Deschooling Environmental Education

Anthony Weston

Abstract

If "education" is problematic as such, as radical critics such as Illich and Holt argue, then environmental education is problematic too. Despite the seemingly uncontroversial character of the goal of "ecological literacy," for instance, I argue that this notion is deeply flawed: it replaces a living sense of connectedness with a mandated and technical set of skills - perfect for schools, but that is just the problem. In its place I suggest a broader understanding of what we are about as environmentally-concerned citizens and educators: reconstructing the larger lifeworld in a way more connected to and consistently engaged with the more-than-human world. Schools have a role to play within this reconstruction, but the essential process is much larger and must engage all of us.

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Environmental educator should deliver Environmental Education in a unique way as it is not only based on science, but also concerned with historical, political, and cultural aspects with the human dimension of socio-economic factors. It is also based on developing knowledge on socio-ecological systems. Environmentally-literate citizens take active part in solving and reducing the impact of environmental problems by buying "green" products and using natural alternatives to pesticides to name two. Environmental education teaches us how natural environment functions and how human beings can manage the behaviour of environment and ecosystem in order to live sustainably. Environmental education is the combination of different subjects such as biology, chemistry, physics, mathematics, ecology, geography, earth science and environmental science.