

# Environmental education in urban space-vector of active citizenship

By **Myriam Fritz-Legendre** (CEMEA France) and  
**Stefano Vitale** (CEMEA Italy)

Membres FICEMEA  
(International Federation CEMEA)

«5<sup>th</sup> World Environmental Education Congress»  
Montréal, 10 – 14 mai 2009

# Environmental education in urban space-vector of active citizenship

## Atelier structure :

- to know and transform together our relationship with city
- to relate people with environment
- to be protagonist of a concrete action
- to use an intercultural instrument

# Environmental education in urban space-vector of active citizenship

## Atelier pedagogical course

- to perceive environment: a sensitive experience
- to build representation and to organize experience
- to create hypothesis beginning from exchanging of experiences and cognitive representation
- to picture new proposals and solutions



# Environmental education in urban space-vector of active citizenship

**To live city, life sites, environment.**

**It doesn't mean undergoing it,  
consuming it, but "learning" to:**



# Environmental education in urban space-vector of active citizenship

## **Attention!**

Don't confuse this with the idea of  
presumed human omnipotence

## **On the contrary**

We should find out the limits of our action

# Environmental education in urban space-vector of active citizenship

## The notion of limit

- Limit is the capability of men to suffer bad life conditions
- Everybody has the right to a balanced quality of life
- The notion of “sustainable development” isn't satisfactory at all, it is ambiguous





# Environmental education in urban space-vector of active citizenship

## We prefer the idea of sustainable equilibrium

- Of course there are many countries in the world that need a certain amount of development in the quality of their social, economic, political, cultural life. The problem is that our “industrialized” model causes disasters, imbalances, discriminations. Needs aren’t unlimited in a limited world
- It’s indispensable to educate about the interdependence between human beings and Earth. We have to think about eco-compatible lifestyle imagining a different development

# Environmental education in urban space-vector of active citizenship



## Problem

- To match human needs with environment is the perspective of survival of human beings and their environment. We need a “long view” not a “short view”
- Improvement of life condition: it doesn't mean destroying environment but building a new relationship between humans and their environment



# Environmental education in urban space-vector of active citizenship



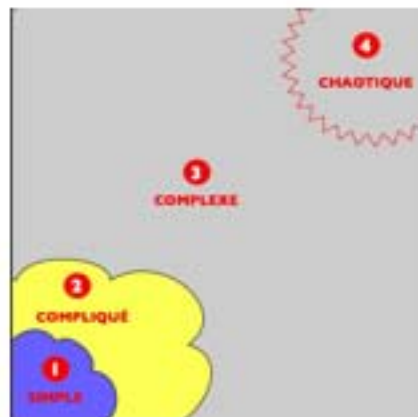
## Problem

- In “western world” we produce and consume too much (illusion of well-being)
- Elsewhere people incorrectly live and consume
- We need to stay in a logic of comprehension about complexity and contradictions of living in the city and living together
- To educate ourselves to the notion of **COMMON WELL-BEING**

# Environmental education in urban space-vector of active citizenship

## About pedagogy of complexity

- Environmental education needs to organize a reference frame of articulated projects and opportunity in order to ...



# Environmental education in urban space-vector of active citizenship

## About pedagogy of complexity

- ➔ offer a real space to live real experiences connected to discover, to protection and to sustainable organization of environment
- ➔ guarantee a rise of awareness concerning environment and ecological daily behaviours based on a active approach

# Environmental education in urban space-vector of active citizenship

## About pedagogy of complexity

- ➔ preserve dimension of pleasure in activities, in learning, in educative processes
- ➔ propose instruments that aim to a scientific culture not based on environment exploitation but on its respect

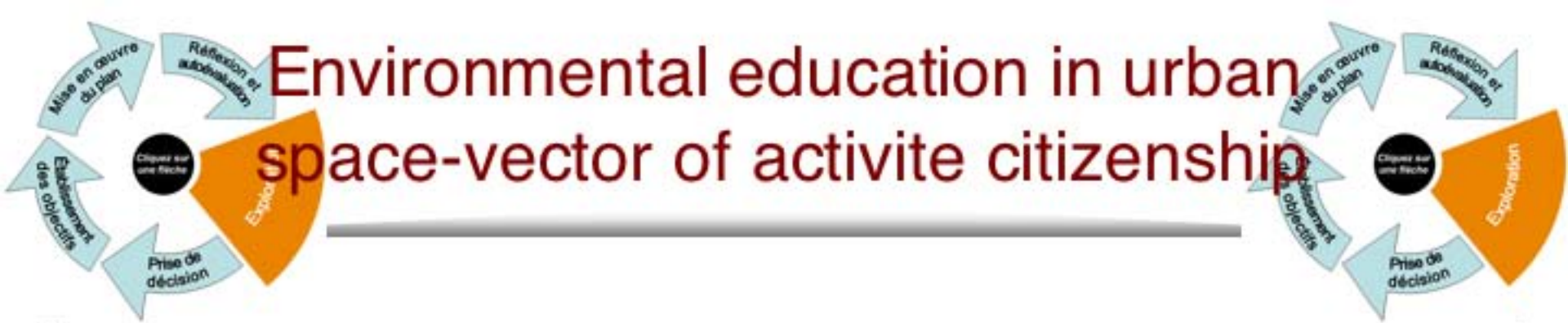
# Environmental education in urban space-vector of active citizenship



**Our pedagogical and scientific approach  
propose a VARIABLE and MULTILATERAL  
model**

*COMPLEMENTARY APPROACHES TO  
IDENTIFICATION OF DIFFERENT  
PRIORITIES IN REGARD OF CULTURAL  
DIFFERENCES AND SPECIFIC PROBLEMS  
OF EACH COUNTRY*

# Environmental education in urban space-vector of active citizenship



- Education to complexity (complexus = wove together) which is different from complicated and doesn't interfere with widening every aspect of the model
- Different “entrances” interdependent and interdisciplinary (intercultural model)

# Environmental education in urban space-vector of active citizenship



- Diagnostic dimension: pointing out priority on the basis of needs
- To live the city not to consume but to imagine perspectives of a change in lifestyle and its structuring (identify contradictions)

# Environmental education in urban space-vector of active citizenship

## PLURAL, INTERDISCIPLINARY, INTERCULTURAL MODEL





Tipology	Situation	Examples	Comment	References
<p>SENSORIAL</p> <p>SENSIBLE</p> <p>IMAGINARY</p>	<p>Regarding senses , emotive and personal aspect, references</p>	<ul style="list-style-type: none"> <li>• Personal relationship with elements and space</li> </ul>	<p>First elements of contact, stimulate curiosity</p>	<p><b>AFFECTIVE RELATIONAL</b></p>
<p>ARTISTIC AND ESTETIC</p>	<p>Knowledge of different cultures, use of aesthetic instruments</p>	<ul style="list-style-type: none"> <li>• Fable, drawings, music, manipulation.</li> </ul>	<p>Looking for personal and collective expression form</p>	

Tipology	Situation	Examples	Comment	References
SCIENTIFIC	Analitical knowledge			
CONCEPTUAL	Notions concepts	<ul style="list-style-type: none"> <li>•Environment elements</li> <li>•Management of "system city"</li> <li>•Data knowledge</li> </ul>	Environmental literacy	<b>COGNITIVE</b>
SISTEMIC	Relations, systems			



Tipology	Situation	Examples	Comment	References
RECREATIONAL	Playing	<ul style="list-style-type: none"> <li>• Discover games, exploration games, games of active use etc...</li> </ul>	Role games, sensorial games, etc...	RECREATIONAL