



**European Network for
Environmental Citizenship**
Cost Action CA16229

ENEC report

***Policy measures and
recommendations needed for the
promotion of Environmental
Citizenship***

Deliverable 11



European Network for
Environmental Citizenship
Cost Action CA16229



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References:

Andreas Ch. Hadjichambis, Marta Romero Ariza, Jelle Boeve-de Pauw, Niklas Gericke, Demetra Paraskeva-Hadjichambi (2021). *Report on Policy measures and recommendations needed for the promotion of Environmental Citizenship*. European Network for Environmental Citizenship – ENEC Cost Action.

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Policy measures and recommendations needed for the promotion of Environmental Citizenship

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Grant holder institution:



Good examples and best educational practices leading to Environmental Citizenship

This document is the result of a collaborative effort of 134 scholars from 39 member states joined in the COST network ENEC, European Network for Environmental Citizenship. During the 5th and 6th COST-ENEC meeting the MC-members discussed good examples and educational practices that can lead to Environmental Citizenship. Each working group introduced, discussed and analysed a good example based on the dimensions set out in the framework for Education for Environmental Citizenship (EEC, Figure 1).

“Education for Environmental Citizenship” (ENEC, 2018) is defined as the type of education which cultivates a coherent and adequate body of knowledge as well as the necessary skills, values, attitudes and competences that an environmental citizen should be equipped with in order to be able to act and participate in society as an agent of change in the private and public sphere, on a local, national and global scale, through individual and collective actions, in the direction of solving contemporary environmental problems, preventing the creation of new environmental problems, in achieving sustainability as well as developing a healthy relationship with nature. “Education for Environmental Citizenship” (EEC) is important to empower citizens to exercise their environmental rights and duties, as well as to identify the underlying structural causes of environmental degradation and environmental problems, develop the willingness and the competences for critical and active engagement and civic participation to address those structural causes, acting individually and collectively within democratic means and taking into account the inter- and intra-generational justice (ENEC 2018).

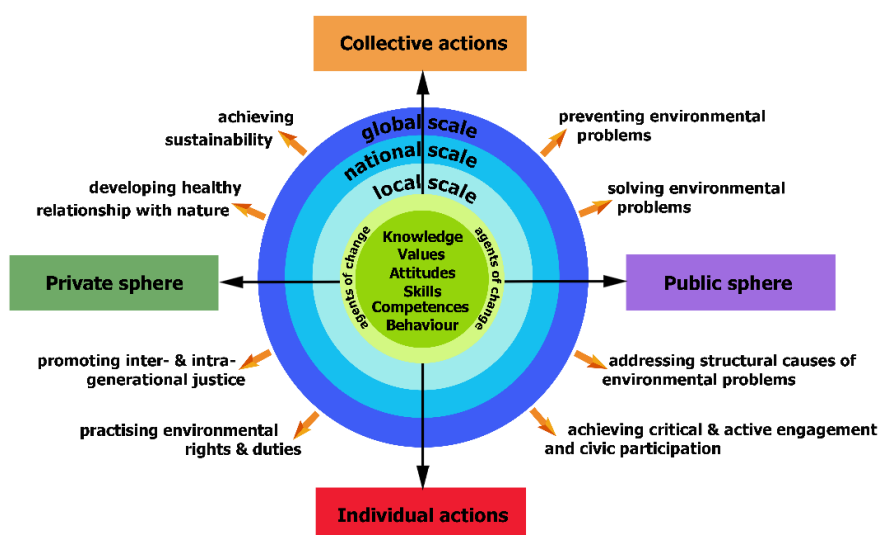


Figure 1. Framework for Education for Environmental Citizenship (see Deliverable 21; Hadjichambis & Paraskeva-Hadjichambi, 2020)

Education for Environmental Citizenship Pedagogical Approach



Figure 2. Education for Environmental Citizenship pedagogical approach (see Deliverable 21)

NEEDS IDENTIFIED FROM THE SWOT (as included in D4)

>> European Level

- N1.1 Need for a common European competence framework at three levels: competences of individual learners, competences of professionals (teachers and educators), and competences of organisations (schools and non-formal learning centers).
- N1.2 Need for a quality framework that elucidates when and how EEC can be considered successful in terms (a) implementation fidelity of the process and (b) achievement of learning goals, both in formal and non-formal education contexts.
- N1.3 Sustained funding to support collaborative longitudinal research on the implementation of EEC in and across the member states with specific attention to the local context as well as European communalities.

>> Macro level: member state policy context

- N2.1 Needs for EEC be anchored into formal curricula for all levels of compulsory education. This includes a need to incorporate EEC in the mandatory objectives of curricula and not as facultative within the member states' education system.
- N2.2 Need for a scaffolded locally relevant curriculum that identifies which learning outcomes of EEC should be achieved at which stage of education.
- N2.3 Need for initial teacher training curricula to offer EEC as part of basic curricula, as well as for in-service professional development on EEC for teachers and educators.

>> Meso level : educational organisations

- N3.1 Need for cross-curricular collaboration to fully implement the interdisciplinary nature of EEC and a firm need to connect learning to real world issues, collaborating with local stakeholders from the public and private spheres.
- N3.2 Need to rethink and redesign school culture towards new forms of (sustainable) educational leadership.
- N3.3 Need for time: EEC requires long term implementation to achieve the intended outcomes. Educational organisations cannot undergo such transformations in a single (school)year.

>> Micro level : individual learners and teachers

- N4.1 Need for concrete learning materials and assessment tools for achieving the learning outcomes of EEC and for professional competences of teachers and educators.
- N4.2 Need to bridge the gaps in the transfer of acquired the EC competences from the learning environment to everyday life.
- N4.3 Need to sustain learning outcomes beyond the lifetime of educational interventions.

1. Policy measures and recommendations for promoting EEC in Primary Formal Education in Educational System level:

Based on the collection of evidence and the transnational exchange of experiences, we suggest taking policy action in the following lines, for promoting EE through Primary Formal Educational **at the Educational System Level**:

- Foster **Knowledge sharing and building** and cooperation with other educational systems. Create collaborations at educational systems level. Promote the exchange of good practices.
- Support **substantial review** of all the educational programs at European, national and regional level looking for synergies and common points and goals. For instance, identify links between EEC goals and the Competences for Democratic Culture proposed by the European Council (2018), as well as other meaningful connections to transversal competences such as critical thinking. Norway has indicated cross-cutting themes present in very different programs related to sustainability (close to EC), citizenship or life-skills. We recommend making sure that EC is integrated as part of the sustainability umbrella that also involves social science and humanities. Other meaningful connections have been identified with different national initiatives such as the life-skills laboratories in Greece, including topics specifically dealing with environmental education and climate change.
- Promote **collaborations** between educational systems and other organizations like NGOs, non-profit organizations, municipality level organizations, etc. such as the ones enhanced through open schooling funded projects. Promote EC through school projects, making meaningful collaborations with communities.
- Support **school autonomy** on curriculum decisions, on the way education is delivered. EC is contextual and regional, so schools/regions should decide on what to include.
- Provide **Specific school subject** on EC OR at least Introduce EC as a **cross-cutting theme**, so EC can be addressed in a trans-disciplinary way. The exchange of experiences among WG1 has shown that the choice between the alternatives depends on national contexts. Usually, we do not find a specific subject on EC at formal primary education level; but it might be addressed through science education or contents related to civic education, but this is not enough.
- Provide **Guidelines** for teaching through transdisciplinary approaches aligned with EEC. We have found inspiring experiences in Norway, with integration of a wide variety of cross-cutting topics.
- Produce **teaching materials** for primary education that support the integration of EEC at formal education level. Develop **toolkits** on teaching the EC (lesson plans, reading materials, questions for discussions tailored for various age groups and audiences, teacher guides, videos, posters, etc.).
- Introduce EEC in **initial teacher education** so they can be properly prepared to explicitly integrate EEC in their future professional activities later. Provide **Teacher training certification**: offer certification track that targets EC (either as one subject matter or as a multi-disciplinary field). Israel has general certification, so different certifications could be added, e.g. related to EC or focused on interdisciplinarity. Propose and design a master degree program on EEC.

2. Policy measures and recommendations for promoting EEC in Primary Formal Education in School level:

Based on the collection of evidence and the transnational exchange of experiences, we suggest taking policy action in the following lines, for promoting EE through Primary Formal Educational **at the School Level**:

- Promote organizational and cultural changes within schools that facilitate the implementation of EEC at primary school level: Distribute power and responsibilities, support collaborative forms of leadership, break traditional hierarchies, make school more collaborative to correspond the EC principles. Make the school culture more open to dialogue and collaboration. It would allow a change in the settings that EC is being taught (structural revolution).
- Provide organizational structures (time and space) for teachers' interdisciplinary collaboration at a school level, to allow the planning and implementation of transformative meaningful school projects for EEC.
- Provide schools with opportunities to develop their locally adjusted Environmental and Socially Responsive Policies, so educational policies aimed at promoting EEC can undergo democratic procedures to be inclusive and widely accepted, developing a sense of ownership and empowerment.
- Promote collaborations through project-based learning between schools and different agents from various institutions/organisations (such as NGO, municipalities, enterprises...) to allow open schooling initiatives and meaningful collaborations with communities for EEC.
- Support whole-school approaches that integrate all the dimensions of sustainability (including the gender dimension), through relevant socio-scientific issues with an emphasis on the development of green and democratic competences for environmental citizenship.
- Enhance out of school education at primary formal education providing opportunities to experience and appreciate nature.
- Introduce EEC through connections with important issues taking place in the local community and identify the different stakeholders involved. Read news with pupils, to understand what is going around in the world and make meaningful connections between local issues and global problems.

3. Policy measures and recommendations for promoting EEC in Primary Formal Education in School Class level:

Based on the collection of evidence and the transnational exchange of experiences, we suggest taking policy action in the following lines, for promoting EE through Primary Formal Educational **at the School Class Level**:

- Promote the implementation of active pedagogies that allow collaborative inquiry about relevant socio-environmental issues and the development of joint solutions to local problems with global implications.
- Build a classroom culture of open discussion of ideas, inclusion at all levels, shared reflections and democratic decision-making.
- Collaborate in the development of competence-based frameworks for EEC.
- Adopt teaching materials and tools that support EEC, facilitating the exchange of inspirational examples and best practices.

4. Policy measures and recommendations for promoting EEC in Primary Formal Education in Teachers level:

Based on the collection of evidence and the transnational exchange of experiences, we suggest taking policy action in the following lines, for promoting EE through Primary Formal Educational **at Teachers Level**:

- Recognise the key role of teachers, and therefore teacher training, in the promotion of EC through education and equip them with the values, knowledge and skills necessary to successfully implement EEC at primary formal education, setting the basis for social justice, equity and more sustainable societies.
- Train teachers at undergraduate level about EC topics, so they integrate EC in their professional activities later.
- Propose and design an undergraduate or a master degree program on EEC or incorporate EC in existing undergraduate studies.
- Provide in-service professional development. Programs in HEIs or within schools.
- Provide teacher training certification systems: for instance, certification track that targets EC (either as one subject matter as a multi-disciplinary field). Israel has general certification, so different certifications could be added, e.g. related to EC or focused on interdisciplinarity.
- Facilitate teacher autonomy to initiate and support classroom projects that foster meaningful EEC at primary formal education.
- Promote teachers' collaboration, offering time for teachers to meet and collaborate with colleagues from different subjects.

5. Policy measures and recommendations for promoting EEC in Primary Formal Education in Students level:

Based on the collection of evidence and the transnational exchange of experiences, we suggest taking policy action in the following lines, for promoting EE through Primary Formal Educational **at Students Level**:

- Promote true student participation - not just teacher directed citizenship, allowing students to take the lead and fostering a sense of ownership and empowerment.
- Allow students to become real change agents.
- Define a set of knowledge, skills, values and attitudes necessary to act as an environmental citizen and provide students with meaningful and empowering opportunities to develop them.

6. Policy measures and recommendations for promoting EEC in Primary Formal Education in Curriculum level:

Based on the collection of evidence and the transnational exchange of experiences, we suggest taking policy action in the following lines, for promoting EE through Primary Formal Educational **at Curriculum Level**:

- Make sure that environmental citizenship is explicitly addressed at the formal primary education level, either as a specific subject or as a cross-cutting topic that should be incorporated at the different core curriculum subjects.
- Promote an eco-social curriculum that encompasses the development of democratic and green competences in students.
- Provide primary school teachers with **specific guidelines** about how to promote EC through formal primary education.
- Promote the development of **teaching materials** to work on EC at the primary school level (textbooks, lesson plans, classroom tasks, reading materials, questions for discussions tailored for various age groups and audiences, posters, videos, etc.), as well as exemplary cases illustrating how EC can be exercised with formal primary education.

7. In which Policy Institutions the ENEC report on Policy Measures and Recommendations could be sent in each country:

Relevant Institutions in each country: (give the exact name of the institution and the communication details, full address, e-mail etc.)

In Spain

1. Chief of the Department for Continuous Evaluation of the Spanish Educational System. Spanish Ministry of Education and Professional Development:

ruth.martin@educacion.gob.es. Ruth Martín Escanilla. Jefa de área de Evaluación Permanente del Sistema Educativo. Instituto Nacional de Evaluación Educativa. Ministerio de Educación y Formación Profesional.

2. President of the State School Board

c.escolar@mecd.es D^a. Encarna Cuenca Carrión. Presidenta del Consejo Escolar del Estado.

3. General Directorate for Curriculum Development and Education of the Andalusian Government:

oficina.tecnica.planeva.ced@juntadeandalucia.es. Aurora María Auxiliadora Morales Martín. Directora General de Ordenación y Evaluación Educativa. Consejería de Educación y Deporte.

4. General Directorate for Teacher Professional Development and Educational Innovation of the Andalusian Government:

oficina.tecnica.planinnova.ced@juntadeandalucia.es. Antonio Segura Marrero. Director General de Formación del Profesorado e Innovación Educativa. Consejería de Educación y Deporte de la Junta de Andalucía.

In Bosnia and Herzegovina(Republic of Srpska)

1. Republic Pedagogical Institute RS, Department for Evaluation of the Quality of Educational Work, Head of the Department: Zoran Bogdanović z.bogdanovic@rpz-rs.org

Republički pedagoški zavod Republike Srpske, Odjeljenje za vrednovanje kvaliteta vaspitno - obrazovnog rada, Načelnik odjeljenja Zoran Bogdanović z.bogdanovic@rpz-rs.org

2. Ministry of Education and culture RS, Department for Primary Education, Head of Department: Enea Hotić e.hotic@mp.vladars.net

Ministarstvo obrazovanja i kulture RS, Odeljenje za osnovno obrazovanje, Načelnik odjeljenja Enea Hotić, e.hotic@mp.vladars.net

3. **Ministry of Education and culture RS, Department for Primary Education, Senior expert associate for monitoring and development of curricula: Tatjana Dabić**
t.dabic@mp.vladars.net

Ministarstvo obrazovanja i kulture RS, Odjeljenje za osnovno obrazovanje, Viši stručni suradnik za praćenje i izradu nastavnih planova i programa: Tatjana Dabić t.dabic@mp.vladars.net

In Lithuania

4. **Ministry of Education, Science and Sport of the Republic of Lithuania, Department for General Education, Pre-school and Primary Education Division:**

Laima.Jankauskiene@smm.lt Laima Jankauskienė, Head of the Pre-school and Primary Education Division

<p>8. Which working steps and deadlines your WG will focus in order to prepare a report on Policy Measures and Recommendations for the Primary Formal Education:</p>

WG1 members have collaboratively developed their contributions through online discussions and the exchange of constructive ideas in a shared document. Finally, the WG1 leader has compiled all contributions, revised the join document for internal consistency and sent it to the Chair and Vice-Chair of ENEC COST action.

Policy recommendations WG2

1. Policy measures and recommendations for promoting EEC in Primary Non-Formal Education in Educational System level:

- We are still flooded with terms, and EEC is still an unknown concept at this level.
- That bears the question: Should we install EEC (“yet another term”) or work with what is there at the educational system level. We feel we should bring citizenship to what is already locally there within policy
- We should foreground citizenship within EE/ESD. EEC should be communicated as an add-on, a way to enrich what is already happening
- “Societal transformation is a crisis of imagination”. Policy impact / action in policy goes far beyond the policy domain of education.
- Non formal education is often outside the educational policy sphere, so our recommendations should be that too. We need to take into scope which ministries handle which non formal education sites (museums and other places). Depending on the member state, this kind of education is part the ministry of Culture and Arts, or Education, or Science, or Environment or Policy
- Many great efforts come not from professionals but from amateurs; A balance is needed between bottom-up and top-down. Policy should facilitate / allow bottom-up initiatives
- Include EEC elements in project funding for non formal education or environmental projects.

2. Policy measures and recommendations for promoting EEC in Primary Non-Formal Education in Environmental Centre/Museum level:

- Collaborative educational efforts could allow for formal and nonformal to build on each other’s strengths.
- Museums could focus more on presenting action and routes to action for (young) children, rather than be informative about issues.
- Include citizenship in existing educational initiatives

3. Policy measures and recommendations for promoting EEC in Primary Non-Formal Education in Environmental program level:

Which are the Policy measures and recommendations needed (and proposed) for promoting EEC in Primary Non-Formal Education in Environmental program level?

More info:

- More facilitation of outdoor education in particular in natural settings
- Facilitate nature connection through longer outdoor education in natural settings, e.g. international exchange, even at young ages. Allowing young children to build connection with local nature a basis for building environmental citizenship
- Bring elements of action and activism into the programs
- Researchers / environmentalists can share experiences and expertise through science cafes / books etc for children => can help to connect children and researchers.

4. Policy measures and recommendations for promoting EEC in Primary Non-Formal Education in Teachers level:

Which are the Policy measures and recommendations needed (and proposed) for promoting EEC in Primary Non-Formal Education in Teachers level? (TPDs etc.)

More info

- Non-formal educators are not teachers, they are often e.g. biologists and environmentalists, foresters, social workers; that also provide education in a non formal setting, often only as part of their job.
- Professional development of these educators is needed. There is a lot of potential in supporting these educators to understand and implement EEC.

5. Policy measures and recommendations for promoting EEC in Primary Non-Formal Education in Students level:

Which are the Policy measures and recommendations needed (and proposed) for promoting EEC in Primary Non-Formal Education in Students level?

More info:

- Non formal is quite occasional (hit-and-run). There is a need for a continuous experience.

6. Policy measures and recommendations for promoting EEC in Primary Non-Formal Education in Curriculum level:

Which are the Policy measures and recommendations needed (and proposed) for promoting EEC in Primary Non-Formal Education in Curriculum level?

More info:

- The curriculum is flooded with goals. EEC is usually not central or not even in it. Opening in the curriculum for EEC is needed. Non formal education initiatives need to find ways to connect to the curriculum and show schools how their work actually fulfills curricular goals. Teachers need support in reading the curriculum through an EEC lens. Well developed non formal educators can be instrumental here, to bring EEC into formal education.

7. In which Policy Institutions the ENEC report on Policy Measures and Recommendations could be sent in each country:

- We can send this locally through the MC members

8. Which working steps and deadlines your WG will focus in order to prepare a report on Policy Measures and Recommendations for the Primary Non-Formal Education:

1. Policy measures and recommendations for promoting EEC in Secondary Non-Formal Education in Educational System level:

Which are the Policy measures and recommendations needed (and proposed) for promoting EEC in Secondary Non-Formal Education in the Educational System level?

More info:

Guidelines from Ministries (Cyprus) of Education to schools to integrate their curriculum with out of school visits and programs of Non-Formal Education settings (Museum, Environmental Centers, Parks, Forest parks

Guidelines from Ministries of Education to schools to include in their School Environmental Policy environmental Citizenship Competences that can be promoted through out of school activities – Non-Formal.

EEC not a core subject in the Curriculum, not obligatory, Green School, not priority in Educational System (Israeli Education). Competing agendas.

Look groups dealing with sustainability and collaborate with them.

Green schools, Eco-schools target to be informed and engaged in EEC

Not curriculum for EEC (Albania), spread in other subjects. Related subject, civic education. Practical implementation inside and outside school In activities engaged with environment e.g. forests, garden activities within school. They have to introduce EEC in school curriculum place based activities in several education levels kindergarten, primary, secondary to introduce activities.

In Greece there are recommendations to schools to visit Non formal settings.

Enforce EEC in practice, recommendation to holistic approach, collaboration with communities and NGOs, development of learning material. Network within countries to promote EEC.

17 goals for ESD of EU

Collaboration of Ministry of Education and Ministry of Environment, provide financial support for colleges of education to build a course in EEC and amend components for teachers fro Primary and Secondary education.

Tie examples of EEC in the problem / paradigm of climate change

Policy recommendations support higher institutions to develop EEC programs / TPD programmss

2. Policy measures and recommendations for promoting EEC in Secondary Non-Formal Education in Environmental Centre/Museum level:

Which are the Policy measures and recommendations needed (and proposed) for promoting EEC in Secondary Non-Formal Education in the Environmental Centre/Museum level?

More info:

- Environmental education centres and natural history museums, should adopt EEC in their daily educational practice
- Once the importance of EEC is recognised, it could be integrated into school's environmental policy and promoted using a targeted strategic plan
- Schools need to realise and accept their role and place in society as agents for change and in the transformation of the environment and society towards a more sustainable, responsible and fairer world
- School communities should be aware of environmental issues and have the determination and ability to improve environmental conditions
- In addition, school communities should not focus only on purely individual action but can act as members of a public that have shared obligations with others to address concerns about the environment and its resources for themselves, for the global community, for non-human life on earth, and for future generations
- The establishment for synergies, partnerships and support from academic institutions, NGOs and other social actors could empower schools and educational institutions to adopt flexible mechanisms for integrating EEC
- The adoption of environmental landscapes and ecosystems near the school will strengthen the relationships of the school with the local environment and the local communities, which will not only help students to understand their environment, what is affecting it and its problems, but also to develop participatory behaviours and actions of citizenship to solve these environmental problems
- Youth movements (Israel) 17, different affiliations, different cultures and political dimension. Target youth movements in order to expand EEC . Promote democratic. Excellent platform to foster EEC.
- Groups in several areas, leaders decision making.
- Embrace of the idea on Green school accreditation in the Youth movement.

3. Policy measures and recommendations for promoting EEC in Secondary Non-Formal Education in Environmental Program level:

Which are the Policy measures and recommendations needed (and proposed) for promoting EEC in Secondary Non-Formal Education in Environmental Program level?

More info:

- Enrich curricula with the integrated and holistic perspective of EEC combining knowledge, skills, values and beliefs, attitudes, and behaviours with individual and collective environmental action in private and public spheres
- Introduce in curricula important partnerships between school, science and society
- Incorporate in curricula methodology, allowing differentiation in the several levels from early childhood to higher education, and any educational sector from formal to non-formal and informal settings
- Embody curricula with even greater efficiency developing Teaching Attainment Targets and Indicators of Competence for Environmental Citizenship

B. Development of learning materials

- Engage students in authentic controversial environmental socio-scientific issues that need a solution
- Provide opportunities for students to act as environmental citizens
- The EEC Pedagogical Approach could be implemented in both formal and non-formal settings as well as in different levels of education (e.g., primary and secondary).
- Engage students in authentic controversial environmental socio-scientific issues that need a solution (climate change education)
- Provide opportunities for students to act as environmental citizens
- Environmental programs could be designed based on EEC Pedagogical Approach
- Ideas from Daphne and Ariel presentation on type of activities
- Critical pedagogy, place based education-outdoor education
- Teachers and students should feel that they have a safe environment by having a deep critical look.
- Non formal education - youth afternoon

4. Policy measures and recommendations for promoting EEC in Secondary Non-Formal Education in Teachers level:

Which are the Policy measures and recommendations needed (and proposed) for promoting EEC in Secondary Non-Formal Education in Teachers level? (TPDs etc.)

More info:

- Include educational approaches that involve teachers in the process of solving authentic environmental problems

- Include place-based practices that allow teachers to realise the scientific, social, economic, political and cultural dimensions of the environmental problems
- Engage teachers in environmental action projects in the community that prompt them to critically assess the complexities, patterns and politics contained in environmental problems
- Help teachers to clarify their own values and actions in terms of local and global environmental issues
- Empower teachers to act as formative agents of Environmental Citizenship
- Involve teachers in a progressive refinement of the understanding of the new ideas through cycles of co-design and learning from peers
- Include educational approaches that involve educators in the process of solving authentic environmental problems
- Include place-based practices that allow educators to realise the scientific, social, economic, political and cultural dimensions of the environmental problems
- Engage educators in environmental action projects in the community that prompt them to critically assess the complexities, patterns and politics contained in environmental problems
- Help educators to clarify their own values and actions in terms of local and global environmental issues
- Empower educators to act as formative agents of Environmental Citizenship

5. Policy measures and recommendations for promoting EEC in Secondary Non-Formal Education in Students level:

Which are the Policy measures and recommendations needed (and proposed) for promoting EEC in Secondary Non-Formal Education in Students level?

More info:

- Equip students with the competences of EEC
- Develop Environmental Citizenship competences such as:
 - Knowledge
 - Environmental Systems Knowledge
 - Self-Effectiveness Knowledge
 - Political Systems Knowledge

Skills

- Constructive Participation Skills
- Critical Thinking Skills
- Team working
- Leadership skills
- Change agents skills
- Attitudes

- Willingness to Act in Society as Agents of Change
- Civic components / Awareness/Emotional/Behavioral

Values

- Biospheric Values
- Democratic values
- Social justice values
- Intra/inter generational value
- Humanity
- Creativity
- Connections
- Security
- Peace and not violence in every day life

6. Policy measures and recommendations for promoting EEC in Secondary Non-Formal Education in Curriculum level:

Which are the Policy measures and recommendations needed (and proposed) for promoting EEC in Secondary Non-Formal Education in Curriculum level?

More info:

- Enrich curricula with the integrated and holistic perspective of EEC combining knowledge, skills, values and beliefs, attitudes, and behaviours with individual and collective environmental action in private and public spheres
- Introduce in curricula important partnerships between school, science and society
- Incorporate in curricula methodology, allowing differentiation in the several levels from early childhood to higher education, and any educational sector from formal to non-formal and informal settings
- Embody curricula with even greater efficiency developing Teaching Attainment Targets and Indicators of Competence for Environmental Citizenship
- High schools / talk about professional education
- Preparation of educators
- Principles of Non Formal education are different
- Youth groups / movements have their own programs
- Could import aspects / components of EEC into program

7. In which Policy Institutions the ENEC report on Policy Measures and Recommendations could be sent in each country:

Relevant Institutions in each country: (give the exact name of the institution and the communication details, full address, e-mail etc.)

- Ministry of Education
- Ministry of Environment
- Environmental NGOs
- Local government bodies in towns
- Youth organizations and NGOs
- Stakeholder analysis / Primary and Secondary / Matrix (proposed from Albania)
- Delphi study (what aspects are agreed to explore or develop)

8. Which working steps and deadlines your WG will focus in order to prepare a report on Policy Measures and Recommendations for the Secondary Non-Formal Education:

Step 1: Working group suggestions (today)

Step 2: Decide about the structure of the report. How general or specific we should be in our recommendations.

Step 3: Define the goals and objectives of the report

Step 4: Elaborate the bullets and develop the text of the report

Step 5: Submit in Chair and Vice-Chair / Comments

Step 6: Revise the report

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