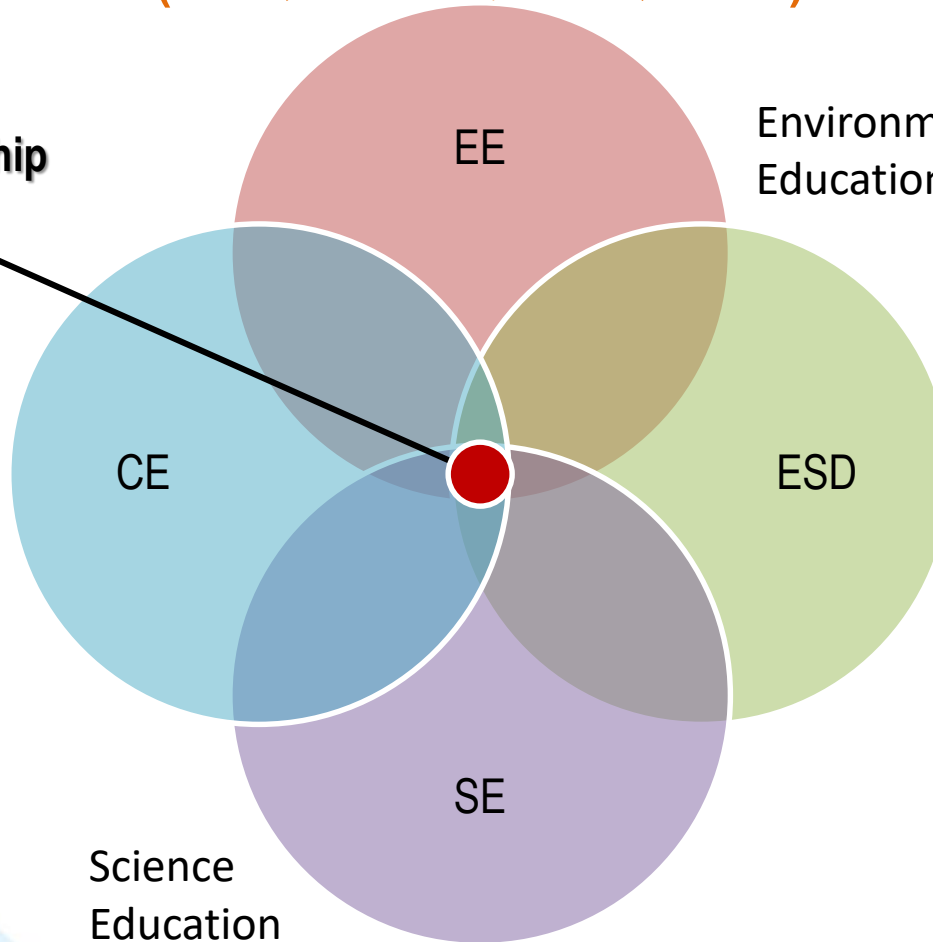
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EEC and other types of education (EE, ESD, SE, CE)

**Education for
Environmental Citizenship
(EEC)**

Citizenship
Education

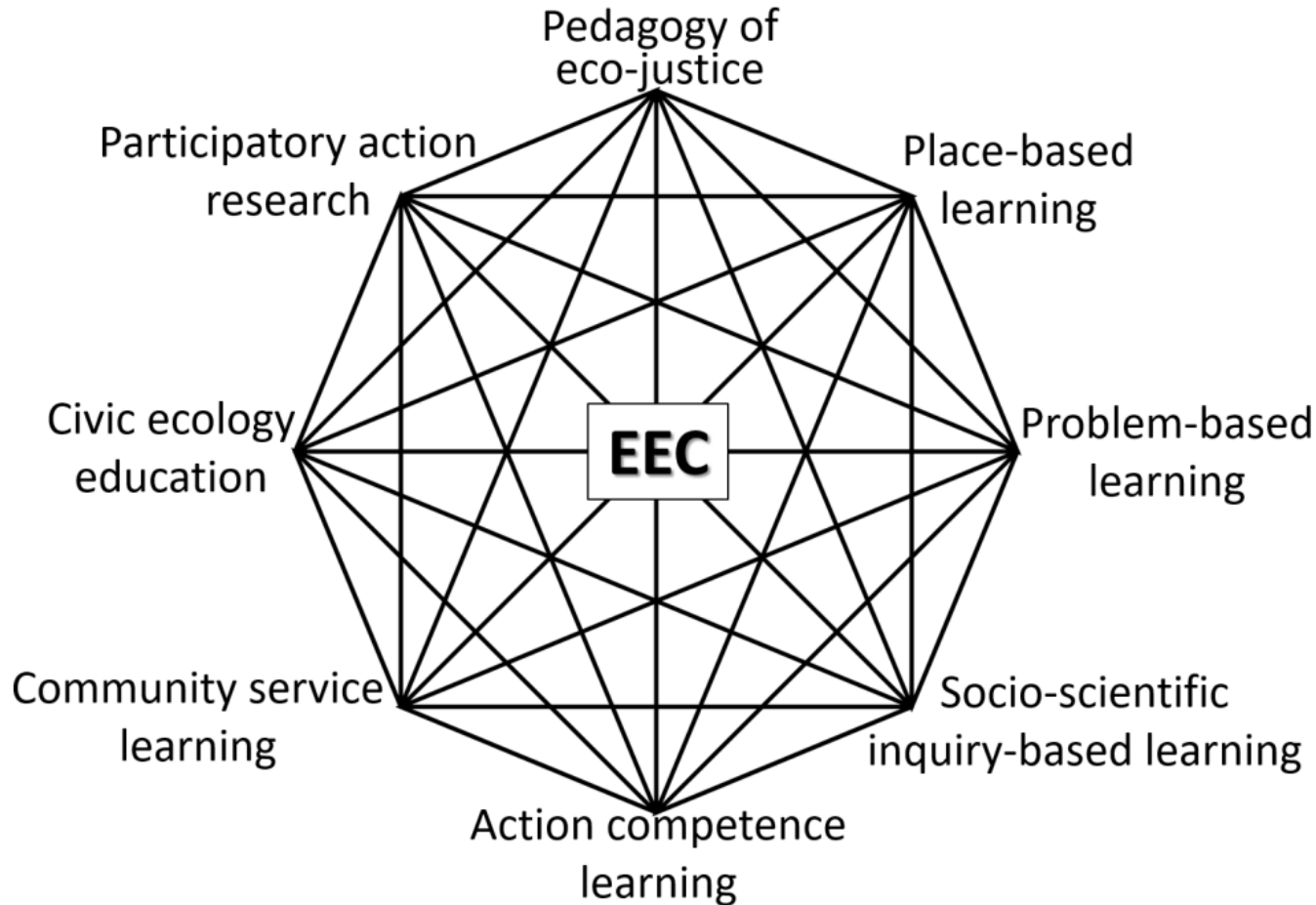


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The pedagogical landscape of Education for Environmental Citizenship (EEC)

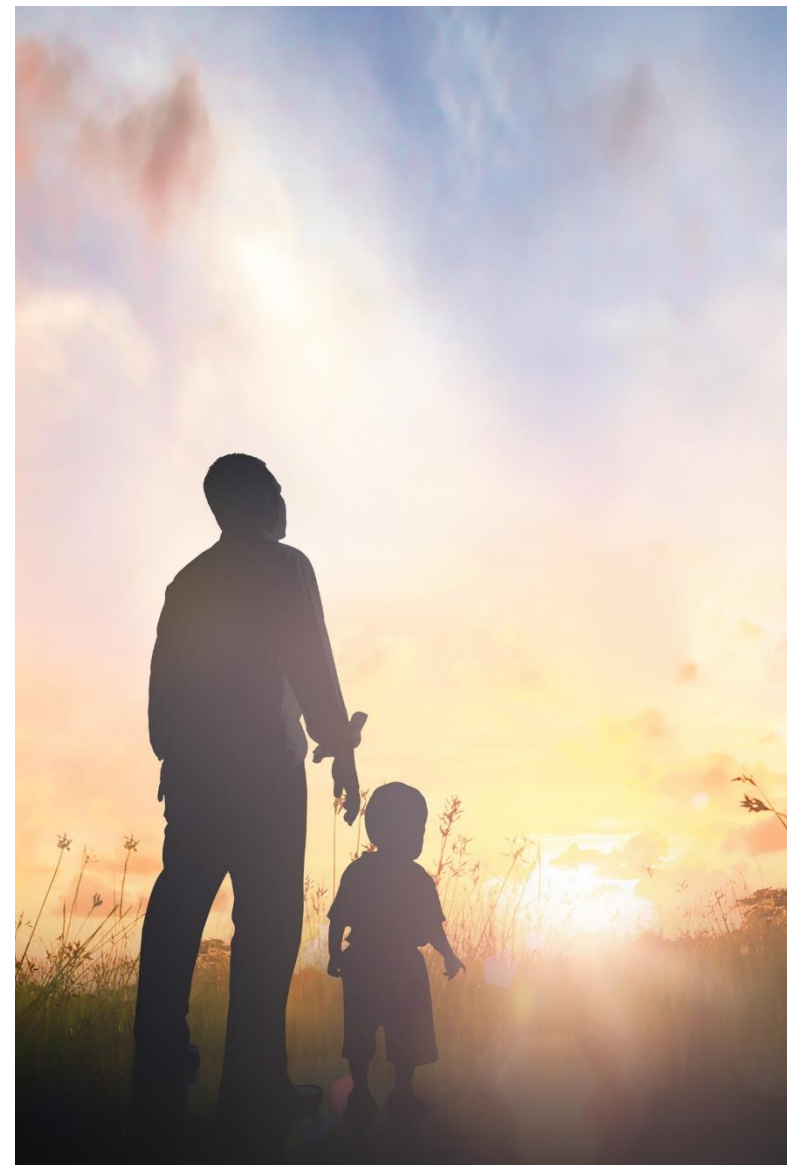


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Need for a new pedagogical approach

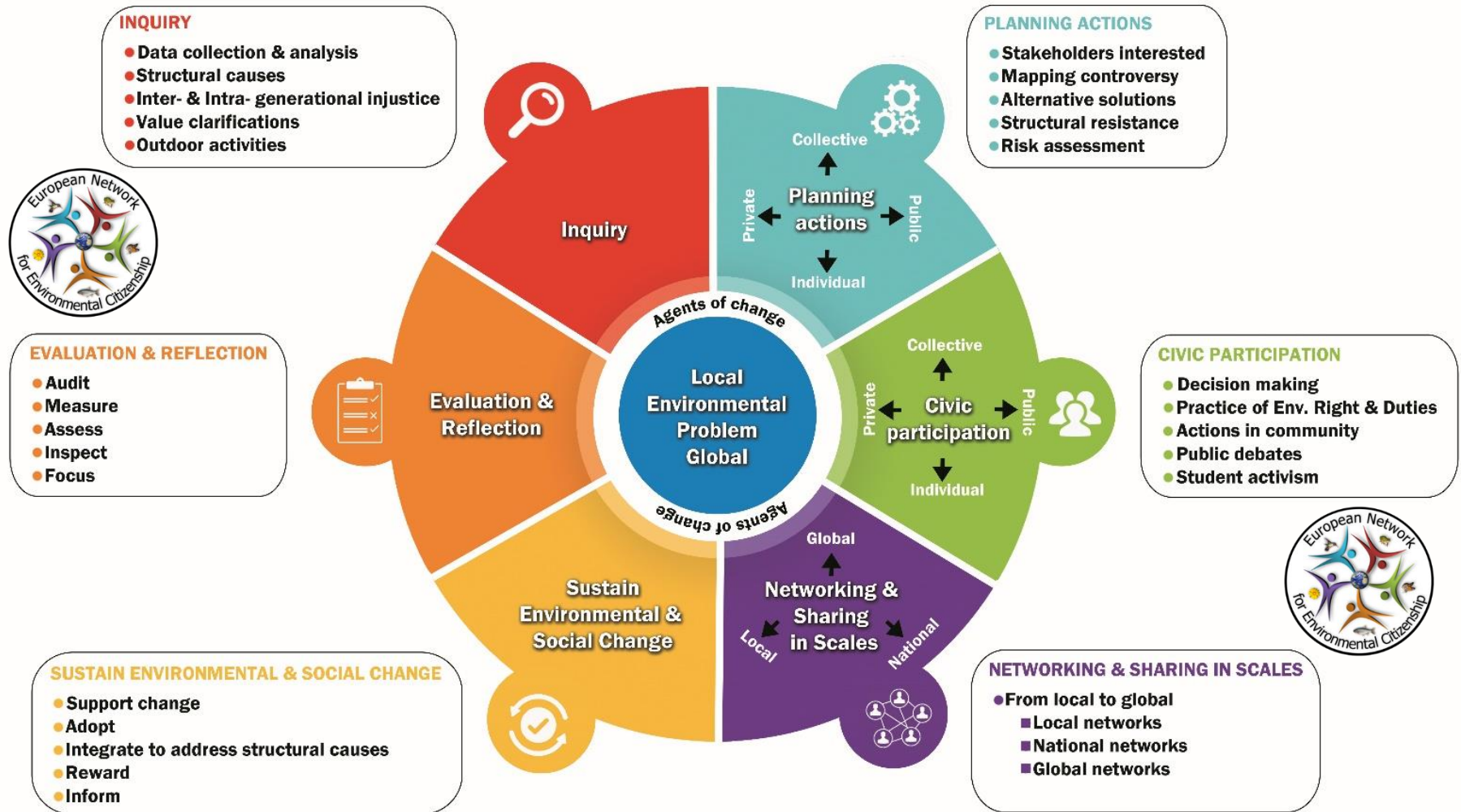


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Education for Environmental Citizenship Pedagogical Approach



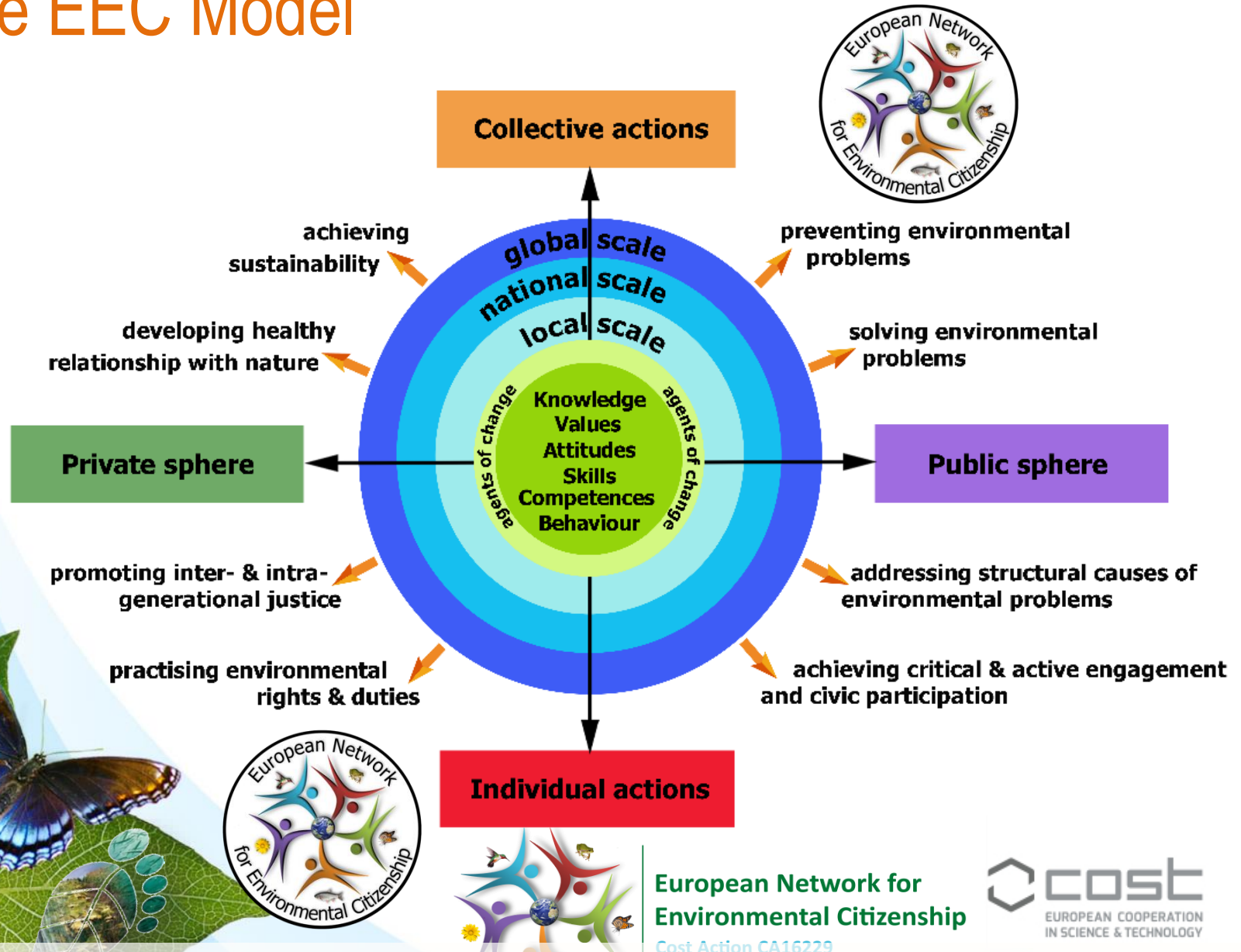
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The EEC Model



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The EEC Model

Environmental Citizens could undertake

Actions in:

- 2 Dimensions: **Individual** and **Collective**
- 2 Spheres: **Private** and **Public**
- 3 Scales: **Local**, **National**, **Global**

Environmental Citizenship actions are acknowledged as actions in the public sphere when they affect the relations in societies, and as actions in private spheres when they affect the relations between individuals and societies (Postma, 2006).

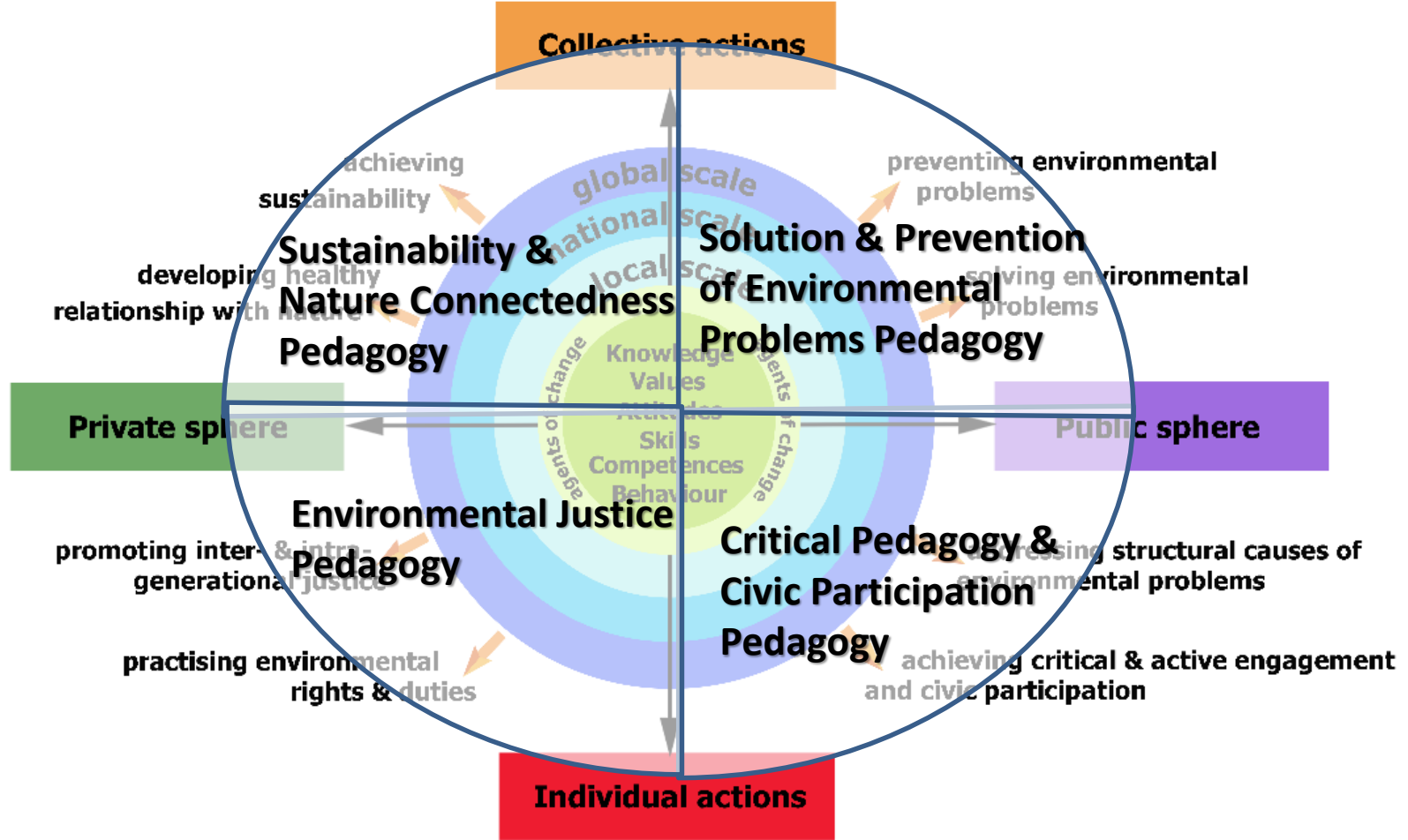


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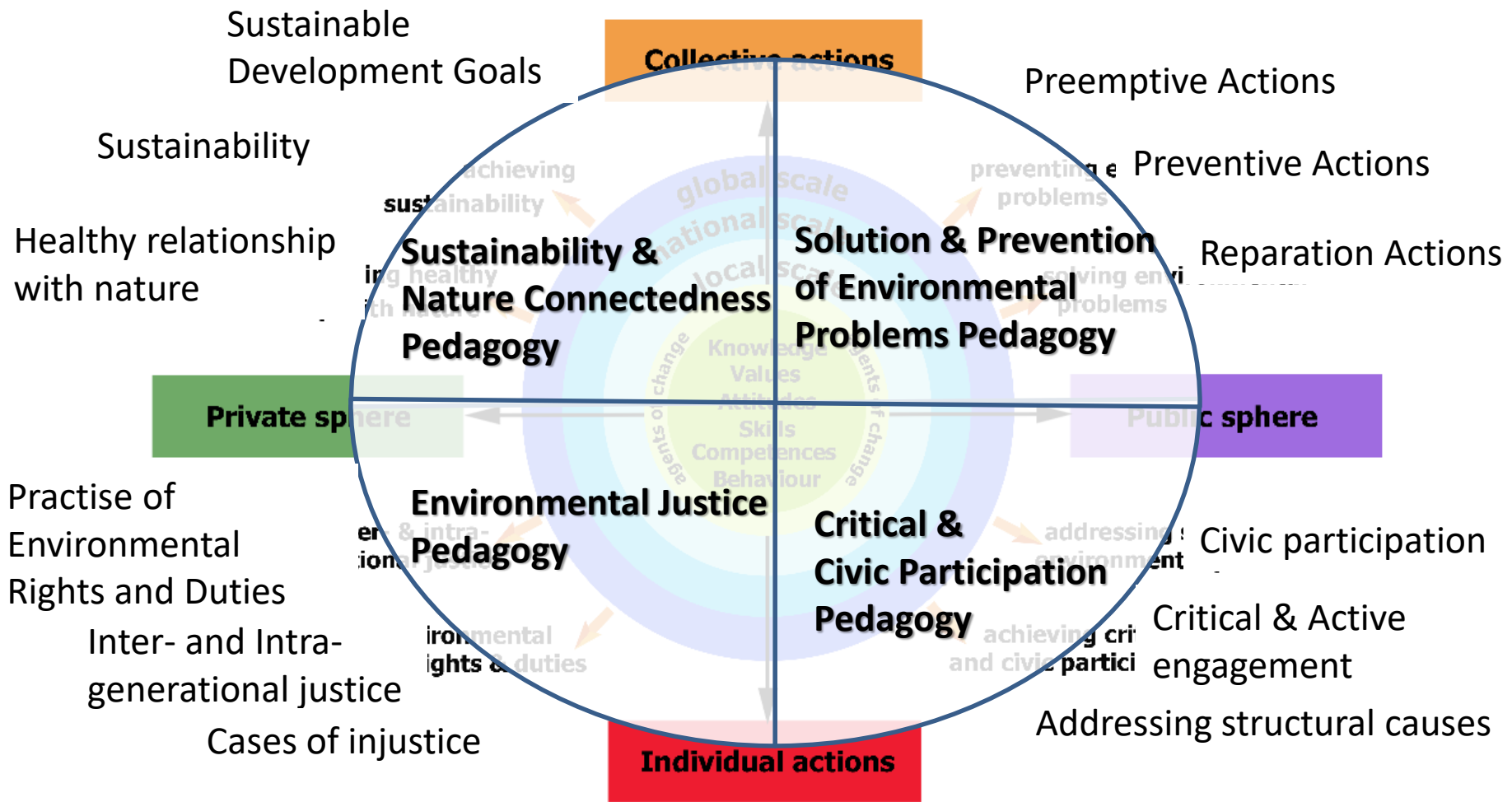
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The EEC Model: 4 Important Quadrants



Source: Hadjichambis, A. Ch. & Paraskeva-Hadjichambi D. (2019) Education for Environmental Citizenship: the pedagogical approach. In: A.Ch. Hadjichambis, P.Reis, D. Parakseva-Hadjichambi et al. (Eds) *Conceptualizing environmental citizenship for 21st century education* 260-290. Cham, Switzerland: Springer.

The EEC Model: 4 Important Quadrants



Source: Hadjichambis, A. Ch. & Paraskeva-Hadjichambi D. (2019) Education for Environmental Citizenship: the pedagogical approach. In: A.Ch. Hadjichambis, P.Reis, D. Parakseva-Hadjichambi et al. (Eds) *Conceptualizing environmental citizenship for 21st century education* 260-290. Cham, Switzerland: Springer.

Important Notions of Education for Environmental Citizenship

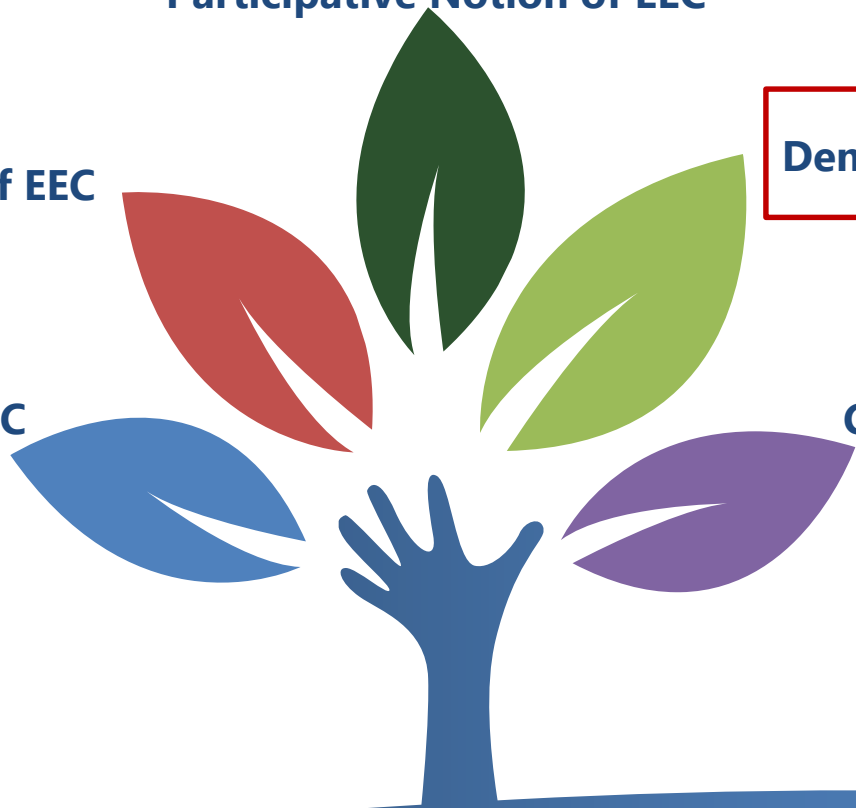
Participative Notion of EEC

Responsibility Notion of EEC

Democratic Notion of EEC

Global Notion of EEC

Co-creation Notion of EEC



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We, as ENEC, we are part of the Genesis of the Education for Environmental Citizenship (EEC)



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Teacher Professional Development Practices Leading to Education for Environmental Citizenship (EEC)

Systematic Literature Review:

Georgiou Y., Hadjichambis A.Ch., Hadjichambi D.
Teachers' Perceptions on Environmental Citizenship:
A Systematic Review of the Literature. *Sustainability*.
2021; 13(5):2622. <https://doi.org/10.3390/su13052622>



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Review
**Teachers' Perceptions on Environmental Citizenship:
A Systematic Review of the Literature**

Yiannis Georgiou ^{1,2}, Andreas Ch. Hadjichambis ^{1,2,*} and Demetra Hadjichambi ^{1,2}

¹ Cyprus Centre for Environmental Research & Education (CYCERE), Limassol 3004, Cyprus; ygeorgio@gmail.com (Y.G.); a.hadjichambis@tut.com.cy (A.C.H.)
² Cyprus Ministry of Education, Culture, Sport & Youth (MOCYS), Nicosia 1424, Cyprus
* Correspondence: a.hadjichambis@tut.com.cy

Abstract: As we are living amid an unprecedented environmental crisis, the need for schools to empower students into environmental citizenship is intensifying. Teachers are considered as the main driving force in fostering students' environmental citizenship. However, a critical question is how teachers conceive environmental citizenship and whether their perceptions of environmental citizenship are well-informed. There is an urgent need to investigate teachers' perceptions, considering their crucial role in the formation of students' environmental citizenship. This study examines teachers' perceptions of environmental citizenship through a systematic review and thematic analysis of relevant empirical studies. The selected studies (n = 31) were published in peer-reviewed journals during the timespan of the last twenty-five (25) years (1995–2020). The thematic findings of this review revealed that teachers' perceptions: (a) manifest a relatively decreased understanding of environmental citizenship, (b) are narrowed down to the local scale, individual dimensions and private sphere, (c) affect teaching practices, (d) are multi-dimensional, defined by inter-related components, (e) vary according to teachers' educational/cultural background and personal identity, (f) affect other environmental constructs defining teachers' professional identity, (g) can be enhanced during teacher education, (h) can be also improved during professional development initiatives. These findings bear significant implications for researchers, policymakers, as well as for teacher educators in the field of Environmental Education.

Keywords: teachers' perceptions; environmental citizenship; teacher education; Environmental Education; Education for Environmental Citizenship (EEC)

Check for updates

Citation: Georgiou, Y.; Hadjichambis, A.C.; Hadjichambi, D. Teachers' Perceptions on Environmental Citizenship: A Systematic Review of the Literature. *Sustainability* **2021**, *13*, 2622. <https://doi.org/10.3390/su13052622>

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<https://doi.org/10.3390/su13052622> <https://www.mdpi.com/journal/sustainability>

Teachers are considered as the main driving force in fostering students' environmental citizenship.



Teachers play a crucial role in promoting their students' environmental citizenship, particularly their knowledge, attitudes, values, beliefs and actions towards the environment [15–17].

How teachers conceive environmental citizenship and whether their perceptions of environmental citizenship are well-informed?



There is an urgent need to investigate teachers' perceptions, considering their crucial role in the formation of students' environmental citizenship.

15. Desjean-Perrotta, B.; Moseky, C.; Cantu, L.E. Preservice teachers' perceptions of the environment: Does ethnicity or dominant residential experience matter? *J. Environ. Educ.* **2008**, *39*, 21–32. [[CrossRef](#)]

16. Hungerford, H. Environmental education (EE) for the 21st century: Where have we been? Where are we now? Where are we headed? *J. Environ. Educ.* **2009**, *41*, 1–6. [[CrossRef](#)]

17. Yavetz, B.; Goldman, D.; Pe'er, S. Environmental literacy of pre-service teachers in Israel: A comparison between students at the onset and end of their studies. *Environ. Educ. Res.* **2009**, *15*, 393–415. [[CrossRef](#)]



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Review

Teachers' Perceptions on Environmental Citizenship: A Systematic Review of the Literature

Yiannis Georgiou ^{1,2}, Andreas Ch. Hadjichambis ^{1,2,*} and Demetra Hadjichambi ^{1,2}

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² Cyprus Ministry of Education, Culture, Sport & Youth (MOEC), Nicosia 1434, Cyprus
 * Correspondence: a.hadjichambi@cytanet.com.cy

Abstract: As we are living amid an unprecedented environmental crisis, the need for schools to empower students into environmental citizenship is intensifying. Teachers are considered as the main driving force in fostering students' environmental citizenship. However, a critical question is how teachers conceive environmental citizenship and whether their perceptions of environmental citizenship are well-informed. There is an urgent need to investigate teachers' perceptions, considering their crucial role in the formation of students' environmental citizenship. This study examines teachers' perceptions of environmental citizenship through a systematic review and thematic analysis of relevant empirical studies. The selected studies ($n = 16$) were published in peer-reviewed journals during the timespan of the last twenty-five (25) years (1995–2020). The thematic findings of this review revealed that teachers' perceptions: (a) manifest a relatively decreased understanding of environmental citizenship, (b) are narrowed down to the local scale, individual dimension and private sphere, (c) affect teaching practices, (d) are multi-dimensional, defined by inter-related components, (e) vary according to teachers' educational/cultural background and personal identity, (f) affect other environmental constructs defining teachers' professional identity, (g) can be enhanced during teacher education, (h) can be also improved during professional development initiatives. These findings bear significant implications for researchers, policymakers, as well as for teacher educators in the field of Environmental Education.

Keywords: teachers' perceptions; environmental citizenship; teacher education; Environmental Education; Education for Environmental Citizenship (EEC)

1. Introduction

We are currently witnessing an unprecedented environmental crisis. Environmental problems such as deforestation, climate change and ice melt, pollution, waste disposal, loss of biodiversity and depletion of resources are just some of the main challenges that we must deal with [1,2]. Taking into account the scale as well as the impact of these environmental problems, we are now more than ever in need of empowered, active young citizens, who may contribute to the mitigation of these extreme socioenvironmental issues.

Environmental Education could serve as the vehicle towards this goal, as action can be found deeply rooted in its framework. Focusing on the 1977 Tbilisi Declaration, Environmental Education has emphasized, for instance, the development of students who are not only aware of environmental problems, but who also adopt pro-environmental behaviors. In particular, Environmental Education has focused on promoting learners' "practical skills required in the devising and application of effective solutions to environmental problems" [3] (p. 14). Many scholars have also previously supported the notion that the ultimate goal of Environmental Education should be to support students in acting as informed and empowered citizens [4–8].

The aforementioned aims of Environmental Education are well-reflected within the concept of *Environmental Citizenship*. Environmental citizenship is not a novel concept;



Citation: Georgiou, Y.; Hadjichambis, A.C.; Hadjichambis, D. Teachers' Perceptions on Environmental Citizenship: A Systematic Review of the Literature. *Sustainability* **2021**, *13*, 2622. <https://doi.org/10.3390/su13052622>

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Sustainability **2021**, *13*, 2622. <https://doi.org/10.3390/su13052622>

<https://www.mdpi.com/journal/sustainability>

This study examines teachers' perceptions of environmental citizenship through a **systematic review and thematic analysis of relevant empirical studies.**

The selected studies ($n = 16$) were published in peer-reviewed journals during the timespan of the last **twenty-five (25) years (1995–2020), 2,366 teachers.**

Research questions, guiding this review:

1. How do teachers conceive environmental citizenship?
2. What are the main characteristics of teachers' perceptions of environmental citizenship?
3. What is the impact of teachers' perceptions of environmental citizenship on their professional identity?
4. How can teachers' perceptions of environmental citizenship be enhanced?



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The retrieval of the reviewed studies followed the PRISMA standards for Systematic Literature Reviews (<http://prisma-statement.org/>) (accessed on 30 September 2020) [44] and was based on a multi-step procedure comprising three sequential stages, as follows: (a) Identification, (b) Screening, and (c) Eligibility (Figure 2).

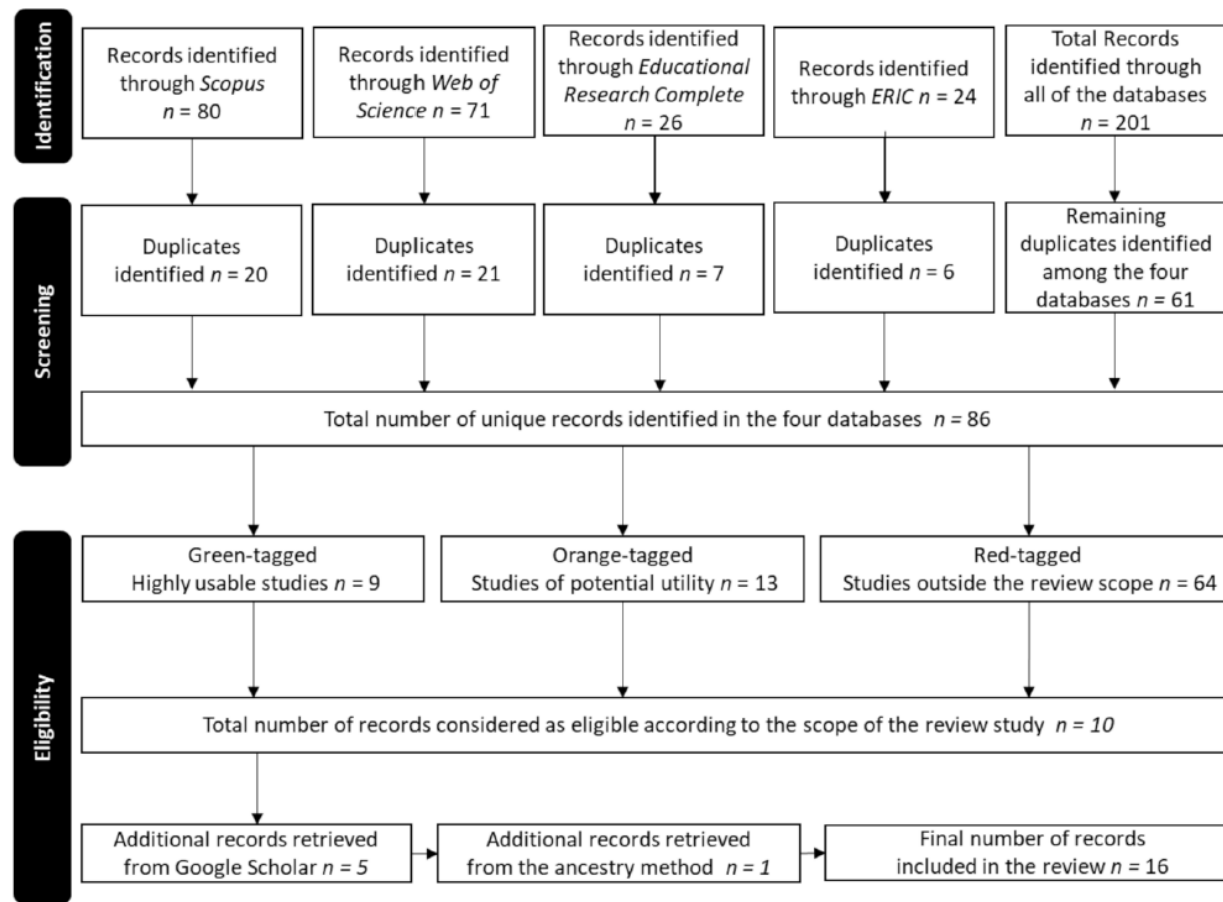
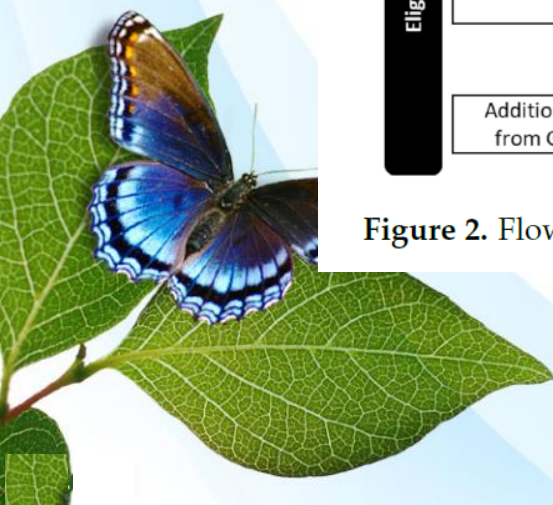


Figure 2. Flow diagram illustrating the review selection process.



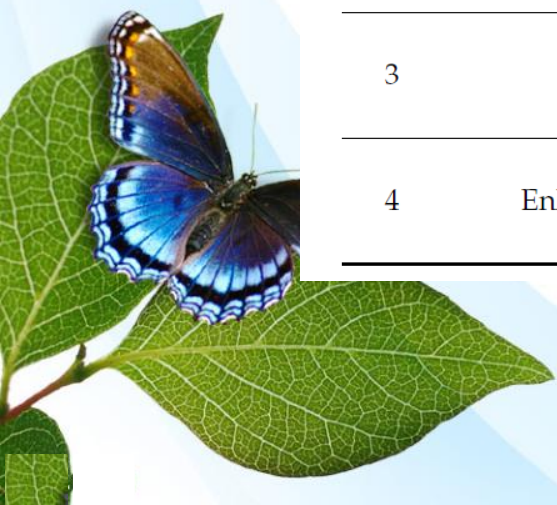
The research questions of this review study guided the searching and classification of themes across four broad categories, as follows:

- (a) Conceptualization (RQ1: How do teachers perceive environmental citizenship?),
- (b) Characteristics (RQ2: What is the nature of teachers' perceptions of environmental citizenship?),
- (c) Impact (RQ3: What is the impact of teachers' environmental citizenship perceptions on their professional identity?),
- (d) Enhancement (RQ4: Whether and how can teachers' perceptions of environmental citizenship be enhanced?).

As part of this phase, the reviewed studies were analyzed, and relevant text segments were extracted and placed into one of the aforementioned categories.

Table 1. Definition of the categories guiding the thematic analysis.

	Categories	Definition
1	Conceptualization	This category refers to the way teachers perceive both environmental citizenship as well as the potential actions which an environmental citizen may undertake in terms of <i>dimensions</i> (individual and collective), <i>spheres</i> (private and public spheres) and impact at different <i>scales</i> (local, national or global).
2	Characteristics	This category refers to the characteristics of the environmental citizenship perceptions, focusing on their main components as well as on their subjective nature.
3	Impact	This category refers to the impact of teachers' perceptions of environmental citizenship on teaching practices as well as on teachers' professional identity.
4	Enhancement	This category refers to the enhancement of teachers' perceptions in the context of teacher education or professional development programs.



4.1. Conceptualization



- **Relatively decreased understanding of environmental citizenship.**

- In the majority of the reviewed studies environmental citizenship **is not well defined**, and it remains a largely unexplored concept for teachers. [6,18,39,51–57]
- Only a **few pre-service teachers were able to provide clear definitions** of what environmental citizenship is or to define the aims of environmental citizenship [18]



18. Campbell, B.; Davies, I. Education and green citizenship: An exploratory study with student teachers. *J. Furth. High. Educ.* **1995**, *19*, 20–31. [[CrossRef](#)]



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4.1. Conceptualization

- **Teachers' perceptions of environmental citizenship were narrowed down to the**
 - **local scale,**
 - **individual dimension and**
 - **private sphere.**



For example:

- Olsen et al. [39], teachers **were more aware of local rather than broader socioecological system issues** and felt more confident in developing learning experiences based on those local issues.
- Green et al. [6], have found that the **teachers had a limited understanding of their political systems and public policy structures**, which would allow them to approach environmental concerns in the collective sphere to achieve a “collective impact”.

39. Olsen, S.K.; Miller, B.G.; Eitel, K.B.; Cohn, J.C. Assessing teachers' environmental citizenship based on an adventure learning workshop: A case study from a social-ecological systems perspective. *J. Sci. Teach. Educ.* **2020**, *31*, 869–893. [\[CrossRef\]](#)

6. Green, C.; Medina-Jerez, W.; Bryant, C. Cultivating environmental citizenship in teacher education. *Teach. Educ.* **2016**, *27*, 117–135. [\[CrossRef\]](#)



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4.2. Characteristics

- **Teachers' Perceptions of Environmental Citizenship as a Multi-Dimensional Construct, Defined by Inter-Related Components.**



- For instance, Olsen et al. [39] teachers “report **a gap in their understanding of social-ecological systems**, which presents a barrier to developing environmental citizens, or those enacting the skills and knowledge necessary for sustainable environmental behavior” (p. 1).
- According to Green et al. [6], teachers **indicated low levels of civics literacy**, as they manifested limited understanding of public policy and civic responsibility. In addition, the teachers **had not really identified their personal values** or what they were capable of contributing to as environmental citizens.



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4.2. Characteristics

- **Teachers' Perceptions of Environmental Citizenship Are Differentiated According to Their Educational/Cultural Backgrounds and Personal Identity.**



- For instance, Karatekin [55] has found, for instance, that the **level of curiosity towards the environment** as well as the **frequency of participation in environmental activities** positively predicted teachers' environmental citizenship.
- According to Bulut [1] the perceptions of environmental citizenship as well as the sustainable development awareness levels of the **female participants** were higher when compared to the male participants.

Bulut, B. Correlation between global citizenship and sustainable development awareness levels of pre-service teachers. *Int. Online J. Educ. Sci.* **2019**, *11*. [[CrossRef](#)]

55. Karatekin, K. Model review related to the effects of teachers' levels of ecological citizenship. *Int. Electron. J. Environ. Educ.* **2019**, *9*, 46–61.



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4.3. Impact

- **Teachers' Perceptions of Environmental Citizenship Affect Their Teaching Practices.**



- Four of the reviewed studies provided empirical support for the notion that **teachers' perceptions of environmental citizenship affect their teaching practices** [18,39,51,54].
- According to Aarnio-Linnanvuori [51], the in-service teachers who participated in in-depth interviews expressed how small personal actions, such as recycling and switching off devices, were more feasible for the students, explaining that **environmental citizenship and more impactful actions were out their students' reach.**

51. Aarnio-Linnanvuori, E. How do teachers perceive environmental responsibility? *Environ. Educ. Res.* 2019, 25, 46–61. [CrossRef]



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4.3. Impact

- **Teachers' Perceptions of Environmental Citizenship Affect Other Environmental Constructs Which Define Their Professional Identity.**



- Bulut [1] concluded that there was a **positive correlation between environmental citizenship and sustainable development awareness** levels of the pre-service teachers.
- According to Lummis et al. [56] have found in their study that the pre-service **teachers' perceptions of Education for Sustainability and the three pillars of sustainability were influenced by both teachers' environmental citizenship and political solidarity concepts** as well as by the local context.

56. Lummis, G.W.; Morris, J.E.; Lock, G.; Odgaard, J. The influence of ecological citizenship and political solidarity on Western Australian student teachers' perceptions of sustainability issues. *Int. Res. Geogr. Environ. Educ.* **2017**, *26*, 135–149. [[CrossRef](#)]



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4.4. Enhancement

• Teachers' Perceptions of Environmental Citizenship Can Be Enhanced during Teacher Education.



- Five of the reviewed studies provided empirical evidence suggesting that **pre-service teachers' perceptions of environmental citizenship can be enhanced in the context of teacher education** [6,53,60–62].
- These studies presented and evaluated a variety of training approaches, such as project citizen [6], community-based learning [60], transformative sustainability education [62], project-based learning [53] or the use of children's ecological literature [61].



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4.4. Enhancement

- **Teachers' Perceptions Can Be Enhanced during Professional Development Initiatives.**

- Three of the reviewed studies provided empirical evidence suggesting that in-service teachers' perceptions can be further improved during professional development programs [39,52,57].



- For example, According to Olsen et al. [39] in a professional development program the in-service teachers had the opportunity to **enhance their environmental citizenship perceptions** by participating in a variety of activities, such as in-person workshops about the exploration of local socioecological systems in teachers' communities, interaction with regional experts and stakeholders, investigation of self-selected socioecological topics in small groups as well as reflections with off-site participants in the online environment.



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These findings bear significant implications for researchers, policymakers, as well as for teacher educators in the field of Environmental Education.

Are very useful for European Network for Environmental Citizenship (ENEC) and especially to Develop a Teacher/educator training (TPD) model and principles leading to EEC (Del. 22)

Q1  **What characteristics should a Teacher/educator training (TPD) model should have in order to lead effectively to Education for Environmental Citizenship (EEC)?**

Q2  **Which principles should guide a Teacher/educator training (TPD) model in order to lead effectively to Education for Environmental Citizenship (EEC)?**



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13:50-14:00

Presentation:

Dr Rossella **MAGLI**, Science Officer, Cost Association, Brussels, Belgium



Extension of ENEC



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14:00-14:20

Presentation:

*Dr Marie-Christine **KNIPPELS**, Universiteit Utrecht, Netherlands*



Report on Good examples and best educational practices leading to EEC (Del 8)



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14:20-14:40

WG Sessions:

*WG1 - Coord.: Dr Marta **ROMERO-ARIZA**, University of Jaen, Spain, WG1 Leader*

*WG2 - Coord.: Dr Jelle **BOEVE-DE PAUW**, University of Antwerp, Belgium*

*WG3 - Coord.: Prof Niklas **GERICKE**, University of Karlstad, Sweden*

*WG4 - Coord.: Dr Demetra **PARASKEVA-HADJICHAMBI**, CYCERE, Cyprus*

4 Working Group Meetings – Room sessions



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CoffeeBreak

Wednesday 10th of March 2021

14:40-15:00



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15:00-15:40

Presentation:

Invited Speaker *Prof Joel WESTHEIMER, University Research Chair in Democracy & Education, University of Ottawa (Ontario, Canada)*

Coordination:

Prof Pedro REIS, *Universidade de Lisboa, Lisboa, Portugal, Vice Chair*



Research Workshop:

“Can Education Transform Our World? Best Educational Practices of Education for Environmental Citizenship and the role of teachers”.



European Network for
Environmental Citizenship
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Invited Speaker: Prof Joel WESTHEIMER

**University Research Chair in Democracy & Education,
University of Ottawa (Ontario, Canada)**

Joel Westheimer is University Research Chair in Democracy and Education at the University of Ottawa and an education columnist for CBC Radio (The Canadian Broadcasting Corporation). Author, speaker, and education advocate, he grew up in New York City where he taught 6th, 7th, and 8th grade in the NYC Public Schools. In addition to researching the role of schools in democratic societies, Westheimer studies, writes, and speaks widely on global school reform, the standards and accountability reform movements, and the politics of education and education research. His books include the critically acclaimed *What Kind of Citizen? Educating Our Children for the Common Good*; *Pledging Allegiance: The Politics of Patriotism in America's Schools* (foreword by Howard Zinn); and *Among Schoolteachers: Community, Autonomy and Ideology in Teachers' Work*. He lives with his wife and two children in Ottawa where in Winter he ice-skates to and from work. Find out more at joelwestheimer.org and follow him on Twitter: [@joelwestheimer](https://twitter.com/joelwestheimer).



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Research Workshop: Discussion

Coordinated by:

Action Vice-Chair

Professor Pedro Reis , *Universidade de Lisboa, Portugal*

15:40-16:00



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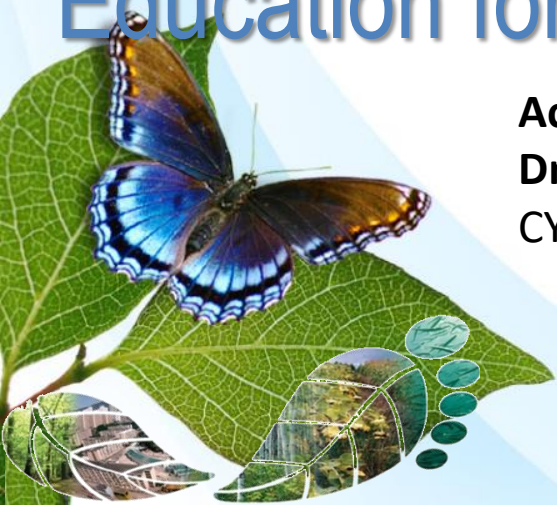
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Teacher Professional Development Practices Leading to Education for Environmental Citizenship (EEC)

Action Chair
Dr Andreas Hadjichambis
CYCERE, Cyprus

6th European Joint Meeting
ONLINE MEETING
09-11 March 2021



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DAY 2



11th of March 2021



**European Network for
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13:00-13:05

Welcome:

Dr Andreas Ch. **HADJICHAMBIS**, *Cyprus Centre for Environmental Research and Education, CYCERE, Cyprus, Chair of ENEC*



Welcome



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13:05-13:10

Presentation:

Dr Demetra **PARASKEVA-HADJICHAMBI**, *Cyprus Centre for Environmental Research and Education, CYCERE, Cyprus, Grant Holder Manager*



Virtual Meetings' Reimbursement Rules



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13:10-13:15

Presentation:

Prof Pedro **REIS**, *Universidade de Lisboa, Lisboa, Portugal, Vice Chair*



TPD leading to EEC based on the EEC model: Introduction to WG session



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13:15-14:15

4 Working Group Meetings – Room sessions

*WG1 - Coord.: : Dr Marta **ROMERO-ARIZA**, University of Jaen, Spain, WG1 Leader*

*WG2 - Coord.: Dr Jelle **BOEVE-DE PAUW**, University of Antwerp, Belgium, WG2 Leader*

*WG3 - Coord.: Prof Niklas **GERICKE**, University of Karlstad, Sweden, WG3 Leader*

*WG4 - Coord.: Dr Demetra **PARASKEVA-HADJICHAMBI**, Cyprus Centre for Environmental Research and Education, CYCERE, Cyprus, WG4 Leader*



Dr Andri CHRISTODOULOU will replace Dr Jelle BOEVE-DE PAUW in WG2

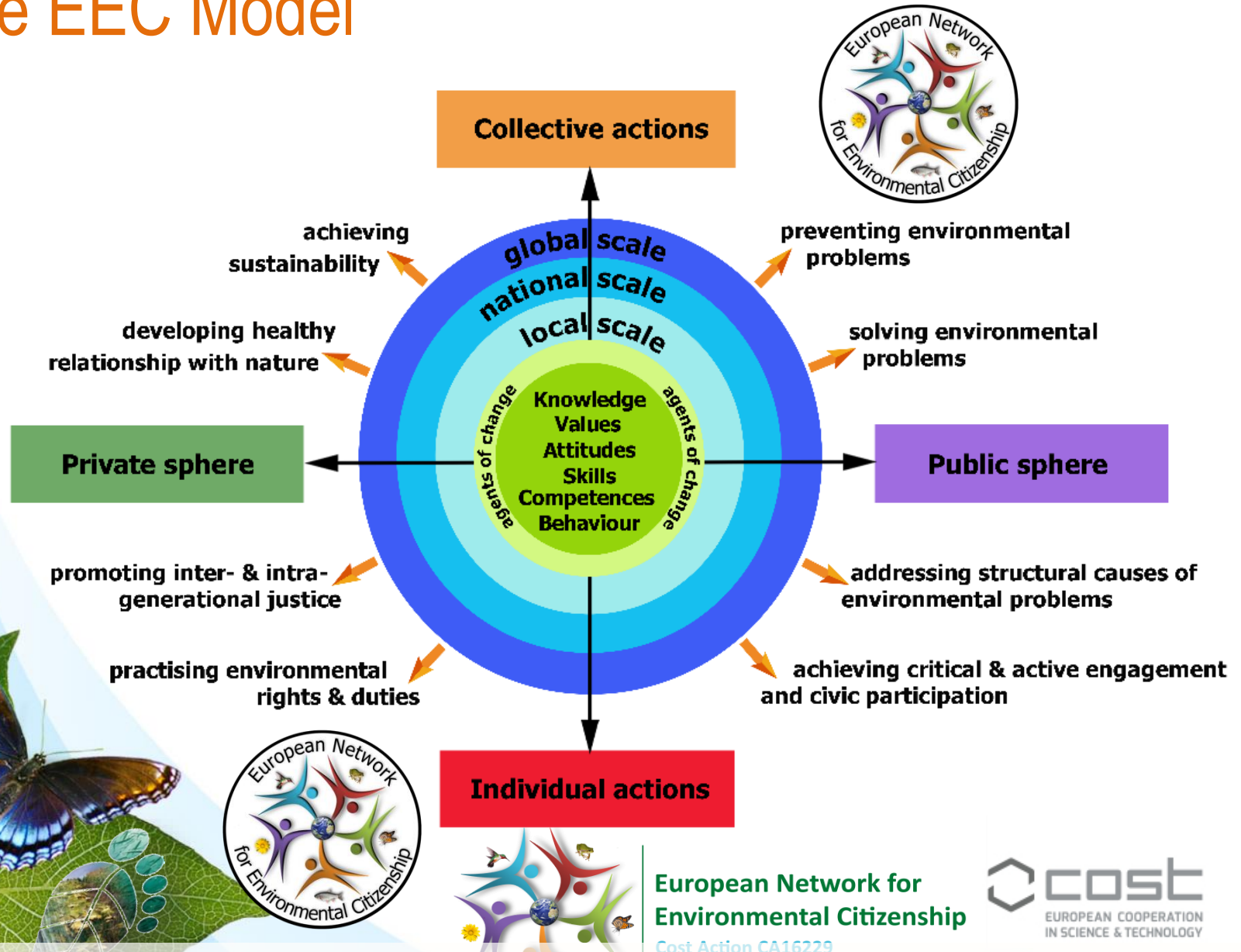


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The EEC Model



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Trans Working Group: Discussion

Coordinated by:

Prof Pedro *REIS*, *Universidade de Lisboa, Lisboa, Portugal, Vice Chair*

14:15-15:00

Each WG presents in short the “good example” of TPD leading to EEC based on the EEC model (2 minutes) as well as the (1) strengths and opportunities and (2) weak points (8 minutes) of the “good example”.



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CoffeeBreak

Thursday 11th of March 2021

15:00-15:20



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15:20-15:30

Presentation:

Prof Pedro **REIS**, *Universidade de Lisboa, Lisboa, Portugal, Vice Chair*



Teacher/educator training (TPD) model and principles leading to EEC (Del. 22) - Next steps for Del. 22 after the 6th Virtual EJM (Work plan, Important steps and Deadlines)



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15:30-15:40

Presentation:

Dr Andreas Ch. **HADJICHAMBIS**, *Cyprus Centre for Environmental Research and Education, CYCERE, Cyprus, Chair of ENEC*



SWOT Analysis County Reports – 2nd Round of Consultation (Del 9, 10) - Work plan after the 6th Virtual EJM (Work plan, Important steps and Deadlines)




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2nd Consultation for Del. 9 and Del. 10.

European SWOT Analysis on
Education for Environmental Citizenship
ENEC Report




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 167 experts in 28 EU countries. In the second part of the report, the country chapters for the 25 European countries emphasise the similarities, differences and special features of these case studies.

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



- Experts of each country (6 in most of countries) will Review the Country Report developed in the 1st consultation (beginning of ENEC) and write 1-2 page addition (amendment) to the 1st Country Report for any changes, they think they should be added in the 1st Country Report.
- Experts of each country will receive electronically any materials developed by ENEC e.g., definitions, books, booklets, reports.
- Methodology and timelines will be sent to each country next weeks.



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15:40-15:50

Presentation:

Dr Andri **CHRISTODOULOU**, University of Southampton, Southampton, United Kingdom, ECI and STSM Coordinator



2nd European Training School of ENEC



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15:50-16:15

Presentation:

*Dr Andreas **HADJICHAMBIS**, Cyprus Centre for Environmental Research and Education, CYCERE, Cyprus, Action Chair*



Closing Meeting and Next Steps of ENEC



European Network for
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Management Committee Meeting - Next Steps

Coordinated by:

Dr Andreas HADJICHAMBIS, Cyprus Centre for Environmental Research and Education, CYCERE, Cyprus

Management Committee Meeting Minutes:

Recording

- I. ENEC EVENTS
- II. PUBLICATIONS
- III. OTHER
- IV. WORK & BUDGET PLAN
- V. NEW PROPOSALS



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Deliverables (DI)

We are here



Year	Year 1				Year 2				Year 3				Year 4			
Quarter	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
DI. 1		✓														
DI. 2					✓											
DI. 3									✓...							
DI. 4									✓							
DI. 5									✓							
DI. 6									✓							
DI. 7															✓...	
DI. 8															→	
DI. 9					✓										→	
DI. 10						✓									→	
DI. 11															→	
DI. 12														✓...		
DI. 13													✓...			
DI. 14						✓									→	
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DI. 16		✓													→	
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DI. 18						✓				✓						
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DI. 21								✓								
DI. 22															→	

Year 1: 4 DI.
 Year 2: 7 DI.
 Year 3: 9 DI.
 Year 4: 9 DI.



Deliverables (DI)

Year 3: Until January 2021



Year	Year 1				Year 2				Year 3					
	1	2	3	4	1	2	3	4	1	2	3	4	1	
DI. 1														
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DI. 22														

- Report on Good examples and best educational practices leading to environmental citizenship will be published. (DI.8)
- Publications in scientific peer-reviewed journals. (DI.13)
- 1 Training school. (DI.14)
- e-newsletter (annual). (DI.17)
- Organization of 'café scientifique' events in at least two different countries. (DI.18)
- Short Term Scientific Missions (STSM). (DI.20)

Deliverables (DI)

We are here



Year	Year 3				Year 4			
	1	2	3	4	1	2	3	4
DI. 1								
DI. 2								
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DI. 21								
DI. 22								

- Repository database of scientific measures and evidence based interventions that target Environmental Citizenship in formal and non-formal education. **(DI.7)**
- Short Country 'Non-scientific' Report on the stage of Environmental Citizenship. **(DI.9)**
- All the reports of the participating countries (DI.9) will synthesize the ENEC Action Observation Report on the stage of Environmental Citizenship. **(DI.10)**
- Policy measures and recommendations report for the consolidation of Environmental Citizenship in formal and non-formal education. **(DI.11)**
- Special issue in a scientific journal on a topic selected by the Action. **(DI.12)**
- Publications in scientific peer-reviewed journals. **(DI.13)**
- A final open conference with international participation. iREEC2021 **(DI.15)**
- e-newsletter (annual). **(DI.17)**
- Teacher/educator training (TPD) model and principles for Environmental Citizenship. **(DI.22)**

- 2021 International Transdisciplinarity Conference
- Creating spaces and cultivating mindsets for learning and experimentation
- September 13-17, 2021, ETH Zürich, Switzerland

PD Dr. Ralph Hansmann
Transdisciplinarity Lab (TdLab)
Department of Environmental Systems Science (D-USYS)
ETH Zurich CHN K76.2



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About ESA 2021 in Barcelona



SOCIOLOGICAL KNOWLEDGES FOR ALTERNATIVE FUTURES

Dr Audronė Telešienė,
Kaunas University of Technology,
Lithuania



RN12 - Environment & Society Environmental Citizenship and Environmental Movements

15th ESA Conference, 31 August - 3 September 2021 to be held in Barcelona / Spain

Every other year since 1992, the European Sociological Association organises a big conference in different European countries. From 31 August to 3 September 2021, 3000 participants from all over the world are expected to come to Barcelona, Spain for the 15th ESA Conference dealing with "Sociological Knowledges for Alternative Futures".

The ESA 2021 Conference will take place either with the full physical co-presence of all attendees, or wholly online, or in some hybrid mode combining these two possibilities. We hope to see you in Barcelona!

About the ESA 2021 conference logo



15th ESA Conference 2021
31 Aug - 3 Sep, Barcelona

The Canadenca strike (Barcelona, 1919) originated at the main electrical company in Barcelona, "Riegos y Fuerzas del Ebro", popularly known as La Canadenca, since its capital came from Canada. The strike soon spread to other companies in the sector via the CNT's union for water, gas and electricity workers. The bonds of solidarity led to the victory of workers.

After two days of negotiations, an agreement was signed to free the majority of prisoners, readmit all the workers on strike with no reprisals, increase wages and cut working hours to eight a day (Decreto de la jornada de ocho horas de trabajo).

All demands were met and extended not only to workers in the water, gas and electrical sectors, but also to the rest of the sectors in the state. **Barcelona became a pioneer city in having an eight-hour working day.**

These webpages are updated on a regular basis. Last update: February 10th, 2021.



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[Welcome](#) > [Programme](#) > [Themes](#)

Themes

Education for Environmental Citizenship

Chairs: Andreas Ch. Hadjichambis, ENEC CYCERE & Ralph Hansmann, ETH Zürich

Action competence and key competences for sustainability

Chairs: Daniel Olsson, Karlstad university & Per Sund, Stockholm University

Whole School Approaches to Environmental and Sustainability Education

Chairs: Daphne Goldman, Beit Berl College & Niklas Gericke, Karlstad University



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Search the Repository Database

<http://repository.enec-cost.eu>

SEARCH

REGISTER



USERS



STAKEHOLDERS



RESOURCES



FAVOURITES

search everything in Users

GO

User Type:

General Expertise:

Every MC Member should register:

<http://repository.enec-cost.eu>

At least:

- 7 Users
- 7 Stakeholders
- 7 Resources

Deadline: By January 2020



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IN SCIENCE & TECHNOLOGY



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Stakeholders

- 64 entries from 17 countries

Albania	Italy
Belgium	Lithuania
Croatia	Netherlands
Cyprus	Serbia
Czech Republic	Slovakia
Denmark	Slovenia
Finland	Spain
Greece	
Iceland	
Israel	



- Still waiting: 22 countries

Austria	Poland
Bosnia and Herzegovina	Portugal
Bulgaria	Romania
France	Sweden
Germany	Switzerland
Hungary	Turkey
Latvia	United Kingdom
Malta	USA
Moldova	Australia
Montenegro	
North Macedonia	
Norway	



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Resources

- 131 entries from 21(3) countries

Albania	Ecuador
Andorra	Finland
Australia	Germany
Austria	Israel
Colombia	Italy
Croatia	Lithuania
Cyprus	Netherlands
Czech Republic	Portugal
Denmark	Slovakia
	Spain
	Turkey
	United Kingdom



- Still waiting: 21 countries

Belgium	Poland
Bosnia and Herzegovina	Romania
Bulgaria	Serbia
Greece	Slovenia
Estonia	Sweden
France	Switzerland
Hungary	USA
Iceland	
Latvia	
Malta	
Moldova	
Montenegro	
North Macedonia	
Norway	



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Users

- 139 entries from 26(1) countries

Albania
Australia
Austria
Belgium
Brazil
Croatia
Cyprus
Czech Republic
Denmark
Estonia
Finland
Greece
Hungary
Iceland
Israel
Italy
Lithuania
Netherlands
Portugal
Serbia
Slovakia
Slovenia
Spain
Switzerland
Turkey
USA



- Still waiting: 14 countries

Bosnia and Herzegovina
Bulgaria
Germany
France
Latvia
Malta
Moldova
Montenegro
North Macedonia
Norway
Poland
Romania
Sweden
United Kingdom



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I. ENEC EVENTS

4th Grant Period
Until 30th of October 2021

A. Meetings - Conferences

1. 6th European Joint Meeting and iREEC 2019, **Online Meeting**, 09/03/2021 - 11/03/2021
2. 2nd training School of ENEC will focus on Interdisciplinarity in EEC: opportunities and challenges (Summer 2021)
3. 7th European Joint Meeting of ENEC, **Online Meeting**, 20/10/2021 - 22/10/2021
4. 8th European Joint Meeting and International Researchers of Education for Environmental Citizenship Conference - iREEC 2021, Prague, Czech Republic, 12/03/2022 - 13/03/2022



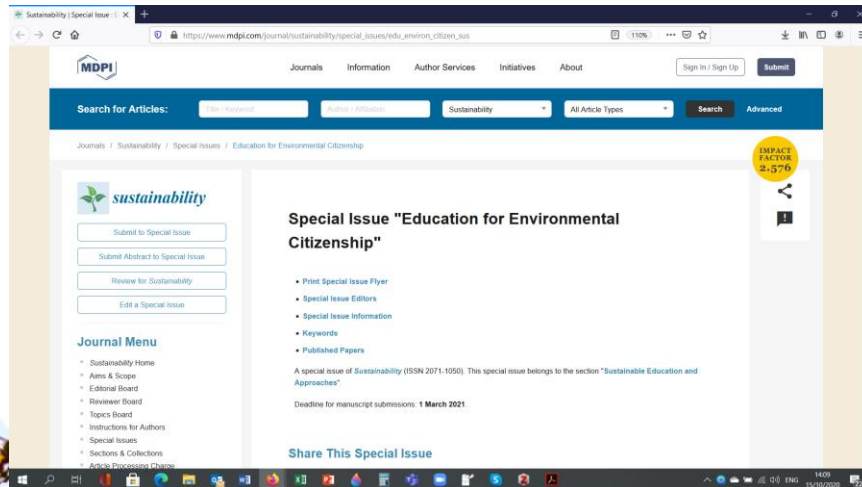
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II. PUBLICATIONS

4th Grant Period
Until 30th of October 2021

- A special issue of Sustainability (ISSN 2071-1050). This special issue belongs to the section "Sustainable Education and Approaches".



Until now 3 articles published

Extended until 30th of June 2021



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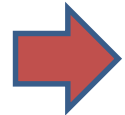
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Publications in Scientific Journals until now (2019)



Reference:

COST Action European Network for Environmental Citizenship (ENEC) no 16229

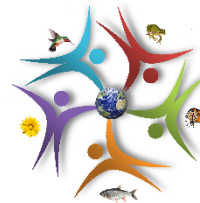


Keywords:

- *environmental citizenship*
- *education for environmental citizenship*



Inform us



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Give Publicity and Promote ENEC

- Publications in Scientific Journals (DI.13)
- Presentations in Conferences, Seminars, Workshops, and/or International Conferences. (DT2)
- Social network platforms/media (Facebook, Twitter). (DT16)
- Popular communication media (internet, radio, newspapers and/or television). (DT14) also (DT16)
- Personal Communications with Stakeholders, Direct dialogs. (DT10)



Reference:

COST Action European Network for Environmental Citizenship (ENEC) no 16229

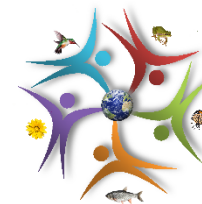


Keywords:

- *environmental citizenship*
- *education for environmental citizenship*



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Some Important Deliverables (DI)

- Short Country 'Non-scientific' Report on the stage of Environmental Citizenship. SWOT Analysis **(DI.9)**
 - All Participating Countries
- European Synthesis of Country Reports. **(DI.10)**
- Repository database GAIA **(DI. 7)**
- Report on Good examples and best educational practices leading to environmental citizenship will be published. **(DI.8)**
- Policy measures and recommendations report **(DI. 11)**
- Teacher/educator training (TPD) model and principles for Environmental Citizenship. **(DI.22)**
- Training School **(DI. 14)**
- iREEC2021 **(DI. 15)**



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Deliverables (DI)

Year 3: Until January 2021



Year	Year 1				Year 2				Year 3					
	1	2	3	4	1	2	3	4	1	2	3	4	1	
DI. 1														
DI. 2														
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DI. 22														

- Report on Good examples and best educational practices leading to environmental citizenship will be published. (DI.8) **M.C.J.K**
- Publications in scientific peer-reviewed journals. (DI.13) **V...**
- 1 Training school. (DI.14) **V...**
- e-newsletter (annual). (DI.17) **V...**
- Organization of 'café scientifique' events in at least two different countries. (DI.18) **V...**
- Short Term Scientific Missions (STSM). (DI.20) **V**

Deliverables (DI)

We are here



Year	Year 3				Year 4			
	1	2	3	4	1	2	3	4
Quarter								
DI. 1								
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DI. 15							█	
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DI. 17	█			█				█
DI. 18		█						
DI. 19		█						
DI. 20	█	█	█	█				
DI. 21	█							
DI. 22						█	█	

- Repository database of scientific measures and evidence based interventions that target Environmental Citizenship in formal and non-formal education. **(DI.7)** →
- Short Country 'Non-scientific' Report on the stage of Environmental Citizenship. **(DI.9)** →
- All the reports of the participating countries (DI.9) will synthesize the ENEC Action Observation Report on the stage of Environmental Citizenship. **(DI.10)** →
- Policy measures and recommendations report for the consolidation of Environmental Citizenship in formal and non-formal education. **(DI.11)** →
- Special issue in a scientific journal on a topic selected by the Action. **(DI.12)** → ✓ ...
- Publications in scientific peer-reviewed journals. **(DI.13)** → ✓ ...
- A final open conference with international participation. iREEC2021 **(DI.15)** → ✓ ...
- e-newsletter (annual). **(DI.17)** → ✓ ...
- Teacher/educator training (TPD) model and principles for Environmental Citizenship. **(DI.22)** →

P.R.



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Search the Repository Database

<http://repository.enec-cost.eu>

SEARCH

REGISTER



USERS



STAKEHOLDERS



RESOURCES



FAVOURITES

search everything in Users

GO

User Type:

General Expertise:

Every Partner should register:

At least:

- 7 Users
- 7 Stakeholders
- 7 Resources

Deadline: By June 2020 (Before Summer)



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Dissemination Tools (DT)

Year	MAY 18				MAY 19				MAY 20				MAY 21							
	1 st Grant Period				2 nd Grant Period				3 rd Grant Period				4 th Grant Period							
Quarter	OCT 17				OCT 18				OCT 19				OCT 20				OCT 21			
	Year 1				Year 2				Year 3				Year 4							
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Year 1: 12 DT
 Year 2: 16 DT
 Year 3: 14 DT
 Year 4: 19 DT

Dissemination Tools

Year 1: Until October 2018

MAY 18

← 1st Grant Period 2nd Grant →

OCT 17 OCT

Year	Year 1			
	1	2	3	4
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DT24				

- **A flyer** describing the Action and its activities, methodology and objectives. (DT6) → ✓
- **Invitations** to workshops and workgroup meetings. (DT8) also Milestone → ✓
- Direct **dialogs**. (DT10) → ✓
- Short Country's 'Non-scientific' Report on Environmental Citizenship. (DT12) also Deliverable (DI. 9) → ✓
- Popular communication media (**internet**, radio, newspapers and/or television). (DT14) also (DT16) → ✓
- Non-scientific' reports (in lay form). (DT9) (synthesis of work done in Eu level) → ✓...
- Interactive platform open access repository (**website**). (DT15) → ✓
- **Social network** platforms/media (Facebook, Twitter). (DT16) → ✓
- **e-newsletter** (annual). (DT17) (DI. 17) → ✓
- Wikipedia webpage dedicated to the Environmental Citizenship and the COST Action. (DT19) → ✓
- Research Workshops **Minutes** (DT21) also Milestone → ✓
- Interactive Seminars for Stakeholders (DT24) also Milestone → ✓



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Dissemination Tools

MAY 18					MAY 19				
1 st Grant Period				2 nd Grant Period				3 rd Grant Period	
OCT 17		OCT 18				OCT 19			
Year	Year 1				Year 2				
Quarter	1	2	3	4	1	2	3	4	1
DT1									
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- Publications in scientific peer-reviewed journals. (DT1) → V...
- Presentations at thematic workshops, seminars and/or international conferences. (DT2) → V...
- Training programmes (advanced courses and research workshops). (DT3) → V
- International conference. (DT4) → V...
- Position papers (e.g. new research paradigms and metrics for assessing the EC and/or research gaps and future research needs and perspectives, etc.). (DT5) also (DI. 4) → V
- **Invitations** to workshops and workgroup meetings. (DT8) also Milestone → V
- 'Non-scientific' reports (in lay form). (DT9) (synthesis of work done in Eu level) also (DI. 10) → V
- **Direct dialogs.** (DT10) → V
- European Synthesis of SWOT Report (DT13), also (DI. 10) → V
- Popular communication media (**internet**, radio, newspapers and/or television). (DT14) also (DT16) → V...
- **Social network** platforms/media (Facebook, Twitter) → V (DT16)
- **e-newsletter** (annual). (DT17) (DI. 17) → V
- **Café Scientific** (DT18) also (DI. 18) → V
- Research Workshops **Minutes** (DT21) also Milestone → V
- Special Topic Sessions (DT23) → V
- Forum for Young Researchers (DT22) → V
- Interactive Seminars for Stakeholders (DT24) also Milestone → V



Dissemination Tools (DT)

	MAY 18 1 st Grant Period				MAY 19 2 nd Grant Period				MAY 20 3 rd Grant Period				MAY 21 4 th Grant Period			
	OCT 17				OCT 18				OCT 19				OCT 20			
Year	Year 1				Year 2				Year 3							
Quarter	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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DT24																

- Publications in scientific peer-reviewed journals. (DT1) → V...
- Presentations at thematic workshops, seminars and/or international conferences. (DT2) → V...
- Training programmes (advanced courses and research workshops). (DT3) → V...
- Position papers (e.g. new research paradigms and metrics for assessing the EC and/or research gaps and future research needs and perspectives, etc.). (DT5) also (DI.4) → V...
- **Invitations** to workshops and workgroup meetings. (DT8) also Milestone → V...
- 'Non-scientific' reports (in lay form). (DT9) (synthesis of work done in Eu level) also (DI. 10) → V...
- Direct **dialogs**. (DT10) → V...
- Popular communication media (**internet**, radio, newspapers and/or television). (DT14) also (DT16) → V...
- **Social network** platforms/media (Facebook, Twitter). (DT16) → V...
- **e-newsletter** (annual). (DT17) (DI. 17) → V...
- **Café Scientific** (DT18) also (DI. 18) → V...
- Research Workshops **Minutes** (DT21) also Milestone → V...
- Forum for Young Researchers (DT22) → V...
- Special Topic Sessions (DT23) → V...
- Interactive Seminars for Stakeholders (DT24) also Milestone → V...

Dissemination Tools (DT)

MAY 20

MAY 21

3rd Grant Period

4th Grant Period

OCT 19

OCT 20

OCT 21

Year	Year 3				Year 4			
	1	2	3	4	1	2	3	4
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DT24								

- Publications in scientific peer-reviewed journals. (DT1) → V...
- Presentations at thematic workshops, seminars and/or international conferences. (DT2) → V...
- International conferences (DT4) → V...
- Position papers (e.g. new research paradigms and metrics for assessing the EC and/or research gaps and future research needs and perspectives, etc.). (DT5) also (DI.4) → V...
- An edited book on Environmental Citizenship. (DT7) → V...
- **Invitations** to workshops and workgroup meetings. (DT8) also Milestone → V...
- 'Non-scientific' reports (in lay form). (DT9) (synthesis of work done in Eu level) also (DI. 10) → V...
- Direct **dialogs**. (DT10) → V...
- Report on Policy measures and recommendations. (DT11) → V...
- Short Country's 'Non-scientific' Report on Environmental Citizenship. (DT12) → V...
- Synthesis of the Short Countries' 'Non-scientific' Reports on Environmental Citizenship. (DT13) → V...
- Popular communication media (**internet**, radio, newspapers and/or television). (DT14) also (DT16) → V...
- **Social network** platforms/media (Facebook, Twitter). (DT16) → V...
- **e-newsletter** (annual). (DT17) (DI. 17) → V...
- **Café Scientific** (DT18) also (DI. 18) → V...
- At least one special issue in a scientific journal on a topic selected by the Action. (DT20) → V...
- Research Workshops **Minutes** (DT21) also Milestone → V...
- Forum for Young Researchers (DT22) → V...
- Special Topic Sessions (DT23) → V...
- Interactive Seminars for Stakeholders (DT24) also Milestone → V...

IV. WORK AND BUDGET PLAN

A. Work and Budget Plan

4th Grant Period 01-05-2021 until 26-10-2021 →



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V. NEW PROPOSALS



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Many Thanks to Dr Katharina Lapin, Vienna, Austria, Zoom Organiser



Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus



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Many Thanks to all of you

Invited Speaker

Steering Committee

Management Committee

WG Leaders and Vice Leader

DB Committees Coordinator, Leaders and Vice-Leaders

ECI & STSM Coordinator and Vice Leader for Forum for Young Researchers

MC Members and Substitutes



Action Chair

Dr Andreas HADJICHAMBIS, CYCERE, Cyprus



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Immersion in some Important keywords of ENEC definitions



- (...) from **Local, National and Global scale** (...)
- Citizens of the world
- Global citizenship education
- Notion of cosmopolitanism
- **Global Notion of the Education for Environmental Citizenship**



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Immersion in some Important keywords of ENEC definitions

- **Personal Responsible Citizen:**
(...) Responsible pro-environmental behavior (...)
- **Justice-oriented Citizen:**
(...) Inter- & Intra- generational justice and the Practice of Environmental Rights and Duties (...)
- Young's two-tiered model of Responsibility, (at least)
- **Responsible notion of the Education for Environmental Citizenship**



Young, I. M. (2006). Responsibility and Global Justice: A Social Connection Model. *Social Philosophy and Policy* 23(1), 102-130.

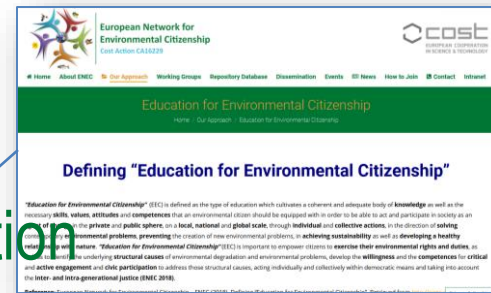


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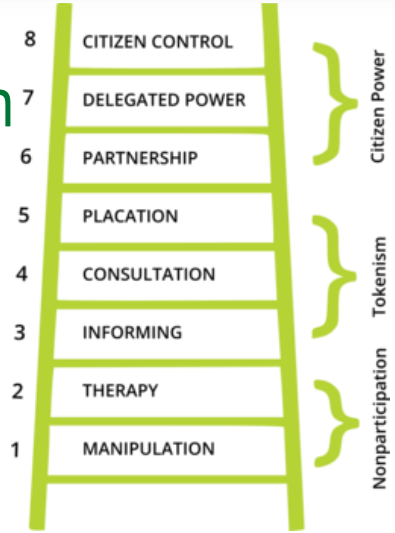
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Immersion in some Important keywords of ENEC definitions



(...) Critical and active engagement and civic participation to address structural causes of environmental problems...

- ➔ Critical pedagogy and Transformative education
- ➔ Civic participation
- ➔ High hierarchical types of participation (see the Arnstein's ladder of participation)
- ➔ Collective participation



Arnstein, S. R. (1969). A ladder of citizen participation. *JAIP* 35(4), 216-224.

Participative notion of the Education for Environmental Citizenship



Immersion in some Important keywords of ENEC definitions



- In the definition of ENEC (...) with Democratic Means...
- Democratic citizen
- Democratic education
- Democratic notion of the Education for Environmental Citizenship



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Immersion in some Important keywords of ENEC definitions

- In the EEC Pedagogical Approach of ENEC (...) looking of cases of inter- and intra-injustice
- Decision making of alternative solutions
- Collective design and ownership
- **Co-creation notion of Environmental Citizenship**



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