

# Main Characteristics of the Education for Environmental Citizenship

**Action Chair**  
**Dr Andreas Hadjichambis, CYCERE, Cyprus**

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



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



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# DAY 1



## 25<sup>th</sup> of October 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*



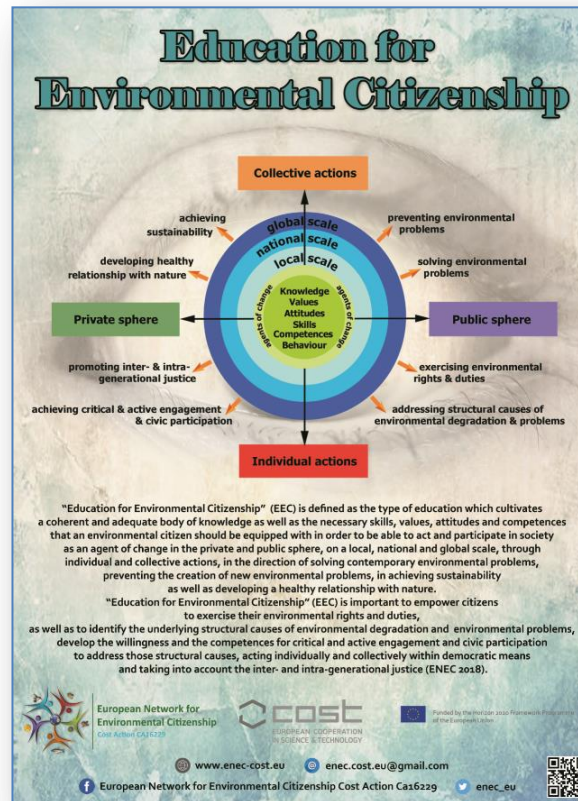
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# Management Committee Meeting

Coord. Dr Andreas HADJICHAMBIS

9:30-11:30



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# A. WELCOME

Coordinated by:

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus



## MAIN CHARACTERESTICS OF EDUCATION FOR ENVIRONMENTAL CITIZENSHIP

- Some Organisational Issues
- Portugal Meeting Reimbursement
  - from Grant Holder Manager: Dr Demetra HADJICHAMBI



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# B. OUR CONSORTIUM

**Coordinated by:**

**Action Chair**

**Dr Andreas Hadjichambis, CYCERE, Cyprus**

- Kick of Meeting in Brussels
- 1<sup>st</sup> European Joint Meeting in Cyprus 28 Feb-1 Mar 2018
- Our Consortium today
- New Countries



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# Kick of Meeting in Brussels



**Kick Off Meeting**  
**Brussels Belgium**  
**27 October 2017**

[VIEW DETAILS](#)

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

❑ 40 MC Members

❑ 26 Countries



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# 1<sup>st</sup> European Joint Meeting

## Lemesos, Cyprus, 28 Feb-2 Mar 2018



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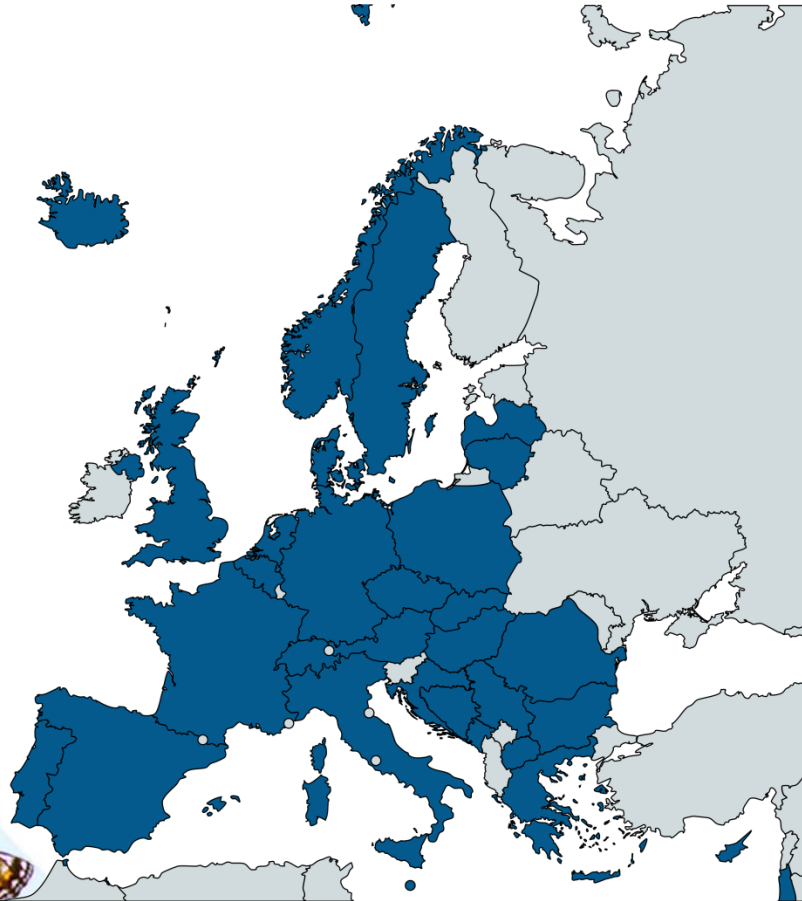


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# Our Consortium in the 1<sup>st</sup> EJM in Cyprus

ENEC Countries



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

## New Countries:

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



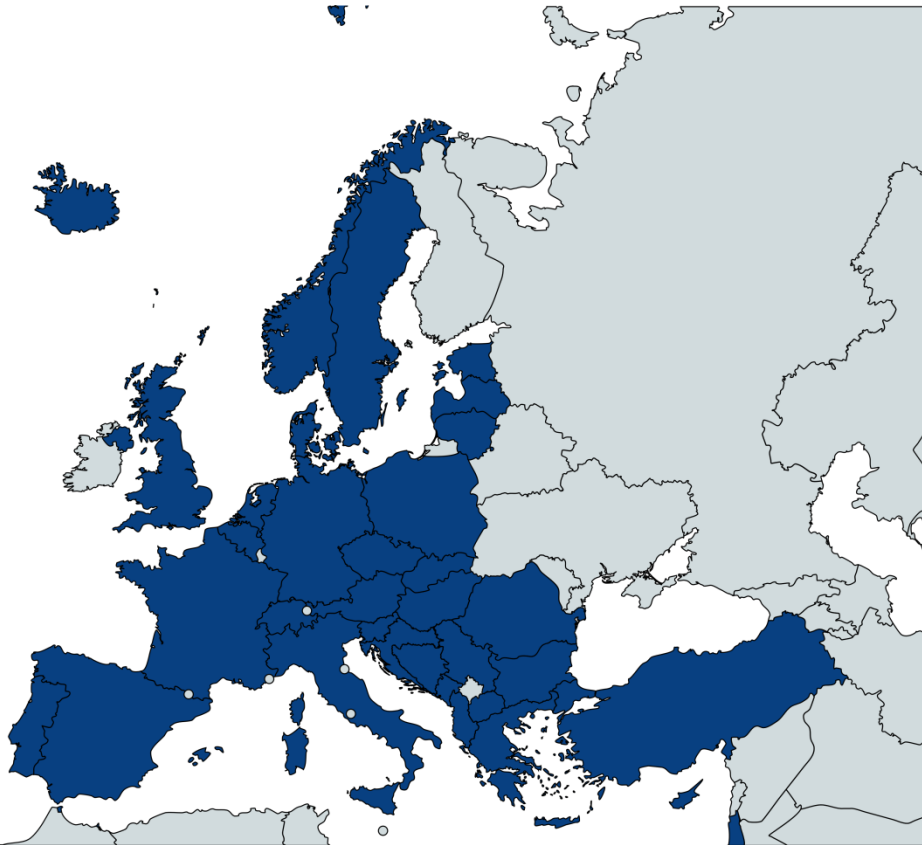
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# Our Consortium today – 2<sup>nd</sup> EJM Portugal

ENEC Countries (Oct18)



Created with mapchart.net ©

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



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# New Countries

- **AUSTRALIA** (IPC)
- **Estonia**
- **Slovenia**
- **Turkey**
- **Albania MC APPROVAL**

## Near Neighbour Countries

- **Ukraine (UA)**

European Member Countries:			
Austria		Greece	
Belgium		Iceland	
Denmark		Italy	
Estonia		Netherlands	
France		Norway	
Germany		Slovenia	
		Spain	
		Sweden	
		Switzerland	
		Turkey	
		United Kingdom	
European Member and Inclusiveness Target Countries (ITC):			
Bosnia and Herzegovina		Hungary	
Bulgaria		Latvia	
Croatia		Lithuania	
Cyprus		Malta	
Czech Republic		Montenegro	
FYR Macedonia		Poland	
		Portugal	
		Romania	
		Serbia	
		Slovakia	
Associate Country:			
Israel			
International Partner Country (IPC):			
Australia			
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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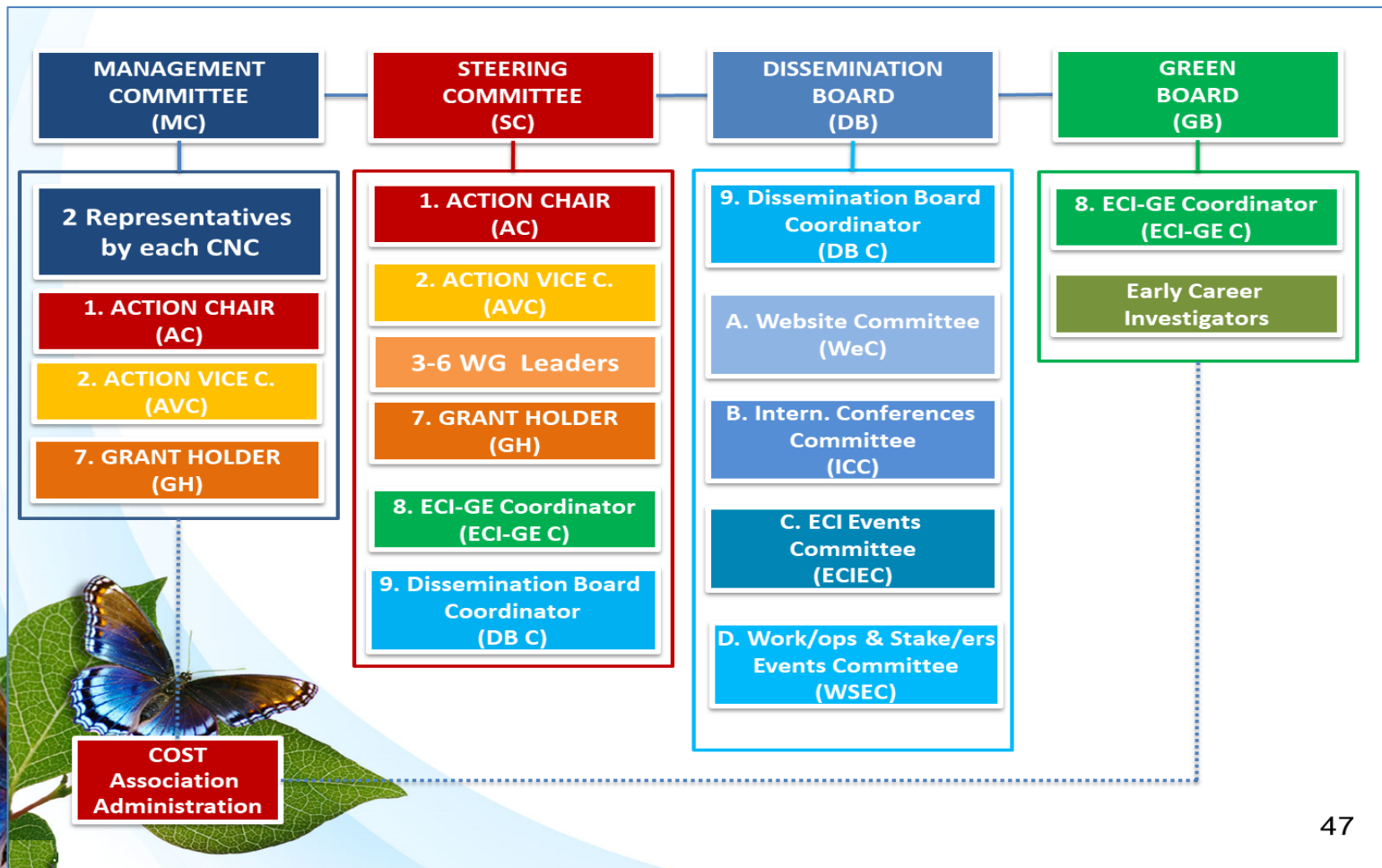
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# Role and Structure of ENEC Committees and Boards



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# Steering Committee Members of ENEC

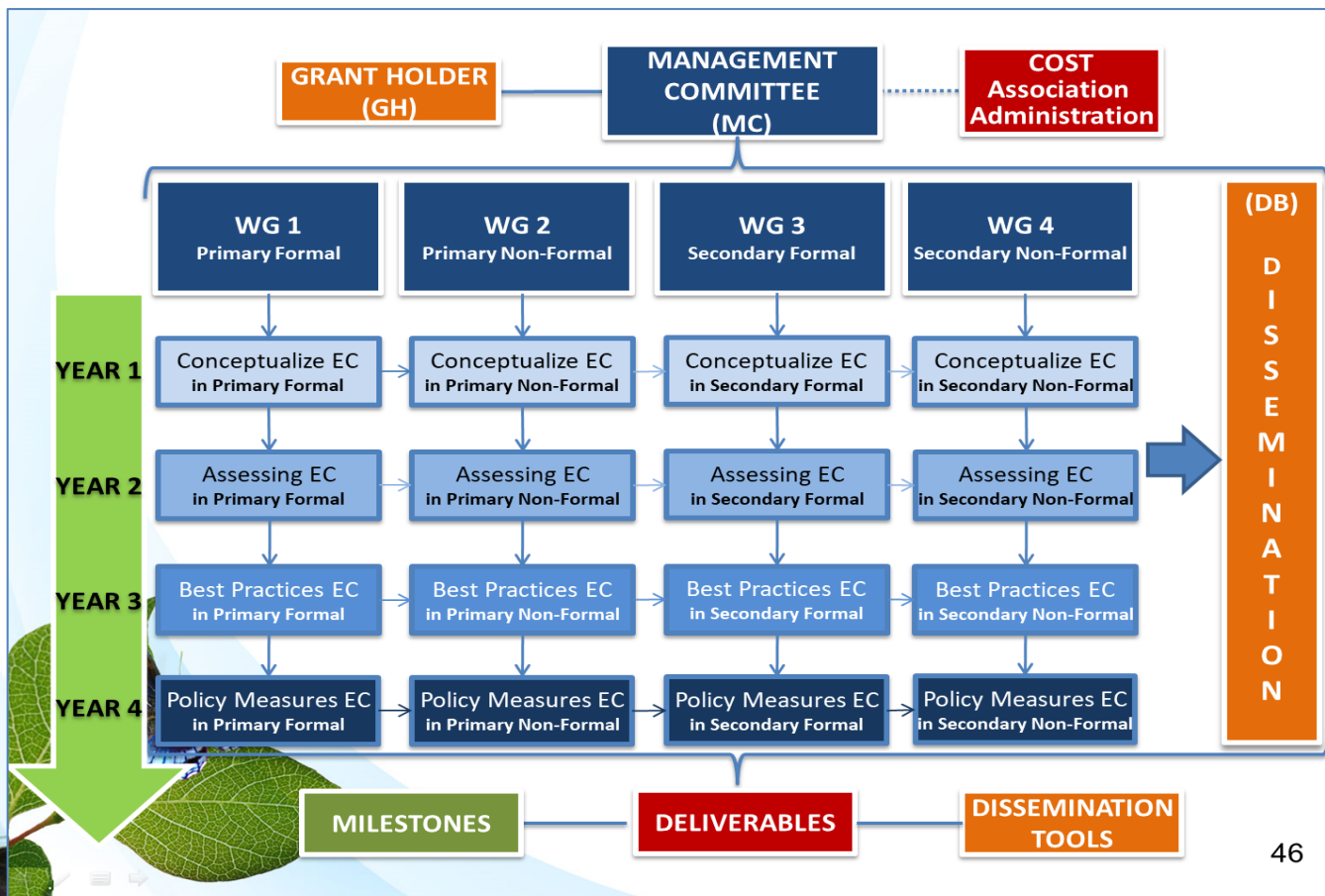
- The Steering Committee (SC) is consisted from:
- [Dr Andreas HADJICHAMBIS](#) (CY), CYCERE, Cyprus (Action Chair & Grand Holder SR)
- [Prof Pedro REIS](#) (PT), University of Lisbon, Portugal (Action Vice-Chair)
- 
- Working Group Leaders:
- [Dr Jan CINCERA](#) (CZ), Masaryk University Brno, Czech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



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# Role and Structure of ENEC Working Groups



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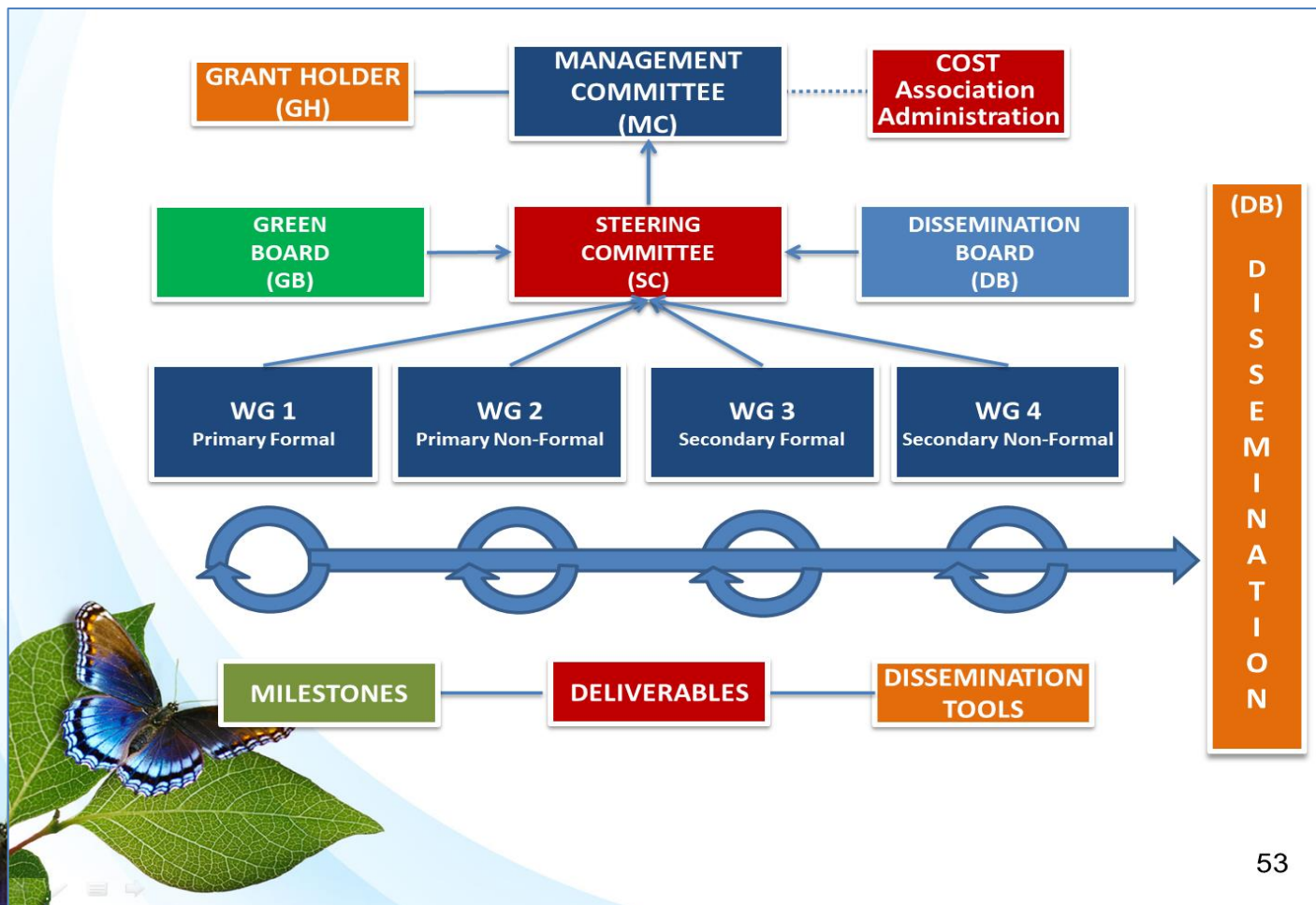
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# Work Flow of ENEC



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# WG1: Environmental Citizenship through Primary Formal education

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

## Working Group 1 Leader:

- **Dr Jan CINCERA**, Masaryk University Brno, Czech Republic, E-mail: [honzacincera@gmail.com](mailto:honzacincera@gmail.com)

## Working Group 1 Vice-Leader:

- **Dr Marta ROMERO ARIZA**, University of Jaen, Spain, E-mail: [mromero@ujaen.es](mailto:mromero@ujaen.es)



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# WG2: Environmental Citizenship through Primary Non-Formal education

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

## Working Group 2 Leader:

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

## Working Group 2 Vice-Leader:

- **Dr. Rares HALBAC-COTOARA-ZAMFIR**, Universitatea Politehnica Timisoara, Romania, E-mail: [raresh\\_81@yahoo.com](mailto:raresh_81@yahoo.com)



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# WG3: Environmental Citizenship through Secondary Formal education

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

## Working Group 3 Leader:

- **Prof. Niklas GERICKE**, Karlstad University, Sweden, E-mail: [niklas.gericke@kau.se](mailto:niklas.gericke@kau.se)

## Working Group 3 Vice-Leader:

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



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# WG4: Environmental Citizenship through Secondary Non-Formal education

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

## Working Group 4 Leader:

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

## Working Group 4 Vice-Leader:

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



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# Objectives



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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**

**Dr Andreas Hadjichambis, CYCERE, Cyprus**

- 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																
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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				

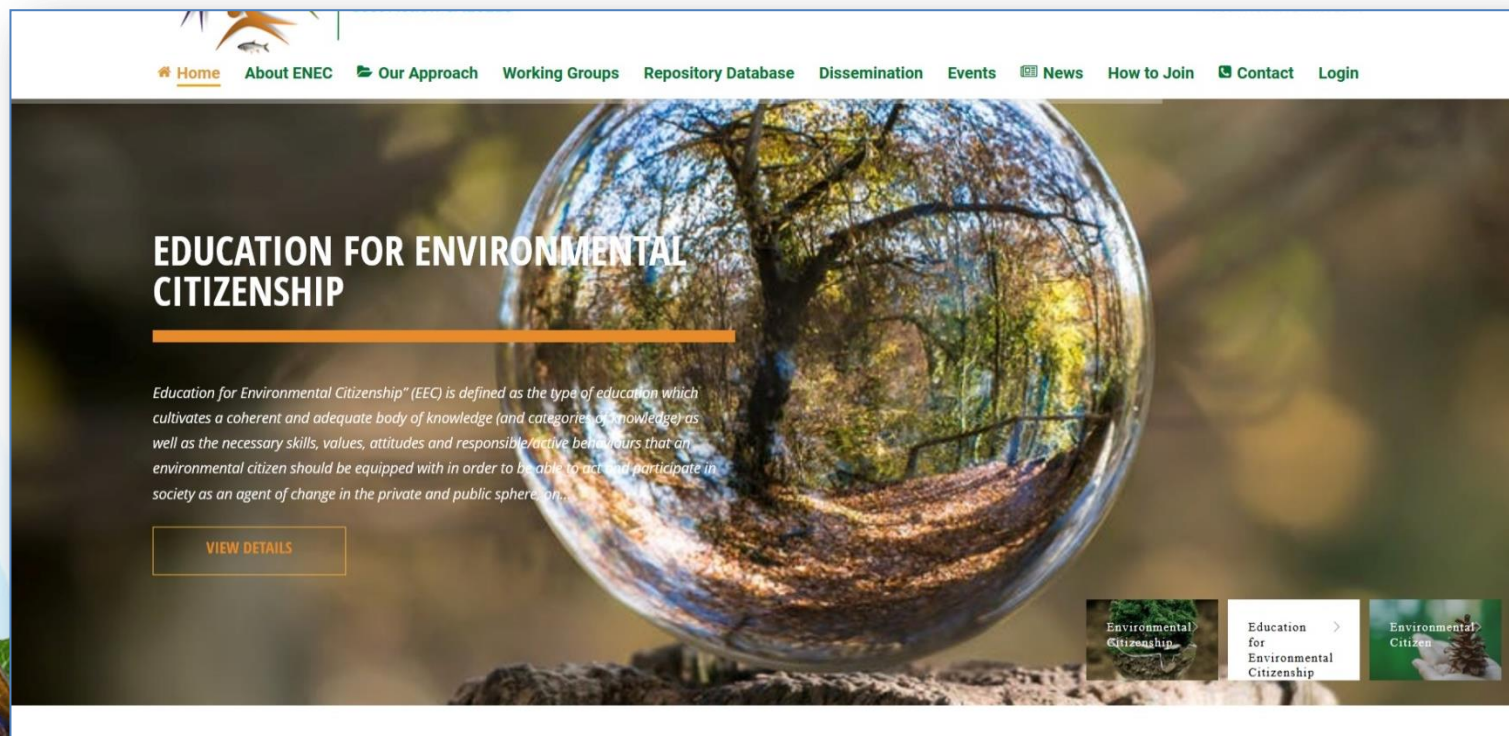
- Interactive platform open access repository (**website**). (DI. 1)(DT15) ➡
- A **flyer** describing the Action and its activities, methodology and objectives. (DI. 16)(DT6) ➡
- **e-newsletter** (annual). (DI. 17)(DT17) ➡
- **Wikipedia** webpage dedicated to the Environmental Citizenship and the COST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



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Website: [www.enec-cost.eu](http://www.enec-cost.eu)



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# ENEC Flyer

## CONTACTS

**ACTION CHAIR:**  
Dr. António HADJICAMIS – Cyprus Centre for Environmental Research and Education – CYCERE – Cyprus – a.hadjicamis@cyetnet.com.cy

**ACTION DIRECTOR:**  
Prof. Paulo PEREIRA – Universidade de Lisboa – Portugal – pper@uol.pt

**GRANT HOLDER MANAGER:**  
Dr. Daniela HADJICAMIS – CYCERE – Cyprus – dhadjicamis@cyetnet.com.cy

**STEERING COMMITTEE:**  
Action Chair: Dr. António HADJICAMIS – CYCERE – Cyprus – a.hadjicamis@cyetnet.com.cy  
Action Vice-Chair: Prof. Paulo PEREIRA – Universidade de Lisboa – Portugal – pper@uol.pt  
WGL Primary Formal Education: Dr. Jan ČERNÝ – Masaryk University Brno – Czech Republic – jan.cerny@univz.cz  
WGL Primary Non-Formal Education: Dr. Fabio BENVENUTI – University of Antwerp – Belgium – fabio.benvenuti@uantwerpen.be  
WGL Secondary Formal Education: Dr. Hans-Joachim SCHNEIDER – Karlstad University – Sweden – hjoachim.schneider@kau.se  
WGL Secondary Non-Formal Education: Dr. Daniela HADJICAMIS – CYCERE – Cyprus – dhadjicamis@cyetnet.com.cy  
Other Members of the Steering Committee:  
• Early Career Investigator and Gender Equality Coordinator – SYSEM Coordinator: Dr. Anna LITTON – University of Southampton, UK – a.litton@soton.ac.uk  
• Dissemination Board Coordinator – Dissemination Manager: Dr. Maria-Cristina KNOXELL – Utrecht University – Netherlands – m.c.knoxell@uu.nl  
• Dissemination Board Coordinator – Dissemination Manager: Dr. Maria-Cristina KNOXELL – Utrecht University – Netherlands – m.c.knoxell@uu.nl  
• Media Coordinator: BBC Leader – Dr. Anna LITTON – University of Southampton, UK – a.litton@soton.ac.uk  
• International Cooperation Committee – ICC Coordinator: Sofia BOURGASS – Portugal – sbourgass@ua.pt  
• EU Events Committee – EUC Lead: Dr. Anna LITTON – University of Southampton, UK – a.litton@soton.ac.uk  
• EUC Co-ordinator: Dr. Anna LITTON – University of Southampton, UK – a.litton@soton.ac.uk  
• Working Group Leaders:  
• WGL in Science: Dr. Anna LITTON – University of Southampton, UK – a.litton@soton.ac.uk  
• WGL in Education: Dr. Anna LITTON – University of Southampton, UK – a.litton@soton.ac.uk  
• WGL in Policy: Dr. Anna LITTON – University of Southampton, UK – a.litton@soton.ac.uk  
• WGL in Society: Dr. Anna LITTON – University of Southampton, UK – a.litton@soton.ac.uk

## FOR MORE INFORMATION VISIT:

WWW.ENEC.COST.EU  
WWW.COST.EU  
WWW.COST.EU/COST\_ACTION/CA16229  
European Network for Environmental Citizenship Cost Action CA16229  
@enec\_eu  
ENEC Cost Action

## ENEC OBJECTIVES

**Research Coordination Objectives**

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

**Capacity Building Objectives**

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

## IMPACT OF ENEC

**SCIENTIFIC LEVEL**

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

**SOCIAL LEVEL**

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

**PUBLIC POLICY LEVEL**

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

## GENDER BALANCE

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

## GREEN BOARD for ECI

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

## INNOVATION

- Conceptualization and review of Environmental Citizenship.
- New theory and practice on Education for Environmental Citizenship Education.
- New research paradigms and metrics for assessing Environmental Citizenship.
- Interactive open access website (platform) on Environmental Citizenship.
- Repository database of scientific measures and evidence-based interventions that target Environmental Citizenship in formal and non-formal education.
- Review of different macro- (in educational systems) and micro-level (in school units and classes) dimensions of formal and non-formal education that could contribute to Environmental Citizenship.
- Policy measures and recommendations for the consolidation of Environmental Citizenship in formal and non-formal education.
- Good Examples and Best Educational Practice promoting Environmental Citizenship.

## DURATION AND PARTICIPANTS OF ENEC

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

**European Member Countries:**

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

**European Member and Inclusiveness Target Countries (ITC):**

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

**Associate Country:**  
Israel

**International Partner Country (IPC):**  
United States of America

## WORK PLAN AND ORGANIZATION

**Working Groups (WGs)**

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

**Main Deliverables**

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

## HOW TO JOIN ENEC

You can join ENEC Cost Action by becoming:

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

For more information: [www.enec.cost.eu](http://www.enec.cost.eu)

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## A large green leaf with a blue and brown butterfly and a small globe. The butterfly is perched on the leaf, and a small globe is visible in the bottom right corner.






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

- Report on the conceptualization of Environmental Citizenship. (DI.2) → 
- Common Definitions
- EEC Model
- Chapters for Conceptualization of EC
- Develop the Report
- Short Country 'Non-scientific' Report on the stage of Environmental Citizenship. SWOT Analysis (DI.9) → 
- 23 Countries
- Training schools. (DI.14) → 



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# Pedagogical Approaches on the Education for Environmental Citizenship

1<sup>st</sup> European Training School  
Lisbon, Portugal  
24-25 Oct 2018

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus



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# Deliverables (DI)

## Year 2: 7 DI. – Until October 2019

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

- Observation Report on the stage of Environmental Citizenship. European Synthesis SWOT Analysis (**DI.10**)
- e-Newsletter (**DI.17**)
- Science Cafés (**DI.18**)
  - Banja Luka (Bosnia & Herzegovina) 21-11-2018
  - Budapest (Hungary) 17-4-2019
- Description of the Main Characteristics and the Framework of the Education for Environmental Citizenship (**DI.21**)

# Deliverables (DI)

Year	Year 1				Year 2				
Quarter	1	2	3	4	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									

## Year 3: Until January 2020

- Review article in a peer review journal based on Conceptualization of EC (**DI.3**)
- Position papers on research gaps and future research needs, priorities and perspectives in EC (**DI.4**)
- New Research Paradigms and metrics for assessing EC (**DI.5**)
- Report on different macro- (in educational systems) and micro-level (in school unit and classes) dimensions of formal and non-formal education leading to EC (**DI.6**)

[illegible]



# European Synthesis SWOT Analysis

## Demographics of the sample

- **167 Experts**
- **from 28 EU Countries**
- **Gender:**
  - **101 Females**
  - **66 Males**
- **Type of Expertise:**
  - **20** Decision Makers in Educational sector
  - **19** Decision Makers in National Educational NGO
  - **47** Researchers – Academics
  - **23** Teachers in Primary Education
  - **33** Teachers in Secondary Education
  - **25** Policy Makers in the Ministry of Education
- **Education level:**
  - **15** Bachelor
  - **89** Master
  - **63** PhD holders
- **Age Classes:**
  - **19:** >60
  - **36:** 51-60
  - **59:** 41-50
  - **38:** 31-40
  - **15:** 20-30



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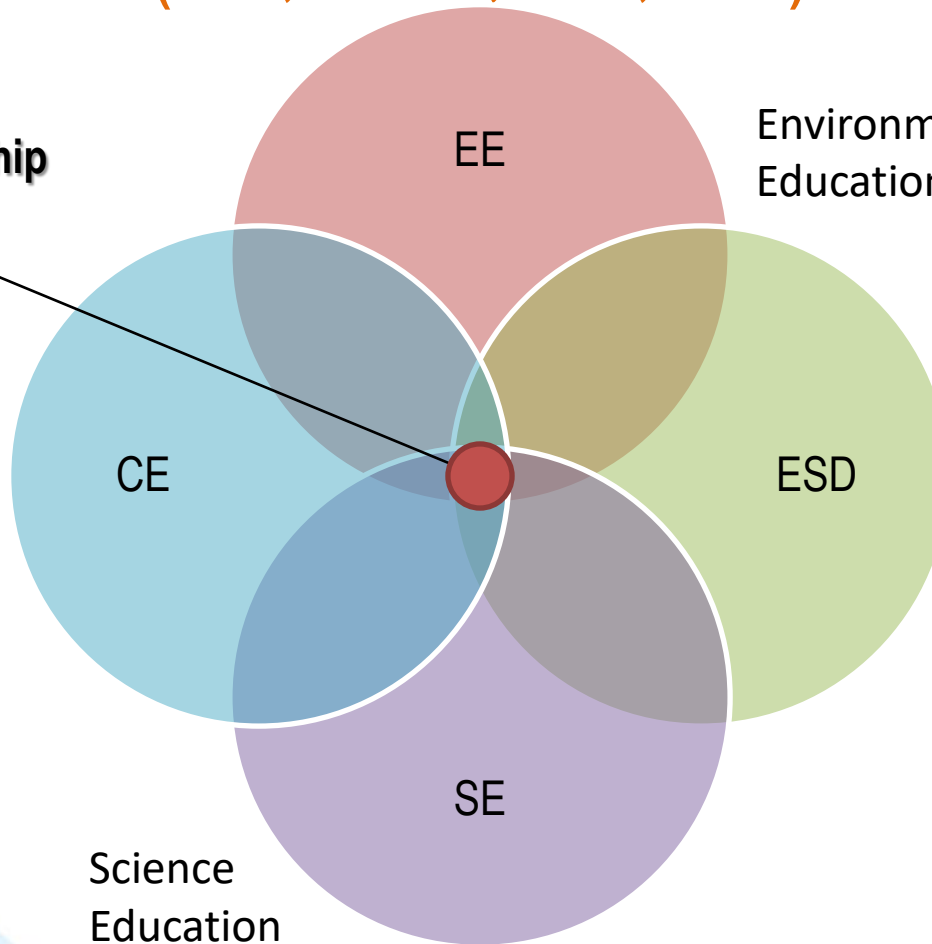


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# EEC and other types of education (EE, ESD, SE, CE)

**Education for  
Environmental Citizenship**

Citizenship  
Education



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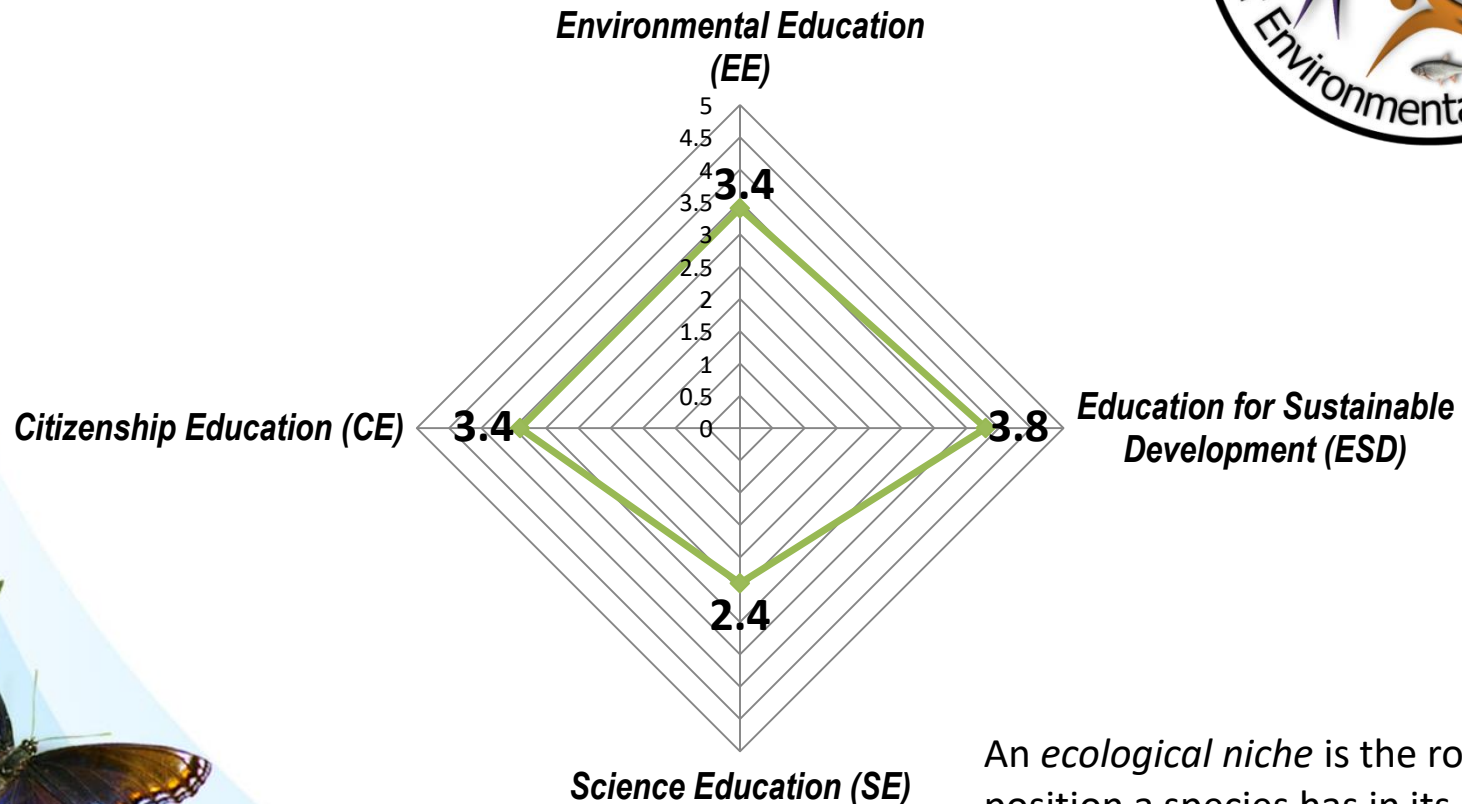
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# Final Results on EU Level

167 Experts

28 European Countries

## Ecological Niche of Education for Environmental Citizenship



An *ecological niche* is the role and position a species has in its environment



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# Strengths of the Education for Environmental Citizenship (EEC)

- Question 1:
  - 1.a. In your opinion (personal or organizational) what **advantages** does the Education for Environmental Citizenship have?
  - 1. b. What Education for Environmental Citizenship could **do better** than other types of education (e.g. Environmental Education (EE) or Education for Sustainable Development (ESD) or Science Education (SE) or Citizenship Education (CE)?
  - 1. c. What is the **uniqueness** of Education for Environmental Citizenship that can you draw upon and that other types of education (e.g. EE or ESD or SE or CE) can't?

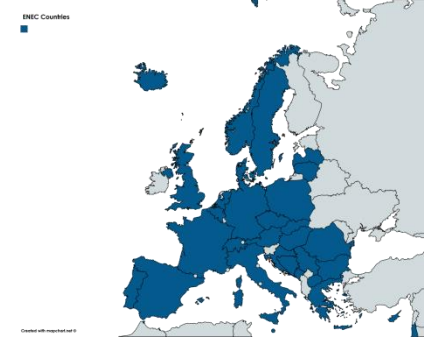


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# Qualitative analysis

## Uniqueness of Education for Environmental Citizenship (EEC)



Policy Maker in the Ministry of  
Education (Female)

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 environmental citizenship.

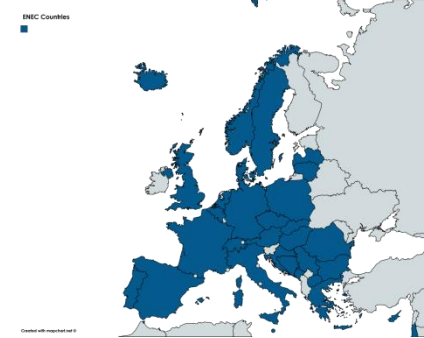


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# Qualitative analysis Opportunities of Education for Environmental Citizenship (EEC)



Teacher in Secondary  
Education (Male)

Is an Opportunity for the Education for Environmental Citizenship the need for real life education and education for authentic real life problems. Involving young people in solving real community problems is crucial.



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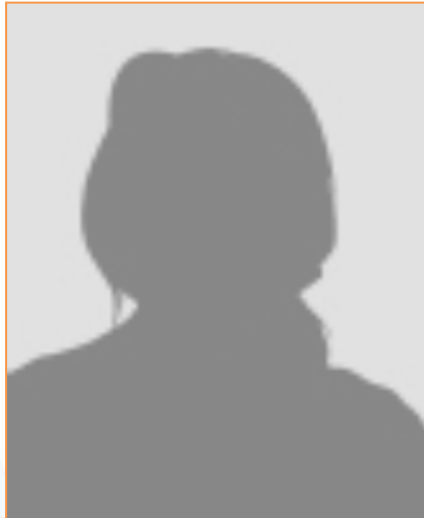
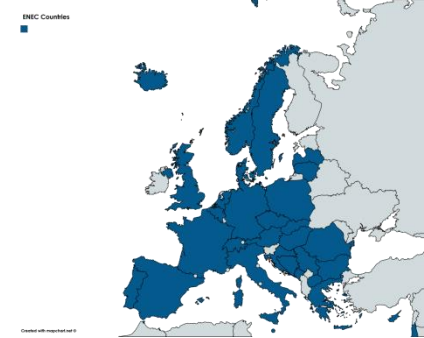


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# Qualitative analysis

## Threats of Education for Environmental Citizenship (EEC)



Decision Makers in National  
Educational NGO (Female)

Strict educational systems with  
resistance in changes is a really  
threat for EEC.



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# SWOT Formal / Non-Formal - Differences

- According to the experts' responses, the formal educational system is viewed as the main framework for conducting EEC, however Non-Formal Education is recognized as an important arena for educating children and young people for the environment as well as for promoting lifelong learning, which is acknowledged as a crucial component towards building sustainable societies and futures.
- Many experts (48%) express the opinion that in Non-formal settings there is greater flexibility to apply EEC
- Additionally, in Non-Formal Education the Obstacle of introducing a new Subject in an overloaded Curriculum in a structured system, by changing policies is overcome
- It is noteworthy that the majority of experts (64%) believe that a synergy between formal and non-formal education constitutes the major Strength that will lead to success of Education for Environmental Citizenship



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# SWOT Primary / Secondary - Differences

- Primary and secondary education differ in terms of the curriculum as well as the age of the students that receive the education, therefore most respondents identified differences in SWOT Analysis of incorporating EEC in Primary and Secondary derived from the level of Education.
- However, many of them recognized some more Strengths and Opportunities of incorporating EEC in Secondary Education
- An important Obstacle they mentioned was related to the fact that “secondary education has a really strict program which is discipline oriented therefore there is no much space for interdisciplinary activities which EEC asks for”.
- From the other hand some Experts mentioned that in elementary school, “there is a greater Opportunity for new generations to incorporate the values and attitudes linked to EEC”.
- Nevertheless, many respondents suggest that “the two levels of education should be held in the principles of complementarity and continuity and be based on pupils' needs and potential according to their developmental stage”.



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# Educational Implications for the European SWOT Analysis

- Need for a specific pedagogical approach for EEC
- Need for Learning Materials and Best Practices
- Need for Teacher education programs
- Need for policy documents to be disseminated in the Educational system level in different contexts



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# INTRODUCTION TO EDUCATION FOR ENVIRONMENTAL CITIZENSHIP (EEC)



## Our Approach

Home / Our Approach



### 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**...



### 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** as well as the necessary **skills values attitudes and competences** that



### Environmental Citizen

*“Environmental Citizen”* is defined as the citizen who has a coherent and adequate body of **knowledge** as well as the necessary **skills, values, attitudes and competences** in order to be able to act and participate in society as an **agent of change**...



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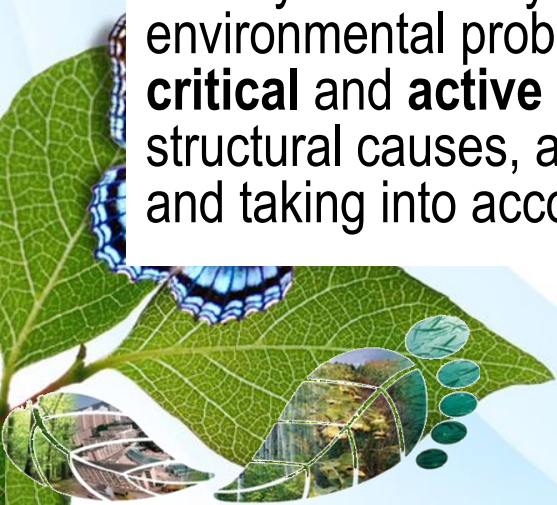
# INTRODUCTION TO EEC



## I. 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** 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**.

***“Education for Environmental Citizenship”*** (EEC) is important to empower citizens to **exercise their environmental rights and duties**, as well as to identify the underlying **structural causes** of environmental degradation and environmental problems, develop the **willingness** and the **competences** for **critical** and **active engagement** and **civic participation** to address those structural causes, acting individually and collectively within democratic means and taking into account the **inter- and intra-generational justice (ENEC 2018)**.



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# INTRODUCTION TO EEC



## II. 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 **developing a healthy relationship with nature**.

**“Environmental Citizenship”** includes the **exercise of environmental rights and duties**, as well as the identification of the underlying **structural causes** of environmental degradation and environmental problems, the development of the **willingness** and the **competences** for **critical** and **active engagement** and **civic participation** to address those structural causes, acting individually and collectively within democratic means, and taking into account **inter- and intra-generational justice** (ENEC 2018).



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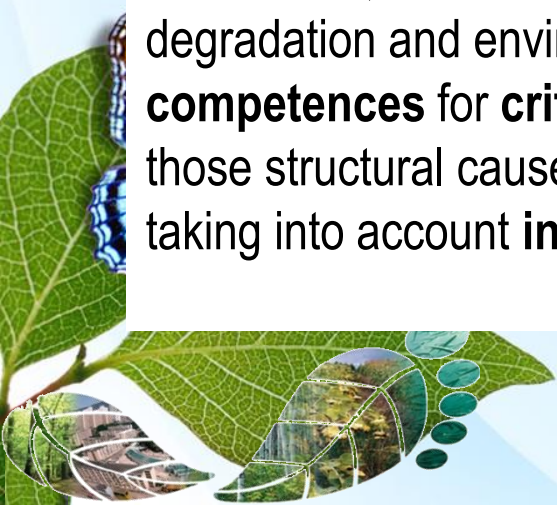
# INTRODUCTION TO EEC



## III. Defining “Environmental Citizen”

**“Environmental Citizen”** is defined as the citizen who has a coherent and adequate body of **knowledge** as well as the necessary **skills, values, attitudes** and **competences** 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**.

**“Environmental Citizen”** is the citizen who **exercises his/her environmental rights and duties**, is able to identify the underlying **structural causes** of environmental degradation and environmental problems, and has the **willingness** and the **competences** for **critical** and **active engagement** and **civic participation** to address those structural causes, acting individually and collectively within democratic means and taking into account **inter- and intra-generational justice** (ENEC 2018).



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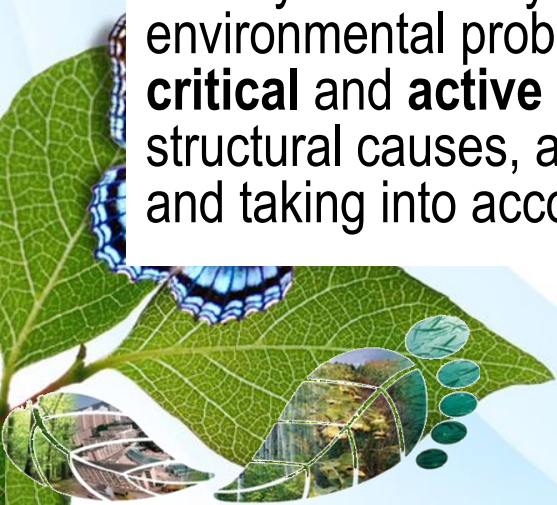
# INTRODUCTION TO EEC



## I. 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** 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**.

***“Education for Environmental Citizenship”*** (EEC) is important to empower citizens to **exercise their environmental rights and duties**, as well as to identify the underlying **structural causes** of environmental degradation and environmental problems, develop the **willingness** and the **competences** for **critical** and **active engagement** and **civic participation** to address those structural causes, acting individually and collectively within democratic means and taking into account the **inter- and intra-generational justice** (ENEC 2018).



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# The EEC Model

According to the definition of the Education for Environmental Citizenship (EEC defined by ENEC (2018) there are 8 main intended outputs of the EEC:

- Preventing environmental problems (new)
- Solving environmental problems (current)
- Exercising environmental rights and duties
- Identifying structural causes of environmental degradation and problems
- Achieving critical and active engagement and civic participation
- Promoting inter- & intra generational justice
- Developing healthy relationship with nature
- Achieving sustainability



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# The EEC Model



According to the same definition of the Education for Environmental Citizenship (EEC) defined by ENEC (2018) the intended **individual** and **collective actions** should be applied in:

- a. **Private and public spheres**
- b. **Local, national and global scales**



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# Environmental Actions' Classification



*How the environmental actions of environmental citizens, can be classified;*

## *Collective Actions*

Participate in a protest or demonstration

Connect and influence decision makers

Involvement in local politics

Participation as a member of a union, organization, organization, community

Organizing a campaign - Lobbying

Head of a school of thought

**Private sphere**

**Public sphere**

Recycle

Become Volunteer

Choose as consumer

Composting

Support with my presence

Donate for a project

Vote

## *Individual Actions*



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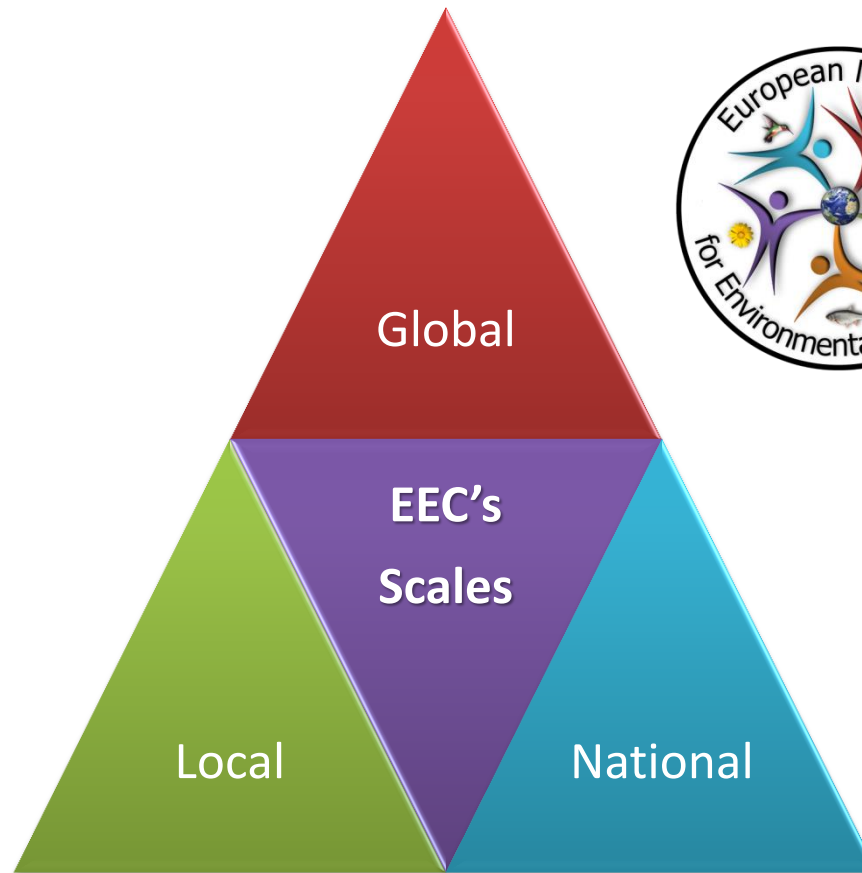
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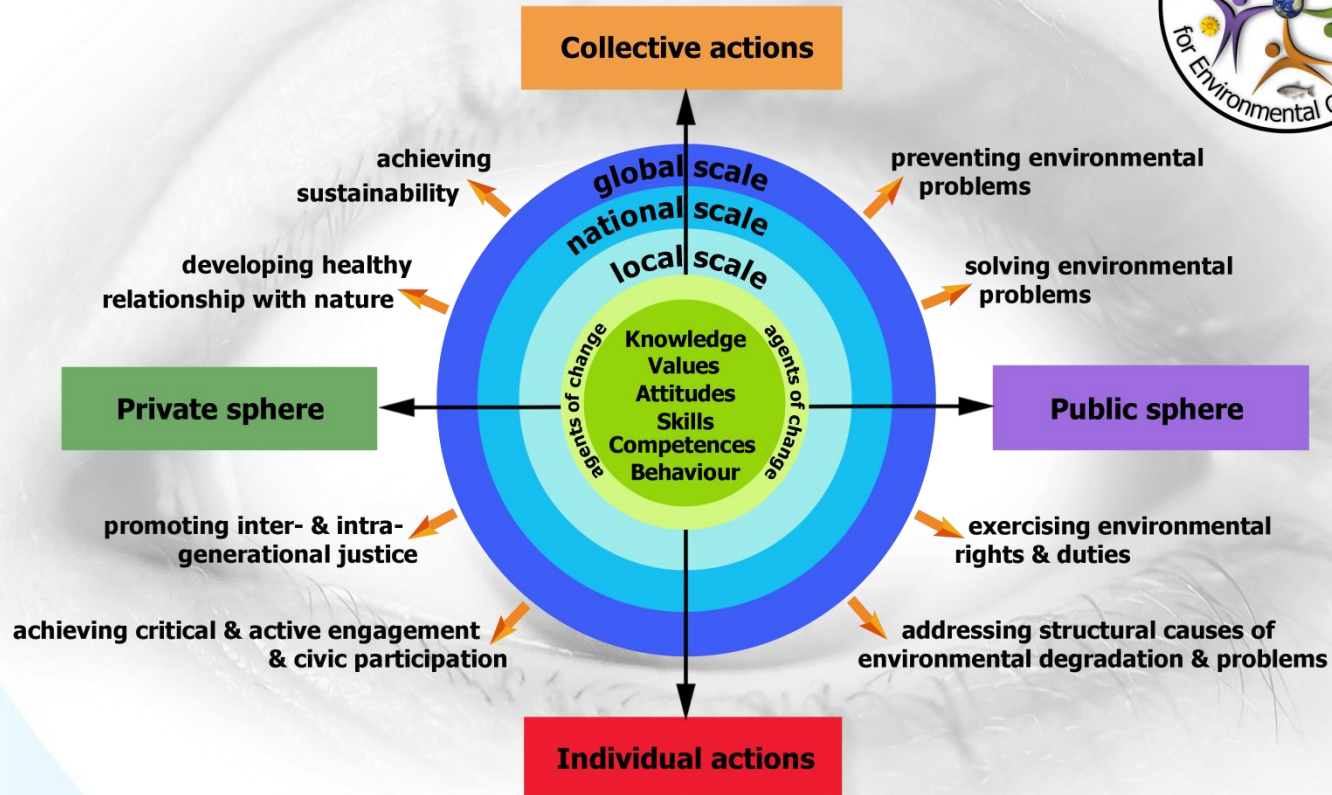
# EEC's Scales



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# The EEC Model



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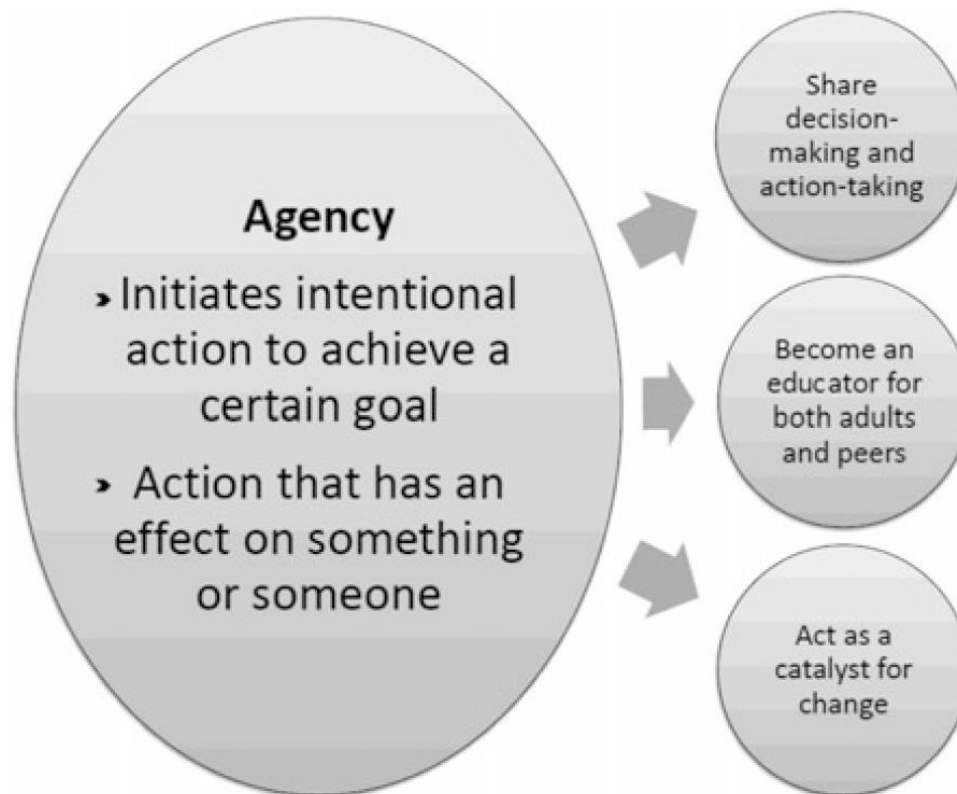
# Children as agents of change

20

J. von Braun

**Fig. 2.1** Elements of agency

Source: J. von Braun (2017). Children as agents of change for Sustainable Development. In: A.M., Bratto et al. (eds.) *Children and Sustainable Development* (pp. 17-30). Springer International Publishing AG.



‘Agency’ is understood here as a person’s active initiative toward the achievement of a goal, that is, actions undertaken in order to have an impact on someone or something.



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# Children as agents of change

Source: J. von Braun (2017). Children as agents of change for Sustainable Development. In: A.M., Bratto et al. (eds.) *Children and Sustainable Development* (pp. 17-30). Springer International Publishing AG.

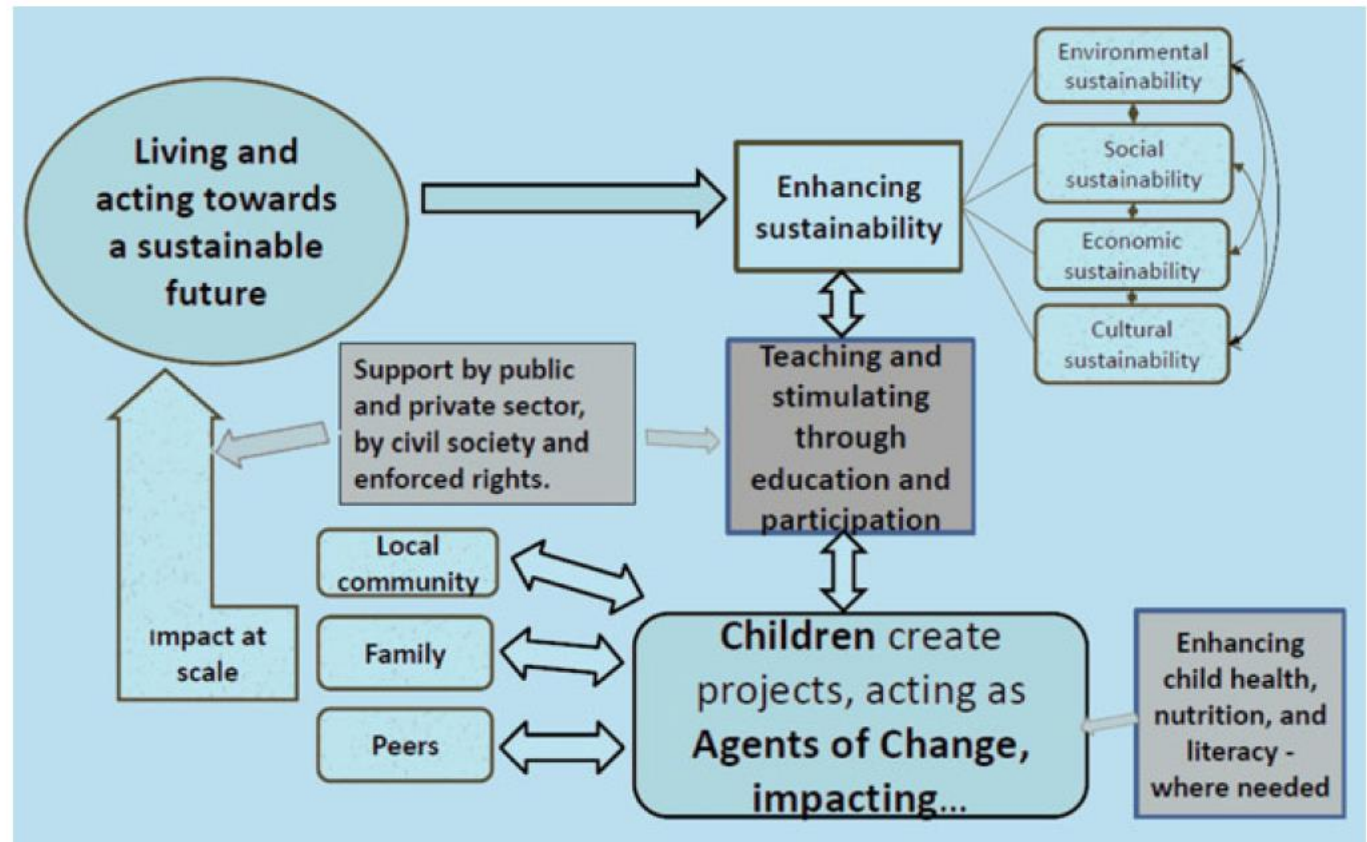


Fig. 2.2 Framework: children's agency for sustainability

Agency of children means that they actively take part not only in the process of decision-making but that they are also engaged in the following action-taking (Stuhmcke 2012).



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# THE NEED FOR PEDAGOGICAL APPROACH for Education for Environmental Citizenship



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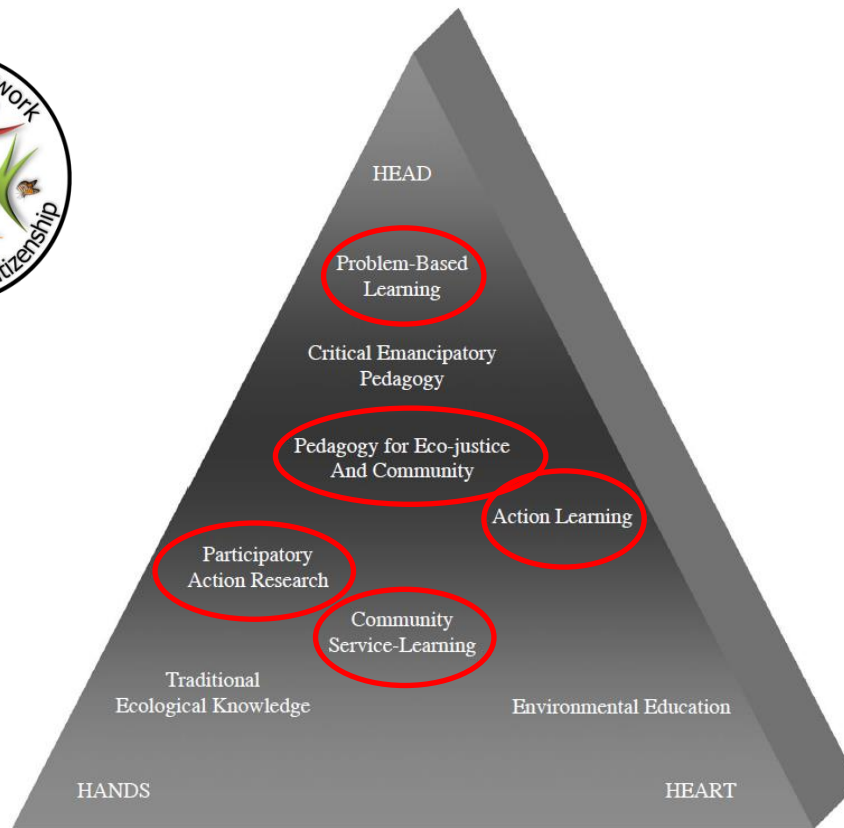


# The pedagogical landscape of EEC

## Sustainability and Transformative Sustainability Learning

Achieving TSL

77



Notes: This ternary diagram charts the relatedness amongst these pedagogies to each other and to the foci of Head, Hands and Heart. The pedagogies are not fixed in position; their relative positions will be influenced by their particular practice

Source: Sipos, Y.; Battisti, B.; Grimm, K. Achieving transformative sustainability learning: engaging head, hands and heart. *Int. J. Sustain. High. Educ.* 2008, 9, 68–86.

Figure 2. A “pedagogical landscape” of sustainability and transformative learning models based on the organizing principle of head, hands and heart



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Source: Sipos, Y.;  
Battisti, B.; Grimm, K.  
Achieving  
transformative  
sustainability learning:  
engaging head, hands  
and heart. *Int. J.  
Sustain. High. Educ.*  
**2008**, 9, 68–86.

Table I.  
An overview of some  
established pedagogies  
that relate to  
sustainability and  
transformative education

Pedagogical model	Overview of intended learning outcomes
Action learning <b>Peers</b>	A form of experiential learning that enlists peers in helping learners question their assumptions and (optimally) experience a paradigm shift before applying their learning in new situations (McGill and Brockbank, 2004; Revans, 1998)
Community service-learning <b>Community Organizations</b>	An educational approach that integrates service in the community with intentional learning activities. Within effective CSL efforts, members of both educational institutions and community organizations work together toward outcomes that are mutually beneficial (Hayes, 2006, p. 2)
Critical emancipatory pedagogy <b>Emancipatory Equity</b>	An ideology for learning facilitation that arises from an emancipatory tradition, focusing on equity amongst classes, races and genders (Mezirow, 1985; Freire, 1970)
Environmental education <b>Care for environment</b>	An approach to teaching and learning that provides people with experience and knowledge to care for our environments (Gruenewald, 2004; Orr, 1994)
Participatory action research <b>Social learning</b>	A summary of terms in social science that refer to involvement of participants in the research process, commitment to social change, and that include aspects of social learning. There are many ways to define true participation, action and exactly what constitutes true research (Moore, 2005b; Coghlan and Brannick, 2001, Ch. 1; Stringer, 1999)
Pedagogy for eco-justice and community <b>Social justice</b>	An ideology for learning facilitation that acknowledges and finds tensions in “industrial mindset,” works to replace attitudes with the metaphor of ecology (Bowers, 2001)
Problem-based learning <b>Authentic real-world problem</b>	A framework for learning that is focused, experiential and organized around investigation of real-world problems. Authentic experiences foster active learning, support knowledge construction and integrate school learning and real life (Association for Supervision and Curriculum Development, 2005; Barrows, 1994)
Traditional ecological knowledge <b>Traditional resources of knowledge</b>	Knowledge bases built by local or traditional resource users, as opposed to “experts”; argues for acknowledgement of more diverse forms of knowledge (as opposed to simply expert western science) (Berkes, 2004; Turner <i>et al.</i> , 2000)



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# Pedagogical Approaches of EEC



The following pedagogies, teaching tools and learning schemes could promote EEC:

- Place based education
- Civic ecology education
- Ecojustice pedagogy
- Environmental Action Competence



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Enriching Lives Through  
**Place-Based  
Education**

# What is Place-based education?

- Place-based education (PBE) immerses students in local environment, heritage, cultures, landscapes, opportunities and experiences. PBE emphasizes learning through participation in service projects for the local school and/or community.
  - Research has shown that well-designed initiatives can:
    - PBE boosts **students' engagement, academic achievement**, and sense of **personal efficacy as stewards** of their local environment and community. It also can re-energize teachers.
    - PBE forges strong ties between **local social and environmental organizations** and their constituencies in the schools and community, which helps to improve quality of life and economic vitality.
    - Through project-based learning, students make tangible contributions to **resolving local environmental issues** and conserving local environmental quality.



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Source: <https://promiseofplace.org/what-is-pbe/what-is-place-based-education>



# Principles of Successful Place-Based Education

- Learning **takes place on-site** in the school yard, and in the local community and environment.
- Learning focuses on **local themes, systems, and content**.
- Learning is **personally relevant** to the learner.
- Learning experiences contribute to the **community's vitality and environmental quality** and **support the community's** role in fostering global environmental quality.
- Learning is supported by strong and varied **partnerships** with local organizations, agencies, businesses, and government.
- Learning is **interdisciplinary**.
- Learning experiences are tailored to the **local audience**.
- Learning is grounded in and supports the development of a **love for one's place**.
- Local learning serves as the foundation for **understanding and participating appropriately in regional and global issues**.
- Place-based education programs are integral to achieving **other institutional goals**.



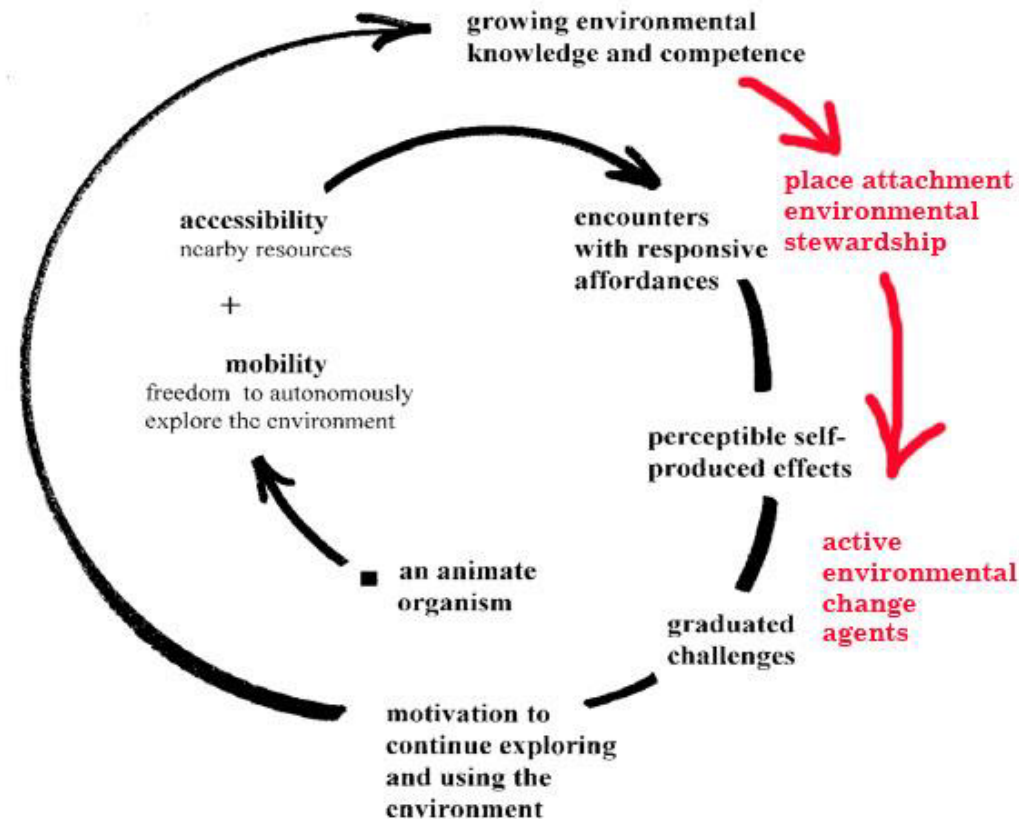
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Basis of the project

Source: <https://promiseofplace.org/what-is-pbe/principles-of-place-based-education>

Positive interactive cycle of accessibility, mobility and engagement with environment leading to environmental change agency (Malone 2012 p. 30, adapted from Chawla 2007, p. 155)



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# Civic ecology education

- Civic ecology pedagogy (Tidball & Krasny, 2010), can provide another one example of how environmental citizenship could be promoted.
- Civic ecology is defined as “**stewardship practices** that integrate social and environmental values within a social—ecological systems framework ... where participants act as **stewards of their environment** through such practices as community gardening, community forestry, and watershed restoration” (Tidball & Krasny, 2010, p. 466).



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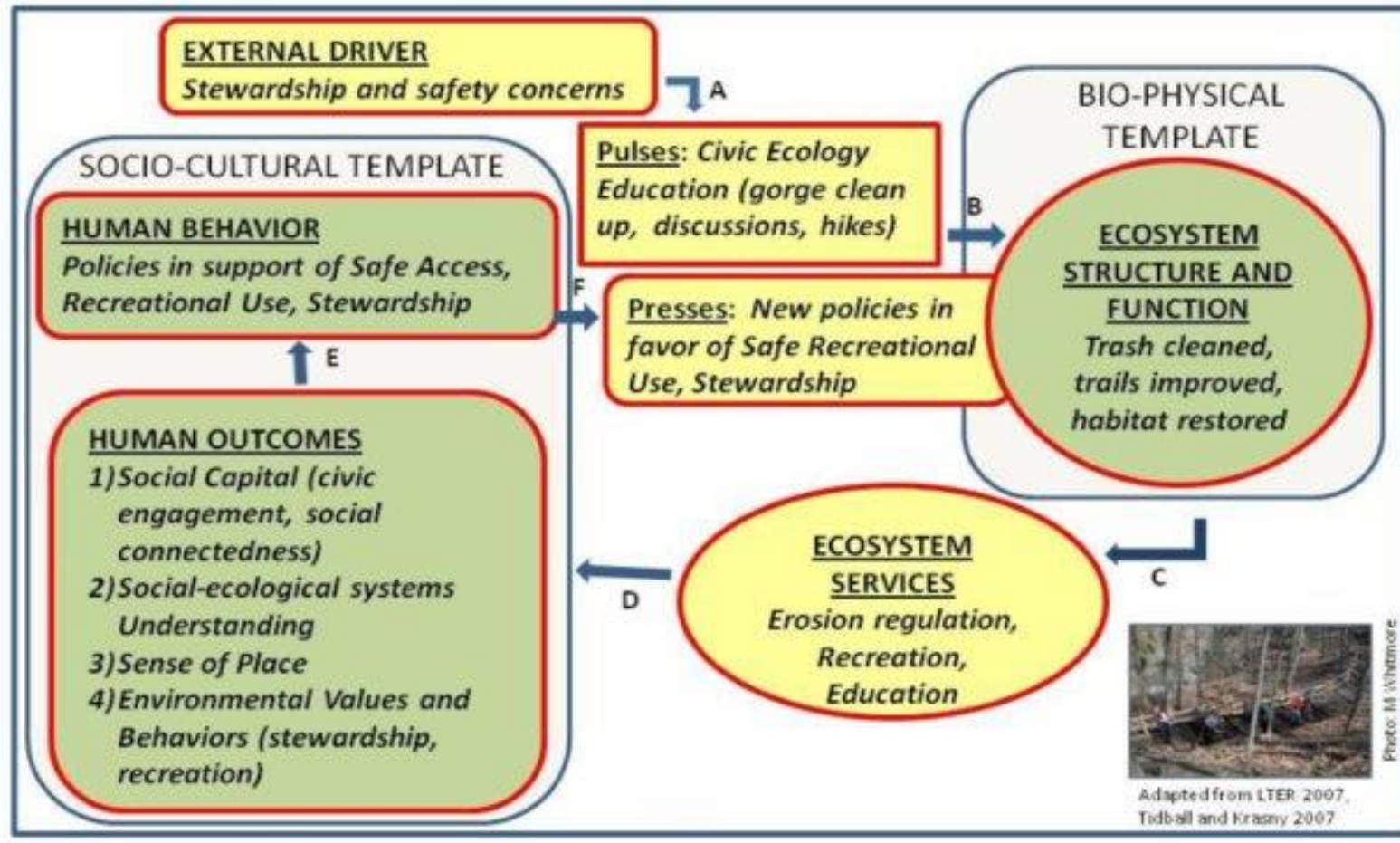
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# Civic Ecology Education

Example from Friends of the Gorge Student Organization



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# Ecojustice pedagogy



- Calls for time spent in “**out-of- classroom spaces and places; experiencing the knowledge of different cultures** and cultural relationships to place; gaining a diversity of natural history knowledge; and **developing community relationships and actions**” (McKenzie, 2008, p. 366).
- Ecojustice pedagogy, **bridges western scientific knowledge with traditional ecological knowledge (TEK)** through **critical** and relational discourse, coupled with an **interdisciplinary** approach to learning, helps us move beyond the binary and disconnect.
  - It adds an ecological lens on **social justice**. In other words, it extends values of justice to include the environment and ‘environmental racism’ (Bowers, 2002).



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# Action Competence Learning

- As an educational approach, environmental action aims not to modify specific behaviours like recycling or saving water, but rather **engages youth in planning and taking action** on environmental issues they find relevant.
- It involves **shared decision making**, which occurs when adults and youth collaborate in planning, implementing, and evaluating a project, whether the project is initiated by youth or adults.

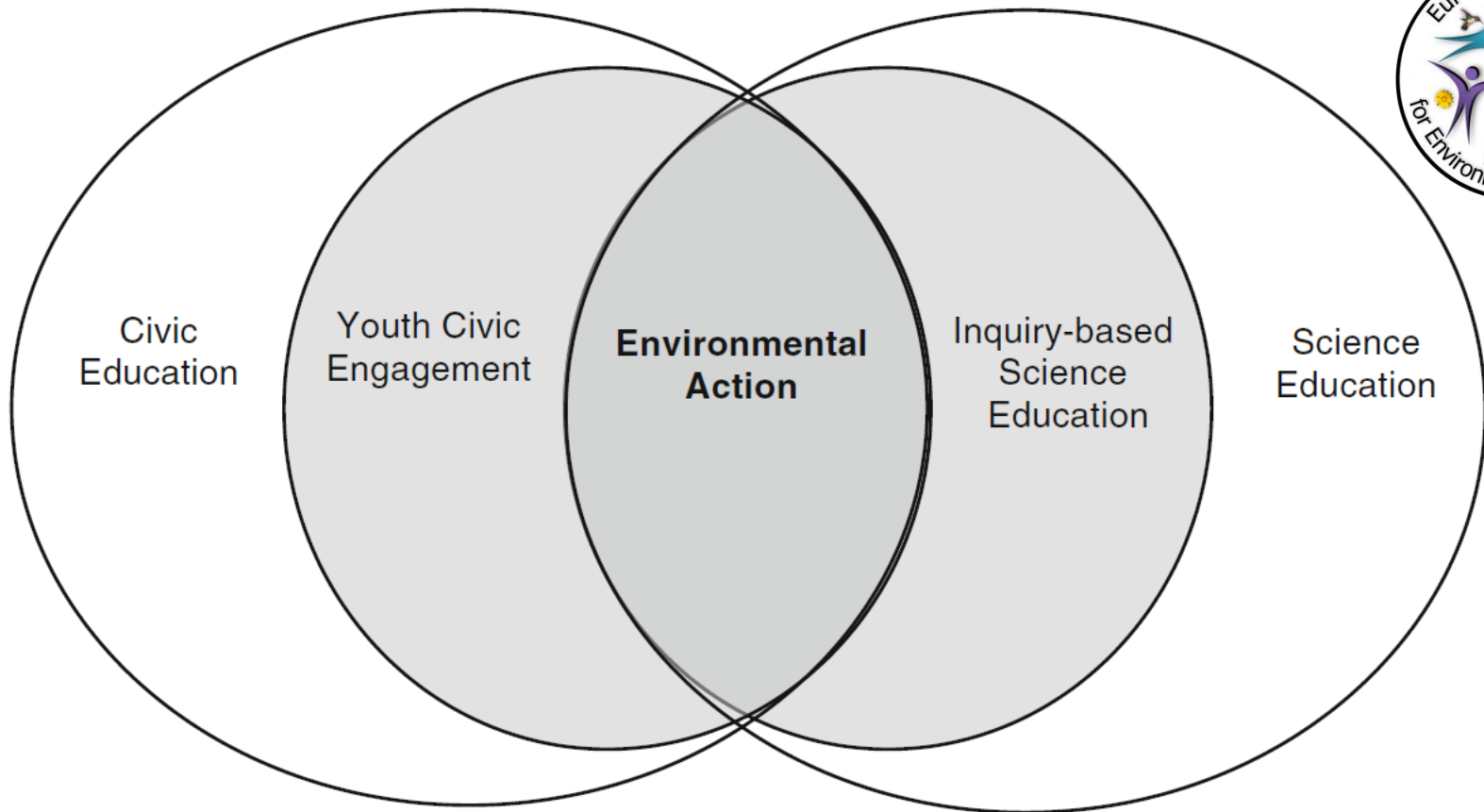


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# Environmental action occurs at the intersection of youth civic engagement and inquiry-based education



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# Several examples of youth environmental action have been documented in educational practice:



- **Physical environmental improvements** (e.g., planting trees to stabilize streambanks; transforming vacant lots into community gardens);
- **Community education** (e.g., organizing community information fairs; producing educational media like newsletters or videos);
- **Inquiry** (e.g., community assessments, surveys, and mapping; scientific experiments designed to inform or evaluate action);
- **Public issue analysis and advocacy for policy change** (e.g., researching and analyzing the environmental impacts of on-site wastewater treatment regulations and presenting policy recommendations to a state legislative committee); and
  - **Products or services contributing to community development** (e.g., sustainably growing food for sale at a neighbourhood farmers market).

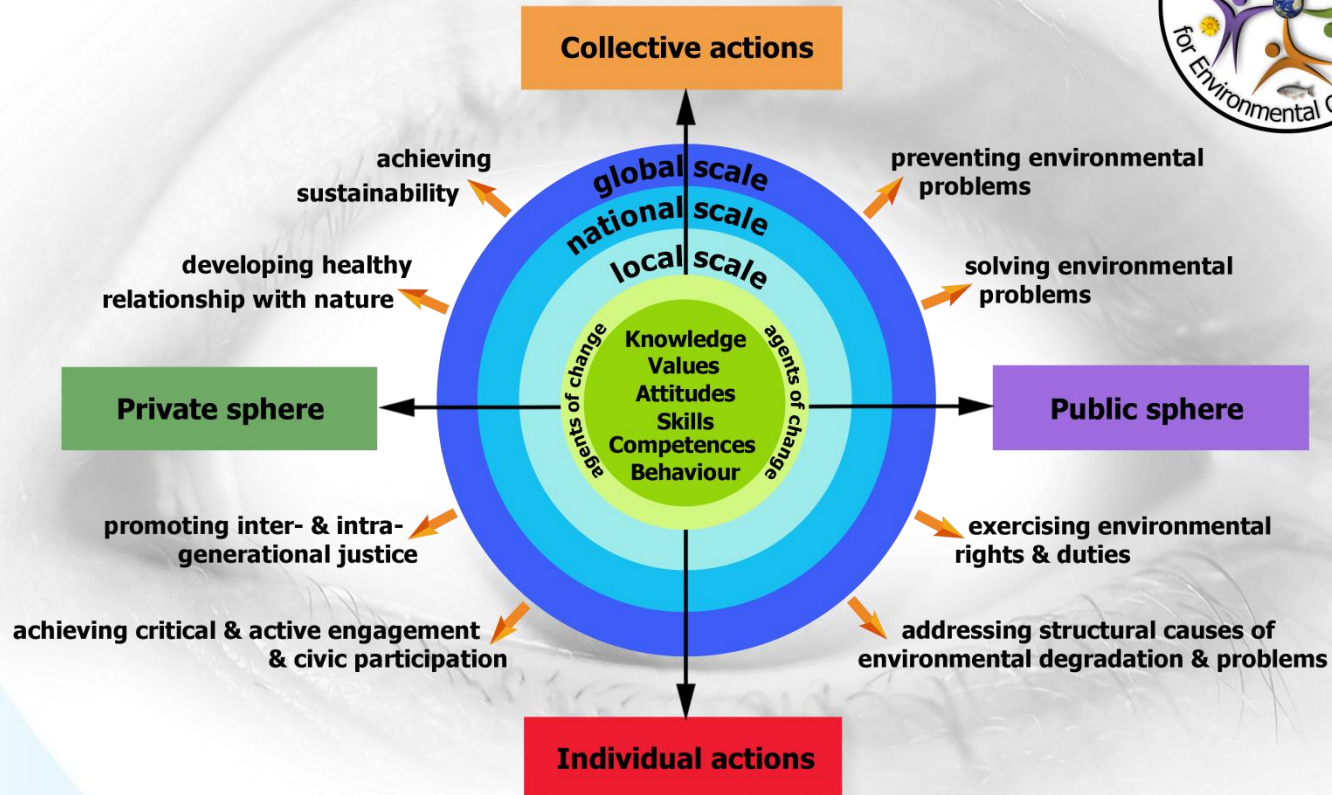


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# The EEC Model



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# EXAMINE COLLECTIVELY AND DISCUSS THE PEDAGOGICAL APPROACH TOMORROW

- REFLECTION ON EEC METHODOLOGY SESSION



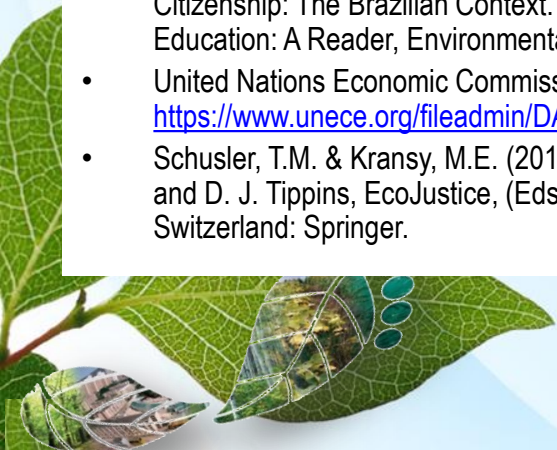
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# 1<sup>st</sup> European Science Café in Cyprus

Presentation by:

**WG4 Leader,**

**Dr Demetra HADJICHAMBI**, Cyprus Centre for Environmental Research and Education - CYCERE, Cyprus



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# 2<sup>nd</sup> European Science Café in Portugal

Presentation by:

**Dr Soumodip SARKAR**, Universidade de Évora, Portugal



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# 3<sup>rd</sup> European Science Café in Austria

## Presentation by:

**Dr Katharina LAPIN**, Federal Research and Training Centre for Forests, Natural Hazards and Landscape, Austria

**MSc Florian Leregger**, Director of the Institute for Environment, Peace and Development



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# Portugal Meeting Reimbursement

**Coordinated by:**

**Grant Holder Manager of ENEC**

**Dr Demetra Hadjichambi, CYCERE, Cyprus**




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# NEW MEMBERS Please Fill the Forms for Organising Next Meetings for WGs- DB Committees

  
**EUROPEAN NETWORK FOR ENVIRONMENTAL CITIZENSHIP**  
PLEASE FILL IN THE **ENEC JOINT MEETING** YOU WOULD LIKE TO ORGANIZE

	TYPE OF MEETING	TIME PERIOD	MONTH	LOCATION	COUNTRY	SURNAME	NAME
1	JOINT (MC, WG, ISS...)	JAN-JUN 2018	MARCH	LEMESOS	CYPRUS	HADJICHAMBIS	ANDREAS
2	JOINT (MC, WG, ISS...)	JUL-DEC 2018	OCTOBER	LISBON	PORTUGAL	REIS	PEDRO
3	JOINT (MC, WG, ISS...)	JAN-JUN 2019	JUNE	STAVANGER	NORWAY	JORGENSEN	FINN-ARNE
4	JOINT (MC, WG, ISS...)	JUL-DEC 2019					
5	JOINT (MC, WG, ISS...)	JAN-JUN 2020					
6	JOINT (MC, WG, ISS...)	JUL-DEC 2020					
7	JOINT (MC, WG, ISS...)	JAN-JUN 2021					
8	JOINT (MC, WG, ISS...)	JUL-DEC 2021					
9	1 <sup>ST</sup> TRAINING SCHOOL	JAN-DEC 2019	OCTOBER	LISBON	PORTUGAL	REIS	PEDRO
10	2 <sup>ND</sup> TRAINING SCHOOL	JAN-DEC 2020					
11	1 <sup>ST</sup> FYR	JAN-MAR 2020					
12	2 <sup>ND</sup> FYR	JAN-MAR 2021					
13	STSM (HOST ORG)	JAN-DEC 2020					
14	1 <sup>ST</sup> SPECIAL TOPIC SESSION	JUL-DEC 2019					
15	2 <sup>ND</sup> SPECIAL TOPIC SESSION	JUL-DEC 2021					
16	1 <sup>ST</sup> CAFE SCIENTIFIC	APR-JUN 2019					
17	2 <sup>ND</sup> CAFE SCIENTIFIC	APR-JUN 2020					
18	1 <sup>ST</sup> INT. CONFERENCE	JUL-DEC 2019	NOVEMBER	MALAGA	SPAIN	DELGADO-PENA	JOSE-JESUS
19	2 <sup>ND</sup> INT. CONFERENCE	JUL-DEC 2021					
20							

  
**EUROPEAN NETWORK FOR ENVIRONMENTAL CITIZENSHIP**  
PLEASE PUT : IN THE ONE WORKING GROUP YOU WOULD LIKE TO PARTICIPATE

#	MANAGEMENT COMMITTEE MEMBER			WORKING GROUP 1	WORKING GROUP 2	WORKING GROUP 3	WORKING GROUP 4
	SURNAME	NAME	COUNTRY	PRIMARY FORMAL EDUCATION	PRIMARY NON-FORMAL EDUCATION	SECONDARY FORMAL EDUCATION	SECONDARY NON-FORMAL EDUCATION
1							
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#	MANAGEMENT COMMITTEE MEMBER			DISSTION BOARD	DISSTION BOARD	DISSTION BOARD	DISSTION BOARD
	SURNAME	NAME	COUNTRY	Website Committee	Int.Conference Committee	ECI Events Committee	Workshops & Events Committee
1							
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# CoffeeBreak

**11:30-12:00**



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# Chapters Presentation Session (WG 1-4)

12:00-12:40



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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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# The progress of the Chapters preparation

- **PART A: Social, economic and political dimensions of EC**

- Ch. 1 Political dimensions of EC (Ready) → V
- Ch. 2. Social dimensions of EC (is in Advanced stage) → V...
- Ch. 3. Economic dimensions of EC (Outline is ready) →

- **PART B: EC as a psychological construct**

- Ch. 6 : Knowledge(s) & EC (is in Medium stage) → V...
- Ch. 8. Values & Beliefs and EC (Almost a final draft) → V
- Ch. 9 : Attitudes & EC (is in Advanced stage) → V



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# The progress of the Chapters preparation

## • PART C: EC and other relevant concepts

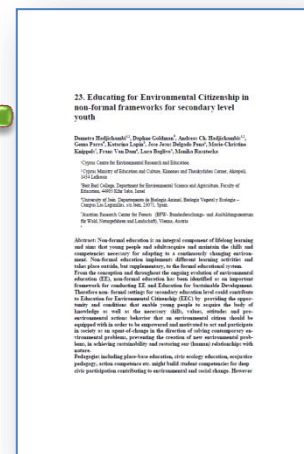
- Ch. 13. EC Environmental citizenship in heritage evaluation, tourism, transport and cities (Almost a final draft) → V
- Ch. 14. EC & Activist Citizenship (is in Final) → V

## • PART D: EC in the context of EE/ESD

- Ch. 15: EC & Resp. Env. Behaviour (is in Advanced stage) → V...
- Ch. 16. EC & ESD (Almost a final draft) → V

## • PART E: EC in Educational levels

- Ch. 20. EC in Primary Formal Education (Almost Ready) → V
- Ch. 21. EC in Primary Non-Formal Education (Outline is ready) → V
- Ch. 22. EC in Secondary Formal Education → V
- Ch. 23. EC in Secondary Non-Formal Education (Almost a final draft) → V



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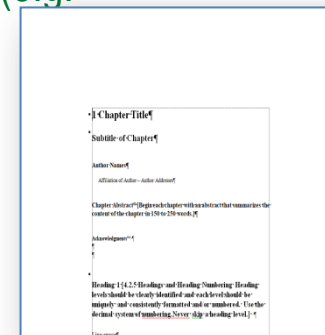
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# Instructions to Authors for Book Chapters

- 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 Christmas is the **Deadline** for:
  - Full Chapters

# Instructions to Authors for Book Chapters

- This is important in order to have time for discussions during the 1<sup>st</sup> 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





# Chapter 02 – Social Dimensions of the Environmental Citizenship (WG3)

Presentation by:

Dr Vesela RADOVIC, Institute for Multidisciplinary Research, Serbia



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# Chapter 09 – Attitudes and Environmental Citizenship (WG2)

Presentation by:

Dr Rares HALBAC-COTOARA-ZAMFIR , Universitatea Politehnica Timisoara, Romania



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# Chapter 20 Environmental Citizenship in Primary Formal Education (WG1)

Presentation by:

Dr Marta ROMERO ARIZA, University of Jaén, Spain.



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# Chapter 23 Environmental Citizenship in Secondary Formal Education (WG4)

Presentation by:

Dr Demetra HADJICHAMBI, CYCERE, Cyprus

Dr Daphne GOLDMAN, Beit Berl Academic College, Israel



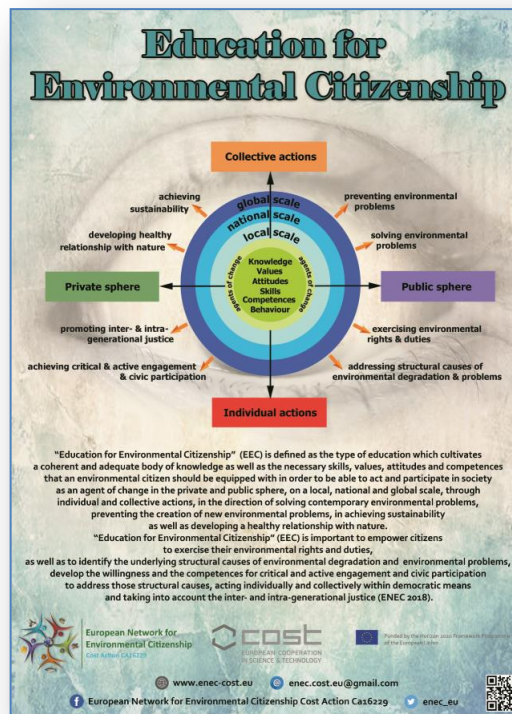
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# Trans WG Discussion: Emphasis on EEC in Primary and Secondary Formal and Non-Formal Education

Coord. Dr Andreas HADJICHAMBIS  
12:40-13:00



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**13:00-15:00**



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# Research Workshop 1: Main Characteristics of the Education for Environmental Citizenship (EEC)

**Coordinated by:**

**Vice-Chair**

**Dr Pedro REIS**, Universidade de Lisboa, Portugal

## Invited Speakers:

- Associate Professor **Bronwyn Mary HAYWARD**

Department of Political Science and International Relations and Director of The Sustainable Citizenship and Civic Imagination Research group, University of Canterbury, New Zealand.



- Professor **Luiz Marcelo de CARVALHO**

Department of Education, Institute of Biosciences, University Estadual Paulista, Brazil.

Research Workshop Minutes: Dr Katharina Lapin



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# Introduction to Associate Professor Bronwyn Mary HAYWARD



**Presentation of the Invited Speaker by:**

**WG1 Vice-Leader of ENEC**

**Dr Marta ROMERO ARIZA, University of Jaén, Spain**

Bronwyn is Associate Professor in the Department of Political Science and International Relations and Director of The Sustainable Citizenship and Civic Imagination Research group. Her research focuses on the intersection of sustainable development, youth politics and democracy.

Bronwyn is a lead author for the Intergovernmental Panel on Climate Change Special Report on 1.5 and an Expert Advisor for IPCC AR6 and SR 1.5. She is co-primary investigator with University of Surrey's ESRC funded CUSP: Centre for Understanding Sustainable Prosperity, she leads the CYCLES Children and Youth in Cities lifestyle Evaluation study in 7 global cities.

She was an Erskine funded visiting Fellow with University College, Oxford, UK 2017. Recent books are Sea Change: Climate politics and New Zealand (BWB, 2017) and Children, Citizenship and Environment (Routledge, 2012).

She is a member of the International Social Sciences Council steering committee - Transformative Research and co-researcher with University of Oslo, Voices of the Future project.

Bronwyn was lead author for two reports for UNEP's global survey of 18-35 year olds lifestyles and sustainability and a trustee for the UK Foundation for Democracy and Sustainability. Outside academia Bronwyn worked for children's media, serving as a Ministerial appointment to the NZ Broadcasting Standards Authority, and trustee for the SPARK Foundation. She was inaugural joint winner of UC Arts Conscience & Critic of Society Research Award 2014.

# Research Workshop: Main Characteristics of the Education for Environmental Citizenship Discussion



**Coordinated by:**

**Vice-Chair**

**Dr Pedro REIS, Universidade de Lisboa, Portugal**



Research Workshop Minutes: Dr Katharina LAPIN



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# Interactive Poster Session

16:00-16:30



**Coordinated by:**

**Action Vice-Chair**

**Professor Pedro Reis , Universidade de Lisboa, Portugal**



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# Interactive Stakeholder Seminar

16:30-17:30



**Coordinated by:**

**Action Vice-Chair**

**Professor Pedro Reis , Universidade de Lisboa, Portugal**



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# Questions

**Coordinated by:**

**Action Vice-Chair**

**Professor Pedro Reis , Universidade de Lisboa, Portugal**

- **Which are the main characteristics of the 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:**

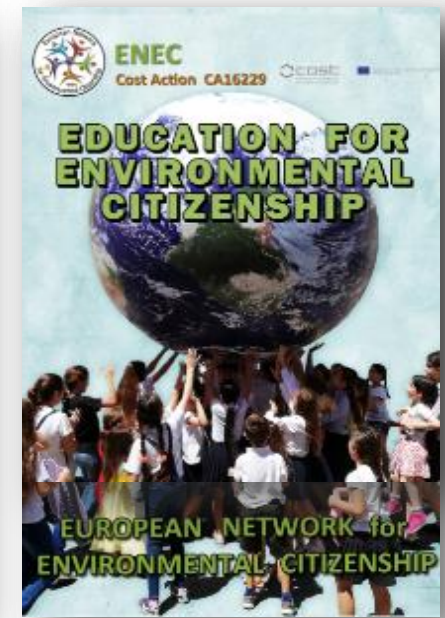
- **How we can promote the Education for Environmental Citizenship?**



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# Main Characteristics of the Education for Environmental Citizenship

**Action Chair**  
**Dr Andreas Hadjichambis, CYCERE, Cyprus**

**2<sup>nd</sup> European Joint Meeting**  
**Lisbon, Portugal**  
**25-26 Oct 2018**



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# DAY 2



## 26<sup>th</sup> of October 2018



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# WELCOME

**Coordinated by:**

**Action Chair**

**Dr Andreas Hadjichambis, CYCERE, Cyprus**

**9:00-9:40**

## Research Workshop 2 on the: “Main Characteristics of the Education for Environmental Citizenship & Learning of environmental citizenly engagement and environmental citizenship development”

Research Workshop Minutes: Dr David C. FINGER



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# Introduction to Professor Luiz Marcelo de CARVALHO

Institute of Biosciences, State University of São Paulo



## Presentation of the Invited Speaker by:

**WG3 Leader of ENEC**

**Dr Niklas GERICKE**, Karlstad University, Sweden

Graduated in Biological Sciences from the Faculty of Sciences and Letters Barão de Mauá (1976), he completed his master's degree in Ecology and Natural Resources from the Federal University of São Carlos (1980) and his PhD in Education from the University of São Paulo (1989).

Professor of Environmental Education at the Institute of Biosciences, State University of São Paulo, currently a retired professor at this University. He completed post-doctoral internships at the Institute of Education, University College of London (1999 and 20013). He is accredited with the Graduate Program in Education of UNESP - Institute of Biosciences - Rio Claro - Line of Research - Environmental Education, where he coordinates the research project "Environmental Education in Brazil: academic production - theses and dissertations (Project EArte).

He is one of the editors of the journal Pesquisa em Educação Ambiental and member of editorial board of Interações, of the Electronic Journal of the Master in Environmental Education, Education and Environment, Brazilian Journal of Environmental Education. He has participated in the Organizing Committee of the Environmental Education Research Meetings, the Environmental Education Working Group of ANPED (GT22) and is a member of the Society of Environmental Education.

He has experience in the area of Education, working mainly in the following areas: themes: Environmental Education, Environmental Education in the School Context, Research in Environmental Education, Teaching of Sciences and Biology and Teacher Training.

# Research Workshop:

Main Characteristics of the Education for Environmental Citizenship & Learning of environmental citizenly engagement and environmental citizenship development

## Discussion with the 2 invited speakers

**Coordinated by:**

**Dissemination Board Coordinator of ENEC**

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

9:40-10:00



Research Workshop Minutes: Dr David C. FINGER



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# CoffeeBreak

**10:00-10:30**



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# INTRODUCTION TO WORKING GROUPS

Coordinated by:

Action Chair

Dr Andreas Hadjichambis, CYCERE, Cyprus

10:30-10:40

## Important Tasks:

- Chapter discussion (45 minutes)
- Suggestion of Improvements of the EEC pedagogical approach (45 minutes)



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# Separate meetings of WG 1-4

- Chapter 15 (EC and REB) – WG1 Coord. Dr Marta ROMERO ARIZA, Spain
- Chapter 06 (Knowledge and EC) – WG2 Coord. Dr Jelle BOEVE-DE PAUW, Belgium
- Chapter 22 (EC in secondary formal education) – WG3 Coord. Dr Niklas GERICKE, Sweden
- Chapter 08 (Values and EC) – WG4 Coord. Dr Demetra HADJICHAMBI, Cyprus

**Coordinated by:**

**Action Chair**

**Dr Andreas Hadjichambis, CYCERE, Cyprus**

**10:40-11:25**



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# Worksheets


**Coordinated by:**

## Action Chair

**Dr Andreas Hadjichambis, CYCERE, Cyprus**


10:40-11:25





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

- Is it something which is missing and needs to be added?
- Is it something which needs to be excluded?
- Is it something which needs to be changed?

*Choose which member of the WG will present your improvements*



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# Worksheets



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1. Please reflect to the above EEC approach. Which **improvements** would you suggest?
  - Is it something which is missing and needs to be added?
  - Is it something which needs to be excluded?
  - Is it something which needs to be changed?



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# Trans WG Meeting (Plenary)

## Presentation of Suggestions on the EEC Pedagogical Approach

**Coordinated by:**

**Action Chair**

**Dr Andreas Hadjichambis, CYCERE, Cyprus**



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**13:00-15:00**



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# Management Committee Meeting - Next Steps

**Coordinated by:**

**Action Chair**

**Dr Andreas Hadjichambis, CYCERE, Cyprus**

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



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# IV. WORK AND BUDGET PLAN

## A. Work and Budget Plan <sup>3rd</sup> Grant Period 01-05-2019 until 30-04-2020



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







# 18<sup>th</sup> Environmental Education Conference

## Developing Environmental Citizenship - Facilitating Science- and Value-based Sustainability.

16<sup>th</sup> April, 2019

**Coordinated by:**

**Dr Daphne GOLDMAN, Beit Berl Academic College, Israel**



**18<sup>th</sup> Environmental Education Conference**  
Developing Environmental Citizenship - Facilitating Science- and Value-based Sustainability.  
16<sup>th</sup> April, 2019

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**About the conference**

Society faces complex environmental-social challenges resulting from rapid scientific and technological development of the 21<sup>st</sup> century. The scientific and educational communities are coping with significant and crucial issues of sustainability situated at the science-society interface. The Environmental Education Conference was established to address main issues on the Israeli environmental-educational agenda. It provides a platform for critical discourse concerning scientific, moral, theoretical and practical aspects of sustainability. Unique to the conference is its multidimensional perspective, which integrates among: scientific knowledge crucial in knowledge societies, ethical aspects inherent to environmental challenges and dilemmas, and the educational-pedagogical dimension that focuses on these challenges and how they are addressed in educational frameworks.

The topic of the 2019 conference is:  
Developing Environmental Citizenship - Facilitating Science- and Value-based Sustainability

**Sustainability**

Developing environmental citizenship (EC) is one of the main goals of sustainability education. EC is about empowering people to develop their knowledge, competencies and dispositions necessary for responsible environmental involvement. The European Network for Environmental Citizenship (ENEC), established to promote theoretical and applied understanding of EC, provides the following definition of EC:

"Environmental Citizenship" is defined as the responsible pro-environmental behaviour of citizens who act and participate in society as agents of change in the private and public sphere, on a local, national and global scale, through individual and collective actions, in the direction of solving contemporary environmental problems, preventing the creation of new environmental problems, achieving sustainability as well as developing a healthy relationship with nature. "Environmental Citizenship" includes the exercise of environmental rights and duties, as well as the identification of the underlying structural causes of environmental degradation and environmental problems, the development of the willingness and the competence for critical and active engagement and civic participation to address those structural causes, acting individually and collectively within democratic means, and taking into account inter- and intra-generational justice (ENEC, 2018 <http://enec-cost.eu>)

Based on an integrative perspective combining current scientific research, locally-relevant technological innovation and critical examination of the ethical aspects these raise in the context of environmental issues, the conference will focus on diverse ways to incorporate education for sustainability and environmental citizenship within formal and non-formal education. Towards this, selected sustainable development goals (SDGs) are utilised as a lens. SDGs provide a broad platform for implementing environmental citizenship in the









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Δημοσιεύτηκε από Andreas Hadjichambis [?] · 21 Οκτωβρίου στις 1:10 μ.μ. ·



The official Circular of the Cyprus Ministry of Education and Culture regarding the 4th Environmental Education and Sustainability Conference dedicated to the Education of Environmental Citizens.

<http://enimerosi.moec.gov.cy/ypp8165...>

Δείτε τη μετάφραση



ENIMEROSI.MOEC.GOV.CY

**Δ' Παγκύπριο Μαθητικό Συνέδριο για το Περιβάλλον και  
την Αειφορία - Εκπαιδεύοντας Περιβαλλοντικούς Πολίτες...**



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# V. NEW PROPOSALS

## A. A partner to submit a proposal

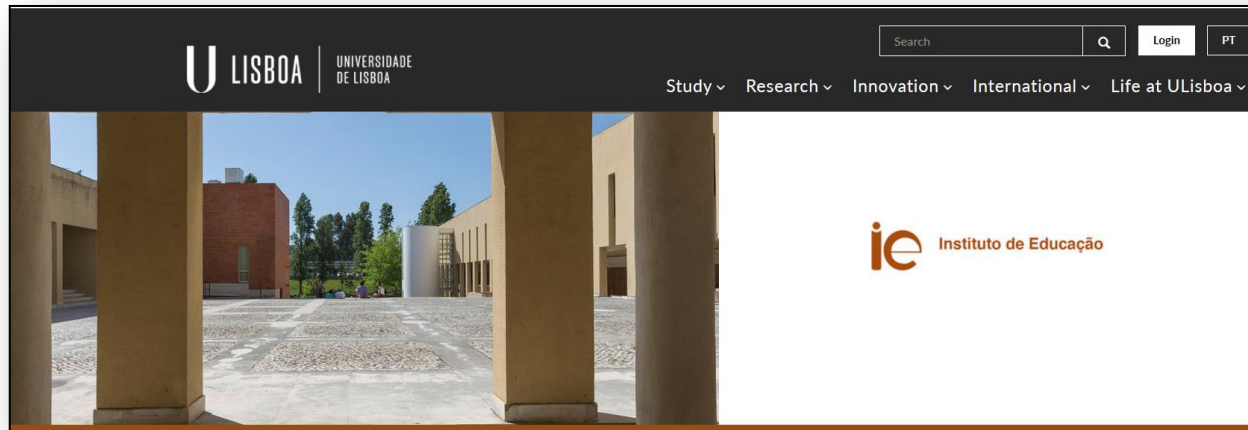


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# Many Thanks to Dr Pedro Reis, Local Organiser



**Action Chair**

**Dr Andreas Hadjichambis, CYCERE, Cyprus**



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# Many Thanks to all of you

Steering Committee

Management Committee

WG Leaders and Vice Leader

DB Committees Coordinator, Leaders and Vice-Leaders

ECI Coordinator

MC Members and Substitutes



**Action Chair**

**Dr Andreas Hadjichambis, CYCERE, Cyprus**



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