




# Environmental Citizenship



the Goodenough primer



Summary report of an  
interdisciplinary seminar series



Final seminar held at  
Goodenough College, London

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Series co-ordinated by  
Professor Andrew Dobson (Open University)  
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Further information, resources  
and a downloadable version  
of this document are available at

[www.environmentalcitizenship.net](http://www.environmentalcitizenship.net)

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The purpose of this booklet is to report some of the key insights from a five part seminar series on the role of citizenship in promoting sustainability. It offers a brief introduction to the topic of environmental citizenship and why it is relevant to policy-makers, members of NGOs and community organisations, and individual citizens. It raises questions and gestures toward possible answers. It gives a taste of the kinds of debates that are central to the concept and, hopefully, prompts further thought and deliberation.

Further information, a selection of papers presented in the seminars and a list of resources are available on the website:

[www.environmentalcitizenship.net](http://www.environmentalcitizenship.net)

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## Environmental citizenship: what and why

### Citizenship and environment

Citizenship is dynamic and political, entailing a bundle of rights, responsibilities and practices that define membership in a political community. Citizenship emerges out of relationships between citizens and with institutions – including government – over time and in a variety of social, economic and political spaces. Citizenship is itself a debated concept and environmental citizenship contributes to ongoing debates in important ways.

*Environmental* citizenship is about the active participation of citizens in moving towards sustainability. It challenges conventional notions of citizenship to reflect the nature of environmental problems. It is an important part of the shift towards governance (rather than just government) in environmental policy and politics.

Environmental citizenship is not a new concept; it has been written about and set out in policy documents (see p. 4). At base, it may be seen as ‘a simple reiteration of a known fact - that the preservation of the environment is an obligation entrusted upon everyone and all governments by virtue of the inherent relationship between people and nature and between citizens and their governments’ (*UN Environment Programme*<sup>1</sup>).

### Environmental citizenship

- **describes** new political relationships among citizens and between citizens and government in which the environment matters;
- **brings together** issues of society, politics and environment in ways that may help to shift society from unsustainability towards greater sustainability;
- **challenges** the model of the ‘self-interested rational actor’ which pervades policy, government thinking and economic modelling – by acknowledging that the rational citizen has wider social and environmental interests and concerns;
- **counters** the often individualistic accounts of environmental responsibility by emphasising the role of government, and participatory governance, in achieving sustainability;
- **may offer** an important mechanism for achieving a sustainable society; it is not *the* answer, but an interesting answer which prompts critical debates about both citizenship and sustainability.

## The scope of environmental citizenship

Questions such as ‘does environmental citizenship happen in public or private?’ and ‘is it at a global or local level?’ animated the seminar series. Perhaps not surprisingly, the discussions often led to the conclusion that many of the answers to questions about environmental citizenship are better framed as ‘*both-and*’ rather than ‘*either-or*’.

This framing illustrates how environmental citizenship transcends the boundaries that the concept of citizenship once helped to guard, such as those between nations and between the public and private spheres. Environmental citizenship also expands the discussion to include future generations and ecosystems.

It is useful to think of environmental citizenship as including the following:

### Public & Private

Citizenship has traditionally been associated with the public arenas of government and civil society. Public actions, such as lobbying government for stricter environmental regulations and participating in campaigns to protect vulnerable ecosystems, are central to environmental citizenship. However, because actions and choices in the private spheres of the household and market have environmental consequences, they too are considered appropriate spaces for the enactment of environmental citizenship. Private actions include, for example, composting and recycling waste, reducing energy consumption and choosing to consume low impact goods and services.

### Local & Global

Environmental problems know no boundaries and so demand the cooperation of citizens and institutions across jurisdictional boundaries and at every level – from local councils to the United Nations. Environmental citizenship therefore includes a sense of membership in a global political community with a common ecological fate. It includes responsibilities and obligations that extend beyond the nation state (the traditional terrain of citizenship) and reach as far as the impacts of our way of life. At the same time it is important that this sense of membership and these obligations take into account issues of environmental justice (see p. 8).

### Present & Future

Environmental citizenship includes concern for the well-being of present and future generations. This is often conceptualised as inter- and intra-generational justice in conversations about sustainability. Ideally, environmental citizens represent the interests of those who cannot represent themselves in democratic deliberation, such as future generations and non-humans.

### Rights & Responsibilities

Environmental citizenship includes rights to a clean and liveable environment and to information about environmentally-relevant policy decisions. It also includes taking responsibility for environmentally unsustainable actions by reducing individual impact and participating in collective actions aimed at achieving greater sustainability. Much of the literature on environmental citizenship focuses on the nature of citizen responsibility and the extent to which they are shared equally by all (but see p. 8).

### Citizens & Institutions

Citizenship attaches to individuals. Popular discourse notwithstanding, it is incorrect to refer to corporations as citizens with rights. However environmental citizenship challenges the notion that only individual citizens have the responsibility for environmental change. Governments have a role to play in making it easier for individuals to be environmental citizens. It is therefore important to consider what are the governance *relationships* necessary for promoting environmental citizenship and a culture of sustainability (see p. 6).

### Acting & Thinking

Environmental citizenship can be considered a mode of thinking and acting in which individuals embrace the project of sustainability. Thought without action is not citizenship and action without thought is merely following orders – neither is sufficient to sustain a democratic culture. Ideally, environmental citizenship entails the adoption of values and commitments and the performance of actions that are consistent with these. This can include both *cooperative* actions like taking part in waste recycling programmes and *confrontational* actions such as protesting excessive packaging by dumping it en masse outside a supermarket.

### Learning & Leading

Learning is an important means of promoting environmental citizenship. While formal education can provide information and skills, the emphasis is better placed on the broader notion of learning which can include hands-on experience, life-long learning and political engagement. Both social and institutional learning are necessary (see p. 10).

Learning about the causes and potential solutions to unsustainability is not by itself enough to prompt action. And it would be wrong to assume that citizens fail to act simply due to lack of information. There are many reasons for the gap between values and action and many potential ways to bridge it (see p. 10). One way that would seem particularly promising in the environmental context is the leadership, not just of governments, but of role models, exemplary citizens and people who might be called ‘civic entrepreneurs’. Such leadership is sometimes needed to inspire citizens to act in ways that are consistent with their green commitments.

## Relevance for government and governance

Promoting sustainable development is a key objective for local, national and global policy-makers. In the UK, for example, the UK Government and Devolved Administrations have adopted a set of shared principles that provide a basis for sustainable development policy (see *Securing the Future*, right).

However, governments find it difficult to deliver sustainability for many reasons. Policy-makers and politicians are reluctant to adopt 'green' policies that have overt economic costs for consumers (such as increasing fuel taxes or waste charges) or for businesses (such as strict pollution regulation). Imposing environmental regulations on corporations may discourage investment. Economic 'stick' approaches to promoting sustainability may be difficult to enforce and may have negative unintended consequences. For example, introducing a charge for collecting household waste may be as likely to result in fly-tipping as it is to reduce the amount of household waste sent to landfill sites.

Increasingly, therefore, environmental policy is taking a 'participatory turn' with active citizenship, green consumerism and community action being presented as key aspects of the struggle for a greener society. This has been conceptualised as a shift from government to 'governance'. While government retains its role as providing infrastructure, redistributing wealth, passing and enforcing laws, and so on, *environmental governance* involves greater collaboration with citizens and institutions of civil society at every stage of the policy process – from initial consultation to implementation and evaluation.

Seminar participant Bob Evans reported that he and his colleagues on the DISCUSS Project found that it is possible to have good governance and bad environmental policy, but they found no examples of bad governance and good environmental policy. 'Good governance' is therefore a necessary but not a sufficient condition for sustainable development policy and practice.

The promotion of environmental citizenship, as a set of practices and a mode of thinking adopted by individuals, is also important to building and strengthening the kind of governance relationships that are necessary to reaching governments' sustainability goals. But at the same time as asking citizens to change their lifestyles, governments also need to lead by example, provide funding, lobby other governments and impose regulations on corporations. A public consultation on sustainable development undertaken for Defra/COI (2005) found that participants were 'extremely irritated by the notion that the Government [might] penalise the public before getting their own house in order or regulating big business'.<sup>3</sup>

**Governance = institution-citizen partnerships  
(co-production)**

Governance is 'a process of open and inclusive public decision-making which actively seeks the commitment and engagement of citizens, stakeholders and interest organisations, and "good governance" is collaborative, consensual, democratic, and "bottom-up" rather than "top-down"'.<sup>4</sup>

### Examples of policies and declarations relevant to environmental citizenship

The Earth Charter <http://www.earthcharter.org/>

UNEP Agenda 21 <http://www.unep.org/governingbodies/agenda21.asp>

Rio Declaration (Principle 10) <http://www.unep.org/>

Johannesburg Declaration on Sustainable Development  
[http://www.un.org/esa/sustdev/documents/WSSD\\_POI\\_PD/English/POI\\_PD.htm](http://www.un.org/esa/sustdev/documents/WSSD_POI_PD/English/POI_PD.htm)

Aarhus Convention: The UN Economic Commission for Europe Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters <http://europa.eu.int/comm/environment/aarhus/>

Securing the Future: UK Government Sustainable Development Strategy  
<http://www.sustainable-development.gov.uk/publications/uk-strategy/uk-strategy-2005.htm>

Government of Ontario Environmental Bill of Rights  
[http://www.ene.gov.on.ca/envision/env\\_reg/ebr/english/ebr\\_info/introduction.htm](http://www.ene.gov.on.ca/envision/env_reg/ebr/english/ebr_info/introduction.htm)

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#### Rio Declaration, Principle 10

Environmental issues are best handled with the participation of all concerned citizens, at the relevant level. At the national level, each individual shall have appropriate access to information concerning the environment that is held by public authorities, including information on hazardous materials and activities in their communities, and the opportunity to participate in decision-making processes. States shall facilitate and encourage public awareness and participation by making information widely available. Effective access to judicial and administrative proceedings, including redress and remedy, shall be provided.

# Citizens and institutions: roles and relationships

**What roles for citizens?** Think and act in 'citizenly' ways, individually and collectively, to reduce environmental impact

## Examples\* of citizen-led initiatives

- Green consuming and ethical investing
- LETS and Swap Shops
- Community energy schemes; micro-generation
- Citizen science (expertise from experience)
- Walking school buses and car sharing
- Boycotts and protests (anti-GM, anti-roads)
- Petitions and letters to elected representatives

## Limits of citizen-led initiatives

Citizens may take on responsibilities towards sustainability, but they cannot do it alone. The scale of environmental issues can make individual action seem futile or tokenistic. Individuals need to act with others, and citizens also need government to provide the necessary infrastructures.

- Regard government and institutions as co-producers rather than service providers.
- Convince other citizens, institutions and governments of a need to take environmental concerns seriously.
- Resist the downloading of responsibility from government to citizens (volunteers).

**What role for institutions?** Promote environmental citizenship through policies, programmes and partnerships

## Examples\* of institution-led initiatives

- Friends of the Earth Scotland's popular education on environmental justice
- University training for teachers of environmental citizenship (Queen's University Belfast)
- Education for sustainable development in the national curriculum
- EA World Environment Day Pledge Campaign
- Best practice for sustainable construction in planning departments
- Greenpeace UK's anti-SUV protests
- The RSPB's Volunteer and Farmer Alliance Surveys

## Limits of institution-led initiatives

Governments and institutions may provide opportunities for environmental citizenship but cannot impose it on people 'from the top down'.

- Consider public as made up of citizens rather than merely clients or consumers of service.
- Avoid the deficit view of 'the public' by recognising plurality, lay expertise and the importance of debate about values.
- Recognise that in many cases citizens have been well ahead of government in promoting sustainability and have pushed for government initiatives.

## Examples\* of governance (partnerships, networks, co-production)

- Environment Agency flood management approach (e.g., Stockbridge Pathfinder Report 2004)
- UN Partnerships for Sustainable Development
- West Devon Environmental Network
- Community Forest Partnerships
- Enabling Community Waste Initiative Partnerships

## What makes partnerships work?

- Trust and accountability
- Participation and dialogue
- Social and institutional learning
- Commitment to the common good and a liveable environment for all (i.e., environmental justice).

\* These examples reflect those raised in the seminar series, and are not intended to be comprehensive or representative of the range of initiatives in the UK.

## Four key debates

### Are we all in this together?

It is common to hear that because the environmental crisis affects all of humanity and 'our common future', there should be a universal sense of purpose which can be promoted through global environmental citizenship (see, for example, the Earth Charter). While this cosmopolitan ideal is attractive for some, the concept of '*environmental justice*', a central issue in the seminar series, suggests that this approach may be problematic. It is important that conversations about environmental citizenship take into account global asymmetries and issues of inter- and intra-generational justice. Environmental rights should be guaranteed to everyone regardless of race, class, gender, nationality (and so on), but responsibility for reducing environmental unsustainability is not shared equally by all. The powerful have a greater responsibility than the powerless because they have had a greater role in creating the problem. Those who take up more than their fair share of '*ecological space*' have a greater duty than those whose enjoyment of ecological goods has been restricted.<sup>2</sup>

### Is 'green consumption' an act of environmental citizenship?

This question was a recurring topic of debate among the seminar participants. Many tended to agree that because unsustainable private acts have impacts on the environment, private acts which are more sustainable (e.g., buying eco-friendly cleaning products) should be considered acts of environmental citizenship. Others, however, argued that the act of purchasing a product from a 'green' company is not an act of citizenship because to act as a citizen is to sustain democracy and promote the common good, while acting as a consumer in the marketplace sustains capitalism and private profit. They suggest that green consumerism might be a way to greenwash business-as-usual. But does this matter if 'buying green' results in greater sustainability? Should the concept of 'the citizen' be defended as something fundamentally different from that of 'the consumer'? Or has this distinction outlived its usefulness in the contemporary context?

### Does environmental citizenship make individuals responsible while letting institutions off the hook?

This question stems from a concern that there may be too much emphasis on individual responsibility in the emerging discourse of environmental citizenship. Some participants argued that in the context of neo-liberalism, when governments are getting out of the business of service provision, it is easy to see the promotion of voluntary participation and private responsibility as manipulative and serving the interests of the elite. One concept that is useful to capture this analysis is '*environmentality*', defined as a process through which citizens come to internalise the government's environmental agenda (i.e., changing their 'attitudes') so that they police themselves with minimal intervention by the state. Perhaps this is not problematic if it leads to 'behavioural changes' in society. On the other hand, it might produce an uncritical citizenry who simply follow government plans without asking whether they are effective and just. Perhaps it is useful to think of environmental citizenship as a Janus-faced concept, one that can be both an ideal that can promote democratic social action towards sustainability and an instrument that can help governments to manipulate the population into behaving as 'good green citizens'.

### Does attempting to promote environmental citizenship actually undermine it?

Related to the debate about environmentality is the question of whether it can be effective to promote environmental citizenship as an idea at all. In an era when sceptical citizens are reluctant to trust institutions, campaigns and information provision have a low success rate. Guidebooks and 'what you can do' lists are an oversimplistic response to a complex socio-political problem. Buzzwords soon outlive their currency and become easily dismissed as meaningless. Including environmental citizenship in the educational curriculum seems an important initiative, but it is too soon to assess the impacts of formal education for citizenship. People working in the field of social learning suggest that a better way to build the kind of relationships that promote citizenship and good governance is to build trust and consent gradually and indirectly, through participation and role modelling.

## Promoting environmental citizenship: addressing the 'values-action gap'

### Social and institutional learning

While an environmental crisis can prompt learning and a shift in values and action, sustainability and environmental citizenship require citizens and institutions to change in a non-crisis situation.

Environmental citizenship is a process for learning as well as a potential outcome of learning. Experiencing something, caring about it, investigating it and discussing the issues are some of the best ingredients of learning, and are likely to inform action more than taught knowledge.

Four key aims were identified for facilitating processes of learning:

- Focus on issues and principles rather than just the problems: genuine understanding develops in the process of constructing (i.e., identifying, clarifying and naming) the issues, rather than taking these as already constructed.
- Focus on experience before knowledge: it is through experience and through attempting to act that we (as individuals and as a society) come to know what kinds of practical and interdisciplinary insight we need.
- Reveal interdependencies: explore the links in the chains between producer and purchaser, action and consequence, etc. Explore the power of our own links in the chain, and how it feels to make small shifts from negative to positive cycles.
- Focus on priorities, needs and concerns that are shared, rather than those that benefit only some.

Learning for citizenship involves critical conceptual tools for making sense, evaluating and thinking how things might be done better. It involves learning rights and responsibilities of governments, institutions and citizens.

However, it is wrong to assume that we fail to act as environmental citizens only out of ignorance or lack of experience. The following are equally important.

### Access and infrastructure

Citizens and institutions may have environmental values but be unable or unwilling to act on them if it involves a cost or burden. Citizens can feel a sense of futility in acting alone if there is no institutional infrastructure to enable fellow citizens to act in the same way.

What becomes 'normal' behaviour in a country or locality depends partly on the extent to which pro-environmental behaviour is enabled by institutional support and infrastructure. For example, if recycling involves driving several miles with waste, then few will bother and many may argue it is counter-productive. Yet if multiple-section litter bins are provided everywhere, as in some countries, then sorting wastes for recycling becomes 'normal', and not sorting wastes can be seen as anti-social.

For environmental actions to become shared, and part of citizenship, they need to be accessible and affordable to all. Citizenship as well as environmental citizenship are undermined if acting on principle is reduced to a 'lifestyle choice' for the few:

'...to be able to consume sustainably, low-income consumers need improved local environments, better facilities, more control over their circumstances and more targeted information. Alongside environmental protection, all sustainable consumption policies need to integrate social and economic factors that improve disadvantaged consumers' quality of life.'<sup>5</sup>

Research has shown that people with time scarcity have difficulty taking part in public life. People need time to participate in civic action, and that requires not only access and convenience, but also working weeks that allow time for out-of-work activity, access to affordable child-care services and more user-friendly public transportation systems.

Environmental citizenship is about adopting *values* and *actions* that are consistent with sustainability.

### Participation and trust

The idea of citizens acting in citizenly and pro-environmental ways out of principle can seem attractive to policy-makers at moments when these actions coincide with government policies.

However, the appropriation of environmental citizenship as volunteer labour may backfire. Environmental citizenship is about contributing to what society should become (including debating what government should provide) not about substituting for public services.

Equally, the simulation of participatory governance (in consultations without outcomes, in value statements that have no mechanism for changing action, and in one-way public communication guided by 'what the public should know') tends to erode trust, increase cynicism about democracy, undermine participation and inhibit environmental citizenship.

Seminar participants John Colvin and Helen Chalmers (Environment Agency) suggested that communities reacting to a crisis can become 'proactively' involved if their negative reactions are listened to, and the community energy that might be created by a crisis is guided towards proactive involvement in problem-solving. Alison Anderson's discussion of the West Devon Environmental Network suggested that some kinds of activities to promote sustainability are more likely to be successful in better off areas where people have time and resources than in poorer areas where there may be a lack of trust in institutions.<sup>6</sup> Yet Anne Haugstad argued that in Norway wealthy areas often lack a sense of community and thus lack potential for effective environmental action.<sup>7</sup>

Questioning expert knowledge and government policy is as central to environmental citizenship as principled action and cooperation. Confrontation and resistance are also necessary acts of citizenship.

### Inspiration and leadership

Many people argue that the values and actions conducive to sustainability need to be inspired by positive media coverage and by leadership from governments, role models and civic entrepreneurs. Leaders can play an important role in initiating projects, engaging others in discussions about principles and in demonstrating what citizenly action can achieve.

An image of self as citizen (like any self-image) is developed both from, and in opposition to, those images which are culturally available. People are selective about the images they draw upon. But as a society we can still look critically at the images made available and promoted, both explicitly and implicitly. For example, we can ask whether it is regarded as cool and clever to behave in non-citizenly ways. If it is made cool or clever not to care, not to know, and to act in anti-social, unsustainable and environmentally damaging ways, then it may be as important to contribute to a social critique of those images as it is to offer alternatives.

Values and actions can also be inspired by understanding – from local ecology to global trade, from agriculture to industrial history, from water to oil. Such understanding makes the things around us meaningful, interesting and often controversial, rather than taken-for-granted.

At the same time, reflective environmental citizenship is evidently catalysed by direct and/or shared experience of environmental or societal loss, by empathy when witnessing injustice or suffering, by fear for the future from unknown risks and by being given information that proves to be misleading.

The linking of values, understanding and action is what makes environmental citizenship important as a mechanism for change. It is also what makes it less than simple to guide or promote.

## Continuing this discussion

- The seminar series has concluded but there are many more issues to explore and more research to be done on the role of citizenship and governance relationships in the search for a more sustainable society. Individual disciplines can bring depth to particular aspects of the themes discussed, but it is only through integrative research that draws on practical experiences, as well as broader theory-building, that we can hope to develop a sophisticated understanding of environmental citizenship. We hope that this work, and the interesting discussions it generates, will continue.
- The seminar series website aims to provide a lasting hub around which to maintain a network of people interested in this area of work. Most papers and presentations and other details of the seminars are posted on the site. Please visit it for details on how to post announcements of future events, research projects, publications, practical examples of environmental citizenship and other relevant material.

[www.environmentalcitizenship.net](http://www.environmentalcitizenship.net)

## Notes

<sup>1</sup> UN Environment Programme. 'Environmental Citizenship: An Introductory Guidebook on Building Partnerships between Citizens and Local Governments for Environmental Sustainability'. Integrative Management Series No.5.

<sup>2</sup> Dobson, Andrew (2003). *Citizenship and the Environment*. Oxford: Oxford University Press.

<sup>3</sup> Public Consultation on Sustainable Development. Prepared on behalf of COI/Defra by Opinion Leader Research, March 2005. Available at: <http://www.sustainable-development.gov.uk/publications/documents/Sustainabledevelopment-pilotstudyforpublicdeliberativeforum.pdf>

<sup>4</sup> Evans, Bob (2005). 'The DISCUSS Project: Developing Institutional and Social Capacities for Urban Sustainability'. Seminar presentation available at: [www.environmentalcitizenship.net](http://www.environmentalcitizenship.net)

<sup>5</sup> Holdsworth, Maxine (2003). 'Green Choice: What Choice?' National Consumer Council report. Available at: [http://www.ncc.org.uk/responsibleconsumption/green\\_choice.pdf](http://www.ncc.org.uk/responsibleconsumption/green_choice.pdf)

<sup>6</sup> Anderson, Alison (2004). 'Environmental Citizenship and West DEN'. Seminar presentation available at [www.environmentalcitizenship.net](http://www.environmentalcitizenship.net)

<sup>7</sup> Haugestad, Anne (2004). On the impact of culture on environmental attitudes with specific reference to Norway. Available at: [www.environmentalcitizenship.net](http://www.environmentalcitizenship.net)

## About this seminar series

The seminar series examined the possibilities and limits of citizenship as a way of promoting sustainability. Five sessions, held between November 2003 and May 2005, brought together political theorists, philosophers, sociologists, psychologists, geographers, planners and educationalists with policy-makers, representatives of non-governmental organisations and practitioners to develop an integrative and interdisciplinary understanding of the theory and practice of environmental citizenship. Because most (but not all) of the participants were based in the UK, the discussions focused primarily on the UK political and environmental policy context.

### Seminar series organisers

**Andrew Dobson** is Professor of Politics at the Open University. He works in the field of environmental political theory, and among his publications in this area are: *Green Political Thought* (3rd edition) (Routledge 2000), *Justice and the Environment* (Oxford University Press 1998), and *Citizenship and the Environment* (Oxford University Press 2003). He has also edited *The Green Reader* (André Deutsch, 1990), *The Politics of Nature* (with Paul Lucardie) (Routledge 1993), and the forthcoming *Political Theory and the Ecological Challenge* (with Robyn Eckersley) (Cambridge University Press 2005), and *Environmental Citizenship* (edited with Derek Bell).

**Derek Bell** is Lecturer in Political Thought at Newcastle University. His research interests are in contemporary liberal political philosophy and environmental political thought, with a particular focus on the place of the environment in political liberalism. He is currently leading ESRC-funded projects on 'Deliberating the Environment: Scientists and the Socially Excluded in Dialogue', 'Citizenship and the Environment' and an AHRC-funded project on 'Global Justice and the Environment'. He is the author of many articles and co-editor (with Andrew Dobson) of *Environmental Citizenship* (MIT Press, 2006).

### Participants (attending one or more of the five seminars):

Maria Adebowale (Capacity); Julian Agyeman (Tufts U); Alison Anderson (Plymouth U); Georgina Ayre (Stakeholder Forum for Our Common Future); Julie Barnett (U of Surrey); Derek Bell (Newcastle U); Christine Blackmore (Open U); Kate Burningham (U of Surrey); Anna Carr (U of Surrey); Kevin Collins (Open U); John Colvin (Environment Agency); Helen Chalmers (Environment Agency); Elizabeth Cleaver (Nat'l Foundation for Educational Research); Anna Davies (Trinity College, Dublin); Patrick Devine-Wright (De Montfort U); Andrew Dobson (Open U); John Dodsworth (Bath U); Brian Doherty (Keele U); Val Ellis (Sustainable Development Commission); Jake Elster (LSE); Bob Evans (Northumbria U); Louise Every (IPPR); Steven Gough (Bath U); Liza Griffin (Open U); Caroline Harrop (Newcastle U); Anne Haugestad (Norwegian U of Science and Technology, Trondheim); Maxine Holdsworth (National Consumer Council); Meg Huby (U of York); Jack Jeffery (Stakeholder Forum); Nick Jones (Council for Environmental Education); Sheryl MacGregor (Lancaster U); Michael Mason (LSE); Colette Murphy (Queen's U, Belfast); Tara O'Leary (FoE Scotland); Paula Orr (EA); Yvonne Rydin (LSE); Dawn Sanders (Nat'l Foundation for Educational Research); Eurig Scandrett (FoE Scotland); Eugenia Rodrigues (U of York); Karen Scott (Newcastle U); William Scott (Bath U); Mark Smith (Open U); Piers Stephens (Liverpool U); Kendra Strauss (Oxford U); Nicola Thompson (Newcastle U); Rebecca Trimnell (Open U); Claire Waterton (Lancaster U); Jeremy Wates (Aarhus Convention Secretariat); Nick Wilding (Centre for Human Ecology); Nick Witney (Defra); Damien White.

The views reported in this dissemination document should not be taken to represent the views of individual participants.