European Network for Environmental Citizenship
Cost Action CA16229

Youth Activism: Empowering Students and Teachers for Environmental Citizenship

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Tasks

Youth Activism

- What is it?
- Potentialities
- How to promote/support?
- Obstacles/difficulties/limitations

Tasks

Citizen Science

- What is it?
- Potentialities
- How to promote/support?
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Tasks

Citizen Science

- What is it?
- Potentialities
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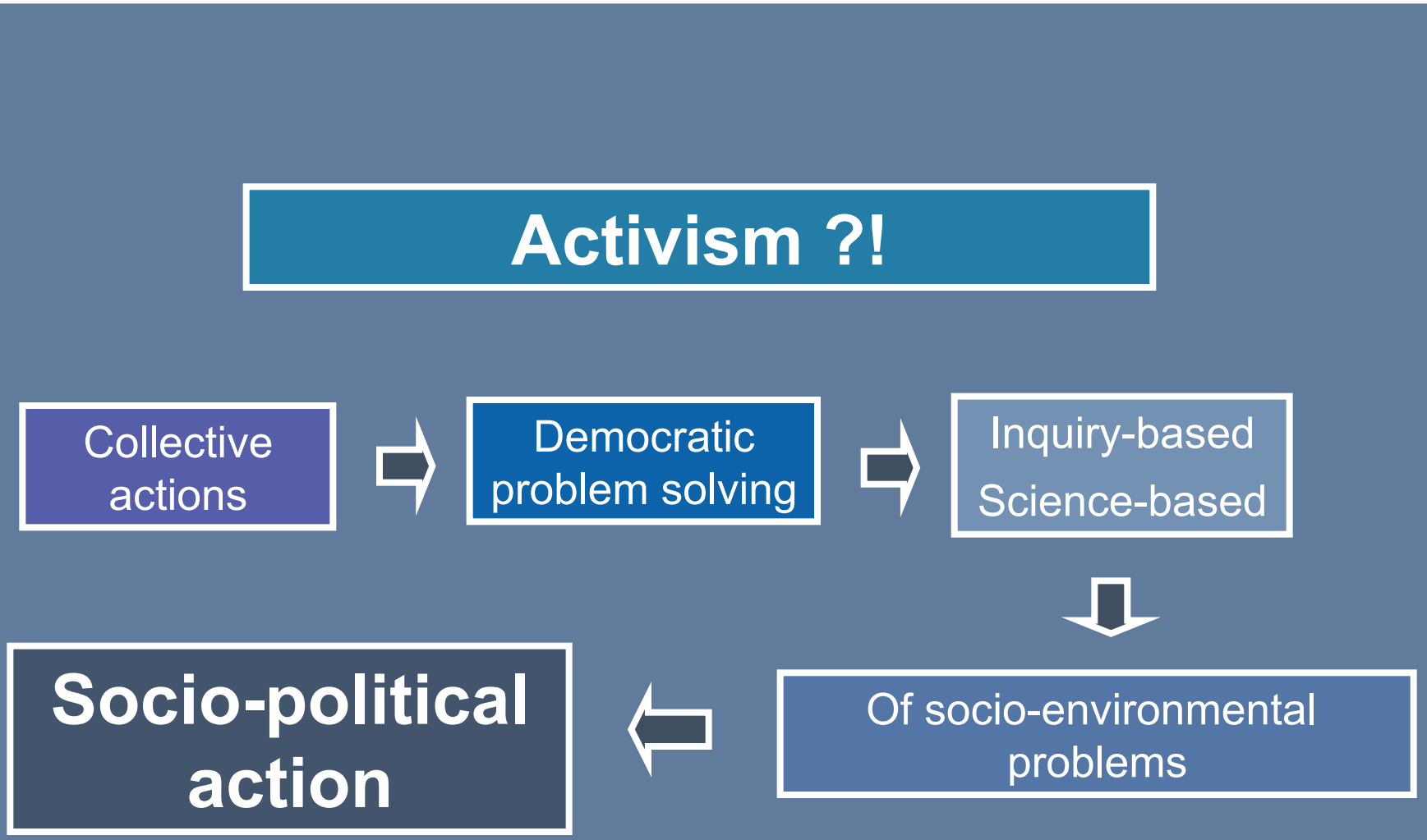
Relations between “Youth activism”, “Citizen Science” and “Environmental Citizenship”

Identification of “Youth activism”, “Citizen Science” and “Environmental Citizenship” elements in the article.

Framework


Activism ?!
Collective actions
Democratic problem solving
Inquiry-based
Science-based
Of socio-environmental problems
Socio-political action

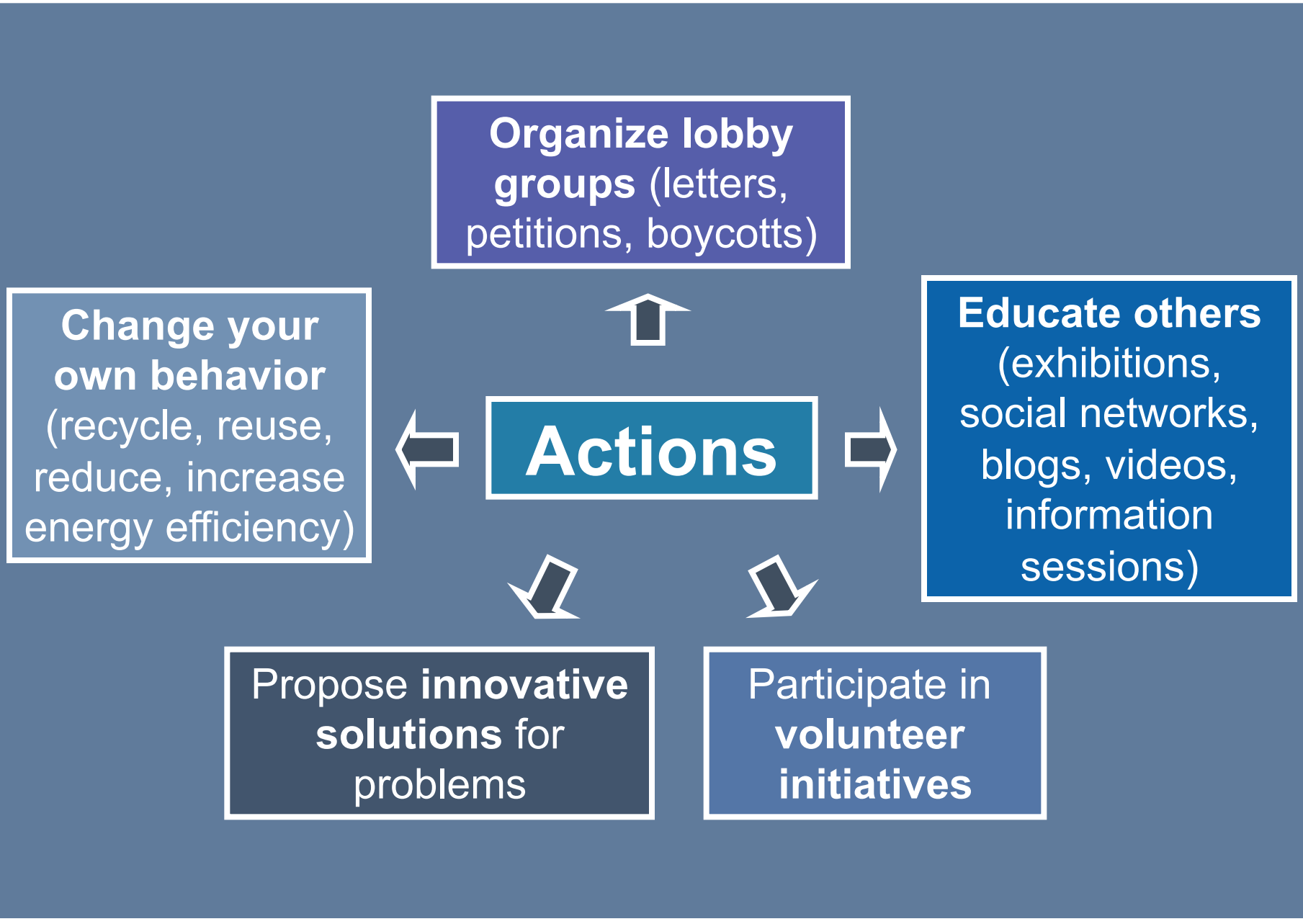
Framework

The seriousness of the socio-environmental issues affecting our society

requires

- A citizenry that is well informed and empowered to take appropriate actions about such issues (Gray et al. 2009)
- The introduction of action as a major aspect of scientific literacy (Hodson, 1998)
- The empowerment of students as critics and creators of knowledge, instead of knowledge consumers (Bencze and Sperling, 2012)
- The broadening of instruction in order to promote knowledge about the NoS and NoT, science inquiry skills, and socio-political activism on SSI (Hodson, 2003)

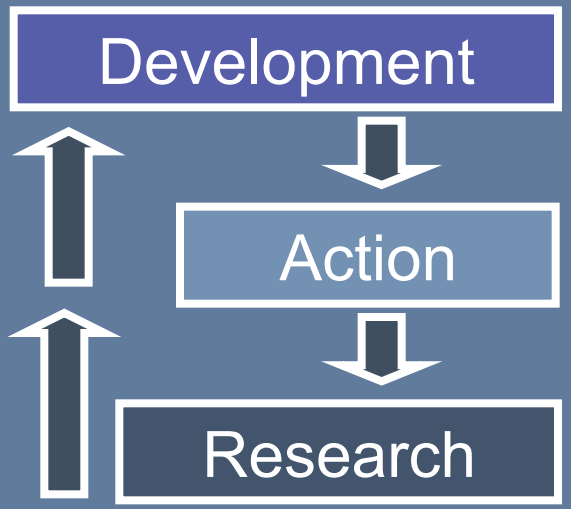
Students and Activism



WE ACT – Promoting Collective Activism on SSI and SEI

"We Act"

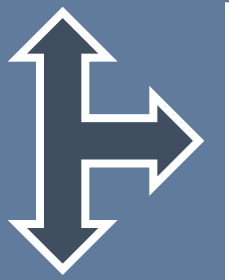
combines 3 components



Comunity of practice

crosses 3 different areas

Active inquiry-based learning regarding Socio-Scientific and Socio-Environmental Issues



Art initiatives & Uses of Web 2.0 tools

Students' participation in collective democratic problem-solving action

WE ACT – Promoting Collective Activism on SSI and SEI

"We Act"

resorts to

Art initiatives

- Drama;
- Cartoons;
- Comic strips;
- Posters;
- Interactive exhibitions; etc.

Uses of Web 2.0 tools

Production and dissemination (through social media) of:

- Podcasts;
- Vodcasts;
- Discussion forums;
- Blogs;
- Digital animations; etc.

Mobilized towards activism and social intervention on SSI and SEI

WE ACT – Promoting Collective Activism on SSI and SEI

"We Act"

resorts to

Art initiatives

Drama activities and exhibitions about SSI can raise questions, elicit personal reflection and stimulate conversations between students and visitors, transforming both of them into learners and political activists

(Stegmann et al, 2007)

Uses of Web 2.0 tools

Web 2.0 tools provide students with powerful means to express their voices and visions, fostering interactive and decentralized forms of communication/intervention and a participatory model of democracy

(Nicholson, Levinson and Parry 2008)

WE ACT – Promoting Collective Activism on SSI and SEI

"We Act" Community of Practice

integrates

35 teachers from different levels of education, countries and institutions

with

Common interests in SSI and Environmental Education

and a

Shared history of involvement in Ma and PhD programs on education at UL

has a

Supportive/coaching role during the entire process of actions planning and implementation

The different competences of the team are mobilized in order to support the development of the knowledge and the confidence for collective democratic problem-solving action

implements

General meetings

Coaching meetings

Classroom support

On-line meetings

WE ACT – Promoting Citizen Science

Citizen Science following a Critical Approach

resorts to

Science education as a context to develop the competencies and the community involvement of students

encouraging them to be

Active citizen scientists who contribute to the well being of their communities

One ideology

with an emphasis on

Learning about the health of the local community

Developing socially responsible science curricula

Blurring the boundaries between subjects

Breaking down the walls of the school

Facilitating the connection between the school learning and the communities where students live

WE ACT – Promoting Citizen Science

Citizen Science following a Critical Approach

faces students and teachers as

Active citizens

Critically committed to solving eco-socio-scientific problems

affecting their

Communities

Engaged in acts of citizenship and practices of science through activism

With the capacity to make choices rather than accept the prescriptions of others

Combined with **Youth Activism**

Promotes a deeper comprehension of how science works

Empowers citizens with the willingness and the higher-level abilities for participating in the global agenda of sustainable development and assuming the responsibility for future generations

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).

Examples of “WE ACT” Initiatives

Blogs about water consumption
Relíquia d’Abreu
10 year old students

Blogs & Exhibitions about Global Warming
Marta Espírito-Santo
10-11 year old students

Social Networks –
Environmental problems in Cape Verde
Claudia Belchior
All citizens

Public Session and Manifest on the decreasing number of bees
Céu y Mónica Baptista
8 year old students

Radio Programs
Teresa Conceição & Mónica Baptista
15 year old students

Blogs & Posters about Global Warming
Elisabete Linhares
Teacher education

Drama, Public Sessions & vodcasts
Arlindo Monteiro
Environmental problems in Cape Verde
16-18 year old students

Vodcasts & Social Networks
Rita Marques
13-14 year old students

Campaigns with NGOs
Nuno Albano
Vocational secondary school students

Blogs and public sessions
Sismay Garcia – Colombia
11-13 year old students

Vodcasts & Youtube
Hélder Costa
Teacher education

Surveys and public sessions about Health
Vanda Trindade
14-15 year old students

Thank you for your attention!

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