


European SWOT Analysis on Education for Environmental Citizenship



Edited by
Andreas Ch. Hadjichambis, Pedro Reis & Demetra Paraskeva-Hadjichambi

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ENEC Cost Action Report

European SWOT Analysis on Education for Environmental Citizenship

Edited by

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List of Main Abbreviations

CE: Citizenship Education
CoP: Community of Practise
DSP: Dominant Social Paradigm
EA: Environmental Attitudes
EB: Environmental Behaviour
EC: Environmental Citizenship
ECn: Environmental Citizen
EE: Environmental Education
EEC: Education for Environmental Citizenship
EfS: Education for Sustainability
ESD: Education for Sustainable Development
FCN: Frequency of Contact with Nature
NC: National Curriculum
NEP: New Environmental Paradigm Scale
PSAs: Public Service Announcements
SE: Science Education
SSIBL: Socio-Scientific Inquiry-Based Learning
STEM: Science Technology Engineering & Mathematics
TPB: Theory of Planned Behaviour
TPD: Teacher Professional Development
VBN: Values Beliefs Norms

Foreword

Environmental citizenship is crucial for the success of any environmental policy. Sustainable development, a circular economy, a low-carbon economy, and a bio-economy require an effective citizen engagement. Citizens are called upon to adopt environmental attitudes and behaviours, make green choices, increase civic participation, and to be aware of and apply their environmental rights and duties. The contemporary environmental crisis with climate change, biodiversity loss, air pollution and all other local and global environmental problems demand an education that is capable of empowering environmental citizens. Education plays a key role in shaping future environmental citizens; nobody is born environmental citizen but anybody can become so by education.

This report presents a SWOT Analysis of an integrated and holistic type of education in Europe “Education for Environmental Citizenship”. The SWOT analysis is presented in two levels. In Part A a synthesis of the results of 157 experts from 28 European countries are presented. In Part B the reader can explore the 23 European country reports.

It is important to clarify that this research regarding SWOT analysis was undertaken before any development on the concept of Education for Environmental Citizenship such as common definition and the pedagogical approach. In this fact it illustrates the experts’ opinion in the different contexts through out Europe.

We hope that European stakeholders will find it useful.

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3. Country Report - Bosnia and Herzegovina

Introduction: The State of Bosnia and Herzegovina is divided administratively into two Entities: the Republika Srpska and the Federation of Bosnia and Herzegovina. The city of Brčko in northeastern Bosnia is a seat of the Brčko district, a self-governing administrative unit; it is part of both the Federation and Republika Srpska, but under international supervision. Each entity in Bosnia and Herzegovina has its own political structure and administration. Uniquely in Europe, education is not a matter for the Bosnia and Herzegovina (BiH) state government but for the entities. The political structure of the Federation is divided into three levels: 1) the entity level, 2) the canton level, and 3) the municipal level. By contrast, the Republika Srpska (RS) has no cantons, only municipalities. On the entity level there is the Ministry of Education. In the entity of the Federation of Bosnia and Herzegovina there are separate Ministries of Education for all cantons with their own educational legislative.

3.1 SWOT analysis of the Education for Environmental Citizenship, Republic of Srpska

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Abstract: SWOT analysis of the Education for Environmental Citizenship in Bosnia and Herzegovina has shown that this type of education would be very beneficial in terms of raising awareness about the environmental issues and connecting it with responsible citizenship and the fair distribution of goods. If embedded in the educational system, Education for Environmental Citizenship would have an opportunity to make a change in society by teaching students how to actively participate in policy making in all areas of their lives, while caring for the environment. As a part of formal and non-formal education, Education for Environmental Citizenship would have the potential to reach out to people regardless of the age groups and sectors. As Citizen Education (CE) and Education for Sustainable Development (ESD) are not officially introduced into the educational system in B&H, Education for Environmental Citizenship could fill the gap because it is a broader form of education and in a way it encompasses these types of education. The main obstacles in implementation of Education for Environmental Citizenship programmes in Bosnia and Herzegovina are the passivity of citizens towards the environmental issues and the overbearing bureaucracy. The introduction of Environmental Citizenship

into formal and non-formal educational system would require serious persistence. But once introduced with motivated teachers, new learning materials designed for Education for Environmental Citizenship and with the help of modern technologies used as powerful teaching tools, Education for Environmental Citizenship could certainly make a positive impact in Bosnia and Herzegovina.

3.1.1 Strengths of the Education for Environmental Citizenship in Bosnia and Herzegovina

3.1.1.1 Advantages of the Education for Environmental Citizenship

Education for Environmental Citizenship not only educates citizens how to act responsibly towards environment, but it also educates people on how to be a responsible citizens in other areas of life. In a way, Education for Environmental Citizenship encompasses Environmental Education (EE), ESD, CE and Science Education (SE). Education for Environmental Citizenship calls for the active participation/involvement of all citizens rather than only certain age groups or sectors in the co-creation of policies leading towards sustainability.

Education for Environmental Citizenship focuses on one of the most important issues - environmental issues that lack active participation nowadays. It has a potential of not only theoretically educating students but also for acting in a practical sense, applying the ecological knowledge in the everyday citizen's life.

3.1.1.2 Areas in which Education for Environmental Citizenship could do better than other types of education

Education for Environmental Citizenship gives an overall perspective of EE, ESD, SE, CE, i.e. it involves science, but is applied by the ordinary citizens. It is a broader form of education, but at the same time narrow, practical and concrete. Education for Environmental Citizenship ensures the inclusion of different age groups and diverse professions, thus guaranteeing quality.

It connects theoretical knowledge and practical skills and that practical approach of Education for Environmental Citizenship is more fruitful in terms of the real change in the society than EE and SE alone.

3.1.1.3 The uniqueness of Education for Environmental Citizenship compared to other types of education

Education for Environmental Citizenship offers a wider approach to environmental issues (i.e. connects ordinary citizens and science) and has a strong emphasis not only on the environment-citizen relationship but also citizen-citizen relationship.

Education for Environmental Citizenship has an approach that leads the process of encouraging individuals to become active members of the society - to actively participate in resolving problems related to the environment and other areas.

3.1.1.4 The strengths of Education for Environmental Citizenship seen by people in Education

Education for Environmental Citizenship covers a wide range of topics and points to globally present issues and many successful examples of tackling them in practice. Its applicability is especially important in a country such as Bosnia and Herzegovina where environmental issues are becoming more and more relevant and natural resources under threat. Education for Environmental Citizenship can give directions to citizens on how to show initiative in influencing their surroundings and to actively participate in decision-making processes.

Education for Environmental Citizenship introduced in the formal or non-formal education would touch upon the essence of EE, ESD, SE and CE, which would enable students to understand the difference as well as the commonality between all of them (i.e. its practical aspect compared to commonly taught EE).

3.1.2 Weaknesses of the Education for Environmental Citizenship in Bosnia and Herzegovina

3.1.2.1 Weaknesses of the Education for Environmental Citizenship

Because of the similarity with already existing terms (EE, ESD, SE and CE), EEC (Education for Environmental Citizenship) can be easily mixed up with them. It could also be a challenge defining curriculum for Education for Environmental Citizenship, so it does not overlap with these other types of education.

It could be a problem balancing time given the different forms of education, and with that allowing too much focus on the environment and too little on the other aspects of the responsible citizenship. There is a tendency in the education system to pay more attention to ecology and less to a citizen's relationship to it. Its development could be challenging in the countries like B&H where there is still no strategy or a clear plan/objectives regarding even CE in the educational system.

3.1.2.2 Areas that Education for Environmental Citizenship could improve

Education for Environmental Citizenship could definitely improve the awareness of the general population in terms of the care for the environment and at the same time encourage active participation of citizens in the policy making in all sectors. Education for Environmental Citizenship can make connections between countries by analyzing specific cases, success stories and obstacles within each country.

Education for Environmental Citizenship has the opportunity to include each age group. Noticeable change would be seen in the surroundings of the responsible citizens after applying the principles of Education for Environmental Citizenship.

3.1.2.3 Practices that Education for Environmental Citizenship should avoid

It would be best to avoid a too formal approach with Education for Environmental Citizenship. There should not be a focus on definitions or on too much theory/too little practice, or focus too much on the environment, and omitting or not emphasising the importance of citizens and their needs.

What should also be avoided is relying on the existing learning materials and programmes rather than introducing new ones that have been especially designed for Education for Environmental Citizenship.

3.1.2.4 Principles of Education for Environmental Citizenship likely to be seen as weaknesses by students and teachers

Education for Environmental Citizenship can be seen as too similar to other types of environmental education, maybe taken as EE; too common, already seen and not that interesting to students as a course.

Teachers mostly lack motivation and energy for similar things and schools are usually not willing to hire additional personnel, mainly due to financial and space issues. Intensive preparation of learning materials and programmes for teachers can be seen as an obstacle, because of lack of specially designed ones for Education for Environmental Citizenship. Change in the current plan of the education system and incorporating the Education for Environmental Citizenship in the study programme is a long-term process. If the plan is not well-developed, students might miss the purpose and do the tasks only for the grades or because they are obliged to.

3.1.2.5 Possible factors that can eliminate the success of Education for Environmental Citizenship

Generally, willingness to accept changes by citizens in B&H is quite low and could be a problem if there is not enough persistency in the Education for Environmental Citizenship introduction process. A busy lifestyle, the passivity of citizens towards

the environment and community important issues, and a difficult, complicated and slow policy making system are all factors that could hinder the success of Education for Environmental Citizenship. Monitoring the implementation process by an external committee is necessary once the legal obstacles for the introduction of Education for Environmental Citizenship are overcome.

An insufficient number of interested students and not enough educated teachers to instruct Education for Environmental Citizenship are also factors that should be considered.

3.1.3 Opportunities for Education for Environmental Citizenship in Bosnia and Herzegovina

3.1.3.1 Possible opportunities for Education for Environmental Citizenship

B&H is a country that is about to deal systematically with environmental issues and incorporate ecological perspective into various sectors. This is an advantage and a great opportunity for Education for Environmental Citizenship to create a proper basis for action and ensure its future sustainability. By involving people in the co-creation of the laws, it is possible to provide policies that will lead towards a better management of the environment at all levels.

There is the opportunity for Education for Environmental Citizenship to use modern technologies and social media networks to raise, in the broader sense, a collective awareness for the environment protection and conciseness. There are new tools for teaching courses such as simulations, web applications that relate to the environment, and the use of smart phones for environmental observations (citizen science). Global connectivity allows Education for Environmental Citizenship to network with other countries and share experiences and exchange ideas.

3.1.3.2 Interesting trends that could improve opportunities for Education for Environmental Citizenship

Modern technologies allow constant communication (Skype calls, exchanges, social media networks, competitions) between institutions/countries, something that is especially important during the process of the harmonisation of the B&H laws relating to the environment and those of the EU. Having a platform for internal communication is also of a great value.

Inspiring young people to use their smart phones for the environmental observations and ultimately actively care for the nature is still only a possibility in B&H, although it has great potential and a place in the educational system. Internet with web applications related to the environment, simulations, animations are certainly powerful teaching tools.

3.1.4 Threats of Education for Environmental Citizenship in Bosnia and Herzegovina

3.1.4.1 Possible obstacles for Education for Environmental Citizenship

Bosnia and Herzegovina has a very complex educational system divided politically and there are completely separate laws/policies regarding the educational system between entities/cantons in the country. The biggest obstacles are passive governments and the country's citizens.

It would certainly take a long time to incorporate Education for Environmental Citizenship into the system: there are not enough programmes, learning methods, materials or educated teachers to teach Education for Environmental Citizenship. The system is already overloaded with too many courses and there would be a resistance towards the introduction of new courses even if they are necessary as Education for Environmental Citizenship is. The hard part could also be making students see the firm connection between care for natural resources and people's rights and the fair distribution of goods. Education for Environmental Citizenship includes a wide range of topics and not having a clear focus might result in a misunderstanding the concept and the aim of the whole process.

3.1.4.2 Areas where other types of education can do better than Education for Environmental Citizenship

SE, CE, ESD, EE can go more into depth in a particular area. CE can do better in terms of focusing on the aspects of being a good/active citizen on various topics. EE gives in-depth knowledge leading to better understanding of the environment. Although SE is more specific and covers in depth certain subject, it involves less people who are committed to research and it takes time to reach the rest of the population. Also, most of the time SE does not consider the bigger picture involving citizens and science.

However, Education for Environmental Citizenship does educate people about CE, ESD and EE. Studying the environment within Education for Environmental Citizenship can inform students that there is not enough resources for all people and that goods need to be distributed equally and used wisely.

3.1.4.3 The availability of learning materials, programmes or services of Education for Environmental Citizenship

All study materials would have to be adapted to Education for Environmental Citizenship because it should be made as a separate subject/activity. Specially designed

learning materials and programmes need to be adapted to the targeted group, i.e. primary/secondary school levels, different age groups of citizens.

Currently there are learning materials for SE and EE in B&H but not enough learning materials for CE and ESD, so the compilation of the existing materials would not be possible at the moment and new Education for Environmental Citizenship materials would have to be designed.

3.1.4.4 Thoughts on changing technology and their possible threats to Education for Environmental Citizenship

There are no threats, however, new technologies can help implement Education for Environmental Citizenship goals.

Technology changes can only serve as a stimulus for the development of Education for Environmental Citizenship, and as many of the new technologies as possible should be attempted in order to get closer to the people and to be present in all ways.

3.1.4.5 Weaknesses that can seriously threaten Education for Environmental Citizenship

Given the rising problems with the environment, people will have to turn their attention to their role in climate change for example, and the possible ways to contribute to make things better to prevent further damage.

Of course, all weaknesses can be obstacles, but with flexibility, a good plan, and a good team of people in charge, incorporating Education for Environmental Citizenship should not be a big problem. The main obstacle would probably be the time needed to see the first steps and results in a challenging society such as B&H.

Differences of Education for Environmental Citizenship between formal and non-formal education

Formal education has continuity on its side; it is in the system, it is obligatory and thus reaches more students. The threat of Education for Environmental Citizenship in the formal educational system is being obliged to do something that could eventually turn into a strength and opportunity since it would, after some time, become a routine, something that has been done without question.

A weakness of non-formal education is that it reaches less people than formal, but creates much better results because it relies entirely on the enthusiasm and willingness to take an active role in the environment protection. Also, non-formal education is more flexible and is usually more practical than formal. Crucial to this process is how to make Education for Environmental Citizenship attractive to all ages and to incorporate it in both systems.

The differences of Education for Environmental Citizenship between primary and secondary Education

The studying complexity in primary and secondary education is obviously different and students should be approached with the concept of Education for Environmental Citizenship according to their age group. Primary school students could be interested in Education for Environmental Citizenship, and if incorporated adequately into primary education, it could lead to great results during and after secondary education.

An interest in Education for Environmental Citizenship by secondary school students would be far greater if they were involved in Education for Environmental Citizenship while in primary education. So, continuity is the key.

Similarity of Education for Environmental Citizenship with other types of education

Degree of similarity between Education for Environmental Citizenship and EE is 3.3

Degree of similarity between Education for Environmental Citizenship and ESD is 2.7

Degree of similarity between Education for Environmental Citizenship and SE is 2.8

Degree of similarity between Education for Environmental Citizenship and CE is 3.5

3.1.5 Conclusion

Environmental issues are becoming more and more relevant in Bosnia and Herzegovina as people are more aware that natural resources are under threat and that the goods need to be distributed equally and used wisely. Education for Environmental Citizenship would be most useful in both formal and non-formal education because it can educate citizens of all ages how to proactively influence their surroundings by caring for the environment as responsible citizens.

Traditionally passive citizens in B&H and the very complex educational and political system divided between entities/cantons are making the introduction of Education for Environmental Citizenship into the system a challenge. However, it is still attainable with strong determination.

Education for Environmental Citizenship has the opportunity to use modern technologies as powerful teaching tools and social media networks for raising awareness about the environment and other important community issues. By avoiding a too formal and theoretical approach, Education for Environmental Citizenship

can attract and inspire citizens from all age groups to take an active part in decision-making processes in all sectors.

3.2 SWOT analysis of the Education for Environmental Citizenship, Federation of Bosnia and Herzegovina

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3.2.1 Strengths of the Education for Environmental Citizenship in Bosnia and Herzegovina

3.2.1.1 Advantages of Education for Environmental Citizenship

According to experts from Bosnia and Herzegovina, the main advantages of Education for Environmental Citizenship are: to influence changes in attitudes and behavior of young people in relation to the environment, to influence the awareness of the environment and the positive impact on health, to rely on earth's natural systems, that it is more useful to an ordinary citizen, and that Education for Environmental Citizenship contains more practice than other types of education.

3.2.1.2. Areas where the Education for Environmental Citizenship could do better than other types of education

Education for Environmental Citizenship can do more than other types of education (e.g., Environmental Education (EE), Education for Sustainable Development (ESD), Science Education (SE), or Citizenship Education (CE)) in a way: to provide learning about how to participate in environmental decision-making processes, to incorporate all the advantages of the aforementioned types of education, to be closer to citizens, to educate people about specific environmental problems at the local level, to have a more practical approach through the organization of field trips in nature, to be more active in the education of targeted ages particularly old or marginalized social groups such as homeless people so that they can also be active participants, to involve spatial analysis at different levels from local to global so that students can see environmental changes and additions at these levels and be active

participants in environmental protection, to develop skills among citizens so that they can act proactive in the environment.

3.2.1.3. The uniqueness of Education for Environmental Citizenship compared to other types of education

What is unique to Education for Environmental Citizenship is that it has a broader teaching scope and is more responsible, unlike the SE or ESD that only encourage the learning of environmental facts which we need to deal with. Moreover, Education for Environmental Citizenship focuses on specific environmental problems of citizens, is multidisciplinary, and allows citizens to be an active part of education at the local level and creators of specific local environmental programs. In essence, Education for Environmental Citizenship is more about balancing and spatial harmony.

3.2.1.4. The strengths of Education for Environmental Citizenship as seen by people in Education

According to the experts in the educational system of Bosnia and Herzegovina, there are many advantages of Education for Environmental Citizenship. Particular emphasis is placed on encouraging debate on environmental issues and not just memorizing facts like in EE and SE. Education for Environmental Citizenship helps develop critical thinking and encourages students to share their ideas and be more creative, and provide tips on best environmental practices in everyday activities. Citizens are both creators of environmental programs and active participants in their local environment, so Education for Environmental Citizenship is far more geographically specific and relevant. One of the strengths is the development of critical and progressive thinking in the design of the environment.

3.2.2 Weaknesses of Education for Environmental Citizenship in Bosnia and Herzegovina

3.2.2.1 Weaknesses of Education for Environmental Citizenship

The main disadvantages of Education for Environmental Citizenship in Bosnia and Herzegovina are: lack of qualified staff, difficulties in engaging in the education system, and that it currently has more theoretical approach. In countries where environmental policies and laws are not satisfactory, it is difficult to expect that students and citizens are generally more environmentally oriented (for example, the state does not offer any recycling benefits, there are no significant penalties for environmental pollution, etc.). As environmental policies and laws are not properly

implemented in developing and poorly developed countries, Education for Environmental Citizenship and its advocates are facing constant problems, because it is very difficult to awaken awareness of citizens and, in particular, students about environmental degradation if they do not notice the real damage during their lifetime.

Also, a smaller focus is on local real environmental problems that would help citizens in understanding the environment. Often it happens that citizens and teachers mix or fail to recognize the difference between Education for Environmental Citizenship and other types of education.

3.2.2.2 Areas which the Education for Environmental Citizenship could improve

Education for Environmental Citizenship should include more experiments, practical exercises, study visits, workshops and field activities within the educational process. It needs to be promoted and more inclusive in terms of age and marginalized groups of citizens. The real local environmental problems of citizens should be used by Education for Environmental Citizenship in the preparation and implementation of the education process. It is also necessary to introduce new technologies of learning in the education system, for which schools need financial resources, as well as more field trips and workshops with students and other citizens. Through the active participation of citizens in Education for Environmental Citizenship, we need to better understand environmental problems at the local level.

3.2.2.3 Practices which Education for Environmental Citizenship should avoid

Education for Environmental Citizenship should obviously avoid recurrence of global environmental issues, too much involvement in state environmental policy, too much theorization, as well as the incompatibility between environmental awareness and education of citizens on one side and teachers on the other. Education for Environmental Citizenship should be clearly distinguished from other types of education and avoid repeating their concepts and practices. Staticity must be removed and education must be oriented towards continuous learning with proactive behaviour and programs at different spatial levels (with active field workshops). It is particularly important to resist the influence of large companies that do not show the right picture of the environment in the media as well as the influence of politicians who are not pro-environmental oriented and do not work to promote local and national environmental resources and balanced development.

3.2.2.4 Principles of the Education for Environmental Citizenship likely to be seen as weaknesses by students and teachers

Students and teachers, as a disadvantage of Education for Environmental Citizenship, see the fact that it is difficult to get involved in the education system, contributed by the lack of field workshops, study visits and concrete activities in the environment. The lack of Education for Environmental Citizenship programs and

learning materials with lack of understanding by local and national authorities and ignorance of the basic characteristics of Education for Environmental Citizenship (linking and mixing with other types of education) is a major weakness.

3.2.2.5 Possible factors which can eliminate the success of Education for Environmental Citizenship?

Half of the interviewed experts from Bosnia and Herzegovina said that there are no factors that could eliminate the success of Education for Environmental Citizenship if there were prepared and implemented actions necessary for its functioning. The other half of the experts, as the most important factors that could eliminate the success of this type of education, especially emphasizes the lack of support and understanding of competent institutions in education and environmental management from a local to national level, a policy that is oriented towards the exploitation of natural resources and is not interested in promoting Education for Environmental Citizenship, legal barriers in the country, as well as the very low interest of citizens and the current situation in the education system.

3.2.3 Opportunities of Education for Environmental Citizenship in Bosnia and Herzegovina

3.2.3.1 Possible opportunities for Education for Environmental Citizenship

The greatest chances for Education for Environmental Citizenship are the adoption of new government policies that would improve the quality of the environment and the quality of the education system as Bosnia and Herzegovina progresses towards European integrations. It is necessary to promote Education for Environmental Citizenship by various European organizations as a traditional way of education with far better understanding and awareness of the local environment. A better understanding of the local environment would create greater chances and opportunities in the economic development and life of citizens in general.

3.2.3.2 Interesting trends that could improve opportunities for the Education for Environmental Citizenship

The most interesting trends that could enhance the possibilities of Education for Environmental Citizenship are highlighting the importance of developing environmental skills in new school curricula, raising awareness of environmental protection through greater responsibility of companies, promotional activities and increasing citizen participation in environmental protection activities. One of the most important trends is the inclusion of environmental protection aspect into all strategies and spatial plans from local to national level and the establishment of a large number of non-governmental organizations dealing with environmental issues and assisting

in the promotion of introducing the Education for Environmental Citizenship in schools.

3.2.4 Threats of Education for Environmental Citizenship in Bosnia and Herzegovina

3.2.4.1 Possible obstacles for Education for Environmental Citizenship

A political factor in terms of insufficient environmental laws and a rigorous educational system led by conservative politicians who do not want a significant change is a significant obstacle. Lack of financial resources, too many teaching subjects in schools, poor interest of the wider political public and educational institutions for the introduction of Education for Environmental Citizenship in schools.

3.2.4.2 Areas in which other types of education can do better than Education for Environmental Citizenship

In the opinion of experts, other types of education (eg EE or ESD or SE or CE) do nothing more and are in a very similar situation as Education for Environmental Citizenship. The key difference is, however, that citizens have almost never heard of Education for Environmental Citizenship. The ESD is the one that is mainly promoted.

3.2.4.3 Availability of learning materials, programs or services of Education for Environmental Citizenship

Regarding learning materials, programs or services of Education for Environmental Citizenship, experts agree that they can be found mostly online in English and not in official languages in Bosnia and Herzegovina. In the future, these should be distributed to schools and universities. There are no adequate learning materials because Education for Environmental Citizenship is mainly a secondary activity in schools, and not a special subject, or in some subjects of natural sciences there are very few topics from Education for Environmental Citizenship but under different names/titles.

3.2.4.4 Thoughts on changing technology and their possible threats to the Education for Environmental Citizenship

For the majority of surveyed experts, changes in technology are good for Education for Environmental Citizenship. The main reasons are that new technologies are mostly "green" and friendly to the environment, and to help spread the word and the idea of Education for Environmental Citizenship. New technologies can help to better understand and demonstrate strengths and weaknesses of the environment. The

progress of technology can have a twofold effect. On the one hand, technology is being developed and expanded in the direction of protection by replacing the old ones and developing new technological processes that produce less pollution and use less natural resources. On the other hand, the threat for Education for Environmental Citizenship is an already existing technology that does not serve environmental protection measures.

3.2.4.5 Weaknesses that can seriously threaten Education for Environmental Citizenship

Half of the experts from Bosnia and Herzegovina claim that there are no weaknesses that could seriously jeopardize Education for Environmental Citizenship. However, the other half is worried about the opinions of politicians and decision makers who do not like changes in the current state system, and they also point out the lack of interest of citizens and the current environment policy. It is extremely difficult for an educational program to promote the awareness of the entire society if there is no will, nor any significant activity.

Differences of Education for Environmental Citizenship between FORMAL and NON-FORMAL Education

There is a significant weakness for formal education, because in order to change curricula in schools and universities, certain rules and procedures that are often very rigid should be followed. Education for Environmental Citizenship is rather unknown and any comparison between formal and non-formal education in this context is very complex and requires more time. Formal education has more power, opportunities, weaknesses and threats in general, but it should be also started with non-formal education in Bosnia and Herzegovina. Non-formal education within the framework of Education for Environmental Citizenship should be promoted through numerous seminars, workshops, while in formal education, however, it is far more difficult to make some changes.

Differences of Education for Environmental Citizenship between PRIMARY and SECONDARY Education

Differences between primary and secondary education in relation to Education for Environmental Citizenship are almost non-existent. However, some experts claim that there are generally more environmental education activities in primary education. Having this in mind, experts say there is no point in making a comparison. Not because they do not have the same problems and opportunities but have different approaches and methods in the teaching process. Both should be mandatory. Secondary education should be more related to different plans, strategies and the like in relation to primary education. The conclusion is that with adequate curriculum

and learning materials, Education for Environmental Citizenship can be successfully implemented in the teaching process.

Similarity of the Education for Environmental Citizenship with other types of education

According to experts, Education for Environmental Citizenship is quite similar to Environmental Education (EE) with average degree of 3.5.

According to experts, Education for Environmental Citizenship is quite similar to Education for Sustainable Development (ESD) with average degree of 3.8.

According to experts, Education for Environmental Citizenship is not quite similar to Science Education (SE) with average degree of 2.2.

According to experts, Education for Environmental Citizenship is quite similar to Citizenship Education (CE) with average degree of 3.5.

The European Network for Environmental Citizenship (ENEC) – funded as a COST Action (CA16229-Horizon 2020) – brings together more than 120 experts from 37 countries with the objective to improve the understanding, the practice and the assessment of Environmental Citizenship in Europe and the participating countries.

Environmental Citizenship has been an influential concept in many different arenas such as economy, policy, philosophy, organizational and corporation management and marketing and could be better exploited and established furthermore in the field of education as well.

This report examines the Strengths, Weaknesses, Opportunities and Threats of Education for Environmental Citizenship in Europe. In the first part of the report, the need for Education for Environmental Citizenship, is examined along with the methodology and results of an extensive research from more than 157 experts in 28 European countries and Israel. In the second part of the report, the country chapters for the 23 European countries and Israel emphasise the similarities, differences and special features of these case studies.

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