



## **European Network for Environmental Citizenship ENEC - University of Lisbon – 25 to 26 / 10 / 2018**

*“Main Characteristics of EEC and the Pedagogies & Learning of Environmental Citizenry Engagement and Environmental Citizenship Development”*

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Environmental Issues **AS** Environmental **Problems!**



Awareness of a real risk to the Planet

**DIVERSE AND OFTEN CONFLICTING**  
POLITICAL AND IDEOLOGICAL  
PERSPECTIVES





IN OTHER WORDS IT IS NECESSARY TO RECOGNISE

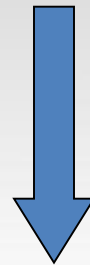


THE POLITICAL DIMENSION OF  
ENVIRONMENTAL **PROBLEMS**

- Bornheim (1985): "Nature has now become, first and foremost, a viscerally and necessarily political theme"
- Hogan (1981): "Care must be taken when navigating the murky waters of the ecological political debate".

Regardless of theoretical frameworks OR political and ideological stances in relation to environmental issues:

**"a spectacular AND ambiguous consensus":**



ENVIRONMENTAL EDUCATION



## If we think of Education as a SOCIAL PRACTICE

Then we can clearly characterize this

**social practice as politically committed**

**There is no apolitical environmental education**

**There is no space for NAIVE interpretations**

As Hursh, Henderson, Greenwood (2015, p. 310) have stated:

**"Environmental education is inherently political, whether we realise it or not".**



And so, as a **politically committed social practice**, there is not a “singular” via, a singular colour for the relationship

## Education and the Environment

Education for Nature  
Conservation

Education for / on /  
about the Environment

Education for  
Sustainability

Eco-literacy

Environmental  
Education

Education for Sustainable  
Development

Education for  
Preservation



# The Diversity of Views Regarding Education and the Environment

- ❖ For each one of these different propositions:
- Different ontological, epistemological and methodological perspectives.
- Diverse political, ideological and pedagogical propositions.

**Nevertheless...?**

**Not always are these different political perspectives clearly announced or assumed in our discursive practices regarding the**

**Environment AND Education !!!**



Awareness of these presuppositions

SINCE 2008:

- ❖ An interinstitutional “state-of-the-art” research project to analyse the field of Environmental Education Research in Brazil:

“Environmental Education in Brazil – analysis of academic production - theses and dissertations”

(Earte-Project)



# The EArte Project

[www.earte.net](http://www.earte.net)



## On the website of the Earte Project:

- A panoramic view of the project.
- A database with EE theses and dissertations carried out in Brazil (from 1981 to 2016 – 4223)
- In which the users can find a search system to localize research of their interest.

Unesp-RC / Unicamp / USP-FFCLRP /  
UFTM / UFPR / UFF / IFECT



To widen these efforts:

A proposal to carry out a “state-of-the-art”  
project of EE research in Latin America:

Colombia / Mexico / Cuba / Panama / Chile /  
Argentina / Brazil.



# OBJECTIVES FOR THE STATE OF THE ART OF ENVIRONMENTAL EDUCATION RESEARCH

❖ Two main general goals:

- 1 – Identifying trends in environmental education research, trying to construct pictures in a descriptive and panoramic view of this field.
- 2 – Analysing studies exploring different research perspectives:
  - Theoretical and Methodological Frameworks;
  - Macro Political and Pedagogical Tendencies.



# OBJECTIVES FOR THE STATE OF ART OF ENVIRONMENTAL EDUCATION RESEARCH

□ **Particularly:**

Exploring the relationships between  
Education-Environment and the  
**Political Dimension of Human Reality**



# OBJECTIVES FOR THE STATE OF ART OF ENVIRONMENTAL EDUCATION RESEARCH

❖ In Others words:

What meanings are we making when we, in our EE Project, FOSTER:

☐ Democracy, participation, emancipation,  
environmental justice, social changes, **CITIZENSHIP**



**Specific Research Project  
Environmental Education Research and  
the Political Dimension: education for  
CITIZENSHIP.**



## Environmental education research and **the** political dimension: education for CITIZENSHIP.

### ❖ Some starting points:

- Exhaustively explored and emphasised by the literature, programs/projects or in public policies in the field of education: Science Education / EE.

What can we learn from these last experiences?

- Perhaps more so than at any other historical times, educational policies have emphasised this relationship (Arbués 2014).
- We can recognise these similar trends in different countries (Levinson, 2010).
- From the early 1990s, the concept of citizenship has become central to both the political and educational theory (Bannell, Prata and Fenerich (2011);



# Environmental education research and the political dimension: education for *CITIZENSHIP*.

## Education - Environment - *CITIZENSHIP*

**Full  
Citizenship**

**Eco  
Citizenship**

**Political  
Citizenship**

**Planetary  
Citizenship**

**Market  
Citizenship**

**Liberal  
Citizenship**

**Active  
Citizenship**

**Global  
Citizenship**

**Ocean  
Citizenship**

**Sustainable  
Citizenship**

**Environmental Citizenship**



## Awareness and **doubts** that surround the debate concerning: **Education for Environmental CITIZENSHIP**

- ❖ Why have educational reforms in recent decades placed education for citizenship as a main objective of basic teaching in so many countries?
- ❖ Which concept(s) of citizenship are these reforms based on?
- ❖ Is the new discourse of citizenship an ideology in favour of the dominant classes' interests or is it part of a mobilisation in favour of human emancipation?
- ❖ Why has the category citizenship become the main focus of the philosophical liberal policy over the last two decades?



## The relationship between Environment - Education and Citizenship in Brazilian Research

What can we figure out from the analysis of the research report?:

- From perspectives in which there is **no questioning** concerning the “power structure” and “world economic order” to propose the “**subversion** of the *status quo*”.
- Considering political / pedagogical trends: from **CONSERVATIONIST** trends, to **PRAGMATIC** perspectives and for some, the proposal of **CRITICAL** perspectives (LAYRARGUES; LIMA, 2014).



## The relationship between Environment - Education and Citizenship in Brazilian Research

### IN A BROAD VIEW:

Practically, 50% of the set of theses and dissertations analysed:  
Citizenship - as a resource to qualify the individual/subject of research. This concept is assumed *a priori*. It is not problematized.

### WHEN WE CONSIDER A SET OF THESES AND DISSERTATIONS (86 OUT OF 506 – 17%) IN WHICH:

- ❖ Citizenship or citizenship education are problematized in the research.
- ❖ Relationship between education and citizenship is a constituent part of the questions or objectives of the proposed investigation.



**GROUP A - Conservationist Macro Trends**

**GROUP B - PRAGMATIC Macro Trends**

**GRUPO 3 - CRITICAL Macro Trends**



## GROUP A - Conservationist Trends

### ❖ **Presuppositions** (based on Layrargues; Lima, 2014):

- Environmental problem due to the lack of knowledge, and consequently, due to inadequate individual behaviour.
- Guided by the logic of “knowing to love, love to preserve” [...] . The ecological science is the inspiring knowledge that children have to learn.
- The main objective: to ensure that the natural dynamics are maintained. Nature conservation.
- Emphasis on behavior, eco-literacy, self-knowledge, sense-perception, outdoor activities.
- Strongly linked with the “green agenda”: biodiversity, conservation areas, ecotourism, agro-ecological experiences.



## Conservationist Trends Pedagogical Approaches & Learning Processes

- Traditional Perspective for Education: teaching and learning processes as knowledge transmission by the teacher and consequently assimilation by the student.
- Citizenship Education: providing knowledge for nature conservation / preservation, for pro-environmental behaviour,
- Among other perspectives: eco-literacy or education for nature's conservation
- Conservative regarding interpretative models for relationship between human and other elements of nature: closed to anthropocentric views.
- Do not question the current social, economic and power structure as a whole. Nor the world economic order. Sectoral reforms.



## GROUP B - PRAGMATIC Macro-Trends

### ❖ Presuppositions:

- Associated with perspectives of neoliberal trends: state shrinkage, which affects the set of public policies, including the environmental ones. Emphasis on a citizen that is conscious of his/her rights and duties.
- Responds to the “brown agenda”: essentially to urban-industrial trends and is linked to: sustainable consumption, saving energy or water, the carbon market, “green technologies”, the decline of the “ecological footprint”. All for everything to remain the same.
- Approaches to the production and consumption sphere: but related to environmental resources. No social or economic dimensions.
- The particular case of Education for Sustainable Development: has raised some controversy in the field - the replacement of Environmental Education by Education for Sustainable Development.



## GROUP B - PRAGMATIC Macro-Trends Pedagogical Approaches & Learning Processes

- From the **traditional view of education** to a much more **active education**. But active here is seeing much more as “immediate actions” than reflection on structural causes.
- Students as participants in environmental governance programs and environmental management actions: compensation, minimization or solving environmental issues.
- Methodology of problem solving.
- Focused mainly on issues, such as garbage, separate collection and waste recycling, widens to a sustainable consumption concept.



## PRAGMATIC Macro-Trendse Pedagogical Approaches & Learning **Processes**

- Practice in urban environments turns away from the purely conservationist dimension
- Stems: the neutrality of science and results in a superficial and depoliticized perception of the social relations and their interactions with the environment.
- Also: do not question the current social and power structure as a whole. Nor the world economic order. Sectoral reforms.



## GRUPO 3 - CRITICAL Macro-Trends

- ❖ Presuppositions: emphasis on the critics of the hegemonic scientific paradigm:
  - Criticism on the hegemonic view of the world or paradigmatic models in light of modernity.
  - Necessity of new paradigms: complexity of environmental issues and analysis of local/global relationships.
  - Complexity / hyper complexity, interdisciplinary, holistic and systemic views, multiplicity. ON THE OTHER SIDE uncertainties.
  - New ethical imperatives, new ways of feeling the world: deep ecology and Rogerian Educational Perspectives.



## CRITICAL Macro-Trends

- ❖ Articulation between paradigmatic criticism AND the criticism of the economic / political order:
  - Rupture from paradigmatic traps, and the proposals of critical, emancipatory and political environmental education.
  - Criticism of the ideal of progress as a predatory model and of the mechanistic view of nature.
  - Criticism of the liberal citizenship conception that emphasises individual and private perspectives.
  - On the contrary, a critical perspective: the possibility of constructing a “subjective, political-social and planetary citizenship” - “eco-citizenship”.



## CRITICAL Macro-Trends Pedagogical Approaches & Learning **Processes**

### ❖ Articulation between paradigmatic criticism AND the economic / political order:

- Criticism of the world economic order in evidence. For some, the capitalist system of production is seen as the “root of both environmental degradation and social exclusion”.
- Constructing a new paradigm, critical and emancipatory: considering the complexity of environmental issues and searching the ways of transforming political-economic models.
- “Citizen practices”: by social participation in a context of radicalising democratic experiences
- There is a strong sociological and political bias: key concepts such as Citizenship, Democracy, Participation, Empowerment, Conflict, Environmental Justice and Social Transformation.



## CRITICAL Macro-Trends Pedagogical Approaches & Learning **Processes**

### ❖ Articulation between paradigmatic criticism AND the economic / political order:

- Incorporation of individual, cultural and subjective issues that emerge with contemporary societies' transformations; Redefinition of the political notion. New social movements.
- It requires openness, inclusion, dialogue and ability to see what is new and to formulate responses beyond current knowledge
- Learning and changes are inseparable: it is not possible to learn something new without changing the point of view.



## CRITICAL Macro-Trends Pedagogical Approaches & Learning **Processes**

### ✓ The Proposal From a Critical Perspective:

- Not just to seek temporary and palliative changes in the environment;
- But rather to work on processes of transformation of economic models and society - nature relationship;
- **Trying the construction of democratic societies, but which are guided by the principles of social and environmental justice.**



## CRITICAL Macro-Trends Pedagogical Approaches & Learning Processes

### ✓ Pedagogical Trends:

- ❖ Active students' participation in reflection – action – reflection processes, mediated by the Teacher / Educator:
  - The student's reality as a starting point.
  - Problematising this reality:
    - Identifying the structure causes that define environmental problems;
      - Making explicit the power structure;
    - Bringing to surface the socio-controversies and socio-environmental conflicts.
      - Identifying socio-environmental injustices



## CRITICAL Macro-Trends Pedagogical Approaches & Learning **Processes**

### ✓ Pedagogical Trends:

- Theoretical and methodological frameworks that allow for widening the critical understanding of this reality - having the teacher as mediator.
- Political alternatives to possible social / cultural / economic changes
- Political alternatives that question and mobilise change processes of the hegemonic society power structure.



## ❖ *Education for Environmental Citizenship*

### ENEC's Conception:

- 1 - Cultivates a coherent and adequate body of **knowledge**;
- 2 - The necessary **skills, values, attitudes** and **competencies**
- 3 - To act and participate in society as an **agent of change** in the **private** and **public spheres**, on a **local, national** and **global scale**, through **individual** and **collective actions**;
- 4 - **To solve** contemporary **environmental problems**, preventing the creation of new environmental problems;
- 5 - **To achieve sustainability** as well as **develop a healthy relationship with nature**.



## ❖ *Education for Environmental Citizenship:*

**It is important to:**

**6 - empower** citizens to **exercise their environmental rights and duties**, as well as to identify the underlying **structural causes** of environmental degradation and environmental problems,

**7 - develop willingness and competencies** 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 intragenerational justice (ENEC, 2018)**.



## EDUCATION FOR ENVIRONMENTAL CITIZENSHIP

### Pedagogical Approaches & Learning Processes

- ❖ Some challenging questions for this timely and necessary debate:
- If we are thinking of critical perspectives for environmental citizenship, what are we considering as “central” or a “key point” of our criticality? (Trein, 2012)
- How can we react - if we think that it is necessary to - to the influence of hegemony of the so-called modern and neoliberal concepts of citizenship?
- Are we talking about this relationship according to the principles of “Nature Conservation”, “Sustainable Development”, or are we considering much more critical perspectives for “sustainability”?



## EDUCATION FOR ENVIRONMENTAL CITIZENSHIP

### Pedagogical Approaches & Learning Process

- ❖ Some challenging questions for this timely and necessary debate:
  - Are we talking about this relationship according to the principles of “Sustainable Development” or are we considering much more critical perspectives for “sustainability”?
  - How can we prepare environmental citizens to be critical while they are now immersed in social practices, like the social media, for example?
  - What about the critics on the “critical perspectives? Who are we to make other aware of something?
  - What dialogs would be possible and healthy with others that critic this perspective?
  - What are the concrete powerful of the educational processes, when we talking about social transformations?

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