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KATEDRA  
ENVIRONMENTÁLNÍCH  
STUDIÍ

# HOW PARTICIPATORY ENVIRONMENTAL EDUCATION SUPPORTS ACTIVE AND ENVIRONMENTAL CITIZENSHIP. EVALUATION OF THE EDUCATIONAL PROGRAM YOUNG REPORTERS FOR THE ENVIRONMENT

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Young Reporters  
for the environment

# Content

- Theory
- Methodology
- Research's results
- Discussion & summary
- Research's limits



# Theoretical introduction

## Education for sustainable development

- holistic, transformative, pluralistic, action-based approach (Rieckmann 2018, UNESCO 2012)

## Education for active, environmental and global citizenship

- Short 2009, Dobson 2010, NAAEE

## Participatory based education

- Poudrier 2017, Činčera & Krajhanzl 2013

## Action competences & competences for 21st century

- Jansen & Schnack 1998, Silo, Almers 2013, UNESCO, Lee 2017, Binkley et al. 2012

## Pro-environmental behaviour

- Krajhanzl, 2009, Kollmus & Agyeman 2002



# Methodology

- qualitative research
- method: **in-depth semi-structured interviews (12)**
  - participants (aged 16-21)
  - lecturers/coordinators

## Why?

- 15 years in Slovakia, not evaluated yet (Czech republic)
- evaluation is an essential part of programme (Patton 2015)

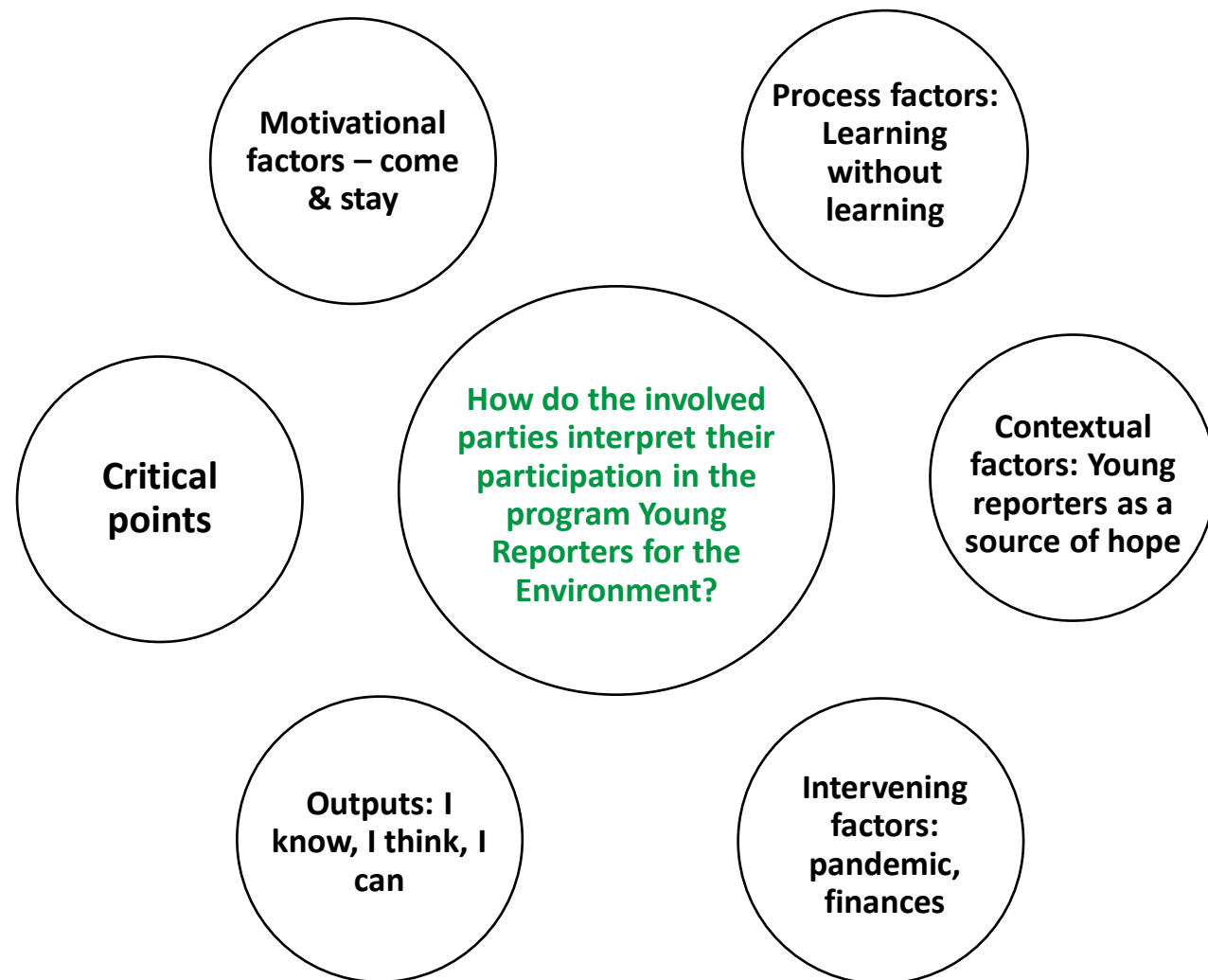


# Introduction of YRE programme

- 4-step methodology
- 11-25 years students
- article, video, photography
- solution-based and active participation approach



# Research question & results



# Motivational factors: Come & stay

## INITIATING factors

- teacher's & school management support
- combination of interests
- platform for sharing

*„...people see our work, and some even appreciate it, while others actively engage with us, continuing to contribute. In my opinion, the greatest motivation is knowing that we can bring something useful to people.“ L, 16 y*

## RETENTION factors

- strong and safe community -> field workshop
- award
- results and real changes
- deeply meaningful work

*„I was in a state if I hadn't won, I probably wouldn't have continued. But I was sort of, not exactly rewarded, but...rewarded for my opinions.“ R, 16 y*



# Process factors: Learning without learning

## Field work, role plays

- skills & competences

## Collaborative environment & partnership

- tutors, coordinators, peer to peer

## Dynamics of programme

- “evolution not revolution”

## Program co-ownership

- co-coordinators, life cycle of reporter?

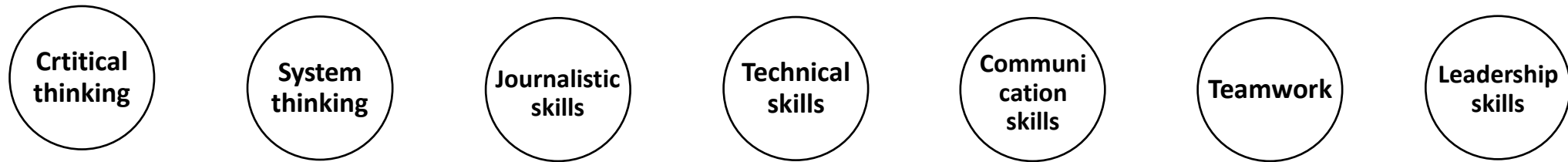


*„But that experience, when you went there and asked something it stays with you. Maybe if it happened for real, I would have more courage to do something or get involved than someone who has never been in such a situation, even in a humorous one“ A, 20 y.*



# Outputs: I know, I think, I can

## “Life skills package”



## Personality & self-confidence growth

- collaboration
- empowerment
- school & professional life

*“The program has given me the opportunity to have current work, and that is writing articles, even with a scientific dimension.” M, 21 y.*

# Outputs: I know, I think, I can

## YOUNG REPORTER as a catalyst for CHANGE

- self-efficacy & empowerment & locus of control
- self-confidence to become a part of solution
- “mindfulness as pre-stage of participation”
- civic and environmental engagement

*“I have an increased interest in certain things, and I am capable of creating some decent output from them.” Ma, 21 y.*

*“Then I ran in the last municipal elections, and certainly also thanks to the fact that I found the courage to somehow appear in public space, and that I also had someone to connect with and collaborate with.” Mi, 21 y.*



# Critical factors & challenges

## CRITICALS POINTS in programme

- compilation of work
  - topic, respondents,...
- work's dissemination
  - social media posting ("labelling myself")
- communication with competent people
  - "out of comfort zone"

## CHALLENGES for programme

- care system for teachers
  - more attention
- involvement of older students
  - support system for freelancers
  - Eco Campus programme?
- support system for not awarded students
  - more personal meetings
- life cycle of reporters – Alumni network?



# Summary & discussion

## PROGRAMME...

- develops skills & competences & self-confidence
- empowers students to take an action
- encourage students toward active citizenship
- has critical points

=> seems to be in line with its objectives/principles

=> there is only negligible gap among goals & methodology & reality



# Research limits

- only Slovak context (but based on international approved methodology)
- teachers not included
- selected sample of participants
- involvement of researcher

=> further research possible



*"Being a young reporter is a way of spending time, energy, activity, **which makes sense** and which I know helps to draw attention to some negative things from the environment, **to simply change things for the better** and at the same time somehow change public opinion."* Mi, 21 y.



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# Thank you for your attention!

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