Environmental Education
Myth or Reality
Bishnu B. Bhandari

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1. What should we do for human prosperity?

Two wisdoms

(1) If you want 1 year of prosperity, grow **grain**;
   If you want 10 years of prosperity, grow **tree**;
   If you want 100 years of prosperity, grow **people**, i.e. educate them.

(2) In the end we will **conserve** only what we love,
   We will love only what we **understand**,
   And we will understand only what we are **taught**.
2. What is EE

It is a holistic learning process, whereby the individual acquires knowledge, attitudes, skills, values and motivation to improve the quality of human life.

3. What are its foundations?

• Learning to know
• Learning to do
• Learning to live together
• Learning to be
4. Key Events of Environmental Education

1960s  **Nature Study** (Learning about plants, animals, the physical systems)
       **Fieldwork** (Practical works mostly led by biology, geography)

1970s  **Outdoor/Adventure education** (Practical and outside education as in field work)
       **Field studies centers** (developing awareness through practical activity and investigation)
       **Conservation education** (emphasis on know, save and use resources)
       **Urban studies** (Study of the built environment, street work)

1980s  **Global education** (clusters most of the adjectival educations complimentary and inter-dependent)
       **Development education** (Dealing with plight of the developing countries)
       **Values education** (Values clarification through personal experience)
       **Action research** (Problem-solving and involving fieldwork)

1990s  **Empowerment** (Capacity-building and action aimed at socio-environmental problems)
       **Education for sustainable development** (based on partnership, collaboration and linkage)

2000s  **Community of partners (?)** (Stakeholders working together to identify and resolve problems)
       **Internet and ICT education** (Use of new technologies, teachers as mediator, students as partners)

5. EE moving towards ESD

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<thead>
<tr>
<th>Change in individual behavior</th>
<th>Ecological</th>
<th>Political</th>
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<tbody>
<tr>
<td>Awareness</td>
<td>Diversity</td>
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<td>Knowledge</td>
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<td>Understanding</td>
<td>Emotional</td>
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<td>Skills</td>
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<th>Change of socio-economic-political structures &amp; lifestyles</th>
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<td>Equity, justice</td>
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<td>Democracy, respect</td>
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<td>Action competence</td>
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From old EE  [Arrow]  To new ESD
6. Why it is a new perspective?

Same subject, people, problem & resource
- Interface of three “E’s”
- An enlarged view of development
- Inter-generational equity
- Ecological equity (Both animate & inanimate things)

we must reinvent the world economically, environmentally & socially

7. EE is a new perspective

- Let us take the example of a forest.
  - Saplings cultivation - Silviculture
  - Management & protection - Forestry
  - Aesthetic values - Ornamental Horticulture
  - Know, save, use of resources - Conservation Education
  - Ecosystem relationships - Ecology
  - Every thing has right to exist - Earth Education
  - In & about nature - Nature Education
  - Adventurous, aesthetic, first-hand - Nature Studies (1903)
  - Nan in the total environment - Outdoor Education
  - Economy, environment & equity - Environmental Education
  - Education For SD (ESD)
8. What are its special features?

![Diagram showing horizontal and vertical linkages of ESD]

9. Curriculum

- From holistic to specialization
- Progression towards greener curriculum
- Focus on social science, humanities and liberal arts as well
- Going towards across the curriculum
- Stressing the entire-government approach
- Collaboration
10. Education Decade

- UN Decade on Education for Sustainable Development (DESD)
- 2005-2014
- UNESCO designated as the Lead Agency
- Promote the profile of ESD
- Framework for Draft International Implementation Scheme under preparation
- Partnership

At the end

Thank you for your kind Invitation,
Attention & Hospitality.

My dream has come true.