

Environmental Adult Education (EAE): A Course of Action for the Pakistani Education System

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Environmental adult education (EAE) is a relatively new and distinctive field of practice and research (Clover, 1997; Karlovic and Patrick, 2003), identified as "a hybrid outgrowth of the environmental movement and adult education, combining an ecological orientation with a learning paradigm to provide a vigorous educational approach to environmental concerns" (Sumner, 2003, p. 41). Environmental adult education (EAE) has been accredited as an efficient strategy for mitigating and solving ecological problems. Similarly, environmental adult education is crucial for conveying change, generating cognisance, improving standards, changing people's views, and refining abilities to attain environmental sustainability (United Nations Environment Programme, UNEP, 2017). Besides, environmental adult education is a procedure of communicating skills, awareness, attitudes, and capabilities concerning the environment upon adults, with the understanding to assist them in attaining their duties and accountabilities concerning their surroundings (Ndulor, Christopher, Chukwuma, Mbalisi, Festus, 2019).

However, ecological challenges are an outcome of global industrialisation. As time passes, they have augmented to a frightening point. Certainly, analysing the discussions that whirled around the lately established United Nations Conference on Sustainable Development (Rio, 2012) one encounters persevering key ecological challenges. Social media communications consisted of the highest number of laments of the detailed geographical (Westerners against the rest of the world) and conceptual splits impeding the hunt for worldwide ecological mitigations. Regardless of focused efforts by global organisations, for instance, the International Council for Adult Education (ICAE), significant civil or policy binders by legislators to amend the harsh ecological programmes were feeble at best (Clover, Jayme, Hall & Follen, 2013).

As a sector that manages matters of societies and their development, we are arguably in education that should focus specific consideration on how to mitigate EAE, develop effective procedures and practices to offer practical solutions. Governance and management on EAE originate from the top levels; both the United Nations and UNESCO have borrowed their integrity and authority, a not irrelevant thing as numerous concerns contest eminence globally. This stage of interest specifies that ecological matters are enormous. There is a shared knowledge that these impact all other variables, such as racial backgrounds, gender disparities, level of education, and social inequality (English and Mayo, 2012). However, though all is not well, neither is it lost. The global community had experienced unconventional developments regarding environmental awareness and transformation from 1972 when the United Nations hosted the initial forum on environmental sustainability in Sweden. Models of change globally flourish. With, for example, increased energy production in Denmark from wind power; recycling programs increase. A majority of European nations have green festivities as an element demonstrating alliance between governments and native communities in nations; for example, Canada has implemented United Nations affirmations on traditional privileges to save their ancestral lands from devastation by human activities (Clover, 1999).

Situating EAE in the field of adult education

Globally, our sector has documented the significance of environmental sustainability as one of the key reasons, which are interweaved and influence one other. When the International Council for Adult Education inaugurated the Learning for the Environment Programme (LEAP) in 1991, this beckoned that AE was to be committed to make this a greater educational subject than EE was. The LEAP program and its numerous ingenuities, for instance, incidence and instruction at the Rio Summit on the environment in 1992 – defined in Clover (2006b)- paved the way for the eminence of environmental adult education (EAE) in Hamburg, at the 1997 CONFINTEA V, the UNESCO funded global conference on adult education. For the first time, this seminar exhibited the scope of environmental adult education. Adult educationalists, who attended the CONFINTEA, sought to declare detailed objectives around focusing on environmental adult education. Adult learning concerning environment, health, and people was one of their key subjects in the consequential agenda for the future (English and Mayo, 2012).

What is outstanding regarding this debate of the environmental sustainability is that it encompasses far more than conveying knowledge of the pending death of women, the world, and the environment. It is, in reality, a debate that

classifies the interconnecting structures of racial disparities, social status, and gender, which recommends that endeavours to mitigate this are completed by joining forces to address these concerns and eliminate the challenges that are experienced. It is also a position to distinguish the awareness that native societies have regarding their lands and way of life; for example, the fishing group of Newfoundland recognises a significant pact regarding the connection between increased number of seals and deprivation of the cod pillories off their coastline. The Adivasi farmers of India, found in North-eastern Canada, distinctive critical issues concerning their land, deforestation, and landlessness and their impacts in an approach that we at no time comprehend (Kapoor, 2003a). However, acknowledging the knowledge of these Indigenous societies is distant from the thoughts of regimes and legislators who formulate conservational policies. Therefore, the employment of representative equality is a main concern.

The topic of the environment is positioned as one of the eight United Nations Millennium Development Goals, meant to be accomplished by 2020. The main objectives are listed here:

1. Exterminate life-threatening poverty and malnutrition
2. Attain widespread primary education
3. Support gender impartiality and women empowerment
4. Decrease child mortality
5. Advance maternal health
6. Combat HIV/AIDS, malaria, and other diseases
7. Guarantee environmental sustainability
8. Come up with an international alliance for development

Declarations regarding the environment, however well reinforced, can continue to be 'paper dummies' if policies are not publically implemented. Our first responsibilities as adult instructors are to combine theory and practice. There are few left who would not regard the condition regarding the environment as a concern. Our works (four specific concerns of our primary international adult education journal, *Convergence*, in each of 1989, 1992, 1995, and in 2000, are replete with data on the forthcoming disaster. However, we have solid backing for linking theories to the practice, to stretch the above to simply assisting individuals in relating all this to ordinary life. Above all we identify what we can do concerning environmental well-being. To attain this, we should join forces with other entities in identifying the partnership that is needed. The United Nations Decade of Education for Sustainable Development, 2005-2014, lately summoned member states to enhance contacts

between communities and educational associates (Sipos, Battisti, & Grimm, 2008; English and Mayo, 2012).

Furthermore, contributions of Leona English and Peter Mayo are guiding tools for developing awareness and understanding regarding EAE challenges. Leona English is known for her research on transformative learning and environmental adult education. She emphasizes the importance of addressing adult learners' beliefs, values, and assumptions to create lasting behavioral change. English's work highlights the following key contributions:

- a) **Transformative Learning:** English applies Mezirow's transformative learning theory to environmental adult education. She argues that transformative learning occurs when individuals critically reflect on their assumptions, engage in dialogue, and take action to promote sustainable behaviors.
- b) **Experiential Learning:** English advocates experiential learning as a powerful tool for environmental education. She posits that hands-on experiences, such as nature-based activities and environmental field trips, can enhance adult learners' connection with nature and stimulate their environmental consciousness.
- c) **Critical Reflection:** English emphasizes the importance of critical reflection as a means of challenging existing societal structures and promoting sustainable practices. By encouraging adult learners to critically examine their own beliefs and societal norms, she believes transformative change is possible (English, 2013).

On the other hand, Peter Mayo's work in environmental adult education focuses on critical pedagogy, social justice, and transformative praxis. His contributions are as follows:

- a) **Critical Pedagogy:** Mayo draws on the ideas of Paulo Freire and critical pedagogy to develop an emancipatory approach to environmental education. He highlights the need to address power structures and social inequalities to achieve environmental justice.
- b) **Ecofeminism:** Mayo incorporates ecofeminist perspectives into his work, recognizing the interconnectedness of gender and environmental issues. He argues that an ecofeminist framework can promote sustainable practices by challenging patriarchal and capitalist ideologies.
- c) **Participatory Action Research:** Mayo advocates participatory action research as a methodology for environmental adult education. He

emphasizes the importance of involving adult learners in the research process, empowering them to address environmental challenges and create positive change within their communities (Mayo, 2013).

Status of environmental education for sustainable development in Pakistan

Consistent with the World Commission on Environment and Development, Rather (2021) points out that sustainable development is described as the progress that realises the current generation's needs without jeopardising the capability of future generations to realise their wants. Essentially, the assumption of sustainable development is unmanageable without an educated community in a given country. Education provides citizens with different conceptions and beliefs that pave the way for sustainable development. This education can render citizens of a given country resourceful and valuable. It allows them to come up with inventive solutions for the challenges experienced by society in the modern era. The purpose of this section is to analyse the contribution of environmental education in attaining sustainable development in Pakistan.

Rather (2021) argues that a critical question arises both in the local and global context on what kind of education it must be, which could be supportive in realising the goal of sustainable development. It is understandable that merely enhancing the education of the educated in society cannot accomplish this goal. An effective and high-quality education system can play a critical role in a nation's social and economic development. When reviewing the education system in our learning institutes, experts have realised that it has not expanded beyond the level of transferring knowledge. Paulo Freire, a celebrated educationist, has labelled such a form of instruction as the 'Banking Concept of Education,' an instance where learners become inactive participants in a school setting (Gorski, 2017). An educator conveys knowledge to learners, and students store the transferred knowledge in their minds to recollect it during examinations to attain good grades. This form of education does not nurture the reasonable development of cognitive, innovative, and empirical abilities of learners. It makes them androids without creative and critical-thinking abilities.

In Pakistan, a number of institutions of higher learning have witnessed an incredible increase. According to the records of the "Higher Education Commission (HEC) of Pakistan", there are one hundred and ninety-five certified institutions of higher learning that offer degree programmes in Pakistan (Habib et al., 2021). Based on HEC's statistics, seventy-nine are in the private sector. The growing rate of these institutions in the private sector

demonstrates the level of confidence in the high standard of education offered by these campuses. Contrary to these facts and figures, programmes to promote knowledge or awareness regarding environmental education or environmental adult education are minimal because educational institutions, NGOs or the private sector can play a vital role in the development of pro-environmental attitudes among young and older adults.

Habib et al. (2021) state that, regardless of an increase in state universities, numerous issues are negatively impacting the sector. Lack of skilled facilities, out-of-date core curriculums, learners' enthusiasm, insufficient government expenditure, limited access to high-quality instruction, high levels of ignorance, lack of emphasis on the knowledge economy, limited job prospects, an inadequate supply of fiscal assets are some of the substantial limitations experienced by higher education in Pakistan. Mitigating these limitations, the Higher Education Commission reflected sustainability and correlated practices in institutions of higher learning. They constitute a considerable part of sustainable development with environmental education.

To improve practices correlated with sustainable development, Habib et al. (2021) argue that the chairperson and governing boards of the Higher Education Commission commenced reflecting sustainability and sustainability development as a part of sustainable development goals. Deliberating the sustainable development goals in Pakistan, the Higher Education Commission introduced, in 2018, green practices on campus in fifteen institutions of higher learning. Habib et al. (2021) illustrate that such initiatives are inspiring proof that the Higher Education Commission demonstrates constructive plans toward sustainability in the country. As a strategy to promote environmental education in the country and the realisation of sustainable development goals, according to Shahzad et al. (2020), the Pakistani government has lately sanctioned and enacted the Pakistan Climate Change Act (2017). The Act affirms the correlation between deforestation and climate change; to end climate change, the legalisations governing forest policy should be amended.

The broad idea of education comprises the growth and adaptation of knowledge, attitude, and adeptness. The critical goal of education that associates it with sustainable development is to support and nurture learners' critical-thinking and resourceful initiatives and cooperation. Regrettably, such an educational structure is scarcely found within our society. Higher education must make learners' minds competent enough to understand the learned knowledge and implement it to mitigate the new challenges and problems experienced by our society.

Globally adopted environmental adult education initiatives

“Aesthetically illuminate, Visually animate, Collectively educate” (Clover, Jayme, Hall & Follen, 2013, p. 89) - with this agenda, many global efforts in stirring activities can be seen to promote environmental adult education. In Australia, the Aboriginal Development Unit in Darwin designed courses and workshops to teach contestants how they can craft big posters that can present visuals of social and environmental issues. Furthermore, the purpose was to educate and strengthen the knowledge of participants (Source: Shirley Gundhumawuy and Adi Dunlop, Aboriginal Development Unit, Darwin, Australia).

In Canada, Just-Us Coffee cooperation is a global organisation formed to incorporate multiple issues and provide informal instruction in the cohesive and dovetailing concerns related to environmental adult education. This organisation does not just sell espresso from landowners, and guarantee them a fair price. On the contrary, it carries out schooling and promotion work to elevate their motivation and to educate and connect with residents who oppose fair wages and perpetrate climate degradation. ruining of the climate. From numerous points of view this is associated with worldwide ecological grown-up training. It brings the matters innate in ordinary occasions (consumption of espresso at home) to a worldwide capacity where reasonable horticulture concerns are discussed, as are issues concerning the worldwide problems (English and Mayo, 2012).

Adult education plays a crucial role in “sustainable development”. It supports environmental, social, and economic goals of sustainable development, and generates constructive settings for empowering active international citizens. It adopts a substantial role in economic, societal and individual development. This section aims to analyse different examples of adult environmental education that societies can implement at the local and global levels.

A shared initiative that people living in urban areas can implement is creating community gardens spearheaded by the public health sector and community developers. By developing community gardens around the country, people can join hands to grow food sustainably and use strategies to enhance food security. Such ingenuities provide significant opportunities for informal adult education, environmental education and sustainable development. Walter (2013) reveals that this informal adult education is subsidised via knowledge programmes. These sustainable initiatives are most effective in urban centres where people are encouraged to develop and manage kitchen gardens that require smaller spaces. These initiatives also act as avenues for social change.

Community gardens are cited by Cannan (2008) and Sandlin and Walther (2009) as instances of societal movements. Cannan establishes a correlation between these gardens and "green social thought" (p. 365) (*italics in original*). This association contributes to the comprehension of how these gardens facilitate a shift in focus from local concerns to broader affairs (as cited in English and Mayo, 2012, p. 194).

Participatory theatre can bring about social change through adult environmental education. For example, participatory theatre promoted by Boal or other global practitioners of travelling theatre involves partakers and their organisations in matters relating to the environment. It encourages them to learn from their organisations. Comparable to other unpremeditated and subsidiary learning activities, participatory theatre expands society into the world of social action education (Heras López, Tabara, and Lemkow, 2015). This auditorium and the music, arts, and other original practices, like those carried out by the Raging Granny movement, testify to the view that ordinary people have used paintings and music to support them in their fight for social change. In the course of the activity, the participants were called to reflect on the creativity music, and party engaged in peace sites at Clayoquot Sound. This is to understand the influence of such initiatives to endorse the overall struggle and impart environmental adult education in a global context.

Additionally, *People Assessing Their Health* (PATH) is a participatory practice, which offers societies a policy to consider how new activities, companies, and improvements in a community impact society's lives. This initiative, PATH, requests community members to join forces to evaluate problems and challenges and find probable negative and positive impacts on their general well-being as a result of these creative measures (Gillis, 1999). This procedure permits individuals to realise the correlations between general well-being and the factors that affect health, for instance, gender, sexual orientation, topography, occupation, and education in a social setting. These inventions involve multidisciplinary reflection, practices, and resources that can help mitigate social problems. PATH is a symbolic measure that underlines rural communities are under substantial global, industrialised pressure to maintain and support their source of revenue while dealing with conservational and other types of dilapidation.

Documentary film festivals are part of adult education where environmental adult education occurs via an unpremeditated and incidental informative procedure. People join forces to watch documentary films and initiate credible mitigations to adjust the concerns learned in films, which are employed as a social action education practice that supports communities to attain social

change. Roy (2009), a celebrated adult educator, has studied the efficiency of using documentary films to casually teach rural communities environmental matters. Roy's research is set in Antigonish, Courtenay, British Columbia, and Peterborough, Ontario. Although there are enormous movie carnivals, for example, the Venice, Cannes, and Toronto International Film Fiesta, Roy's studies on rural towns are successful because they reach multitudes of people. They provide an innovative facet to learning environmental adult education. For example, Clayoquot Sound's *Fury for the Sound*, a documentary film, demonstrates how women were an essential element of a social movement that continues to instruct people after the peaceful protest. Such an approach to adult education is globally fairly extensive. The CINEFORA held by GEM foundation in Malta encouraged debates around subjects generated by prominent documentary films.

Art is an effective strategy to communicate individuals' feelings and messages. Indigenous women in Australia, use a robust practice of transferring culture to the next generation through art. Art serves as a source of collective action for social change. Ideas can develop after careful deliberation or via active discussions regarding a particular issue, be it social, political, environmental, or economic. Clover and Markle (2003) argue that the catchphrases or statements can act as an effective way to inspire social change. In Vancouver and Gabriola islands, to create a resilient public stance, support individuals to protest against the construction of a gas-fired power plant, and cooperate, women opted to be involved in what they denoted as 'public quilting.' The quilts were successfully produced to halt the development of the gas-fired power plant at Duke Point in Nanaimo, British Columbia. According to Clover and Markle (2003), the production of quilts is an effective tool that promotes adult education, an active strategy to lead public debate on issues that affect social and environmental sustainability.

Based on the above examples, environmental adult education, implemented at local and global levels, will allow people to explore ecological concerns, participate in problem-solving, and execute necessary actions to improve the environment. Hence, society develops detailed comprehension of environmental problems and can make knowledgeable and accountable policies.

Options for the Pakistani Higher Education System

Designing and development of proper policies is the true demand for bringing this revolution in environmental adult education. Socio-political-environmental transformation is needed, in the way South Africans have been

rethinking their existing curriculum because, according to them, much transformation is needed to address contemporary environmental issues: how to use resources, aboriginal practices and to promote eco-tourism (Dillon, Ketlhoilwe, Ramsarup & Reddy, 2005).

As for the context of Pakistan, policy development is an essential element to achieve EAE awareness. Besides, as Bengston, Schermann, Hawj and Moua (2012) stated, such policies or activities designed for the purpose to promote awareness regarding environmental adult education should be culturally responsive. Partnership with relevant agencies or organizations would bring effective results to convey the message.

Environmental adult education can be used to promote environmental governance practices. As Mbalisi and Festus, (2019) states that EAE promotes environmental governance practice in Nigeria. Environmental Adult Education is a didactic interactive process that has the objective to convey, to adult individuals, general public components of information on environmental conceptions and frameworks, pertinent abilities to recognize and resolve environmental issues. They can convey ideas to oversee natural assets, acquire assertiveness and foster the sort of conduct to relate to the climate. It can furthermore provide the inspiration to represent the wellbeing of both the environment and those that live within it.

In recent years, Pakistan has witnessed the development of environmental education programmes or disciplines in higher education. However, a thorough evaluation of the curriculum and contents is necessary to determine whether or not they are effective enough in altering the attitudes of young adults. Currently, the Pakistani education system is tasked with instilling attitude shifts in young adults and older adults. These hold the promise for the future and must be able to progressively confront the challenges of their environment. In France, case studies are focusing on the curricular examinations of those courses provided at university level, checking their alignment with the sustainable development goals. Besides, their activities are now focusing on contextualizing their curriculum in terms of their indigenous practices and agency (Barthes, Alpe & Bader, 2013).

Pakistan has a great resource of agricultural land. According to the country's finance division, 62% of the population is linked with agriculture. Unfortunately, lack of proper education, training or awareness means farmers engage in unhealthy practices for growing food. Farmers are not aware of the ways of growing organic or healthy food, or its benefits. Similarly, farmers are facing a drastic difference in terms of getting benefits on the sale of their food

crop. This inequality in price has created many problems for farmers and is ultimately poisoning the environment. Once more, drawing inspiration from Canada, non-governmental organisations (NGOs) are fulfilling their responsibility to educate farmers about sustainable agriculture and ensure they are paid fair wages in order to promote agriculture, for which there is an urgent need in Pakistan also. However, it is critical to emphasise that the implementation of such measures is contingent upon the contextualization of environmental adult education within the framework of political, social, economic, and cultural imperatives. Otherwise, the integration of EAE in Pakistan would fail to achieve its intended objectives of fostering pro-environmental behaviour and attitudes and promoting environmental literacy.

Ideas can develop after careful deliberation or via active discussions regarding a particular issue, be it social, political, environmental, or economic issues. In Pakistan, through purpose oriented workshops and awareness campaigns, this culture can be developed. Clover and Markle (2003) argue that the catchphrases or statements can act as an effective way to inspire social change. In Vancouver and Gabriola islands, to create a resilient public declaration, support individuals to protest against the construction of a gas-fired power plant, and cooperate, women opted to be involved in what they denoted as 'public quilting.' The quilts were successfully produced to halt the development of the gas-fired power plant at Duke Point in Nanaimo, British Columbia. According to Clover and Markle (2003), quilt production is an effective tool to promote adult education. It proved an active strategy to lead public debate on issues that affect social and environmental sustainability. Besides, similar examples can also originate from the lands of Pakistan, when proper, efficient and effective steps are taken.

Conclusion

In conclusion, there exist ample opportunities, within our educational system, to overhaul, revise, and modernise its established methodologies. Politicians should reconsider the requirements and necessities of ensuring global survival. The government would therefore prioritise the initiation of initiatives that advance EAE in higher education. Furthermore, it is imperative that governing bodies and the government itself allocate adequate financial resources for the promotion of informal educational practises, in order to safeguard the future of future generations. With regard to the research conducted by Peter Mayo and Leona English, substantial advancements have been achieved in the domain of environmental adult education. Their work and research contribute significantly to the understanding of critical pedagogy, participatory action research, and transformative learning. Adult learners' critical awareness of

environmental issues and the promotion of sustainable behaviours are facilitated through the examination of their own beliefs, values, and assumptions. The recommendations that can be inferred from their research can provide guidance to policymakers and practitioners as they develop environmental education programmes that are efficacious for adult learners. These programmes aim to promote environmental consciousness and encourage the adoption of sustainable practises.

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Environmental Adult Education (EAE): A Course of Action for the Pakistani Education System

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Abstract

The primary aim of this paper is to examine the literature regarding environmental adult education, strategies or initiatives taken to address the complex environmental challenges our world is facing today and how this knowledge can be employed in developing nations by increasing awareness. The initiatives taken globally on Environmental Adult Education (EAE) are providing evidence that they were implemented at local and global levels, and they allowed people, young adults, and communities to explore ecological concerns, participate in problem-solving, and execute necessary actions to improve the environment. This study has explored the literature regarding EAE and recommendations are made for the Pakistani higher education system. This study concludes that by increasing awareness and understanding of environmental issues, promoting sustainable behaviour, promoting critical consciousness, fostering collaboration, integrating practical experience, and encouraging active citizenship, environmental adult education can contribute to creating a more just and sustainable world. The study shows that there is plenty of room in the Pakistani education system to revolutionise, revise and upgrade traditional practices. There is a need for politicians to rethink the needs and demands of global survival. Government needs to focus more on initiating projects which can promote EAE through higher education. Furthermore, governments and governing bodies are asked to allocate sufficient funds to promote informal educational practices so that we can save the future of coming generations.

Keywords

Environmental Education, Adult Education, Higher Education, Environmental Adult Education (EAE)

Educación medioambiental de adultos (EAE): Un plan de acción para el sistema educativo pakistání

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Resumen

El objetivo principal de este trabajo es examinar la bibliografía relacionada con la educación medioambiental de adultos, las estrategias o iniciativas adoptadas para abordar los complejos desafíos ambientales que enfrenta nuestro mundo actualmente y cómo estos conocimientos pueden ser utilizados en los países en desarrollo para aumentar la conciencia ambiental. Las iniciativas globales en educación medioambiental de adultos (EAE) están demostrando que se han implementado a nivel local y mundial, permitiendo a individuos, adultos jóvenes y comunidades explorar las preocupaciones ecológicas, participar en la resolución de problemas y llevar a cabo acciones necesarias para mejorar el medio ambiente. En este estudio, se ha explorado la bibliografía relacionada con la EAE y se formulan recomendaciones para el sistema de educación superior en Pakistán. Se concluye que al aumentar la conciencia y

comprensión de los problemas ambientales, promover un comportamiento sostenible, fomentar el pensamiento crítico, impulsar la colaboración, integrar la experiencia práctica y fomentar la ciudadanía activa, la educación medioambiental de adultos puede contribuir a crear un mundo más justo y sostenible. El estudio muestra que hay mucho margen en el sistema educativo pakistaní para revolucionar, revisar y mejorar las prácticas tradicionales. Es necesario que los políticos reconsideren las necesidades y demandas de la supervivencia global. Los gobiernos deben centrarse más en la implementación de proyectos que puedan promover la EAE a través de la educación superior. Además, se insta a los gobiernos y a los organismos gubernamentales a asignar fondos suficientes para promover prácticas educativas informales, asegurando así el futuro de las generaciones venideras.

Palabras clave

Educación Ambiental, Educación de Adultos, Educación Superior, Educación Medioambiental de Adultos (EAE)

Éducation environnementale des adultes (EAE) : Un plan d'action pour le système éducatif pakistanais

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Résumé

L'objectif premier de cet article est d'examiner la littérature concernant l'éducation environnementale des adultes, les stratégies ou les initiatives prises pour relever les défis environnementaux complexes auxquels notre monde est confronté aujourd'hui et la manière dont ces connaissances peuvent être utilisées dans les pays en développement pour accroître la sensibilisation. Les initiatives mondiales en matière d'éducation environnementale des adultes (EAE) ont démontré leur mise en œuvre aux niveaux local et mondial, permettant ainsi aux individus, aux jeunes adultes et aux communautés d'explorer les préoccupations écologiques, de participer à la résolution des problèmes et de mettre en œuvre les actions nécessaires à l'amélioration de l'environnement. Cette étude explore la littérature relative à l'EAE et formule des recommandations pour le système d'enseignement supérieur pakistanais. Elle conclut qu'en accroissant la sensibilisation et la compréhension des questions environnementales, en promouvant un comportement durable, en encourageant la pensée critique, en favorisant la collaboration, en intégrant l'expérience pratique et en encourageant la citoyenneté active, l'éducation environnementale des adultes peut contribuer à la création d'un monde plus juste et plus durable. L'étude met en lumière la nécessité de révolutionner, de réviser et d'améliorer les pratiques traditionnelles dans le système éducatif pakistanais. Les hommes politiques doivent reconsidérer les besoins et les exigences de la survie mondiale, tandis que les gouvernements devraient se concentrer davantage sur le lancement de projets destinés à promouvoir l'EAE par le biais de l'enseignement supérieur. En outre, les gouvernements et les organes directeurs sont invités à allouer des fonds suffisants pour promouvoir les pratiques éducatives informelles, garantissant ainsi l'avenir des générations futures.

Mots clés

Éducation environnementale, éducation des adultes, enseignement supérieur, éducation environnementale des adultes (EAE)