

# Environment includes Everything

**How does one educate about the environment?**

# Environmental Education...

## What, Why, How?

## What is EE?

It is the process of

- Developing a world population that is aware of and concerned about the total environment and its associated problems.
- Recognizing values and clarifying concepts in order to develop skills and attitudes necessary to lead to action, so as to improve all ecological relationships.

## The Ultimate Goals of EE are

- To enable people to understand the interdependence of all life on this planet.
- To increase people's awareness of the economic, political, social, cultural, technological and environmental forces which foster sustainable development.
- To develop people's awareness, competence, attitudes and values
- to enable them to be effectively involved in sustainable development
- at local, national and international levels, and help them to work towards a sustainable future.

## Objectives of EE

The first Intergovernmental Conference on EE held at Tbilisi in 1977 established the objectives of EE.

These are to develop:

- an **awareness** of the environment and its problems;
- basic **knowledge** and understanding of the environment and its inter relationship with man;
- social **values and attitudes** which are in harmony with environmental quality;
- **skills** to solve environmental problems;
- ability to **evaluate** environmental measures and education programmes;
- appropriate **actions** to solve environmental problems to create a sustainable environment;

## Guiding Principles of EE

### EE should

- Consider the environment in its totality—natural and built
- Be a continuous lifelong process
- Be interdisciplinary in approach
- Utilize diverse learning environments and a broad array of educational approaches
- Focus on the learner's own community
- Relate environmental sensitivity and problem-solving at every level to the learner's own community

## EE should

- Enable learners a role in planning their learning
- Promote co-operation in the prevention and solution of environmental problems
- Examine major environmental issues from local, national, regional and international perspectives.
- Focus on current and potential environmental situations within a historical perspective
- Emphasize on the complexity of problems in developing critical thinking and problem solving skills
- Consider environmental aspects in plans for development

**Environmental Education is education that is intimately connected with the environment.**

**It is**

Education **about** the environment

Education **through** the environment

Education **for** the environment

## Education about the environment

- Provides understanding of how natural systems work
- Provides understanding of the impact of human activities upon these systems
- Fosters environmental awareness and concerns.



## Education through the environment

Gives reality, relevance, and practical experience to learning through direct contact with the environment

Develops important skills for data gathering and field investigations

Develops aesthetic appreciation



## Education for the environment

Develops an informed concern and sense of responsibility for the environment.

Develops the motivation and skills to participate in environmental improvement.

Promotes a willingness and ability to adopt lifestyles compatible with the wise use of environmental resources.



## EE for whom?

All sections of society depend, directly or indirectly, on the environment and make decisions that impact it.

The target audience for EE therefore encompasses all sections of society, all ages, and all stages of education.

The strategy for EE must necessarily be multi-pronged, reaching out to different target groups through appropriate methods, approaches, and media.

## The Role of an Environmental Educator

To educate about the environment is a challenging task.

- Environment is all-encompassing, multidisciplinary and dynamic. An educator has to bring in its scientific, social economic, political and technological dimensions to EE.
- Practical activities and first hand experiences of real-life situations are essential to make EE meaningful.
- Objectives of EE--spanning awareness to action--pose a challenge. Educators have to explore fresh ways of teaching.

## EE in India

“There is a paramount need to create consciousness of the environment.

It must permeate all ages and all sections of society, beginning with the child.

Environmental consciousness should inform teaching in schools and in colleges. This aspect will be integrated in the entire educational process.”

**National Policy on Education, 1986**

## EE Initiatives in India

### Government

- At the National level, the Ministry of Human Resource Development (MHRD) and Ministry of Environment and Forests (MoEF) have been working towards supporting EE in schools.
- State Governments and various academic institutions have also taken initiatives in this direction.

### Non-Government

- Several NGOs are working in EE at the local, state and national level.
- They are involved in development of EE material, teacher training, facilitating school programmes, organizing events, camping activities, etc.

## **EE in Schools**

EE is a life-long process beginning at pre-school level and continuing through all formal and non-formal stages.

School is one institutional framework through which EE can be introduced.

The main actors that interact within this framework are students, teachers and the curriculum.

## EE in Schools

Within this framework EE should aim to

- Provide all students with opportunities to acquire the knowledge, understanding, and skills, to engage effectively with environmental issues.
- Encourage students to examine and interpret the environment from a variety of perspectives—physical, biological, sociological, economic, political, technological, historical, aesthetic and ethical.
- Arouse students' awareness and curiosity about the environment and encourage active participation in resolving environmental problems.

## Within the School System

### Constraints

- Curricular load
- Shortage of time
- Pressure of examination system
- Overloaded teachers
- Large class sizes
- Lack of relevant teaching learning material
- Limited access to reference material and teaching aids
- Inadequacy of resources and facilities
- Lack of support of school managements and parents

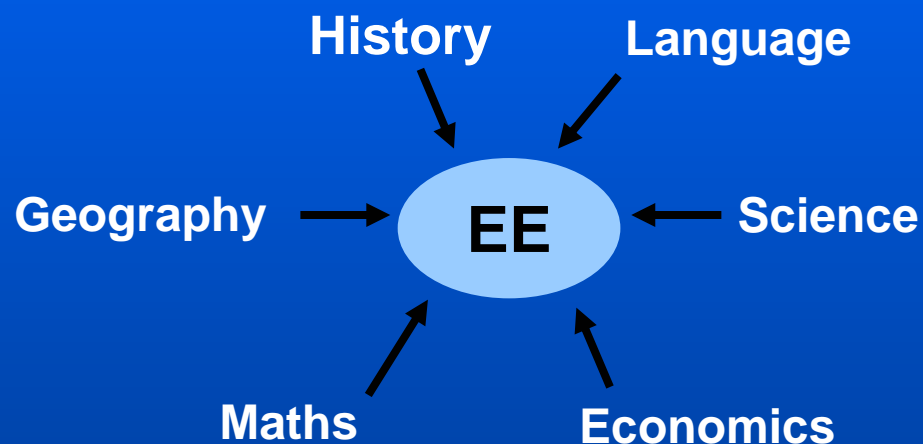
## Within the School System

### Opportunities

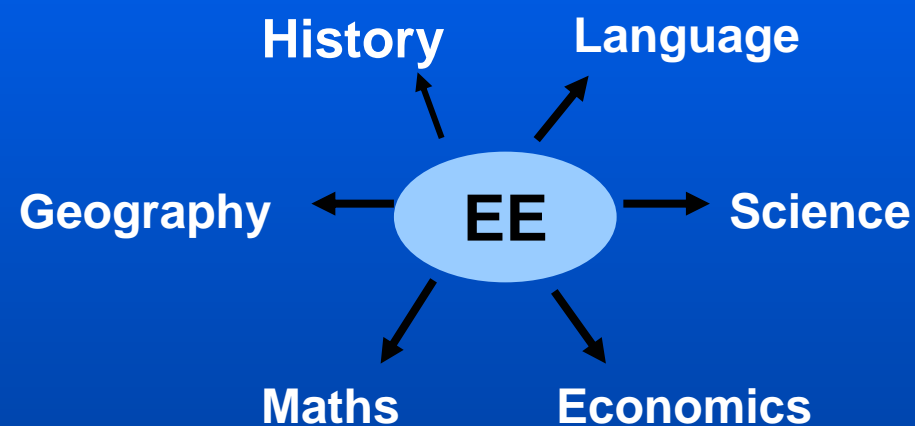
- The importance of EE is being recognized by all concerned.
- Environmental concerns are already an integral part of curricula and textbooks.
- Co-curricular activities such as eco-clubs and nature camps are becoming increasingly popular.

## EE in Schools: The Treatment

There are two ways of looking at this



As a separate subject



As a way of teaching  
existing subjects

## EE and the Teacher

How does one bring EE into the classroom?

- Within the school system it is the teachers who play a very important role.
- They create suitable learning conditions.
- They guide or inspire students' thinking and action in the desired direction.

## **Many Ways to Teach and Learn**

A variety of teaching methodologies may be used for effectively integrating environmental dimensions into the existing curricular system with minimal demands.

No matter what the situation, the teaching-learning experience can be enhanced by teachers.

The challenge is to use imagination and innovation in selecting from the many activities and approaches that can motivate students and take them from awareness to action.



**Games**



**Classroom Displays**



**Performing Arts**



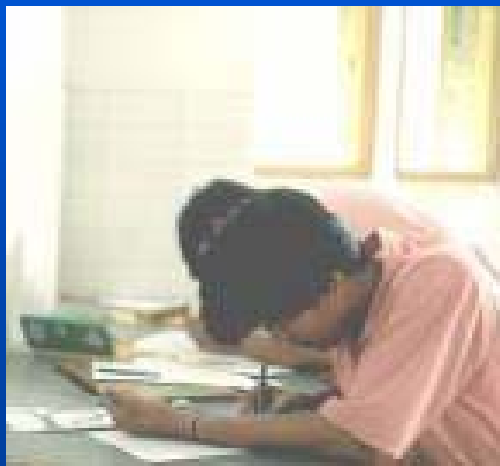
**Demonstrations**



**Exhibitions**



**Creative Expression**



**Creative Writing**



**Arts and Craft**



**Using the Outdoors**



## **You can make a difference**

Thousands of schools and teachers all over the country have taken up this challenge.

**You can do it too...  
Become a Green Teacher**



**A Slide Show Developed by  
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**Under a Project Supported by  
Ministry of Human Resource Development  
Government of India**

