

ENVIRONMENTAL AND SUSTAINABLE DEVELOPMENT EDUCATION THROUGHOUT LIFE, FOR ECOLOGICAL TRANSITION

Environmental and Sustainable Development Education (EEDD) aims to make contemporary ecological, economic and social issues as widely recognised as possible. It allows everyone to understand the complexity and interdependence of these issues, in order to make citizens into agents of ecological transition. EEDD must equip society with the tools necessary to effect the changes that must be made to our modes of production and consumption, and way of life on a planet with limited resources.

The Prime Minister notified the opinion on EEDD to the ESEC, integrating non-formal and informal education, continuing education, and informing and raising the awareness and participation of citizens and consumers. In order to clarify the scope of the EEDD, the ESEC wished to draw both on the history of this movement and the role played by different agents, as well as on reference texts.

Genuine education on responsibility, EEDD is at the heart of citizen education. Its teaching methods are based upon collective consideration, debate and participatory democracy. This approach allows one to question, beginning with environmental issues, the economic and social dimensions of sustainable development and to underline the necessity of an educational continuum. There will be no possible ecological transition without education in change.

The success of such a policy of education and training in the environment and sustainable development for all of the public, that rises to the challenges of ecological transition, depends upon adopting in the long term, and in an iterative, coherent and convergent manner, a dual approach:

- **voluntary action of the State and local communities**, explicitly included in public policies on education and training, public information, and youth, as in those of the environment, sustainable development, land use management, etc.;
- **a more concerted development, monitoring, and evaluation of multi-partnership projects** via more concerted development, monitoring, and evaluation of multi-partnership projects involving all public stakeholders and a range of civil society agents, teachers, educators, trainers and the research community.

Finally, a real, exemplary effort must be made by public stakeholders to support this educational approach and ensure its credibility.

Read about initiatives of different agents of civil society, collected by the ESEC on <http://eedd.lecese.fr>



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In its opinion, which was designed as a toolbox for developing EEDD for everyone, throughout their lifetimes, the ESEC recommends to:

DISSEMINATE EEDD IN INITIAL TRAINING:

- Methodologies for assessing the knowledge of students regarding sustainable development issues should be considered by level and cycle;
- Nature outings and discovery classes must be systematized and the regulations regarding them must be assessed;
- Extracurricular time could be used for the benefit of EEDD projects within schools, drawing on regional educational projects;
- Higher education must incorporate EEDD at the heart of all curricula and materials, in connection with the professional sectors;
- EEDD must be a part of the initial and continuing training of teachers and national education personnel.

DEVELOP EEDD IN PROFESSIONAL SETTINGS AND CONTINUING EDUCATION CURRICULA

- EEDD must relate to other policies such as Corporate Social Responsibility (CSR), Organisational Social Responsibility (OSR) and eco-responsibility;
- A chapter devoted to EEDD should be included in sustainable development reports when they are made by companies;
- EEDD must be articulated with reflection on the evolution of trades, EEDD training should be provided by approved bodies and recognised trainers;
- Through the professional networks head-end, it is necessary to raise awareness of EEDD in Very Small Businesses (VSB) and SME Businesses and provide specific training modalities for them;

ALLOW CITIZENS AND CONSUMERS TO BECOME WELL-INFORMED LIFELONG STAKEHOLDERS

- Consumer accountability and choices must be developed through clear and reliable information on products;
- Partnerships between public and private stakeholders and public audiovisual media should allow for the popularisation of the EEDD approach through dedicated programme;
- A discussion should be conducted on the expansion of the Audiovisual Council (CSA) programme monitoring tasks to include EEDD monitoring;
- See European heritage days unite natural heritage with cultural heritage, to promote a positive and festive vision of biodiversity
- An inventory of initiatives articulating EEDD and citizen participation should be established to encourage engagement.

MOBILISE ALL PUBLIC, PRIVATE AND ASSOCIATIVE STAKEHOLDERS TO MAKE EEDD A COLLECTIVE, UNIFYING AND EXEMPLARY PROJECT

- An EEDD section should be inserted into all public policy plans and schemas;
- The National Council of Ecological Transition (CNTE - *Conseil national de la transition écologique*) could usefully create an internal committee dedicated to EEDD;
- An inventory of all the EEDD initiatives must be engaged;
- EEDD awareness-raising and education initiatives should receive multi-year funding, while planning the creation of a regional fund dedicated to EEDD.