



Environmental
Literacy and
Global
Citizenship



## Literacy

**Literacy** is popularly understood as an ability to read, write and numeracy in at least one method of writing, an understanding reflected by mainstream dictionaries.

Literacy is often used to mean having knowledge or skill in a particular field.

PISA - Literacy is the capacity of students to apply knowledge and skills in key subject areas and to analyse, reason, and communicate effectively as they pose, solve, and interpret problems in a variety of situations (OECD, 2010).



NAAEE Synthesis (2011) - Developing a Framework for Assessing Environmental Literacy

# Those who are environmentally literate possess, to varying degrees:

- the knowledge and understanding of a wide range of environmental concepts, problems, and issues;
- a set of cognitive and affective dispositions;
- a set of cognitive skills and abilities;
- the appropriate behavioral strategies to apply such knowledge and understanding in order to make sound and effective decisions in a range of environmental contexts.

This definition treats cognitive (knowledge, skills, and abilities), affective, and behavioural components as both interactive and developmental in nature; that is, individuals develop along a continuum of literacy over time – they are not either environmentally literate or illiterate.



## What you know about:

- Physical and ecological systems
- Social, cultural and political systems
- Environmental issues
- Multiple solutions to environmental issues
- Citizen participation and action strategies



# Skills and abilities that you know how and when to apply:

- Identify environmental issues
- Ask relevant questions about environmental conditions and issues
- Analyze environmental issues
- Investigate environmental issues (scientific and social aspects of issues using primary and secondary sources)
- Evaluate and make personal judgments about environmental issues (the interaction between environmental conditions and sociopolitical systems)
- Use evidence and knowledge to select and defend one's own position(s) to resolve issues
- Create and evaluate plans at various scales/levels to resolve environmental issues



# How you respond to environmental issues:

- Sensitivity
- Attitudes and concern toward the environment
- Assumption of personal responsibility
- Locus of control/ Selfefficacy
- Motivation, and intention to act

# Selected for hundrED Hall of Fame

# Environmentally Responsible Behaviour

Involvement in intentional and habitual behaviors, individually or as a member of a group, that work towards solving current problems and preventing new ones.

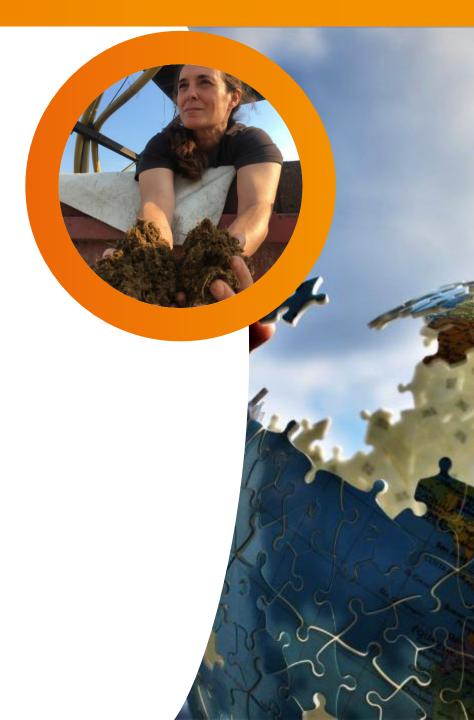


Feedback/reflection help in literacy development

# GCED aims at agency to address the issues ...

Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.

... a perfect tool for the world facing unprecedent Environmental Crisis!



## **Environmental Citizenship is a form of GCED**

Can help transformation of values, beliefs, attitudes and behaviours of individuals to achieve positive outcomes to meet the challenges – environmental crisis and its impacts!



## **Environmental Citizenship**

The responsible pro-environmental behaviour of citizens who act and participate in society as agents 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,
- prevention of creating new environmental problems,
- achieving sustainability, and
- developing a healthy relationship with nature.

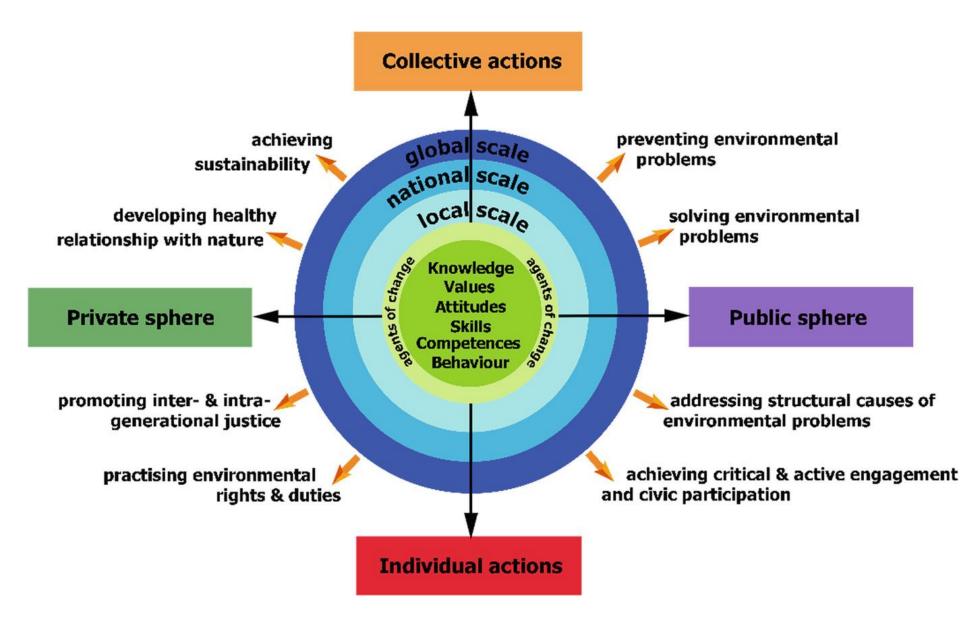
#### It includes

- both the practise of environmental rights and duties,
- identification of the underlying structural causes of environmental degradation and environmental problems,
- the development of the willingness and the competences for critical and active engagement and civic participation to address those structural causes and,
- to act individually and collectively within democratic means, taking into account inter- and intra-generational justice.

## **Two Categories of discourse of GCED**

Participatory rights approach





Authors - Andreas Ch. Hadjichambis and Demetra Paraskeva-Hadjichambi



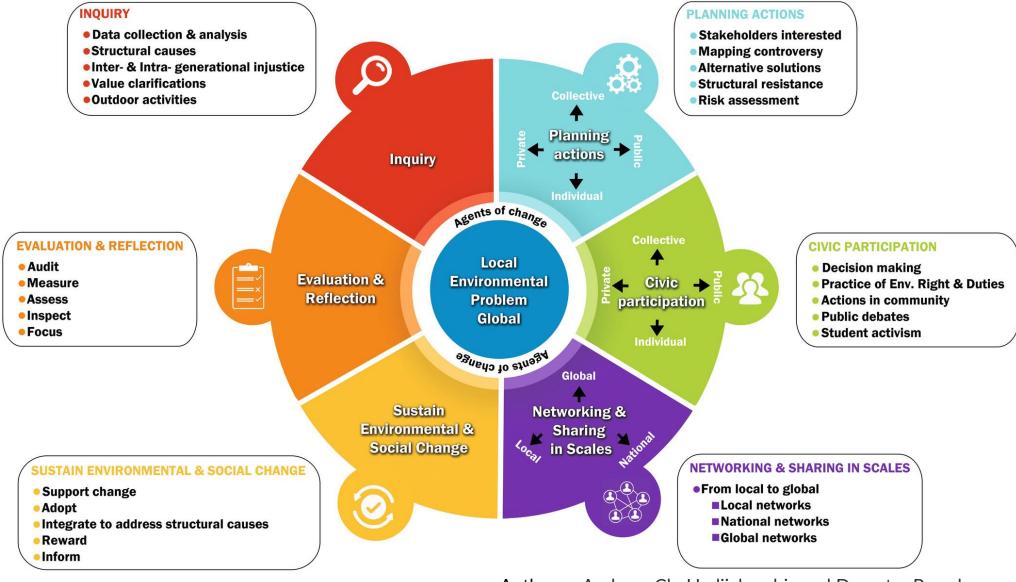
Authors - Andreas Ch. Hadjichambis and Demetra Paraskeva-Hadjichambi

# Types of citizen

#### Johnson and Morris (2010)

Type of Citizen	Personally responsible (liberal/passive)	Participative	Socially responsible (green citizen)
Characteristic	Behaves responsibly without questioning why	Behaves responsible and takes action	Critically reflects on social justice and take action accordingly
Example	Recycles waste  Consumes less meat  Switch off electricity when not needed	Distributes leaflets on recycling  Advocates low carbon life styles  Raises funds for vulnerable communities globally	Discusses with others in local forums whether recycling scheme saves energy and negotiates as to how best improve recycling scheme for benefit of community

#### Education for Environmental Citizenship Pedagogical Approach



Authors - Andreas Ch. Hadjichambis and Demetra Paraskeva-

# A Seven-Step Change Framework for Continuous Improvement





Forming an Eco Committee. The Eco-Schools Committee is the driving force behind the Eco-Schools process and represents the ideas of the whole school.

Action Plan. Results from the environmental review are used to design the Action Plan, forming the core of student action.



#### **Curriculum Work.**

Eco-Schools activities are linked to the curriculum, ensuring Eco-Schools is truly integrated within the school community.



**Eco Code.** Students collaborate to devise a statement that represents the school's commitment to the environment.



Environmental
Review. This helps
the school to identify
its current
environmental impact
and highlights areas
for improvement.



#### Monitor & Evaluate.

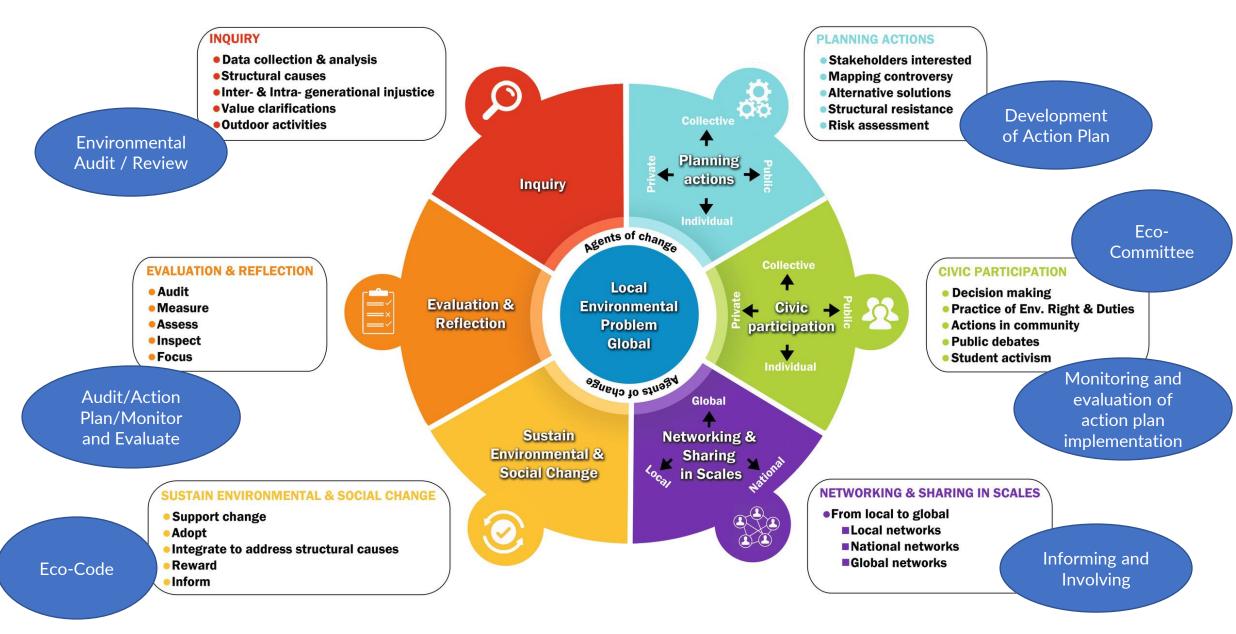
This is carried out find out if the targets set by the action plan are being achieved.





This involves getting everyone on board! Actions are not solely confined to the school community but are encouraged to engage community members and parents, for example.

#### Overlap with Eco-Schools Seven Steps pedagogical approach





### Increase your Handprint!

Decrease your Footprint!

