Towards an Environmental Culture for Sustainable Development

نحو ثقافة بيئية لتحقيق التنمية المستدامة

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Abstract:

The present paper is an attempt to investigate how the environmental culture contributes to preparing individual environmentally, in order to reach a sustainable environmental development. This latter occurs by improving the relationship between the individual and his environment, and developing his culture and an environmental vision at all levels to achieve compatibility. As a matter of fact, the environmental culture is not just theoretical ideas, but it is a practical practice as it is the primary guide for the individuals and society behavior in facing various environmental issues. Along this vein, the environmental culture determines the desired behavior by developing environmental awareness, and creating basic environmental knowledge. Accordingly, everyone can play his role effectively in protecting the environment and achieving sustainable development.

The results of the paper found that there is a need to restore natural balance and achieve the so-called sustainable development. Actually, this cannot be achieved through the enactment of laws and judicial penalties for anyone who harms the environment. However, individuals must take their responsibilities towards their environment through the synergy of the legal side and the socio-cultural one in order to disseminate the environmental culture that

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aims to provide the individual with environmental moral that determines positive behavior to face the problems of his environment and achieve sustainable development of the environment.

Keywords: Culture; Environmental Culture; Environmental issues; Sustainable Development.

ملخص:

تهدف الدراسة إلى محاولة توضيح كيف أن الثقافة البيئية تسهم في إعداد الفرد بيئيا للوصول إلى تنمية مستدامة للبيئة من خلال تحسين علاقته بالبيئة، وتنمية ثقافته لتحقيق التوافق مع البيئة والعمل على بلورة رؤية بيئية بجميع مستوياتها باعتبار أن الثقافة البيئية ممارسة عملية وليست مجرد أفكار وهي الموجه الأساسي لسلوك الأفراد والمجتمع في مواجهة مختلف القضايا البيئية، وهي التي تحدد السلوك المرغوب بهدف تطوير الوعي البيئي وخلق المعرفة البيئية الأساسية من أجل بلورة سلوك إيجابي ودائم يمكن كل فرد من أداء دوره بشكل فعال في حماية البيئة وتحقيق التنمية المستدامة.

وتوصلت نتائج الدراسة إلى أن ضرورة إعادة التوازن الطبيعي وتحقيق ما يسمى بالتنمية المستدامة لا يتحقق من خلال سن القوانين والعقوبات القضائية لكل من يضر بالبيئة فهي غير كافية لإيجاد حلول لمشكلاتها، بل لابد أن يتحمل الأفراد مسؤولياتهم اتجاه بيئتهم من خلال تظافر الجانب القانوني والسوسيو ثقافي والعمل على نشر الثقافة البيئية التي تهدف إلى تسليح الفرد بالخلق البيئي الذي يحدد السلوك الايجابي لمواجهة مشكلات بيئته وتحقيق تنمية مستدامة للمحيط.

الكلمات المفتاحية: الثقافة – الثقافة البيئية – القضايا البيئية – التنمية المستدامة.

Introduction

The last twenty years have witnessed a significant increase in the interest of scientists, planners, politicians, economists, sociologists and educationists in the environment as a result of human's overexploitation of its natural resources on one hand, and the heigh level of pollution destroying the environment on the other hand.

In this respect, the world's interest in environment protection was formally initiated during the "Stockholm Conference" in 1972, and the term of ''sustainable development'' was the best solution for that. Consequently, this concept was enshrined at the "Rio de Janeiro Summit" in 1992, considering that the environment and sustainable development are complementary terms.

The need for a cultural approach to development, based on the recognition of local identities, grass-roots participation, and the affirmation of the multidimensional nature of development, was reinforced at the 1982 UNESCO World Conference on Cultural Policies, held in Mexico City. Accordingly, development was defined as 'a complex, holistic and multidimensional process, which goes beyond mere economic growth and integrates all the dimensions of life and all the energies of a community, all of whose members must share in the economic and social transformation effort and in the benefits that result therefrom (UNESCO, 2000). The principle is therefore proposed that development must be founded on the will of each society and express its profound identity.

In this regard, the environmental culture has become an important dimension for achieving sustainable development as the basic ground upon which it is based. It is carried out through continuous awareness-raising, and improvement processes. Furthermore, it focuses on emphasizing the importance of the environment and the need to preserve the external environment in the context of the dissemination of environmental awareness, which is a prerequisite for everyone to play an effective role in protecting the environment in all its aspects.

Undoubtedly, through this awareness, the individual acquires information and facts about the environment, and environmental problems. Besides, it develops a sense of the seriousness of these problems, and then begins to practice positive behavior towards the environment in order to participate in problem-solving. This is done only through the mobilization, the use of institutions capabilities, and

media that have the capacity to play an educational role in the dissemination of environmental culture among members of society.

In the light of the previous subtraction, the problematic features are summarized in the following main questions:

To what extent is environmental culture a foundation for Sustainable Development? How do environmental information and Environmental awareness play a role in disseminating environmental culture to achieve sustainable development?

1 - The emergence of the concept and definition of sustainable development

The concept of 'sustainable development' was emerged as a result of this evolution in approaches to development. The notion gained recognition following the 1987 publication of the Our Common Future report by the World Commission on Environment and Development, generally known as the 'Brundtland Report'. Whereas focusing primarily on the environment, the Commission recognised that development involved the combination of different dimensions. Indeed, the term has come to integrate a varying number of dimensions or, in certain cases, 'pillars', and become widespread in contemporary approaches to development –as proven by the decision to replace the Millennium Development Goals (MDGs), adopted at the UN Millennium Summit in 2000, with a new set of Sustainable Development Goals (SDGs) deriving from the Post-2015 Development Agenda, which will inform the international community's work in the field of sustainable development at all levels until 2030. (UNESCO, 2015, p. 15)

The decisions of the World Summit on Sustainable Development, held in Johannesburg, South Africa, in September 2002 (UN, 2002, p. 3), stated that the environment was deteriorating and that globalization had added a new dimension to the challenges facing the Earth. The meeting also welcomed the emergence of stronger regional groupings and alliances, such as the new partnership for Africa's development (NEPAD), with a view to strengthening regional cooperation, increasing international cooperation and achieving sustainable development.

Therefore, the primary objective of sustainable development was to meet human needs, and achieve long-term social welfare while

preserving the human and natural resource, with a view to reduce environmental degradation.

1-1 - the concept of sustainable development

Two fundamental elements of the concept of sustainable development, i.e. development and sustainability, preceded the creation of the concept itself. Development and sustainability could be in the juxtaposition, where both could have possible counterproductive effects, while neoclassical economists emphasize that there is no contradiction between sustainability and development. (Klarin, 2018, p. 68)

According to Woods and Chaiman (Woods & Chairman, n.d, p. 1) Sustainability is therefore a term that can have different and often opposing meanings when applied to economic, social and environmental situations. Indeed, it identifies two kinds of seemingly mutually exclusive sustainability, one situated in nature and the other situated in the marketplace. In nature, sustainability is said to refer to regeneration of nature's processes and subservience to nature's laws of return to provide sustenance to indigenous peoples. In the marketplace, sustainability is said to involve ensuring the supply of raw materials, the flow of commodities, the accumulation of wealth and the return on investment.

The term sustainability literally means a capacity to maintain some entity, outcome, or process over time and carrying out activities that do not exhaust the resources on which that capacity depends. Since this is a general understanding of sustainability, this meaning can be placed analogously to all human activities and business processes. Thus, according to the general definition, each activity can be carried out in volume and variations without leading to self-destruction, but allowing a long-term repetition and renewal. (Klarin, 2018, p. 69)

The UN definition had been considered as a basic definition for all official nationals and academics definitions all over scientific fields. The official UN perspective (Bruntland Report: Our Common Future, 1987, p. 41) defined the concept as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Despite the apparent simplicity, the definition itself is rather relevant because takes cognizance of the followings important factors: (Cucina, 2015, p. 2)

• no interdependence between economic growth and improvement of people's lives;
• relationship between poverty and resources management;
• interconnection between social and ecological problems;
• inexistence of geographic boundaries in planet stresses;
• inadequacy of conventional stereotypes of development;
• exigency of systemic and shared solutions.

According to Sazonova (2014, p. 4), for a certain development to be sustainable, it should not only aim to improve the quality of life, but also be in compliance with the capacity of the ecosystems (and the Earth as a whole) to endure that process. Darlow insets the definition, emphasizing that sustainable development should not be understood in a narrow way – only related to the environment, but also as relevant to life quality in all its aspects – in the present as well as in the future.

However, Daly argued that sustained in sustainable development had two competing definitions: (Daly, 2002, p. 1)

First, utility should be sustained; that is, the utility of future generations is to be non-declining. The future should be at least as well off as the present in terms of its utility or happiness as experienced by itself. Utility here refers to average per capita utility of members of a generation. Second, physical throughput should be sustained, that is, the entropic physical flow from nature's sources through the economy and back to nature's sinks, is to be non-declining. More exactly, the capacity of the ecosystem to sustain those flows is not to be run down.

In the application of this definition of sustainable development, one issue concerns the substitutability of capital. There are several types of capital: social, natural, and man-made. (Emas, 2015, p. 1)

The concept of needs goes beyond simply material needs and includes values, relationships, freedom to think, act, and participate, all amounting to sustainable living, morally, and spiritually.

In the academic field, Pezzey (1992, p. 56) states that institutional environmental scientists define sustainable development as pattern of social and structural economic transformations, which optimizes the economic and societal benefits available in the present, without jeopardizing the likely potential for similar benefits in the

future. Sustainable development implies using natural resources in a manner which does not eliminate or degrade them.

1-2 - Goals of sustainable development

The sustainable development goals (SDGs) build on decades of work by countries and the UN including the UN Department of Economic and Social Affairs : (UN, 2016)

- In June 1992, at the Earth Summit in Rio de Janeiro, Brazil, more than 178 countries adopted Agenda 21, a comprehensive plan of action to build a global partnership for sustainable development to improve human lives and protect the environment.
- Member States unanimously adopted the Millennium Declaration at the Millennium Summit in September 2000 at UN Headquarters in New York. The Summit led to the elaboration of eight Millennium Development Goals (MDGs) to reduce extreme poverty by 2015.
- The Johannesburg Declaration on Sustainable Development and the Plan of Implementation, adopted at the World Summit on Sustainable Development in South Africa in 2002, reaffirmed the global community's commitments to poverty eradication and the environment, and built on Agenda 21 and the Millennium Declaration by including more emphasis on multilateral partnerships.
- At the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil, in June 2012, Member States adopted the outcome document "The Future We Want" in which they decided, inter alia, to launch a process to develop a set of SDGs to build upon the MDGs and to establish the UN High-level Political Forum on Sustainable Development. The Rio +20 outcome also contained other measures for implementing sustainable development, including mandates for future programmes of work in development financing, small island developing states and more.
- In 2013, the General Assembly set up a 30-member Open Working Group to develop a proposal on the SDGs.
- In January 2015, the General Assembly began the negotiation process on the post-2015 development agenda. The process culminated in the subsequent adoption of the 2030 Agenda for Sustainable Development, with 17 SDGs at its core, at the UN Sustainable Development Summit in September 2015.

- 2015 was a landmark year for multilateralism and international policy shaping, with the adoption of several major agreements:
  - Sendai Framework for Disaster Risk Reduction (March 2015)
  - Addis Ababa Action Agenda on Financing for Development (July 2015)
  - Transforming our world: the 2030 Agenda for Sustainable Development with its 17 SDGs was adopted at the UN Sustainable Development Summit in New York in September 2015.
  - Paris Agreement on Climate Change (December 2015)
- Now, the annual High-level Political Forum on Sustainable Development serves as the central UN platform for the follow-up and review of the SDGs.

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. They recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability, thus the 17 goals are integrated. The seventeen goals that have been approved by the United Nations in 2015 are: (UN, Transforming our World : The 2030 Agenda for Sustainable Devemopment, 2015, p. 18)

Goal 1: End poverty in all its forms everywhere;

Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture;

Goal 3: Ensure healthy lives and promote well-being at all ages;

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;

Goal 5: Achieve gender equality and empower all women and girls;

Goal 6: Ensure availability and sustainable management of water and sanitation for all;

Goal 7: Ensure access to affordable, relieble, sustainable and modern energy for all;

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all;

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation;

Goal 10: Reduce inequality within and among countries;

Goal 11: Make cities and human settlement inclusive, safe, resilient and sustainable;

Goal 12: Ensure sustainable consumption and production patterns;

Goal 13: Take urgent action to combat climate change and its impacts;

Goal 14: Conserve and sustainably use the oceans, sea and marine resources for sustainable development;

Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss;

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and institutions at all levels;

Goal 17: Strengthen the means of implimentation and revitalize the Global Partnership for Sustainable Development.

The basic premise for integration is that the economic, social and environmental dimensions are interrelated and, for the most part, indivisible aspects of a whole system. People and the nature of the society in which they live are shaped by and, in turn, shape the economies that support their livelihoods and enhance their overall quality of life. Environments provide life-giving and economically important services to economies and to people.

2- Culture as the fourth pillar of Sustainable development

2-1- Defining the concept of Culture

Culture refers to society and its way of life. It is defined as a set of values and beliefs, or a cluster of learned behaviors that we share with others in a particular society, giving us a sense of belongingness and identity. Because of this, cultural understanding is becoming even more important because of the call to interact with many individuals from other countries and other cultures. Furthermore, there is three basics components of culture, namely: what people think, what they do, and the material products they produce. All forms of culture exhibit unique ways and value systems that aid and affect individuals in their perception and reaction to different life circumstances. (Lebron, 2013, p. 126)

Dessein (2015, p. 21) defines Culture as a loosely integrated totality of practices, institutions and mechanisms that deal with the production, distribution, consumption and preservation of collectively shared meanings, as well as the explicit and implicit rules that govern the relevant processes. The cultural system is only relatively organised and embraces the tensions and internal contradictions of the social and spatial world, in which it appears, perpetuating and subverting its norms of behaviour and power relations, as well as providing loopholes for escape from its everyday routines to imaginary spaces.

Hofstede in (Belshek, 2021) describes culture, as the collective programming of the mind which distinguishes the members of one group from another, which is passed from generation to generation, it is changing all the time because each generation adds something of its own before passing it on. It is usual that one's culture is taken for granted and assumed to be correct because it is the only one, or at least the first, to be learned.

2-2- Culture in Official Report

To integrate culture in the development agenda, clear objectives, definitions, mechanisms, tools, monitoring and evaluation systems are needed. An important normative apparatus exists in this area: seven Cultural Conventions deal with tangible and intangible heritage, the diversity of cultural expressions and creative industries, and illicit trafficking of cultural goods (e.g. the World Heritage Convention, the Intangible Heritage Convention and the Convention for the Protection and Promotion of the Diversity of Cultural

Expressions). The United Nations Scientific, Educational and Cultural Organisation has devised policies, legislations, standards, operational guidelines, monitoring and evaluation tools, capacity building programmes, international funds, as well as concrete operational actions that safeguard and promote culture, contribute to capacity development of cultural institutions, build networks of professionals, and actively involve local communities. (UN, 2012, p. 6)

Adopting culture in sustainable development has been started in 1982 by The Mexico City Declaration, which highlighted the role of culture as a vector of identity, value systems, traditions and cohesion, and as an engine for creativity. In 1997, 1998 both of Our Creativity Diversity Report and the Stockholm Conference acknowledge the cultural dimension of sustainable development. (IFACCA, 2017, p. 4)

In 2001, the Universal Declaration on Cultural Diversity (Universal Declaration on Cultural Diversity, 2001) has considered the Cultural diversity as a source of exchange, innovation and creativity, it is more than the common heritage of humanity, it is the driver of sustainable Development and should be recognized and affirmed for the benefit of present and future generations.

The Agenda 21 for Culture, adopted in 2004 was the first international document to systematically address the importance of the relationship between culture, citizenship and sustainability (UCLG, 2015, p. 15). It highlights the interactive relationship between the crucial factors of human interaction.

In 2010,General Assembly ,in the Resolution A/65/L.1 (G.Assembly, 2010, p. 3), acknowledge the diversity of the world and recognize that all cultures and civilizations contribute to the enrichment of humankind. They emphasize the importance of culture for development and its contribution to the achievement of the Millennium Development Goals.

After two years, the UN Conference on Sustainable Development Rio+20 "the Future we want: our common vision" recognize that all cultures and civilizations contribute to sustainable development. (SDD, 2012)

The International Congress "Culture: Key to sustainable Development" tooke place in 2015, it was the *first* International Congress specifically focusing on the linkages between culture and sustainable development organized by UNESCO since the Stockholm Conference in 1998. (UNESCO, 2013)

2-3- Cultural factors of sustainable development

Policies and academic researches agreed that culture is capable of being integrated within sustainable development in three (more or less) roles: (Dessein , 2015, pp. 28-29)

• First, a supportive and self-promoting role (characterised as 'culture in sustainable development'), which simply, and fairly uncontroversially, expands conventional sustainable development discourse by adding culture as a more or less self-standing or freestanding pillar. Culture stands, linked but autonomous, alongside separate ecological, social, and economic considerations and imperatives of sustainability.

• Second, a role ('culture for sustainable development') which offers culture as a more influential force that can operate beyond itself; this role moves culture into a framing, contextualising and mediating mode, that can balance all three of the pillars and guide sustainable development between economic, social, and ecological pressures and needs (which of course grow out of human cultural aspirations and actions).

• Third, a role ('culture as sustainable development') which sees culture as the necessary overall foundation and structure for achieving the aims of sustainable development. By recognising that culture is at the root of all human decisions and actions and an overarching concern (even a new paradigm) in sustainable development thinking, culture and sustainability become mutually intertwined, and the distinctions between the economic, social and environmental dimensions of sustainability begin to fade.

Sustainable development, or sustainability, requires the combination of a set of interconnected factors (cultural, environmental, social, and economic). The development of specific policies in each area is important, as well as a transversal and integrated approach across all four areas: (UCLG, 2015, p. 13)

a. Cultural diversity is the main heritage of humanity. It is the product of thousands of years of history, and the fruit of collective contributions by all peoples through their languages, ideas, techniques, practices, and creations. Diversity should not be just about 'the other'; it has multiple dimensions and forms part of the unique identity of every individual. Cultural diversity allows identities and

differences to be continuously redefined. It is an essential component of social harmony, citizenship, and the creation of a peaceful society.

   b. Cultural heritage, in all its multiple forms, from memories to landscapes, is a testament to human creativity, and is a resource for the construction of the identities of people and communities. As something that is alive and constantly evolving, it should be integrated into life and society in dynamic ways.

   c. Places and territories are social constructs; the fruit of the historical interaction of human groups in their appropriation and transformation of the natural landscape. They reflect the history, identity, and values of the populations that inhabit them. Cultural conceptions of place are essential for the quality of life of their inhabitants. Land-use and urban planning are therefore cultural acts, in that they acknowledge, invent, and harness natural and cultural resources, in line with a society's aspirations for the future.

   d. Cultural goods and services are different from other goods and services, because they are bearers of meaning and identity. Artists, cultural organizations and cultural institutions play a central role in developing a sustainable city. The reduction of culture to its economic value may reduce or eliminate its contributions to the common good and, consequently, its transformative potential. The economic system mediates some of the values that condition life choices, values which can culture can be used to challenge. Twenty-first century economic models must allow for a more coherent link between public, private, and non-profit economies, and guarantee dignity and respect for individuals, social justice, and the environment.

   e. The appropriation of information, and its transformation into shared knowledge, is a cultural act that is interdependent with the lifelong right to education and cultural participation.

   Access to cultural services and active participation in cultural processes are essential to enable people who are marginalized, impoverished, or in otherwise disadvantaged situations to overcome their difficulties and actively participate in their own inclusion in society.

3- Environmental culture for sustainable development

Environmental culture refers to the total of learned behavior, attitudes, practices and knowledge that a society has with respect to maintaining or protecting its natural resources, the ecosystem and all other external conditions affecting human life. (GEMET, 2020)

According to Ridei et al (2013, p. 16), environmental culture is considered as: 1) Historically, a certain level of social development, creative powers and abilities , expressed in forms and types of life and created human values, which is characterized by a profound and general awareness of ecological issues in the dynamics of humanity, 2) Ecosphere society that includes relevant ecological needs , attitudes and institutions, and 3) use of the environment on the basis of knowledge of the natural laws of the biosphere including immediate and long-term effects of nature changes under the influence of human activities. Cultural environment as an integral part of human culture, developed on the basis of professional ecological education, public awareness and education ecosystem thinking that view of nature as an integrated planetary living shell of the Earth, consisting of a self-regulating ecosystem. Maintaining unity and maximum productivity latter promotes conservation and sustainable use of the entire biosphere.

However, Laune (2014, p. 9) claims that cultural environment refers to an environment created by human activity and through interaction between human and the natural environment. It includes the cultural landscape, the built cultural environment, and archaeological sites. The cultural environment includes both whole areas and individual sites.

3-1- Environmental Information for Sustainable Development

Environmental information can be in any form, such as written, visual, aural, or electronic. The presence of environmental information in a document does not make all of the information in the document environmental information. (What is environmental information ?, s.d.)

Thus, Information Commission's office emphasizes that environmental information is any information on: (ICO, 2016)

- The state of the elements of the environment and the interaction among these elements;
- Factors affecting or likely to affect those elements;
- Measures or activities affecting or likely to affect those factors or elements, or designed to protect those elements;
- Reports on the implementation of environmental legislation;
- Cost–benefit and other economic analyses and assumptions used within the framework of those measures and activities; and
- The state of human health and safety, conditions of human life, cultural sites and built structures in as much as they are or may be affected by those elements.

- Environmental information describes quantitative, qualitative or geographically referenced facts representing the state of the environment and its changes, it contains three major types: (ESS-UN, 2015, p. 8)
- Quantitative environmental information: Consists of data, statistics and indicators and is generally disseminated through databases, spreadsheets, compendia and yearbook type products.
- Qualitative environmental information: Consists of descriptions (e.g. textual, pictorial) of the environment or its constituent parts that cannot be adequately represented by accurate quantitative or geographically referenced descriptors.
- Geographically referenced environmental information: Provides facts on the environment and its components using digital maps, satellite imagery and other sources linked to a location or map feature.

The role of information in sustainable development has first been mentioned in Agenda 21 in article 40.1: « In sustainable development, everyone is a user and provider on information considred in the broad sense. That includes data, information, appropriately packaged experience and knowledge. The need for information arises at all levels, from that of senior decision makers at the national and international levels to the grass-roots and individual levels. The following two programme areas need to be implemented to ensure that decisions are based increasinly

on sound information : bridging the data gap ; improving information availability ». (Haklay, 1999, p. 6)

3-2- Environmental awareness for Sustainable development

Roba (2012, p. 33) points out that awareness is tackled in relation to media and environment as knowledge about the physical and socio-cultural environment and it is described as explicit knowledge of environmental issues. It is individual's implicit sense of knowing, and it is mostly out of sociological interest. The creation of environmental awareness through media, attempted to expand and explore the scope of environment by making use of processes and knowledge bases associated with environmental ethics and aesthetics. Media is a means of public communication and it is defined as a network to serve as a kind of cultural forum that organized and shapes our understanding of our social values. It can influence people's attitude, and it has the power of convincing people and shape up opinions.

a. Environmental education

The call for Environmental Education that presumably subsumed environmental awareness is an effort directed at reducing the effects of anthropocentric activities on the environment. The intergovernmental conference on Environmental Education convened by UNESCO in cooperation with United Nation Environmental Programme [UNEP] in Tbilisi, in 1977 recommended the development of school curriculum in Environmental Education. According to the Tbilisi Conference, the goals of environmental education include: (Omoogum, Egbonyi, & Onnoghen, 2016, p. 63)

- To foster clear awareness of, and concern about, economic social, political and ecological interdependence in urban and rural areas ;
- To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment; and ;
- To create new patterns of behaviour of individuals, groups and society as a whole towards the environment.

According to Roba (2012, p. 57), Many studies state that environmental education increases public consciousness and knowledge of environmental issues and challenges. The environmental education is necessary to increase public awareness about effects of human activities on the environment. It is necessary to

increase the public's sensitivity to environmental and development problems. People profit through environment education, by gaining an understanding of how their individual actions affect the environment, acquiring skills are useful to evaluate various sides of issues, and becoming better equipped to make informed decisions.

Redei et al (2013, p. 19) note that environmental education means understanding the fact of the close relationship of human existence with ecological processes in nature. Such education should be ensured through continuous multistage environmental education and promotion. Fundamentals of environmental culture should be formed from childhood, when laid ideological orientations person. Therefore, creating a positive stereotype of nature plays an important role in family and preschool educational institutions. The main goal of environmental education is responsible attitude training towards nature. Environmental education refers to a continuous process of learning, training and development, aimed at fostering the overall environmental culture of ecological responsibility for the fate of their country and loved ones, the planet and the entire universe. It is considered one of the main factors of becoming a harmonious society and a means of improving the efficient organization of production, consumption, biosphere by its possibilities.

b. Environmental media

Jharotia (Jharotia, n.d, p. 2) explains how media is shaping public awareness towards environment. When we discuss about role of media, we focus on three key issues: to inform, to educate and to entertain. Traditionally, there have been the tools like radio, television and newspapers which have been playing an important role for spreading awareness among the people for climate change and environment protection at the faster rate than the personal contacts. Further they have been enriched by the production and distribution of printed materials such as books magazines and brochure which has helped in transfer of new and current awareness whereas radio and television are important tool for quick information.

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for dissemination of quick information. Which are: (Jharotia, n.d, p. 3)

- Traditional media, like that of radio, television, newspaper and magazines.
- Print media which includes newspapers, magazines and advertising.
- Institutional media, such as the schools, government officials or non-governmental organizations work, and
- Social media which include the blogs (blogger), social networking websites (Facebook), and micro blogging websites (Twitter).

CONCLUSION

Ultimately, from the above facts one may conclude that the environment is considered as the biosphere in which man lives, and it is a subject to the surrounding activities and industrial developments. However, it cannot resist the changes that occur in it due to the irrational exploitation of available natural resources which has led to the increase of environmental problems and complexity. Therefore, there is a need to restore the natural balance and participate in its protection. This can be achieved via the combined University Legal associate of disseminating environmental culture, as well as through environmental awareness and environmental education. In view of this, the foremost aim is to shape the behavior of an environmental positive and lasting as a prerequisite for each person for the sake of playing his role effectively in protecting the environment and achieving sustainable development.

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