**Education and Planetary citizenship.**

**Conceptions of the students’ participants in educational Andalusia programs**

**Abstract**

Society and Education seem closer ties in recent decades due to various social factors that are now changing the world order and the emerging new educational approaches for this century. Changes that make us reflect on the need to address citizenship not center don’t the local, but addressing a broader spectrum, forming a planetary citizenship review relevant, participatory, dialogical, holistic and equitable where every living being and play a key role. This planetary citizenship must be approached from the school with the intention that perceptible changes in the social fabric. Conclusions lead us to consider the need for education for a "global citizenship" or "global citizenship" as a challenge to address. This research aims to provide information and ideas on the importance of educational programs that promote citizen participation in our students have the skills to promote active citizenship derived. On the other hand, is a first approach to some of the educational programs offered from different Andalusia (Spain) government and incorporated into the educational context in the school. The results for educational programs “Eco-School”, “Youth Parliament” and “Sure you move” from the point of view of the student presents particular. As we set goals detecting conceptions of the sample with respect to the study topics that concern us as well as check if education for planetary citizenship is present in these programs. Data collection, which has its focus on a qualitative methodology, was carried out from open-ended questionnaire, semi-structured interviews and focus groups. Data were subsequently treated with analysis software Atlas.ti (version 6.2). Processing and analysis have finalized how these educational programs encourage student participation in their daily lives and in the community where they live, and the vision of "planetary citizenship" they have and their ability to relate local issues relevant to global problems. And is that the planetary citizenship education translates into giving a global view of cops from the school, the community, States, a vision of global polis where all human beings, regardless of where in the world are parts of the same people sit; and a same purpose, to participate actively and responsibly in the decisions that affect our planet.

**Keywords:** Environmental Education; Citizenship Education; Planetary citizenship; Education Programs.

**1. Introduction**

This article is the result of a qualitative research conducted in the context of some of the *(ʻEco-Schoolʼ*, *ʻYouth Parliamentʼ* and *ʻSure you moveʼ*) educational programs working issues related to environmental education and / or education for citizenship in Andalucía (Spain). Through the study of these programs is to show that either axes or cross-cutting themes in the school curriculum (environmental education and education for citizenship) because they share similar educational purposes, can be supplemented so that a more coherent content is addressed, realistic and useful perspective based on a planetary citizenship education.

The main objective of the research is to analyze the conceptions held by students about the educational program in which participates, and to know if there through is offered a planetary citizen approach in which environmental and citizenship are part of the same plane.

No opportunity to present here exhaustively detailed results of the research are briefly described the programs studied, for then present the main results obtained in relation to the conceptions of students involved.

The interest of this research arises from the increasingly theoretical studies being made about the need to form planetary citizens, sensitized with the relevant issues in our world and the social implications generated by globalization in the twenty-first century citizenship practices (Bonal, Tarabino-Castellani & Verger, 2007; Cabrera, 2002; Cortina, 2003; Dias & Bonotto, 2012; Gutiérrez & Prado, 1995; Mayer, 2002; Novo & Murga, 2010; Santos, 2002; Wilbanks & Kates, 1999) and the scarcity of empirical studies that address the issue from the field of education in general, and from the students in particular, where we frame our contribution.

**2. Planetary citizenship and education**

For referring to global citizenship can be used different denominations which can pose confusion, since according to the name we use, the term may have ideological variations. Some of the names found to refer to this conception of citizenship are *planetary citizenship* (Boff, 1995; Gutiérrez Pérez, 2003), *global citizenship* (Banks, 1997; Olu, 1997; Merryfield, Jarchow & Pickert, 1997), *universal citizenship* (UNESCO), *world citizenship* (Carta de las Naciones Unidas, 1945; Pasquino, 2001), *cosmopolitan citizenship* (Nussbaum, 1999; Cortina, 2003), *responsible citizenship* (Consejo de Europa, 1988,1999; Bell, 1991; Spencer & Klug, 1998), *active citizenship* (Osler, 1998, 2000; Bárcena, 1997), *critical citizenship* (Giroux, 1993; Mayordomo, 1998; Inglehart, 1996), *intercultural citizenship* (Cortina, 1990), *multicultural citizenship* (Kymlicka, 1995; Carneiro, 1996), *differentiated citizenship* (Joung, 1990), *equal citizenship* (Carneiro, 1990), *democratic and social citizenship* (Carneiro, 1999), *environmental citizenship* or *ecological citizenship* (Carneiro, 1996; Van Steenbergen, 1994; Dobson, 2001, 2005).

A planetary citizenship that draws on the basis of what has been called fifth generation of Development Education and begins to form a gap in the European social landscape around the 40s through nonprofit organizations, religious institutions and various social movements in order to generate citizenship a critical awareness of the global reality, so that tools to facilitate participation in society and social transformation a reality (Moreno-Fernández, Moreno-Crespo & Martín-Bermúdez, 2011).

A concept, global citizenship is increasingly present in the educational field. Although this is the term most commonly used, we opted for the use of planetary citizenship due to the ambiguity that encloses in it the global term, because sometimes it can be confusing to remit to create a binomial global citizenship / globalization. Therefore, we believe that ʻ the concept of global citizenship would be more linked to the recent globalization process caused by technological advances, in terms of the planetary citizenship; remains a desire, a dream come much further ʼ (Gadotti & others; 2003, p. 100).

From the United Nations Educational, Scientific and Cultural Organization (UNESCO) has actively promoted the idea of education for global citizenship through the United Nations Decade for Education in the field of Human Rights (1995-2004). Also, the Spanish Cooperation Master Plans 2005-2008 and 2009-2012, mention education as an essential factor to promote planetary citizenship education. The Director Plan of the Spanish Cooperation 2005-2008 (2005, pp.140-141) refers to the Education for Development as a:

[…] a constant process educational that promotes understanding of the economic, political, social and cultural interrelations between North and South; promotes values and attitudes related to solidarity and social justice and seeks ways of action to achieve sustainable human development. It is a socio-political education, whose axis is social justice that takes place in formal and non-formal educational settings.

As mentioned above, this way of understanding education begins to generate a space with its own identity in the European social landscape through nonprofit organizations, religious institutions, and various social movements, in order to generate awareness among citizens criticism of the global reality, so that tools to facilitate participation in society and social transformation a reality (Moreno-Fernández, Moreno-Crespo & Martín-Bermúdez, 2011).

The Reports Eurydice of Education for Citizenship (2005, 2012), which provide a current overview of how citizenship education is addressed in School in Europe also incorporate education for planetary citizenship as an essential content in the curricula. Countries such as Slovakia, UK, Bulgaria, among others, allude to planetary citizenship or global citizenship. An example can be seen in Wales, where education inspection evaluates the planning of personal and social education and student understanding on sustainable development and global citizenship. The Report Eurydice (2012) refers to Spain, since 2009, to the Vicente Ferrer Foundation Awards to Education for Development that annually selects the 15 best projects realized in the classrooms, emphasizing the need to promote critical thinking and encourage the active participation of students in the pursuit of global citizenship, solidarity, poverty eradication and sustainable development, among other values.

**3. Education for planetary citizenship in the classroom**

The constant process of change that is the world, and with him societies, is leaving notes the effects and consequences of globalization on anywhere in the world, opening up new challenges to education. The school twenty-first century is incorporated into this new stage with the challenge of offering its learners valid tools to manage in this new context. Tools to be used to interpret the world in which we live, anywhere and at any age (Moreno-Fernández & García Pérez, 2013; Moreno Fernández & Bonotto, 2014).

Faced with these issues, the school plays a key role. This institution, not only trains people but also citizens, understanding these beyond the concept that refers to individual living in a local community with a series of rights and duties, and being closer to the concept of critical citizens able to understand and appreciate the problems of the world, and able to be part of a participatory, flexible and politically active citizenship.

That is, part of a planetary citizenship, as ʻthe education can contribute to social transformation, if lived as a dynamic process that goes far beyond school learning to be linked to the social and political reality with a clearly transformative intentʼ (Bartolomé, 2000, p. 118).

We agree with Ferrete (2011) on the idea that global governance can expand the space and tools to strengthen awareness and civic competence, but without losing sight of education as the most important factor when citizens empower. A global governance, supplemented at local, regional, national, and global, for that would be needed global public institutions, to study and provide measures in the short, medium and long term that can cope relevant issues that concern us all spaces (political, economic, institutional, social, etc.). Implying that citizens have at their disposal all instruments necessary to make decisions and propose initiatives in all areas that were of interest (García Marzà, 1993; Ferrete, 2011).

The school, which occupies a central place to base the socialization of our students, has an inescapable responsibility for the education of citizens (Camps, 2000; Cortina, 1996; De Paz, 2007; Martínez Bonafé, 2003; Martínez Martín, 2011; Naval, 2001), an education that should be approached from a critical and responsible expositions that result in a planetary citizenship according to the needs of the new global realities, because as Majó (2002, p. 45) indicates:

[…] the citizenship of nowadays need to learn that they have a very narrow commitment to their nearest community, but that the problems around the world are also its problems. It is necessary that we know our roots, but also it is necessary that we have conscience of the world problems. We must not lose the identity, but is no longer possible to live on an island.

And it is in this direction that education, the school and the scenarios of citizen participation must connect, allowing to the citizenship create new spaces of individual experience and collective (Márquez, 2010).

We agree with García Pérez & De Alba (2008), in which the idea of citizenship in which we rely, should not be subject to the conventional boundaries of the fields of knowledge involved in teaching, allowing incorporate a complex approach, although above this, an education linked to action, participation, through which you approach the students to the socio-environmental problems of our world is required.

A planetary citizenship, as noted Boni (2011) or Boni, Hoffman and Sow (2012), begins to enter the formal education sector, as evidenced by initiatives promoted by the Development Research Centre in the UK (Bourn, 2008) or Programs education offered from various Non Governmental Organizations (NGOs) in Spain (Kaidara Project of Intermon Oxfam, 2005, 2008; Enrédate of UNICEF, 2005; or InteRed, 2011).

Not only from the different NGOs are offering experiences schools who put their focus on the acquisition of values consistent with planetary citizenship, also from various public institutions are offering educational programs, although they have not per se an approach aimed at achieving a planetary citizenship if it foster intrinsic values. This is the case of programs to study, *Eco-School*, *Youth Parliament* and *Sure you move*.

Although these experiences are a first step towards the inclusion of a planetary citizenship education in the formal education sector, we can´t forget that these initiatives promoted at international and national context, despite taught both in school hours, as the teaching staff, being immersed in some cases even in specific subjects, are included in non-formal education, having a voluntary basis by the centers wishing to join. It´s the case of the educative program Sure you move, linked to the subject of Education for Citizenship and Human Rights.

**4. Educational programs to study: ʻEco-Schoolʼ, ʻYouth Parliamentʼ and ʻSure you moveʼ.**

The educational programs in which research has focused fall in the areas of environmental education, citizenship education, road safety and public participation, which we present below.

***4.1. Eco-School***

In Spain the Eco-Schools program is developed by the *Association of Environmental and Consumer Education* (ADEAC) by the coordinating *Foundation for Environmental Education* (FEE), being focused on the acquisition of citizen attitudes and commitment to the environment at levels of environmental management and certification.

It starts in the school year 1998/1999 with 72 participating centers, a number that has grown steadily to stand at 429 centers with 130 of them Eco-Schools Green Flag awarded in 2010/11.

Participation in this program is completely voluntary on the part of schools, being able to host any school wishing to do so. They offer to the steps of Nursery, Primary and Secondary.

In the Autonomous Community of Andalusia are the Ministry of Education and the Ministry of Environment who offer eco-schools Network Andaluza, which has been running since the 1997/98 school year, joining the plans and programs offered by education, and framed within the ALDEA environmental Education Program that the Ministry of Environment launches annually in order to integrate environmental education into the educational system.

This program, part of a holistic and participatory approach, a partaker of the entire educational community and local authorities, which favors the creation of local networks of participation with the aim of improving the environment and the community. This participation is carried out from various stages, as shown in Table 1.

Table 1. Stages of Eco-School educational program.

Source: Authors.

***4.2. Youth Parliament***

This program stems from the need to give voice to the youth through an educational project and participation to invite them to join local political decisions, so that they start giving voice as citizens with full rights. This program, launched in the academic year 2004/2005 by the Department of Youth, Innovation and Training for Employment of the Provincial de Sevilla, is focused on the participation of Secondary Schools. It currently has forty-three participating municipalities.

The program is offered from Council to the municipalities, through the Youth Agents Revitalization (YAR) to schools comes in the month of September. The proposal is made by classroom at levels 1 and 2 of Secondary Education, being finally participating classrooms where will the 20 parliamentarians who will represent their colleagues to full municipal where relevant proposals will be proposed and decide which will be held this year in the town. .

Meanwhile, municipalities undertake to carry out at least one of the proposals received by the students to be studied previously and have two conditions: first, that the city has feasibility to implement it, and secondly, that students can be part of this launch, and engaging directly with improving their locality.

***4.3. Sure you move***

Insurance program delves into the educational line developed by Youth Parliament. It is promoted from the Department of Citizenship, Participation and Culture Council of Seville, starting to work in the school year 2008/2009 with great results. Its purpose is to incorporate road safety education to schools, raising awareness to students about the importance of road safety rules and implying its involvement in the environment.

This topic is selected after detecting that failure codes movement is one of the leading causes of mortality and irreversible injuries among the younger population, so review the Red Cross Organization in 2012, noting that traffic accidents are the first cause of death in Spain between 15 and 29 years.

Undoubtedly, these data reflect the need to incorporate into the classroom an educational program that sensitize the students about the importance of road safety, respect their rules and consequences of non-compliance, addressing also a socio- environment perspective from the field of economic management, public transport and collective alternative and knowledge of noise pollution and its impact on social and environmental level.

The content that will be addressed in this program are grouped into 4 blocks, as shown in Table 2:

Table 2. Blocks contents of curriculum the educational program Sure you move.

Source: Development based on data provided by Oriens (Technical Secretariat 2011/12)

**5. Research Methodology**

As noted above, this research is part of a qualitative methodology. Data collection was carried out from an open-ended questionnaire, semi-structured interviews and focus groups. The methodological tools using different triangular allowed us the results obtained, giving improved reliability, since the greater the degree of triangulation, the greater the reliability of the conclusions reached (Denzin, 1970).

The questionnaire was made from their own educational research techniques, for which it has made a first draft that has been examined by experts; conducting a pilot test to analyze the validity of the questionnaire and reprocessing the same depending on the results of the pilot.

The final questionnaire (see Annex) has been proposed to 177 students from six different schools, all public schools in Andalusia. These 177 participants in educational programs students, as defined above, have constituted the sample.

The sample selection was made based on a set of criteria: those schools to which we could have easy access, have been willing to participate, the presence of the researcher as well as ease was provided to close a work Schedule. It has also been mindful that schools present different characteristics, such as to be framed in different geographical contexts, locations vary in size, shape, that programs be supplemented by others in any of the cases, etc., thus being formed two centers of each of the programs analyzed.

Specifically, 38% are boys and 62% girls, ranging between 11 and 17 years old, studying between 5th and 4th Primary Education Secondary Education, as presented in Graphic 1.

Graphic 1. Distribution of the sample for sex.

Source: Authors.

Regarding the participation in educational programs, 25% belongs to Eco-School, 50% to Parliament Young, and another 25% Sure you move. The Graphic 2 shows the distribution of participants is best viewed as the school year. The questionnaire was passed in regular class sessions.

Graphic 2. Distribution of the sample for academic course.

Source: Authors.

Also have been conducted focus groups and interviews in each of the centers participating in the study, in order to clarify and deepen some of the results obtained from the questionnaires. To focus groups and interviews were randomly selected students who had previously completed the questionnaire.

For the coding of data, have established categories related to environmental education, education for citizenship, participation and global citizenship, which in turn, have been subdivided into three subcategories (a, b, y c), having a scale progression of knowledge (García Díaz, 1998; García Pérez, 2000) what is called analytical worldview (basic level of knowledge), syncretic worldview (more complex level of knowledge) and approach to systemic worldview or desirable knowledge (vision of interaction between the causes and consequences of the actions of human beings on the environment) (Table 3). In turn, these subcategories are again subdivided into values ranging from 0 or not classifiable responses to the value 3 which represent the most desirable knowledge based on the category and subcategory in which the study sample is placed.

Table 3. Categories and sub-analysis of research.

Source: Authors.

Later, once categorized data have proceeded to codify them. The data analysis was performed from an Excel table for the case of questionnaires and qualitative analysis Atlas.ti software, version 6.2, for interviews and focus groups. For encoding descriptive codes have been assigned and SM: Sure you move, PJ: Youth Parliament, ECO: Eco-School and C: Questionnaire, E: Interview and GD: Focus group. Using multiple data collection tools allowed us to triangulate the data, which has allowed us to obtain an overview of the individuals that make up the sample and best approach to the views expressed by them, to reach conclusions research.

**6. Reflections of students about environmental education and citizenship education from a global perspective**

The category called ʻParticipationʼ has been the most response has categorized and the higher level of knowledge that has arisen in the student body. As we can see in Graphic 3, all subcategories have collected data at different levels, however, in the three subcategories study highlight the graphic on the value of 2 or analytical worldview.

Graphic 3. Comparative data from student questionnaires, Category 3.

Source: Authors.

Of the collected data is extracted that the students understands the mechanisms of participation and refers to them, stating that the respective programs have provided you with useful knowledge that makes them better citizens and more active, engaging with local problems they see in their community. Entienden que los problemas locales también pueden ser globales y afectar por igual en ambos planos.

Interviews and focus groups are extracted as the majority of students are interested in participating and also seems important because it derives its participation in an improvement of the environment. The students understand the import of participation, and understood not only the need to participate in specific actions within the program, but also to participate in the environment through small gestures. The students expressed their commitment to their environment through their participation in the program and what you are learning in this, assesses the program positively because it understands that it is acquiring new knowledge that makes them reflect and become better citizens.

In this case and for this category, the sample relating to students, seems characterized by an analytical worldview, i.e., in a complex level of knowledge, ability to formulate in detail, structured and with some degree of explanation references must with the presence and treatment of citizenship education relating it to social problems and implicit attitudes favoring procedural involvement in these issues.

The data obtained suggest that students understand the mechanisms of social participation and refer to them, stating that the respective programs have provided useful insights that make them better citizens, more active and engaged with local problems of their communities being able to assess the local socio-environmental situation, relating to issues of global scope. Some of these issues can be read from the data obtained from focus groups and questionnaires conducted in educational programs Sure you move and Young Parliament.

**SM-FG-S1-[1:11] [2:53-2:131]:** ... Environmental problems are by action of human beings most (...) from what humans do is create environmental disasters and social too.

**SM-FG-S2-[2:24] [6:1317-6:1592]:** ... Tend to blame... it do so rich, let him who has money but it put all of us... everyone has to put in the extent possible, but all something. Do not leave everything to do it where you can, can all slightly.

**YP-Q-S2:** Last year I did not participate in any program in my school there were programs like this. But this year if I participated and I think this program (Youth Parliament) will help improve the town. (...) I learned to participate in a group, to discuss, to recycle, ...

Make mention of issues such as the consequences of climatic changes (earthquakes, tsunamis, etc.) and poverty as relevant issues affecting the planet. Understand that local problems can also be global and affect equally to both planes, while recognizing that local problems related to global problems are not easy, and are not always able to do so. It is interesting to note how when asked what their attitude to disasters refer to it is impact, i.e., momentarily affect them but then they forget, or indifference, but recognize that they are not adequate and so that changes are made to the attitude you should perform is that of solidarity, but say not knowing what mechanisms should be put in place to act in solidarity, as is clear from some units are coded information:

**SM-FG-S1-[1:19] [2:1018-2:1233]:** ... An earthquake can not control but the destruction of the ozone layer itself, because if you pollute because eg sprays that pollute a lot and if you do nothing to avoid contamination as contribute.

**SM-FG-S1-[1:70] [9:290-9:860]:** I´m left with the conclusion that if we all do our part we can do something, we can not end the problem but something we can do. Decrease but also if you see you're doing something to solve it and see people that makes it worse is that they take away the desire. But besides that you can stop... I think if we all do our part we can do we can think of right now we can postpone the problem and I consider myself impact *(Comment: refers to this news will impact you see in the media but which were later forgotten because he does not know how to participate or help to alleviate the situation perceived)* but from now on I will try to be supportive and so try not to spend more thing.

**ECO-I-S3-[3:20] [4:342-4:458]:** Maybe if I find it a little difficult, no? But as I pointed to this in the Eco-school, since it help me.

This limitation leads them to manifest involved through simple and precise actions that can also respond to ʻ*glocals*ʼ problems, for it uses the same mechanisms that would use locally (control water consumption through actions such as closing the faucet or shower instead of a bath, reuse, recycle, use alternative transportation such as bicycles and public transport, etc.). Examples are:

**ECO-I-S1- [1:3] [2:56-2:161]:** Trying to contribute what I can give and doing well, no? No make for them and that's it.

**ECO-Q-S16:** When I'm taking a shower soaping I'll leave the tap open water and showering instead of bathing me.

**SM-Q-S20:** I shower, I close the tap while brushing my teeth, I close the tap well and avoid not dripping.

**YP-Q-S85:** Do not throw trash on the ground, I close the faucet in the shower while I soap and brush my teeth.

When confronted if you feel part of a local or global community, 87.6% claim to feel part of a global community, i.e. ʻplanetary citizenshipsʼ, justifying it feels citizen of the planet on how to live in this one. Only 12.4% said being part of the town, which has coincided with the students belonging to the stage of Primary Education. However, manifests not know where global citizenship is based, as they are not familiar with the term as such.

Children and young people spend considerable number of hours per day watching television in the Spanish case, during the first half of 2012 children aged between 4 and 12 years watched television an average 2 hours and 44 minutes a day, plus to be exposed to information they receive through various technological devices such as mobile phones or tablets and from social networks such as MySpace, Facebook or Twitter.

This exposure affects a better understanding of what is happening in the world, globalization of communications has also influenced the knowledge we have about what happens beyond the town itself. The students interviewed in the province of Seville tells disasters that have occurred in different parts of the world, specifically referring to what happened in Murcia with the earthquake of Lorca or in Haiti, demonstrating that they have a perception global that impact in a greater knowledge of the world.

That students of a planetary citizenship feel, but do not understand the concept broadly and consider to be acting out of solidarity, it is important to start working from school step.

**7. Conclusions**

From the results, we can say that although these educational programs currently are not contributing explicitly to the acquisition and development of planetary citizenship values are laying the foundation and progress for this to become a reality.

We believe that students have come to have these ideas about global citizenship, it recognizes not have heard before it, is closely related by the media impact exerted by the media and communication which are exposed.

This provides a great opportunity if it is set as a starting point that teachers can take when working from a perspective of global citizenship education in the classroom.

The attitudes and values acquired through participation in various programs along these lines, although it is still necessary to give a more ambitious approach, where local and global adopt a ʻ*glocal*ʼ perspective, because although it has been perceived that the students meet basic level socio-environmental problems that happen in the world, and consequently, their local dimensions are related to other global dimensions, it is detected that the local-global relationship is a pending task in which further work. And is that, as stated De Paz (2004), both terms are part of the same reality and therefore it is necessary to address them in an integrated perspective, by referring to the phrase we've all ever heard ʻwe must think globally act locallyʼ.

And is that local socio-environmental issues affecting the planet where one lives and although little can be done individually, or appear to be doing little, every gesture has immense significance. One idea that has been expressed through the idea that ʻevery bit a part of the mountainʼ.

As for the feeling of belonging to a global community, the students part of a planetary citizenship feel, but do not understand the concept broadly and consider to be acting out of solidarity, is an important step to start work from school.

For analysis of progression of knowledge in all categories studied, although with nuances, has detected that the student is in what we have called analytical worldview, ie, the student has knowledge and is even able to launch procedures to deal with a significant improvement in the subjects encompassed within the categories studied, however we must continue working to also acquire greater sensitivity and awareness to the problems that surround us to achieve what we have called approach to a systemic worldview or thought desirable.

We influence is evident that these educational programs are shown as extremely didactic and pedagogical value to develop a participatory citizenship education to encourage the learning of those elements or aspects of the citizenship linked with a commitment to finish with action social transformation.

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**Annex 1**

Research Questions of ʻEnvironmental education and citizenship education from a planetary perspective. Study of educational experiences in Andalusiaʼ.

|  |  |
| --- | --- |
| **COURSE:** | * I´m a boy * I´m a girl |
| **AGE:** |
| **SCHOOL PROGRAMME TO PARTICIPATE:**   * Eco-School * Youth Parliament   Are you parliamentary? \_\_\_\_Yes \_\_\_\_\_No   * Sure you move |  |

This program is not only important for your heart and for you, but for everything that surrounds you. With this questionnaire you will help us to learn more about the program and know what things are important to you in relation to the environment, citizenship and participation.

**1. The school program in which you participate is important for you and your school:**

1. **Tell us what has been to the** *(Eco-School, Youth Parliament, Sure you move)* **program during the previous year:**

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1. **What do you think you've learned with the program** *(Eco-School, Youth Parliament, Sure you move)***?**

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1. **From what I've learned in the program** *(Eco-School, Youth Parliament, Sure you move)***. What is still useful in your daily life?**

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**2. Water scarcity in Andalusia is the first time in the last ten years one of the most important environmental problems of the Andalusians. To solve this problem, many villages have agreed and have taken steps like cutting the water from 8 pm to 8 am, however, other villages refuse to measure without worrying this problem. We can not forget that water is a basic resource on which they depend not only human beings but also plants and animals.**

**How do you think the lack of water affect the place where you live?**

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**3. Do you think this problem of water shortage affects only your location, or is a problem that affects the entire Earth ?, Why?**

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**4. If you happen, how would you relate the lack of water where you live with the lack of water throughout the Earth?**

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**5. What would you propose you to solve the lack of water in your town?**

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**6. And to solve the lack of water on Earth?**

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**7. Who do you think are the responsibility of environmental problems, such as water use? How governments? How companies manage water use? Is a problem of all the people? Why?**

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**8. Tell us what things you do you and participate to improve the problems of where you live (your city, your town, your neighborhood,...)**

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Graphic 1

Graphic 2

Graphic 3

Table 1

|  |  |
| --- | --- |
| **Organization** | |
| **Environmental Committee:** is elected independently and democratically, and has representation of the entire educational community. | **Environmental Audit:** Analyze the needs and priorities of central and environment where this is located and subsequently taken into account in developing action plans. |
| **Action** | |
| **Action Plan:** objectives and date of implementation of the initiatives are established, having to deal with any of the major issues that the program works (water, waste, energy, and action on the environment). | **Code of Conduct:** a code of conduct to collect the actions and / or behaviors that apply to all members of the educational community is developed. |
| **Assessment** | |
| **Monitoring and evaluation:** Developed a plan of action, it is evaluated by a panel convened by ADEAC (Association of Environmental and Consumer Education) and composed of competent personnel in Environmental Education. | **Green Flag:** Award which is given to schools that at the end of the school year have successfully fulfilled its Annual Action Plan and this has been recognized ADEAC. |
| **Diffusion** | |
| **Information and Communication:** It is very important to have a good communication policy. The results should be part of the database of the Network of eco-schools, to be shared with all participants. | |

Table 2

|  |  |
| --- | --- |
| **Road Rules:**  **legislation and causes of fines** | **Driving: vehicles and pedestrians, prevention and maintenance** |
| Signs and police commands circulation.  Traffic lights, vertical signs, regulatory signs, display signs, road markings. | General rules of behavior from cyclists and pedestrians.  General rules and cyclists’ priority step.  Priority Pass drivers about pedestrians. |
| **Consequences:**  **health and safety** | **The setting:**  **environment and saving** |
| General rules of behavior.  Rules on alcohol.  Rules on narcotics, psychotropic drugs, stimulants or similar substances. | Economical driving.  Alternative transport.  Public transport.  Noise pollution. |

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| --- | --- | --- | --- |
| Table 3 | ***Subcategories of analysis*** | | |
| ***Categories of analysis*** | 1. **syncretic worldview** | 1. **analytical worldview** | 1. **APPROACH TO A SYSTEMIC WORLDVIEW** |
| **Category 1:**  **Presence and treatment of socio-environmental problems** | **Identification of environmental references in the identified dimensions.**  This value is characterized by focusing on a basic level of knowledge, understanding these with a generic, vague wording, unstructured. References to environmental education but simple levels are reducing their presence in activities that have to do with nature (school garden, recycling, planting trees, reduce pollution,). No cognitive change of recipients to whom the programs are aimed, understanding these as all users involved in the teaching-learning process them (teachers, students and agents revitalization) is structured. | **Identification of environmental references in the dimensions identified with connection problems.**  This value is characterized by focusing on a more complex level of knowledge, understanding these for a detailed formulation, structured, with some degree of explanation (either locally or at the global level, or both). References to environmental education but are more complex levels, linking its presence not only in activities that have to do with nature (school garden, recycling, tree planting, reduced levels of pollution, ...) but relating these with social problems implicit and procedural attitudes favoring involvement in these issues, and detecting basic levels of commitment. | **Demonstrations aimed at solving socio-environmental problems**  This value incorporates a vision of interaction between the causes and consequences of human activity on the environment. References to Environmental Education levels are complex, relating not only to activities that have to do with nature (school garden, recycling, tree planting, reduced levels of pollution, ...) but also implicit social problems, procedural attitudes favoring involvement in these issues, detecting expression of commitment to socio-environmental problems and proposing alternatives to address them. Cognitive change of recipients to whom the programs are aimed, understanding these as all users involved in the teaching-learning process them (teachers, students and agents revitalization) is structured. |
| **Category 2:**  **Presence and treatment of citizens problems** | **Identification of civic references in the identified dimensions.**  This value is centered on a basic level of knowledge, understanding these with a generic, vague wording, and unstructured. References are to Education for Citizenship but simple levels, reducing its presence conceptual content that deal with the issues raised and knowledge required in a democratic citizenship (creation, integration, basic concepts such as empathy and assertiveness, ...), but in which no cognitive change of consignees structure to which programs are directed, understanding these as all users involved in the process of teaching and learning of them (teachers, students and agents dynamic). | **Identification of civic references in the dimensions identified with connection problems.**  This value is focused on a more complex level of knowledge, understanding these for a detailed formulation, structured, and with some degree of explanation (either locally or at the global level, or both). References to Education for Citizenship where their presence is associated not only with conceptual content that deal with the issues raised and knowledge required in a democratic citizenship (creation, integration, basic concepts such as empathy and assertiveness are, ...), but with implicit local, global, or both scale and procedural attitudes favoring involvement in these issues, but detecting even basic levels of commitment to social issues. | **Demonstrations aimed at solving social problems requiring a citizen involvement.**  This value incorporates a vision of interaction between the causes and consequences of the actions of human beings in their social environment. References are to Education for Citizenship complex levels, linking its presence not only conceptual content that deal with the issues raised and knowledge required in a democratic citizenship (creation, integration, basic concepts such as empathy or assertiveness, ...) but with implicit linking these social problems in your local community, ...., planet and procedural attitudes favoring involvement in these issues, detecting expressions of commitment to social problems and proposing alternatives to address them. Cognitive change of recipients to whom the programs are aimed, understanding these as all users involved in the teaching-learning process them (teachers, students and monitors) structure. |
| **Category 3:**  **Participation** | **References mechanisms for citizen participation.**  This value is characterized by focusing on a basic level of knowledge of citizen participation, understood by a generic, vague wording, and unstructured. It is understood the import of participation, but this is reduced to specific actions within the programs analyzed. | **Conviction to achieve critical citizenship.**  This value is characterized by focusing on a more complex level of knowledge, understanding these for a detailed formulation, structured, with some degree of explanation (either locally or at the global level, or both) of participation. It is understood the import of participation, and understood not only the need to participate in specific actions within the programs analyzed, but also to participate in the environment through small gestures. | **Commitment to solving social problems and / or environmental.**  This value incorporates a vision of interaction between the causes  and consequences of the actions of human beings in their social environment. References to participation levels are complex, understand the import of participation, understanding the importance of participation mechanisms as generators commitment to provide solutions to problems that arise. Participation in generating changes. |
| **Category 4:**  **Planetary dimension**  **(commitment / idea of solidarity / responsibility)** | **References to the Planetary Citizenship Education**  This value is characterized by focusing on a basic level of knowledge, understanding these with a generic, vague wording, unstructured. References to Citizenship Education Planetary but simple levels, which are reduced to conceptual schemes in which no cognitive change of consignees structure to which programs are directed, understanding these as all users involved in the process are Teaching-Learning of them (teachers, students and instructors). | **Assessment of the socio-environmental situation.**  This value is characterized by focusing on a more complex level of knowledge, understanding these for a detailed formulation, structured, with some degree of explanation (either locally or at the global level, or both). References are to Citizenship Education Planetary but more complex levels, linking local socio-environmental issues with socio-environmental problems that occur on a global scale and procedural attitudes favoring involvement in these issues, but detecting even basic levels of commitment. | **Commitment planetary citizen eco awareness.**  This value incorporates a vision of interaction between the causes and consequences of the actions of human beings in the socio-environmental problems that exist in the world. References to Planetary Citizenship Education levels are complex, linking local socio-environmental issues with socio-environmental problems that occur on a global scale, favoring procedural attitudes of involvement in these issues, detecting expression of commitment to socio-environmental problems and proposing alternatives to address them. Cognitive change of recipients to whom the programs are aimed, understanding these as all users involved in the teaching-learning process them (teachers, students and monitors) structure. |