



# European Network for Environmental Citizenship

Cost Action CA16229

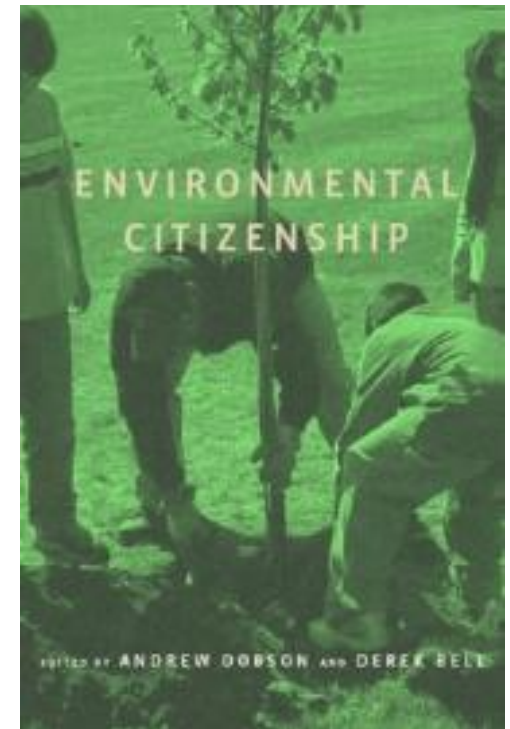
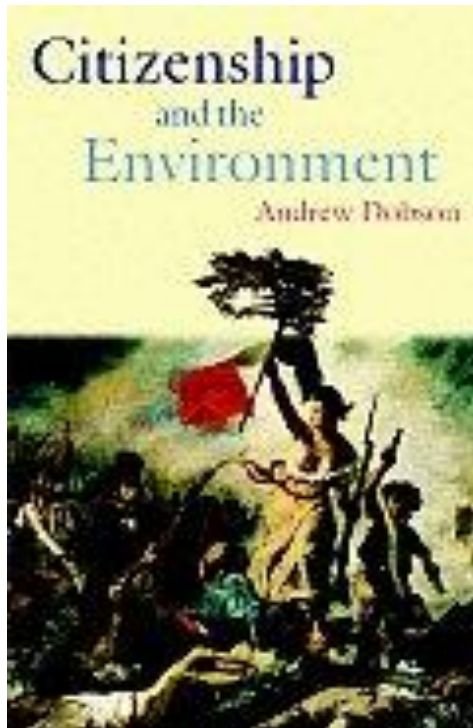
1st European Training School: Pedagogical Approaches on  
Education for Environmental Citizenship - Lisbon, 24-25 October 2018

## The Ecological Footprint

Dr Benito Cao

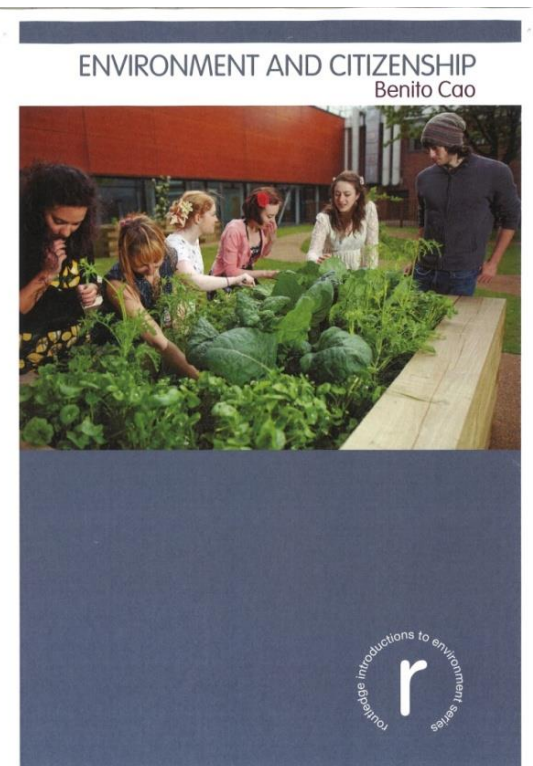
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# environmental citizenship



# 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**



# environment: the concept

- The roots of the term lie in the French word *environ*, meaning to surround, to envelop, to enclose. In this sense, environment is synonymous with **surroundings**. [environment: a **relational** concept]
- but typically: environment = nature = natural env.



# citizenship: the concept

- 'Citizenship is a notoriously **polyvalent** concept, with many **meanings** and **applications**'. (Joppke 2010: 1)
- Citizenship: **membership** of a **political community**\*\*  
... which comes with it a series of **rights and duties**.

\*\*This has come to mean membership of a state, but political communities have differed throughout history: city-state, empire, **nation-state**, cosmopolis.

Ancient, modern, liberal, republican, national, global, legal, social, sexual, cultural, digital, neoliberal, **green, environmental, ecological, sustainable** ...



# 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**.

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



# education for environmental citizenship

***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**.

***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)



# ecological interdependence

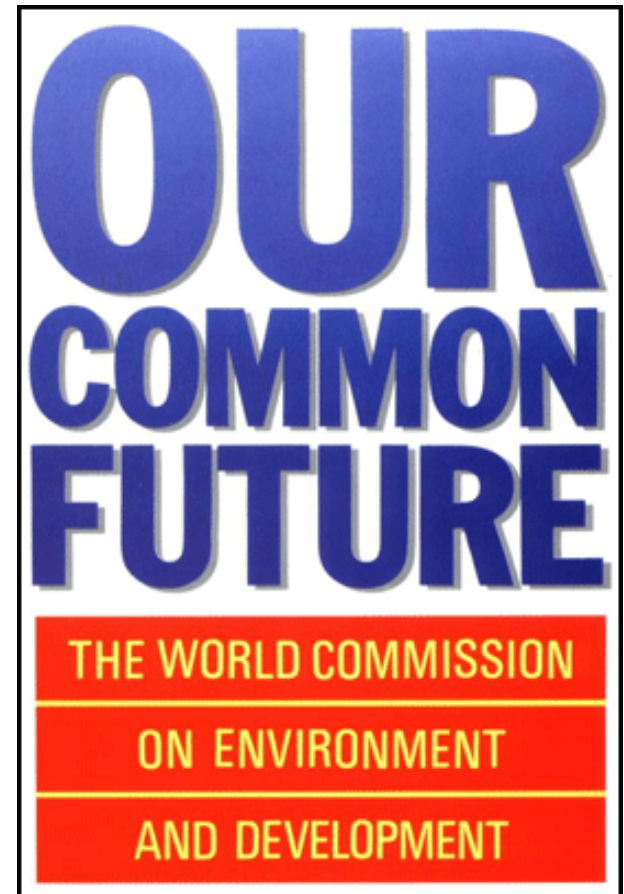
## □ Blue Marble (1972)





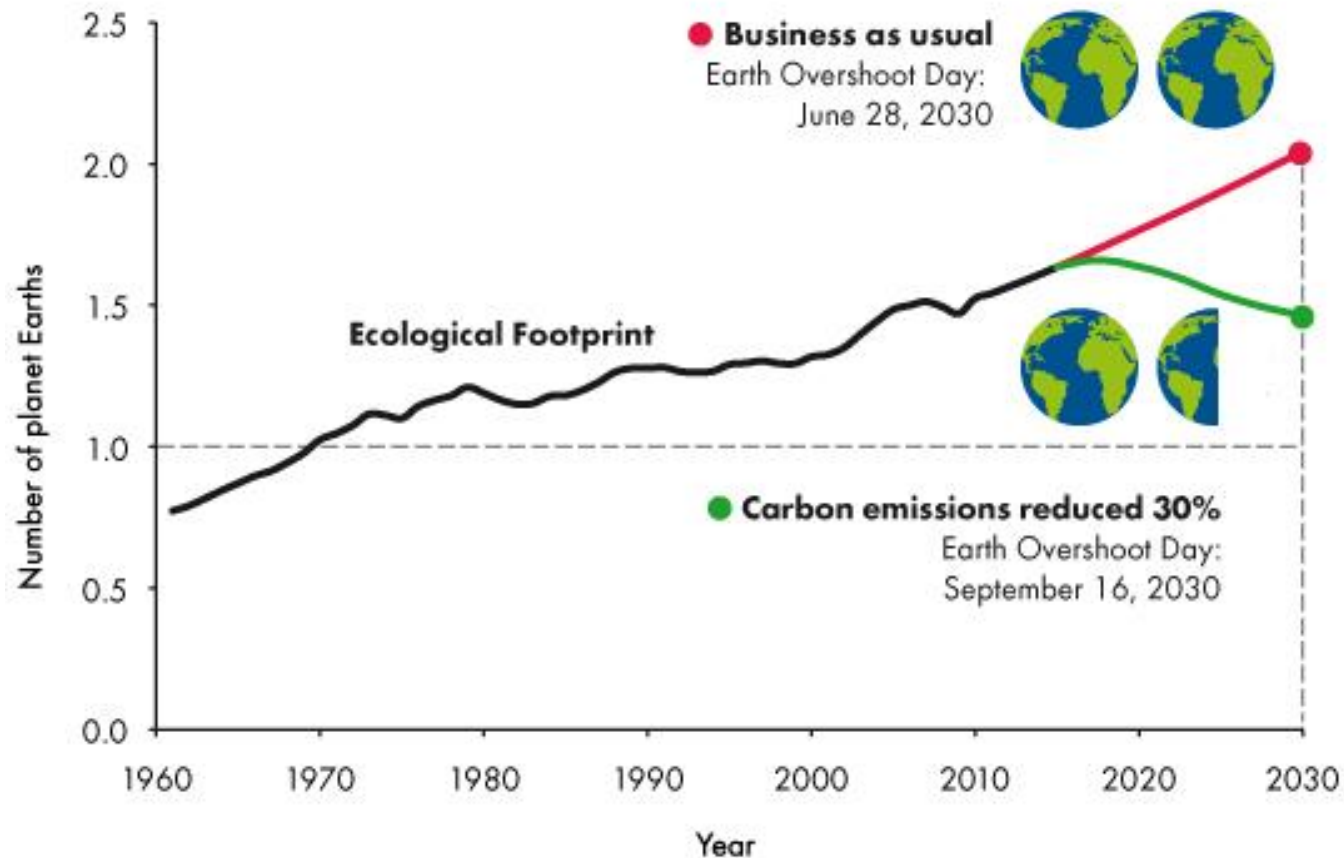
# sustainable development

- The Brundtland Report (1987)
- **sustainable development**: development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
- the concept implies that generations yet unborn have an entitlement to live in a undiminished natural environment.
  - i.e. the rights of **future citizens/humans**
  - i.e. the **responsibility** of present citizens
- **inequality**: global North vs global South

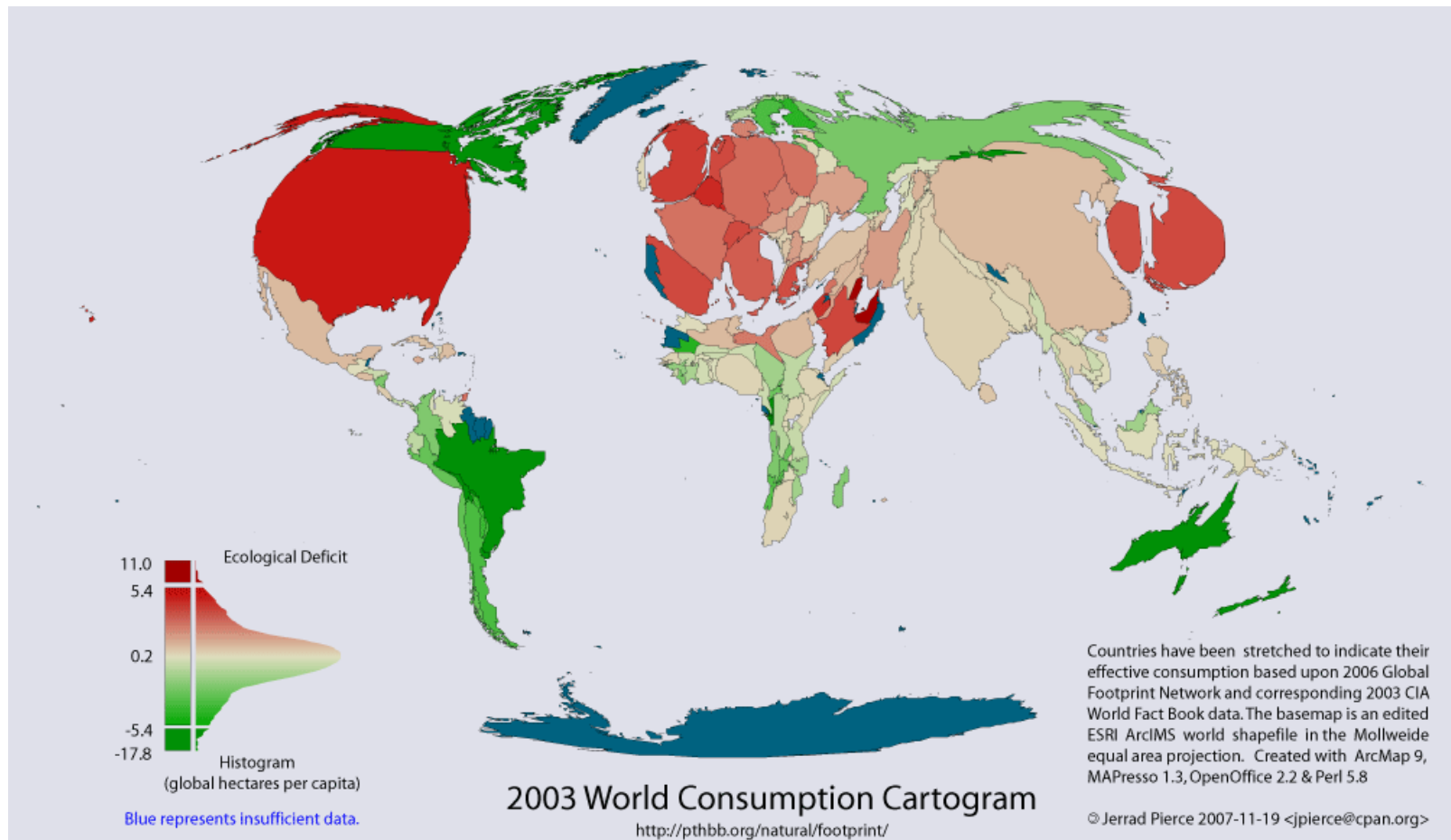


# unsustainable consumption

How many Earths does it take to support humanity?



# differentiated responsibility



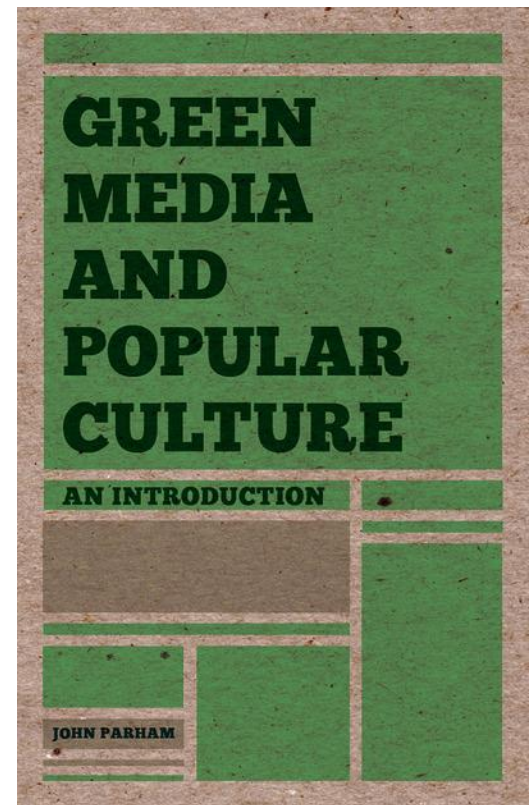
- [illegible]

-



# 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**. (Cao, 2015: 223)

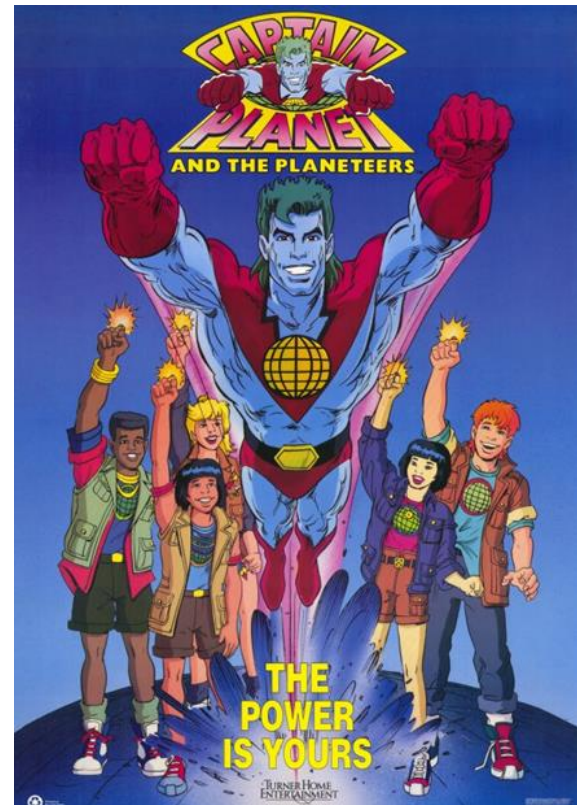


# representations

infotainment: information +  
entertainment: i.e. celebrities

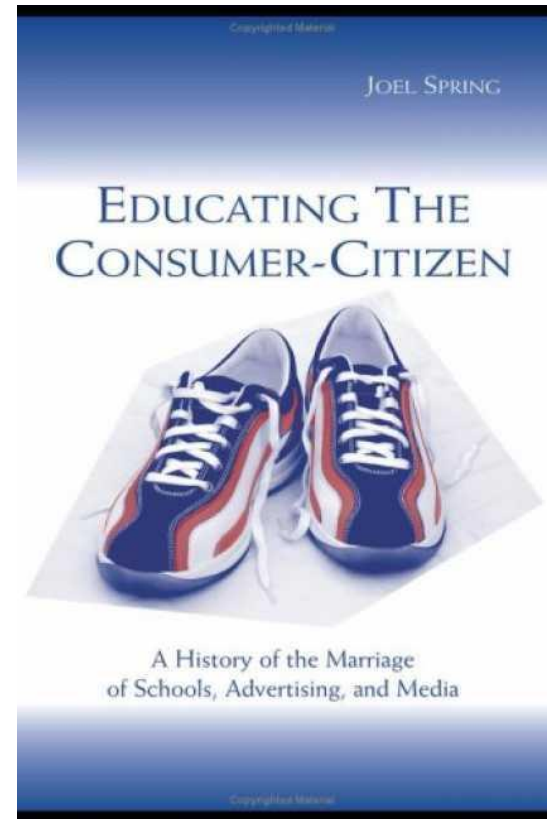


television, films, cartoons



# 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



# school: formal education

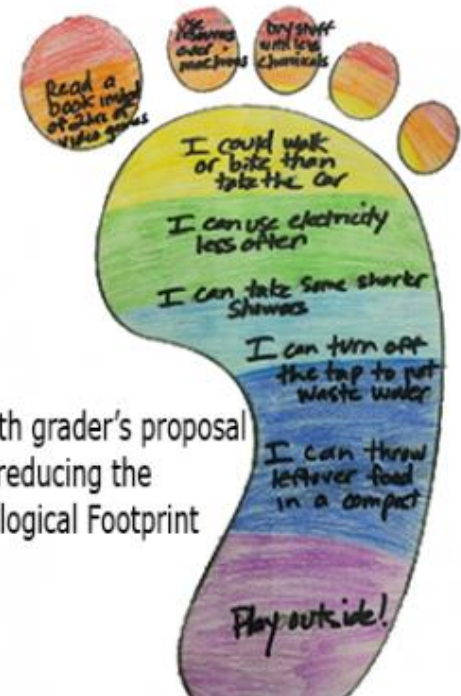
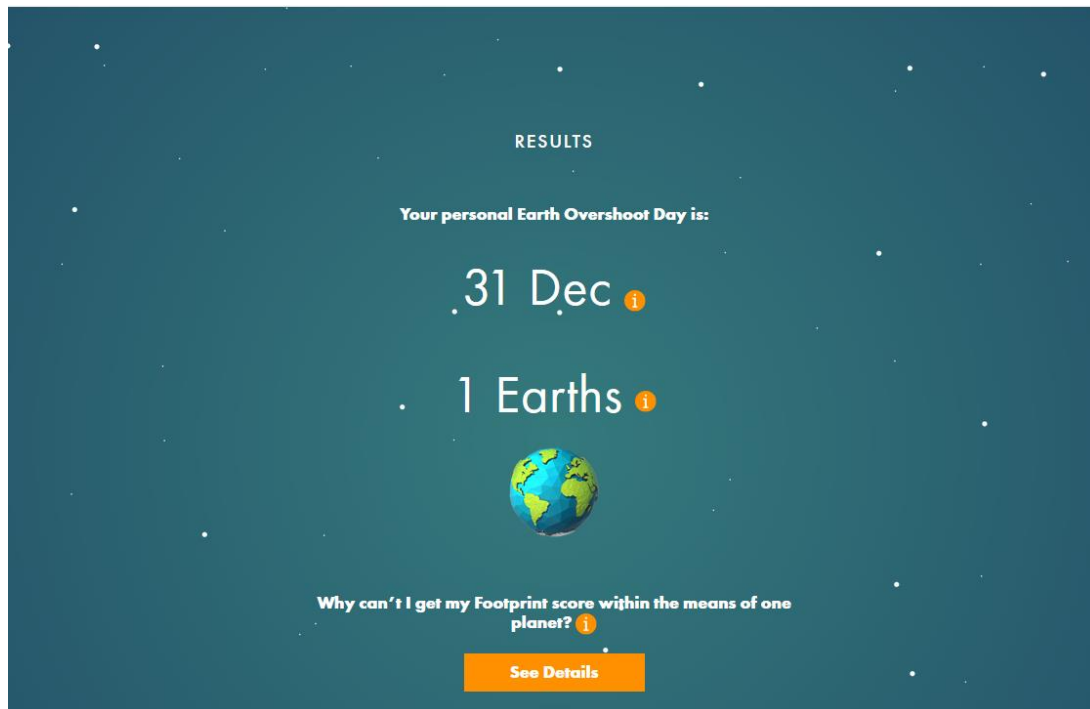
## □ Top 10 eco education trends

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.





# ecological footprint calculator



A 7th grader's proposal on reducing the Ecological Footprint

# Merits/Benefits

- widely available
  - quite easy to use
  - fun, entertaining
  - visually appealing
- 
- useful tool to raise awareness about our environmental impact, particularly regarding the (un)sustainability of our individual habits and life-style in general.
- 
- comparative analysis can lead to promote environmental justice



# Limits/Problems

- does not take into account the value of political activism or other contributions to sustainability e.g. education, etc.
- lacks measures of equity and justice, particularly inter-generational justice
- individualises the responsibility; hiding the role of governments and businesses
- reduces citizenship to consumption
- sidelines collective or political action
- hides or obscures structural constraints



# calculating lifestyle footprints

## CALCULATING LIFESTYLE FOOTPRINTS

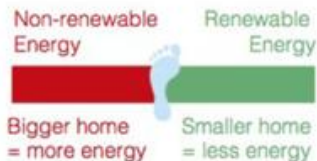
My Lifestyle Footprint  
is affected by...



### HOME



The source of electricity we use in our homes -renewable or non renewable. Also, the bigger our home is the more electricity is needed for heating, cooling and appliances, etc.



### MOBILITY



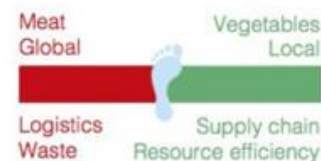
Our choice of transport, whether we use personal motorized or non motorized transport or public transport, as well as the distance we travel.



### FOOD & NUTRITION



The kind of food we eat. Meat has a much higher footprint than other sources of protein like fish or beans and vegetables and grains for example.



### GOODS



The kind of products we buy, what resources go into them, their packaging and the volume of products we buy. From personal care to home care the highest material intensity often comes from products containing materials that are mined (metals/jewellery) and where fossil fuels are used in their production.





# your contribution to climate change

## Personal choices to reduce your contribution to climate change

\* Cumulative emissions from descendants: decreases substantially if national emissions decrease.

Average values for developed countries, based on current emissions.

Upgrade light bulbs

Hang dry clothes

Recycle

Wash clothes in cold water

Replace typical car with hybrid

Eat a plant based diet

Switch electric car to car free

Buy green energy

Avoid one roundtrip transatlantic flight

Live car free

Have one fewer child

Low Impact

< 0.2 tCO<sub>2</sub>e

Moderate Impact

0.8-0.2 tCO<sub>2</sub>e

High Impact

> 0.8 tCO<sub>2</sub>e

Annual climate savings (tCO<sub>2</sub>e)

60  
50  
40  
30  
20

4  
3  
2  
1

# you control climate change



Follow

Just 100 companies have been responsible for 71 percent of greenhouse gas emissions since 1988, but only YOU can stop climate change! [interc.pt/2CKTadC](https://interc.pt/2CKTadC)

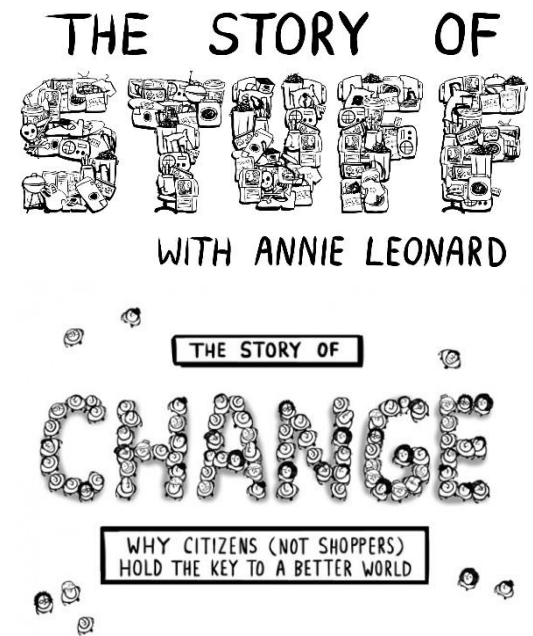
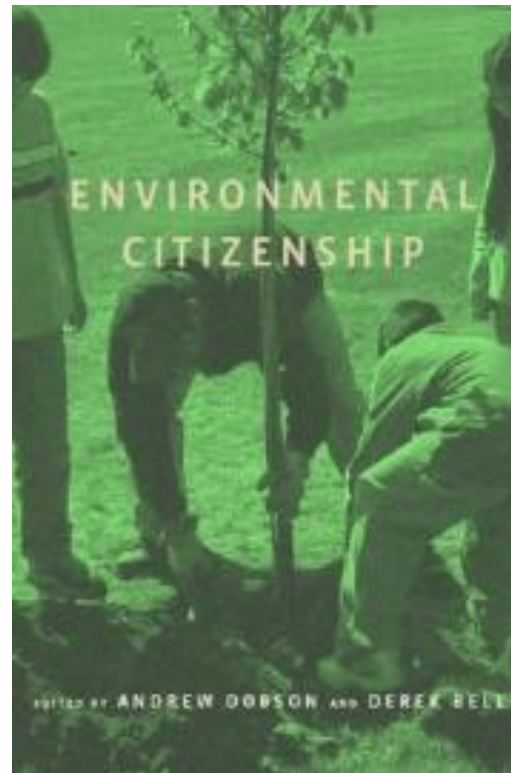
Comic: @Lubchansky / @thenib



7:25 AM - 16 Oct 2018

# environmental citizenship

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



The Story of Change



**Thank you!**