



## EDUCATION FOR ENVIRONMENTAL CITIZENSHIP STATEMENT

The **Education for Environmental Citizenship (EEC)** has become a central issue for European growth and well-being and therefore it is fundamental to educate European citizens on connected themes. The topics that they deal with, whether it is clean water, biodiversity, energy, climate or food, are fundamental issues that need to be addressed to succeed in making a more sustainable society.

At a pedagogical level, the questions linked to EEC are by nature **complex and interdisciplinary**. Each issue needs the collaboration of different disciplines which involves role players in different fields and at various levels. The importance of these issues for the students, the teachers and the whole educational community is a strong incentive to create interest and involvement.

Most European countries have already included the EEC in their educational curriculum. This is a necessary step but it is not sufficient. The **European "Let's Take Care of the Planet" network**, which we are part of, for more than ten years, has been **mobilizing young people and teachers** about these issues. The methods used invite the students to investigate before debating and then to commit to implementing the concrete solutions usually at a local level.

We, the European teachers, reunited in Lisbon for the 3rd European LTCP Youth Conference, ask for your help to be able to **develop better future EEC projects** in the following areas:

### 1. Time

- **We need official time** for teachers to prepare their projects, to investigate the needs of the projects, to find funds, to coordinate the whole educational community, to organize activities and to receive training.

Eg: In **French Guyana**, in some schools, every Thursday afternoon, the teachers don't have lessons with students and they have 4 hours to work together on projects.

### 2. Academic freedom

- **We need curricular time** to develop projects with the students during the curricular program.

In **Portugal**, 25% of the students' schedule is dedicated to developing interdisciplinary projects (local autonomy of the school).

### 3. National and European framework

- **We need to make EEC become a priority** in educational policies within the European territories and we need EEC to be included in the next EU 'Strategic Framework – Education and Training' in 2020.

In **Portugal**, the Environmental Ministry launched ENEA (National Strategy for Environmental Education) and the Education Ministry launched the Environmental Education for Sustainability Framework.

## 4. Networking

- **We need school networks** to exchange experiences, ideas, projects and other moments such as partnerships.

In **Spain**, ESenRED interconnects 11 networks from 11 territories with 3,000 schools to develop the LTCP experience as well as other EEC projects.

## 5. Mobilization of the whole educational community

- **We need the involvement of the whole educational community**, including teachers, teacher advisors, directors and the Ministry of Education to support EEC projects making them become more effective.
- **We need to involve families** in their children's projects so that they feel responsible for the problems connected to EEC.

In **Spain**, the schools that are part of the ESenRED network have 'Sustainability School Committees' where pupils, teachers, parents, school directors and advisors from local authorities work together and manage the projects, sharing the responsibilities equally.

## 6. Partnerships

- **We need partnerships between schools**, scientific communities and local authorities.

In **Lithuania**, the whole country is involved in a common project called 'Let's do it together Day', a clean-up day when even the president takes part.

- **Partnership with local governing authorities** for technical and human support.

In **Denmark**, in Roskilde, the local government invites students to participate with their ideas on how to deal with heavy rainfall, using sustainable urban drainage in recreative areas like skateboard parks.

- **Partnership with scientific communities** to receive technical information and scientific methods as well as to have their presence in the schools to supervise school methods. NGOs can bring their expertise and share the information to the groups involved.

In **Italy**, there is a Scientific Dissemination Project between the CNR (National Research Council) and the schools in that Region called LdR – Linguaggio della Ricerca/The Language of Research.

In **Turkey**, the NGO TURGEV (Turkey Environment Education Foundation), supports schools to do projects and teacher training, and ensures collaborative work with other countries regarding EEC educations. Teachers meet once a year to share their ideas and projects.

- **We need funds** to develop projects in order to support teacher's training, activities, organisation of events, materials and other important parts of a project.

EX: In several regions in **France**, local authorities give funds to the schools for EEC projects and for school modernization (solar panels, geothermal energy, etc.)

<http://www.careplanet.org>

French organisation Monde Pluriel has been coordinating the project "Let's Take Care of the Planet" in France and Europe since 2009 and fosters intercultural exchanges in the field of sustainable development.

The 3<sup>rd</sup> European Youth Conference is the fruit of a yearlong partnership between Monde Pluriel and ASPEA, environmental education association from Portugal.