



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

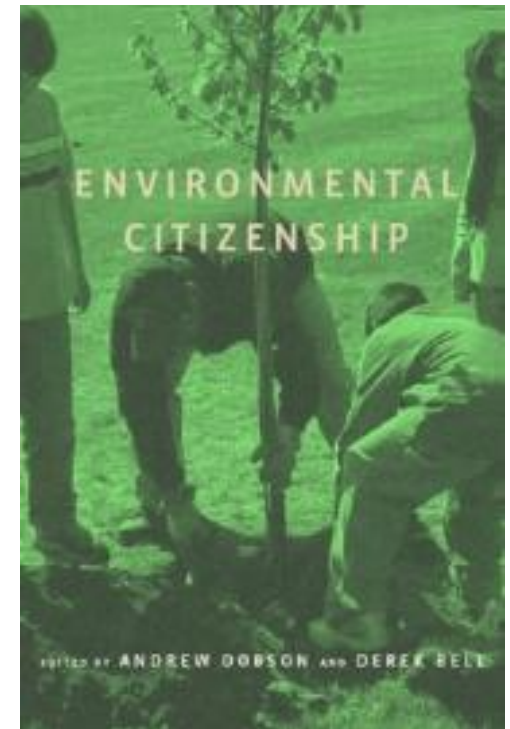
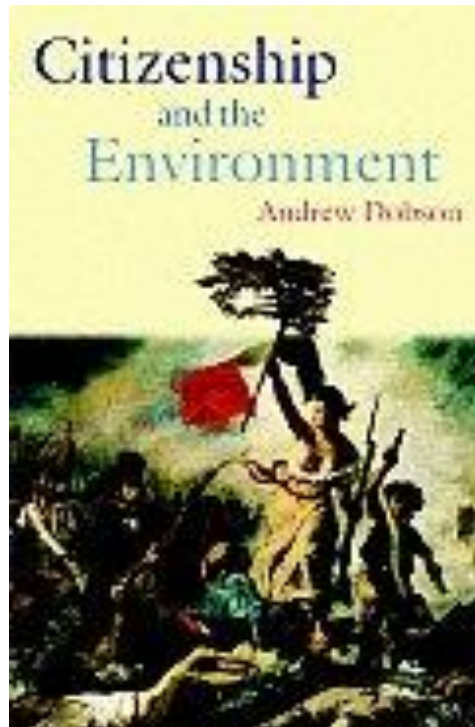
1st European Joint Meeting, 28 Feb – 2 Mar 2018, Lemesos, Cyprus

Learning Environmental Citizenship

Dr Benito Cao

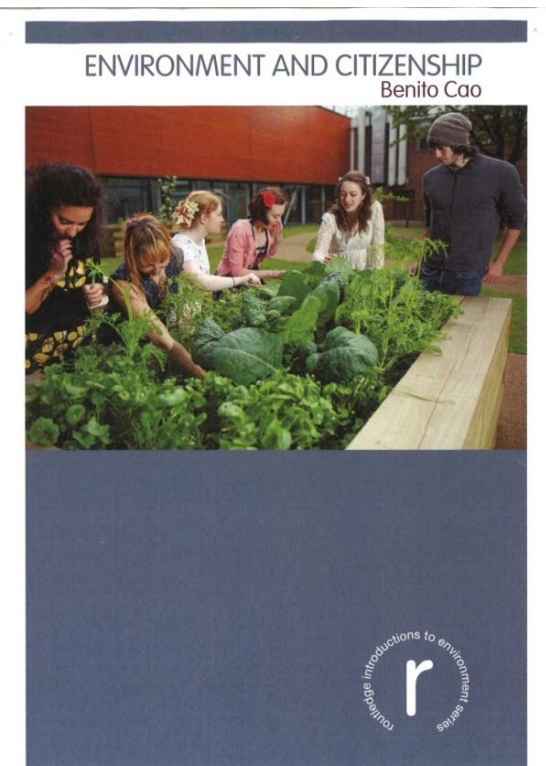
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environmental citizenship



environment and citizenship

- The Basics: Concepts and Histories
- Introducing Citizenship Theories
- Theorizing Environmental Citizenship
- Environmental Citizenship in Action
- Governing Environmental Citizenship
- Environmental Citizenship Incorporated
- **Learning** Environmental Citizenship



education for citizenship

- Why Citizenship Matters (6:17)
- Short film following Hamza, a student, exploring why citizenship matters in his daily life. note: **environment matters**.
- the topic: moral, social and cultural issues
- keywords: citizenship, responsibility, future, environmental concern, recycling, caring, consequences, volunteering, stereotype.
- themes: recycling, bike-lanes, global poverty



environmental pedagogies

□ awareness campaigns

- ▣ Earth Day: [Big Business](#)
- ▣ Earth Charter (2000): [You](#)

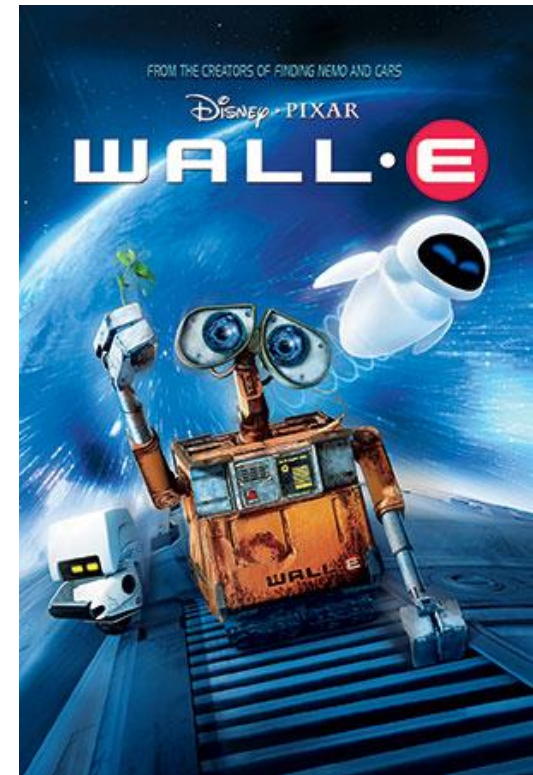
□ formal education

- ▣ citizenship education
- ▣ environmental education

□ popular culture

- ▣ Hollywood (e.g. Wall-E)
- ▣ citizen and corp (no gov)

[individualisation of responsibility]



school: formal education

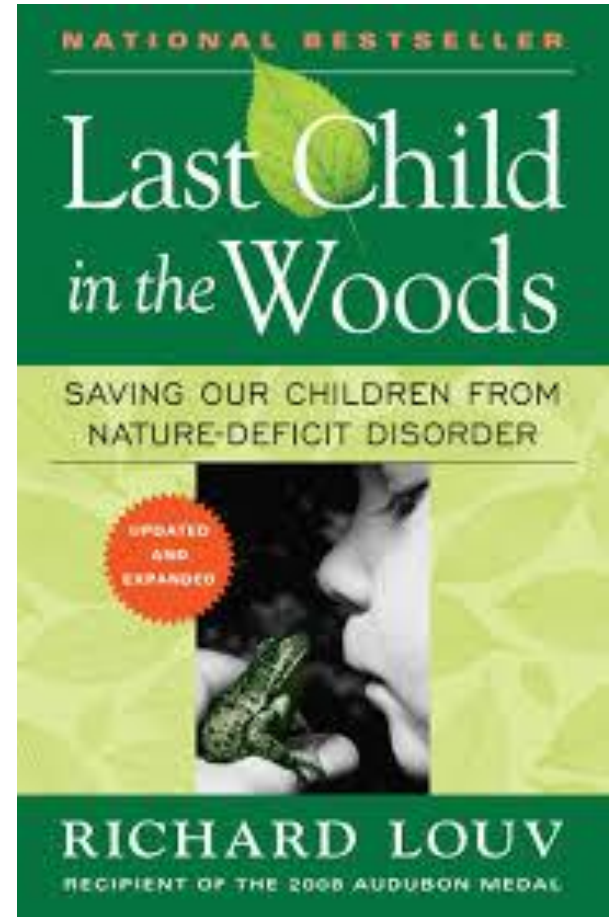
□ Top 10 eco education trends

1. Nature play.
2. Ecological footprint.
3. Climate Change Education.
4. Food education.
5. Service learning.
6. Green schools.
7. Integrative science.
8. Professional exchanges.
9. Learning vacations and ecotourism.
10. Spiritual environmentalism.



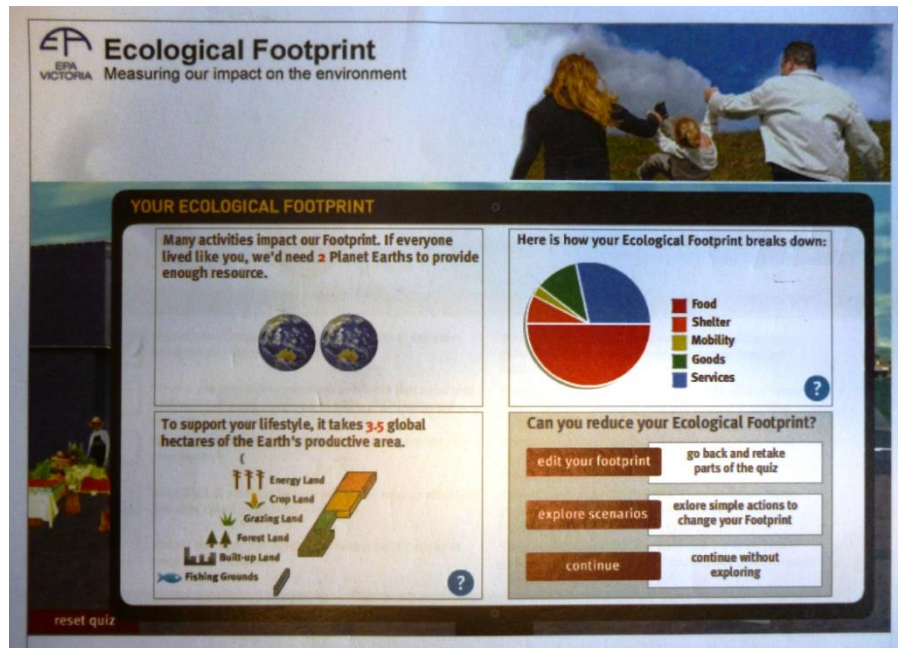
nature deficit disorder

- **Nature deficit disorder** is a phrase coined by Richard Louv in his book *Last Child in the Woods* (2005) meaning that human beings, especially children, are spending less time outdoors resulting in a wide range of behavioral problems.
- The concept can be used to support campaigns for rethinking the relation between humans and the natural world.



ecological footprint

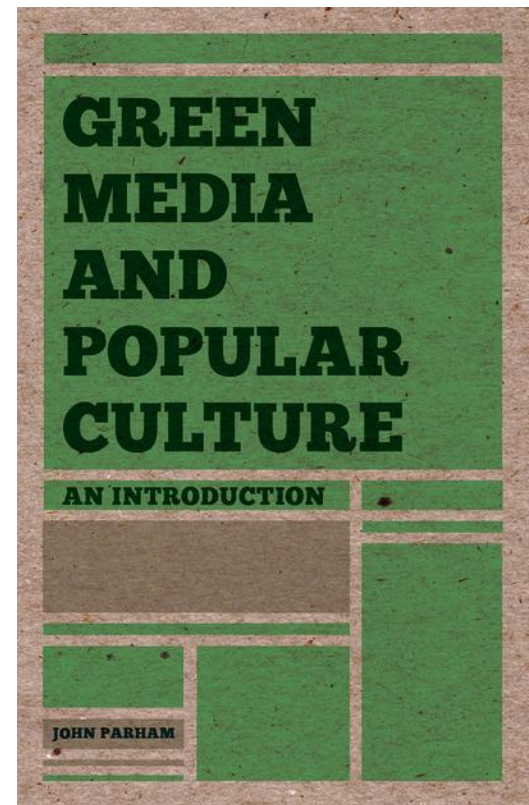
□ sustainable consumption



□ ecological footprint: calculator

media and popular culture

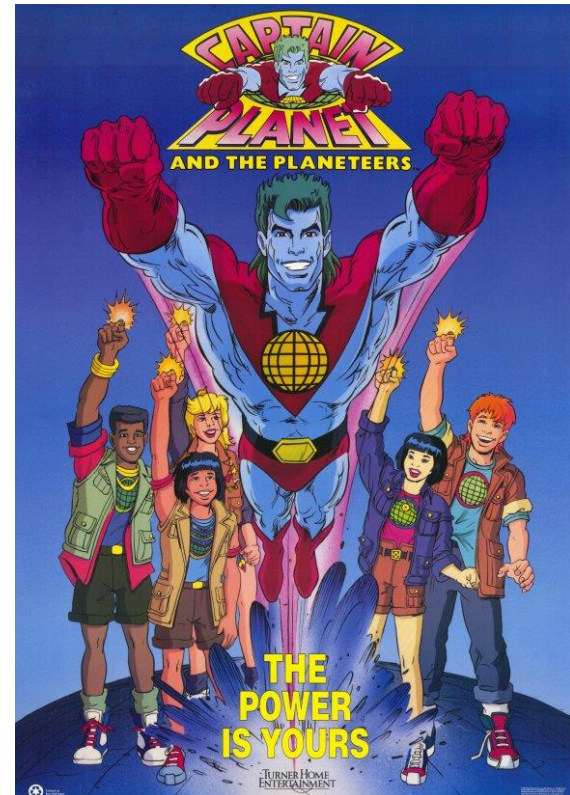
- Our lives are mediated.
- The media influence the way we perceive and make sense of the world. This, in turn, impacts on how we act in the world. In other words, the making of citizens cannot be fully understood without adequate consideration of the role of the media in shaping the context in which we are socialized as citizens. (page 223)



media and the environment

□ infotainment: information + entertainment: celebrity.

□ television, films, cartoons



environmental citizens: types

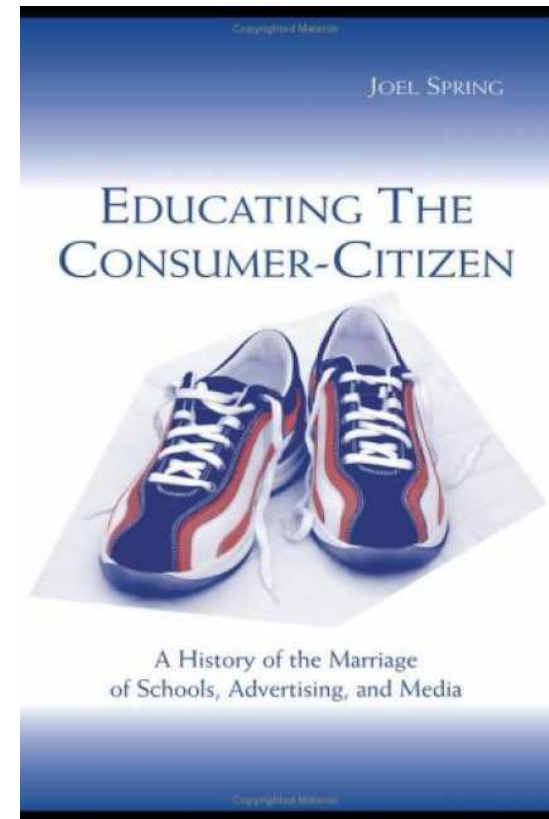
- The **personally-responsible citizen**: this citizen is associated with education that teaches about the environment and attempts to build character and encourage students to assume **individual responsibility** regarding environmental issues.
- The **participatory citizen**: this citizen learns about the environment through activities and is encouraged to engage in collective, **community-based** environmental efforts through those activities.
- The **justice-oriented citizen**: this citizen is associated with education that explains the **social, economic and political** dimensions of environmental issues, and teaches students to engage with those issues as part of their practice.

the consumer-citizen: top type

- The **neoliberal consumer-citizen**: this is a citizen who shares many of the traits of the **personally responsible** citizen, and the **active disposition** of the participative citizen, but expresses these traits largely through consumption. In essence, consumer citizens are active citizens who discharge their environmental responsibilities as individual green consumers. This type of citizen can also integrate aspects of the **justice oriented** citizen (e.g. fair trade). In fact, the three types of citizens explored above are increasingly being **integrated in the form of the consumer-citizen**, irrespective of whether the focus is on individual responsibility, active participation, or social justice. This emerging trend is one that allocates individual responsibility largely as consumer-citizens, demands participation largely as consumer-citizens, and to the extent that it does, provides for social justice through our actions as consumer-citizens.

dominant representation

- globalised future-oriented citizens
- personally responsible (consumer) citizens ... but not justice-oriented
- problems with this representation:
 - ▣ too much focus on consumption
 - ▣ little space for government action
 - ▣ no account for structural changes
 - ▣ no space for environmental justice



environmental citizens: challenge

- We need to develop environmental citizens with the **skills, values, attitudes** and responsible/active **behaviour/disposition** to be able to 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 **restoring a healthy relationship with nature**.

education for environmental cit.

Education for Environmental Citizenship 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 **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**.

([European Network for Environmental Citizenship](#), 2018)



education for environmental cit.

Education for Environmental Citizenship 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**.

([European Network for Environmental Citizenship](#), 2018)



knowledge is not enough



Gough and Scott (2006): learning through action

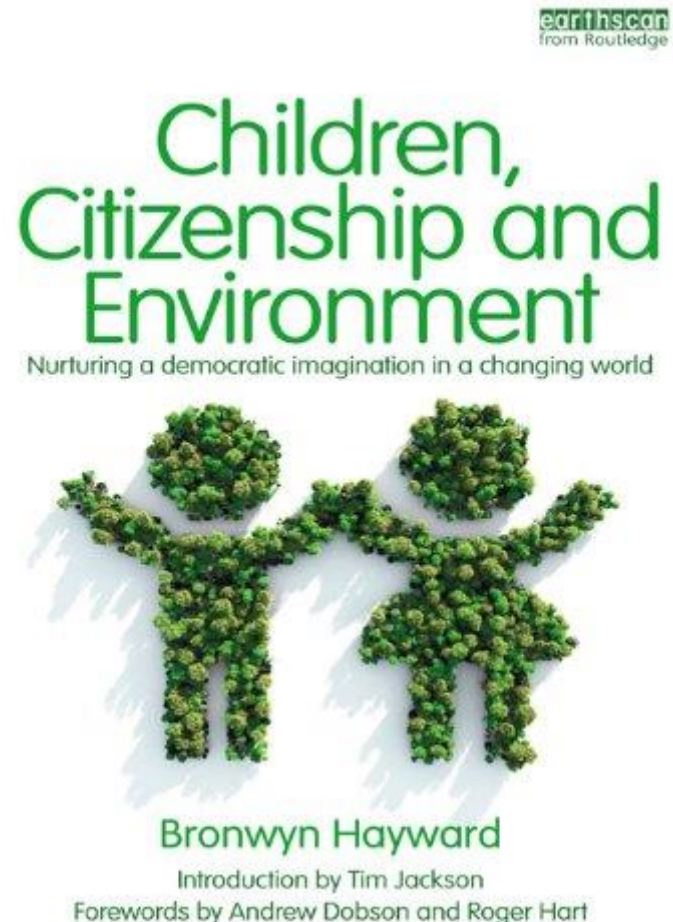
four types of action



Carlsson and Jensen (2006): four types of action

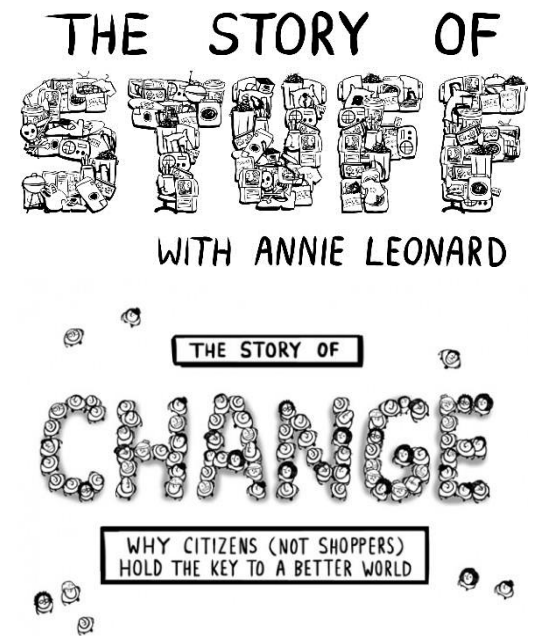
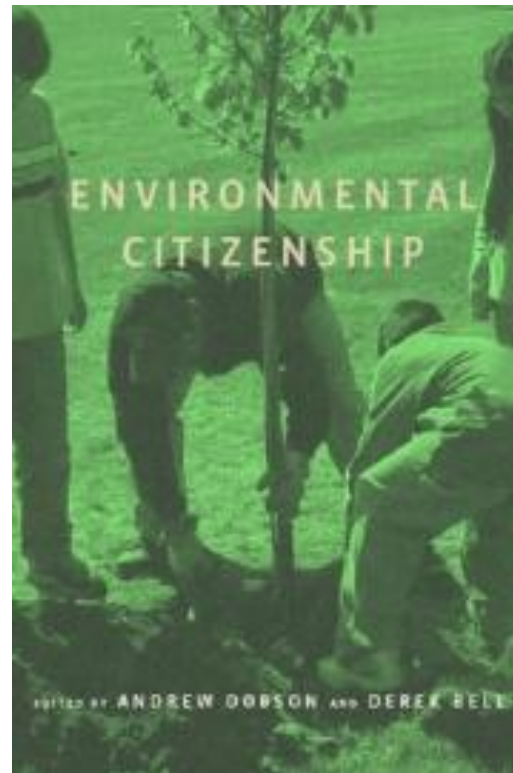
children as political agents

Bronwyn Hayward rethinks assumptions about youth citizenship in neoliberal democracies. Her comparative discussion draws on lessons from New Zealand, a country where young citizens often express a strong sense of personal responsibility for their planet but where many children also face shocking social conditions. Hayward develops a '**SEEDS**' model of ecological citizenship education (**Social agency, Environmental Education, Embedded justice, Decentred deliberative democracy and Self transcendence**). The discussion considers how the SEEDs model can support young citizens' **democratic imagination** and develop their '**handprint**' for social justice.



environmental citizenship

- citizenship action:
 - ▣ individual action
(the personal is political)
 - ▣ collective action
(the political is collective)
- individual actions
- structural changes



The Story of Change

a word of caution

- In an era when **sceptical citizens** are reluctant to trust institutions, campaigns and information provision have a low success rate. Guidebooks and ‘what you can do’ lists are an oversimplistic response to a complex socio-political problem. Including environmental citizenship in the educational curriculum seems an important initiative, but it is too soon to assess the impacts of formal education for citizenship. People working in the field of social learning suggest that a better way to build the kind of relationships that promote citizenship and good governance is to **build trust and consent gradually and indirectly, through participation and role modelling**. (from “Environmental Citizenship: The Goodenough Primer”, 2005)

‘do the best we can’

- What does the environment and social justice demand from us as citizens?
- The simple answer is: **something**.
- But what exactly? “It depends on the circumstances” (Trachtenberg 2010: 349). We must recognise ‘the inevitability of failure and error, and at the same time the need to act, with due care, in the very face of that recognition’ (Szerszynski 2007: 351).
- Wangari Maathai: Hummingbird
- We must do ‘**the best we can**’ (Maathai).





Thank you!