

1st global conference on Environmental Education & Lifelong Learning
PACC POLICY & PARTNERS

COLLABORATIVE STRATEGIES FOR ENGAGING NON-FORMAL & INFORMAL SETTINGS IN ENVIRONMENTAL EDUCATION

How Best to Work with Others in different Settings to Achieve the Objectives of EE?

Presented by Shufai* Benjamin SERKFEM of PEOPLE EARTHWISE (PEW)



The EE Pathfinder's Presentation Plan, Not an Expert's

(In a New Age of Environmental Challenges: Climate Change, Damage & Loss, etc)

Bearing in mind 'not to preach to the choir,' I will therefore speak on:

- Key Comments on Emerging Trends, my Learning & Interpretation of the World
- Defining a Good EE Strategy & its Effective Implementation in some settings
- Some Experiences: EE Strategies Employed in some Contexts in Cameroon
- Life-long Considerations in Judging Effective Strategies
- Conclusion

The AKUSABA Scale/Ladder/Steps or Stages of EE

- 1) **AWARENESS**
- 2) **KNOWLEDGE**
- 3) **UNDERSTANDING**
- 4) **SKILLS**
- 5) **ATTITUDES**
- 6) **BEHAVIOUR**
- 7) **ACTION (PRACTICE)**

Introduction: Historic & Ongoing Evolution in DEFINING ENVIRONMENTAL EDUCATION

- William Stapp in 1969 ...
- IUCN () : EE is the process of recognising 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
- 1977 Tbilissi Russia (1st Intergovernmental Conference on EE by UNESCO).
- Our Common Future: Brundtland Commission on Environment & Development 1987
- USA: National EE Act of 1990; EPA established office of EE to implement program. (Process that allows individuals to explore enviromental issues, engage in problem-solving and take action to improve the environment. As a result individuals develop deeper understanding of environmental issues and have skills to make informed & responsible decisions)
- Definitions, Goals, Objectives, Principles, ... vary but all, around the issues of Nature, Natural Resources/Biodiversity, Environments of living things & Humans => Harmony, Sustainability, Protection against degradation, destruction, depletion, extinction (damage & loss)!
- Nature Study Environmental Education Education for Sustainable Development, ... Education for Sustainability

Some Key Comments on Emerging Trends & My Interpretation of the World

- So when PACC Policy baptizes its 1st Global Conference on EELL 'Awareness to Action' are we invited to climb the ladder from Awareness through the 5 other rungs to Action (EE stages/process) or we are just invited to change from promoting just Awareness into taking Action ... about our Environments?
- Because EE did not start today. So how different, unique and encompassing shall this PACC Policy & Partners' EELL be? (The eel –whether you spell it with a single or triple 'l' is a marine or aquatic specie which will always be an object of conjectures that characterise global divergent relationships between humans and other species!).
- Does EE start with Environmental Issues & Problems or does it start with a discipline linked to our humanity as earthlings, as with chemistry, mathematics or a compartmentalized body of knowledge?

Some Key Comments on Emerging Trends & My Interpretation of the World

IN EE, DO WE START ANEW OR KEEP MAKING INCREMENTAL CHANGES BASED ON WHERE WE ARE, IN A WORLD THAT FUNCTIONS ON PRINCIPLES, AMBITIONS AT ODDS WITH OUR EE GOAL?

- **Keep Struggling In The Fight Between Various Socio-economic & Political –isms; Religious beliefs & Academia (3 sections of society that hold power and run the world) Between the Monarchies & the Church, the Republic took away power and is keeping it thanks to guns, instruments of control, intimidation and violence. Am asking if Environmental Educationists need to think and strategise differently and more profoundly if they intend to change the world through EE to be more harmonious, fairer, non-violent and sustainable?**
- **Can Environmental Educationists, or Educationists for Sustainable Development, or Sustainability Educationists bring on board a new Nature-based Ethic Informed by the Gains from Scientific Knowledge?**
- **Environmental Education is therefore truly diverse and complex and its demands can surprisingly or not, be controversial in a world where archaeology exists despite development**

NON-FORMAL & INFORMAL SETTINGS IN ENVIRONMENTAL EDUCATION

- The Categorisation Formal, Non-Formal & Informal arises from the ongoing School Project on Education. The school is formal, and out of school is non-formal & informal. There could be another categorisation if the academics allowed to colonise the knowledge they hold from schools. EDUCATION IS A FUNDAMENTAL NATURAL & UNIVERSAL LIFE-LONG NEED. IT IS A HUMAN RIGHT. SCHOOLING OCCURS IN SOME STAGES IN THE LIFELONG PROCESS OF EDUCATION.
- Non-Formal & Informal Settings are as many and wide as the world, out and away from the School grounds. Schools are however capital in Education because they are scientifically designed and if properly conceived, they would achieve much more and faster. The science of Education focuses most on formal education from the curriculum to the classroom lesson and if equal dedication and planning is given to the Non-formal and informal sectors which carry the bulk of impact of the economy and the environment, the graduation from Awareness to Action consistent with environmental rationality and nature protection would be more effective.

Non-formal & Informal Settings In Environmental Education

- Taking a non-schooling definition of the Non-formal and the Informal, the settings would not only include organised learning in spaces in society, and haphazard picking up of knowledge and patterns of behaviour and lifestyles in society from the homes through the streets to organised events, but also all settings beyond the school grounds and lifelong. SDG4 targets evolve from early childhood development to global citizenship.
- What collaborative strategies should be employed for successful EE that graduates from Awareness to Action in Agriculture & Food Production, Shelter and human body protection industry, Mind-building and belief systems, Lifestyles & Cultural Development, etc. as different Governments structure the Governance of their Republics! And it is this non-formal & informal settings that should define the structuring of formal education.
- Given the diversity and variation in settings people and cultures and given our global outlook, let's focus on the elements of effective strategies then apply them to EE. What is going to work for a particular audience varies.

What It Takes To Define A Good EE Strategy & Implement It Effectively

- Action in society depends on (i) the Subject matter, (ii) the Individual or Collective Choice, (which depends on the Individual or Group), (iii) the Environment, Context and influencing factors in the Place or System; (includes Rules, Regulations and effective control in the place). A good and effective strategy must factor in all these influencing factors.
- Collaboration Strategies imply consent, interest, buying-in, appropriation and preparedness to sacrifice by the target audience or their influencing third-party or factors (people or resources). Without collaboration EE will go no where in non-formal & informal settings. It has even become true in formal settings which used to be wrongly described as captive audiences. Psychology has informed us that students may be physically present in school and classrooms but mentally in streets and dreamlands!
- How shall we therefore come about Collaborative Strategies in Non-Formal & Informal Settings for them to be effective in moving the EE 'Action and Result' indicator from Awareness to Action?
 - ✓ (Awareness-generation from the Educationist to Awareness-Acquired in the target Audience!). We note here that an Environmental Education act is different from solving an environmental problem, unless solving an environmental problem is the education strategy.

Some Non-formal & Informal EE Strategies (Cont'd)

- 1) One-man Example Strategy (Spade & Pan/No Pan Action. E.g potholes on our roads:)
- 2) Expert Strategy: Mobilise people and teach, train or tell them what and how to do it. However, sometimes Experts speak to themselves or their colleagues and participants 'sleep with open or closed eyes'. Good teachers or speakers interact with learners in learner-centred approaches informed by their science of teaching/training or education
- 3) Gather and work with all concerned to solve the problem? (Participatory approaches)
- 4) Leave people to their own devices (generation of indigenous time-tasted practice proven knowledge)
- 5) The role of the Press and Mass Media is capital, but this must not be left to the whims and caprices of one expert, but must include the science of education and participation of different technicians.

Some EE Experiences & Strategies Employed In Some Non-formal & Informal Contexts In Cameroon

- EE in its new vibrant form began in CAMEROON 1980s with actions of WWF, IUCN, Birdlife International, WCS, and Living Earth Foundation UK, etc as they buried themselves in their Conservation Agendas. The Education component was often given a lecture hall tag ... and that is why most of the projects have little to show for all the billions spent.
- Increased Cameroonisation or should I say Africanisation of the Conservation efforts has led to many Cameroonian Organisations and Cameroonians managing International Conservation & Development Organisations
- Am just finalizing work for a partner Cameroonian Environmental Organisation (FODER) that my Organisation PEW has partnered with to develop an EE programme for schools around a Protected Area. The key element of the proposal is the collaborative strategy that brings together the teachers, school authorities, protected area managers and stakeholder ministerial authorities, into a community of contributors and stakeholders to enhance EE in formal education and have it impact the non-formal & informal sectors.

Life-long Considerations In Judging EE Effectiveness

- Life-long Means All through Life, which Is A Long Time.
- The Strategy must therefore not only momentarily consider the 3 factors of Subject Matter, Target Audience and Enabling Environment, but must have Aa Monitoring, Evaluation & Learning System, that Informs Future Circumstances.
- Research Is An Important Factor In Effective Lifelong Strategies.

CONCLUSION

It is evident that my proposition capitalizes on Strategies! That is the most important element we should be focusing on, in a new initiative like the EELL in the 21st Century almost 50 years after Tbilissi and 40 years after our Common Future.

- I HOPE I HAVE CHALLENGED THE 'CONGREGATION' ENOUGH FOR US, TO BEAR IN MIND SOME CARDINAL POINTS ON THE JOURNEY TO FIND EFFECTIVE STRATEGIES FOR EFFECTIVE EELLs IN DIFFERENT SETTINGS ACROSS PLANET EARTH.
- JUST LIKE PACC POLICY & PARTNERS, PEOPLE EARTHWISE (PEW) SEEKS TO ESTABLISH 'EARTHWISE COMMUNITIES THAT CARE ABOUT NATURE & HUMANITY ACROSS PLANET EARTH'
- ITS ALL ABOUT STRATEGIES. THE STARTER KNOWLEDGE ALREADY EXISTS, AND WITH MORE EFFECTIVE STRATEGIES, CURRENT HUMAN ERRORS AND UNWANTED ENVIRONMENTAL DEGRADATION WILL BE HALTED!

PACC POLICY 'AWARENESS TO ACTION 2023'



THANK YOU FOR LISTENING