

Course Unit	History of Environmental Education		Field of study	-	
Master in	Environmental Education		School	School of Education	
Academic Year	2023/2024	Year of study	1	Level	2-1
Type	Semestral	Semester	1	ECTS credits	4.0
Code	6083-766-1103-00-23				
Workload (hours)	108	Contact hours	T -	TP 27	PL -
			TC -	S -	E -
			OT 9	O 36	

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Maria Conceição Costa Martins

### Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. Know the principles and objectives of Environmental Education established in the United Nations International Conferences in the second half of the twentieth century.
2. Identify the circumstances that led to the development of global strategies and objectives of Environmental Education.
3. Know the facts most relevant to the History of Environmental Education in Portugal.
4. Know the facts most relevant to the History of Environmental Education in the World.
5. Understand how social factors act to change attitudes and behaviours towards the environment.
6. Analyze the influence of different stakeholders (Schools, Environmental NGOs, Municipalities, etc. ) in changing attitudes towards the environment in Portugal and the world.
7. Reflecting on the various obstacles facing the development of environmental education in each context.
8. Identify the most appropriate strategies for each project of Environmental Education, depending on the target audience and the local environmental problems.

### Prerequisites

Before the course unit the learner is expected to be able to:  
Pre-requisites are not required

### Course contents

The environment in industrialized countries in the middle of the twentieth century. The social and cultural revolution of the 60s. The International Conference on Environment of the 70s. Goals and Strategies of Environmental Education. Expansion of the environmental movement in Portugal and worldwide. The Brundtland Report and Sustainable Development. From ECO92 to Johannesburg (2002) and Rio+20. The nowadays EE.

### Course contents (extended version)

1. The environment in industrialized countries in the middle of the twentieth century
  - Environmental and social consequences of the expansion and intensification of the industry
  - Causes and consequences of environmental accidents in Minamata (Japan)
  - Pollution caused by migration to cities
  - Effects of industrial pollution
  - The social and cultural revolution of the 60s
2. The International Conferences on Environment of the 70s
  - Stockholm Conference - The Role of UN - The participation of Portugal - Creation of the National EC
  - Belgrade Conference (1975): definition of EA goals
  - The Tbilisi Conference: Defining Strategies and Identifying EA Recipients
  - Formal and non formal EE
  - Creation of Earth Day and World Environment Day
3. The 80's: Environment and the (Sustainable) Development
  - Expansion of the environmental movement in the world
  - Environmental Laws -Law on the Environment - Law of Associations of Environmental Protection
  - Establishment of National Institute of Environment
  - Diversifying the environmental movement in Portugal: The role of Environmental NGO in the EE
  - The Brundtland Report and the concept of sustainable development
4. ECO92 - United Nations Conference on Environment and Development (Rio de Janeiro)
  - 20 years after the Stockholm Conference
  - Main Issues: Earth Charter; Biodiversity; Forests; Climate; Agenda 21
  - The beginning of the Kyoto Protocol
  - From Rio to Johannesburg and Rio+20
  - Agenda 21 Local: promoting citizen involvement and commitment in decision-making processes
5. The nowadays EE
  - Nobel Peace Prize (2004 and 2007)
  - United Nations Millennium Development Goals
  - Sustainable Development Goals: United Nations Agenda 2030
  - Relationship between the concepts: Environmental Education and Education for Sustainable Development
  - The role of the citizen in promoting EE

### Recommended reading

1. Caride, J. A. , & Meira, P. A. (2003). Educação ambiental e desenvolvimento humano. Instituto Piaget.
2. Naciones Unidas (2017). Informe de los Objetivos de Desarrollo Sostenible. Naciones Unidas. Disponível em <https://doi.org/10.18356/70388b69-es>
3. Schmidt, L. , Nave, J. G. , & Guerra, J. (2010). A educação ambiental: Balanço e perspectivas para uma agenda mais sustentável. Imprensa de Ciências Sociais.
4. UNESCO (2015). Global citizenship education: Topics and learning objectives. UNESCO.
5. UNESCO (2021). Learn for our planet: a global review of how environmental issues are integrated in education. UNESCO Digital Library. <https://unesdoc.unesco.org/ark:/48223/pf0000377362>

### Teaching and learning methods

For each subject the methodology is as follows: 1- presentation of questions that lead students to make a preliminary research on each subject; 2- presentation of the most relevant facts; 3- identification of a working group to develop further research; 4- plenary discussion, fostering critical thinking.

**Assessment methods**

1. Continuous assessment - (Regular, Student Worker) (Final)
  - Development Topics - 30%
  - Intermediate Written Test - 70%
2. Exam - (Regular, Student Worker) (Supplementary, Special)
  - Final Written Exam - 100%

**Language of instruction**

Portuguese, with additional English support for foreign students.

**Electronic validation**

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26-12-2023	27-12-2023	29-12-2023	11-02-2024