

Environmental Citizenship Questionnaire (ECQ) Insights from a Cyprus study

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Environmental Citizenship Questionnaire (ECQ) – Insights from a Cyprus study



The contemporary environmental crisis with climate change, biodiversity loss, air pollution and all other local and global environmental problems

Environmental Citizenship Questionnaire (ECQ) – Insights from a Cyprus study

...demand an education that is capable of empowering environmental citizens



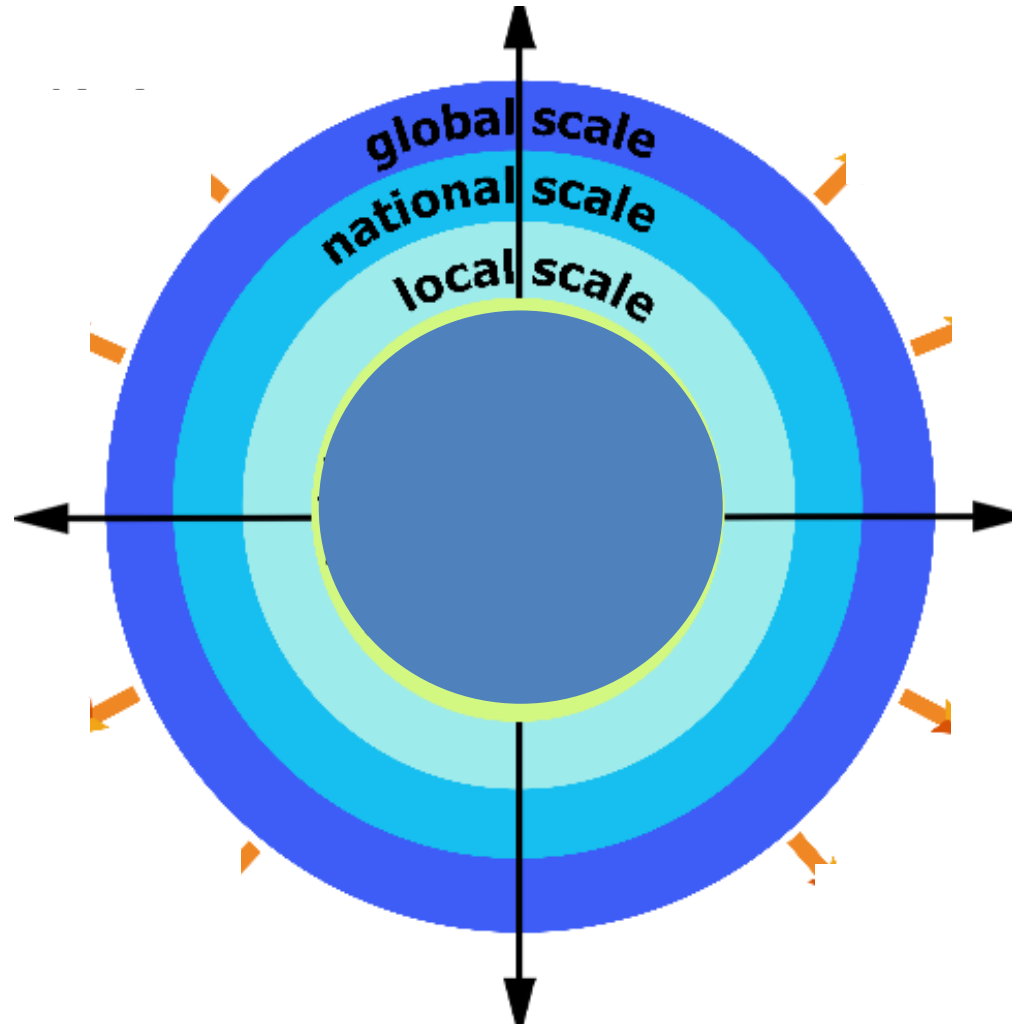
Environmental Citizenship Questionnaire (ECQ) – Insights from a Cyprus study

Education plays a key role in shaping future environmental citizens.



Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

EEC Model, ENEC (2018)



Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

Impact of a learning intervention on 10th grade biology students (15–16 years old)



The environmental problem studied:

The development of a Casino Resort nearby a protected wetland which supports a lot of endangered species.

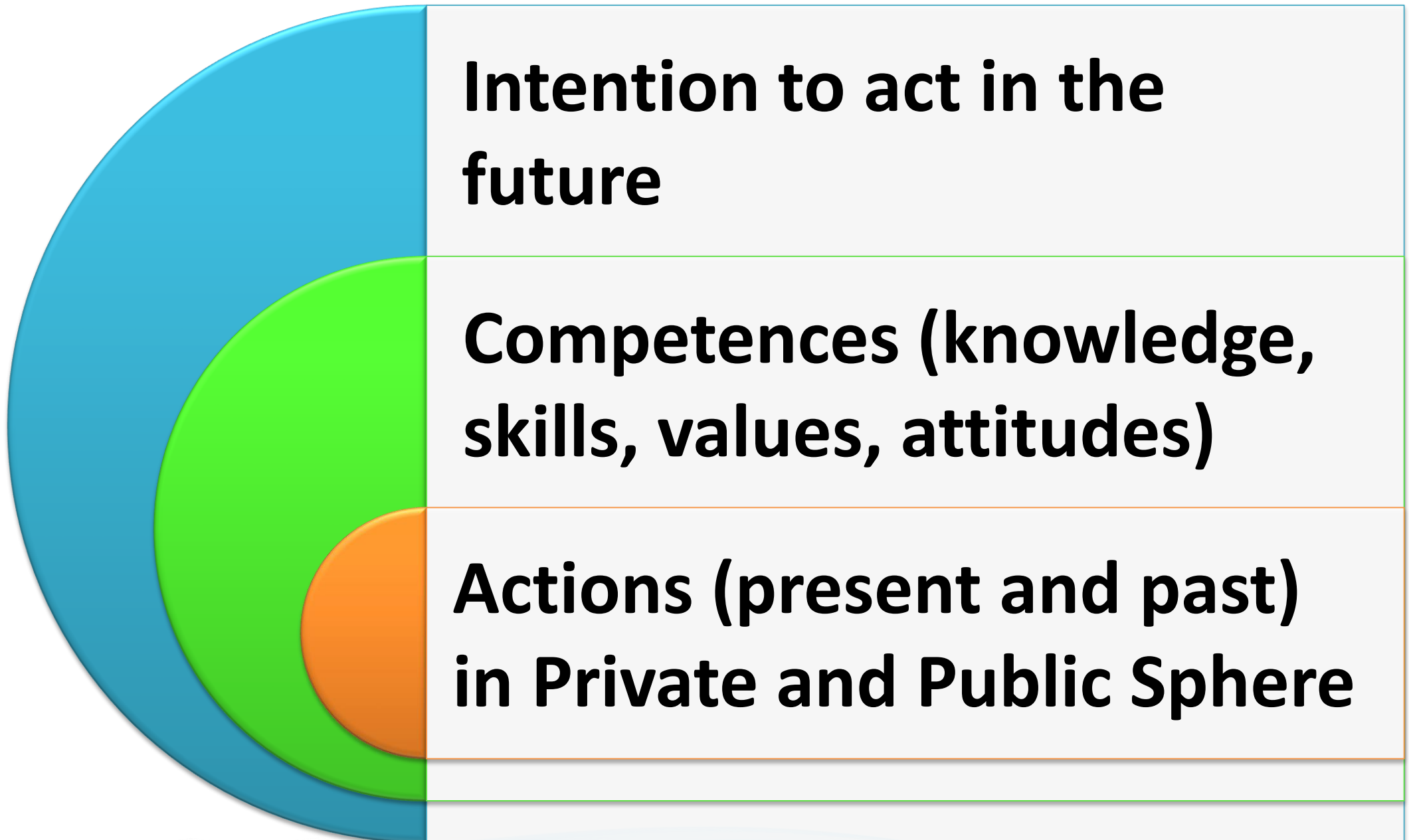


Education for Environmental Citizenship Pedagogical Approach



Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

The learning intervention was implemented as a project embedded in Biology lessons with duration 4 months



Development of the Questionnaire



Sources

1

Schulz, W., Carstens, R., Losito, B., & Fraillon, J. (Eds.). (2016).
International Civic and Citizenship Education Study (ICCS).
Amsterdam, the Netherlands: International Association for the
Evaluation of Educational Achievement (IEA).
(Student Questionnaire)

Sources 1

Schulz, W., Carstens, R., Losito, B., & Fraillon, J. (Eds.). (2016). International Civic and Citizenship Education Study (ICCS). Amsterdam, the Netherlands: International Association for the Evaluation of Educational Achievement (IEA).

The purpose of the International Civic and Citizenship Education Study (ICCS) is to investigate the ways in which young people are prepared to undertake their roles as citizens in a range of countries in the 21th century.

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

Sources 1

Schulz, W., Carstens, R., Losito, B., & Fraillon, J. (Eds.). (2016). **International Civic and Citizenship Education Study (ICCS)**. Amsterdam, the Netherlands: International Association for the Evaluation of Educational Achievement (IEA).

Q15, Q23

Q29, Q30, Q32

Table 4.3: Coverage of the cognitive, affective-behavioral and content domains

	Content domains				Total
	Civic Society and systems	Civic principles	Civic participation	Civic identities	
Cognitive domains					
Knowing	12	9	2	0	23
Reasoning and applying	24	18	19	4	65
Total	36	27	21	4	88
Affective-behavioral domains					
Attitudes	42	21	5	5	73
Engagement	5	8	35	2	50
Attitudes (in the European questionnaire)	21	22	6	9	58
Attitudes (in the Latin American questionnaire)	11	35	16	8	70
Total	79	86	62	24	251

Note: The table does not include optional questionnaire items.

Sources

Gericke, N., Boeve-de Pauw, J., Berglund, T., Olsson, D. (2018).

The Sustainability Consciousness Questionnaire (SCQ): The

2 theoretical development and empirical validation of an evaluation instrument for stakeholders working with sustainable development. *Sustainable Development* 34-46.

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

Sources 2

Gericke, N.; Boeve-de Pauw, J.; Berglund, T.; Olsson, D. (2018). **The Sustainability Consciousness Questionnaire (SCQ):** The theoretical development and empirical validation of an evaluation instrument for stakeholders working with sustainable development. *Sustainable Development*, 34-46.

TABLE 4 The short version of the sustainability consciousness questionnaire (SCQ-S), with descriptions and properties for the nine factors and 27 items

SCQ-S			Factor weight	M	SD
Sustainability knowingness ($\alpha = 0.70$)					
Env.	K3	Reducing water consumption is necessary for sustainable development.	0.453	3.76	1.38
	K14	Preserving the variety of living creatures is necessary for sustainable development (preserving biological diversity).	0.617	4.56	0.62
	K21	For sustainable development, people need to be educated in how to protect themselves against natural disasters.	0.416	3.67	1.29
Soc.	K5	A culture where conflicts are resolved peacefully through discussion is necessary for sustainable development.	0.677	4.35	0.83
	K10	Respecting human rights is necessary for sustainable development.	0.668	4.41	0.78
	K11	To achieve sustainable development, all the people in the world must have access to good education.	0.812	4.53	0.60
Eco.	K12	Sustainable development requires that companies act responsibly towards their employees, customers and suppliers.	0.514	4.23	0.80
	K16	Sustainable development requires a fair distribution of goods and services among people in the world.	0.722	4.06	1.03
	K17	Wiping out poverty in the world is necessary for sustainable development.	0.644	4.04	1.22
Sustainability attitudes ($\alpha = 0.78$)					
Env.	A5i	I think that using more natural resources than we need does not threaten the health and well-being of people in the future.	0.555	4.50	0.85
	A6	I think that we need stricter laws and regulations to protect the environment.	0.701	4.23	0.90
	A10	I think that it is important to take measures against problems which have to do with climate change.	0.821	4.56	0.54
Soc.	A1	I think that everyone ought to be given the opportunity to acquire the knowledge, values and skills that are necessary to live sustainably.	0.744	4.46	0.50
	A2	I think that we who are living now should make sure that people in the future enjoy the same quality of life as we do today.	0.692	4.64	0.53
	A18	I think that women and men throughout the world must be given the same opportunities for education and employment.	0.751	4.74	0.44
Eco.	A3	I think that companies have a responsibility to reduce the use of packaging and disposable articles.	0.638	4.43	0.75
	A7	I think it is important to reduce poverty.	0.808	4.54	0.66
	A8	I think that companies in rich countries should give employees in poor nations the same conditions as in rich countries.	0.683	4.27	1.06
Sustainability behaviour ($\alpha = 0.72$)					
Env.	B3	I recycle as much as I can.	0.612	3.53	1.61
	B10	I always separate food waste before putting out the rubbish when I have the chance.	0.617	3.76	2.20
	B12	I have changed my personal lifestyle in order to reduce waste (e.g., throwing away less food or not wasting materials).	0.826	3.12	1.71
Soc.	B4	When I use a computer or mobile to chat, to text, to play games and so on, I always treat others as respectfully as I would in real life.	0.860	3.93	1.78
	B15	I support an aid organization or environmental group.	0.649	2.51	2.46
	B17	I show the same respect to men and women, boys and girls.	0.875	4.73	0.50
Eco.	B6	I do things which help poor people.	0.506	2.70	1.42
	B9	I often purchase second-hand goods over the internet or in a shop.	0.486	2.30	1.76
	B11	I avoid buying goods from companies with a bad reputation for looking after their employees and the environment.	0.670	2.97	1.72

NOTE Item codes including an "i" in the second column are inverted, i.e., A5i.

Sources

3 Bouman T., Steg L. and Kiers HAL. (2018).
Measuring Values in Environmental Research:
A Test of an **Environmental Portrait Value
Questionnaire**. *Frontiers in Psychology* 9:564.

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

Sources 3

Bouman T., Steg L. and Kiers HAL. (2018). Measuring Values in Environmental Research: A Test of an **Environmental Portrait Value Questionnaire**. *Frontiers in Psychology* 9:564.



	E-PVQ
Biospheric	
Bio1	It is important to [him/her] to prevent environmental pollution.
Bio2	It is important to [him/her] to protect the environment.
Bio3	It is important to [him/her] to respect nature.
Bio4	It is important to [him/her] to be in unity with nature.
Altruistic	
Alt1	It is important to [him/her] that every person has equal opportunities.
Alt2	It is important to [him/her] to take care of those who are worse off.
Alt3	It is important to [him/her] that every person is treated justly.
Alt4	It is important to [him/her] that there is no war or conflict.
Alt5	It is important to [him/her] to be helpful to others ^a .
Hedonic	
Hed1	It is important to [him/her] to have fun.
Hed2	It is important to [him/her] to enjoy the life's pleasures.
Hed3	It is important to [him/her] to do things [he/she] enjoys.
Egoistic ^b	
Ego1	It is important to [him/her] to have control over others' actions.
Ego2	It is important to [him/her] to have authority over others.
Ego3	It is important to [him/her] to be influential.
Ego4	It is important to [him/her] to have money and possessions.
Ego5	It is important to [him/her] to work hard and be ambitious.

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

The ECQ is composed by:
ten (10) questions (closed ended)
including 91 items

Time needed to be
answered by
15 year old students:

25'-30'

  European Network for Environmental Citizenship
Cost Action CA16229

Part A: Actions as Environmental Citizen – Past and Present



1. Have you ever been involved in activities of any of the following organizations, clubs or groups Outside School?
(Please tick **only one** box in each row)

	Yes, I have done this within the last twelve months	Yes, I have done this but more than a year ago	No, I have never done this
a) An environmental action group or organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A Human Rights organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) A voluntary group doing something to help the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) An organization collecting money for an environmental purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) A group of young people campaigning for an environmental issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) An animal rights or animal welfare group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part B: Competences as environmental citizen

2. At school, to what extent have you learned about the following topics?
(Please tick **only one** box in each row)

	To a large extent	To a moderate extent	To a small extent	Not at all
a) How to contribute to the prevention of environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) How to contribute to the solution of environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) How to develop a healthy relation with nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) How to contribute to the achievement of sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Which are the environmental rights and duties of a citizen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) How to assess structural causes of environmental degradation and problems (roots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) How to active participate in society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) How to promote inter- and intra- generational justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) How to act and networking in a local level (community, town, area)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) How to act and networking in a global level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

  European Network for Environmental Citizenship
Cost Action CA16229

3. How important are the following behaviors for being a good environmental citizen?
(Please tick **only one** box in each row)

	Very important	Quite important	Not very important	Not important at all
a) Voting in every national election	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Joining a political party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Following environmental issues in the newspaper, on the radio, on TV or on the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Showing respect for government representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Engaging in environmental discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Making personal efforts to protect natural resources (e.g. through saving water or recycling waste)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Respecting the rights of others to have their own opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Supporting people who are worse off than you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Engaging in activities to help people in less developed countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Participating in peaceful protests against laws believed to be unjust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Taking part in activities promoting environmental rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Participating in activities to benefit environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How well do you think you would do the following activities, now as a student?
(Please tick **only one** box in each row)

	Very well	Fairly well	Not very well	Not at all
a) Discuss a newspaper article about an environmental conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Argue your point of view about a controversial environmental issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Organize a group of students in order to achieve Environmental changes at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Follow a television debate about a controversial environmental issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Write a letter or email to a newspaper giving your view on a current environmental issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Speak in front of your class about an environmental issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

1

5

4

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

Part A: Actions as Environmental Citizen –
Past and Present

Part B: Competences as Environmental
Citizen

Question No	Number of items	Scale of items	Aim of the question
1	7	1 to 3	Actions as environmental citizen, past and present

1. Have you ever been involved in actions of any of the following organizations, clubs or groups Outside School?

(Please tick only one box in each row)

	Yes, I have done this <u>within the last twelve months</u>	Yes, I have done this but <u>more than a year ago</u>	No, I have never done this
a) An environmental action group or organisation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) A Human Rights organisation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) A voluntary group doing something to help the community	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) An organization collecting money for an environmental purpose	<input type="checkbox"/> ₁	Modified from ICCS 2016, Student Questionnaire, Q15	
e) A group of young people campaigning for an environmental issue	<input type="checkbox"/> ₁		
f) An animal rights or animal welfare group	<input type="checkbox"/> ₁		

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

**Part A: Actions as Environmental Citizen –
Past and Present**

1

**Part B: Competences as Environmental
Citizen**

5

**Part C: Intention to act in the future as
Environmental Citizen**

4

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

Part A: Actions as Environmental Citizen –
Past and Present

Part B: Competences as Environmental
Citizen

Question
No

Number
of items

Scale
of items

Aim of the question

2

11

1 to 4

Knowledge
(outputs of EEC model /
scales: local, national, global)

2. At school, to what extent have you learned about the following topics?
(Please tick **only one** box in each row)

	To a large extent	To a moderate extent	To a small extent	Not at all
a) How to contribute to the prevention of environmental problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
β) How to contribute to the solution of environmental problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) How to develop a healthy relation with nature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) How to contribute to the achievement of sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Which are the environmental rights and duties of a citizen	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) How to assess structural causes of environmental degradation and problems (roots)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) How to active participate in society	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/>	
h) How to promote inter- and intra - generational justice	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/>	
i) How to act and networking in a local level (community, town, area)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/>	
j) How to act and networking in a national level (country)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Developed by
A and D Hadjichambi

Based on EEC Model

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

Part A: Actions as Environmental Citizen – Past and Present

Part B: Competences as Environmental Citizen

Question
No

Number
of items

Scale
of items

Aim of the question

3

12

1 to 4

Conceptions of the characteristics of a good environmental citizen

3. How important are the following behaviors for being a good environmental citizen?

(Please tick **only one** box in each row)

	Very important	Quite important	Not very important	Not important at all
a) Voting in every national election	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Joining a political party	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Following environmental issues in the newspaper, on the radio, on TV or on the Internet	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Showing respect for government representatives	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Engaging in environmental discussions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Making personal efforts to protect natural resources (e.g. through saving water or recycling waste)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Respecting the rights of others to have their own opinions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Supporting people who are worse off than you	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Engaging in activities to help people in less developed countries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Participating in peaceful protests against laws believed to be unjust	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Taking part in activities promoting environmental rights	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Participating in activities to improve the environment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Modified from ICCS 2016,
Student Questionnaire,
Q23

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

Part A: Actions as Environmental Citizen –
Past and Present

Part B: Competences as Environmental
Citizen

Question No	Number of items	Scale of items	Aim of the question
4	6	1 to 4	Skills as an environmental citizen

4. How well do you think you would do the following activities, now as a student?

(Please tick only one box in each row)

	Very well	Fairly well	Not very well	Not at all
a) Discuss a newspaper article about an environmental conflict	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Argue your point of view about a controversial environmental issue	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Organize a group of students in order to achieve Environmental changes at school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Follow a television debate about a controversial environmental issue	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Write a letter or email to a newspaper giving your view on a current environmental issue	<input type="checkbox"/> ₁			
f) Speak in front of your class about an environmental issue	<input type="checkbox"/> ₁			

Modified from ICCS 2016,
Student Questionnaire,
Q29

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

Part A: Actions as Environmental Citizen –
Past and Present

Part B: Competences as Environmental
Citizen

Question No	Number of items	Scale of items	Aim of the question
5	9	1 to 4	Attitudes as an environmental citizen

5. The following statements are related to our relation to sustainability. There are no right or wrong answers.

(Please tick **only one** box in each row)

	Very much agree	Agree	Disagree	Very much disagree
a) I think that using more natural resources than we need does not threaten the health and well-being of people in the future.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I think that we need stricter laws and regulations to protect the environment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I think that it is important to take measures against problems which have to do with climate change.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I think that everyone ought to be given the opportunity to acquire the knowledge, values and skills that are necessary to live sustainably.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I think that we who are living now should make sure that people in the future enjoy the same quality of life as we do today.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) I think that women and men throughout the world must be given the same opportunities for education and employment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) I think that companies have a responsibility to reduce the use of packaging and disposable articles.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) I think it is important to reduce poverty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) I think that companies in rich countries should give employees in poor nations the same conditions as in rich	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Adopted from
The Sustainability
Consciousness Questionnaire,
Gericke et al., 2018

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

Part A: Actions as Environmental Citizen –
Past and Present

Part B: Competences as Environmental
Citizen

Question No	Number of items	Scale of items	Aim of the question
6	17	1 to 4	Values as an environmental citizen

6. How important are for you the following statements? (Please tick only one box in each row)

	Most important	Important	Little important	Not important
a) It is important to me to prevent environmental pollution	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) It is important to me to protect the environment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) It is important to me to respect nature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) It is important to me to be in unity with nature	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) It is important to me that every person has equal opportunities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) It is important to me to take care those who are worse off	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) It is important to me that any person is treated justly	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) It is important to me that there is no war or conflict	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) It is important to me to be helpful to others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) It is important to me to have fun	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) It is important to me to enjoy the life's pleasures	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) It is important to me to do things that I enjoy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) It is important to me to have control over others' actions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) It is important to me to have authority over others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) It is important to me to be influential	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) It is important to me to have many possessions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) It is important to me to work hard and be ambitious	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Adopted from
The Environmental Portrait
Value Questionnaire,
Bouman et al. 2018

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

**Part A: Actions as Environmental Citizen –
Past and Present**

1

**Part B: Competences as Environmental
Citizen**

5

**Part C: Intention to act in the future as
Environmental Citizen**

4

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

Part B: Competences as Environmental Citizen

Part C: Intention to act in the future as Environmental Citizen

Question No	Number of items	Scale of items	Aim of the question
7	4	1 to 4	Intention to act as a student <u>inside</u> school

7. Listed below are different activities that might be offered at your school. **If you were given the chance, how likely is it that you would participate in each activity as a student inside your school?**

(Please tick **only one** box in each row)

	Very likely	Quite likely	Not very likely	Not at all likely
a) Join a group of students campaigning for an environmental issue you agree with	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Take part in environmental discussions in a “student assembly”	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Participate in writing articles for a school newspaper or website regarding an environmental issue	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Organize a group of students in order to achieve Environmental changes at school	<input type="checkbox"/> ₁	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Modified from ICCS 2016,
Student Questionnaire,
Q30

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

Part B: Competences as Environmental Citizen

Part C: Intention to act in the future as Environmental Citizen

Question No	Number of items	Scale of items	Aim of the question
8	11	1 to 4	Intention to act as a student <u>outside</u> school

8. There are many different ways how environmental citizens may express their opinions about important issues in society. Would you take part in any of the following activities to express your opinion in the future as a student Outside school?

(Please tick only one box in each row)

	I would certainly do this	I would probably do this	I would probably not do this	I would certainly not do this
a) Talk to others about your views on environmental issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Contact an elected representative	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Take part in a peaceful march or rally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Collect signatures for a petition	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Contribute to an online discussion forum about environmental issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Organise an online group to take a stance on a controversial environmental issue	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Participate in an online campaign	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂		
h) Choose to buy certain products in support of social justice (e.g. fair trade, ethically sourced products)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂		
i) Spray-paint protest slogans on walls	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂		
j) Stage a protest by blocking traffic	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂		

Modified from ICCS 2016,
Student Questionnaire,
Q32

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

Part B: Competences as Environmental Citizen

Part C: Intention to act in the future as Environmental Citizen

Question No	Number of items	Scale of items	Aim of the question
9	3	1 to 4	Intention to act as an agent of change

9. In which degree would you do the following in the future?

(Please tick only one box in each row)

	I would certainly do this	I would probably do this	I would probably not do this	I would certainly not do this
a) I would try to change society and promote sustainability	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I would educate my peers but also adults to act in eco-friendly way	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I would actively participate in decision-making and also engaged in action-taking	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Developed by
A and D Hadjichambi

Based on EEC Model

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

Part B: Competences as Environmental Citizen

Part C: Intention to act in the future as Environmental Citizen

Question No	Number of items	Scale of items	Aim of the question
10	11	1 to 4	Intention to act as future citizen

10. There are many different ways how environmental citizens may express their opinions about important issues in society. Would you take part in any of the following activities to express your opinion as a future citizen?

(Please tick only one box in each row)

	I would certainly do this	I would probably do this	I would probably not do this	I would certainly not do this
a) Talk to others about your views on environmental issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Contact an elected representative	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Take part in a peaceful march or rally	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Collect signatures for a petition	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Contribute to an online discussion forum about environmental issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Organise an online group to take a stance on a controversial environmental issue	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Participate in an online campaign	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	
h) Choose to buy certain products in support of social justice (e.g. fair trade, ethically sourced products)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	
i) Spray-paint protest slogans on walls	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	
j) Stage a protest by blocking traffic	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	

Modified from ICCS 2016,
Student Questionnaire,
Q32

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study



Implementation of ECQ

**Evaluation of the Impact
of the learning
intervention**

iREEC 2019:

**1st Conference of
International Researchers
of the Education for
Environmental Citizenship**

**Malaga, Spain
November, 2019**

Environmental Citizenship Questionnaire (ECQ)– Insights from a Cyprus study

16:00-16:40

Separate meetings of WG 1-4: Reflection on EEC Metrics and Questionnaires

WG1, Room: HG N-107

Coord.: Dr Marta **ROMERO ARIZA**, University of Jaén, Spain

WG2, Room: HG N-106

Coord.: Dr Jelle **BOEVE-DE PAUW**, University of Antwerp, Belgium

WG3, Room: HG N-105

Coord.: Prof Niklas **GERICKE**, University of Karlstad, Sweden

WG4, Room: HG N-203 & HG N-204

Coord.: Dr Demetra **PARASKEVA-HADJICHAMBI**, CYCERE, Cyprus

Environmental Citizenship Questionnaire (ECQ) Insights from a Cyprus study

Thank you for your attention!

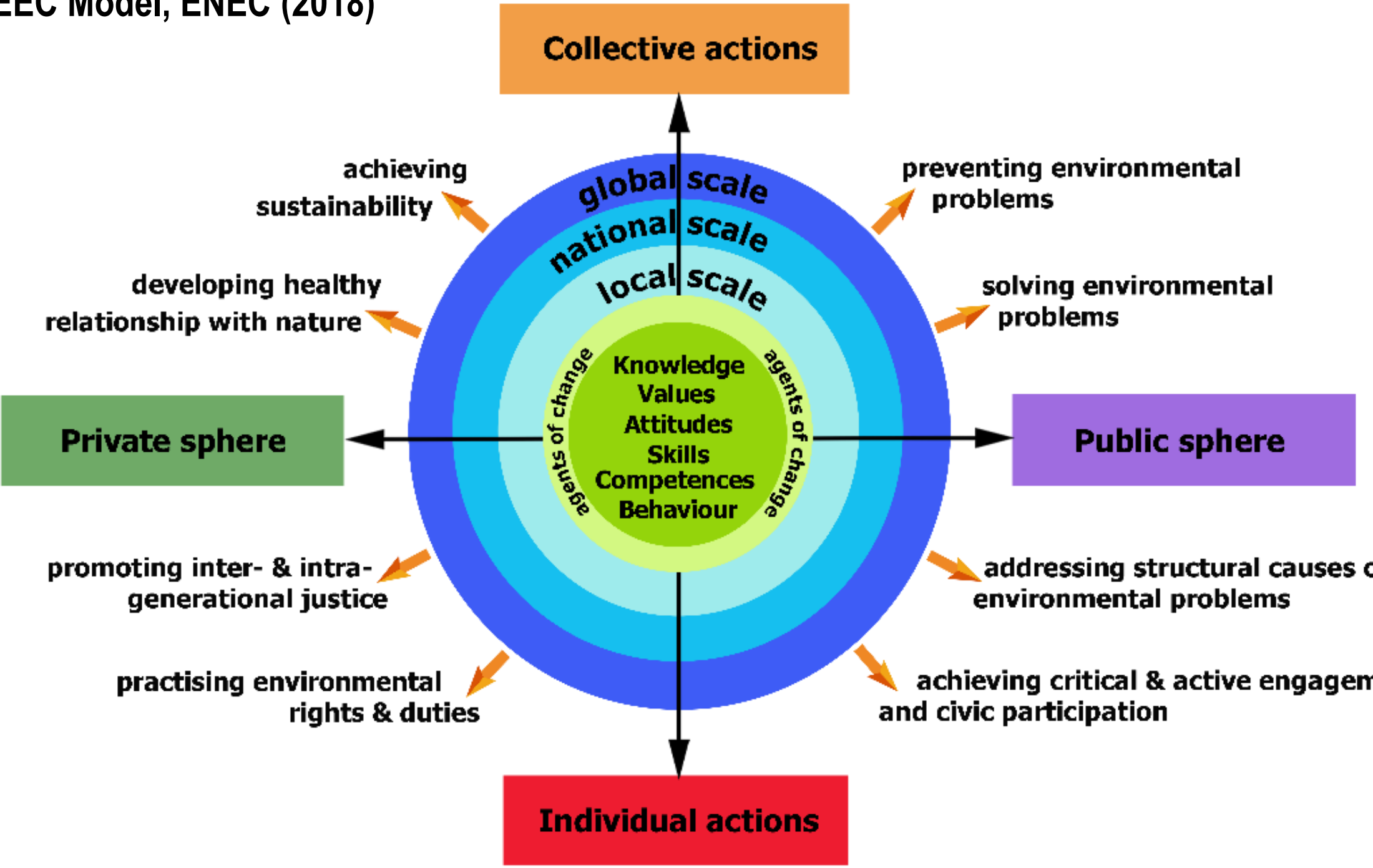
Andreas Hadjichambis

Demetra Paraskeva – Hadjichambi

Cyprus Center for Environmental Research and Education



EEC Model, ENEC (2018)



Education for Environmental Citizenship Pedagogical Approach

INQUIRY

- Data collection & analysis
- Structural causes
- Inter- & Intra- generational injustice
- Value clarifications
- Outdoor activities

PLANNING ACTIONS

- Stakeholders interested
- Mapping controversy
- Alternative solutions
- Structural resistance
- Risk assessment

EVALUATION & REFLECTION

- Audit
- Measure
- Assess
- Inspect
- Focus

CIVIC PARTICIPATION

- Decision making
- Practice of Env. Right & Duties
- Actions in community
- Public debates
- Student activism

SUSTAIN ENVIRONMENTAL & SOCIAL CHANGE

- Support change
- Adopt
- Integrate to address structural causes
- Reward
- Inform

NETWORKING & SHARING IN SCALES

- From local to global
 - Local networks
 - National networks
 - Global networks

