

Environment, Development and Developing Countries

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There is a strong feeling in developing countries that environment protection is only pollution. Developing countries should be concerned with the environmental issues because environmental problems are not exclusively the problems caused by industrialization and riches, but the environmental problems are very much caused by poverty.

- 1) Environmental problems caused of increasing poverty, when accompanied by demographic pressure, e.g. cutting of forests in search of cheap sources of fire-wood and energy, the grazing of marginal lands, the drift to the towns are all problems caused by poverty.
- 2) In the process of accelerating development, the developing countries are also like to encounter and generate environmental problems. They should be alert to these problems, learn from the experience of industrialized countries and take whatever actions are possible to minimize or prevent these difficulties from arising. For this the following steps could be taken:
 - ?) Develop in order to get over environmental problems caused by poverty; but
 -) Develop in such a way as not to aggravate needlessly the environmental problems that sometimes accompany development of left unattended.
 -) Grow consciousness in developing countries about the relevance of environment issue to national life and to development planning.
 - o Increase the global dimensions of the environmental problems.
 - ?) Environmental damage is not just a threat to national economic and to individual countries but has wider consequences, wider repercussions, and that there are processes at work which are endangering the future of the planet itself.

Brundtland Report should be added in education, which enhance the awareness of the global dimension of the environmental issues (sustainable development).

If we have a turbulent Third World we are not going to have a global system of Peace and Stability. Developing countries do need to peruse an environmentally sound pattern development.

The power of people's movement in Environmental protection pay a decisive role that help in changing the people's attitude. Women's movements are the forces in environment and development

Traditional Knowledge

Traditional knowledge system is vital because of its economical rationality its inspiration being the sustainable use of ecosystem in which it has developed.

The world is environmentally interdependent, whether borne by air or water, is quickly transmitted from one state to another. The effect of soil erosion on agricultural production in one part of the world reverberates to other parts very quickly. All countries share the atmosphere, as air recognizes no national boundaries. The mutual dependence of the peoples of the world on a single common planetary biosphere means that environmental decline of one country or region is a problem for the entire community of region. A growing number have become vulnerable to trans-boundary global environmental degradation, which did not originate in the area in which they live.

The population explosion in the modernization has made poor countries more vulnerable to the impact of environmental damage. In these countries, the effects of environmental destruction pushes more and more people towards the sustainable margin, and it leads to social unrest.

The high population growth in the developing countries has multiplied pressure on all renewable resources, namely fresh water, soil, forests, air, atmosphere, climate, oceans and biodiversity.

Social degradation and deforestation do compliment each other.

Due to environmental destruction, there may be reduction in the availability of cultivatable land, green forest, fresh water, clear air and fish resources for the consumption of the human kind.

Environmental change can lead to dramatic reduction in agricultural output of affected area. In the developing countries, where the agriculture is the most important source of subsistence, its, decreased production might result in the loss of livelihood of millions people.

Environmental destruction leads to social conflicts.

People are more and more worried about environment problems, but still little is known and done about how to change people's attitudes and behavior in general and how to educate new generations to take both local and global responsibility.

Global responsibility demands local responsibility. Think globally and act locally. Global responsibility comes from understanding the total interdependence of the human race on nature, our planet (earth).

The following suggestions are useful only to the developing countries but they could be implemented all over the world.

Peace and Environment

Environmental degradation is one of the causes of conflict and violence. Peace and Environmental education is possible in most of the schools and colleges. It does not need any special arrangements, but must be demanded of the teacher.

The UNESCO 1974 Recommendations should take into consideration and should be the guideline for Peace and Environmental education.

Guiding Principles

- 1) An international dimension at all level of education;
- 2) Understanding and respect for all people, their cultures, civilizations, values and ways of life, including ethnic cultures;
- 3) Awareness of the increasing global interdependence between people and nations;
- 4) Ability to communicate with others.
- 5) Awareness not only of the rights but also of the nations duties incumbent upon individuals, social group and nations towards each other;
- 6) Understanding of the necessity for international solidarity and cooperation;
- 7) Readiness on the part of the individual to participate in solving the problems of his/ her community, his country and the world at large.

Peace and Environmental Education concern violence, war and pollution. The basic task of peace and environmental education is to shape human behavior towards non-violence and relation with other human and nature

The main purpose of peace and environmental education is to promote worldwide respect for human rights, justice and care for the environment. In democratic society, students develop the skill of critical thinking and ethical responsibility.

Attention should be paid to method and to content. Objective should be fixed as knowledge, attitudes, values and skills.

The task of peace and environmental education is to inform others about the existence of repression and economic exploitation, their causes and consequences.

Environmental education should be an integral part of ongoing education in a wide variety of subjects areas and not a separate curriculum unit or specialty in itself. It should be interdisciplinary in approach.

Environmental education should be adapted to the need of the learner and must take account of the occupational and social roles towards which learners aspire. Increase student's knowledge and awareness of ecological system via the direct interactions between him and the environment.

Understanding the difference of various cultures, and compare it with his/her own culture, e.g. dances, music, plays, belief system, students should learn the complexity of reality.

The basic background for the methods of peace and environmental education springs from the results of scientific research into moral education, education for tolerance, and cooperation, education for empathy and altruism and environmental education should based on:

- 1) Interdisciplinary approach;
- 2) Integrative learning process;
- 3) Problem solving process;
- 4) Use of the environment as a learning resource.

To inculcate these educations we have to observe the creative change from teacher-centered education and one –sided authoritarian practice to new methods of teaching.

- 1) Learners- centered education;
- 2) Cooperation;
- 3) Community-centered education;
- 4) Equality between educator and students.

The following activities, which are important in Peace and Environmental Education, should be taken into consideration:

- 1) Encouraging students to imagine themselves in the place of others by means of role players, role-taking, drams etc.;
- 2) Activating students to develop their imagination in finding non-violent solution to conflict situations;
- 3) Providing students with the opportunities for role taking;
- 4) Providing students with the opportunities for cooperation, shared decision making and problem-solving and conflict resolution;
- 5) Letting students disagree, avoiding one-sided authority.
- 6) Using of student's own questions and interests as starting points;
- 7) Exposure of students to admired models who behave altruistically;
- 8) Providing students with opportunities for giving help and responsible care for others;
- 9) Teaching students to see the beauty and the dignity of nature and to care for the environment.
- 10) Letting student's plan, work study or play according to their own ideas as much as possible;
- 11) Using rewards and positive guidance as much as possible and never using corporal punishment.

Education for peace and environmental responsibility (especially in adult education) is to create understanding of personnel experience and reflection on power system of society. Experimental learning is one of those valid tools for this kind of learning process.

Values clarification is a widely accepted strategy in environmental education. To help learners to apply this form of education to values, exploration and decision making in their own lives.

Cooperative learning reduced prejudices in a teaching technique make possible for students to get to know well enough for similarities of belief and values to overrides consideration of race and religion, this type of education promote greater acceptance of differences and interpersonal attraction among students from different ethnic background. It helps to develop the skill for non-violence.

Peace and environmental education is education for moral development. The role of teacher in peace and environmental education should be of coordinator than teacher.

The topic area covered by peace and environmental education is very vast indeed. If environmental and peace education is to fulfill its role of creating awareness and a readiness to take part in long term solution to environmental problems, it must simultaneously develop the learners in the cognitive and effective sphere. Promoting a global environmental ethic means developing a code of ethics as part of education, which promotes attitudes and behavior for individual and societies, which are consonant with humanity's place within the biosphere.

One most important area of peace and environmental education would be the reflective analysis of the myths, images and belief that support warfare, armament, violence and pollution.

Environmentally responsible behavior means that a person has:

- 1) Awareness of a sensitivity to the total environment and its allied problems and for issues;
- 2) A basic understanding of the environment and its allied problems and issues;
- 3) Feelings of concern for the environment and motivation for actively participating in environmental improvement and protection;
- 4) Skills for identifying and solving environmental problems and issues; and
- 5) Active involvement at all levels, in working towards resolution of environmental problems and issues.

Environmental education should examine major environmental issues from local, national, regional and international points of views so that students received insights into environmental conditions in other geographical areas. Arose the sensitivity to nature. Personnel commitment.

To let students to take local initiatives. Thus they can find together one local environmental problem and plan various strategies to solve the problem, it shows the example from theory to practice learning.

Increase the knowledge and awareness of students of living system via direct interaction between them and the environment. Students should be exposed to the actual existing environmental problems, as an integral part of their education.

Global crises for environmental is a combination of military, population, ecological and human rights. We are not angering the environment but we also endangered our own health.

Environmental problems can be solved through different kinds of social actions, e.g. global disarmament and international cooperation. One area of social action is education. Education can be an actor to change the belief, values and even traditions.

Environmental education should be adapted to the needs of the learner and must take account of the occupational and social roles towards which learners aspire. This enhance motivation to learn and help them to envisage better ways of doing their chosen work in the future

Environmental education will definitely help individual to realize their responsibility, towards environmental protection, as follows:

- 1) An awareness and sensitivity to the total environmental and its allied problems and issues;
- 2) Basic understanding of the environment and its allied problems and issues;
- 3) Feeling of concern for the environment and motivation for actively participating in environmental improvement and protection;
- 4) Skills for identifying and solving global problems and issues;
- 5) Active involvement at all levels in working towards a resolution of global problems and issues.

The complexities of environmental problems create the need to develop critical thinking and problem-solving skills. The environmentally responsible citizen can continuously reflect on her his activities and their consequences for global survival and intergenerational equality.

There are three dimensions of the environmental issues, these are as follows:

- 1) Ecological: defining and describing the relationship between the human being and nature; defining describing and analyzing the natural systems under study their components and processes;
- 2) Socio-economic: including the level of development, the technological set up the use of natural resources, and the relationship between human being and nature.

Environmental awareness means that students/ learners learn to analyze problems, find causes and their effects.

Sensitivity to Nature

Human beings understand and experience emotionally that they are depended on nature. Every single technical achievement and every single tool has been made from natural resources.

- 1) Awareness and understanding of environmental issues. Sensitivity of nature means that one feels emotionally the importance of nature and can listen to the voices of nature, and one is part of nature.

2) Sensitivity to Nature:

The main purpose is for students to get a personal, emotional affection for nature, i.e. assessing the changes in the pollution of water, give experience and knowledge about the results of human impacts on nature. Responsible attitudes and values grow up from real experiences and understanding, investigating pollution, and change of nature, are good practices.

3) Commitment and devotion:

The important step in environmental education is to promote commitment and devotion. The individual must understand the nature of the issues and their ecological and human implications.

One problem in environmental education is to find activities where the straight consequences are visible. Because environmental problems are partly invisible i.e. ozone, layer, radiation, etc.

Students are asked to find together one local environmental problem and plan various strategies to solve that problem.

Environmental issues are so complex that an ability to understand to them demands the ability for critical thinking and problem solving skills.

The concept of environment degradation leads to another important concerning the concept of resource scarcity. These are of 4 types:

- 1) Physical scarcity means that a resource is only available in a finite amount;
- 2) Geopolitical scarcity means that resources are often distributed unequally on the surface of earth so that some countries depend on deliveries from others;
- 3) Socio-economic Scarcity concern the unequal distribution of purchasing power and of property rights to provide natural resources between or within societies;
- 4) Last type of scarcity concerning resources that have traditionally been regarded as plentiful and naturally renewable but are becoming scarce now because of the failure of human beings to adopt sustainable methods of their management. We should call this type environmental scarcity- Scarcity caused by environmental degradation.

These four resources are interrelated.

An environmental conflict is a conflict caused by the environmental scarcity of a resource that means; caused by a human made disturbances of its normal regeneration rate. Environmental scarcity can result from the overuse of a renewable resources or from the overstrain of the ecosystem's sink capacity that is pollution.

Conflict over agricultural land, for example, which we defined as a renewable resource, have to be seen as environmental only if the land becomes an object of contention as a result of soil erosion, climate change, change of river flows or any other degradation.

The environmental degradation led to violent wars?

Adult Behavior

In changing adult's behavior towards peace and environmental responsibility, there are some methods. All methods, which support learner reflective ability and internal focus of control and empowerment, are tools change:

- 1) Learner's attitudes and values differ a lot from the ideas the teacher might have. Learner should be involved to understand the background of their attitudes and to reflect on them;
- 2) Teach environmentally significant ecological concept and environmental on solar energy, energy flow, interrelation of organisms and cycling;

- 3) Provide carefully designed and in depth opportunities for learners to achieve some level of environmental sensitivity;
- 4) Provide curriculum that gave in-depth knowledge of issues;
- 5) Provide curriculum that will teach learners the skills of issues analysis and investigation as well as provide the time needed for application of the skills;

The above methods will surely enhance the environmental. Awareness in the society, which will, leads to the peaceful and sustainable development of the nations.

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