

Environmental Education- A Brief Overview

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Environmental education is a procedure that enables people to investigate issues relating to our environment, take part in critical thinking, and make a move to protect, enhance or improve the environment. Thus, people build up a more profound comprehension of environmental issues and have a better perspective to settle on educated and dependable choices. Early environmental justice did not have an integrated or coordinated approach, and did not address the health effects of environmental inequalities. A coherent conceptual framework, expected to comprehend and handle environmental inequalities and related health impacts, was deficient. An analyses of recent environmental justice writing to discover how reasonable bits of knowledge have advanced have been recognized. The theoretical structure of the WHO Commission on Social Determinants of Health (CSDH) has been dissected for extra clarifications on environmental inequalities and related health impacts. The CSDH system gives extra components, for example, the part of structural determinants, the part of health related conduct in relation to the physical and social environment, access to health care, and additionally the life course perspective. Incorporating components of the CSDH structure into existing environmental justice concepts, and performing more observational research on the associations or interactions between diverse determinants at various geographical levels additionally enhances our comprehension of environmental inequalities and their health impacts and offers new opportunities for developing our approach. On campus grounds across the nation, the part of maintainability officers has developed in scope and direness. The weightage is more to discover new and imaginative approaches to bring down emanations, reduce waste, reuse, and advance environmental awareness among students.

This paper aims to find out how the current environmental justice studies have expanded their scope by incorporating a broader set of physical and social environmental indicators, and by concentrating on various geographic levels and on health impacts of environmental inequalities. The paper will rely on various reports and other instruments of legal and doctrinal research.

1. Introduction

Environmental education is a process to advance the awareness and comprehension of environment[i], its association with man and his activities. It is aimed at creating responsible actions fundamental for safeguarding and improving the environment and its segments. In spite of these distinctions of implications, we should incorporate all these under the umbrella of E.E. with the end goal of this investigation. Any educational modules working for all or any of these destinations should be considered as E.E. modules.

The International Union for the Conservation of Nature (IUCN1971) defined Environmental Education as the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture and his biophysical surroundings. Environmental Education also entails practice in decision making and self-formulation of a code of behavior about issues concerning environmental quality.[ii]

E.E. is the process toward perceiving values and illuminating concepts related with environment and its issues so as to create abilities and attitudes important to comprehend environment.

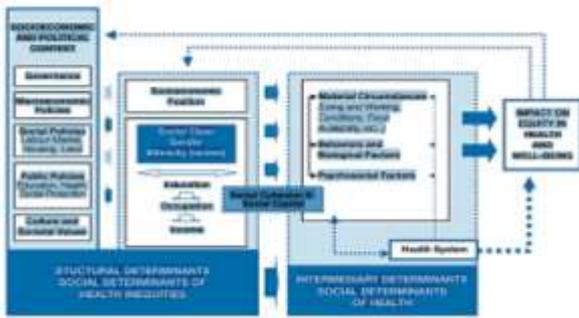
1.1 Principles of Environmental Education[iii]

- Environmental education ought to be continuous and necessary, right from the pre-school to all formal and in addition non-formal higher levels.
- Environmental education must have an interdisciplinary approach.
- The environment must be considered in its totality (i.e. a functional system composed of organized, interacting and independent parts).
- Environmental education ought to advance the value and need of analyzing the major environmental issues from the local, national, provincial, and international perspective.
- Environmental education ought to accentuate the need of looking for global co-operation in environmental planning, prevention and control of environmental issues.
- Environmental education should emphasize the complexity of environmental issues and the need to create basic reasoning and critical thinking skills.
- Environmental education ought to accentuate the significance of economic development without degrading the environment (i.e. sustainable development).
- Environmental education should empower students to incorporate environmental impact analysis in proposed formative undertakings so as to limit environmental damages.
- Environmental education should lay more weight on practical preparing and reasonable activities.
- Environmental education should enable students to find the side effects and reasons for environmental issues.

2. The CSDH conceptual framework

The theoretical structure of the WHO Commission on Social Determinants of Health (CSDH) was dissected for extra clarifications for environmental inequalities and the related health impacts. The CSDH system gave extra components, for example, the part of structural determinants, the part of health related conduct in relation to the physical and social environment, access to health care, and additionally the life course perspective.

Figure 1. Form of the CSDH conceptual



framework [iv]

The structure demonstrates how social, economic and political components give rise to a set of socioeconomic positions, whereby populaces are stratified by income, education, occupation, gender, race/ethnicity and different variables; these socioeconomic positions thus shape particular determinants of health status reflective of individuals' place inside social chains of command; in light of their separate societal position, people experience differences in exposure and vulnerability to health-compromising conditions.

Conflating the social determinants of health and the social procedures that shape these determinants' unequal distribution can seriously mislead approach; over recent decades, social and economic policies that have been associated with positive aggregate trends in health-determining social variables (e.g. income and educational attainment) have also been associated with persistent inequalities in the distribution of these factors across population groups.

Policy objectives are characterized differently, depending on whether the aim is to address determinants of health or determinants of health inequities. The significance of representing the concept of social determinants to strategy-creators in ways that clarify the distinction between the social causes of health and the factors determining the distribution of these causes between more and less advantaged groups. The CSDH framework endeavors to satisfy this objective.

3. Agenda 21[y]

It is a non-binding, voluntarily executed action plan of the United Nations regard to sustainable development. It is a result of the UN Conference on Environment and Development (UNCED) held in Rio de Janeiro, Brazil, in 1992. It is an action agenda for UN, other multinational associations, and individual governments around the world that can be executed at local, national and worldwide levels. The 21 in Agenda 21 alludes to 21st Century. It aims to help the environment and was concurred at Rio Earth Summit[vi] in 1992.

3.1 Structure

Agenda 21 in grouped into 4 sections-

Section 1: Social and Economic Dimensions

- International cooperation for sustainable development
- Combating poverty
- Changing consumption pattern
- Demographic dynamics and sustainability
- Human health

- Human settlements
- Decision making

Section II: Conservation and Management of Resources for Development

- Protection at the atmosphere
- Land resources
- Deforestation
- Desertification and drought
- Sustainable mountain development
- Sustainable agriculture and rural development
- Conservation of biodiversity
- Biotechnology
- Protection of the oceans
- Freshwater resources
- Toxic chemical management
- Hazardous waste management
- Solid waste management
- Radioactive waste management

Section III: Strengthening the Role of Major Groups

- Preamble major groups
- Women
- Children and youth
- Indigenous people
- NGOs
- Local authorities
- Trade unions
- Business and industry
- Scientific and technological community
- Role of farmers

Section IV: Means of Implementation

- Financial resources
- Technology transfer
- Science for Sustainable development
- Education, public Awareness , Training
- Capacity building in developing countries
- International institutions
- International legal instruments
- International legal instruments
- Information for decision for decision making.

3.2 Rio +5 (1997)

In 1997, the UN Assembly held a special session to appraise the status of Agenda 21 (Rio +5) The Assembly recognized progress as “uneven” and identified trends including increasing globalization, widening inequalities in income, and continued deterioration of global environment.

3.3 Rio +10 (2002)

The Johannesburg Plan of Implementation, agreed at the World Summit on Sustainable Development (Earth Summit 2002) Affirmed UN commitment to “full implementation” of Agenda 21, alongside achievement of the Millennium Development Goals and other international agreements.

3.4 Rio +20 (2012)

In 2012, at the UN conference on Sustainable Development the attending members reaffirmed their commitment to Agenda 21 in their outcome Document called “The Future we want”.

The conference had three objectives:

- Securing renewed political commitment for sustainable development
- Assessing the progress and implementation gaps in meeting previous commitments.
- Addressing new and emerging challenges.

All these implementation will be addressed to:

- Government
- Agencies, Organizations and Programs of UN
- Inter-governmental agencies
- Non-governmental organizations
- Constituency groups
- The public.

4. Concept and Action of Sustainable Development

The Brundtland Commission[vii], found an audience for its propositions at the United Nations Conference on Environment and Development in Rio de Janeiro in 1992. The documents affirmed at the Conference, notably the inclusive Agenda 21, included ambitious commitments of duties by world leaders to guarantee sustainable development[viii] in numerous zones/areas and on all levels of society.

The concept supports economic and social development, specifically for individuals with a low standard of living. In the meantime it underlines the significance of protecting the natural resource base and the environment. Economic and social prosperity cannot be enhanced with measures that destroy the environment. Inter-generational solidarity is likewise essential: all development has to consider its impact on the opportunities for future generation.[ix]

The Rio Conference gave a lift to both national and local activity. National boards of trustees for sustainable development were set up on a high political level in many countries. Local Agenda 21 documents and action plan were drawn up in a good number of municipalities. Furthermore, the recently established United Nations Commission for Sustainable Development began to investigate the execution of the Rio decisions at its annual

meetings. . Thousands of municipalities have taken the promotion of sustainable development seriously, with subsequent increased awareness and improved performance.

It was called attention to that extraordinary win-win arrangements do exist. Dynamic social housing policies promote social consideration and value, support economic development, and increase mobility and labor efficiency. More sustainable transport prompts less pollution and less environmental and health issues, less blockage and less mischances/accidents.

The United Nations Decade for Education for Sustainable Development beginning in 2005 and led by the United Nations Educational, Scientific and Cultural Organization (UNESCO) outlines the significance of education in accomplishing sustainable development.[x]

The drafting of an UNECE methodology for education of sustainable development, which was started by the Environment Ministers at their Conference in Kiev in May 2003, demonstrates that there is support in the region for an operational responsibility regarding it. The participation amongst environment and education ministers in the drafting procedure has been extremely promising, yet after the adoption of the strategy its application will constitute the genuine litmus trial of nations' availability to cooperate.[xi]

5. Ventures of enhancing/improving campus sustainability

On campus grounds across the nation, the role of maintainability officers has developed in scope and direness. The weightage is more on discovering new and imaginative approaches to bring down emanations, reduce waste, reuse, and advance environmental awareness among students.

Figure 2: E.E. at different levels of education[xii]

Level	Objectives
Primary education	Awareness of environment (Knowledge)
Secondary education	Relevance for real-life situation of environment (Understanding)
Higher secondary education	Conservation of natural resources of environment (Skills)
College & University Education	Sustainable development by solving problems of environment (Attitude and Evaluation)

Aims of Environmental Education for improving campus sustainability:[xiii]

- To give distinctive groups of individuals and additionally graduates in a variety of expert fields with the knowledge needed to build up awareness towards the environment and the reasonable and the normal use of its wealth.
- To make utilization of these knowledge and aptitudes to protect, conserve and utilize the environment in a sustainable way for the benefit of present and future generation.
- Primarily focuses on energy and climate change, and includes topic such as campus waste, food, and water usage; all of which can impact climate change.

- It is generally realized that car discharges are a huge contributors to pollution. Counterbalance this by biking or walking where conceivable, or travel in public transport.
- Use CFL or LED bulbs as they provide better quality of light and also use less electricity.
- Use less paper by reducing margins and print double sided.
- Always follow the Five R's (i.e., Refuse, Reuse, Reduce, Repurpose and Recycle).

In M.C. Mehta v. Union of India^[xiv], it was stated that “This application is in public interest and has been filed by a practicing advocate of this Court who has consistently been taking interest in matters relating to environment and pollution. The reliefs claimed in this application under Article 32 of the Constitution are for issuing appropriate directions to cinema exhibition halls to exhibit slides containing information and messages on environment free of cost; directions for spread of information relating to environment in national and regional languages and for broadcast thereof on the All India Radio and exposure thereof on the television in regular and short term programmes with a view to educating with view to educating the people of India about their social obligation in the matter of the upkeep of up the environment in proper shape and making them alive to their obligation not to act as polluting agencies of factors. There is also a prayer that environment should be make a compulsory subject in schools and colleges in a graded system so that there would be a general growth of awareness. We had issued notice to the Union of India on the petition and the Central has immediately responded”.

6. Conclusion

In conclusion the paper outlines how the current environmental justice studies have expanded their scope by incorporating a broader set of physical and social environmental indicators, and by concentrating on various geographic levels and on health impacts of environmental inequalities. The paper also seeks to identify the elements for developing an interdisciplinary approach for integrating sustainable development in management education particularly in emerging markets.

Coordination of environmental justice concepts with bits of knowledge from the public health domain is a promising way forward, in light of the fact that it improves our understanding of environmental inequalities and related health effects. A general test of all work on environmental justice is that more observational research is required, specifically into the communications between distinctive determinants and geographical levels, requiring longitudinal environmental, health, and socio-demographic information. This could additionally enhance our comprehension of environmental inequalities and related health effects and offer new opportunities for policy action.

Agenda 21 is a dynamic program. It has been carried out by various actors as per different circumstances, limits and needs of nations and regions in full regard of all the principles contained in the Rio Declaration on Environment and Development. It could advance after some time in the light of changing needs and conditions. This procedure denotes the start of another worldwide association for sustainable development.

Environmental pollution is a problem both in developed and developing nations.

Pollution occurs, on one hand, since the natural environment doesn't know how to decompose the unnaturally produced components, and, on the other, there's an absence of knowledge on the part of people on ways to decompose these pollutants unnaturally.

These features demonstrate that contaminations are a critical long term worldwide problem which influences give or take by each nation and might be tackled or solved by an organized arrangement of activities and the unwavering commitment of States to global environmental agreements.

7. Acknowledgement

I use this opportunity to express my gratitude to my parents for supporting me throughout the drafting of the research paper.

[i] Defined under *Environmental Protection Act 1986* as “environment includes water, air, and land and the inter-relationship which exists among and between water, air and land, and human beings, other living creatures, plants, micro-organism and property.”

[ii] Defined under IUCN 1971

[iii] http://shodhganga.inflibnet.ac.in/bitstream/10603/76004/8/08_chapter%202.pdf

[iv] commission on social determinants of health

http://www.who.int/social_determinants/resources/csdc_framework_action_05_07.pdf (last accessed on 29th December 2017, 10:30 a.m.)

[v] <https://sustainabledevelopment.un.org/outcomedocuments/agenda21> (last accessed on 29th December 2017 , 11:00 a.m.)

[vi] The United Nations Conference on Environment and Development (UNCED), also known as the Rio de Janeiro Earth Summit, the Rio Summit, the Rio Conference, and the Earth Summit

[vii] Named after Norway's former prime minister, GRO HARLEM BRUNDTLAND.

[viii] *The Brundtland Commission's report defined sustainable development as "development which meets the needs of current generations without compromising the ability of future generations to meet their own needs".*

[ix] The environmental social interface of sustainable development: capabilities, social capital, institutions, by Markku Lehtonen in *Ecological Economics* 49, 2004.

[x] Sustainable development of human settlements in the UNECE region: progress and challenges, ECE/AC.25/2004/4 plus Add. 1 and 2, 19 November 2003.

[xi] Draft UNECE strategy for education for sustainable development, CEP/2004/15, CEP/AC.13/2004/8/Rev.1, 3 August 2004.

[xii] Environment Education for quality enhancement of sustainable development <https://www.slideshare.net/Vijirayar/environmental-education-ppt-56247070> (last accessed on 29th December 2017 , 11:00 a.m.)

[xiii] Effective Environmental Management: Principles and Case Studies.

[xiv] WP 860/1991 (22/11/1991) (Environmental Education Case)