

Revive Yourself in Limassol



Conceptualization of Environmental Citizenship for 21st Century Education

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

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus



European Network for
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DAY 1

1st of March 2018



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CONTENT

- *A. Welcome*
- *B. Our Consortium*
- *C. ENEC Organisational Structure and Objectives*
- *D. Work Progress*
- *E. Next Meetings – Cost Networking Tools*



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A. WELCOME

Coordinated by:

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus

- Welcome video for Cyprus

CONCEPTUALIZATION OF ENVIRONMENTAL CITIZENSHIP FOR 21ST CENTURY EDUCATION

- Some Organisational Issues
- Cyprus Meeting Reimbursement
 - from Cost Association: Ms Karin KUBACKOVA
 - from Grant Holder Manager: Dr Demetra HADJICHAMBI



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Organisational Issues

Coordinated by:

Grant Holder Manager of ENEC

Dr Demetra Hadjichambi, CYCERE, Cyprus



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Outlook of the Meeting

Coordinated by:

Grant Holder Manager of ENEC

Dr Demetra Hadjichambi, CYCERE, Cyprus



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**"Conceptualization of
Environmental Citizenship
for the 21st Century Education"**

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

**EUROPEAN
NETWORK
for
ENVIRONMENTAL
CITIZENSHIP**

 **cost**
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Local Sponsors:

 **Research
Promotion
Foundation**

 **Passion
FOR SUCCESS**
CYPRUS CONVENTION BUREAU

 **Cyprus**
In your heart

Outlook of the Meeting

Thursday 1st of March

A. Management Committee Meeting 9:20-11:00

Reimbursement Rules

ENEC Consortium – Work Progress

Website Content and Functionality

SWOT Analysis on Education for
Environmental Citizenship



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Outlook of the Meeting

Thursday 1st of March

11:00-11:30

Fouagie



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Outlook of the Meeting

Thursday 1st of March

B. Dissemination Board Committees Meeting 11:30-12:30

Meetings of DB Committees

- Website Committee
- International Conference Committee
- Early Career Investigator Events Committee
- Workshop & Stakeholders Events

Decisions of the 4 DB Committees



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Outlook of the Meeting

Thursday 1st of March

Conference venues

Europa B – This room, 1st floor

Europa A – Next door room, 1st floor

Zodiac – Ground floor

Executive conference room – Ground floor



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12:30-14:00



Buffet at Elias Beach Hotel



Half-board - included
Ticket from the registration desk - 21€



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Outlook of the Meeting

Thursday 1st of March

C. Research Workshop

14:00-17:00

Conceptualizing Environmental Citizenship – Invited Speakers

Meetings of Working Groups

Decisions of Working Groups



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Outlook of the Meeting

Thursday 1st of March

City Tour

17:00-19:30



Outlook of the Meeting

Thursday 1st of March

Welcome Dinner

19:30 – 10:30



**Offered by
the Local
Organizer**



**Traditional meze with up to
2 drinks**

Outlook of the Meeting

Thursday 1st of March

10:30 bus from the restaurant to the hotel



Outlook of the Meeting

Friday 2nd of March

Registrations

9:00-9:20

A. Research Workshop

9:20-10:40

Education for Environmental Citizenship (Invited Speakers)



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Outlook of the Meeting

Friday 2nd of March

10:40-11:10



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Outlook of the Meeting

Friday 2nd of March

B. Interactive Stakeholders Seminar

11:10-12:30

Round Table Discussion with Stakeholders



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12:30-14:00

Buffet at Elias Beach Hotel



Half-board - included
Ticket from the registration desk - 21€



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Outlook of the Meeting

Friday 2nd of March

C. Working Group work – Groups of Authors

14:00-16:00

Meeting of the Groups of Authors

Decisions for each chapter by the Groups of Authors



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Outlook of the Meeting

Friday 2nd of March

D. Management Committee Meeting - Closing and Next Steps
16:00-16:30

E. Steering Committee Meeting
16:30-17:00



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Cyprus Meeting Reimbursement

Coordinated by:

Administrative officer of the Action

Ms Karin KUBACKOVA, Cost Association, Belgium



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Cyprus Meeting Reimbursement

Coordinated by:

Grant Holder Manager of ENEC

Dr Demetra Hadjichambi, CYCERE, Cyprus



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B. OUR CONSORTIUM

Coordinated by:

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus

- Kick of Meeting in Brussels
- Our Consortium today
- New Countries



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Kick of Meeting in Brussels



Kick Off Meeting
Brussels Belgium
27 October 2017

[VIEW DETAILS](#)

❑ 40 MC Members

❑ 26 Countries

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



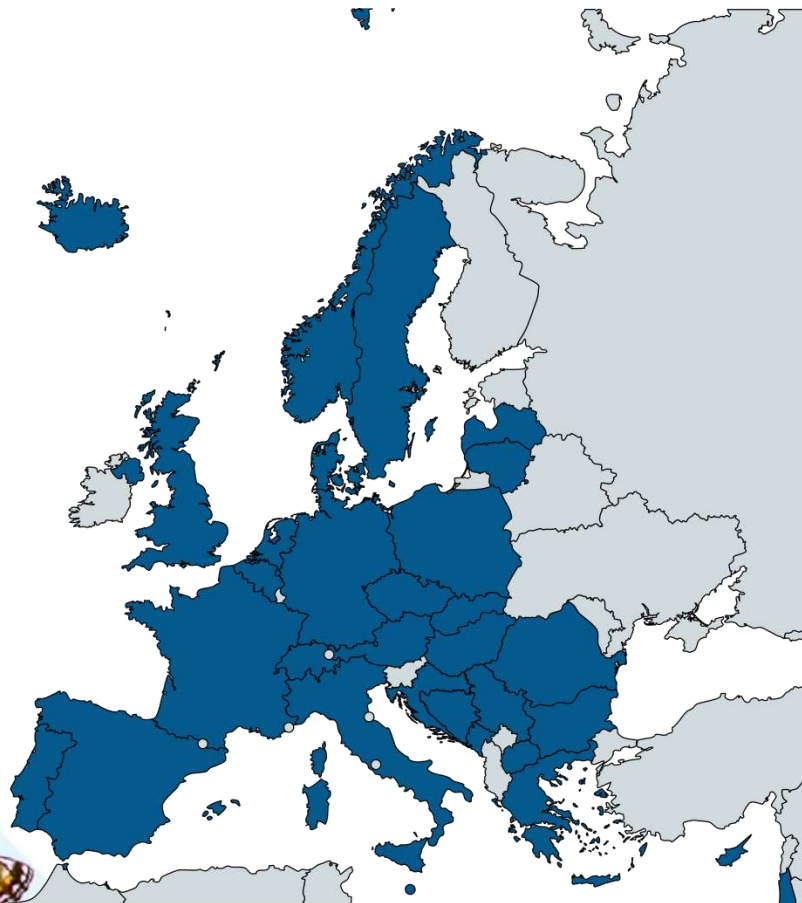
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Our Consortium today

ENEC Countries



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



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New Countries

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

Near Neighbour Countries

- Republic of Moldova (MD)
 - Tunisia (TN)
 - Ukraine (UA)

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	
Bulgaria		Latvia		Romania	
Croatia		Lithuania		Serbia	
Cyprus		Malta		Slovakia	
Czech Republic		Montenegro			
fYR Macedonia		Poland			
Associate Country:					
Israel					
International Partner Country (IPC):					
United States of America					



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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

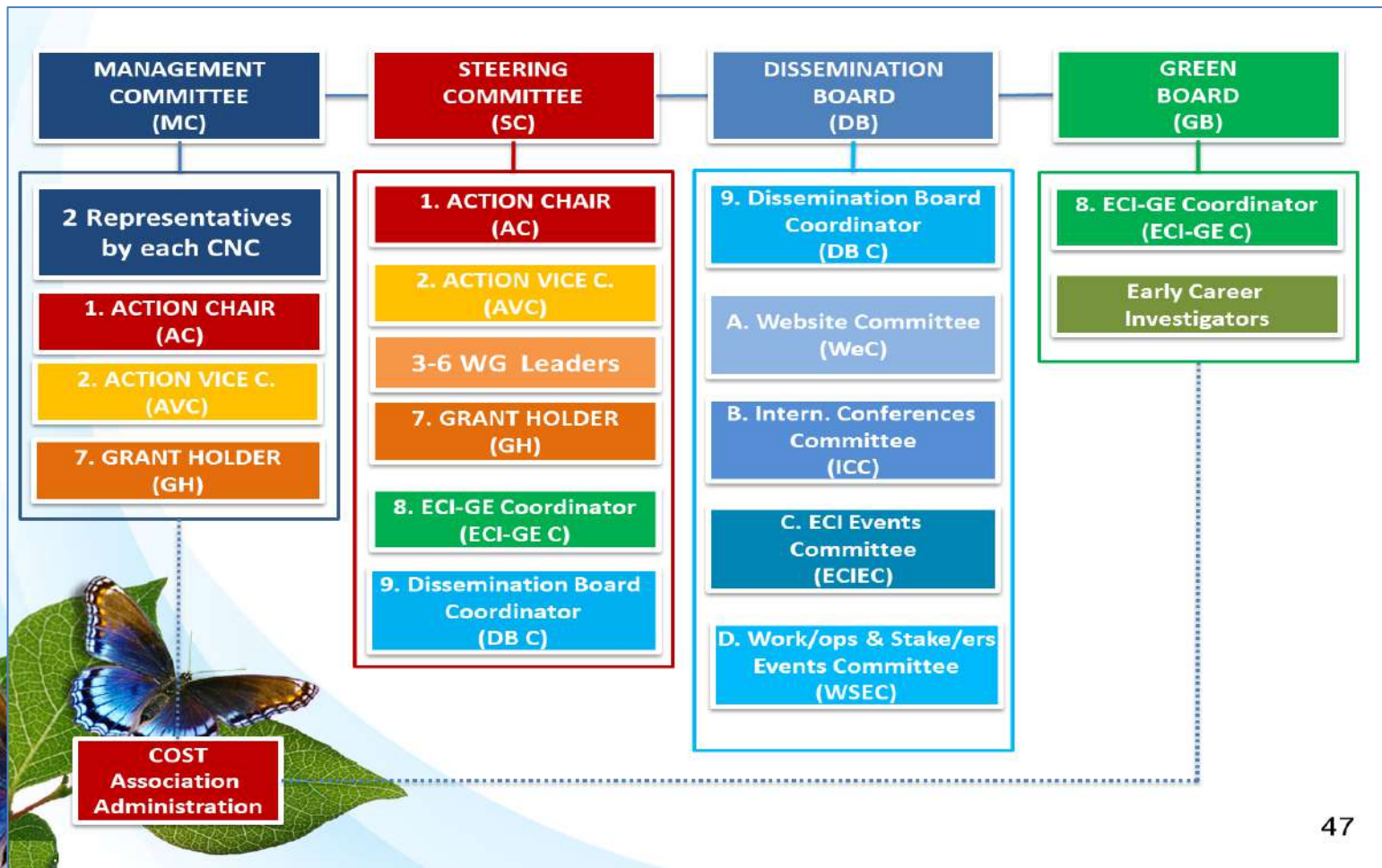


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Role and Structure of ENEC Committees and Boards



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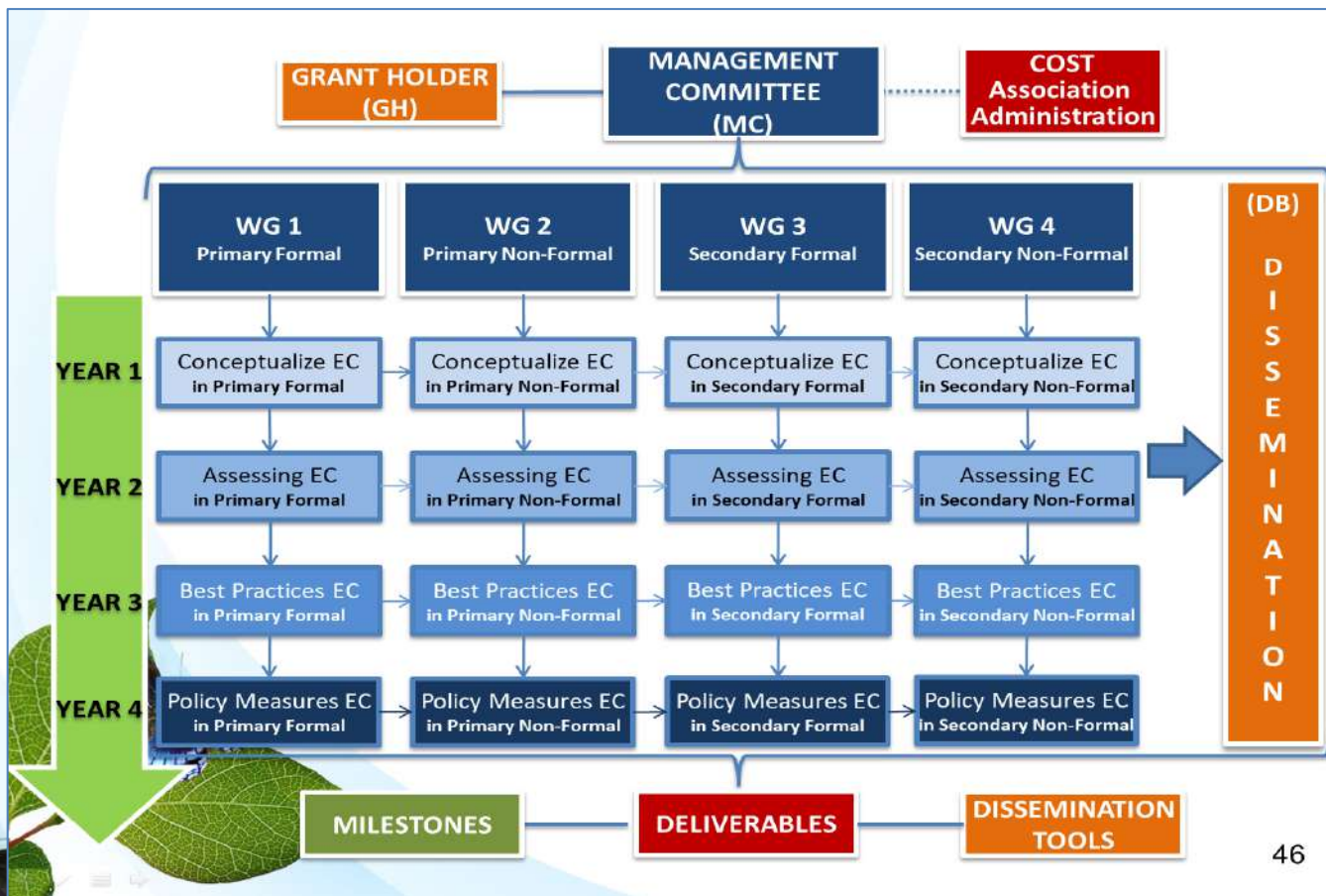


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Role and Structure of ENEC Working Groups

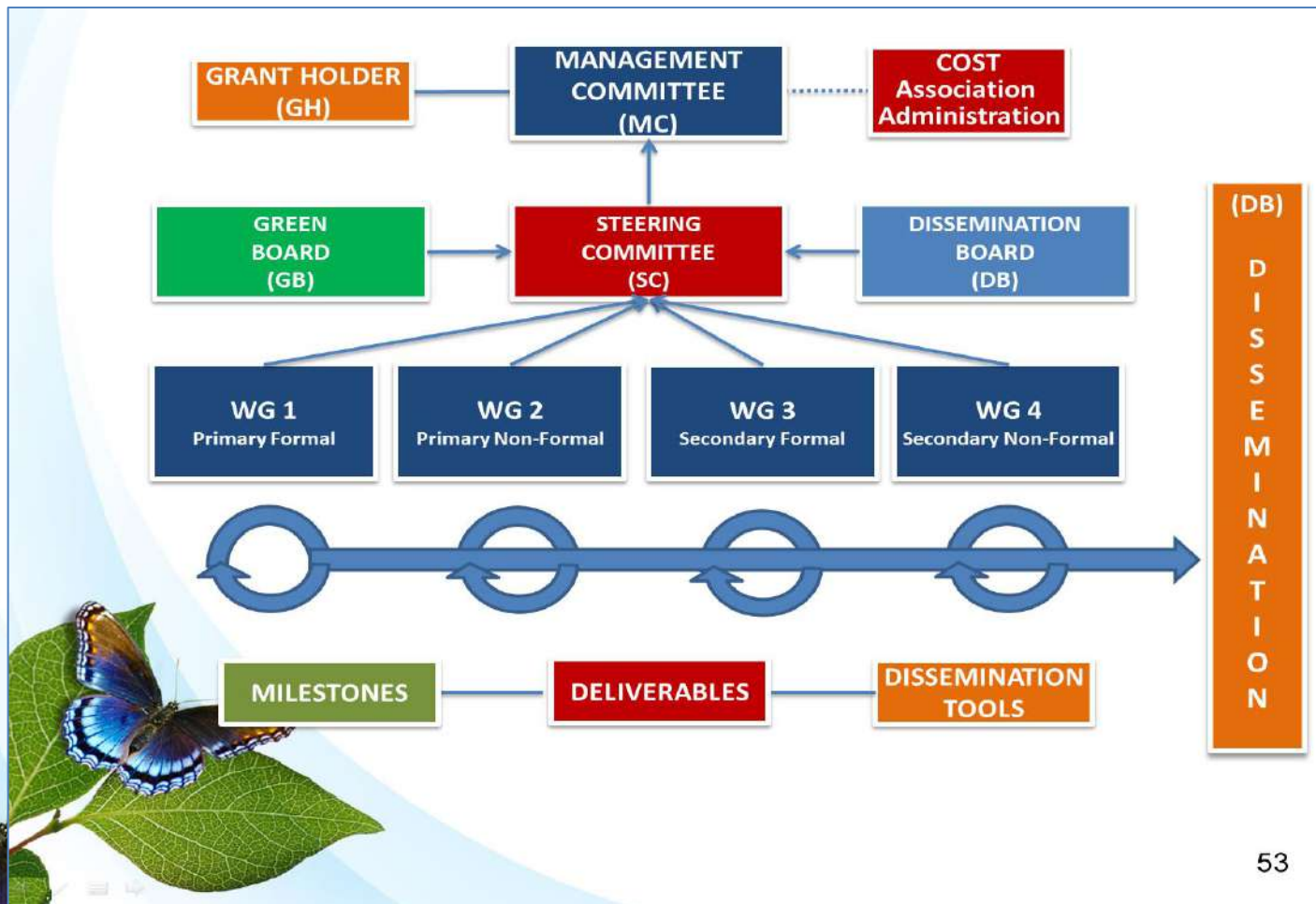


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Work Flow of ENEC



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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)



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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.

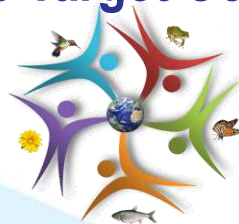


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CAPACITY-BUILDING OBJECTIVES

- **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

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- Deliverables
- Dissemination Tools



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Deliverables (DI)

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																
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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

Table 2: Gantt C

Year	Year 1			
Quarter	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) ➡



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Website: www.enec-cost.eu

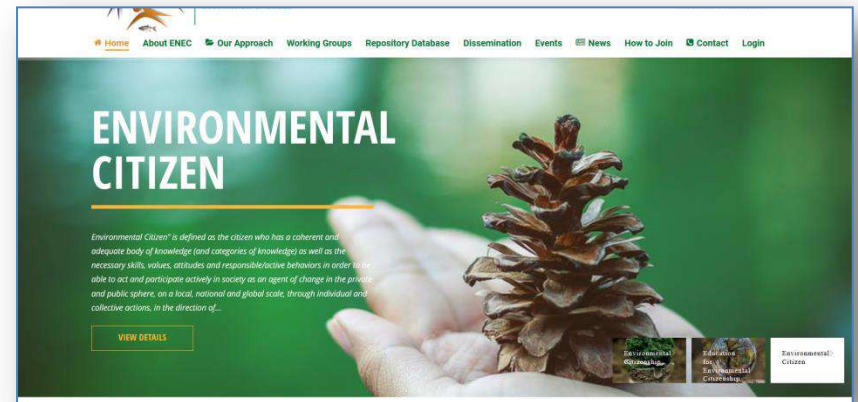
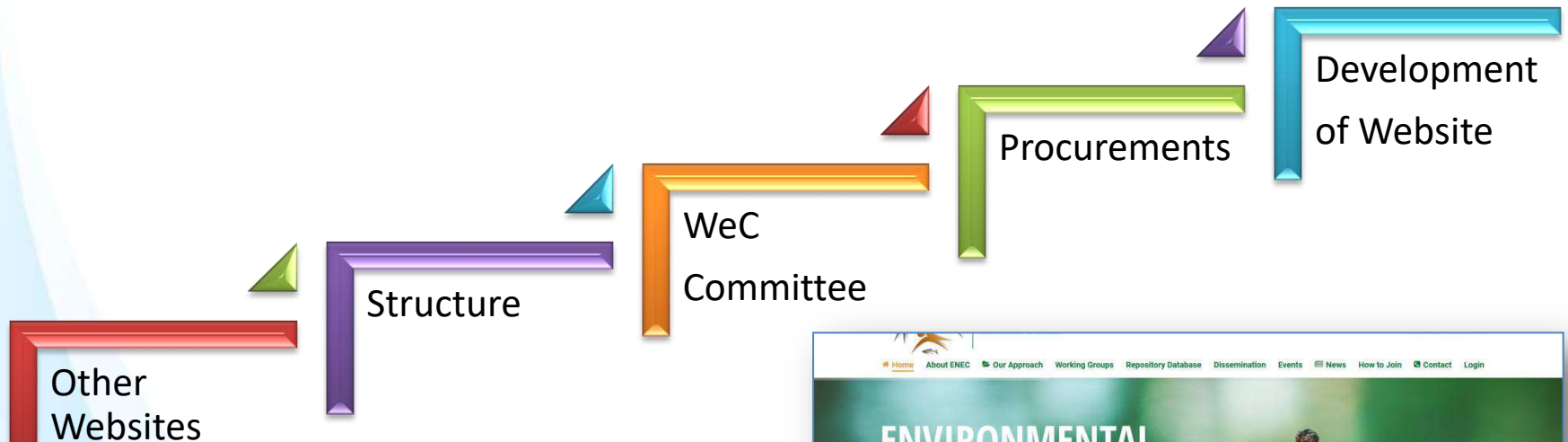


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Methodology for Website Development



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SOCIAL LEVEL	<ul style="list-style-type: none"> ⇒ Encourage capacity building and dissemination within academic settings ⇒ Develop new and consolidated information stakeholders and the general public ⇒ Increase public awareness and understanding of CS ⇒ Develop and encourage communication between academic partners, policy makers, industry
PUBLIC POLICY LEVEL	<ul style="list-style-type: none"> ⇒ Bring Environmental Citizenship into the spotlight, EU and Internationally ⇒ Foster knowledge sharing and collaboration within at the local, regional, national, the EU, internationally ⇒ Increase Environmental Education ⇒ Develop policy framework including relevant recommendations for the consolidation of EC Citizenship in COST countries

Methodology for Flyer Development



Other Flyers

Structure

Leaders & Vice-Leaders

Development of Brochure



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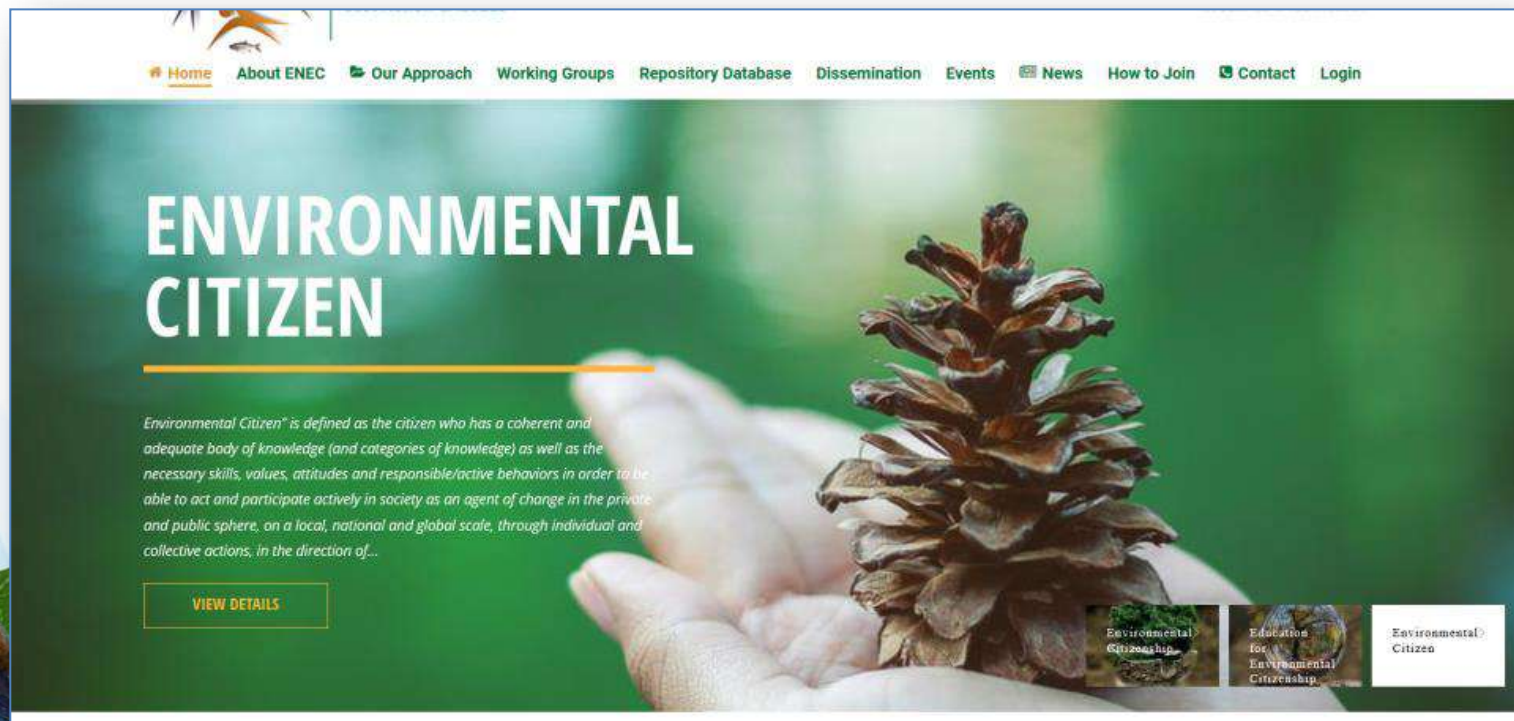
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Presentation for the Website Content and Functionality

Presentation by:

Mr Kypros VASILIOU, Managing Director of Website Bakers

Mr Simos SYMEOU, Business Development Director of Website Bakers



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Deliverables (DI)

Year1: Oct17-Oct18

Table 2: Gantt Chart

Year	Year 1				
Quarter	1	2	3	4	1
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					

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

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

- Training schools. (DI.14) ➡



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SWOT Analysis on Education for Environmental Citizenship (Country Level)

- Importance of SWOT Analysis on EEC
- Methodology followed
- Demographics of the sample
- Initial Results
 - SWOT Analysis in Spain
 - SWOT Analysis in Croatia
- Discussion



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Importance of SWOT Analysis of Education for Environmental Citizenship (EEC)

- Obligations from MoU
- It describes the initial stage of EEC at the beginning of the ENEC
- Could be compared with the 4th Year SWOT Analysis and therefore function as an indicator of ENECs impact.
- Helps in formulating a strategy in promoting EEC.



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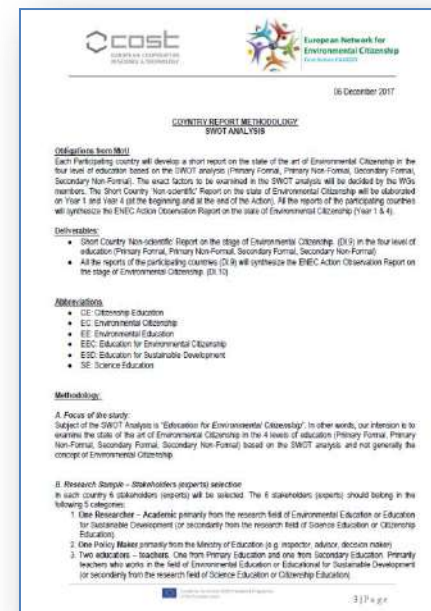
Methodology

Methodology
by Action
Chair

Revision after
Comments
from Vice
Chair

Including of
Cover Letter

Corrections
based on the
comments of
the Steering
Committee



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Demographics of the sample (until 8-2-2018)

- 31 Countries participating
- 92 Experts
- from 23 EU Countries
- Gender
 - 53 Females
 - 39 Males
- Education level
 - 3 Bachelor
 - 50 Master
 - 39 PhD holders
- Type of Expertise
 - 27 Researchers – Academics
 - 24 Decision Makers in National NGO
 - 15 Teachers in Primary Education
 - 15 Teachers in Secondary Education
 - 11 Policy Makers in the Ministry of Education



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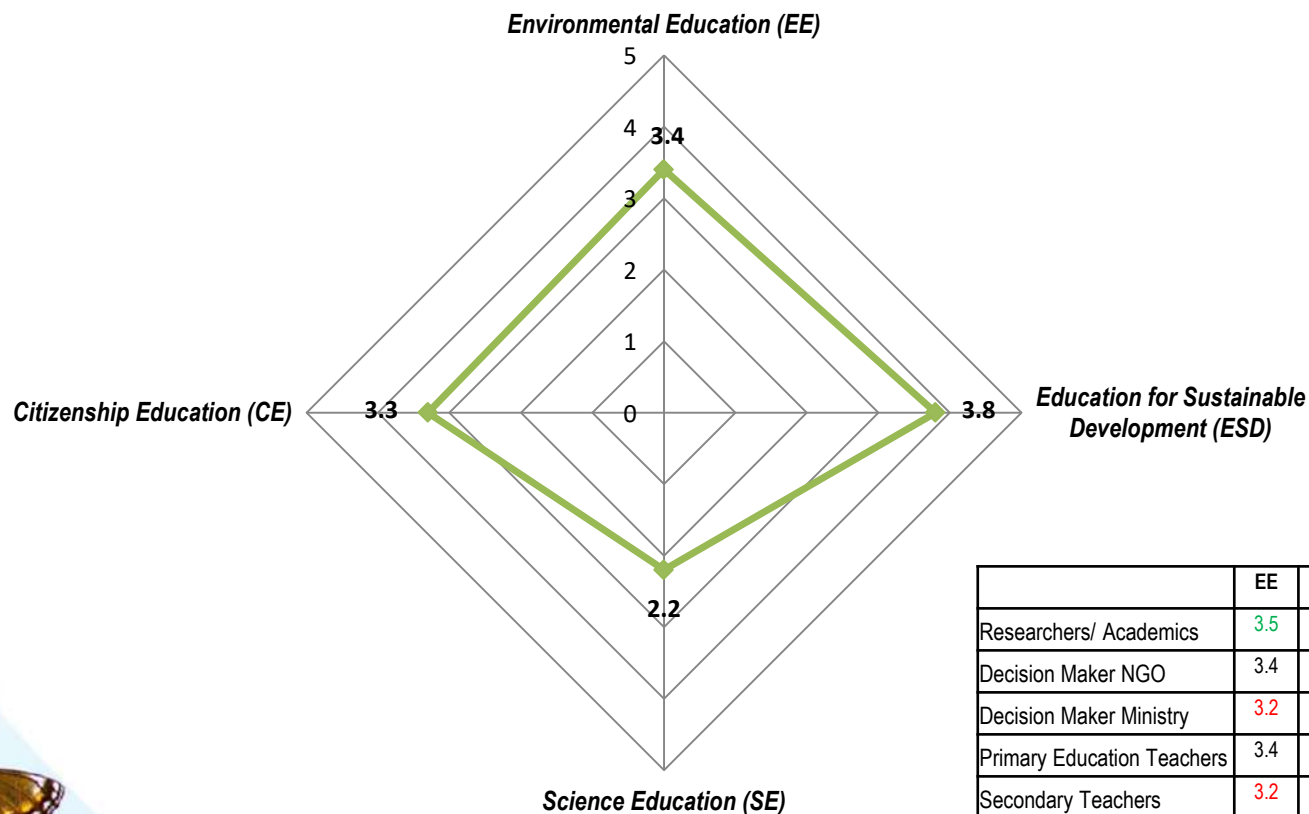


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Initial Results on EU Level

Niche of Education for Environmental Citizenship



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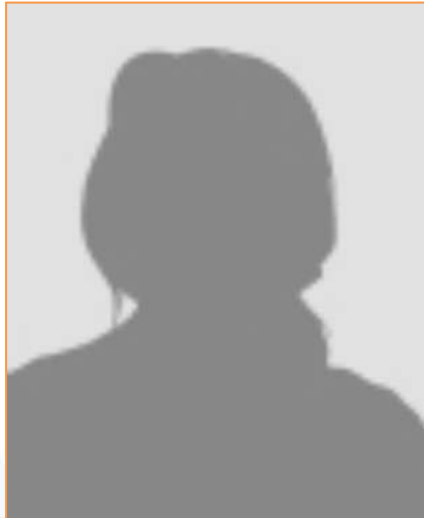
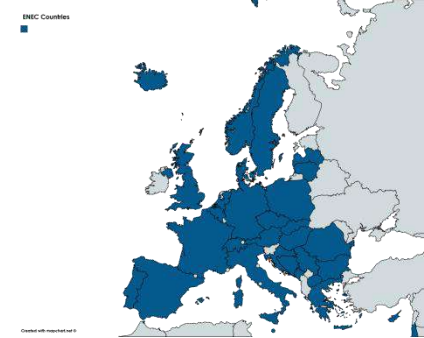
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Qualitative analysis

Uniqueness of Education for Environmental Citizenship (EEC)



Researcher - Academic 14
(Female, Israel)

- * Education for Environmental Citizenship promotes active learning, citizenship, and student leadership.
- * It empowers youth to share their voice and make a difference at their school and in their communities.



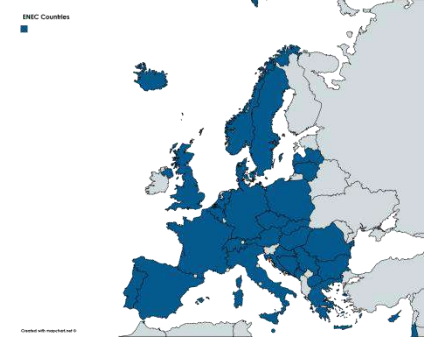
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Qualitative analysis

Uniqueness of Education for Environmental Citizenship (EEC)



Policy Maker in the Ministry of
Education 5 (Female, Cyprus)

EEC is all four (EE, ESD, SE, CE) in one: Environmental issues are regarded through a science perspective with the aim of sustainability at the centre of reflection and at the same time it promotes active citizenship.



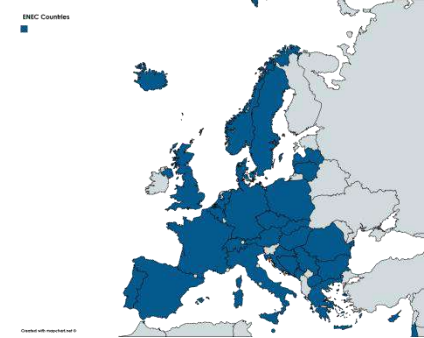
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Qualitative analysis

Uniqueness of Education for Environmental Citizenship (EEC)



Policy Maker in the Ministry of
Education 2 (Male, Greece)

Education for Environmental
Citizenship prioritizes two key
dimensions which are
environmental justice and collective
action.



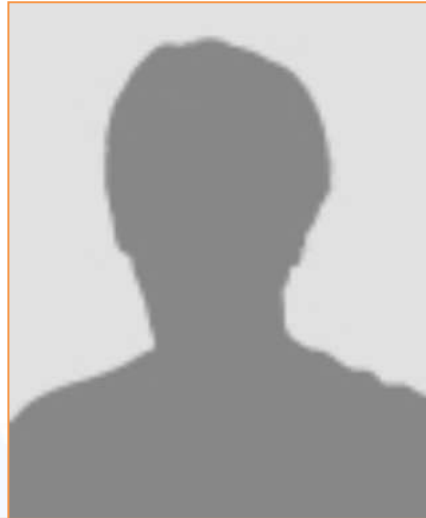
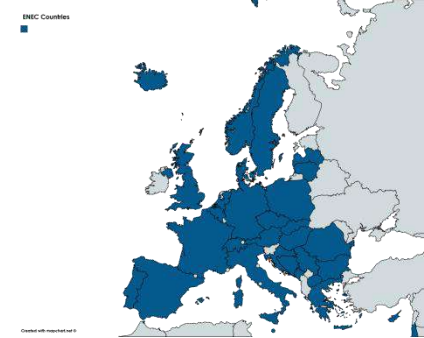
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Qualitative analysis

Uniqueness of Education for Environmental Citizenship (EEC)



Teacher in Secondary
Education 2 (Male, Portugal)

Education for Environmental Citizenship gives the student a creative, participative and active role and, in this way, to promote a more captivating, engaging and facilitating learning of the acquisition of knowledge... to become active producers of knowledge, through research and the attempt to change situations and behaviour.



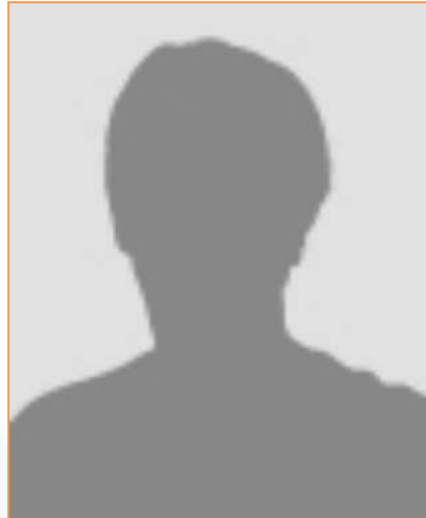
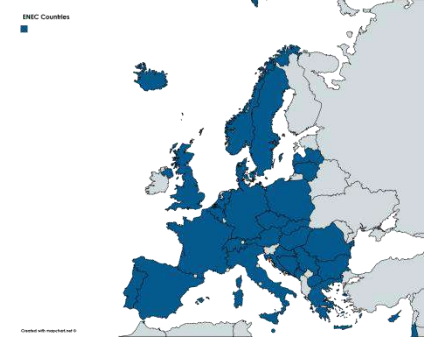
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Qualitative analysis

Uniqueness of Education for Environmental Citizenship (EEC)



Teacher in Secondary
Education 4 (Male, Greece)

One informed citizen that knows his rights and how to claim these rights can make the difference. Citizens' active participation is crucial, if a society choose to move towards sustainability. The Education for Environmental Citizenship is able to prepare such types of citizens.



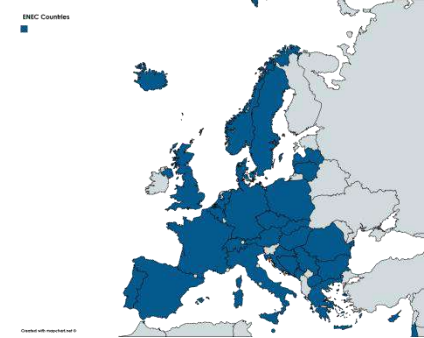
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Qualitative analysis

Uniqueness of Education for Environmental Citizenship (EEC)



Teacher in Primary Education 4
(Female, Portugal)

- Education for environmental citizenship has the advantage of promoting action, not just the transmission of information, or the increase of knowledge.
- At school, environmental citizenship education seeks to involve students, making them feel committed to act, in their community and with their families.

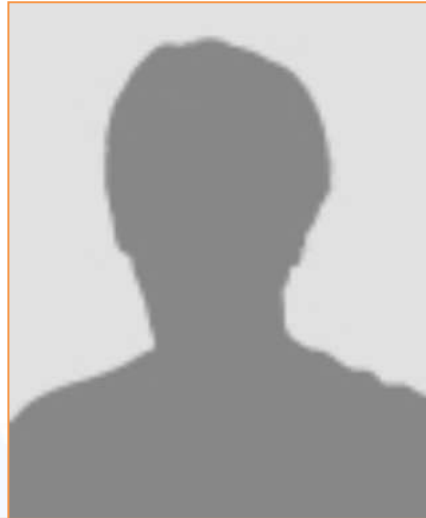


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Qualitative analysis

Advantages of EEC



Researcher - Academic 1
(Male, UK)

EEC has its focus on Environmental Citizenship would foreground issues of political decision making, participation (particularly 'participatory democracy'), social justice (and related concepts such as 'environmental racism'), and act as something of a corrective to an assumption that Environmental issues have limited social dimension.



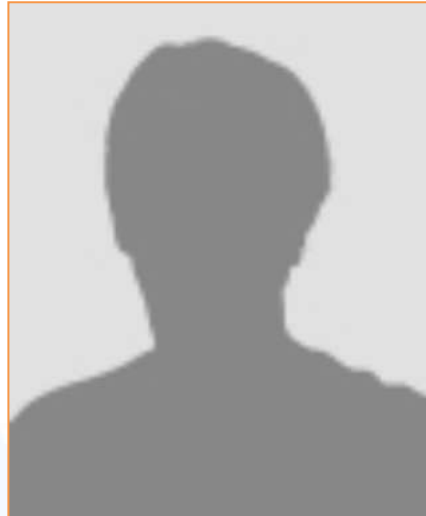
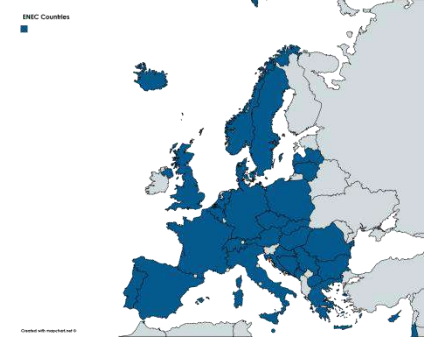
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Qualitative analysis

Advantages of EEC



Decision Maker in National
NGO 2 (Male, Spain)

EEC updates traditional concepts of citizenship (liberal, republican and communitarian approaches).

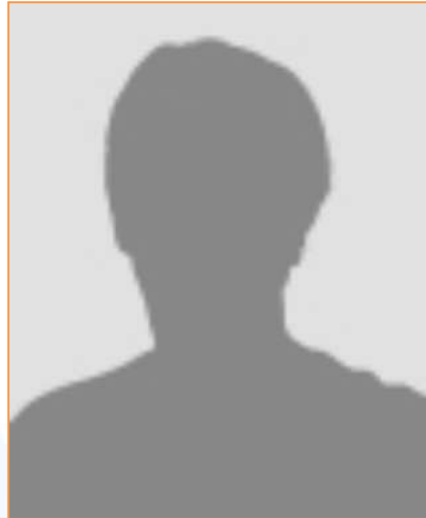


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Qualitative analysis

Advantages of EEC



Decision Maker in Educational Professional Society 5 (Male, Denmark)

- EEC helps to see that there are many different environmental citizenship identities in play at the same time
- It helps to educate active, informed and responsible citizens, who are willing and able to take responsibility for themselves and for their communities at the local, regional, national and international level in relation to the environment
- It helps to educate citizens to interacting effectively and constructively with others, thinking critically, act in a socially responsible and democratically manner
- It helps to celebrate participatory culture and co-creation of society



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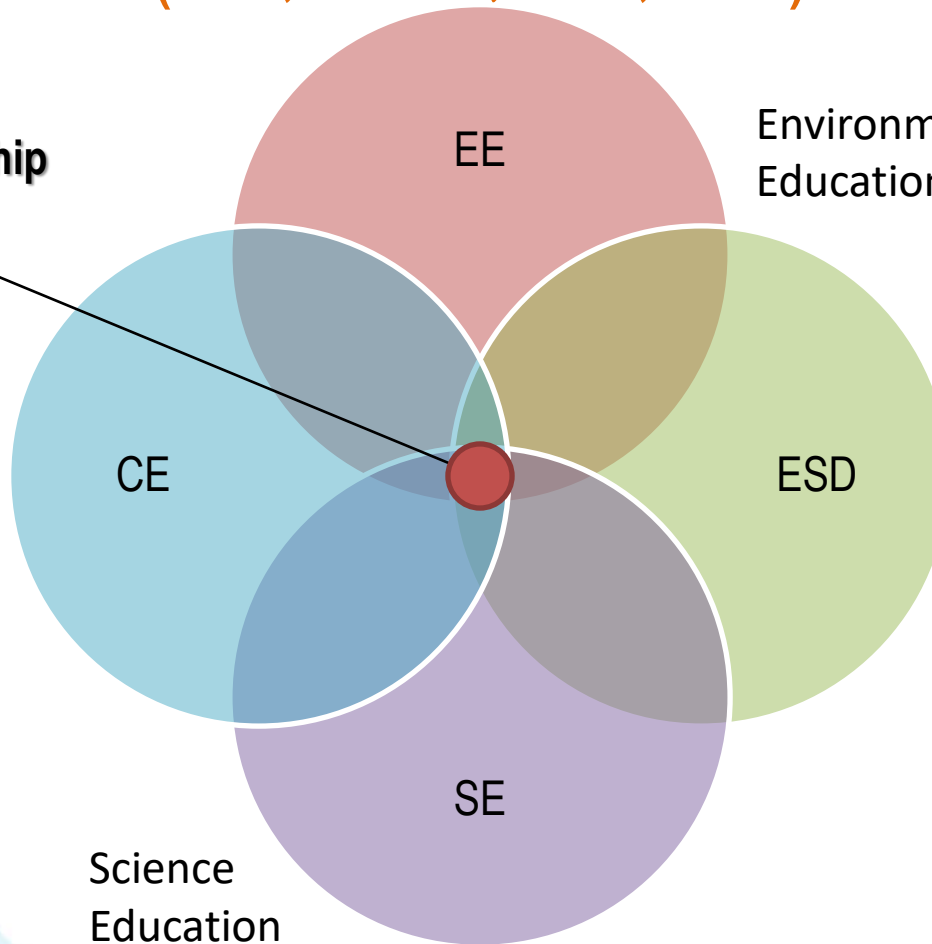
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EEC and other other types of education (EE, ESD, SE, CE)

**Education for
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Citizenship
Education



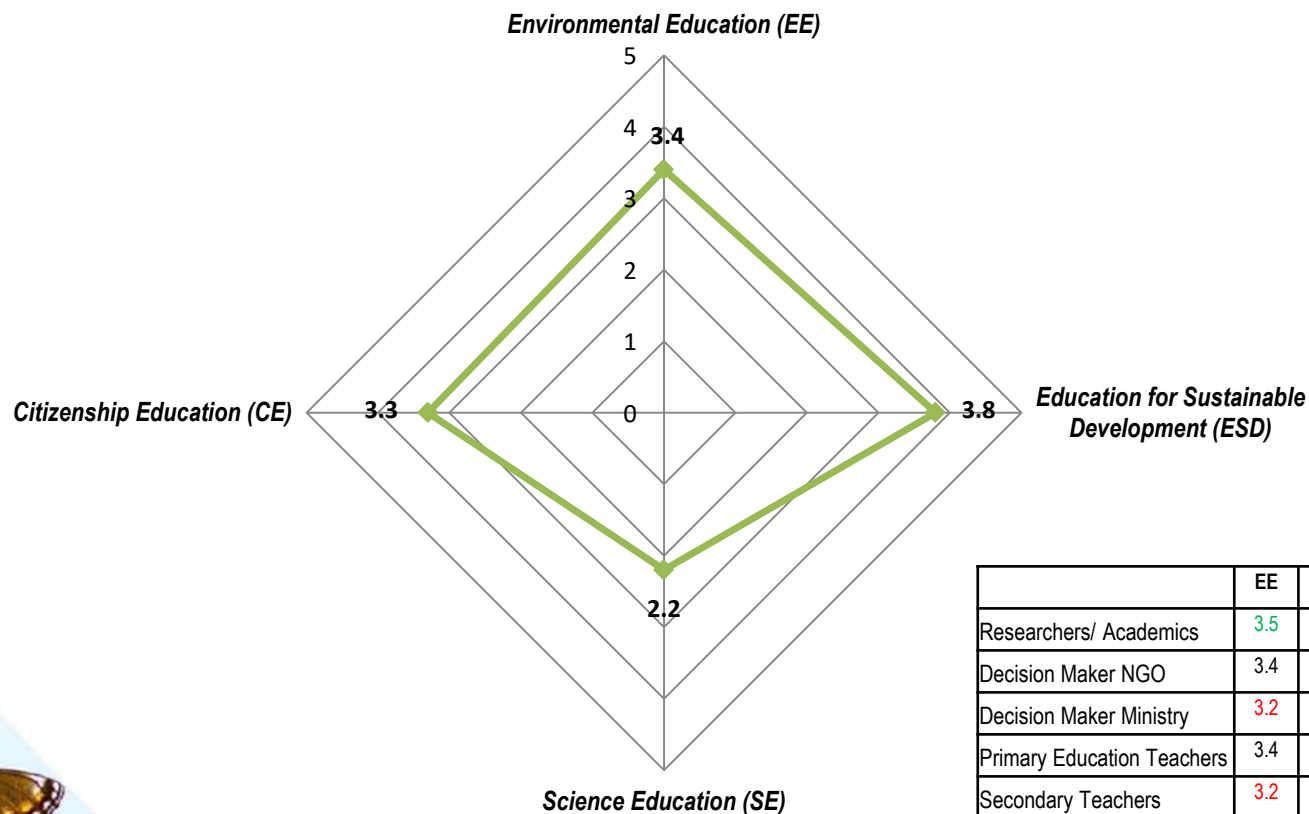
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Initial Results on EU Level

Niche of Education for Environmental Citizenship



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Environmental Citizenship never was at the heart of our education

Still remains a lively disagreement about the aims of environmental education that may lead to conflicting goals and outcomes (Schild, 2016)

- Despite this clear charge to build a citizenry capable and motivated to work toward better environmental outcomes, both the definition of environmental education and its intended outcomes have been contested and debated for several decades (Disinger, 1997; Fien, 2000; Fraser, Gupta, & Krasny, 2014; Huckle, 1993; Jickling & Spork, 1998).



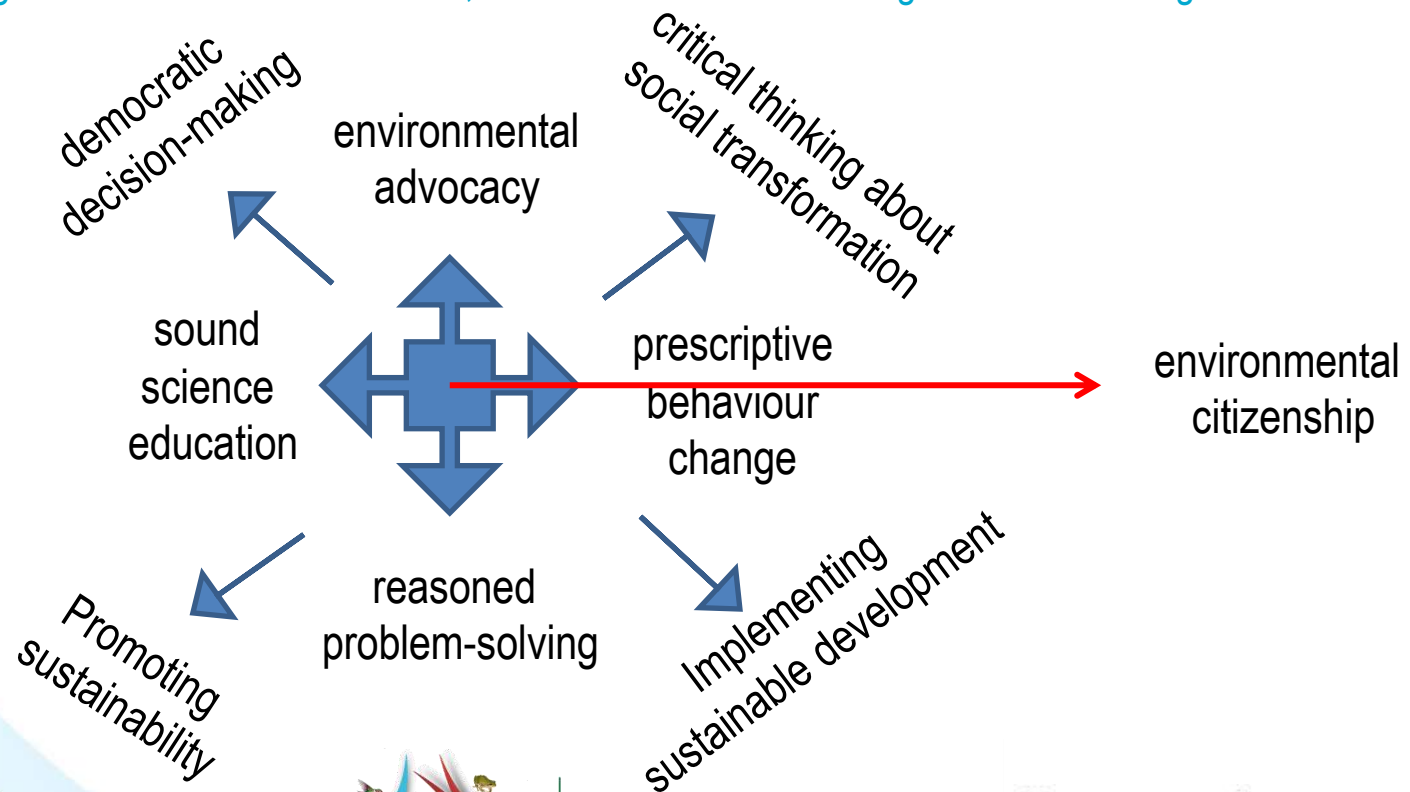
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Environmental Citizenship never was at the heart of our education

Fraser et al. (2014, p. 1) note, “Recently, highly charged critiques from those outside and within EE have fomented debate about EE, challenging whether the field is implicit environmental advocacy or reasoned problem-solving, prescriptive behaviour change or sound science education, democratic decision-making or critical thinking about social transformation.”



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Debate between EE and Citizenship

- According to Jacobi (2005) EE **should be placed** in a broader context, namely education for citizenship and understood as a practice that is decisive in the consolidation of citizen-subjects (p. 243).
- According to Loureiro (2011) EE is a constituent part of social/environmental movement ...and the process of constructing planetary citizenship or ecocitizenship is consider as **a new concept** .



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Debate between EE and Citizenship

- According to Scott (2011) citizenly engagement **should be a priority**.
- He concluded that “the priority must be to engage young people with ideas about sustainability through imaginative teaching strategies that provide stimulating opportunities for learning, including practice in **citizenly engagement** – and that everything else has to be secondary to this”.



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Debate between EE and Citizenship

- According to Dimick (2015) environmental citizenship **should be an educational aim.**
- He stated that “developing students’ civic capacities and dispositions to engage as participatory citizens in relation to environmental issues and concerns” (p. 390) **should be** an educational aim of EE.



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The term Citizenship in EE literature

- EArte Project - Thesis and Dissertation Database.

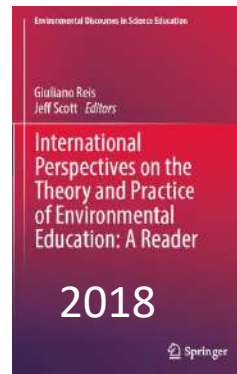
Table 15.1 Different nuclei of meanings regarding the relationship between environmental education and citizenship established by analyzing environmental education Brazilian theses and dissertations in the EArte database

Groups	Subgroups	Characterization
A	A1	Citizenship as a resource to qualify the individual/subject of research.
	35.5% ^b	Concept of citizenship or the process of citizen education is not problematized
48.5% ^a	A2	Indication of political perspectives in EE studies. Concept of citizenship or the process of citizenship education is not problematized
	13%	
B	B1	Indication that the relationship between environmental education and citizenship will be studied in depth in the complete text of the research. The citizenship and citizenship education processes are problematized in the text
	34.5%	
	B2	Relationship between education and citizenship is a constituent part of the questions or objectives of the proposed investigation. EE and citizenship or citizenship education as a research question
51.5%	17%	

^aNumber (percentage) of master and doctoral studies (report research) in each nuclei of meaning groups

^bNumber (percentage) of master and doctoral studies (report research) in each nuclei of meaning subgroups

From: Carvalho, L.M. de and de Souza, H.A.L. (2018)



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Environmental Citizenship never was at the heart of our education

UNECE Strategy for ESD:

*“15. Key themes of SD include among other things poverty alleviation, **citizenship**, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, security, human rights, health, gender equity, cultural diversity, rural and urban development, economy, production and consumption patterns, corporate responsibility, environmental protection, natural resource management and biological and landscape diversity.*

9. Addressing such divers themes in ESD requires a holistic approach.

16. While implementing ESD, the following areas should be addressed: improving basic education, reorienting education towards sustainable development, increasing public awareness and promoting training.”

UNECE STRATEGY FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT (page 4)



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Environmental Citizenship never was at the heart of our education

As you can see in the UNECE Strategy for ESD Citizenship is referred **only one time and is one of the 20 key themes** of Sustainable Development.

In contrast, in the Education for Environmental Citizenship (our approach in ENEC) Environmental Citizenship is the **main concept**, is the **main focus**.

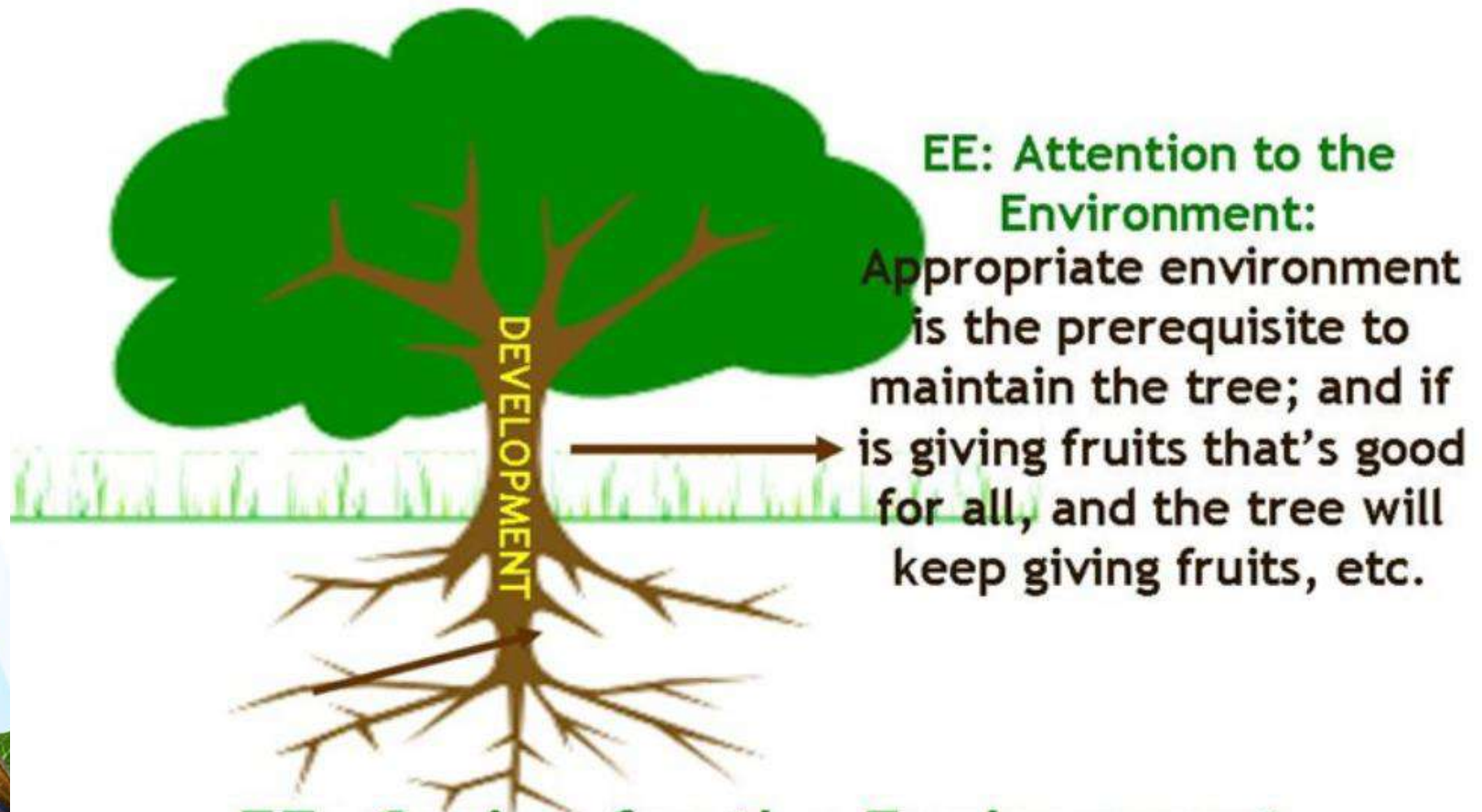


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The typical approach of EE towards PAs



EE: Caring for the Environment in order to maintain the tree

From: M. Scoulos (2018) <http://slideplayer.com/slide/7476184/>



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The ESD approach for PAs

ESD: Attention is given to the fruit: pruning, etc. (economy component)

ESD: Attention to the Environment !

ESD: Attention to the use & distribution of the fruit (society component)

ESD: Caring for the tree in order to have the tree & sustainable production of fruits; attention to the Environment, Society & Economy

From: M. Scoulos (2018) <http://slideplayer.com/slide/7476184/>



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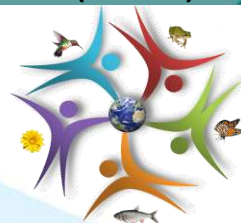


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ESD Characteristics & Principles

- A **cross-cutting** field, embracing Environmental Education, Education for Development, Global Education, Education for Peace and Human Rights, etc.
- **Key Themes** : poverty, citizenship, peace, democracy, security, human rights, social and economic development, health, gender equity, cultural diversity, functioning and protection of the environment and natural resources, sustainable production and consumption patterns.

From: M, Scoulos (2018) <http://slideplayer.com/slide/7476184/>

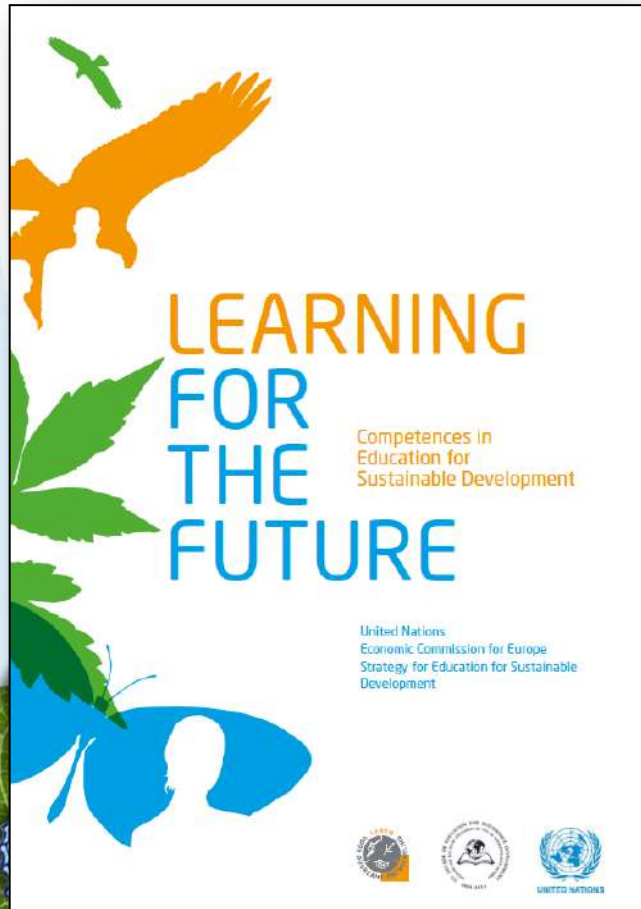


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Competencies in ESD



- Only one reference to citizenship:
- “Connections can be supported through engaging learners in active citizenship projects” (p. 16)



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MEDITERRANEAN STRATEGY ON EDUCATION FOR SUSTAINABLE DEVELOPMENT (MSESD) 2014

- Citizenship is referred only once as one of the 20 key themes (p.4).

PARTENARIAT EUROMED
DOC. DE SÉANCE N° : 28/14
EN DATE DU : 31.03.2014
ORIGINE : UfM co-presidency

MEDITERRANEAN STRATEGY ON EDUCATION FOR SUSTAINABLE DEVELOPMENT (MSESD)

FINAL DRAFT

(as formulated in the framework of the Horizon 2020 Mediterranean Environment Programme)

Vision

Our region, the Mediterranean, has been the cradle of important civilizations that influence even today the entire world. It is an exceptional eco-region not only because of its geographical and historical characteristics, its unique natural and cultural heritage, but also due to the feeling shared by its inhabitants of belonging to 'the Mediterranean world'. At the crossroads of three continents the Mediterranean brings together countries and peoples of different levels of economic and social development, different religions, languages and cultures, that share, however, a common heritage, created throughout centuries old 'exchanges' of all kinds. These characteristics render the Mediterranean a perfect illustration of the global situation (Blue Plan, 2005)¹. Having encountered much ecological disruption, including expanding desertification and increasing water scarcity and facing the already evident emerging changes in climate during the 20th century the Mediterranean is nowadays in front of great challenges: A major recent sociopolitical restructuring in its southern and eastern shores, a deep economic crisis in the north, in addition to the existing problem of poverty. Will it be able to collectively find a pattern of development that could bring people together, in an equitable and respectful way for a better common future? The countries of the region agreed that the region needs to redirect its development to meet the economic and social needs which are considerable in the South and East, without increasing the process of environmental degradation (MSSD, 2005).²

Our vision for the future is of a region at the interface of North and South, East and West, that embraces common values of equality among countries and generations, mutual respect between people, solidarity, and peace. It is a region to be characterized by sustainable development, including economic vitality - based on green economy and more green jobs- justice, social cohesion, environmental protection and the sustainable management of natural resources, so as to meet the needs of the present generation without compromising the ability of future generations to meet their needs.³ To make our vision real, the Mediterranean Strategy for Sustainable Development (MSSD) recognises that education in the Mediterranean needs strengthening by introducing sustainable development, through a holistic approach, into educational curricula, from primary school right up to universities and graduate schools (MSSD, 2005).⁴

Indeed, education, in addition to being a recognised human right,⁵ is a prerequisite for achieving sustainable development and an essential tool for good governance, informed decision-making and the promotion of democracy. Therefore, education for sustainable development can help translate our vision into reality. Education for sustainable development strengthens the capacity of individuals, groups, communities, organizations and countries to make judgements and choices in favour of sustainable development. It can promote a shift in people's mindsets and in so doing enable them to make our world better, safer, healthier, with more possibilities for employment

¹ Plan Bleu (2005); Benoit G. & A. Comescu (ed.), "A Sustainable Future for the Mediterranean", The Blue Plan's Environment & Development Outlook, Earthscan, 2005.

² "Mediterranean Strategy for Sustainable Development. A Framework for Environmental Sustainability and Shared Prosperity" adopted the 10th Meeting of the Mediterranean Commission on Sustainable Development (MCSDD), UNEP/MAP, 20-22 June 2005, Athens, Greece.

³ World Commission on Environment and Development, "Our Common Future", 1987.

⁴ Statement on Education for Sustainable Development by the UNECE Ministers of the Environment at the Fifth Ministerial Conference "Environment for Europe" (Kiev, 2003).

⁵ UNESCO General Conference, Report of the ED Commission, main line of action 3(7) 2011



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Education for Sustainable Development

- 20 key themes
- That's fine they are all very important as well as ESD in general is very important as an educational type.
- But we are going one step further in one of the key themes. In Environmental citizenship which is our focus. We clearly understand that our approach for Education for Environmental Citizenship is something different and unique.



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Education for Environmental Citizenship

- EEC goes beyond those common grounds and have their identical characteristics.
- It includes also (in addition to pro-environmental behavior -see **individualistic approach criticism** on literature):
- Citizens who act and participate in society as **agents of change**
 - in the **private** and **public sphere**
 - on a local, national and global scale
 - With **individual** and **collective actions**
 - Have the willingness and the competences for **critical and active engagement** and **civic participation** to address the **structural causes** of environmental problems



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Based on Environmental Action

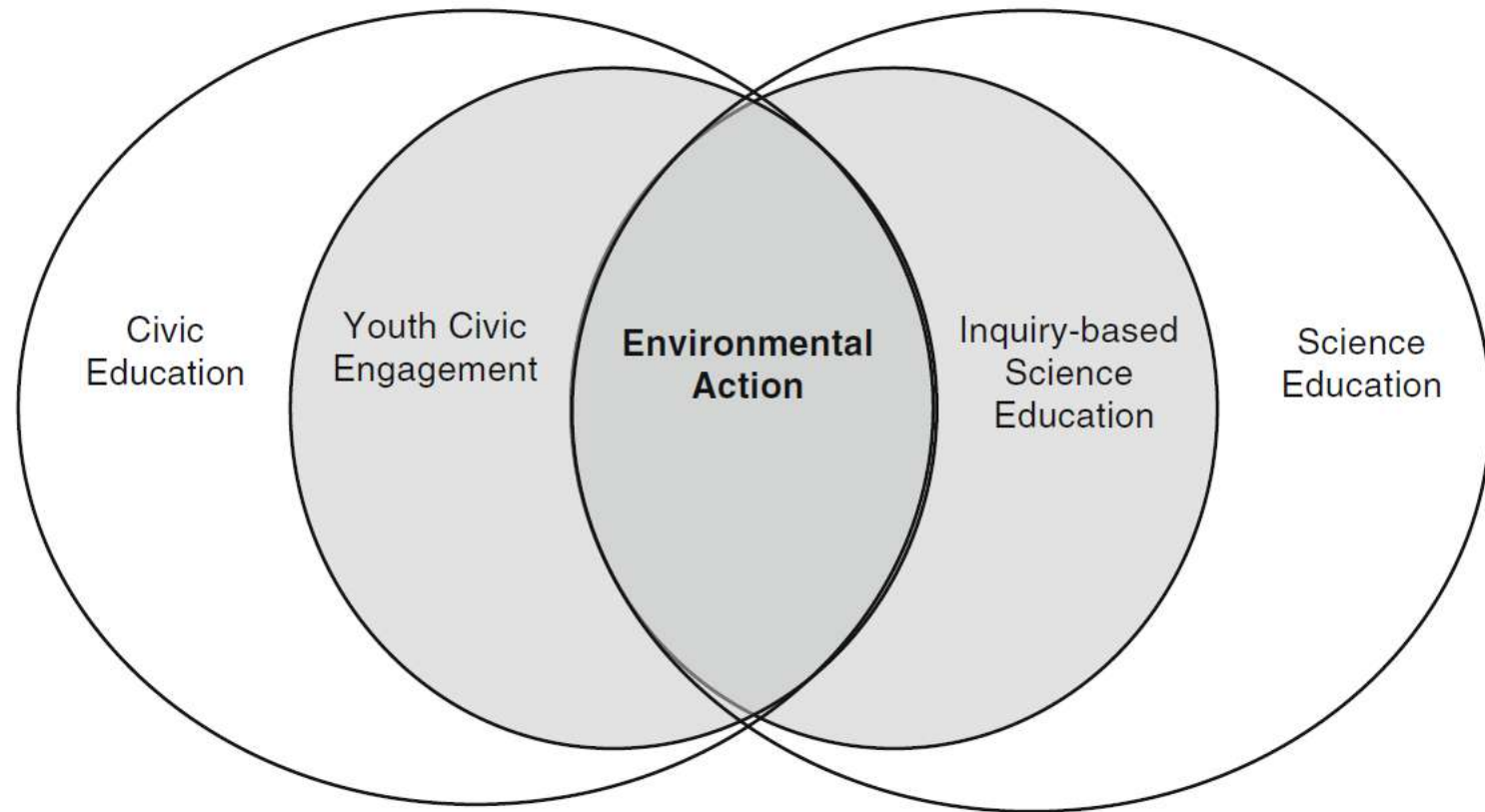
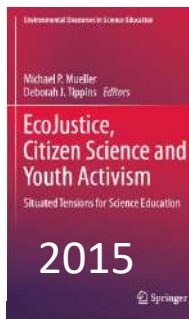


Fig. 23.1 Environmental action occurs at the intersection of youth civic engagement and inquiry-based science education From: Schusler, T.M. & Kransy, M.E. (2015)



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Examples of Youth Environmental Action Programs

Table 23.1 Programs through which youth interviewed participated in environmental action (54 youth, 10 programs)

Program description	# Youth interviewed	Educational setting	Location	Focus of action
Program A – Community program in which youth maintained a community garden plot and contributed data to a citizen science program on urban weed management	7	Non-formal	Urban	Community gardening
East New York farms! – Community program in which youth employed as interns participated in agricultural learning and leadership training, growing food for the community, managing a neighborhood farmers' market, and educating residents about healthy food	3	Non-formal	Urban	Food systems
Growing green – Community program in which youth employed during the growing season built, planted, maintained, and harvested gardens and marketed and sold their produce. Youth were also involved in business planning and community outreach	3	Non-formal	Urban	Food systems
TRUCE nutrition and fitness center – Community program in which youth participated in developing fitness and nutrition related programming. After conducting a neighborhood survey that documented lack of availability of fresh fruits and vegetables, youth employed by the program reclaimed an abandoned, city-owned lot, where they developed a vegetable garden and donated produce they grew to a community kitchen	4	Non-formal	Urban	Community gardening, open space preservation
Caroline youth services – Community program in which high school students employed through the program guided middle school students in organizing community events and service projects. In a community beautification project, youth designed and installed raised bed gardens in front of the town hall	3	Non-formal	Rural	Community beautification, community building
Lansing youth services – Community program in which middle school students produced a "Green Homes" documentary featuring local residents	5	Non-formal	Rural	Green building, media
Pine Bush project, Farnsworth middle school – Middle school science class in which students conducted scientific inquiry in conjunction with action to restore a local, globally rare ecosystem. After-school and summer program in which students managed a butterfly house (where butterflies were reared for introduction to the wild), gardens for native plant propagation, and public outreach programs, including tours and day camps for younger children	5	Formal	Suburban	Habitat restoration, wildlife conservation

(continued)

From: Schusler, T.M. & Kransy, M.E. (2015)



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Examples of Youth Environmental Action Programs

Table 23.1 (continued)

Program description ^a	# Youth interviewed	Educational setting	Location	Focus of action
Sustainability initiatives, Lehman alternative community school – High school ecology class in which students conducted individual and collective action projects in conjunction with their course work. Among many projects undertaken were advocating for the school district to install a solar electric system; designing and building a raised garden bed at a home for adults with disabilities; assessing the quality of woods adjacent to the school for wildlife habitat; and developing and teaching a sustainability curriculum to elementary school students	10 ^b	Formal	Small city	Multiple
Roof garden project, school of the future – High school science class and after school club that designed and built a wheelchair accessible roof garden. At the time of this study, students were engaged in re-design of the space and scientific experiments around the effectiveness of green roof modules with varying design parameters (e.g., plant types, soil medium and depths) for controlling the building's temperature and reducing its stormwater runoff	6	Formal	Urban	Roof garden, green roofs, sustainability
Landfill project, Mynderse academy – High school biology class in which students researched the impacts of a nearby landfill on their community, organized a panel discussion to educate others about diverse points of view on the landfill's proposed expansion, and surveyed peers to inform community groups about young people's opinions on the issue	8	Formal	Rural	Solid waste management

^aBased on program materials and interviews with teacher or program leader

^bTwo groups of five youth each were interviewed at this site

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T.M. Schusler and M.E. Kransy

From: Schusler, T.M. & Kransy, M.E. (2015)



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Science Learning

Table 23.3 Evidence of science learning in young people's reflections on their environmental action experiences

Young people's reflections	Science learning
I'll say the garden could influence the community because if we have, because you know how people in the world have asthma and how they like have asthma attacks by breathing in smokes but then how plants give off oxygen when you give them like carbon dioxide. If we had like more plants, we could have like there would be more oxygen for kids with asthma to breathe because then they won't be, because some kids [with] asthma be dying in the world and that's because there's a lot of trucks and cars that be giving off smoke and it's bad for them to breathe it in but if we had, when the plants give off the oxygen, it will be easier for them to breathe... (Community and youth development program participant (TRUCE))	<i>Understanding scientific content (e.g., relationship of environmental pollution and human health)</i>
I feel like [the Roof Garden] ties in with science because when you have to come up with a hypothesis, you have to set up experiments, 'Okay what's going to be good?' You have to do observations. And it's not like when you do like a little mini lab you're doing it for a week. This is like a really big lab, you're doing it for months and months and months. And even after years it still can't be perfect but so it's like it ties into science just perfectly. (Science student (Roof Garden))	<i>Understanding science process and the Nature of Science (e.g., science is empirical, tentative)</i>
... it really [put] the class in context and made it so relevant. Our homework was enacting change in our community ... it really makes it part of active life, not just tasks like studying meticulous vocabulary sheets. It made me think about the issues deeper than I would have in a typical 40- min class. (Science student (Sustainability Initiatives))	<i>Feeling that science is relevant</i>
... my dad's a chemist ... and I always think he does too much work. He's spending night after night. And now that I've done this project, I sort of understand how it can get so unraveled. ... now I understand what they go through. Every day is like an adventure. I'm amazed at how much information you find out. (Science student (Landfill Project))	<i>Recognizing science as a complex endeavor</i>
It made me more aware of what people do and how important people's jobs in the scientific aspect are. When we talked to those engineers, like, that whole landfill depends	<i>Appreciating role of science in society</i>

From: Schusler, T.M. & Kransy, M.E. (2015)



Civic Learning

From: Schusler, T.M. & Kransy, M.E. (2015)



Young people's reflections	Civic learning
I think the most important thing I have learned is to try and stay calm and be patient with people. (Youth development program participant (Lansing Youth Services))	<i>Learning to work with others</i>
... and it was interesting to hear a lot of people's point of views on [the landfill]. We didn't know they were so diverse. Like we thought pretty much everyone hated it, didn't want it there. A lot of people actually want it because it gives us [funds for] our rec center. It was good hearing everyone's opinion, and making it more like finding out facts instead of just a general statement in the beginning, like, 'We don't want it, we're going to fight it.' So it was good that we were open ... cuz a lot of us were kind of biased in the beginning. (Science student (Landfill Project))	<i>Valuing diverse points of view</i>
It can be frustrating having to work with this person and that person and you realize the layers that you have to work through. You realize that someone doesn't install solar panels just because they're lazy, but because they're a single mother and have other priorities. Like when I started my project, I wanted to put in a garden NOW but you have to work with people ... (Science student (Sustainability Initiatives))	<i>Recognizing that others' priorities differ from one's own</i>
Like what exactly do you want this roof garden to be? Like okay yeah it's going to be part of the environment but how do you want it to feel? When people come and see your roof garden do you want it to be a place where people just relax? A place where it can be a learning center? A place where you know books or a lounge? Have a set plan and then do all the stuff that needs to come after that. (Science student (Roof Garden))	<i>Developing a vision and planning to reach it</i>
Like before we made any move we were in the classroom for a good couple weeks trying to decide the best possible solution and trouble shooting any issues that we thought might arise and we were just constantly like rethinking everything. Trying to figure out every angle before making a set decision just to make sure that nothing, no corner was left untouched. (Science student (Roof Garden))	<i>Considering alternative options</i>
... the real thing to be successful is like to try to do your best, be motivated and all of that because if you don't really have that then it's like you're just going to give up on one little thing that, one little obstacle, one little bad thing that gets in your way, you're just going to give up and if you keep getting motivated and keep trying ... you're going to succeed in what you have to do. (Community and youth development program participant (TRUCE))	<i>Being persistent and staying motivated when obstacles arise</i>
I spent a lot of time going to the right people and asking for things and they would send me to someone else and then I'd be sent back to the first person who could help me after they were told by somebody else to do so. I spent a lot of time on administrative and feasibility ... I learned about how something might actually get done in bureaucracy ... and how to have a vision and stick with it. (Science student (Sustainability Initiatives))	<i>Learning how existing power structures work</i>

Science and Civic Learning

Table 23.5 Summary of science and civic learning evident in youths' reflections on their experiences participating in local environmental action

In describing their experiences participating in environmental action, youth demonstrated ...	Related to scientific inquiry	Related to civic engagement
Content knowledge (e.g., soils, plant science, air quality)	X	
Understanding of research design (e.g., for a social science survey or ecological experiment)	X	
Understanding nature of science (e.g., empirical, tentative)	X	
Understanding relevance of science to young person's life or community (i.e., science became meaningful)	X	X
Positive feelings from doing something good for community		X
View of self as producer/contributor to community	X	X
Teamwork, ability to work with others	X	X
Recognition of diverse viewpoints, differing priorities	X	X
Capabilities in planning, thinking "big picture"	X	X
Capabilities in weighing alternative options	X	X
Persistence despite obstacles	X	X
Understanding systems (e.g., relationships between environmental pollution and health, power within social structures)	X	X
Good judgment, critical thinking	X	X

From: Schusler, T.M. & Kransy, M.E. (2015)



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Skills and Dispositions development on Integration of Civic engagement and Science education in environmental action

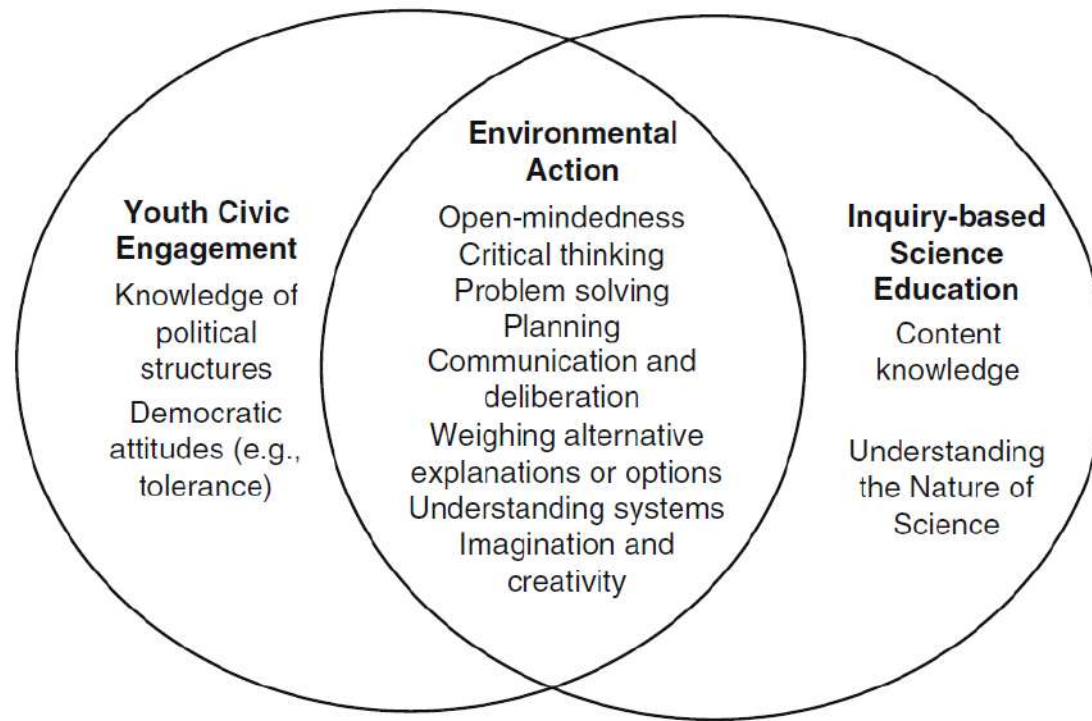


Fig. 23.2 The integration of youth civic engagement and science education in environmental action occurs in the development of dispositions and skills characteristic of both civic participation and scientific inquiry

Schusler, T.M. & Kransy, M.E. (2015)



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Environmental Citizenship

Influential concept in different arenas such as

- Economy
- Policy
 - Development studies
 - Philosophy
- Organisational Management and Marketing
 - Could be... exploited furthermore by Education



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In Conclusion

Our Approach...



Education for Environmental Citizenship

- Has something new, innovative and unique to deliver
- Could be the basis for a new Educational Theory which will be developed and promoted by our consortium
- Each one of us here could take the opportunity to contribute to such inspiring initiative within the framework of our project.
- Be part of the genesis of the Education for Environmental Citizenship.



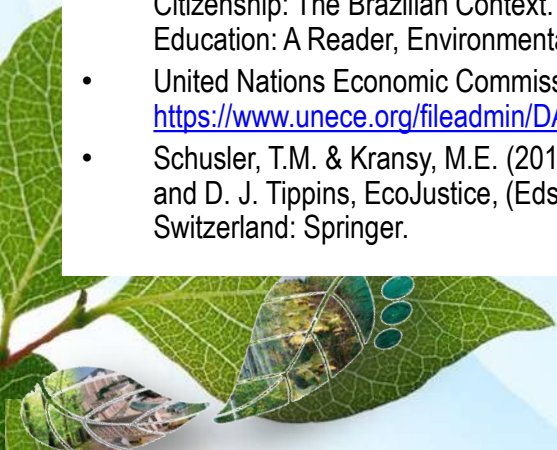
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SWOT Analysis in Spain

Presentation by:

WG1 Vice-Leader, Spain SWOT Coordinator

Dr Marta ROMERO ARIZA, University of Jaen, Spain



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SWOT Analysis in Croatia

Presentation by:

Croatia SWOT Coordinator

Dr Slaven GASPAROVIG, University of Zagreb, Croatia



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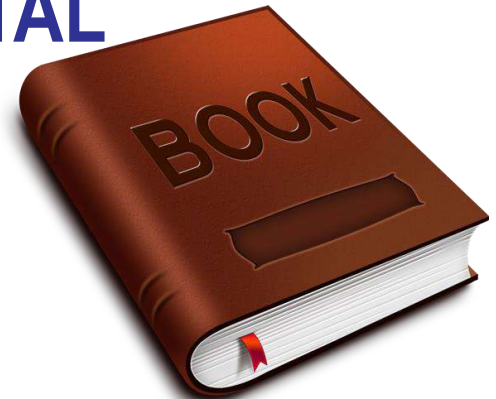
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II. PUBLICATIONS

2nd Grant Period

B. BOOK: EUROPEAN SWOT ANALYSIS OF THE EDUCATION FOR ENVIRONMENTAL CITIZENSHIP

- In contact with publishers
- PART A: European Synthesis
- PART B: SWOT ANALYSIS IN COUNTRY LEVEL
 - Austria
 - Belgium...



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Dissemination Tools (DT)

Table 1: Gantt Chart for the Dissemination Tools (DT) 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
DT1																
DT2																
DT3																
DT4																
DT5																
DT6																
DT7																
DT8																
DT9																
DT10																
DT11																
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DT14																
DT15																
DT16																
DT17																
DT18																
DT19																
DT20																
DT21																
DT22																
DT23																
DT24																

Year 1: 12 DT
Year 2: 16 DT
Year 3: 14 DT
Year 4: 19 DT

Dissemination Tools (DT)

Year1: Oct17-Oct18

Table 1: Gantt Chart

Year	Year 1			
Quarter	1	2	3	4
DT1				
DT2				
DT3				
DT4				
DT5				
DT6				
DT7				
DT8				
DT9				
DT10				
DT11				
DT12				
DT13				
DT14				
DT15				
DT16				
DT17				
DT18				
DT19				
DT20				
DT21				
DT22				
DT23				
DT24				



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Dissemination Tools (DT) of Year 1

- A **flyer** describing the Action and its activities, methodology and objectives. (DT6) also Deliverable (DI. 16) → ✓
- **Invitations** to workshops and workgroup meetings. (DT8) also Milestone → ✓
- 'Non-scientific' reports (in lay form). (DT9) → ✓
- 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) →
- Interactive platform open access repository (**website**). (DT15) (DI. 1) → ✓
- **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) (DI. 19) →
- Research Workshops **Minutes** (DT21) also Milestone → ✓
- Interactive Seminars for Stakeholders (DT24) also Milestone → ✓



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Dissemination Tools (DT) of Year 1

- A **flyer** describing the Action and its activities, methodology and objectives. (DT6) also Deliverable (DI. 16)
- **Invitations** to workshops and workgroup meetings. (DT8) also Milestone
- 'Non-scientific' reports (in lay form). (DT9) (synthesis of work done in Eu level) → ✓
- 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) →
- Interactive platform open access repository (**website**). (DT15) (DI. 1)
- **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) (DI. 19)
- Research Workshops **Minutes** (DT21) also Milestone → ✓
- Interactive Seminars for Stakeholders (DT24) also Milestone → ✓



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Social network platforms/media (Facebook)



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Social network platforms/media (Twitter)

Home Notifications Messages Search Twitter Tweet

European Network for Environmental Citizenship
@enec_eu

European Network for Environmental Citizenship (ENEC) aims to improve understanding and assessment of environmental citizenship in European societies.

Cyprus
enec-cost.eu
Joined February 2018
Born on October 27, 1973

Followers 1 Likes 1 Lists 0 Moments 0 Edit profile

Send your first Tweet
We've got your first Tweet ready to go. The hashtag #myfirstTweet will help others find and chat with you.

European Network for Environmental Citizenship @enec_eu
Just setting up my Twitter. #myfirstTweet Tweet

European Network for Environmental Citizenship @enec_eu
Hello Twitter! #myfirstTweet Tweet

Or write your own

Trends for you · Change

- #Turkey 8,435 Tweets
- Venom 121K Tweets
- #FelizJueves 30.8K Tweets
- #FelizCumplePresidente 9,469 Tweets
- #EaglesParade 19K Tweets
- #NosotrasParamos 3,572 Tweets
- #ThursdayThoughts 45.9K Tweets
- #8Feb 20.2K Tweets



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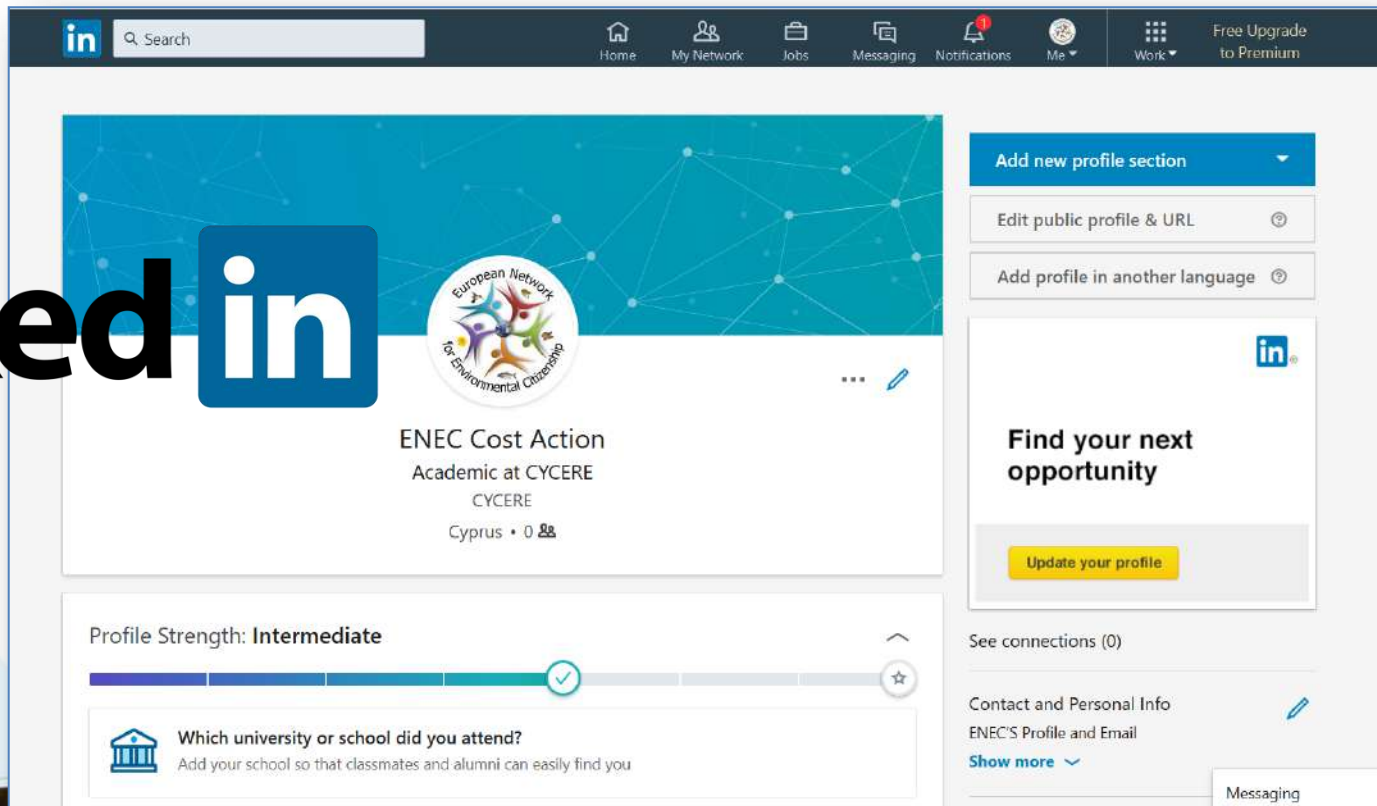


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Social network platforms/media (LinkedIn)

Profile and Group

LinkedIn



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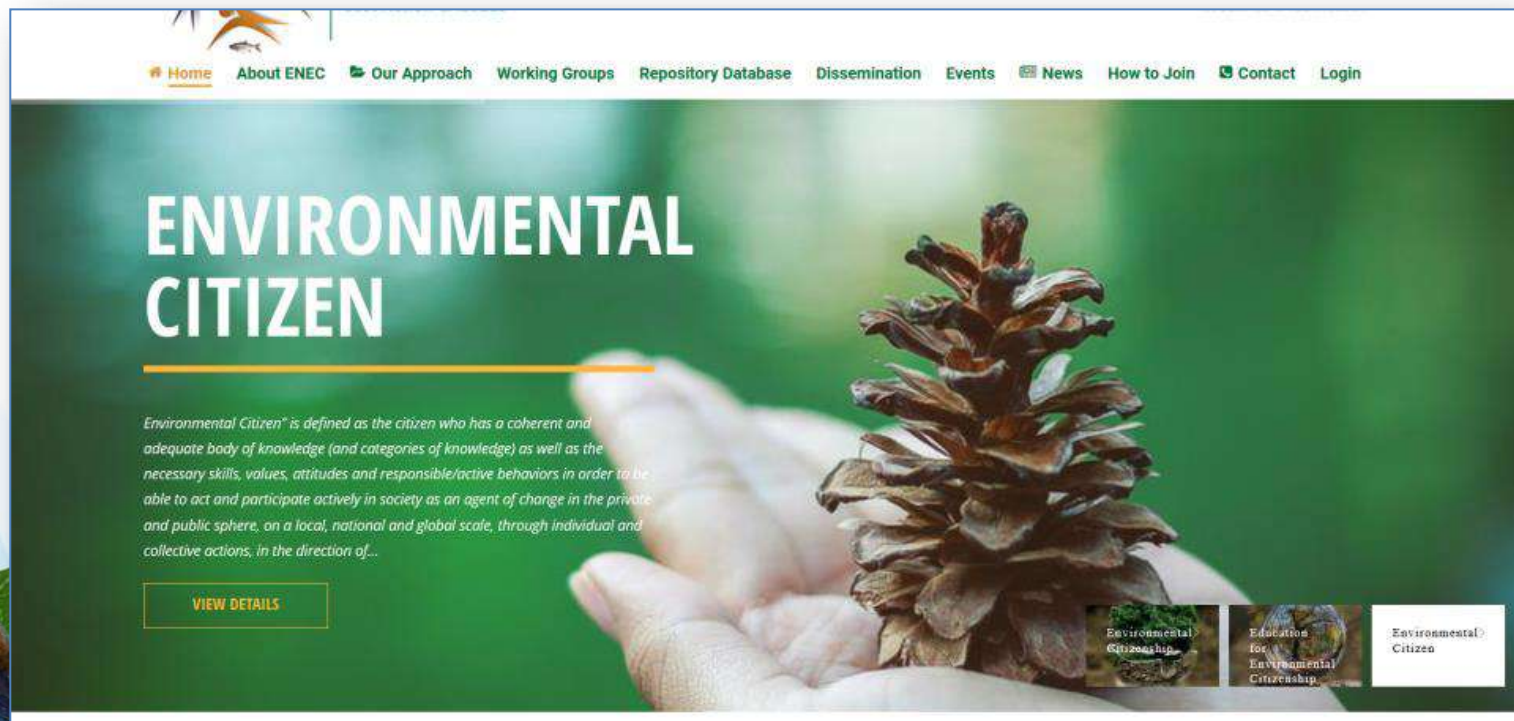
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Presentation for the Website Content and Functionality

Presentation by:

Mr Kypros VASILIOU, Managing Director of Website Bakers

Mr Simos SYMEOU, Business Development Director of Website Bakers



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CoffeeBreak

11:00-11:30



**European Network for
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Cost Action CA16229

 **cost**
EUROPEAN COOPERATION
IN SCIENCE & TECHNOLOGY



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E. NEXT MEETINGS – COST NETWORKING TOOLS

Coordinated by:

Dissemination Board Coordinator and Communication Manager
Dr Marie-Christine KNIPPELS, Universiteit Utrecht, Netherland

- 2nd Grant Period
- The Work in Separate Meetings of Dissemination Board Committees:
 - WeC
 - ICC
 - ECIEC
 - WSEC
- Presentation of the Decisions of the 4 DB Committees in Plenary



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Deliverables (DI)

2018-05-01

2019-04-30

Grant Period 2: **6** Deliverables (DI)

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																
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DI. 14																
DI. 15																
DI. 16																
DI. 17																
DI. 18																
DI. 19																
DI. 20																
DI. 21																
DI. 22																

Training School

Dissemination Tools (DT)

Grant Period 2: **11** Dissemination Tools (DT)

Table 1: Gantt Chart for the Dissemination Tools (DT) 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
DT1																
DT2																
DT3																
DT4																
DT5																
DT6																
DT7																
DT8																
DT9																
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DT11																
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DT17																
DT18																
DT19																
DT20																
DT21																
DT22																
DT23																
DT24																

International Conference

Deliverables (DI)

Grant Period 2:
May18 - Apr19

Table 2: Gantt Chart for

Year	Year 1					
Quarter	1	2	3	4	1	2
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						

- **Wikipedia** webpage dedicated to the Environmental Citizenship and the COST Action. (DI. 19)(DT19) → WeC
- Report on the **Conceptualization of Environmental Citizenship**. (DI.2)
- Short Country 'Non-scientific' Report on the stage of Environmental Citizenship **SWOT Analysis** (DI.9)
- **European Synthesis** of the SWOT Analysis (DI. 10)
- **Training schools** (DI.14) → ECIEC
- **e-newsletter** (annual) (DI. 17)(DT17) → WeC
- **Café Scientific** (DI. 18) (DT 18) → WSEC



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Dissemination Tools (DT)

Grant Period 2:
May18 - Apr19

Table 1: Gantt Chart for t

Year	Year 1				Year 2	
Quarter	1	2	3	4	1	2
DT1						
DT2						
DT3						
DT4						
DT5						
DT6						
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DT23						
DT24						

Interim ICC

- **Invitations** to workshops and workgroup meetings. (DT8) also Milestone
- 'Non-scientific' reports (in lay form). (DT9) (synthesis of work done in Eu level)
- Direct **dialogs**. (DT10)
- Short Country's 'Non-scientific' Report on Environmental Citizenship. (DT12) also Deliverable (DI. 9)
- European Synthesis of SWOT Report (DT13), also (DI. 10)
- Popular communication media (**internet**, radio, newspapers and/or television). (DT14) also (DT16)
- **Social network** platforms/media (Facebook, Twitter). (DT16) **WeC**
- **e-newsletter** (annual). (DT17) (DI. 17) **WeC**
- **Café Scientific** (DT18) also (DI. 18) **WSEC**
- Research Workshops **Minutes** (DT21) also Milestone
- Interactive Seminars for Stakeholders (DT24) also Milestone



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Split into 4 DB Committees

11:40-12:10

WeC

Website & Social Media

- Room: **Executive Conference**
- Duration 30 min
- Worksheets
- Leader: Dr Andreas Hadjichambis, (CY)
- **Vice-Leader: Prof. Pedro Reis**
- **Wikipedia, e-newsletter, Social Networks**
- 7(11)

ICC

International Conferences

- Room: **Europa A**
- Duration 30 min
- Worksheets
- Leader: Prof Sofia MORGADO, (PT)
- Vice-Leader: Dr Audrone Telesiene (LT)
- **1st International Conference**
- 22(26)

ECIEC

Early Career Investigator Events

- Room: **Zodiac**
- Duration 30 min
- Worksheets
- Leader: Dr Andri CHRISTODOULOU (UK)
- **1st Training School**
- 7(13)

WSEC

Workshop & Stakeholders Events

- Room: **Europa B**
- Duration 30 min
- Worksheets
- Leader: Mr Frans VAN DAM, (Netherlands)
- Vice-Leader: Prof Finn Arne JØRGENSEN (NO)
- **Café Scientific**
- 14(24)

Presentations of the Decisions of the 4 DB Committees



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12:30-13:30



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Research Workshop: Conceptualizing Environmental Citizenship

Coordinated by:

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus

Invited Speakers:

- Prof John Barry, School of History, Anthropology, Philosophy and Politics, Queen's University Belfast
- Dr Benito Cao, Lecturer, Politics and International Studies (POLIS), University of Adelaide



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Introduction to Prof John Barry



Coordinated by:

Grant Holder Manager of ENEC

Dr Demetra Hadjichambi, CYCERE, Cyprus

Prof John Barry, School of History, Anthropology, Philosophy and Politics, Queen's University Belfast

Professor in

School of History, Anthropology, Philosophy and Politics, Politics and International Studies, Risk and Inequality



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Introduction to Dr Benito Cao



Coordinated by:

Grant Holder Manager of ENEC

Dr Demetra Hadjichambi, CYCERE, Cyprus

Dr Benito Cao is

Lecturer in Politics and International Studies (POLIS) University of
Adelaide

Author of the book: Environment and Citizenship. London and
New York: Routledge (2015).



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Research Workshop: Conceptualizing Environmental Citizenship - Discussion

Coordinated by:

Action Vice-Chair

Professor Pedro Reis , Universidade de Lisboa, Portugal



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DEFINING ENVIRONMENTAL CITIZENSHIP

Coordinated by:

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus

Important Tasks:

- I. Defining “Environmental Citizenship”
- II. Defining “Education for Environmental Citizenship”
- III. Defining “Environmental Citizen”

- Specify Our Approach
- Operational Definitions
- Coherence and Consistency in all the Chapters



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Important Notes:

- **A.** In the ***European Network for Environmental Citizenship (ENEC)*** when we refer to Environmental Citizenship we refer to an umbrella concept which covers all the different interpretations and views of the relation between environment and citizenship (e.g., green citizenship) not only the Liberal interpretation of environmental citizenship. It will include the different similar concepts (sustainability citizenship, green activist citizenship, ecological citizenship, etc.). It is considered important to have only one umbrella term (Environmental Citizenship) from educational point of view.
- **B.** In the ***European Network for Environmental Citizenship (ENEC)*** when we refer to Education for Environmental Citizenship (EEC) we refer to the type of Education which promotes the Environmental Citizenship.
- **C.** In the ***European Network for Environmental Citizenship (ENEC)*** our focus is in Primary and Secondary Education – Formal and Non Formal. Informal education (e.g. media, social media etc) and Adult Education are out of ENEC's scope.



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Methodology for the Definitions



Literature
Review
Action
Chair

Revised based
on comments
from
Vice-Chair

Revised
based on
comments
**from Invited
Speakers**

Reflection of
WG
members



European Network for
Environmental Citizenship
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INTRODUCTION TO WORKING GROUPS

Coordinated by:

Grant Holder Manager

Dr Demetra Hadjichambi, CYCERE, Cyprus

Important Tasks:

- I. Defining “Environmental Citizenship”
- II. Defining “Education for Environmental Citizenship”
- III. Defining “Environmental Citizen”



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INTRODUCTION TO WORKING GROUPS

I. Defining “Environmental Citizenship”

“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 **restoring the relationships with nature**.

“Environmental Citizenship” includes the identification of the underlying **structural causes** of environmental degradation and environmental problems (Barry, 2005), 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 settings, and taking into account **inter-generational** and **inter-spatial equality**.



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INTRODUCTION TO WORKING GROUPS

Please **reflect** to the above definition. Which **improvements** would you suggest?

In the first phase, discuss the topic in pairs of participants (**10 min**) and after that, on a second phase, discuss in the WG and come to conclusion (**10 min**).



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INTRODUCTION TO WORKING GROUPS

II. Defining “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 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 **restoring the relationships with nature**.

“Education for Environmental Citizenship” (EEC) is important to empower young citizens to identify the underlying **structural causes** of environmental degradation and environmental problems (Barry, 2005), develop the **willingness** and the **competences** for **critical** and **active engagement** and **civic participate** to address those structural causes, acting individually and collectively within democratic settings and taking into account the **inter-generational equality** and **inter-spatial equality**.



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INTRODUCTION TO WORKING GROUPS

In the first phase, discuss the questions 1-6 in pairs (different from I) of participants (**10 min**) and after that, on a second phase, discuss in the WG and come to conclusion (**20 min**).

1. Please reflect to the above definition. Which **improvements** would you suggest?
2. Which **Knowledge and categories of knowledge** are important for EEC?
3. Which **Skills** are important for EEC?
4. Which **Values** are important for EEC?
5. Which **Attitudes** are important for EEC?
6. Which **Behaviours** are important for EEC?



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INTRODUCTION TO WORKING GROUPS

III. Defining “Environmental Citizen”

“Environmental Citizen” is defined as the citizen who has a coherent and adequate body of **knowledge** (and categories of knowledge) as well as the necessary **skills, values, attitudes** and responsible/active **behaviours** in order to be able to act and participate actively 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 **restoring the relationships with nature**.

“Environmental Citizen” is the citizen who can identify the underlying **structural causes** of environmental degradation and environmental problems (Barry, 2005), develop the **willingness** and the **competences** for **critical** and **active engagement** and **civic participate** to address those structural causes, acting individually and collectively within democratic settings and taking into account the **inter-generational equality** and **inter-spatial equality**.



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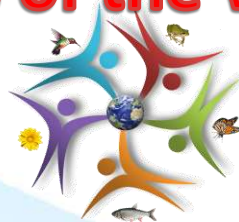
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INTRODUCTION TO WORKING GROUPS

Work in the WG level from the beginning (**10 min**)

1. Please **reflect** to the above definition. Which **improvements** would you suggest?

- **Choose who from the WG is going to present your suggestions.**
- **Please choose different person for each question in order to speak different members of the WG**
- **All the suggestions should be written in the Worksheets of the WG**



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Split into 4 Working Groups

15:20-16:20

WG1

- Room: **Executive Conference**
- Duration 60 min
- Worksheets
- Leader: Dr Jan CINCERA, Czech Republic
- Vice-Leader: Dr Marta ROMERO ARIZA, Spain
- **Minutes – Fill the Worksheets**
- 7(10)

WG2

- Room: **Zodiac**
- Duration 60 min
- Worksheets
- Leader: Dr Jelle BOEVE-DE PAUW, Belgium
- Vice-Leader: Dr. Rares HALBAC-COTOARA-ZAMFIR, Romania
- **Minutes – Fill the Worksheets**
- 12(14)

WG3

- Room: **Europa B**
- Duration 60 min
- Worksheets
- Leader: Prof. Niklas GERICKE, Sweden
- Vice-Leader: Dr Lihong HUANG, Norway
- **Minutes – Fill the Worksheets**
- 16(30)

WG4

- Room: **Europa A**
- Duration 60 min
- Worksheets
- Leader: Dr Demetra HADJICHAMBI, Cyprus
- Vice-Leader: Dr Daphne GOLDMAN, Beit Berl College, Israel
- **Minutes – Fill the Worksheets**
- 13(25)

Presentations of the Thoughts of the 4 Working Groups



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Revive Yourself in Limassol



Conceptualization of Environmental Citizenship for 21st Century Education

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



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DAY 2

2nd of March 2018



**European Network for
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WELCOME

Coordinated by:

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus

Special session on the
“Education for Environmental Citizenship”

Interactive Stakeholders Seminar



**European Network for
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Introduction to Dr Benito Cao

“Education for Environmental Citizenship”



Coordinated by:

Action Vice-Chair

Professor Pedro Reis , Universidade de Lisboa, Portugal

Dr Benito Cao

Lecturer in Politics and International Studies (POLIS) University of
Adelaide

Author of the book: Environment and Citizenship. London and
New York: Routledge (2015).



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Introduction to Prof John Barry



Coordinated by:

Action Vice-Chair

Professor Pedro Reis , Universidade de Lisboa, Portugal

Prof John Barry, School of History, Anthropology, Philosophy and Politics, Queen's University Belfast

Professor in

School of History, Anthropology, Philosophy and Politics, Politics and International Studies, Risk and Inequality



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CoffeeBreak

11:00-11:30



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INTRODUCTION

II. Defining “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 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 **restoring the relationships with nature**.

“Education for Environmental Citizenship” (EEC) is important to empower young citizens to identify the underlying **structural causes** of environmental degradation and environmental problems (Barry, 2005), develop the **willingness** and the **competences** for **critical** and **active engagement** and **civic participate** to address those structural causes, acting individually and collectively within democratic settings and taking into account the **inter-generational equality** and **inter-spatial equality**.



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Questions Regarding the presentation

Coordinated by:

Action Vice-Chair

Professor Pedro Reis , Universidade de Lisboa, Portugal

- **What are the unique aspects of Education for Environmental Citizenship?**
- **Why Education for Environmental Citizenship is Important?**



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Interactive Stakeholders Seminar

Round Table Discussion with Stakeholders

Coordinated by:

Action Vice-Chair

Professor Pedro Reis , Universidade de Lisboa, Portugal

Main Question:

- **How we can promote the Education for Environmental Citizenship?**



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12:00-14:00



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INTRODUCTION TO WORKING GROUPS

Coordinated by:

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus

Important Tasks:

- Chapters preparation for Conceptualization of Environmental Citizenship



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Methodology for the Conceptualization of Environmental Citizenship



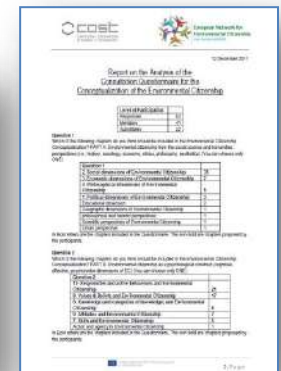
Literature Review
Action
Chair

Formation of
Consultation
Questionnaire

Revised based
on comments
from Vice Chair

Revised based
on comments
from Steering
Committee

Report based
on the Results
of the
Consultation
Questionnaire
from Action
Chair



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Based on the Consultation Questionnaire

- High Degree of Participation (Responses)
- The Consultation Questionnaire helped to:
 - Collect the ideas of the consortium in a structured way (in less time)
 - Have proposals for important dimensions (chapters) in each of the 5 Parts (A-E)
 - Have individual proposals from each participant
 - Evaluate the agreement or disagreement of the consortium for each proposed chapter.
- The chapters included in the Questionnaire were enough sufficient to collect the participants' ideas



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Based on the Consultation Questionnaire

- 14 Chapters
- 5 PARTS:
 - PART A: Social, economic and political dimensions of EC
 - PART B: EC as a psychological construct
 - PART C: EC and other relevant concepts
 - PART D: EC in the context of EE/ESD
 - PART E: EC in Educational levels



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Based on the Consultation Questionnaire

- **PART A: Social, economic and political dimensions of EC**
 - Ch. 1 Political dimensions of EC
 - Ch. 2. Social dimensions of EC
 - Ch. 3. Economic dimensions of EC
- **PART B: EC as a psychological construct**
 - Ch. 6 : knowledge(s) & EC
 - Ch. 8. Values & Beliefs and EC
 - Ch. 9 : Attitudes & EC



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Based on the Consultation Questionnaire

- **PART C: EC and other relevant concepts**

- Ch. 13. EC & Sust. Citizenship
- Ch. 14. EC & Activist Citizenship

- **PART D: EC in the context of EE/ESD**

- Ch. 15: EC & Resp. Env. Behaviour
- Ch. 16. EC & ESD – Comp/ies for SD

- **PART E: EC in Educational levels**

- Ch. 20. EC in Primary Formal Education
- Ch. 21. EC in Primary Non-Formal Education
- Ch. 22. EC in Secondary Formal Education
- Ch. 23. EC in Secondary Non-Formal Education



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Split into Groups of Authors

14:10-15:30

WG1

- Room: **Executive Conference**
- Duration 80 min
- Worksheets for each Chapter
- Leader: Dr Jan CINCERA, Czech Republic
- Vice-Leader: Dr Marta ROMERO ARIZA, Spain
- **Minutes – Fill the Worksheets**
- **The FIRST AUTHOR will present the Abstract, keywords, driving questions**

WG2

- Room: **Zodiac**
- Duration 80 min
- Worksheets for each Chapter
- Leader: Dr Jelle BOEVE-DE PAUW, Belgium
- Vice-Leader: Dr. Rares HALBAC-COTOARA-ZAMFIR, Romania
- **Minutes – Fill the Worksheets**
- **The FIRST AUTHOR will present the Abstract, keywords, driving questions**

WG3

- Room: **Europa B**
- Duration 80 min
- Worksheets for each Chapter
- Leader: Prof. Niklas GERICKE, Sweden
- Vice-Leader: Dr Lihong HUANG, Norway
- **Minutes – Fill the Worksheets**
- **The FIRST AUTHOR will present the Abstract, keywords, driving questions**

WG4

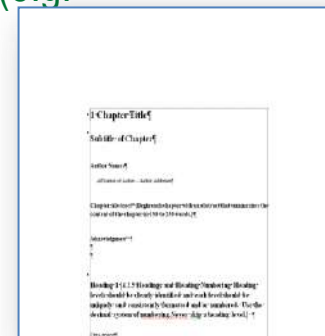
- Room: **Europa A**
- Duration 80 min
- Worksheets for each Chapter
- Leader: Dr Demetra HADJICHAMBI, Cyprus
- Vice-Leader: Dr Daphne GOLDMAN, Beit Berl College, Israel
- **Minutes – Fill the Worksheets**
- **The FIRST AUTHOR will present the Abstract, keywords, driving questions**

Instructions to Authors for Book Chapters

- The **Template for Chapters (Springer)** in docx and pdf formats
- Further Guidelines for Book Chapter writing based on Springer: (Springer Manuscript Guidelines for English Book Chapters will be followed <https://www.springer.com/gp/authors-editors/book-authors-editors/manuscript-preparation/5636#c3324>)
 - Guidelines for English Textbooks
 - Manuscript Guidelines
 - Key Style points
- **Some Basic Directions for the Co-Authors are:**
- Before the 1st Joint Meeting is the **Deadline** for:
 - Highlights of each Chapter
 - Abstract (extended) of each Chapter
 - Keywords
 - Driving Questions

Instructions to Authors for Book Chapters

- This is important in order to have time for discussions during the 1st Joint Meeting in Cyprus.
- Springer Manuscript Guidelines for English Book Chapters will be followed.
 - <https://www.springer.com/gp/authors-editors/book-authors-editors/manuscript-preparation/5636#c3324>
 - **Please see the Files:**
 - **Template for Chapters (Springer).docx** This is the most important file. From this file the Co-authors could “Copy-Paste” the Key Style for the Chapters (e.g. Chapter Title style, Abstract style, Heading 1 style, Normal Text Paragraph style, etc.). It would be easier if the Authors to “Save As” the “Template for Chapters (Springer).docx” with a new name regarding the specific Chapter. In the new File make a **new page** in the beginning and then “Copy-Paste” the specific text Style they want each time (e.g. Chapter Title style).
 - Readme-T1-book-Word2010.pdf. This is also an important file to read.
 - Other relevant files:
 - Guidelines for English Textbooks pdf
 - Manuscript Guidelines for Textbooks pdf
 - Key Style Points pdf



Instructions to Authors for Book Chapters

- Length of each Chapter:
 - **Lower limit 2000 words**
 - **Upper Limit 5000 words**
- The WG Leaders in cooperation with Andreas and Pedro will give **2-3 driving questions** that each chapter should answer.
- In the bibliographic research, the co-authors of the chapters should include the term “**AND**” “**Environmental Citizenship**” and not other relevant keywords for example “Environmental Education”. This is very important in order to be **focused** in the bibliographical research.
- **Deadline for each Chapter is the 30th of September.**



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Time Slots of the Groups of Authors

14:10-15:30

WG1

- Room: **Executive Conference**
- Duration 80 min: 20-20-20-20
- **TIME A: 14:10-14:30**
Ch. 14. EC & Activist Citizenship
- **TIME B: 14:30-14:50**
Ch. 15: EC & Resp. Env. Behaviour
- **TIME C: 14:50-15:10**
Ch. 20 : EC in the context of PFE

WG2

- Room: **Zodiac**
- Duration 80 min: 20-20-20-20
- **TIME A: 14:10-14:30**
Ch. 9 : Attitudes & EC
- **TIME B: 14:30-14:50**
Ch. 6 : knowledge(s) & EC
- **TIME C: 14:50-15:10**
Ch. 21 : EC in the context PNFE

WG3

- Room: **Europa B**
- Duration 80 min: 20-20-20-20
- **TIME A: 14:10-14:30**
Ch. 3. Economic dimensions of EC
- **TIME B: 14:30-14:50**
Ch. 13. EC & Sust. Citizenship
- **TIME C: 14:50-15:10**
Ch. 22. EC in SFE
- **TIME D: 15:10-15:30**
Ch. 2. Social dimensions of EC


WG4

- Room: **Europa A**
- Duration 80 min: 20-20-20-20
- **TIME A: 14:10-14:30**
Ch. 1 Political dimensions of EC
- **TIME B: 14:30-14:50**
Ch. 23. EC in SNFE
- **TIME C: 14:50-15:10**
Ch. 16. EC & ESD – Comp/ies for SD
- **TIME D: 15:10-15:30**
Ch. 8. Values & Beliefs and EC




Title	Surname	Name	ROOM and TIME SLOT	
Dr	Antoniou	Maria	WG2 TIME B	
Dr	Antoniou	Maria	WG2 TIME C	
Dr	Baglivo	Luca	WG4 TIME B	
Dr	Baglivo	Luca	WG4 TIME D	
Ms	Balundé	Audra	WG1 TIME B	
Ms	Balundé	Audra	WG3 TIME D	
Ms	Balundé	Audra	WG4 TIME D	to choose
Dr	Balžekienė	Aistė	WG1 TIME B	
Dr	Balžekienė	Aistė	WG4 TIME D	
Dr	Bauer	Nicole	WG2 TIME A	





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Workflow.

Please describe the main steps for the preparation of the chapter until its submission. How will you cooperate for the preparation of the chapter?

Abstract

Please discuss the abstract of the chapter and then attach any changes in the abstract.



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Presentations of the Decisions for each Chapter by the Group of Authors



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Please fill the Questionnaire

- 1 min only



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Many Thanks to all of you



Action Chair
Dr Andreas Hadjichambis, CYCERE, Cyprus

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