What do we know of environmentally responsible citizens?

Environmental Citizenship

An environmental citizen is...

- Motivated to act

- Self-confident

- Aware of their own values

- Knows how to use information for planning environmental action

(Berkowitz, Ford, & Brewer 2005)

Components of environmental citizeship.
Berkowitz, Ford, & Brewer 2005
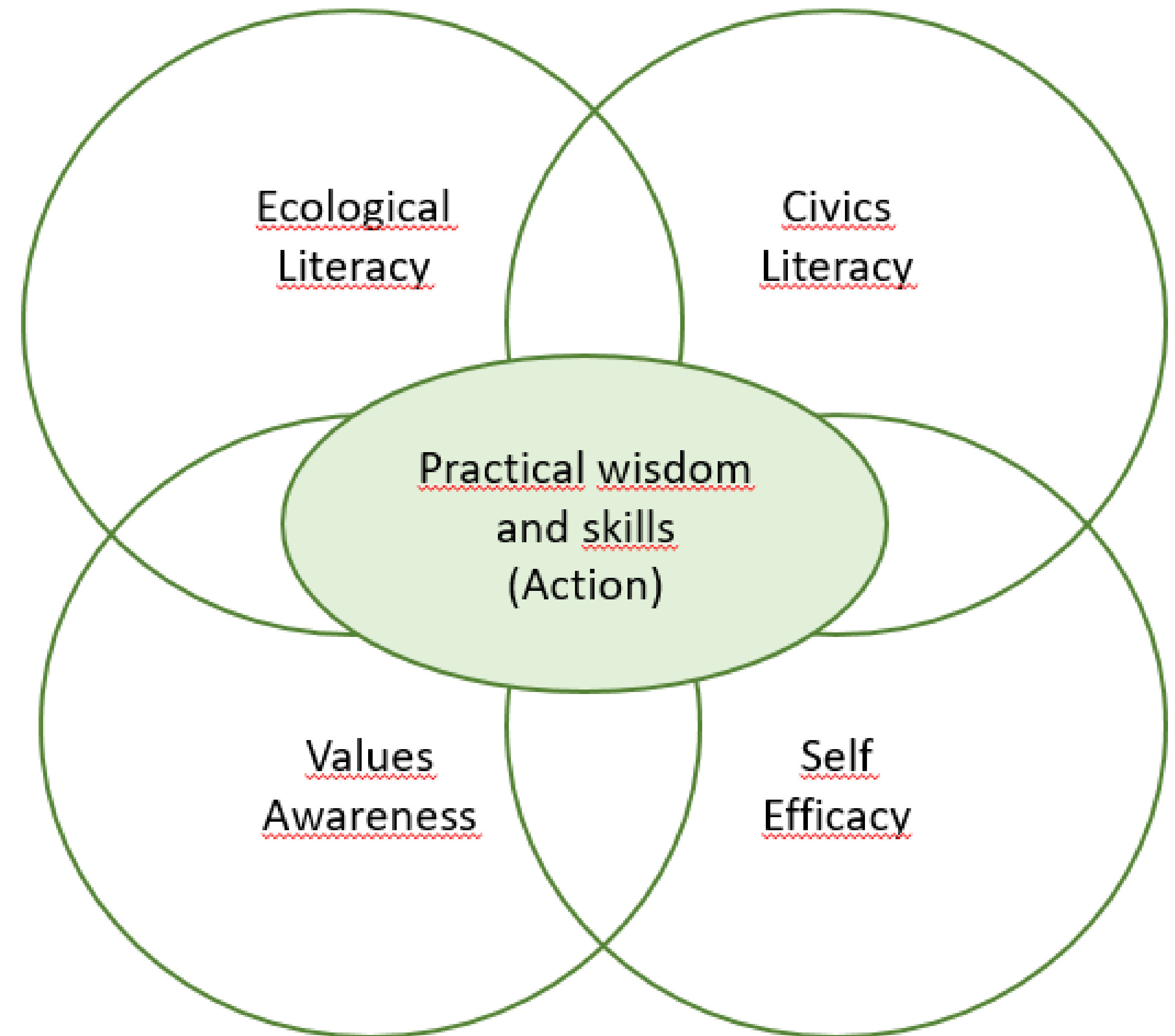
Challenges for environmental citizenship education

- Politically laden topics

- Lack of commitment – business as usual

- Difficult emotions and guilt

- Efficient action - Private vs. collective action

There is no time to wait for another more responsible generation

Background

- SYKLI, **Environmental School of Finland** is a national specialist vocational college - and the only institution in Finland **training adults for a Specialist Vocational Qualification in Environmental Education.**

- **Environmental educator = a person that promotes sustainable change in his/ her organization** (not necessarily a "traditional pedagogical profession")

- SYKLI is actively looking for new approaches into environmental education:

  - Now piloting **environmental education training courses for culture professionals (eg. museums and libraries)** and for **vocational teachers**.

  - Now also promoting Green transition in **adult education colleges** (Kansanopistojen vihreä siirtymä).

Satu Jovero,
Environmental Education Specialist
in SYKLI

SYKLI

What to take into consideration in promoting sustainable behaviour in people?
Many theories about environmental education. Practically, they all contain 3 main ingredients:

COGNITIVE

KNOWLEDGE & UNDERSTANDING: information about nature and natural systems, and problems we have caused

MOTIVATION to do things

FEELINGS & EMOTIONS: building/ mending our relationship towards nature

CONNECTION

SKILLS: Cultural abilities & willingness to take action and do sustainable deeds
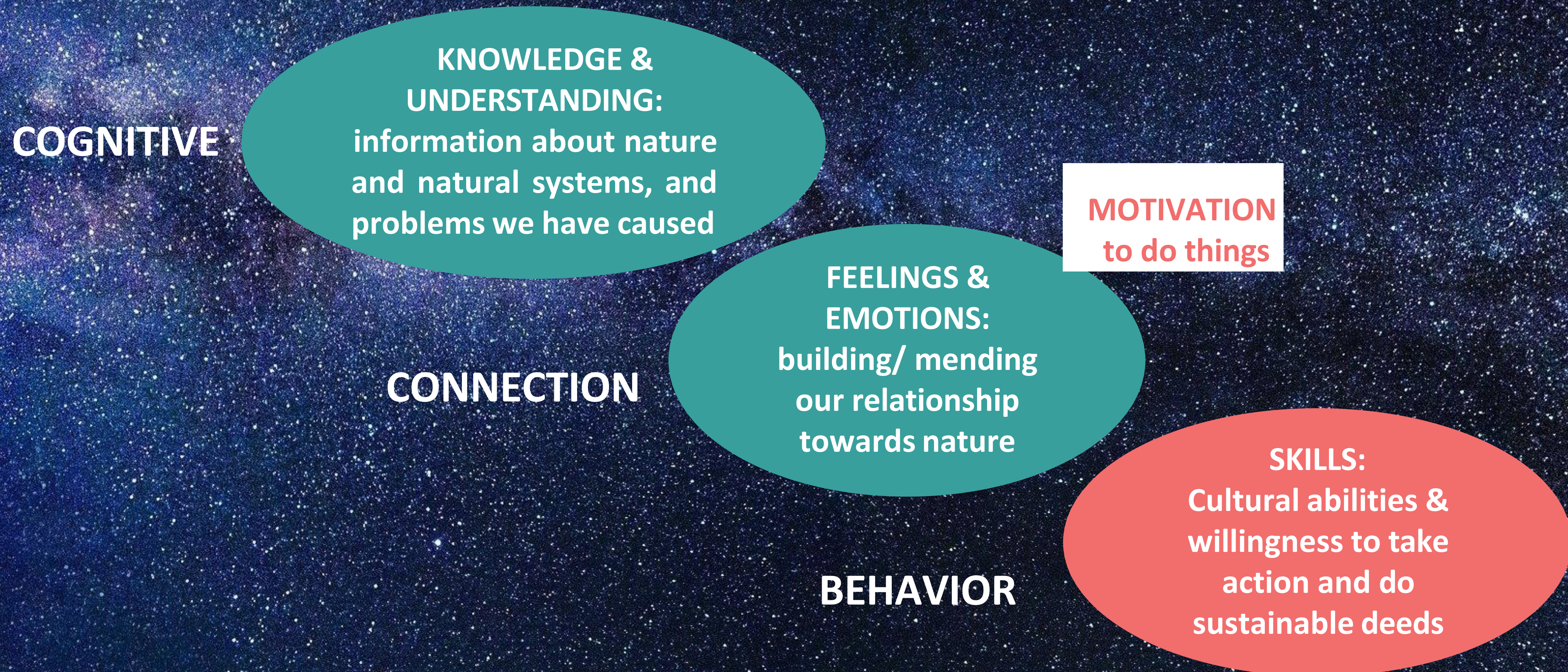
BEHAVIOR

Problem 1: Emphasis - need for new focal points

What to take into consideration in promoting sustainable behaviour in people?

- The barriers to preventing biodiversity loss and climate change lie in our cultural & social manners.

- Yet, we are currently far better equipped in communicating knowledge about natural processes than providing tools for cultural change and combatting change resistance.

BEHAVIOR

SKILLS:
Cultural abilities & willingness to take action and do sustainable deeds

Problem 2: We approach people mostly as consumers and private citizens

Promoting sustainablity in professional growth

- We spend most of our active hours at work
- Continuous education: updating professional skills will "rapidly" transfer information & skills into real working life
- Working with environmentally aware professionals in organizations is more effective – they will work inside out
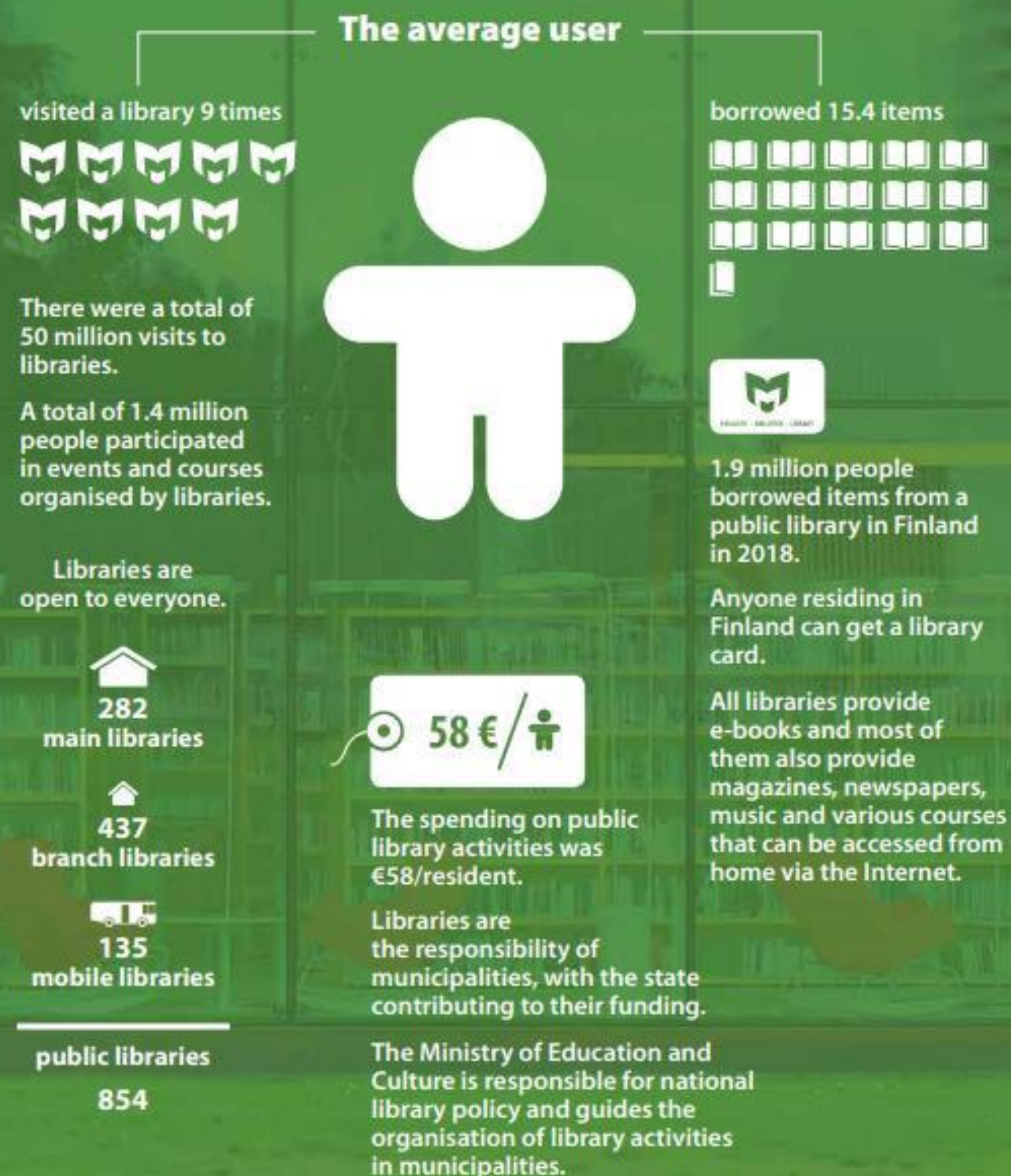- The more the merrier – one person CAN ignite inspiration, but change is faster if several are involved

SYKLI

Problem 3 –
People are good in avoiding unpleasant information

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Libraries are
open and free of charge to everyone

The average user

visited a library 9 times

borrowed 15.4 items

There were a total of 50 million visits to libraries.

A total of 1.4 million people participated in events and courses organised by libraries.

Libraries are open to everyone.

282 main libraries

437 branch libraries

135 mobile libraries

public libraries
854

1.9 million people borrowed items from a public library in Finland in 2018.

Anyone residing in Finland can get a library card.

All libraries provide e-books and most of them also provide magazines, newspapers, music and various courses that can be accessed from home via the Internet.

58 € / 👤

The spending on public library activities was €58/resident.

Libraries are the responsibility of municipalities, with the state contributing to their funding.

The Ministry of Education and Culture is responsible for national library policy and guides the organisation of library activities in municipalities.

Finding new places for environmental education and human encounters

- Using su

- Using ex

  - Libra

SYKL

- Taking a

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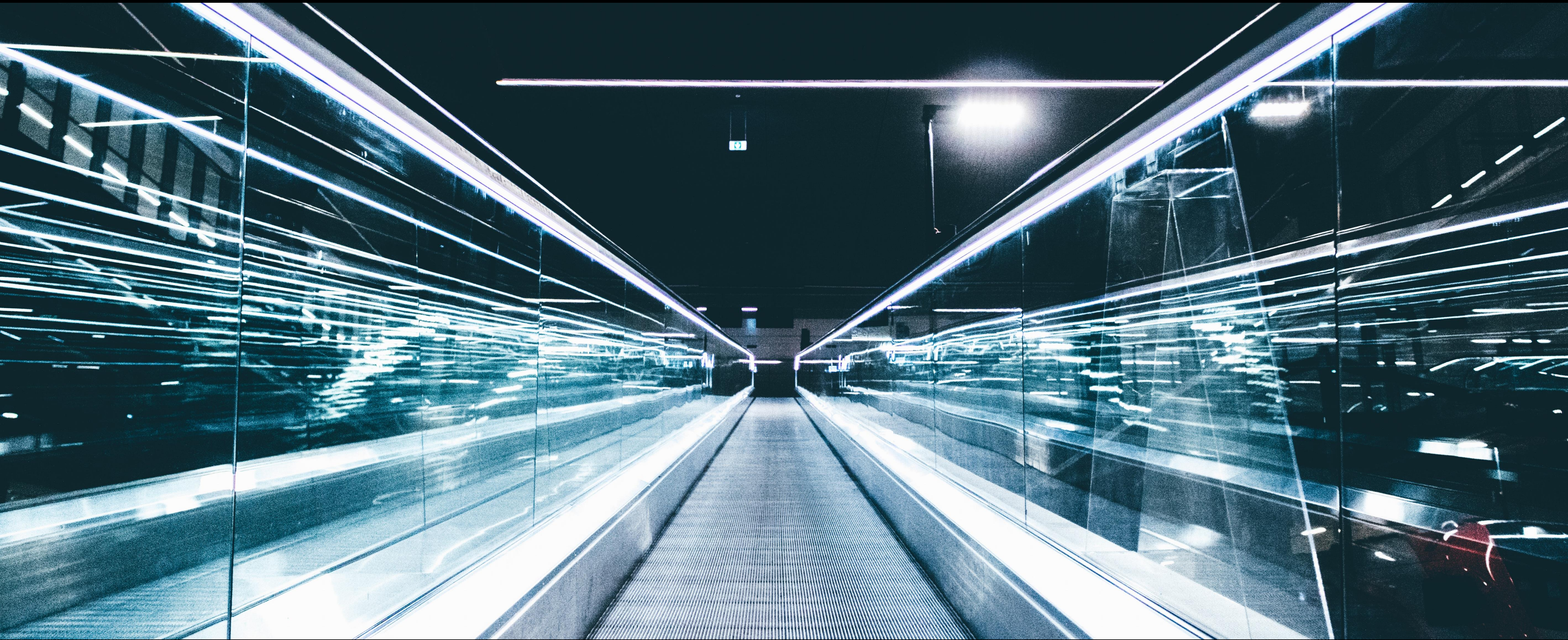
ANTTO LUHTAVAARA, PLANWE

ACTIVATING ADULTS

1 GIVING UP ON UTOPIAS

2 HUMAN NATURE

Resolving Intractable Intergroup Conflicts

The Role of Implicit Theories about Groups

Eran Halperin
James J. Gross
Carol S. Dweck

(Bar-Tal and Halperin, 2011). In fact, parties often fail to address the real disagreements at all because of psychological barriers.

In this chapter, we focus on one psychological barrier—an entity (or fixed) theory about groups. We contend that one of the most powerful psychological barriers to conflict resolution, especially in the context of intractable conflicts, is the belief that the out-group will never change its destructive behavior, harmful intentions, or hawkish political views. When a belief in the fixed (negative) nature of the out-group is prevalent, in-group members do not have any reason to seriously consider options for resolution raised by the out-group (or others) and hence will reject compromises or gestures that are critical to the peace process.
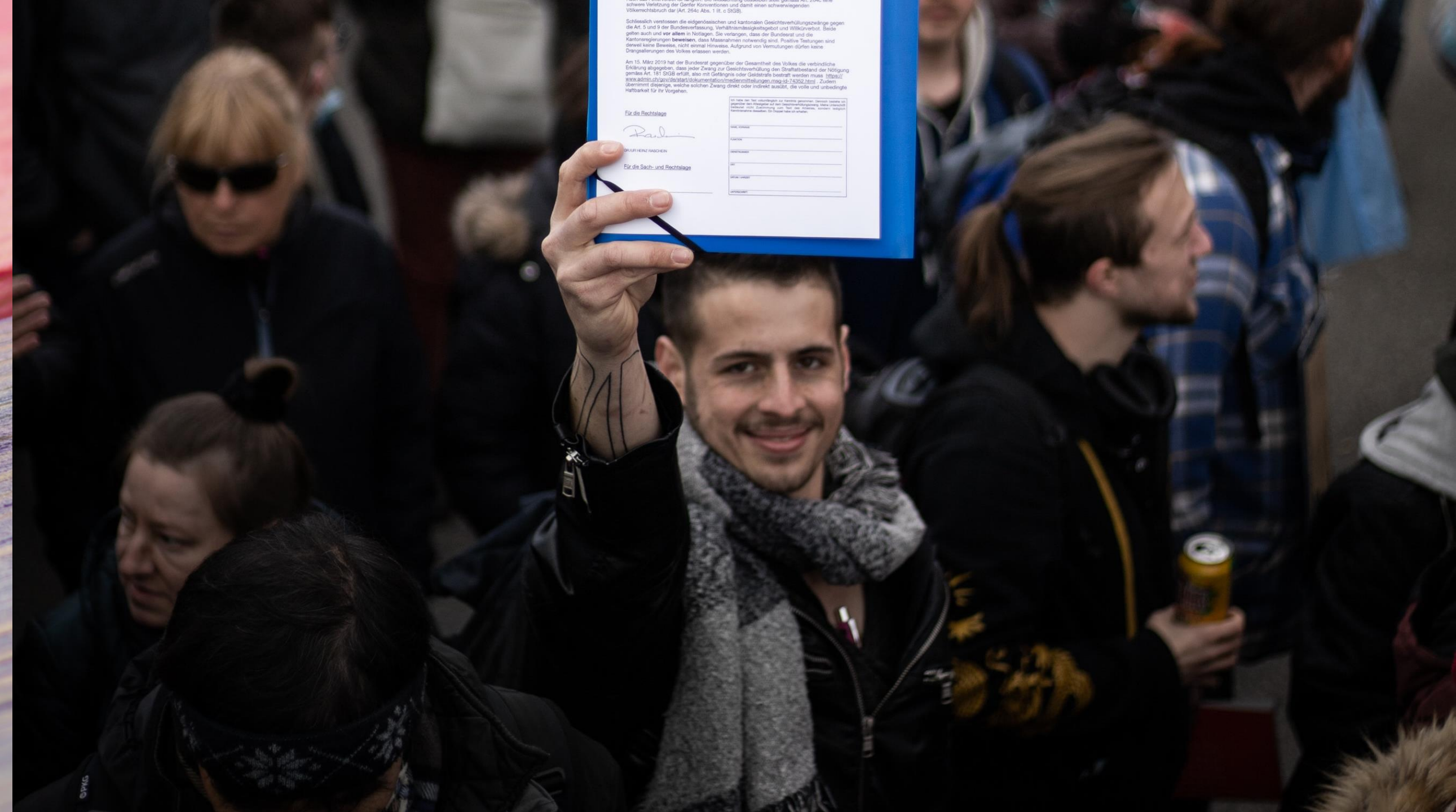
3 SOCIAL PREASSURE

4 MATURE CITIZENSHIP

5 RULES & REGULATIONS

6 DANGER OF

CONFLICTS ESCALATING

Table 40.1 Reconciliation and the Prevention of New Violence

Inhibitors	Promoters
Lack of understanding of the roots of violence	Understanding and actions guided by it
Lack of understanding of the impact of violence	Understanding its impact on survivors, perpetrators, bystanders
Devaluing the other	Humanizing the other and developing positive attitude toward the other through words, deep contact, working on shared goals, education
Unhealed psychological wounds of survivors, perpetrators, bystanders	Healing the wounds by all parties
Lack of Truth	Truth (complex: shared)
Conflicting collective memories—histories	Working both toward a shared history and toward accepting that the other group has a different view of history
"Chosen" traumas	Addressing the impact of the past
Lack of Justice	Justice: punitive, restorative, procedural, economic
Lack of forgiveness	Moving toward forgiveness (with mutuality)
Lack of acknowledgment of their responsibility by perpetrators and their group	Acknowledgment, apology, regret, empathy
Lack of acceptance of the past	Increasing acceptance of the past: "This is what happened, this is part of who we are."
Destructive ideologies	Constructive ideologies
Undemocratic systems and practices	Developing pluralistic, democratic, values and institutions
Raising children as obedient followers	Raising inclusively caring children with moral courage (positive socialization)

Source: Developed from tables and materials in Staub (2011).

Staub, E. (2014). Reconciliation between groups: Preventing (new) violence and improving lives. In M. Deutsch, P. T. Coleman, & E. L. Marcus (Eds.), The handbook of conflict resolution: Theory and practice (3rd ed., pp. 971–998). San Francisco, California: Jossey-Bass.

WORKSHOPS

HAVE COURAGE