

Reaffirming the Environmental Adult Education in the Global World

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Abstract

In the Global world, where education is pushing for horizontal requirements of global society, Adult Education especially the Environmental Education provides ample scope to internationalize the local practices. It emphasizes the inductive approach for understanding the context and practices of adult education for environmental well being. This article has involved the discussion about the role of adult education towards environmental domain in the twenty-first century. It has also tried to discuss various methodological implications in European Association for the Education of Adult (EAE) practices and its relevance in contemporary time. This study has been developed after the analysis of various research papers, practices and policy documents.

Keywords: *Environmental Adult Education, Non-Formal Education, Sustainability, Environmental Integrity, Teach-Ins.*

Introduction

Education has been one of the key components in the development of society, as it is one which justifies the basis of right and wrong in society. It also deals with the different settings of the behavior. Earlier education was centralized for the limited sections as it was not allowed for anybody in the world. With the advent of democratic set up in the world, it started to demand decentralization of education and widened the scope of education by recognizing the equal importance of non-formal and informal way of education. It encourages maximum participation and provides flexible approaches. Education is no more a one-way or top-down process; it has become a continuous process based on social justice. Environmental Adult Education (EAE) is one of the time frame explanations of the recent approaches, which is based on the principle of inclusion and dually recognize the importance of non-formal and informal form of education system.

In the world of Globalization where education is pushing for horizontal requirements of global society, Adult Education especially the Environmental Education gives ample scope to understand the global environmental issue with the lenses of local problems. Environmental Adult Education combines the value and practices of local people, who have set a benchmark for the universe in the development of environmental awareness without having the theoretical structural educational set up, but every day they expose and deals with it.

Environmental adult education (EAE) is an amalgamation of “environmental education” and “adult learning theory” to insight the meaningful educative experiences to the learner with the motive of bringing about environmental change. Environmental education with adult education presents a universal platform to engage in dialogue about future

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directions for the field based on historical trends and lessons. It is a hybrid outgrowth of the environmental movements and adult education, combining the ecological orientation with a learning paradigm to provide a vigorous educational approach to environmental concerns. EAE scholars assert that environmental educators often taught factual information and focused on individual behavior change to stop environmental degradation, and made few efforts to reach diverse adult learners (Haugen, 2010). In recent decades it has been observed, environmental education has been institutionalizing with less understanding on the contribution of the informal and non-formal way of education towards the sustainable social development, where the adult education has major contribution.

Statement of Purpose

This paper has discussed the role of environmental adult education in contemporary global era, as global world is engaged in the process of economic development, technological advancement and debating euphoria of development and underdevelopment with it, simultaneously focusing on institutionalization which is only limiting these things to a certain domain by creating the dominant influences and unbalancing the environmental component. In real terms neglecting the importance of major regional components that aggregate and impact the global scenario among them is Environmental Adult Education. It has also discussed about the growth and development of the discipline, debate of Environmental Adult Education and its relevance and effectiveness in contemporary time, its methodology and approaches. It has also talked about extending the concept of local environmental practices on the global platform. And, lastly, it has discussed the role of ecological approaches for deeper understanding of the subject matter of Environmental Adult Education and its futuristic role.

Literature Review

1) Adult Learning and education as a response to global challenges : Fostering agents of social transformation and sustainability – This article by Silke Schreiber-Barsch and Werner Mauch explains the potential of adult learning and education, its pivotal role in promoting global local partnerships and addressing social transformation and its relationship to the issue of sustainability. The authors' conceptual setting helps to reveal the closely connected yet contested and always power-related perspectives of adult learners, adult education practitioners and intergovernmental organizations under the auspices of a required "great transformation".

2) Adult learners and the environment in last century : A historical analysis of Environmental Adult Education(2010) by Caitlin Secret Haugen combines Environmental adult education with Environmental education and adult learning theory to provide meaningful educative experiences to learners with the purpose of bringing about genuine environmental change.

3) Reimagining adult education and lifelong learning for all: Historical and critical perspectives (2022) by Aaron Benavot, Catherine Odora Hoppers, Ashley Stepanek Lockhart, Heribert Heinzen– this article explores ways of institutionalizing and expanding adult education for all within a lifelong learning perspective.

Methodology

This paper has been formulated with the help of various available sources of secondary texts. It has analyzed various research articles, books, policy documents, practical experiences /observations related to the field of study. It has used qualitative method and inductive approach. Since this paper has covered the major debate of adult education with environmental education, so it has tried to explore all the major writings that are

broadly related under the ambit of study to understand the changing context of Environmental Education and the influences of adult education on it.

This paper has been discussed in various parts, where the first part has tried to build the theoretical understanding. The second part has covered the major debate of Environmental Adult Education and its method of working. Then it has prolonged the debate on its role in globalization, major functionalities involved in this participatory approach, role of non-formal education with Lifelong Learning. Later, it has discussed the ecological approaches to understand the debate and in the concluding part, it has presented indigenous approaches to solve the global problems with the help of some case study.

Theoretical Understanding

In 1962, the book “*Silent Spring*” by Rachel Carson first time carefully explained how to balance nature. She describes the balance of nature of the soil, of the earth's waters, and of the organisms of the earth. Emmelin (1976) published an article titled, “The Need for Environmental Education for Adults”, that makes a distinction between environmental education and environmental adult education. The literature of Environmental aspect of adult education on global platform got strong attention after the United Nations (UN) published a report titled “Our Common Future”, also referred to as the “Brundtland Report” (Brundtland, 1987). This document is credited for inspiring the first Earth Summit, an international conference on the environment and development, in 1992 (UNSD, 2005). The UN’s Environment Program (UNEP) released another major report titled *Environmental Perspective to the Year 2000 and beyond* (UNEP, 1987; YarmolFranko, 1989). These documents brought environmental problems to the forefront of world issues at that time. In the wave of EAE literature that followed the two UN reports in the 1980s, authors first recognize the importance of focusing on strategies for achieving sustainable development in environmental adult education. Shortly thereafter in 1991, the International Council for Adult Education (ICAE) established the Learning for the Environment Programme, which was the “only global network that provided a place of encounter for adult educators who were working within an ecological framework” (Clover, 2004, p. vii). Later Brazil organized the “Rio Earth Summit” (1992) where adult education was also a prime agenda of discussion and was a key part of “Agenda 21”, a comprehensive blueprint for a global partnership. Out of this gathering, the first treaty on environmental adult education, *Environmental Education for Sustainable Societies and Global Responsibility* was adopted, notable for the profile given to adult education and the use of adult education principles for international policy-making.

In 1997, at the fifth UNESCO international conference on adult education, environmental issues were on the agenda for the first time (Clover, 2006). The resulting “CONFINTEA V” report called the “Hamburg Declaration” and “Agenda for the Future” (UNESCO 1997a), and the resulting handbook, *Environmental Adult Education: From Awareness to Action*, marked an international watershed. They provide clear principles to guide environmental adult education and propose a working definition:

“permanent process in which individuals gain awareness of their environment and acquire the knowledge, values, skills, experiences, and the determination which will enable them to act individually and collectively to solve present and future environmental problems as well as to meet their needs without compromising those of future generations” (UNESCO, 1999, p. 4).

The discourse on Environment Adult Education (EAE)

Environment Adult Education deals with the components that led to the behavioral change towards the achievement of major goals related to the improvement of environmental quality through awareness among the people on environmental problems. It also helps to create an atmosphere accordingly so that it helps to encourage people

participation in decision making and develop the capabilities to evaluate the development programmer. Its goal is to encourage maximum participation of all the section of the society. In the contemporary time, it helps to develop the attitude and skill to cope up with environmental problems.

On the other hand, it has several roles like the incorporation of Indigenous theories into practice, involvement of women and local people in the decision-making process, integration of non-formal education, building the capacities among adult educators to take up environmental education for raising environmental awareness.

Methodological Understanding in the function of EAE

Environmental adult education uses engaged, participatory methods based on the understanding that learning is a far more complex, extensive, and important process than information transmission. It begins from a platform of recognizing people's ecological knowledge(s) and bringing these together through dialogues and debates to create new ecological understanding of our world that propagate towards the construction of global sustainable society. It uses a variety of critical and creative practices, strategies, and tools in the praxis of learning that equally recognize the institutionalized and deinstitutionalized knowledge and understating in this field.

Various researches and policy documents expose the recent trends of economic growth without the inclusive development, which are the biggest developmental issues in contemporary world, especially in the developing nations. Institutionalization of education and skills has left the major part of the world or abounded the major population for taking part in decision making in the field of education and environment which has resulted in imbalance. on one dimension world is talking and moving towards achieving the sustainable development goals (SDGs),2015- 2030, which emphasized the participation of each section of the society, where environmental adult education has the potential to contribute positively to involve all sections of the society to developmental process, even though it has remained a neglected agenda of discussion.

Globalization and Environmental Adult Education

Since globalization has an impact on every aspect of people's lives irrespective of the fact whether they are from developed or developing society. Adult Education provides proper space to analyze critique and understand the challenges from a variety of standpoints. Environmental adult education is an array of global practices that respect ecological knowledge(s), encourage creativity, and stimulate debate and dialogue around contemporary environmental problems. It relates the environmental issues with the individual adults from diverse background. To be most effective, deliberation environmental adult education is linked to local, national, or global activism and act on the discourse of democracy, accountability, equity, and hope. The scientific and industrial revolutions have enabled to dominate certain sections on cultures, politics, and environments and it continues in contemporary globalization, through lightning speed which intensely impacting in the domain of society and ecology. While definitions of globalization vary significantly present the various salient features like globalization can be discussed in following arguments- first, it is the latest form of capitalist reorganization that shapes society through an "alliance of modern science, technology, and markets". Second, it erodes the barriers of time and space that constrain human activity and trivializes what is small, particular, indigenous and local. Third it has an impact on all aspects of life: the economy, workforce, communications, education, culture, health, language and literacy, governance, and the environment and fourth, as globalization, increasingly penetrates into the life of the world, people become more aware of its impact on the every-day of life. While the first three features have quite negative connotations, the final one stirs hope and promise (Glover, 2013). The ideological underpinnings of the globalization of increased competition, production, marketing, privatization, and deregulation, all in the single-minded pursuit of wealth have created massive ecological

imbalances of unprecedented proportion without understanding the future consequences on society at large. Adult education in this situation has perfect solutions for the prevailing problems, as it opens the doors for the common cooperation and equitable distribution of knowledge and resources.

Environmental adult education makes concrete links between the “environment, social, economic, political, and cultural aspects of people’s lives”. Environmental adult education is an engaged and participatory process of political and social learning and not solely a matter of individual behavior change and information transmission (Schleicher, 1995). While awareness-raising frameworks of public education focus on keeping people informed on matters of pollution, science, and technology. Environmental adult education uses “engaged, participatory methods based on the understanding that learning is a far more complex, extensive, and important process than information transmission”. EAE begins from a platform of recognizing people’s ecological knowledge(s) and bringing this knowledge together through dialogue and debate to create new ecological understandings in our world. Environmental adult education is about root causes and is therefore deeply critical of way of handling the environmental practices in global world and education that are concentrated in limited sections; it highlights the gaps between theory and practices in the world for sustainable development. It deals with a process that is community-oriented and contextually shaped. This does not mean that communities are simply accepted as is, but rather working toward the democratization of power by challenging underlying racial, class, and gender biases and other inequities. Humans make their world by learning and participating in its where adult education provides opportunities for the engagement of each section of the community. Their ideas and theories are grounded in the life-world, emerging from experience and ritual. Environmental adult education uses a variety of critical and creative practices, strategies, and tools in the praxis of learning.

While globalization generates acute global problems, on the other hand, there is also a “positive force that encourages an emancipatory politics of globalization” (Appadurai, 2001, p. 6). The imagination allows people to resist state and corporate violence, seek social and environmental redress, critique and challenge and design new forms of civic engagement, collaboration and learning (Appadurai, 2001) and gives “credence to alternative realities” (Greene, 1995, p. 3). Through their practice in social movements, universities, colleges, communities, and non-governmental organizations, environmental adult educators demonstrate and unlock the powers of critical engagement and imagination. Adult education is a component which advocates for the notion of “imagination”. It helps to collect the views of common people who advocate the decentralization of knowledge in the globe. It also helps to understand the various environmental movements around the world, as was for the common people, who did not get power to engage in decision making.

Social Movement learning, a central component to anti-globalization actions around the world is also known as “teach-ins.” Teach-ins bring together students, the elderly, artists, educators, activists, and union members to discuss strategies and explore troubling issues such as genetically modified foods, trade and the environment, militarism and corporatization, poverty, and democracy (Clover D. E., 2003).

Learners and Trainers role for Participatory EAE

From the early 1990s on a steady stream of literature emerged in the field of environmental adult education, later interventions of the educational institution started to examine and discuss the issues from the grassroots level (Haugen, 2010). Yet as a discipline EAE still has a relatively small body of knowledge till date. Identifying the concern practitioners begin to discuss specifically how to involve education among citizens and every-day decision-makers in the change process, access to that information, educational opportunities, and an awareness of their rights. Environmental adult educators argue that the role of instructors is to guide participants to take appropriate

action and to encourage them to take part in the learning process by truly acknowledging their input. EAE educators started to work on adult education aspects to take action by realizing the power of both educated and uneducated people to break the notion of powerlessness. It expressed a need for communities to address their own environmental problems by engaging in “community environmental action through education, training, and access to information”. Another contribution came in this field by placing environmental problems in a global context. Educators note that learners need tools to bring local issues to the global stage. Without that connection, practitioners assert, learning is far less comprehensive because it fails to communicate the urgency and scope of global environmental degradation. Scholars emphasized that humans and their relationship to the Earth during the teaching and learning process in order to bring the global context into the process. Identifying the long-term socio-economic consequences, practice started first to mention the environmental inequalities between wealthy and poor nations appeared in the 1990s, and environmental adult educators are encouraged to address those inequalities in their teaching and research. Further, it tried to assert the learners moral and ethical beliefs. It helped to develop the understanding of humans balanced relationships and activities in four spheres: (1) the biosphere, or the Earth’s natural systems; (2) the technosphere, or human structures and activities that altered the natural world; (3) the socio sphere, or the systems humans had in place to ensure positive relations between humans and the first two spheres; and (4) the human mind and spirit sphere. Modern societies consider the environment as a separate subject to teach, but environmental adult education is more effective because it permeates participants to lives and acts on the ethical core. This ensures humans develop a sense of ecological responsibility and a deeper commitment to the Earth as a system that simultaneously supports and coexists with humans. Environmentalists should argue and see EAE not only as a way of educating but also a way of living and being. This is a concept that environmental adult educators still strive to instill in their learners.

Educators continue to assert that the general population is aware of environmental problems, and teaching and learning models have been failed to include learner inputs (BADA, 2015), it recognized positive teaching and learning practices as those that focus more on the knowledge, perceptions, and ideas of ordinary citizens, and less on environmental experts (Clover D. E., 2002). During the 90s period, environmental adult educators recognize that environmental education is not meeting the needs of adult learners. Practitioners also note the importance of all community members’ input in the EAE process, regardless of their educational level or knowledge base. Environmental adult educators assert that a strong relationship between humans and nature is needed to strengthen the environmental ethic discussed earlier in the decade. Two significant contributions appeared in the EAE field during the mid to late 1990s. First, in 1997 environmental adult education appeared as a session during the Fifth International Conference on Adult Education, sponsored by UNESCO. This is the first time at a UNESCO adult education conference that EAE is recognized as a separate body of knowledge. The session presents scholars and practitioners one of the first opportunities to focus on the challenges and opportunities in the field, as well as recommendations for further development (UNESCO, 1999). The second major contribution in the late 1990s is that environmental adult educators recognize that in order to truly address environmental issues, the underlying socio-political factors that contribute to environmental destruction have to be considered in teaching and learning practices. Clover (1995a) notes that environmental adult education initially moved away from environmental education because it did not give a “holistic view of nature, politics, society, and culture”. Many educators recognize that including oppressed groups that typically suffer most from environmental degradation and social injustice is a key component that distinguishes EAE from environmental education. As a result, scholars turn to the philosophies of other major education movements including feminist,

indigenous, popular, and non-formal education as it is a part of Adult Education, which also address the socio-political factors present in environmental issues.

Indigenous non-formal education and Lifelong Learning: a Lesson for Present

Indigenous education also referred to as native education or aboriginal education is based on the notion that indigenous students learn differently based on their cultural backgrounds. They struggle more in traditional classroom settings because of their “diversity in culture, thinking, experience, and learning”. “Indigenous education is intrinsically connected with culture, language, land and knowledgeable elders and teachers” (Haugen, 2010). Indigenous learning is life-long and extends beyond the formal classroom setting. Researchers promote teaching and learning practices that focus on traditional indigenous educational methods including spiritually-based models and the involvement of tribal leaders and indigenous people at all level of planning, programming, and administration. Such methods, which are key to best meet the needs of indigenous learners, also include training opportunities for non-indigenous teachers, the encouragement of high-quality educational opportunities at all levels, and the communication of a high level of respect of native cultures. Environmental adult educators use indigenous education theory as a foundation for EAE because it emphasizes connections to the Earth as a framework for pedagogy. The indigenous theory stresses a deep connection to the Earth and considers nature a teacher and spiritual guide. The model of a more peaceful, sustainable relationship with nature is an important guide for environmental adult educators. Also, indigenous populations worldwide have often been the subjects of massive, institutional oppression, and so listening to their voices is important in EAE practices. Environmental adult education draws on feminist and indigenous theories and incorporates those theories into its practices by including women and indigenous people in decision-making processes. EAE also “provides community members with a framework of analytical constructs to help them to summarize, explain, systematize and support their own experiences. It also challenges them to think critically and make links they may not otherwise make”.

Environmental adult educators draw on popular education’s examination of the socio-political factors that lie at the root of environmental problems, just as popular educators look to those factors and how they affect educational opportunity. EAE theorists argue that educators who do not examine those factors fail to lead meaningful learning experiences. Environmental adult educators empower learners to fight underlying factors that contribute to environmental problems and use popular education as a model. Freire also influenced the non-formal education theory. It is important to distinguish non-formal education, which is organized learning that occurs outside the formal system as a feature of broader activities, from informal education, which is: The truly lifelong process whereby every individual acquires attitudes, values, skills, and knowledge from daily experience and the educative influences and resources in his or her environment –from family and neighbors, from work and play, from the marketplace, the library, and the mass media. Non-formal education takes on many forms from vocational education to literacy education to on the job training in all age groups (Torres, 2001).

There are four features that distinguish NFE from other forms of education: (1) learning is relevant to students who did not learn well in the formal system; (2) learning has a clear purpose and goals; (3) curriculum is flexible to accommodate learners and educational systems; and (4) it is concerned with a certain clientele (Smith, 1996).

NFE is often non-credential based, and seeks to solve problems in communities that are “not only education such as illiteracy and functional literacy in many cases, they are more basic such as poverty, deterioration of the environment, lack of water, and poor health status”.

Non-formal education, like environmental adult education, emphasizes examining root causes of social problems in order to find viable solutions. Early EAE theorist Emmelin

asserts that environmental adult education is both formal and non-formal, it also argues that governments should rely more on adult non-formal educational opportunities to teach EAE. Environmental education should take place within the learners' communities in non-formal settings. For these reasons, the principles of NFE are an important contributing factor to EAE teaching and learning theory. During the late 1990s, EAE practitioners examined feminist, indigenous, popular, and non-formal education theory to determine how each philosophy built the theoretical base of environmental adult education. Conceptualizing how each body of knowledge contributed to EAE enabled environmental adult educators to determine how the principles and practices in the field were influenced by other disciplines. This was the most significant contribution to the field.

Policy discourses

Many nations in the world have Adult Education policy but explicitly no or very few countries have formulated the separate policy related to the environmental education, though it has been addressed either through a section under Education or Adult Education policy or various other policy enacted with the introduction of global policies like Millennium Development Goals, Sustainable development Goals. In India there is no separate EAE Policy but it is practiced by different institution in their own way separately. Though there is well defined national policy of Environmental Education informal structure of education, it has barely mentioned about EAE, however Environmental section is education has included as a core concept in National Policy on Education, 1986 by Ministry of Human Resource Development (MHRD) a Ministry that take care the education in the country. The different policy, however, emphasized the role of environmental education for the development of a sustainable society but EAE was neglected in all Policy Documents.

Ecological Approaches and its relevance

Environmental discourse is a many-voiced landscape linking scientific, political, economic, and ethical thought. Yet, in environmental adult education, the theoretical foundations and principles for practice are still in development. Thus, a brief introduction to environmental thought, particularly deep ecology, spiritual ecology, social ecology, environmental justice, eco-feminism, sustainable development, and sustainability is necessary as discursive groundwork for understanding the approaches taken in the adult education field.

Deep ecology (Naess, 1973) considers mainstream environmentalism as shallow, piecemeal, and reformist, not capable of spawning the deep changes necessary to replace the Western mechanistic paradigm (Glasser, 1996). Deep ecology seeks to catalyze an ecological consciousness and a culture shift based on the no anthropocentric premise that humans are only one among many species, not exempt from but dependent on ecological laws and natural processes. A biocentrism ethic (Glasser, 1996) places a moral duty on humans to maintain ecosphere integrity, adapt to natural world processes, and live within rather than technologically manipulate bioregional limits. It fosters the view that each person is part of the universal fabric of wholeness, often drawing from Eastern spiritualities and New Science. The central focus of this statement is on the building of capacities among adult educators to take up environmentally-oriented education for raising environmental awareness; integrating environmental, political, and social issues; and promoting action that respects environmental integrity.

Another approach which has a prominent prospect to bind environmental Education is civil ecology; it works on the principle of continuous integration of new participants, including young people. Civic ecology education refers to the learning and to the social and ecological outcomes that occur when youth and others become engaged in civic ecology practices. Because civic ecology education involves the integration of novice learners into communities of more experienced civic ecologists, socio-cultural theories

that emphasize learning as participation in communities of practice are relevant. In the case of civic ecology, adult community forester the sustainable practices where Young people May first participates "peripherally" by observing how adults plant and care for trees. Eventually, they become "full participants" by planting and caring for trees themselves. In so doing, they not only learn about trees and the environment but also demonstrate conservation behaviors thus, socio-cultural learning theories focus on learning as participation. They suggest an alternative to education that views learning as preparation for authentic participation. For example, classroom environmental education may seek to change behaviors by teaching children about saving water, whereas civic ecology education would engage young people in conservation practices in local watersheds (Marianne E. Krasny, 2010).

Ecological views of learning that focus on the interaction of students with their environment and on the resultant changes in both students and the environment (Barab & Roth, 2006) are particularly useful in thinking about learning as participation in a community of practice. At the same time, they develop social connections with the adult gardeners, thus changing their immediate social system. They also enhance the local environment by creating new gardens (Krasny, Tidball, & Najarian, 2006). Learning thus can be viewed not only as an individual phenomenon but also in relation to the larger social-ecological system (Tidball & Krasny, 2009).

Environmental Adult Education: Grounded Local and Embracing the Global

As the economy goes global, opposition to its corrosive impacts spreads around the world. While this opposition emerges from diverse local interests, it often centers on environmental concerns—clean water, breathable air, intact rainforests, uncontaminated foods. These concerns form a rallying point for critical analysis, global networking, and learning our way into new ways of seeing and being—not just in local communities but on the whole planet. Orr (1992) argues that “education appropriate for sustainability will give greater emphasis to place-specific knowledge and skills useful in meeting individual local needs, and for rebuilding local communities” (p. 146). This is where environmental adult education can ground itself: within local communities. From that firm grounding, environmental adult education can reach out and embrace other localities, eventually joining in a global environmental pedagogy. Such pedagogy, based on the commitment and action of environmental adult education, can contribute to community sustainability and oppose the “enclosure” of the civil commons by the policies of corporate globalization (Sumner, 2003).

Best Practices

Bare Foot College in Tilonia, Rajasthan, India, for more than 40 years, has designed new ways to nurture jaand support a journey to empowerment, one village at a time, one woman at a time. It is shelping in demystify and decentralizing technology and put new tools in the hands of the rural poor with a singular objective of spreading self-sufficiency and sustainability (Bhowmick, 2011). With a geographic focus on the Least Developed Countries, it trains women worldwide as solar engineers, innovators, and educators, who then return to their villages to bring light and learning to their community irrespective of age and education. Which depict the perfect example and relevance of EAE in global world.

The “Umweltberatung” in Austria (eco-counseling) has developed the Energy Efficiency Driving License (EEDL). The EEDL is a tool for energy saving in private households, in small and middle-sized enterprises and in communities to meet the needs for climate protection and energy savings (European Association For the Education of Adult, 2013). Energy saving in everyday life contributes to the reduction of energy costs, which is particularly important for people and households at the risk of poverty. Conscious use of energy and the development of energy-efficient lifestyles and behaviors is therefore also a contribution to the reduction of costs and help combat poverty. The conscious use of

energy in the work context contributes to increasing competitiveness through cost reduction. Enterprise-supported resource-handling can also encourage employees to contribute to sustainability in their own private lives.

Conclusion

Environmental adult education is in existence since the eighteen century, but it is dispersed among countless settings government, post-secondary institutions, community and non-profit organizations, churches, unions, social movements, and corporate and small business. Yet, these providers do so largely without reference to the theoretical and empirical research provided by the adult education field. It is time to increase our visibility and engagement, for as UNESCO (1997) asserts, adult education is both a long-term solution and at primary level, can link our existing way of living to a very different future that is ecologically sustainable and socially just.

We now stand in the world where the developmental phenomenon has started to make us environmental popper, the clash of global socio-political interest on the name of development has taken us on the edge of life. International negotiation and various environmental submit has failed to make any big development in the field of environmental education which is the serious question in itself. According to new data from the UNESCO, Institute for Statistics, there are still 750 million illiterate adults, two-thirds of whom are women. These numbers are a stark reminder of our affirmation to provide the opportunities for participation in each dimension, though world is busy in building the hi-tech educational network to cater the social, economic and environmental issues through education but it has lost the understanding on inclusion of these 750 million people, where adult education affirm the vision and show the light for world to meet the social justice and make it more participatory, in recent world is working on Sustainable Development Goals (SDGs) 4 and 5 by 2030 for sustainable social development but it could only be possible for making it more participatory in the sector of environmental education where the role of Adult Education is needed to reaffirm.

Recommendations

It is very important to understand that the entire globe has been divided in different ways in the terms of resources, development, and values. But one thing that brings all to one ladder, one stage is the issue of environmental development. This paper has articulated the component of Adult Education and its role towards environment and has come with following recommendations:

- There is a need to democratize education by giving equal importance to Adult Education.
- To develop the centre for regional environmental development, where all literates, illiterates as well as people with indigenous knowledge of a particular region can demonstrate their technique and get some training for encouragement.
- The state should encourage the regional practices that have the potential to solve regional problems with proper research support.

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