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# Communication, Education and Environment: Historical Scenarios of Relationship

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*Abstract: A historical analysis of the communication, education and environment relationship is presented, through the variables Scenarios, Perspectives, Representations, Illusion and Reality, adapted from the scenic configuration and applied as denominators of the articulations between the three fields. The research is qualitative and descriptive. Documentary research and content analysis were used as a method. The constitution of three Scenarios and four kinds of Representations were identified: dependent, eventual, convergent and integral. It is concluded that the conceptions of development have directed the Perspectives of the fields and each Scenario has taken two guidelines, one supported in the construction of an official discourse, directed and based on illusion and another alternative, product of emerging positions that defend and they face the reality of the environmental dimension and its relationship with the human being.*

**Keywords:** *Communication, Education, Environment, Development, Culture, Post Development.*

## 1. INTRODUCTION

Communication, education and the environment are part of the theoretical-practical variables that orbit and demarcate key points when addressing the relationship between human beings and nature.

Over time they established their role in the different environmentalist currents. They have been critical, submissive and with a presence in international meetings. Enduring and imperishable, even more so, converted into a corpus of knowledge, techniques, instruments or paradigms, they have been a key part of the debate on development. But the reality and the models on which the global order has been installed, especially after the Second World War, caused nature to be configured as a synonym for natural resources, and education and communication, as instruments of an ideological conception of development that established borders in all social and cultural scenarios, losing the possibility of generating instances of convergence and agreements on constructive bases and not exclusively preservation of the environment. A conception about what Escobar (2010) proposes as a project of transformation and subordination of cultures and knowledge, based on guiding principles: the



rational, detachment from site and community, separation between nature and society and the primacy of expertise. about other types of knowledge. The meaning of this article transcends the description of each field to be inserted in the search for the different behaviors that they have had in a specific period of time. To identify these configurations, the concept of stage is used as the space in which representations are carried out, or that set of circumstances that surround a person or an event. Thus, the text includes the presentation of three historical scenarios in which communication, education and the environment have assumed roles, have been representations and part of acts of the same work, of a recurring, manipulated and obligatory theme: the crisis. environment of the planet.

This analysis is pertinent to the need to investigate the positions and contexts from which policies and proposals related to the environment are defined, but addressing what Eschenhagen (2006) considers fundamental in this type of study: the episteme of each era. , the evolution of concepts from the historical periods, the effectiveness in the breaking of the hegemonic positions and the place of enunciation of the speeches.

The analysis is framed from the 1960s to the present. The different positions, the structural contributions are glimpsed and it closes with a diagnostic vision, as a discussion, of unfinished end, of unfinished work. It ends with a starting point.

## **2. METHOD**

The methodological proposal is outlined from a type of qualitative research, with a descriptive scope. As a technique, a documentary research model proposed by Galeano (2007) will be constituted, which integrates the use of extensive and intensive methods (which allow identifying quantities and qualities of data) and inter and extra-textual methods (which relate the data of the units register with non-textual presuppositions, such as the context and communicative circumstances of the author).

For qualitative research, documentary research is not only a technique for collecting and validating information, but it also becomes one of its strategies. It is important to specify here what is meant by documents. Cited by Galeano, Erlandson (1993:99) defines them as the wide range of written and symbolic records, including anything existing prior to and during the investigation: historical and journalistic accounts, works of art, photographs, memorandums, records, transcripts, journals, dicos, brochures, agendas, notes.

Documentary research integrates content analysis and visual analysis as data analysis techniques, searching for the symbolic meanings of the messages and the interpretation of their authors. (p.114)

The research was developed on the following questions:

Is there or has there been a relationship between communication, education and the environment?

Which was complemented with, if it existed, what type of relationship has been built and what implications has it had in the different fields?



Table 1. Proposed research model.

Design	Construction of the research object
	Search strategies, classification, registration.
Management and implementation	Tracking, inventory and sampling of
	Classification of themes, periods, characters
	Selection
	Socio-historical contextualization
	Analysis, assessment and interpretation
	Cross and comparative reading Establishment of analysis categories
Communication of results	Construction of schemes, tables
	Report making
	Socialization

Adapted from Galeano (2007, p.119)

The first approaches to the subject made it possible to identify that the framework on which the communication, education and environment relationship has revolved has involved a series of actions, positions, interventions of actors, media, speeches, communication processes, manipulation, design of environments that allow a comparison with a scene. From there, the staging was taken as the axis of analysis and textual construction, based on the concept of Joan Abelian who proposes:

The factor that gives the performing arts its special character, its great specificity, is the fact of being there, performers and spectators, sharing the same space, the same time, the same reality, participating in a common experience, even if it is through through another reality, a represented reality.

For the structure of the results and the analysis, based on the approaches of Abelian, the following variables are constituted:

Table 2. Analysis variables.

Variable	conceptualization
Stage	Space where various things happen, on the consciousness of a representation
Perspective	The point of view that influences actions and determines the processes of representation
Representation	As part of the scenic practice, although the RAE proposes different concepts, the one that defines as an image or concept in which an external or internal object is made present to consciousness is
reality and illusion	As effects resulting from the issuer-receiver relationship, as a result of the representative action. Illusion as a constructed image devoid of relationship with reality and the real as a product of what exists, real and effective, evidenced in the

Source: Author.



### 3. RESULTS

The review of the literature allowed us to identify three macro scenarios: a first located in the postwar period, a second in 1972 with the Stockholm summit, and a third scenario in the 1980s with the implementation of the concept of sustainable development. In each Scenario there are three types of Perspectives: the points of view of communication, education and the proposals arising from the margins or alternatives.

Table 3. Structure of the staging.

Perspective	First Scenario:	Representation	reality and illusion
the postwar period		Dependent	
Second Scenario Stockholm Emerging	Education Communication Political and emerging perspective Models of (.: itilMd ducation Summit people	eEventual Convergent Integral i l l u s i o n	Constructions from the Constructions from the real
Third Scenario: 1987- 1992, paradigm shift	Education Communication Culture		

#### Socio-historical context of development

The interest of demarcating the relationship between the environment, education and communication implies the location of sociopolitical and cultural facts that from the end of the Second World War and on the geopolitical reconfiguration that was demarcated, established guidelines and actions tending to generate development processes. in the initially defeated countries, which generated an experience and a model to interpret and act on other scenarios, such as the case of countries with low levels of economic growth.

For this and on the analyzed literature, 3 periods will be structured, which have been taken as scenarios where various ruptures, actions, positions, events and processes are grouped, which allow locating the fields of this study in horizontal stripes on a line of weather. These fringes imply the analysis of the events and how the development marked the path on which they were configured at the level of theory and practice.

#### First Scenario: the postwar

The post-war scenario, that is, the end of 1940, presents the United States as the axis of the western scenario and the Soviet Union in the eastern hemisphere, each with the interest of restructuring the world based on their ideological frameworks. The United States, in order to avoid a collapse of the economies and faced with the risk of another possible crisis similar to that of 1930, devised the Marshall Plan for the reconstruction of Europe, for which organizations such as the International Monetary Fund, the International Bank for Reconstruction and Development



and the GATT (General Agreement on Tariffs and Trade), entities that regulated and controlled the new world financial system.

Another macro initiative that emerges from these circumstances is the creation of the United Nations Organization, whose fundamental principle was to preserve world peace. This fact is decisive, because from now on and in the coming years various organizations and cooperation agencies will be created, such as the OAS (Organization of American States), Odeca (Organization of Central American States), NATO (Atlantic Treaty Organization North), UNICEF (United Nations Children's Fund), UNESCO (United Nations Educational, Scientific and Cultural Organization) and FAO (United Nations Food and Agriculture Organization).

Regarding this approach to the phenomena, Beltran (2005) identifies that after the end of the Second World War, the term "development" began to be used.

*President Harry Truman announced in 1949, in the fourth point of a speech of fourteen, the creation of an international program of technical and financial assistance for national development that would come to be known as the "Fourth Point". And the agency now known as the United States Agency for International Development (USAID) was established to execute it. (p.5)*

Truman's Fourth Point includes a series of initiatives with the interest of providing growth and solving the problems of developing countries and focused on two dimensions that will later impact environmental issues: the first aimed at eliminating the uncertainty of investment, for which international treaties were signed to guarantee the investment of North American capitalists in developing countries and internal bills to guarantee private investors their capital against the risks inherent to these nations. The second dimension was technical cooperation, especially in agricultural management, for which an entire technical assistance program was developed.

Complements Beltran (2005) the program provided governments, including of course those of Latin America, support for the expansion and improvement of road infrastructure, housing, electricity, drinking water and sewerage. On the other hand, it established agricultural, health and education cooperative services with said governments from the beginning of the 1950s. Understanding that pro-development action in these fields required causing behavioral changes in both officials and beneficiaries through educational persuasion, it included in each one of these social

services a unit dedicated to underpinning information for the purposes of the respective sector.

Particularly in relation to the environment, a technical assistance program called the Green Revolution was implemented, a program between 1960 and 1990, in which developed countries invested in technological development in Asian and Latin American countries with a view to achieving a increase in world agricultural production and directly increase food supply levels, through the production of high-yielding varieties and more productive breeds of livestock.

*The "green revolution" burst into force in the post-war era, from the remarkable advances in plant genetics. The creation of highly productive genetic material required a technological package based on highly artificialized ecosystems. The genetic material, in order to develop its potential, required fertilizers, pesticides, agricultural machinery for soil preparation and inputs and machinery and chemicals for the treatment of the product in the postharvest (Giglio, 2006, p.52)*

It was also a development system that implied high costs for countries in technology and technical advice, which implied a propitious scenario for foreign companies who intervened in the



processes, generating business and making profits through the sale of inputs and innovation in technology. .

Second Scenario: 1972, Stockholm Summit

The need for the Stockholm Summit has its roots in the dynamics that it implied in the culture of the late fifties and early sixties, when along with an economic trend and progress based on the consumption of material goods, promoted a social perspective based on Western values of capitalism, where it was promoted

*the individual logic of maximizing profits as the sole purpose of life, the culture of consumption and the negligent and risky dogma of perpetual economic growth without natural restrictions, which was made possible thanks to the advances of technological progress (Perez, 2008, p. .19)*

This position generated a culture based on consumption, an identification of material goods and supported by supply and demand, individualism, utilitarianism, where economics took on relevance over other sciences, but more focused on the technical, not both in the analysis of social reality, which generated a positivist and mechanistic position of social systems, at the expense of other realities that make up human integrality.

Perez portrays the panorama as a motivation of societies for accumulation and wealth, a race to achieve greater benefits and individual achievements, which collided with the finitude of the planet. The human being began to feel that to produce, its fundamental base, natural resources, had a limit.

This reality led the United Nations Organization to hold the World Conference on the Environment in Stockholm in 1972, which was the first major intergovernmental summit dedicated to the environment, and highlighted the interest of public opinion in agreeing international action to preserve and improve the environment. The meeting did not have a scientific character; Rather, it was a meeting space and proposals that would allow an understanding and improvement of environmental problems on the planet.

*It is defined as the first meeting at a level, since in various countries, especially in North America and Europe, there were already initiatives on this subject, for example: United Nations agencies such as the FAO, the WHO, UNESCO, the IMO, the Commission on United Nations for Europe, the Organization for Economic Cooperation and Development had progress on the subject (Cabrera, 2001, p.2).*

Outstanding results of this summit were achieved: the Stockholm Declaration on the Environment, the Action Plan for the Human Environment, the emergence of the United

Nations Environment Program (UNEP), June 5 was established as Day Environment International Program and the International Environmental Education Program (PIEA) is created. The event was decisive for Latin America as it promoted the gradual inclusion of the issue in the agendas of the States, that is, Stockholm brought the issue of environmental preservation to be reflected upon, in addition to an economic and market issue as a political scene.

To make the exercise more dynamic, the document Balances and Perspectives of Environmental Education in Chile and Ibero-America is taken as a reference, which allows building a background of the dynamics of the presence of environmental public policies in Latin America.



In the document Roque (2010) he places 1970 as the period in which processes of institutionalization of environmental issues began to be included, through the creation of policies, norms, laws and regulatory frameworks. This is done in the following chronological order:

- 1972, environmental reforms in Ecuador, Cuba, Peru and Panama are included.
- Approval of environmental laws: Environmental laws were approved in Mexico (1971), Venezuela and Ecuador (1976), the National Code of Renewable Natural Resources and Environmental Protection in Colombia (1974).
- 1980. Environmental laws are approved in Brazil, 1981. Mexico for the second time in 1982; Cuba, 1983, and Guatemala, 1986, and in Peru in 1990 the Environment and Natural Resources Code was approved.
- In the 1990s, General Framework Laws on the Environment were approved in Bolivia, 1992; Colombia and Honduras, 1993; Chile, 1994 (modified in 2007); Costa Rica, 1995; Nicaragua, 1996; Cuba, 1997; Panama and El Salvador, 1998; Dominican Republic, 2000; Uruguay and Mexico, 2002; Argentina, 2002, and Venezuela, 2006 (p.5).

#### Perspectives from education

In all these institutionalization initiatives, guidelines were given on the need to integrate and give relevance to the educational component. This relationship has the same historical support, almost on a par with the relevance of institutionalizing the environmental process at a global level.

Gaudio (2004) and Arias (1998) allow contextualizing and analyzing the presence and evolution of environmental education. Historically, it starts from the aforementioned Stockholm Summit in 1972, when in Recommendation 96 UNESCO was asked to establish an international program in environmental education, interdisciplinary in its approach, intra and extracurricular, that would cover all levels of education and be directed towards the general public, especially the common citizen. This is how the PIEA (International Environmental Education Plan) was born.

It is important to identify the nature of the PIEA. First, the context in which this Summit takes place presented a scenario completely dominated by North American hegemony in the hemisphere through regional organizations such as the OAS, the IDB, the Economic Commission for Latin America, and the International Development Agency.

Gaudio (2004) on the report concludes that "an education is conceived in accordance with the vision of the environmental problems of the industrialized world; that is, understood as an ecological problem".

From the analysis of the texts by Gonzalez and Arias, the dimension of the PIEA can be described in this scenario. With the holding of the International Seminar on Environmental Education in Belgrade

(1975), where trends in environmental education were examined, the Belgrade Charter was generated, with resolutions that promoted reference frameworks to convene regional meetings and the Intergovernmental Conference on Environmental Education. of Tbilisi, in 1977.

The meeting yielded the following conclusions:

- The formation of a general awareness of the need for Environmental Education (EA).
  - The development of concepts and methodological approaches in this field.
- 'Efforts to incorporate the environmental dimension in the educational system of the different countries.

Regarding the educational concept, the Belgrade Charter demonstrated:



- An emphasis on the natural sciences, a conception of learning consistent with behavioral psychology and, to a lesser degree, constructivism.
- An educational process aimed at forming social subjects for a predetermined political project, although full of contradictions, where the conservation of the environment occupied a relevant place.
- A predominantly school and urban functionalist orientation.
- A positivist approach to science.

In 1977, as part of the implementation of what was agreed in Belgrade, the Tbilis Conference was held in Russia, which proposed an environmental education that should not be treated as an isolated discipline but as a dimension integrated into the school curriculum as a whole, to facilitate an integrated perception of the environment and a more rational action capable of responding to specific

social needs. That is, to understand the complex nature of the environment derived from the interaction of its biological, physical, social and cultural aspects in space and time, as well as the economic, political and ecological interdependence of the modern world.

Perspective from communication

In relation to the scenario presented, the communication operated on theories and media structures that supported the proposed initiatives.

*By the mid-1940s, communication research had already developed a body of knowledge based on public opinion studies,*

*audience analysis, the impact of advertising and propaganda, and other forms of media-influenced attitude change. .*

*Mass media effects theories seemed to serve well the demands of development planning for cheap, efficient, and rapid ways to*

*educate and change traditional values. The field of communication*

*took shape with its various subfields, such as interpersonal, organizational, or mass communication, and development communication soon became a subfield in its own right (White, 1992, p. 1).*

The author argues that communication and development was located in two areas that have determined its future as a proposal: one focused on North American

conceptualizations (White, 1992), who proposed it "as a process of incorporating developing countries into the global communication system for the diffusion of industrial technology, modern social institutions and the model of free market

society" (p. 1). And another dynamic, that starting from the theory of dependency and the influence of transnationals, advocated a communicative and ideological independence and that considered the State in each region, as the strongest autonomous institution in many developing countries, as fundamental for independent

planning, to respond to indigenous development needs and the center of national culture.

On these two positions, the term Communication for development was specified, in which all the divergences and positions were integrated and in which the following spaces can be described on which the communication and development debate passed.

According to Servaes and Malikhao (2007), the diffusionist model operated according to the needs of modernization and use of natural resources supported by the





parameters of international organizations. Basically, its function was to report the projects and programs, their benefits and recommend their support, which became a pattern and a tool for foreign companies and governments to control the concept of development and avoid the construction of critical masses that generate alternative information and knowledge. What Gligo called the *technocratization of the debate*, in which communication contributed to sustaining the issue of protection and conservation of the environment as a technical discourse and thus strengthened the use of another series of instruments that enabled organizations and states to control and manipulation of the instruments and methodologies designed to manage environmental issues.

Beltran allows establishing relationships with other studies on communication and development. On his analysis, the diffusionist scenario is perfectly correlated to the logic defined by the theorists Everett and Rogers with their theory of the diffusion of innovation.

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