
Environmental education: legal principles and school practices

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Abstract:

Today, the school undertakes heavy tasks that go beyond education and indoctrination to social and citizenship education. To perform her duties, she draws her ideas and materials from various scientific and legal sources. Environmental education, as a sensitive subject, was the subject of legalization by the legislator and by the school. In this article we study various legal principles and ethical values for the topic of environmental protection and its implications for school programs and the school's role in environmental education. Where we do an analytical study of this subject through textbooks. The school is a major social actor that provides an important program in the field of environmental protection, but educational situations do not rise to the required level.

Keywords: Environmental education; law; textbooks; 2nd Generation programs.

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1. INTRODUCTION

The Algerian legislator tried, through law 03/10 dated in 2003 and relating to the protection of the environment, to integrate environmental requirements and their implications for sustainable development. According to lawyers, the new legal system is integrated and takes care of all environmental concerns (Pierre André, 2003, p.447). This new legal system mainly targeted manufacturers and economic enterprises, as well as local communities and the general population.

Consequently, the provisions of Law 03/10 calling for the need to protect the environment in all its components within the framework of sustainable development, which can only be achieved by promoting this national development by improving living conditions that will ensure a healthy living environment. The legislator has therefore tried to set up an effective legal system with a view to ensuring environmental security within the framework of overall national development, through the principles and foundations of the prevention of all forms of pollution and degradation of the environment, as well as the rationalization of the rational ecological exploitation of natural resources, with the help and support of all stakeholders.

A year before, a school environmental education project was signed in 2002 between the Ministry of the Environment and the Ministry of National Education. This project, by integrating environmental concepts into school curricula, gives an environmental dimension to educational programs in order to create in children and in Algerian society as a whole, the principles of eco-citizenship.

Moreover, environmental education is one of the State's solutions to alleviate environmental problems, given their role in training and raising awareness among individuals of the problems confronting the environment and the everyone's responsibilities towards those around him.

The Algerian school system is, with reference to the text of the National Charter, included environmental education in the following

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subjects: SNV, Islamic education, languages, geography, history, geography. In addition, curriculum reform in secondary education has given prominence to environmental education. Its programs aimed to provide students with the opportunity to contact and study the natural environment directly.

2. Problem:

Environmental education is still a hot topic, because of the great importance it attaches to being directly linked to the future of man on earth. It is the subject of joint and subject studies for all fields of scientific study. From this point of view, the study variables are many and varied, because there are those which link environmental education to sociology, politics or law...

In this study, we will study environmental education in two interdependent and complementary fields: law and education. Our purpose is based on the principle of integration which postulates that: "the requirements in terms of environmental protection and sustainable development must be integrated into the preparation and implementation of sectorial plans and programs" (Journal officiel de la république algérienne, 2003) educators are required to take the issue of environment into school curricula. Thus the principle of information and participation which indicates that: "everyone has the right to be informed of the state of the environment and to participate in the procedures prior to the taking of decisions likely to have detrimental effects on the environment" (Ibid.).

this principle of informing others, in particular the partner in the environmental field, whether it is a natural or legal person, or whether it is an original or secondary partner is the one of the recognized principles in the field of the environment, because the environment and the results which result from it are something in which everyone should participate, from the simplest citizen to

environmental organizations and institutions, the first counts on him by awareness raising and effective contribution to the implementation of plans and programs in the field of planning, supervision and protection, then control and monitoring. The law is, moreover, a means of forging the identity of the teacher as attested by Jean-Marc Lange and Patricia Victor "the new school methods that constitute" education in ... health, the environment, sustainable development "provide an opportunity to study the interactions between knowledge, the professional identity of teachers and a new curriculum orientation" (VICTOR & *al.*, 2006).

In this perception, the problem that deserves to be studied in this regard is to know to what extent the Algerian legislator could implement an eco-citizenship project. What principles and foundations have been established by the legislator through Law 03/10? What role does the school play in achieving this? The departure hypotheses are:

- There is continuity and a strong link between the law and the school curriculum in the area of the environment.
- Environmental education is a transversal competence, so that school programs, with their different literary and scientific backgrounds, support this type of education in harmony with the laws relating to the environment in Algeria.
- Although the subject of environmental education in the French language manual is rich, it is weak in terms of application.

3. Presentation of the corpus

In order to link the right to education to the environment, we will focus our study on textbooks for middle education: the textbook 'Le Français 1AM' (textbook1) between 2011 and 2016, the textbook of '*la langue française*' of 1MY (called 2nd generation, now manual 2) published by the ENAG since 2016. These two

manuals deal, to different degrees, with themes and supports relating to the environment (texts, pictures, etc.) and this in comparison with the provisions of Law 03/10.

4. Theoretical anchoring

In general, all research studies the environment in a multidisciplinary framework, connecting it to society (Bernard KALAORA, 2013) and (Fodil Issad, 2011), education (Girault & Sauv , 2008), and the law (Prieur, 2019), (Neuray, 2001)...

In fact, the right to the environment cannot achieve its objectives is that environmental principles are accepted and by the citizens and the only way to instill these principles in society is education. In other words, environmental law cannot achieve its objectives without its rules being accepted by citizens. "For citizens to naturally accept and apply environmental law rules, it is not enough that they be enacted and published. They still have to be understood and accepted by the citizens. To do this, it is essential not only to inform, train and sensitize citizens, especially the youngest, to know the content of the environmental law" (Granier, 2008).

In addition, education from an anthropological point of view: "it is the oral and dynamic assistance provided to the individual to prepare for the battle of life and to take, in turn, positions for life, such as food, fishing, sex, etc. These attitudes become dictated by the behavior and behavior that their culture considers necessary in this world. The state's dependence on education to entrench environmental values in citizens is not surprising if we know that a great deal of research has shown that education has dimensions and characteristics that differ according to human conditions, environments and crises.

Thus, the child in the school stage seeks to know (more about criteria, values, conscience, the meaning of good and evil and is concerned with the ethical evaluation of behavior.

The role of the school and its relationship with law and societal education can be summarized in the theory of socio-constructivism defined as an epistemological paradigm of knowledge (Philippe Jonnaert, 2009, p. 64). This paradigm is based on: "Adaptation to the external environment and its variables, learning from them lives in a social environment (Bernard KALAORA, 2013).

4.1 Principles, values of law 03/10

Law 03/10 provides for the implementation of a national environmental protection policy in the context of sustainable development and sets the fundamental principles and rules for environmental management: protection, restructuring and enhancement natural resources; restoring damaged areas, preventing and combating all forms of pollution and nuisance; improving the environment and the quality of life, promoting the rational use of available natural resources, as well as the use of cleaner technologies; to strengthen information, awareness and participation of the public and the various stakeholders in environmental protection measures. (Loi n° 03-10 relative à la protection de l'environnement dans le cadre du développement durable., 2007). The principles on which this law is based are:

5. Principles of environmental integration and sustainable development:

To achieve the approach of environmental security and sustainable development, the legislator tried to establish a set of principles and foundation to strengthen environmental integration, stressing at the same time that a balanced

environmental system is the basis for launching any process. Development, especially if it is about sustainable development. (Loi n° 03-10 relative à la protection de l'environnement dans le cadre du développement durable., 2007) To illustrate this, we address the most important principles included and the values learned in the law cited above:

5.1 The principle of conservation of biological diversity

According to which: "any action avoids having a significant detrimental effect on biological diversity" (Journal officiel de la république algérienne, 2003). This means the need to preserve all terrestrial and marine ecosystems, aquatic ecosystems and ecological compounds, and everything that is part of the viability of living organisms for change (Richard B. Primack, 2005), because this diversity must be preserved.

The value derived from this principle is the moral responsibility that each individual in society must have to preserve biological diversity.

5.2 The principle of non-degradation of natural resources

This principle establishes the ideal of the rational exploitation of all the productions of natural resources in the respect of the rules of the protection of the environment which does not harm the natural resources, such as water, air, soil, which, in any case, are an integral part of the development process. This principle also emphasized a very important part which underlies the environmental and sustainable development approach by calling for the separation of these concepts and the promotion of environmental outputs in the service of sustainable development. The moral value derived from this principle is the obligation to respect nature by preserving environmental resources and protecting them from all forms of pollution. This principle, and if

it is directly addressed to economic actors, owners of factories and businesses, it also concerns all citizens.

5.3 The substitution principle: the environment as an absolute priority:

Once again, through this principle, we register the will of the Algerian legislator to implement an environmental security approach in the service of sustainable development, because this principle stipulates that a balance must be found between the works concerned by the field environmental, The project less harmful and dangerous for the environment is chosen even if its cost is high compared to the project harmful for the environment. On this basis, it is clear to us that the Algerian legislator is keen to introduce budget and priority case law and draws red lines for work that may harm the environment then replace them with other systems, even if it is at the expense of the state budget.

This principle is of very important educational value in education for eco-citizenship, given that the State gives an example of the preservation of nature, putting at the top of its priorities the protection of environment even above economic interests and clearly shows the importance of respecting environmental values. Citizens must do the same by placing environmental protection at the top of their priorities, even if it is to the detriment of their personal interests.

6. Values in the 1MY program:

The concept 'values' is defined as all that which is posed as true, beautiful, good, from a personal point of view or according to the criteria of a society and which is given as an ideal to be achieved, as something to defend . (Larousse)

Since 2011, this concept has been adopted as one of the MAIN objectives of FFL education. It is mentioned, like transversal

skills and disciplinary skills, as a constitutive element of the pupil's exit profile at the end of the middle cycle: "The Algerian school aims to train a citizen with indisputable national landmarks, deeply attached to the values of the Algerian people, capable of understanding the world around them, to adapt to it and to act on it and able to open up to universal civilization" (Guide du professeur, 2016).

7. Environmental education through textbooks:

Eco-citizenship values are taught as universal values. The environment is therefore approached as a major theme which makes it possible to privilege the pre-adolescent and his immediate environment, his centers of interest, his relationships with the city, his country and the world. (Programme du français: 1 année moyenne, 2010).

The 2nd project entitled *'as part of an information campaign, I am producing a brochure for students from other colleges to explain the need to preserve the environment and protect endangered animals'*, spread over two sequences, is devoted to the promulgation of the principle of biodiversity conservation: a- present an animal in its environment; b- explain a natural phenomenon: the water cycle.

The education in eco-citizenship in manual 2 is much richer and seems more effective because this manual adopts situations that promote knowledge, skills, interpersonal skills and knowledge of participation. In terms of content, the manual has three projects.

Two projects aim to instill in the students values relating to the environment as an important dimension of their civic education.

- Project n ° 02: I make a documentary file with my comrades to explain the progress of science and its consequences. Here are some guidelines:

Beginning situation:

« On the announcement of the construction of a detergent factory near your establishment, you and your classmates decided to organize to have this project cancelled. To do this, you ask audience to the president of the people’s assembly of the commune to inform him of your concern about the risks of respiratory diseases and the degradation of your environment.

To prepare for this meeting, you first do research on the dangers of air pollution. Then, you ask the doctor of the UDS about the risks of disease that this plant can cause. Finally, you will choose photos and illustrations that show the disastrous consequences of such a project on students, residents and the environment.» (Mon livre de langue française, 2016)

It is about becoming familiar with and adopting the different principles relating to the environment and eco-citizenship. The pupil with his comrades are called upon to carry out, according to the principle of non-degradation of the environment, a social task. Eco-citizenship education is done gradually: first, the student must become aware in the first sequence of the progress of science and its different manifestations in their daily life. Then, in the second sequence, he discovers the different possible pollutants of nature and the consequences of the pollution:

| resources | pollutants | consequences | Examples |
|----------------------------|--------------------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------|
| Air pollution | transport, industry ... | respiratory diseases | The air becomes more and more loaded with pollutants. It causes respiratory illnesses and upsets the climate. |
| The water pollution | chemical waste poured from factories into nature | acid rain devastating forests | The acid rain that burns trees and plants is caused by the fumes from chemical factories. |

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| | | | |
|-----------------------|--------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------------|
| | | Ecological imbalance | |
| Soil pollution | use of pesticides household waste | life threatening of people | pesticides are fixed for a long time in soils and plants therefore they are dangerous for human health. |

Table: the different types of pollution studied with examples

Climate change is one of the consequences of scientific progress and one of the dangers threatening the planet. The student will, in the third sequence, discover this nodal problem and its different manifestations in nature (drought, global warming, collapse of the polar ice and rising waters, floods ...).

The objective, through this project, is to equip the pupil with a general vision of the problem of the problems of the reasons of environmental degradation and to make him aware of the need to change attitudes and certain social practices (according to the substitution principle) to preserve the environment. These two projects prepare for the third project.

The objective, through this project, is to provide the student with a general vision of the problems and reasons for environmental degradation and to raise awareness of the need to change attitudes and certain social practices (depending on the substitution principle) to preserve the environment. These two projects prepare for the third project.

Project # 3: ‘Under the slogan: ‘ for a better life ’, I make with my comrades a collection of instructions for behaving as an eco-citizen’.

In this project, the student is called upon to discover eco-friendly gestures and creative solutions to fight against pollution and various environmental problems. From this perspective, the

initial situation concerning eco-mobility is included, the text of which is:

"Pedal, it's won", this initiative organized every year by your establishment, consists of presenting the bicycle as the most environmentally friendly means of transport. Expanding its use throughout the city requires cycling development constructions. With your comrades, you decide to meet with officials from your APC to encourage them to finance such a project.

You must show - by means of an illustrated text - how the bicycle can play an important role in the life of individuals, in particular in the maintenance of good health and the reduction of traffic jams which increase the rate of air pollution" (Mon livre de langue française, 2016).

Problem situations call for a brochure to explain the importance of preserving the environment and protecting endangered animals. The evaluation adopted at the end of the project aims at the competence of the student to use the different knowledge he learned during the project on how to write an explanatory text in terms of formality and content: *I presented an animal in its natural environment, I used the processes of explanation, my writing is readable...*

8. Conclusion

In conclusion, we can say that environmental development is a process with multiple dimensions, institutional and societal, because it aims to achieve balanced economic and social growth. The school is a very important element of this development as an intermediary in education, awareness and orientation of the people.

From the legal point of view, we have felt through the law the intention of the legislator to work resolutely to protect the environment within the framework of sustainable development,

by presenting it with a set of basic and global principles which guarantee the protection of the environment with all its components.

On the educational level, these principles enacted by the Algerian legislator have been adopted by the Algerian school through various programs and textbooks and across all school subjects, where we clearly see this in second generation textbooks. Although the French language is concerned with linguistic knowledge and communication skills, this has not prevented educators from adopting environmental values in the French language program as a transversal skill. We note here the extent of environmental development in the second generation program compared to the first generation program.

The new manual contains a set of moral principles and foundations in accordance with the provisions of the law, which stipulate respect and preservation of the environment. These principles must translate into positions and convictions that the learner adopts as a current social actor and future citizen.

However, we reserve the quality and effectiveness of educational situations which, in our opinion, do not reach the required level and must be activated in the field, offering the possibility for the student to come into direct contact with nature and to allow him to touch on environmental problems and see them in reality.

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