



From Environmental Information to Environmental Education

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**Environmental
Education (EE)**

**Environmental Education
for Sustainability (EEfS)**

**Environmental and
Development
Education (EDE)**

**Education for Sustainable
Development (ESD)**

**Lea
Envi
Sustain**

Sustainability

**Education
(SDE)**

Earth Education

**Education as
Sustainability (EaS)**

**Learning for
Sustainability (LfS)**



**Good environmental
education is
essentially good
education**

**Prof John Smyth
(1924-2005)**

Portrait of a 21st Century Learner

To succeed in our global community,
I will need to be...

a critical thinker

a problem solver

an innovator

a communicator

a collaborator

globally aware

civically engaged

a self-directed learner

information & media literate

financially & economically literate





Have our initiatives been successful in promoting a society that values sustainable lifestyles?

Are we preparing for the challenges

... of the future?

... of a circular economy?

... of surviving on our planet?



Or are we stuck in a vicious cycle of rhetoric?


... a lot of lip service but very little action

The organisation of at least five environmental education activities is one of the Blue Flag Award requirements.



Why?





While a lot of energy is
invested in ensuring
compliance with other
requisites

Environmental education is mostly
seen as an afterthought

Is the Blue Flag

... a means to an end?

... or an end in itself?

... a process?

... or a product?

What makes an activity educational?

UK DUTY PAID



Smoking
causes fatal lung cancer

Embassy filter

L&B

GOLD

LAMBERT & BUTLER

Smoking
kills

LAMBERT & BUTLER

I TAUGHT
STRIPE HOW
TO WHISTLE



I DON'T HEAR
HIM WHISTLING



I SAID I TAUGHT
HIM. I DIDN'T SAY
HE LEARNED IT



Acquire a set of values which prompt an ongoing concern about the issue and motivate a desire to actively participate in its resolution

Understand the various dimensions and implications inherent in the issue

Develop a sensitivity to the issue being explored

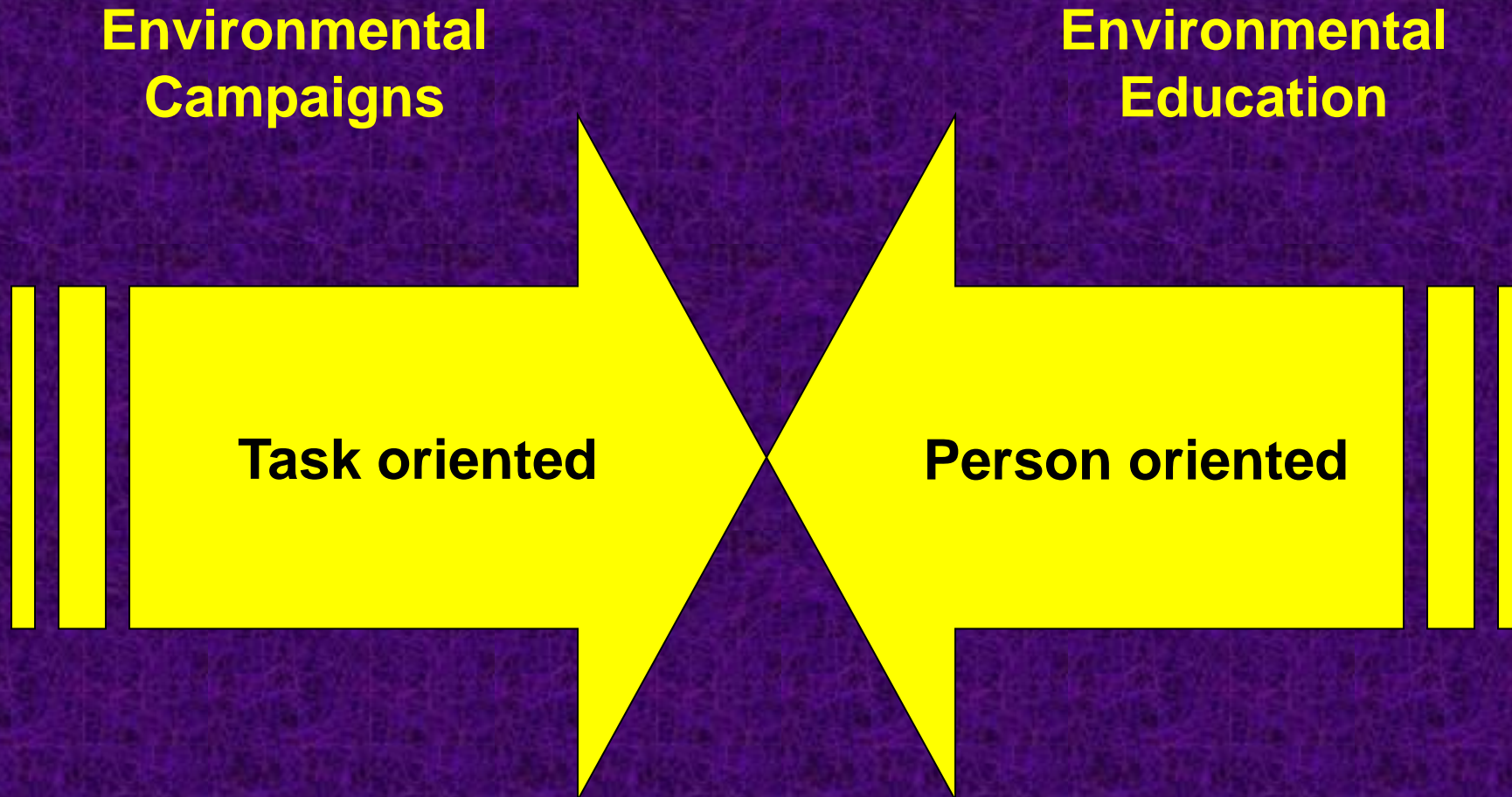


**COMMITMENT TO
ACTION**
(Education)

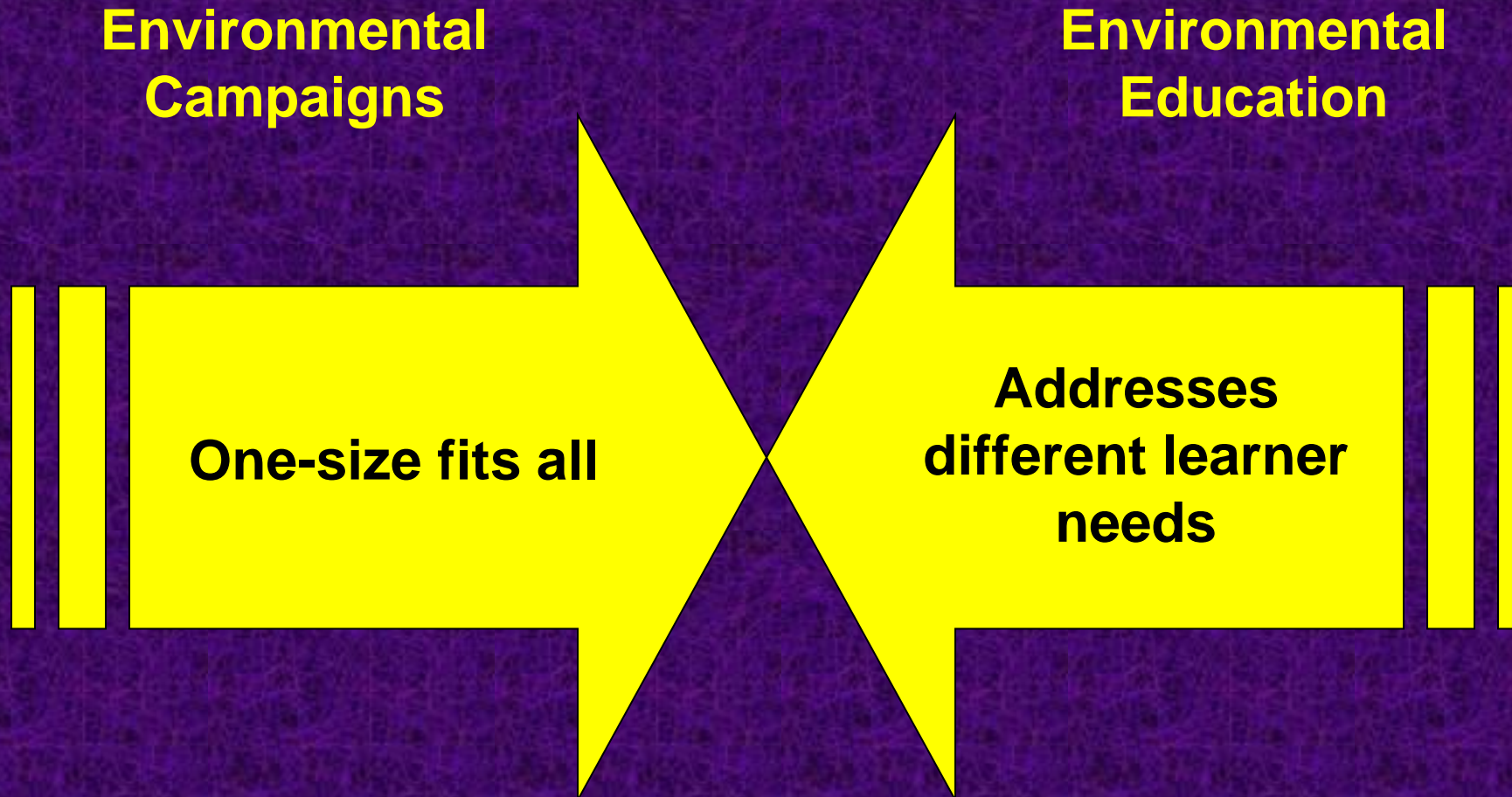
UNDERSTANDING
(Reflection)

AWARENESS
(Communication)

Major differences ...



Major differences ...



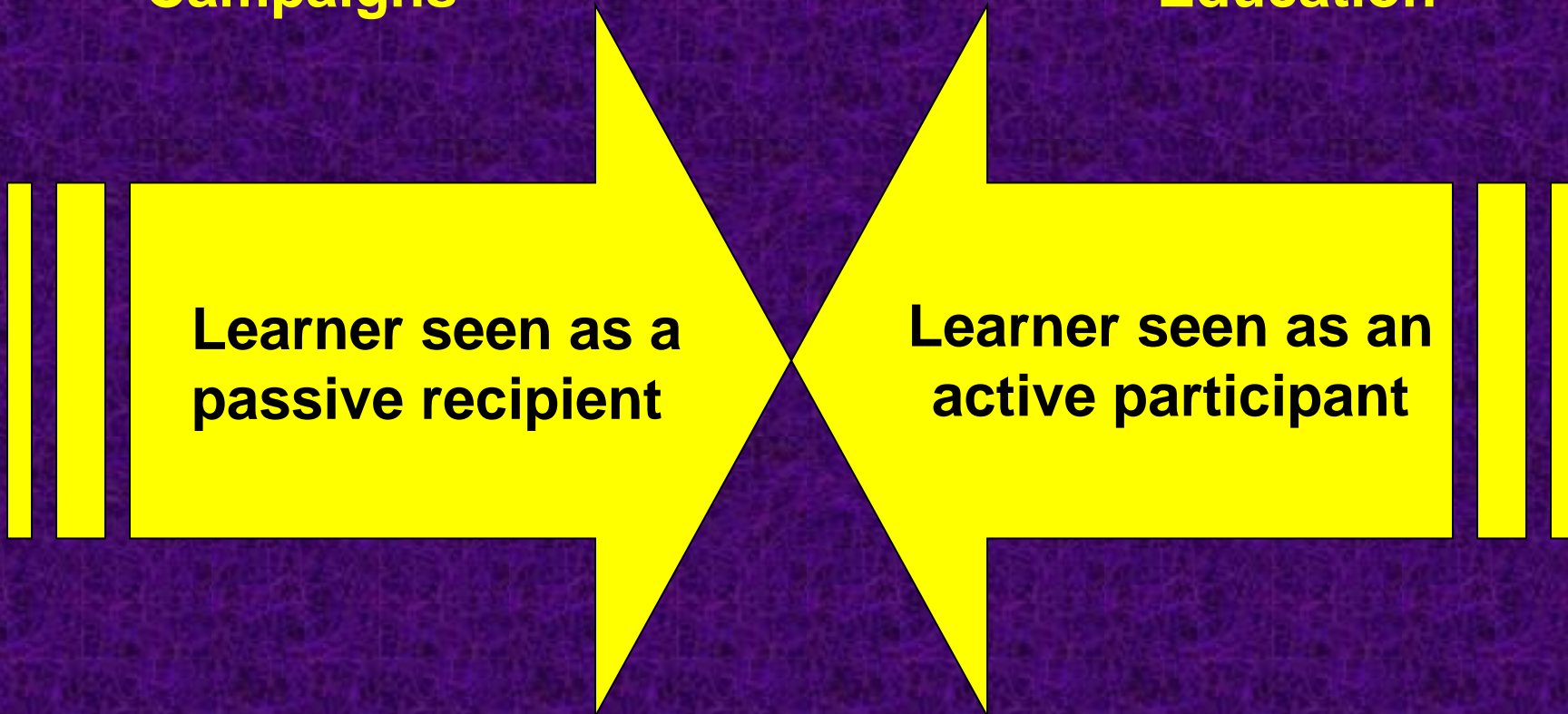
Major differences ...

**Environmental
Campaigns**

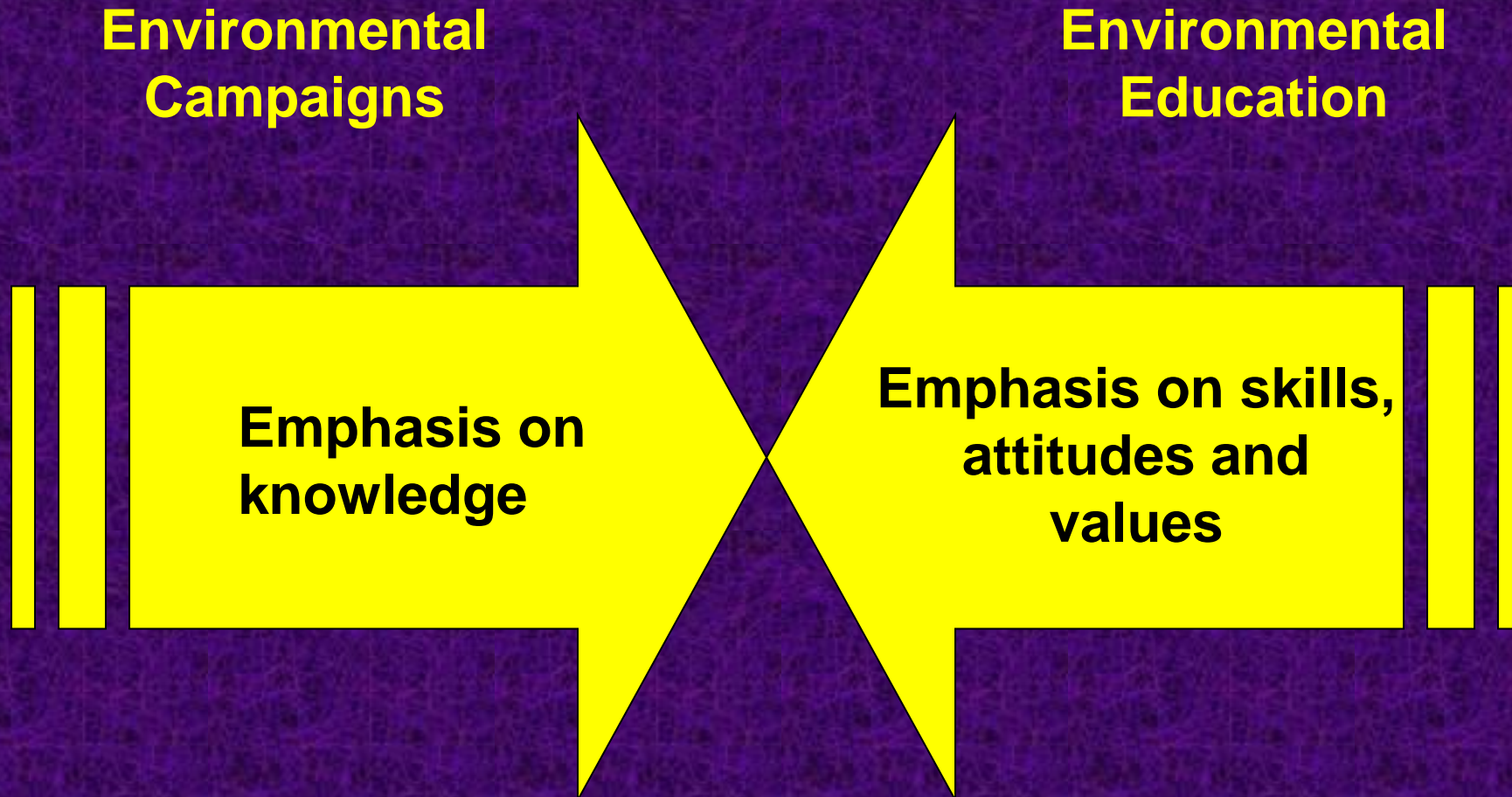
**Environmental
Education**

**Learner seen as a
passive recipient**

**Learner seen as an
active participant**



Major differences ...



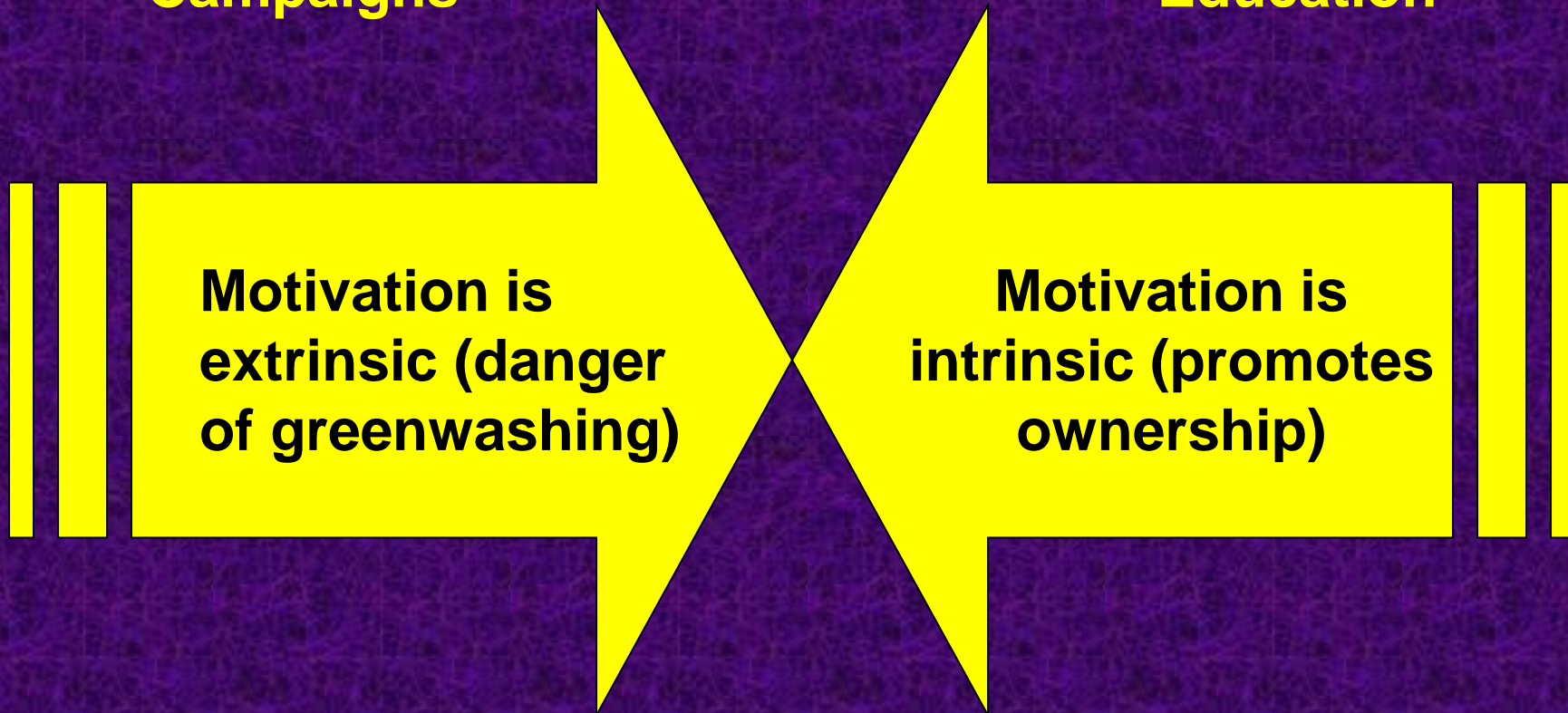
Major differences ...

**Environmental
Campaigns**

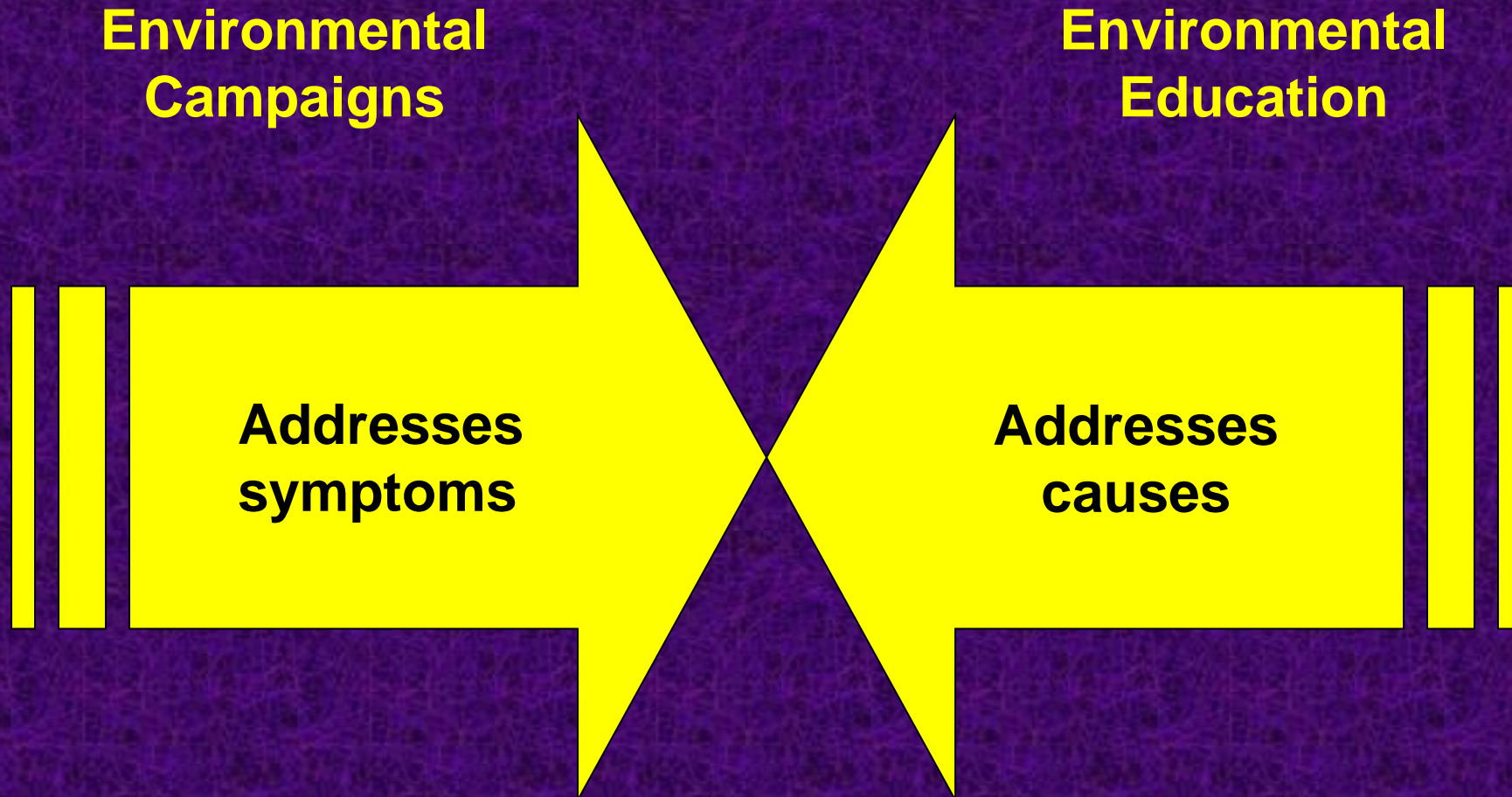
**Environmental
Education**

**Motivation is
extrinsic (danger
of greenwashing)**

**Motivation is
intrinsic (promotes
ownership)**



Major differences ...



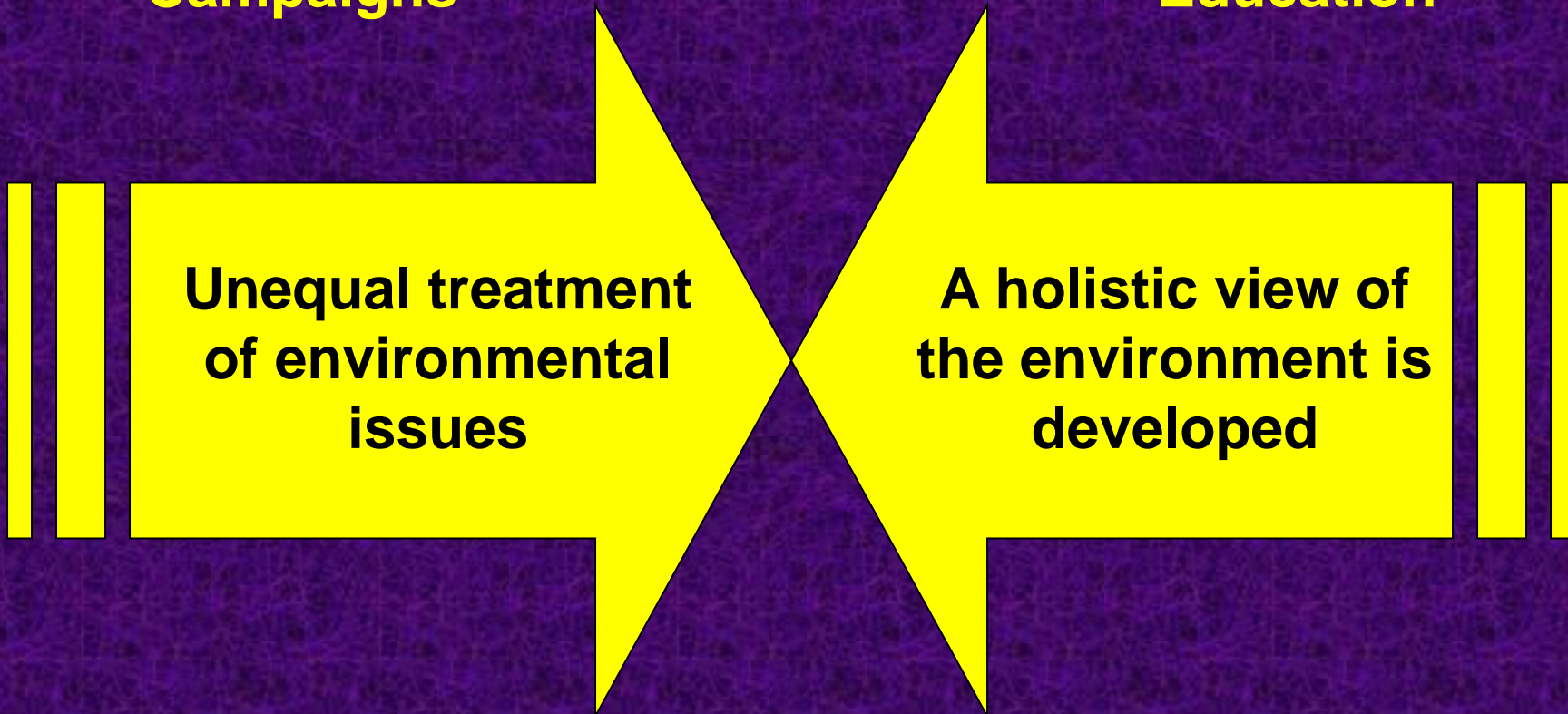
Major differences ...

**Environmental
Campaigns**

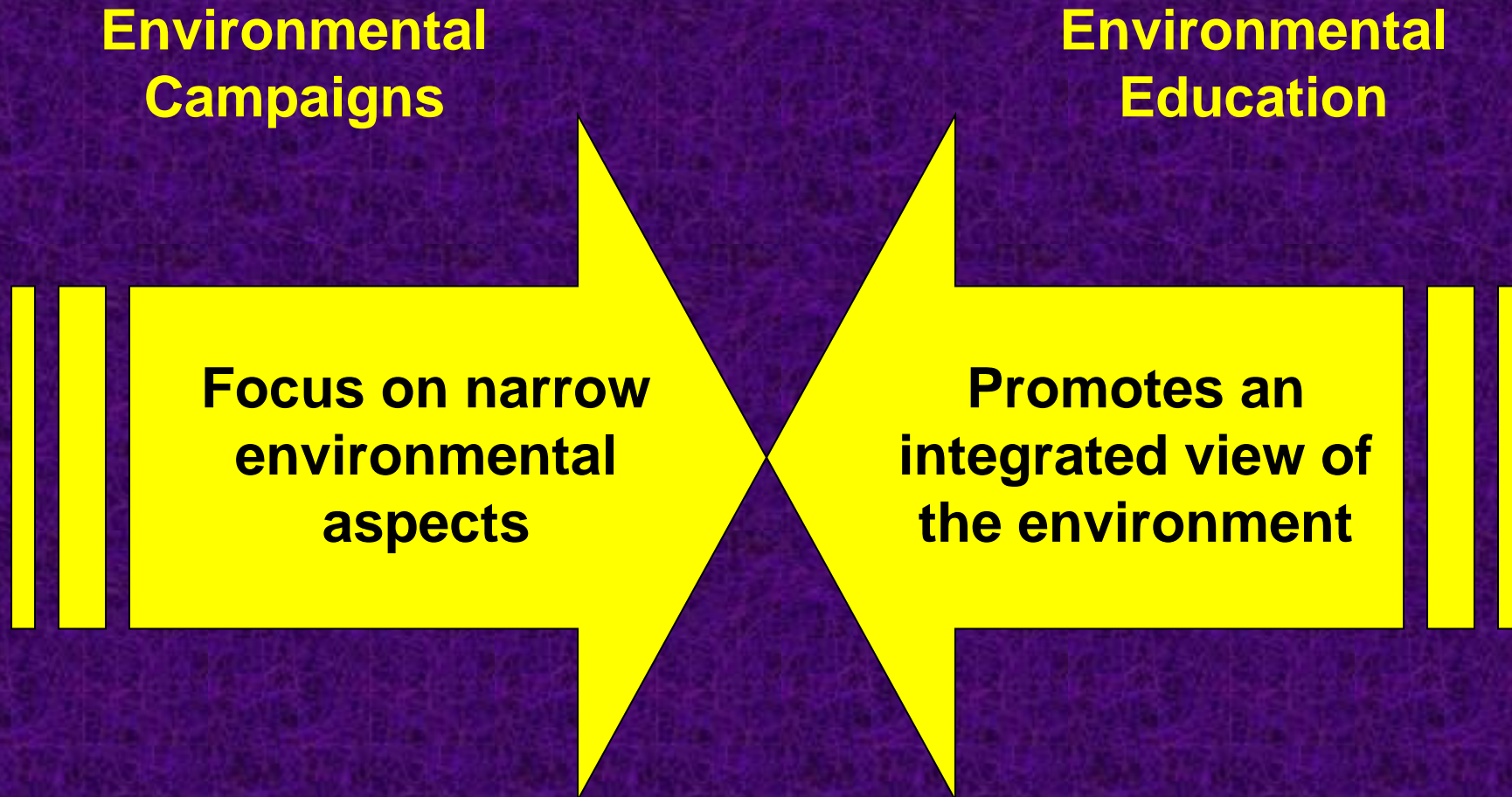
**Environmental
Education**

**Unequal treatment
of environmental
issues**

**A holistic view of
the environment is
developed**



Major differences ...



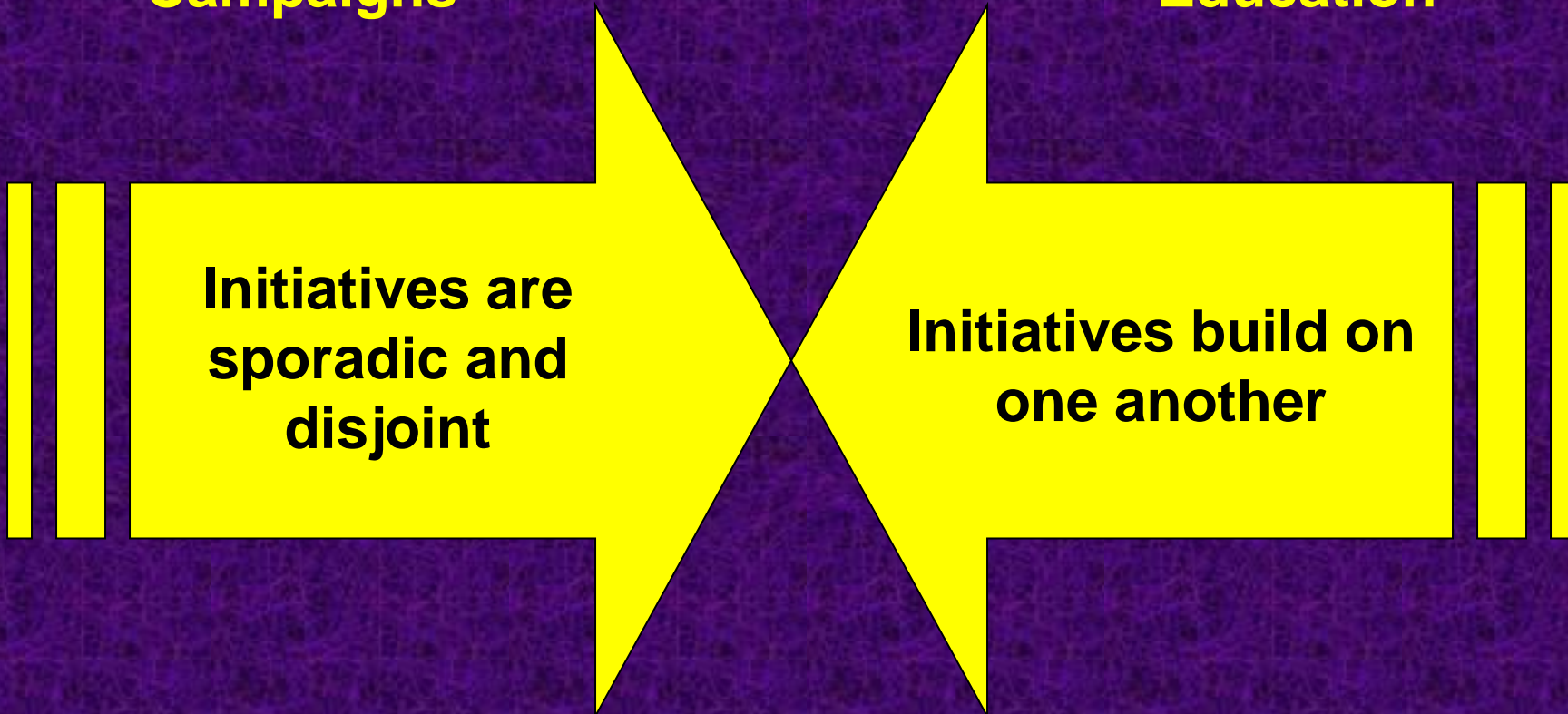
Major differences ...

**Environmental
Campaigns**

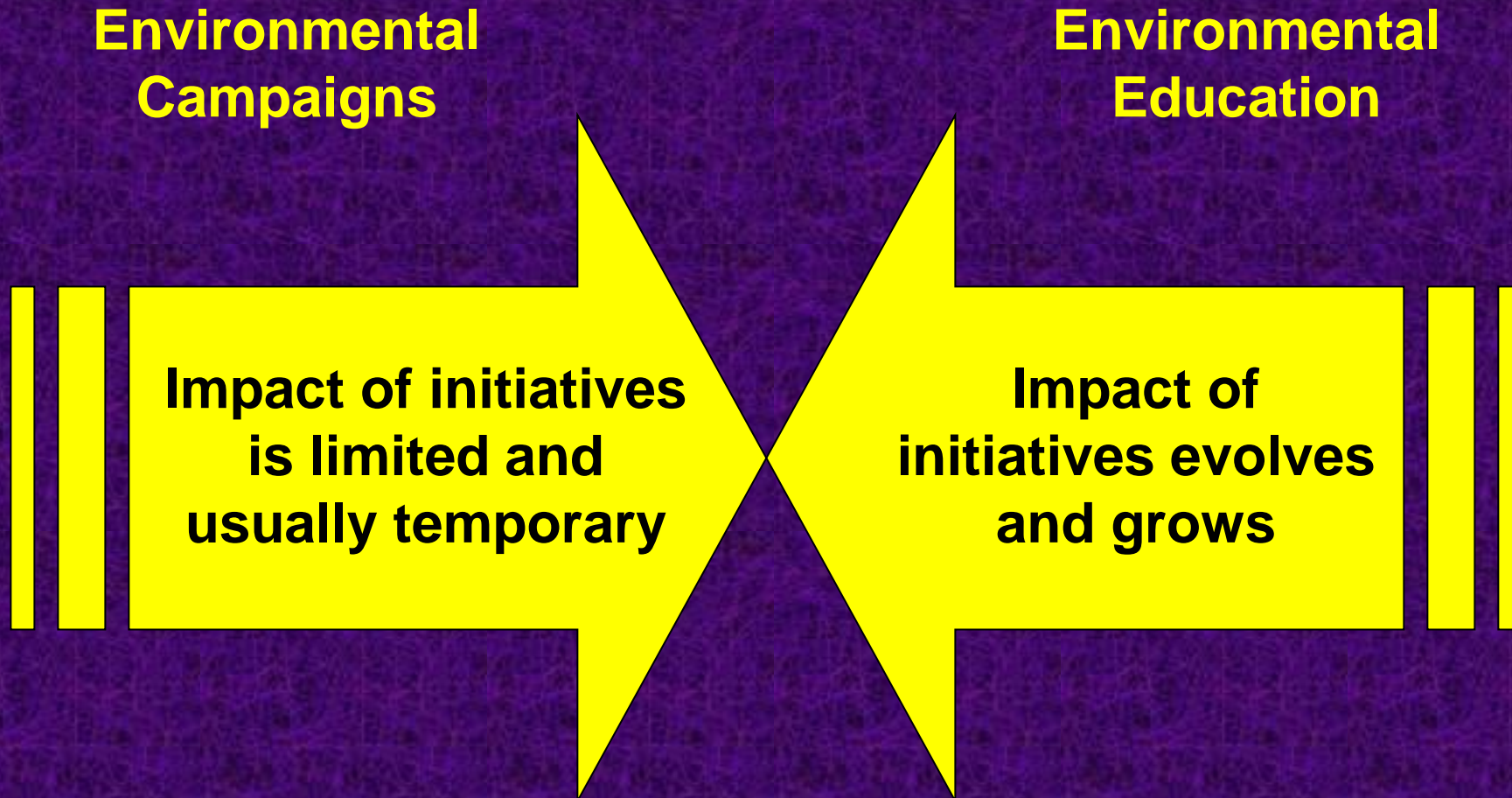
**Initiatives are
sporadic and
disjoint**

**Environmental
Education**

**Initiatives build on
one another**



Major differences ...



Common traps ...

- Avoid focusing only on knowledge transfer



Research shows a statistically significant ...

- relation between knowledge & attitudes
- relation between attitude & behaviour change
- no relation between knowledge & behaviour change

Just providing information ...

- is simply not bringing about the necessary change
- providing information only leads to 20% compliance
- providing relevant / relatable information leads to 60% compliance
- is mostly passive ... involving listening, remembering and repeating

**We're standing before a
real paradox:
public will is still falling
short, as though knowledge
cripples action instead of
prompting it**

(UNESCO, 2001)

Common traps ...

- Avoid focusing only on knowledge transfer
- Don't rely too much on subject “experts”



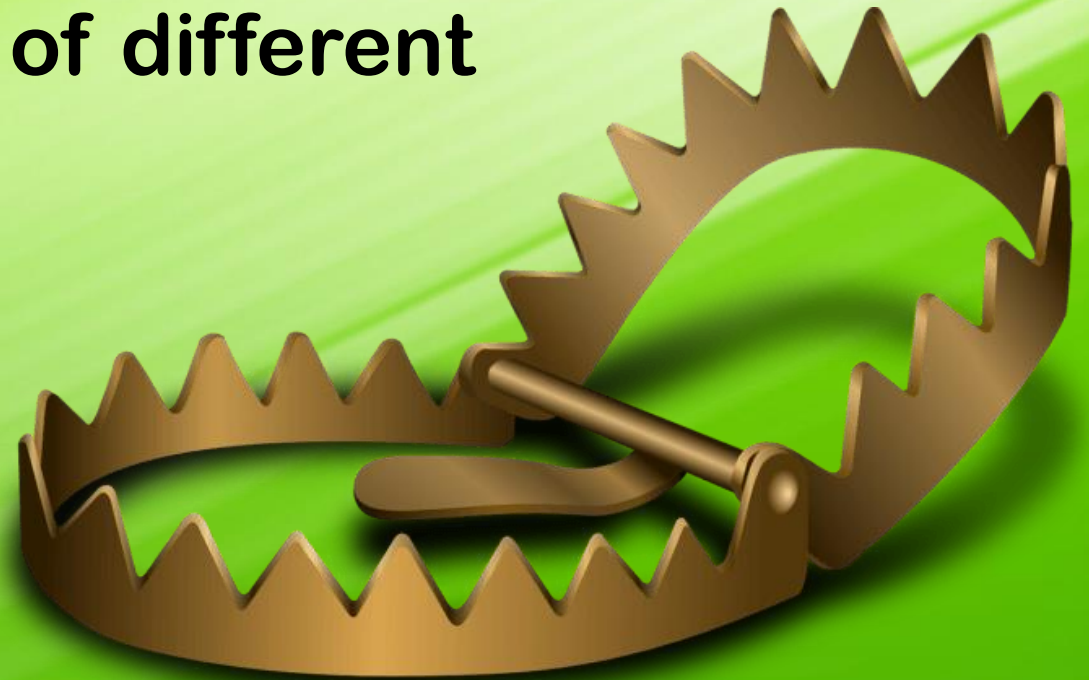
The Expert ...

- What is his/her expertise?
- What are his/her communication skills?
- What is his/her approach?
'One size fits all'? OR
Learner centred?
- Is s/he aware of your aims?



Common traps ...

- Avoid focusing only on knowledge transfer
- Don't rely too much on subject “experts”
- Your “audience” is made up of different individuals



Your Audience ...

- Is the activity appropriate to the audience's:

age?

values and culture?

attention span?

social status?

interests?

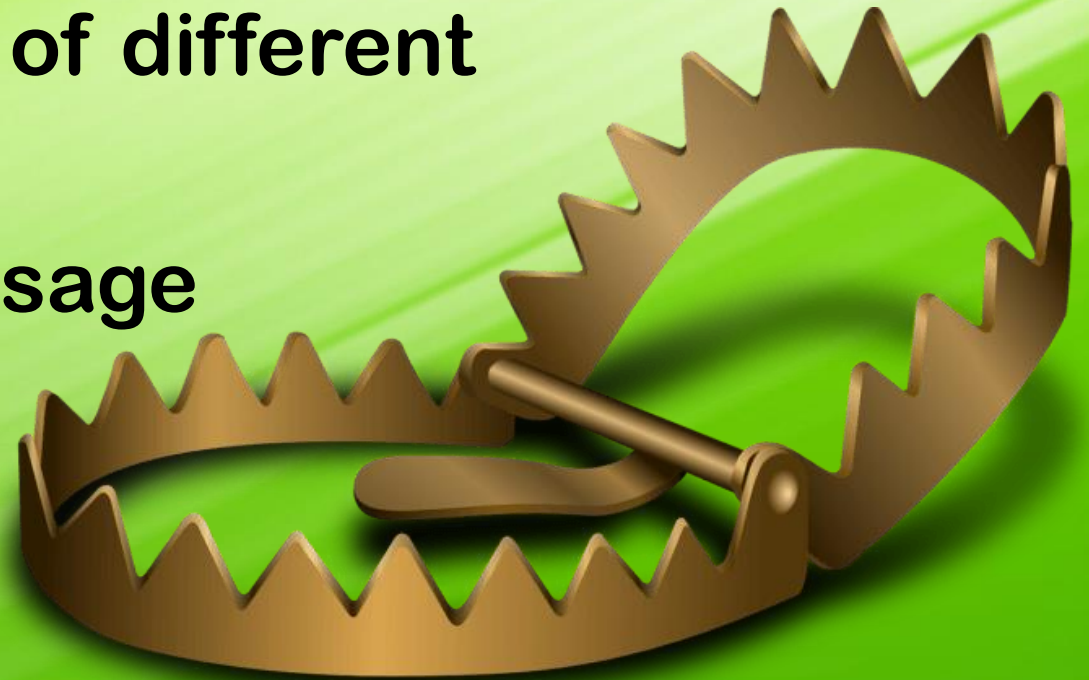
level of education?

- Are they expected to be passive recipients OR active participants



Common traps ...

- Avoid focusing only on knowledge transfer
- Don't rely too much on subject “experts”
- Your “audience” is made up of different individuals
- Don't assume that your message is shared



A 3D white figure, resembling a stylized person, is holding a large white sign with black text. The figure is positioned on the left side of the image, with its right arm raised to hold the top edge of the sign. The sign is rectangular and contains the text: "My lifestyle is intimately related to my self-identity and my own definition of quality of life".

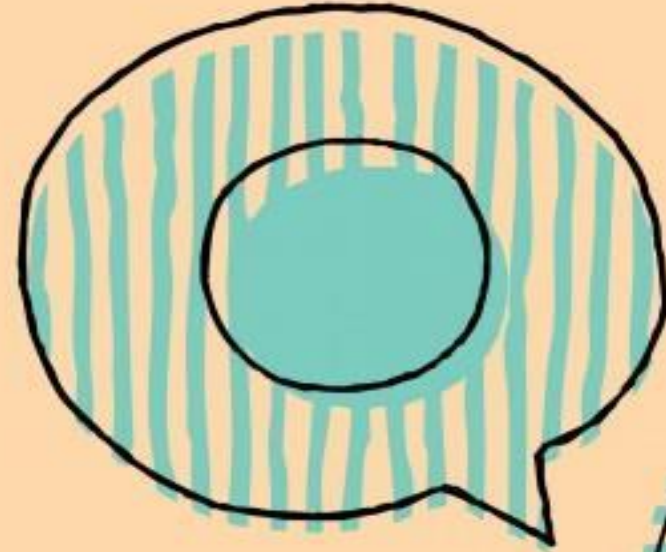
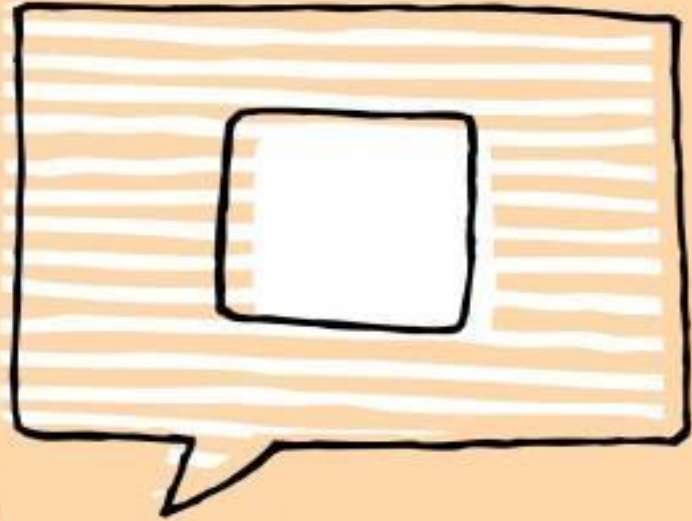
**Issues related to Sustainability
are intimately related to “lifestyle”**

**My lifestyle is intimately related
to my self-identity and my own
definition of quality of life**

**Successful campaigns target a person’s choices,
behaviours and actions**

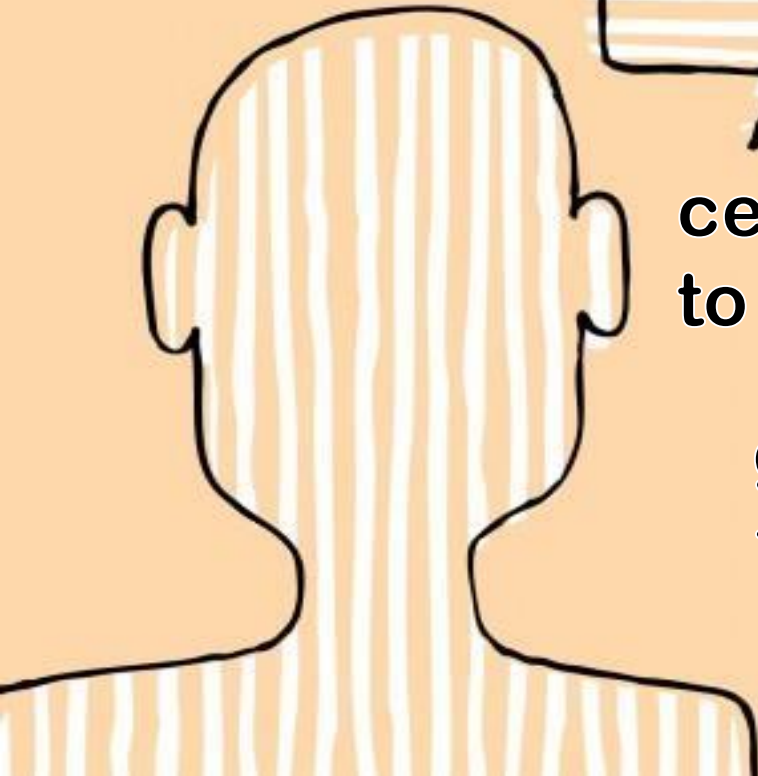


Are we aware that ...

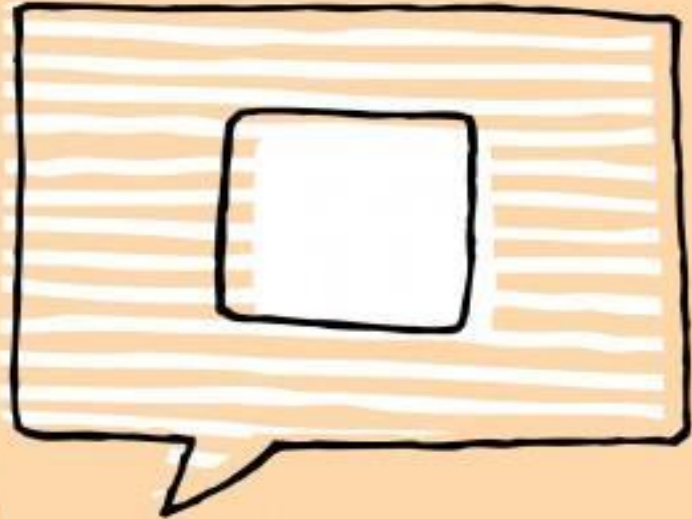


certain behaviours we want
to modify, or abandon ...

give pleasure, relief, or comfort
to certain people and may even
be part of their quality of life?

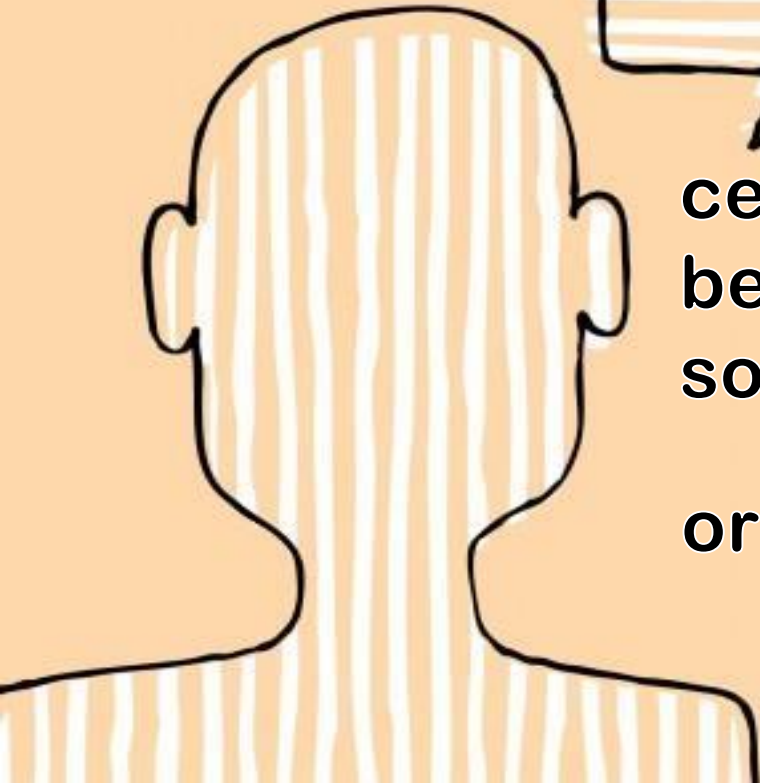


Are we aware that ...



**certain messages to change
behaviour appeal more to
some groups than others...**

**or are more easily understood,
adopted by and affordable
to some groups?**



Significant Life Experiences

Experiences
of natural
areas



Significant
adults

Frequent
experiences

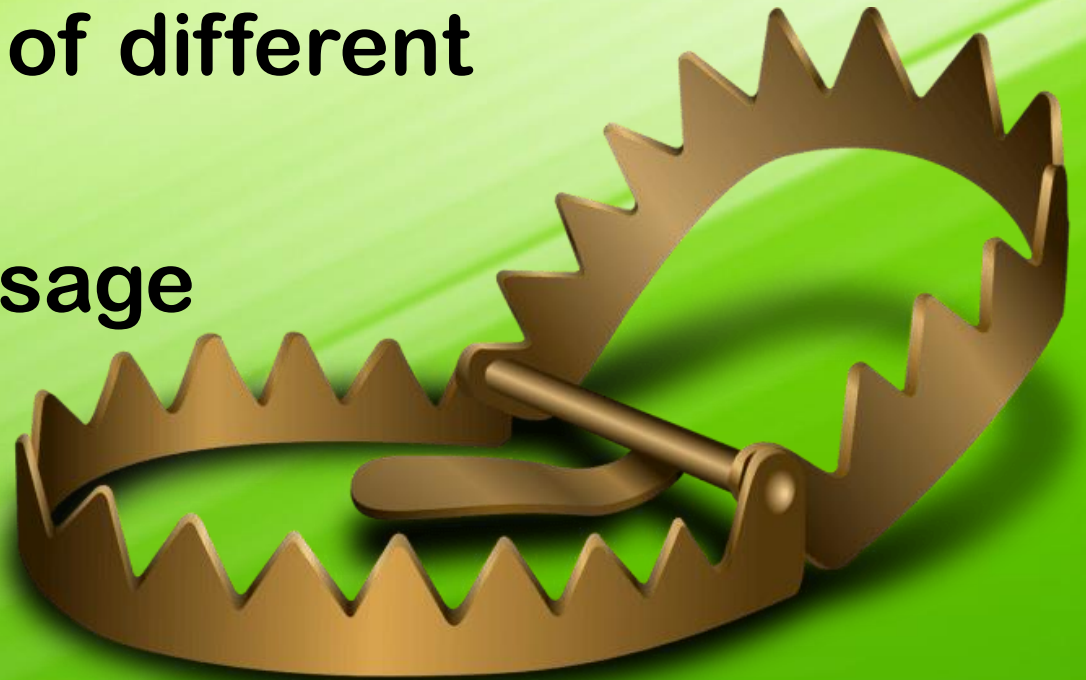
Habitat
alteration

Achieving relevant environmental education ...

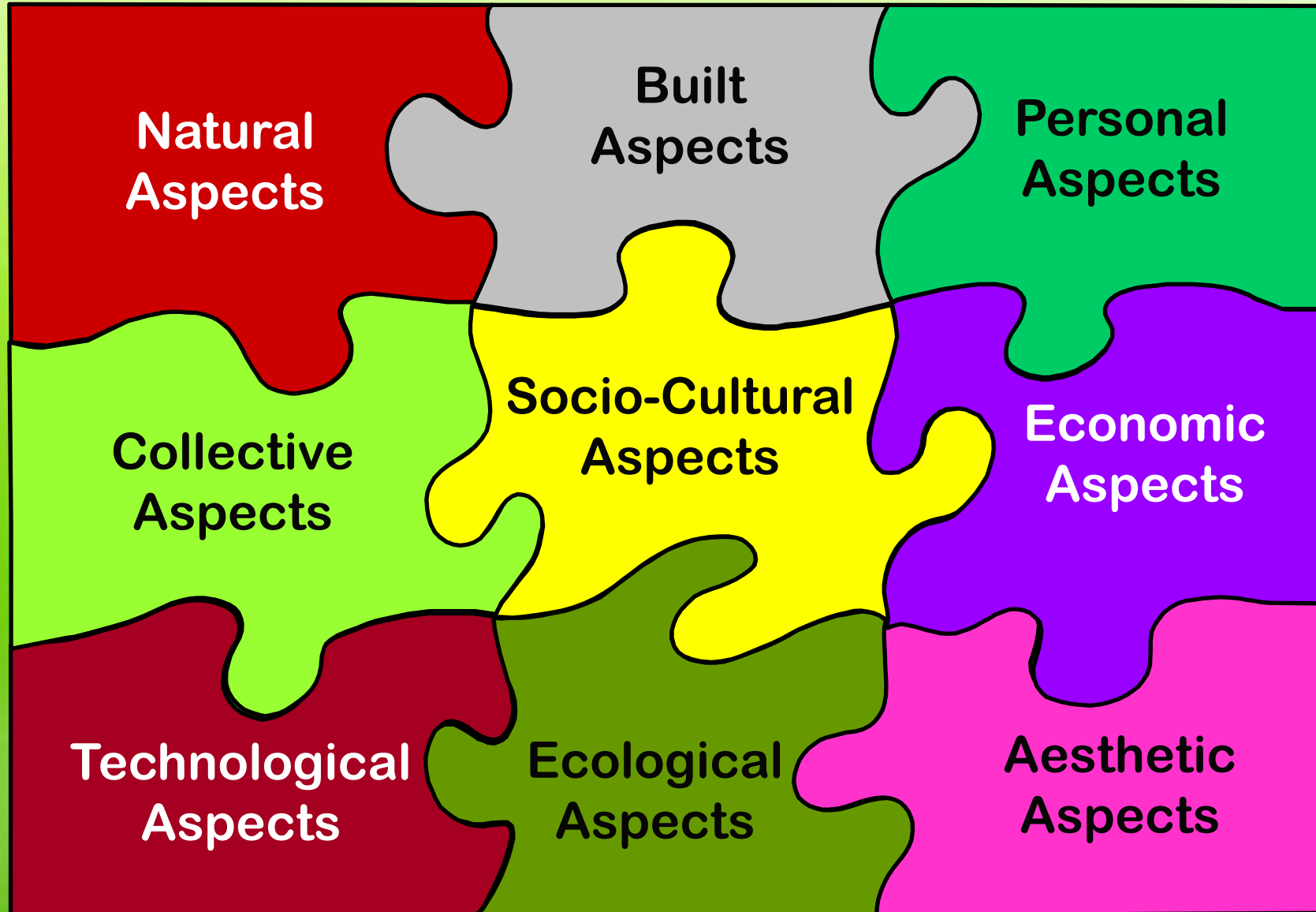
- work collaboratively with the community to identify needs
- engage in locally relevant issues
- connect to values ... provide social norms and modelling
- develop community specific programmes
- create environments that facilitate learning
- invest in interaction with people ... not posters
- don't try to change attitudes ... change behaviour expectations

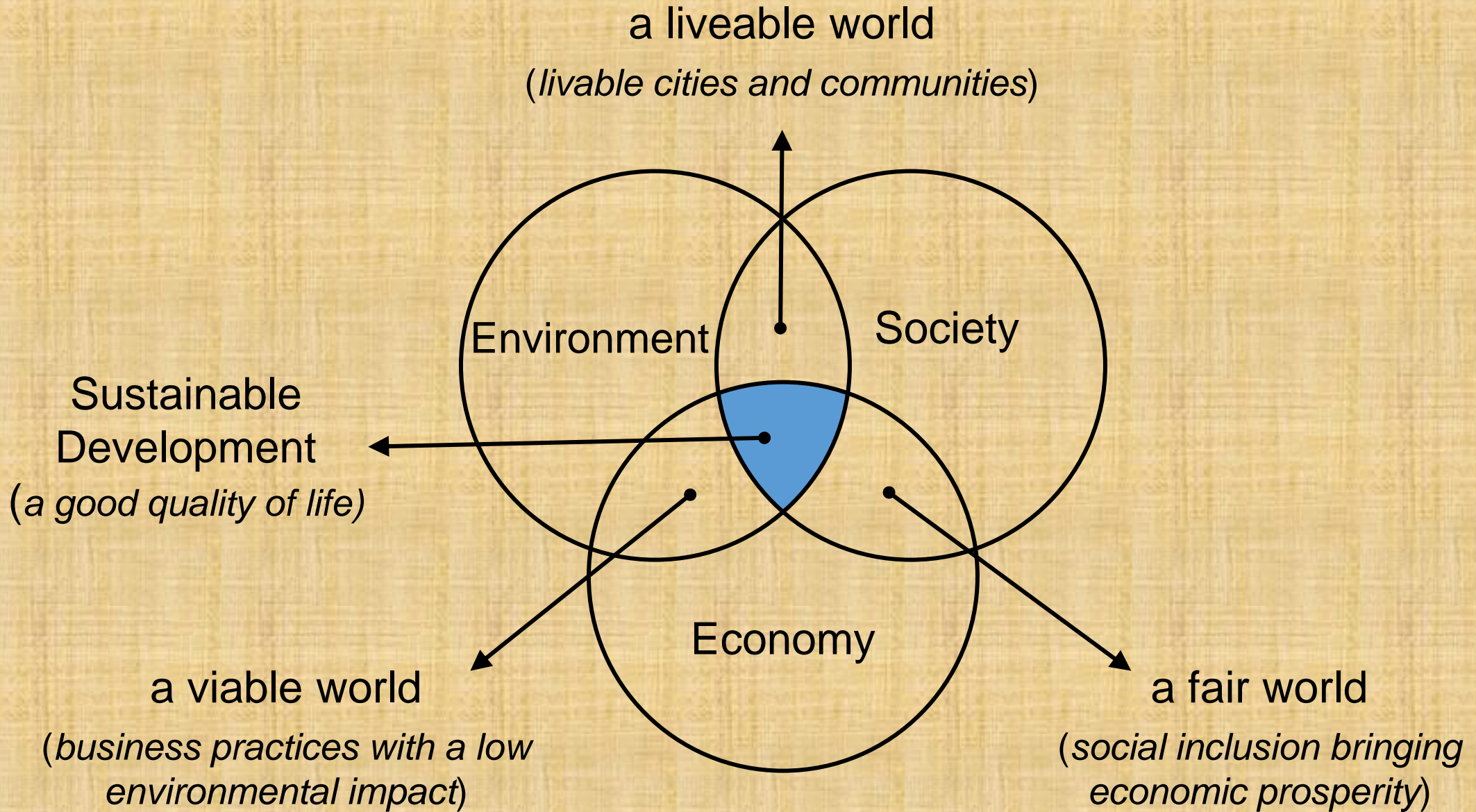
Common traps ...

- Avoid focusing only on knowledge transfer
- Don't rely too much on subject “experts”
- Your “audience” is made up of different individuals
- Don't assume that your message is shared
- Avoid fragmentation



The environment is a complex mix of various interrelated aspects





A conceptual diagram of Sustainable Development represented as a classical temple. The temple has a triangular pediment supported by four columns. The pediment contains the text 'Sustainable Development'. The columns are labeled 'Environment', 'Culture', 'Society', and 'Economy' from left to right. The entire structure is set against a vibrant green background with abstract, glowing patterns.

**Sustainable
Development**

Environment

Culture

Society

Economy



**Sustainable
Development**

Environment

Culture

Spirituality

Governance

Society

Economy

SD

ESD



Environment
Economy
Society
Culture
Governance
Spirituality

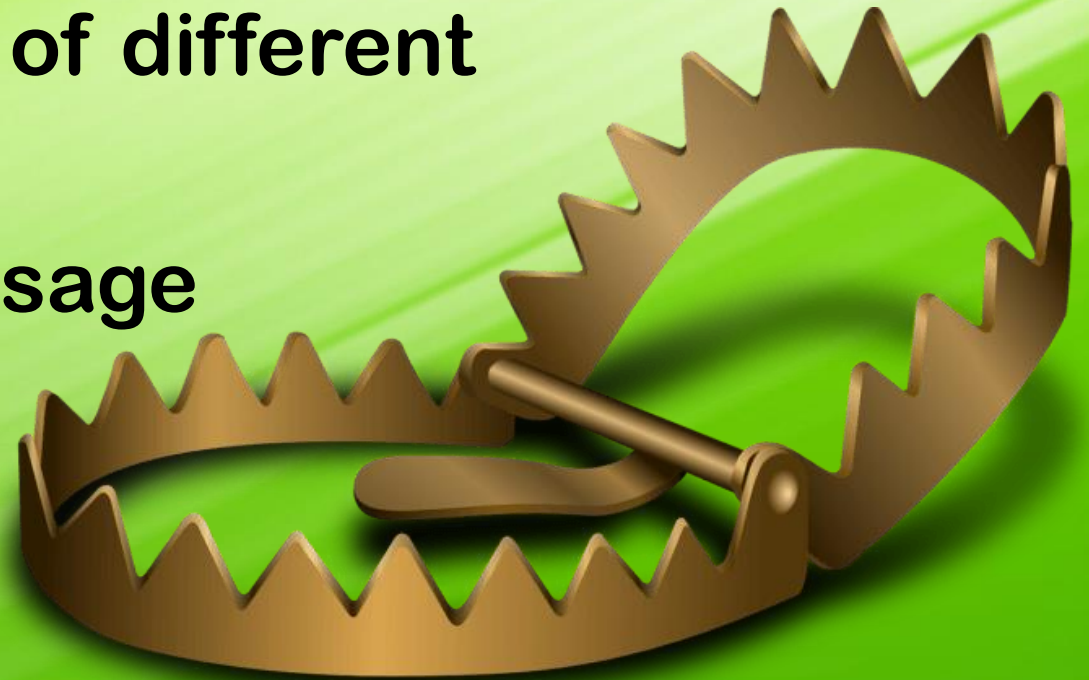
A system-based approach ...

- Are you addressing social, historic, cultural & economic perspectives?
- Are you addressing symptoms or causes?
- Utilize the site all year round
- Promote a system-based approach



Common traps ...

- Avoid focusing only on knowledge transfer
- Don't rely too much on subject “experts”
- Your “audience” is made up of different individuals
- Don't assume that your message is shared
- Avoid fragmentation
- Reflect on your initiative



Review your plans ...

- **Narrow OR wide focus?**
- **Task OR person oriented?**
- **Emphasis just on knowledge OR on skills, attitudes and values?**
- **Sporadic & disjoint OR builds on other initiatives?**
- **Did I achieve what I set out to achieve?**







**So why do we
entrust
education to
non-educators?**



**EDUCATORS
DO IT
WITH CLASS**