

ENVIRONMENTAL EDUCATION AS PART OF SECURITY EDUCATION IN THE GLOBALIZATION PROCESS

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ABSTRACT

The article brings an assessment of the significance of environmental education as one of the means of ensuring protecting of the environment in the globalization process. Environmental education is continually gaining importance due to the newly emerged environmental issues in society, particularly

those with severe impacts. To improve the condition can significantly contribute just by security education in the field of environmental science. By the appropriate and effective application of knowledge and skills acquired in the field of environmental security can globalization be maintained within certain limits, acceptable for society.

Key words

Environmental education, security education, environmental problems, globalization process, security

INTRODUCTION

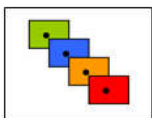
Security is becoming the latest strategic and socio-economic role, but also to ensure its reliable functioning of any organization that has an objective of the environment and sustainable development in existing conditions. Currently globalization is one of the most frequent and most controversial concepts. Globalization is a process of expansion of international economic relations and interconnections and the growth of markets across the boundaries of individual countries. The impact of globalization and global problems on social objects creates increasingly difficulties ensuring security. Safety occupies a large area of human needs, therefore it is important to recognize its important role in the process of education and training. In the education system it is necessary to take into account the existing potential threats to human life. This issue should be dealt with by educators at all levels of education. It is their responsibility to know, and then to pass on the knowledge of how to prevent, or to escape the threat and how to respond to the already existing crisis situation. At the present time, the term security education is used to denote education in the field of security.

Issues related to the environment have gradually become an integral part of our everyday life and they have appeared to be a relentless tax for comfort that paradoxically only a few percent of the total population of the world can afford today. These issues affect all components of the environment, such as soil, water, air, flora and fauna as well as man who cannot be exempt. Considering security in the environmental and social context, a current increase in risks of environmental degradation represents a much greater threat to the population of our planet as a threat of military conflict. Relative safety of society from environmental threats caused by natural or human processes caused by nonacquaintance, accident, mismanagement or the flawed proposal of management and it has its origin inside or outside the state can be defined as the Environmental safety. Environmental education and guidance is considered to be an important means of ensuring environmental.

Higher education can contribute to improving the situation in the area of increasing security awareness of people coming out of university to practice, deepening their knowledge and skills linked to security, increasing the qualifications and skills of graduates, preparing them to deal with risk, emergency and crisis phenomena in different areas of security (civil, economic, environmental, technical and technological, logistical, etc.). Given this fact, environmental education can be considered part of the security education.

PROCESS OF GLOBALIZATION

The term globalization can be defined as interdependence and dependence of parts of the world system, as a process of creation of international links in all areas of human activity, in economics, politics, culture, communications, environment, etc. (Hulekova, 2008) The openness to the process of globalization also entails great risks in many areas of human life. Therefore an important step is to create all the conditions for the process of globalization in conjunction with the process of ensuring security in these areas. The process of globalization has so far been the most evaluated with respect



to the financial markets and the environment. Although many claim the history of globalization started in the early times of Discovery, the process from the end of the 20th century, accompanied by a boom in communications and perfect technical models, requires a reassessment of trends and participating institutions. Most of the analyses have addressed the environment and the impact of global markets on local identities. The 20th century is indeed considered a century of technological progress and conquering of outer space, but it also was a century of wars and environmental devastation. Globalization in the 21st century should solve these problems, not deepen them. (Zackova, 1998)

The origins of globalization have been manifested mainly in the economic and political sphere. Currently its influence is evident in all areas, including education and research. Part of economic and political globalization is, thus, globalization in its socio-cultural sense. The entire culture and society have been influenced by globalization.

All countries affected by globalization have been showing the same social trends and the differences typical for the countries have been gradually disappearing. The result is the so-called global culture, which manifests as the culture of the consumer society. In many countries and cultures its effects replace traditional values. This is often the cause of many of the problems, including resistance to any expression of globalization, whether economic or social.

A new kind of universal international lifestyle changing fashion, human behaviour, language, etc. has come. The more unified the lifestyle, the harder people adhere to traditional values like religion, culture and history. The more similar the outer worlds, the more people rely on traditions that divide them.

The growing homogenization necessitates the preservation of identity, whether religious identity, cultural, national, linguistic or racial. Media play an important role in the socio-cultural globalization. Their development has sped up recently and the influence of the media as distributors of information has been further strengthened. Thanks to that media, especially those in private hands, they have become basically the donors of thoughts of the globalized culture.

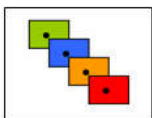
In a global society, information, its availability and the degree of objectivity has become one of the main instruments in promoting political and other social views, and interests. On its basis, media culture is often considered to be one of the instruments of globalization.

SECURITY EDUCATION

Each activity in a person's life deals with security starting with safety in the household, to safety in the workplace, or in the public, through transport security, economy, to national and international security. However, it is not sufficient just addressing the many security issues by dealing with the existing crisis situations and focusing only on the solutions to these phenomena, i.e. responding to negative consequences. It is important to pay attention, in particular, to prevention, thus anticipating threats. Security is a result of the processes and activities of social entities, which are oriented on the early identification, reduction, elimination, and prevention of hazards and risks, which have the potential to destroy or severely damage the spiritual and material assets, cause significant damage, disable or limit the continued existence and development of individuals, social groups, the state or humanity as a whole.

In this light, security science is a complex science that arises at the intersection of natural, social and engineering sciences, it is a science that explores the patterns and mechanisms for the protection of individuals, social groups, social and natural environment. Security practice, covering a plethora of complexes of security situations, must be the basis of security science. The amount of theoretical and empirical information emerging in the present system of scientific information needs to be integrated in an effective and systemic manner in a new scientific discipline, in a new quality of its expression, that will constitute a relatively independent whole and will affect the complexity of dealing with various security issues. (Hofreiter, 2008) Education and training of security services personnel, workers at different levels of security and managers, putting high demands on manager training, is an important aspect in the process of solving problems in security situations.

The aim of the teaching process is not just verbal learning of subject matter, but also learning about real relationships, students learn to understand, to be able to apply the acquired knowledge, to analyze, synthesize, evaluate and predict. Similarly the role of the teaching process in security education can be understood. Thus, security education should be directed so that the security personnel are allowed to obtain and acquire knowledge and understanding of methods by which they will be able to analyze the security environment and its parts in relation to various objects, identify and assess security risks and threats and predict their development, identify processes and management measures, security risks and threats, plan and organize the risk management measures, security and crisis management in accordance with available resources and capacities to design and manage complex security systems.



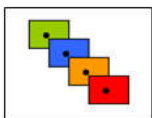
So it is possible to talk about security education, focused on the theoretical and practical knowledge in the area of protection of persons and property, and its versatile application, even in the European security environment. The essence of education lies in the security analysis activities, which aims to avert or minimize the security risks of different forms and causes to individuals and to society as a whole.

One of the aims of security education is to promote certain moral attitudes – defensive, as well as prepare the citizens for specific protective measures in the event of war or in time of emergency, or to create their psychological resistance. All of this should relate to the government authorities, business leaders, civil society and social organizations, civil protection components, pupils and students, and other members of society. The expression of sophistication in this area is represented by praxeology, the science of efficient and effective functioning. It is therefore important to increase the qualifications of teachers, their knowledge and to improve the implementation of the educational activities of praxeological science. The factors that reflect the way and kind of human behaviour in the process of organizing educational activities will greatly depend on the type of educational institution as an organization (university, faculty, institute, department, school establishment, school, kindergarten, etc.). The powers of praxeology are universal and applied to various fields of human activity. They apply to teaching in various educational institutions, both government and non-government.

Specifying the nature of the content can be defined the objectives, methods and forms of teaching to create an appropriate professional conduct. This process includes the objectives and content of study programmes in the field of security management, which are included in the plans and programmes for individual departments. The specifics of the development correspond with the requirements of the market. It is supported by many of the sciences, particularly the sciences in the field of pedagogy, psychology, sociology, ethics, logic, methodology, education, economics, organization and theory of management, and the political sphere. In the course of learning an enormous amount of information is communicated. The aim of education is to prepare a group of experts for the management of security institutions of different sizes and varying degrees of complexity. It is necessary to develop and clarify its own terminology of the relevant terms, used in the preparation of security experts - in education of security management specialists. Security education should be directed towards the formation of a professional. A professional with extended competences. A professional active in the working process. A professional creating values for other people. Education of security managers should be implemented in conjunction with the principles of praxeology, which emphasizes the need to consider the learning objectives. The educational process should rely on the considerations of rationality. The aim and task of security education should be demonstrating the constantly changing world and the need for the security managers to adapt to this reality. Organized activity of teaching staff, subject to the objectives and tasks of the teaching process, has a significant impact on the development of plans and programmes, improving the methodological work, the qualifications of teaching staff, organisation, management and evaluation of education and training of specialists. The objectives and tasks of the teaching process help create optimal conditions for the conscious and positive activity of well-educated and skilled security managers of different specializations.

Security education is not only aimed at increasing the educational and professional level of education of the staff of the security services, experts in the field of security management staff. Security education should be seen as an effective system of education, the building of security awareness and shaping attitudes to safety behaviour and conduct in the context of lifelong learning from pre-school education to economically active citizens. (Kovacova, 2009) It is necessary to ensure continuity in the various stages of education, networking and institutional support for security education. If we want the society to take advantage of security education as an intensive factor of economic and social growth, it is important to know the manner of applying such methods, forms and means, the intensity and the circumstances necessary to impact on the learners, in order to achieve the final efficiency of education. (Kovacova, Klimo, 2013) Existing schools are faced with a variety of problems that imply constant changes in all spheres of social life. In the framework of education in secondary schools and higher education institutions the contribution to the improvement of the existing situation concerning increasing of security awareness of the people coming from schools to practice may rest with the developing of their knowledge and skills linked with security, increasing qualifications and skills of graduates, their preparation for dealing with risk, emergency and crisis phenomena in different areas of security.

Constantly changing conditions trigger the newly security risks and threats, which is necessary to manage by a particular part of the security education. Despite the fact of applying methods and concepts, there is a need to communicate this knowledge in order to catalyze an action. Practitioners in this domain usually aim to reduce or to avoid potential losses from hazards and to assure prompt and appropriate assistance to victims of disasters and achieve a rapid and effective recovery. Many complex series of activities co-exist in the operationalization of this domain. These activities include risk assessments, preparedness actions, emergency responses, rescue operations, aid distribution, reconstruction tasks and many others. Especially for complex and holistic problems, the typical outcomes of risk analyses, such as guidelines, reports, numbers, statistics, matrices or maps, are mostly made by experts for experts (Fekete, 2012; Othman



and Beydoun, 2013). Not only risk assessment methodologies, but wide knowledge is essential containing also knowledge of complementary software products such as GIS systems, Aloha and others, in order to evaluate and to analyze these risks. GIS systems usually offer a wide range of features to analyze and manage data and the government information systems are often based on them. In the Slovak republic, similarly as in many other countries including the U.S, the ArcGIS product is used as this basis in the information systems of state and public administration. This is one of the main reasons why the practical teaching of various types of software products is so essential in the field of the security education (Blistan and Pacaiova, 2011; Blistan and Koziakova, 2008).

FUNDAMENTALS OF SECURITY EDUCATION IN THE PROCESS OF GLOBALIZATION

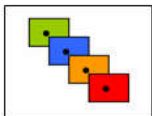
The impact of globalisation and global problems on social objects creates increasingly difficulties ensuring security. Security is becoming the latest strategic and socio-economic role, but also to ensure its reliable functioning of any organization that has an objective of the environment and sustainable development in existing conditions.

A significant aspect of globalisation is the rapid development of communications, interlinking of previously separated parts of the world, as well as the rapid development of information technologies and their mass availability. It is a process whose aim is to affect all parts of the world and to create equal conditions in all the countries, to completely customize the entire legal system to the standards of the countries with a developed democratic system. Ultimately, to create a level playing field for life in all countries, with particular emphasis on the democratic political system, respect for human rights. (Losonczi, Mesaros, 2012) It is a variety of the world's political and business organizations or communities that operate globally and their main activity is to facilitate and guide the economic and political reforms in less developed countries, the most economically and politically developed countries having the greatest impact on them. These organizations principal objective is to seek and reduce poverty in the world and ensure the respect for fundamental human rights and freedoms, as well as in all the countries, which can contribute significantly to increase the security of individuals and whole peoples. Often, however, in the implementation of these major objectives become errors, caused by poor procedures, wrong communication, lack of psychological and sociological knowledge and skills and erroneous decisions of competent people, which often stem from the low level of acquired knowledge and expertise in the field of security, which in many cases, result in significant negative impacts.

According to P. Singer globalization should naturally rather imply the necessary interaction and dialogue between the different components of the world, which is a prerequisite not only talking, but also listening to and responding to the needs of others. Uncontrolled and dehumanised globalization could lead the world into turmoil. (Singer, 2006) Mankind must be able, although after major social unrest associated with the massive protests, to put a human face to globalization. And, if this succeeds, at that moment of globalization as a threat becomes a promising future of humanity. And as a few years ago the Czech author of publications on the issue of globalisation I. Kišš, who foresaw the coming of economic globalisation, pointed out "the Nations of the world must succeed in giving it an ethical dimension and find its legitimate *raison d'etre* of human civilization".(Kiss, 2003)

The growing international tensions have contributed to the general recognition of security education. From the common threats and common decision-making may bring forth new opportunities not only to combating terrorism, but also a new way of cooperation with other nations in tackling security issues. International terrorism is a threat which has many faces. The defence system of the population is responsible for the state of training in the field of security in society, it is an element of widely conceived securitology. It is also a significant element of securitology, as a system of common action within global security. There is a need for asking questions whether the current state of the civil protection of the population in each country is capable of performing the demanding tasks of education and training. In what state are its training resources? Whether there are enough competent people, as well as the teaching aids, whether or not there is enough literature to this education? In addition to the education, we must also achieve educational goals. If we do not receive positive answers to these questions, it will mean that we are not able to meet the established educational objectives. What are the causes of this state of education so vital to State security subsystem? It is not possible to detract from the mission of education to European security. We are part of Europe. In all the countries of Europe the same tasks in the framework of the protection of the population are implemented. Only forms may be different. The common goal is to create the conditions for the elimination of the causes and responding to the crisis situations. Creating humanitarian fundamentals of security.

Search for the essence of security education in dealing with such a serious issue as the process of globalization is, appears at first glance to be an effort without the relevant reasons. The knowledge of basic and applied sciences that security education is based on not only allows us to orient ourselves in the globalization processes, but it also successfully manages the manifestations and consequences that these processes undoubtedly bring. The openness to the process of globalization also entails great risks in many areas of human life. An important step is to create all the conditions for the



process of globalization in conjunction with the process of ensuring security in these areas. Only by applying the appropriate and effective knowledge and skills acquired in the field of security may the globalization processes be maintained within certain limits, acceptable for the society.

ENVIRONMENTAL EDUCATION AS PART OF SECURITY EDUCATION

Higher education can contribute to improving the situation in the area of increasing security awareness of people coming out of university to practice, deepening their knowledge and skills linked to security, increasing the qualifications and skills of graduates, preparing them to deal with risk, emergency and crisis phenomena in different areas of security (civil, economic, environmental, technical and technological, logistical, etc.). Given this fact, environmental education can be considered part of the security education.

A traditional view on national security mainly from a military perspective is being gradually abandoned in the present comprehensive understanding of security. This diversion in thinking about security seems to be a result of an increase in impacts of non-military risks. At the present time, the environment degradation becomes to overcome the devastating effects of wars. For example, it is alarming that about half of the world's population does not have safe drinking water available and disputes over water are held in many corners of the world. There is a point and diffuse pollution of surface and groundwater caused by various pollutants to the limit when a part, particularly surface water is polluted to such an extent, that biological life cease to exist in it (Kavan and Krocová, 2013). Waste and pollution are different terms but they are actually in imminent relation. The most serious pollution of soil, surface water and groundwater is usually connected with anthropogenic produced waste and emissions. Every human activity is virtually associated with the waste production and pollution is not related to landfills and waste storage facilities. As well as, the high emigration from affected areas is resulted by environmental degradation and the number is expected to increase when considering the global warming related climate changes and decline in water sources. Fossil fuels still be produced under natural forces (heat and pressure) but their current consumption far outweigh their formation (Blistanova and Blistan, 2012). Floods affect millions of people who live at seashore. With high probability this will increasingly place the huge environmental, social and economic burden on the hosting countries.

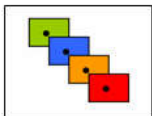
Nowadays, there are a lot of environmental crisis all around the world requiring an increased attention. It is possible to identify the state of the environment according to its particular elements (air, water, soil, geological environment, biotit) by choosing suitable indicators. Then based on the trends in advancement of observed trends the prospects for further development can be also prejudged.

The following significant environmental crises are considered:

- pollution and declining water sources
- air pollution
- climate change
- soil degradation
- unsustainable exploitation of natural resources,
- unrestricted exploitation of non-renewable energy sources
- negative environmental impacts of transport
- excessive waste production
- extension of deserts and semi-deserts, shrinkage of steppes
- wide fires
- extensive fishing
- reducing biodiversity, outbreaks of pests and invasion
- radioactive contamination due to accidents and disasters
- risk of biological, chemical, nuclear weapons
- environmental crime.

Land, which consists of soil, water, plants and animals tied with it, belongs among the main resources available for man. Their economic exploitation should not cause their degradation and destruction, because the whole existence of mankind depends of their continuous productivity. (Vircikova, Palfy, 2007) Air, as one of the components of the environment and as an integral part, is highly essential for life on the Earth.

Environmental education and guidance is considered to be an important means of ensuring environmental. A progressive deterioration of the environment due to the human activities in the past but also at the present time is actually connected to the relatively low level of environmental awareness of man. Globally, it is possible to slow down this



deterioration process at a low cost by increasing of the awareness. Already in 1972, Stockholm Conference on Environment pointed on the need to increase the environmental awareness of people (Principle No.19 of the Stockholm Declaration).

Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration, 1978).

It is necessary to realize that the condition of the environment and sustainable development, both also depend on the particular individual and not just on the large companies and organizations and their operations. (Dirner et al., 2006) Environmental education is not only about increasing the skill levels of employees working in the area of the environment protection, but also about manufacturing companies, which are also responsible for compliance with environmental legislation. It is essentially to take it as an effective education system of shaping environmental awareness and attitudes to environmental behavior and to the actions in the context of lifelong learning from pre-school education to the economically active people. Environmental education should be focused at every age group as well as social group of the population. At his or her earliest age, a child should already know about the uniqueness of nature and the need for its protection. Therefore, environmental education is also being instituted in primary and nursery schools. It is also necessary to ensure the continuity and coherence of the various stages of education due to its higher efficiency. It implicates that in terms of educational and learning potential, the most important school system is that one, which consists of pre-primary, primary, secondary schools and universities, universities of the third age, educational institutions managed by universities, methodical centers, institutes of further education and similar. (The concept of environmental education, 1997)

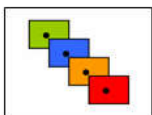
The fundamental educational material for pre-school education is the "Program of educational work in nurseries and kindergartens" that is focused on the issue of creation of the child's relationship to the environment from various aspects. An analytical learning about the natural and social reality is spread at primary schools as it is included in several subjects such as Science, Biology, Geography, Physics, Chemistry, Civil Education and Ethics. At gymnasiums and other secondary schools, environmental education and guidance is included in the following subjects: biology and geography both are focused on nature and landscape protection and health protection. Finally, universities are in a dominant position to prepare professionals, scientific and educational staff - ecologists and environmentalists. Attention is also turned on the education of specialists in natural, technical and social sciences, who during their graduate studies can acquire the necessary knowledge in the environmental area for their further career. In Slovakia, there are several reasons in favour of an intensive and extensive development of the education of experts in environmental area. Firstly, there is the high environmental debt of Slovakia. Numerous environmental problems which have not been handled for a long time require hundreds of millions of euros (the environmental debt) and a range of experts who will be able to deal with them effectively. (Majernik, Mesaros, Bosak, 2003)

The way of environmental science teaching in schools is based on the development of general knowledge of the biosphere, pedosphere, atmosphere, hydrosphere, and lithosphere and with associated knowledge from areas of chemistry, mathematics and physics. This knowledgebase is then followed and extended by close environmentally oriented courses and further specialization according to the interests of students. Out-of-school environmental education is mainly implemented by the state budgetary and subsidized organizations of the particular ministries covering areas such as the environment, culture, health, then as well as by cultural and educational facilities, system of museums, galleries and libraries, citizen associations and similar.

CONCLUSION

Environmental education is an important part of the whole complex of education at schools including an universities. Its improvement and increasing its efficiency is multidisciplinary and interdisciplinary problem requiring systematic and permanent solution based on research as well as on the recent developments and other projections. In respect of all of the above, and thus that the process of globalization is a process of intensification of the international interconnections of political, economic, social, information, environment areas, in which the knowledge, skills and competences are acquired in the field of safety, security, in the process of security education, which is a significant factor for the adequate functioning of the system, the highlighting of the importance of security education and environmental education may be regarded as justified. By the appropriate and effective application of knowledge and skills acquired in the field of environmental security can globalization be maintained within certain limits, acceptable for society.

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