



The Role of Media in Spreading Awareness of the Importance of Green Education

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1. Introduction

In contemporary society, the concern about global environmental changes and resource depletion has aroused the attention of concerned people in all countries. In light of this, informative and appealing media has been regarded as the most efficient way to get the public involved. With people focusing their attention on environmental issues and the mainstream media becoming more and more professional, numerous eco-education projects at local or regional levels are being discussed and implemented. What has to be pointed out is that a relatively stable general camp of academic thought believes that environmental education should convey a sense of global shared responsibility and urgent action. Moreover, this environmental education can bring a message to adolescents that they are the main actors worldwide who have to participate in order to realize the dream of global resource conservation and utilization.

It is an internationally and domestically accepted belief that media and educational authorities must make harmonious efforts to get the general public involved in the cause of disharmony in environmental relationships. From the perspective of educational sociology and curriculum studies, the work of making educational media coordinated with other resources and integrated into an educational process is immensely important. This paper summarizes the content of most research on media and school education as a two-way flow of awareness. Effective school-based environmental or global awareness campaigns are significant because promoting the necessity and practicality of environmental education in media reports can gain recognition and support from adult communities. (Casmata et al.2023)

2. Theoretical Framework

This part is the cornerstone of our study. The aim is to support our major theoretical argument regarding the powerful influence of the media in terms of persuasion. Media indeed have far-reaching effects on individual audience members. We argue that educational activities are most effective if planned with reference to the developments of public opinion on the significance of green education. The following section will discuss the theoretical point of our main argument. The first insight into the relationship between media and education was contributed by media influence theories. A review of theoretical perspectives reveals that media studies scope the possibilities for media's strong power in determining the public's judgment and agenda setting. The field of propaganda analysis argues that media inject their content with values and worldviews from political elites, and audiences have less power to fight this media message. The democratic-participant viewpoint insists that media are intended to be a tool for industrial society or capital power. In essence, various theoretical viewpoints attempt to reinforce our idea that the public may share their common knowledge, attitudes, and public opinion via media; that is, mass audiences are constructed by the images media create. The theories can also clarify



how mass media compete with other cultural and social institutions to build a mediated culture for the public. Taken together, the most significant effect of media on audiences is showcased by mass media's power of persuasion and shaping of public opinions.

In the field of adult citizen education, we anticipate uncovering this theoretical perspective to provide persuasive arguments. Additionally, it can allow us to ascertain and assess the power of media campaigns for educational initiatives, including the power of the media to drive change for the growth of the green agenda in higher education. The next few sections will be structured based on this approach. This part discusses the affiliation between media and education. It discusses the function of media in the educational process. In general, it emphasizes the importance of the theoretical framework of our main theoretical argument. (Allan et al., 2021)

2.1. Media Influence Theories

On the basis of several hypotheses on the role of media, some theories of media influence have been constructed. For example, agenda-setting theory implies that what the media report on environmental issues determines the absolute policy agenda, the likelihood and timing of the passage of major social and political changes, and the extent of public awareness and action. Framing theory suggests that media presentations of environmental issues can condition the way we define the problem itself and therefore the solutions we consider for solving it. Long-term exposure to media content is emphasized in cultivation theory by examining the effects of cumulative exposure to television on perceptions of social reality and the cultivation of attitudes over a period of time. Consequently, the knowledge of these presented theories can be the basis of a new way in the field of education for the development of an effective communication strategy. Since the effects of media messages can differ depending on how the students and other stakeholders interpret them, understanding the viewpoint of a message recipient, viewer, or sender is necessary. Generating media literacy or critical thinking among students seems more important in the context of programming to influence the perceptions and behaviors of societies towards environmental issues. (Benford & Hunt, 2024)

The role of media is two-sided. On the one hand, it can create potential and provide the possibility of educating large sectors of society as a way to disseminate the required information and educational messages. On the other hand, the media can disregard this issue. Today, media have become all-pervasive, as they influence our lives in almost every possible way. This is why questions on the influence of media are so difficult to ignore and so widely discussed throughout the field of education. With the rise of distributive internet technology, more and more research shows that media have a measurable influence on us. Hence, this influence has to be an openness to a variety of voices coupled with institutional assistance, so that different news and other materials reach the audience. Providing the opportunity for the spread of important news is crucial, not only in printed material and air media but also in electronic media. It is important to open all of these controls for ecological and environmental items as well. In addition, professional organizations are making considerable efforts to teach us all what makes the most of us in the media world. (Lopera-Mármol & Jiménez-Morales, 2021)

3. Importance of Green Education



Significant development that modern societies have seen in many spheres has brought superficial progress but many devastating outcomes, such as environmental pollution, air and water contamination, and deforestation. To make efforts in reducing pollution, saving energy, and other demands, everyone in society, as a whole, must possess ecological knowledge, have an ecological approach to the problems of life, work, and society. This approach is called green or ecological education. Green (ecological) education must give students the idea of this knowledge and skills, being capable of establishing relationships among life, work, and society in a way that is good and suitable with the standards of ecology. Thus, green (eco) education is required to produce individuals who are involved in solving the ecological crisis the world is facing. (Uralovich et al.2023)

Green (eco) educated students, upon graduation, will have such abilities as to bring about a significant increase in their knowledge, enable them to be aware of ecological understandings, develop their attitude towards willingness to undertake various solutions to recycle waste, assist in various conservation efforts, realize the significance of fighting air and water contaminants, support those who do not cause pollution because they want to contribute to the development of a clean environment, undertake any action to reduce noise pollution, have clear thoughts on saving natural resources through energy and water savings, oppose inhumane actions against other species, and possess a good understanding that should be held by competent individuals as required by society, and possess the spirit of nationalism, homeland, and nation. Since the levels of educational institutions play an essential role in the realization, it is argued that the essential part of green education processes is the green curriculum. Environmental themes should be incorporated not only at the university level but also at all levels of education. The process of awareness of these environmental issues should be grounded from the lowest level of education. Dealing with these environmental issues, some position it as 'education for sustainable development'; they highlight that education is the focal point of efforts to empower people with the knowledge, skills, value systems, and practices of sustainable development. Furthermore, since the emergence of the crisis, it has led some to acknowledge that 'education for sustainable development' provides opportunities for mainstreaming the need for all to learn about critical environmental issues, such as climate change and biodiversity loss, from cradle to grave. Therefore, they conclude that only by incorporating knowledge of these implications can they foster a new generation that cannot rely on this participation in the transformation to sustainability. (Ali et al., 2021)(Barba-Sánchez et al.2022)

3.1. Definition and Scope

In modern society, the term green education has received a great deal of attention. It is experimentally researched and is pedagogical. From this statement, it becomes clear that green education is presented as an ethic and theoretic – a method of presenting learning that crosses subjects. This is also the viewpoint of the experts responsible for environmental and ecology guidance when the discussion on the pattern of the pedagogical alternations of life-skills schooling is initiated. Consequently, green education is addressed throughout the training system, but the distance and depth of coverage vary. Green education refers to: ● Ecological education in the broader direction, which includes economic-ecological evaluation; ● Professional education; community. (Uralovich et al.2023)



In this direction, green education consists of practicing four learning areas: the theories, economic aspects, environmental spirit, and special sciences about other districts. The training route is available for graduates of both primary and secondary education, whose members are based on the consecutive curriculum. Green education means to be clear on the economic and environmental spirit about the environmental way versus the decline of the quality of the tourist attractions in which the tourist business is a specialty in practice. This method of study involves professional knowledge and environmental science to solve practical problems using conservation techniques and conducting actions and calculated practices aimed to maintain balance or restore the harm that was exercised. (Fang et al.2022)

4. Media Strategies for Promoting Green Education

Many strategies can and should be employed to both start the conversation and continue spreading the word about the need and importance of such a shift in paradigms. Utilizing the ubiquitous, diverse, and far-reaching media messaging platforms that are available is clearly one of the most effective tools to ensure that the largest audience possible is targeted and reached. These media platforms can include traditional forms of media like print journalism or even billboards, as well as radio and television broadcasting. Most recently, and relevant to younger audiences in particular, there are the ubiquitous and hard-to-miss social media platforms that are now a constant part of many people's online experiences. Organized, singular, or combined platforms and forums can be utilized in a carefully coordinated fashion to ensure that the message is being sent deliberately and with intent to a direct audience that is populous and/or relevant to bringing the idea of green education to the masses. (Di Tullio et al., 2021)

The deeply integrated media platforms, which may be habitual features of a variety of institutions or organizations, can and should also be fully utilized in campaign efforts. For example, a local college or local secondary schools can generate a marketing campaign across various digital platforms, including official college or secondary school websites and external social media accounts. Non-profit organizations, government, and the media might collaborate around the development of accessible PSAs to let residents know about the availability of local eco-qualifications or connect them with informational programs being offered about climate change, renewable energy, or conservation. The messaging can consistently reinforce the theme of green education, creating public demand and visibility around these offerings. In addition to traditional PR, we have an opportunity to mine previous work to support college and university end-user marketing or campaign efforts. For example, envision a network of educators developing or adopting new curricular materials about sustainability, a group of colleges piloting a common climate or green certification program, or students working on projects, promoting days of action or weeks of awareness on their campuses. Social media, as well as posting these stories to our website, could help support the dissemination of this information across a broad sector of educational institutions and educators. It is essential that the message be continuously reinforced across multiple channels in order to ensure the vision can reach the greatest audience of potential future students or participants. Therefore, we advise that a campaign be sustained over time, not just a big push at a single target week, day, or meeting. It is essential to reach the tools you use multiple times to catch these audiences. It can also be effective to develop and communicate crosscutting themes for green education—



communicating the breadth across numerous disciplines or educational sectors that a dedication to improving society through sustainability represents, tailoring your message but also going to where these audiences already live. Rather than creating a destination platform, go to the platforms these educators already visit daily. Tell a good story. Create compelling content. Establish the compelling facts and benefits. Share and engage. (Al-Mulla et al.2022)(Prieto-Sandoval et al.2022)

4.1. Social Media Campaigns

Social media provides organizations with the opportunity to create highly engaging campaigns to raise public awareness about important issues using a wide range of interactive features, including photos, videos, and live streams. Social media channels, especially those most popular among the younger demographic, offer excellent opportunities for creating campaigns that spur people into taking an active role in saving the environment. In today's society, the younger demographic has become extremely interested in green issues. Campaigns are often shown to attract attention on social media, and once a significant portion of a follower's social network spreads news about the campaign and what the brand stands for in relation to sustainable practices, it can go viral in the social media world. Additionally, competitive campaigns are also seen to drive awareness as well as consumer participation. Organizations could start a campaign that uses social media as the amplifier but study which types of engagement posts to do and why this might create customer participation. Social media has a wider reach connected to it as it consumes society's day-to-day culture within the tech-filled era. (Dubbelink et al., 2021)

To receive a high level of engagement from your viewers, you must lead them more to the call-to-action button. Commercial companies utilize the aura of celebrities and YouTubers to sell merchandise, as these influencers act as a form of endorsement. In contrast, influencers and environmental advocates can push out an organization's message to a different audience. Outside views show a link to partnering with charitable organizations and adopting sustainability within the supply chain for green insurance, exhibiting the effect that their contacts can have on an organization buying from them. Branches in these networks that drive competitive campaigns go one step further and motivate others to participate for the sustainability of it. (Shin & Ki, 2022)

5. Case Studies

Case Study 1 The Big Ask Friends of the Earth, United Kingdom The Big Ask was a groundbreaking UK climate change campaign for Friends of the Earth from 2005 to 2008. A decade later, it is still talked about. The Big Ask used anger and hope to mobilize the public in support of the UK Climate Change Act. It achieved an extraordinary level of public and media awareness and won numerous awards. Hundreds of campaign actions happened, led by local groups. The UK government passed the UK's landmark Climate Change Act. A key aim was getting great "brand cut-through." The campaign successfully raised the profile of Friends of the Earth. Though the campaign was heavy on social media, the most effective tools were traditional media stunts. A public survey showed that the Big Ask had achieved an increase in the public's knowledge of climate change and the impact of individual action by 40% overall and 64% higher among young people. (Lewandowsky, 2021)



Case Study 2 Catch the Last Train Save the Children, Norway This campaign aimed to fight widespread indifference to development education and mobilize support across the board for more development education in Norway. The international state of play at the start of the campaign was mostly recognizing the significant impact of humanitarian information. So the Norwegian team decided to experiment with challenging, objectifying, shocking, and exciting formats to enhance their appeal to free media. They found that the most successful media outcome was to publish a report on the negative educational impact on refugee children of having to flee their countries. The first press release was about the report's predictions and the possible massive social cost of having a disappointing amount of development education in schools today. The later human interest story gave life to the figures and asked the public to join Save the Children's proposed consensus on more education for development and mathematics. (Ebrahimi et al.2021)

5.1. Successful Media Campaigns

The following section analyzes campaigns that have successfully reached large target groups and achieved their desired impact. The success factors are discussed in more detail as a conclusion to each case. When running media campaigns, it is essential to know the target group and to prepare a well-defined approach to reaching them. Social media has a wider reach and can be more successful in targeting the wider society, thereby overcoming what is often referred to in social psychology as the bystander effect. The last aspect that should be taken into account is adaptability. What can be learned and done differently after concluding the first event to better fit needs? The feedback from the first year allowed us to adapt the campaign: the delivery of key messages and supporting information was hurried and quite overwhelming; we belatedly realized the ensuing media coverage on our comprehensive news release needed informed statements from an expert, and so we decided to include interviews and human interest stories to engage journalists and their readers. The content, style, and format of media campaigns will be decided based on what is known about the target audiences, as well as feedback from attendees, to ensure that the delivery mechanisms reflect the creativity and imagination of the campaign messages. The media campaign targeted people around the world (though there was a stronger focus on developed nations), which was new for UNEP. We wanted it to engage and inform a diverse public, and to help bring the fate of the world's killer whales into the public consciousness. We also wanted to feed into a bigger, multi-agency push for toxic trade reform, to help unblock the international implementation of the early 21st-century agreement, which was supposed to end the leaking of PCBs into the environment. We know from critical incidents research that media hungrily look for easy-to-comprehend, eye-catching angles into complex science stories. We targeted our briefings, therefore, to explain killer whale PCB toxicant breakdown accumulation as if we were wildlife clinics carrying out killer whale denouement post-mortems. Such imagery is arresting, but it is also rooted in science. (Engidaw, 2022)

6. Conclusion and Recommendations

We have thoroughly discussed the interaction between media and the awareness of the importance of education, including theories on environmental and transformative learning and argumentation. Therefore, it is concluded that the media play an important role in awareness



and knowledge transfer in this respect. The media effectively answer the question in the introduction by informing their audiences and also removing cultural barriers, thereby making transformative learning and several other concepts and topics related to sustainability known to a broader public. Several issues concerning the media's effectiveness in terms of environmental awareness have also been evaluated. The media appear to be able to give some reasons for the discrepancy between knowledge about climate change and attitudes in favor of climate change measures or a behavioral change in people's everyday climate action. The media, especially in Germany, tend to use "inward-looking" and misplaced information and argumentation strategies. Here, making self-interest and consumption guilt the main reason for people's "continued" indifference and/or "inaction". In contrast to this, however, the crucial point should be the ways in which people can be motivated to act rather than which alternative one may choose or what one's own product preference is. Another issue addressed is the "domestication" of sustainability or even climate change risks according to media representations. Ecological damage appears to be neither scary nor "great", but again materialistic outcomes have been of more interest to many media. "Sustainable living" has become some sort of elite and personal project. New fields of knowledge in media research, such as risk and environmental communication, are included in the research among media effects and public opinion. Recommendation for action: 1. It seems appropriate and economically reasonable that several important participants collaborate on this issue, and thereby ensure there is a public discussion. This discussion should focus on double-loop learning competencies, media partnerships, future media strategies, teacher training in order to teach these competencies, the popularization and international cooperation of co-developing the approach, etc., and shouldn't only concern scientists or people in the educational sector and media, but also the general public. 2. The use of media should additionally focus on attracting teachers to read new educational resources, campaigns, or media. 3. Theory and application should influence and support each other. As a result, continuous research is needed, both theoretical and practical, keeping in mind the continuous developments in media use. 4. Universally founded and communicated media training aids are necessary; otherwise, campaigns will not gain impact.

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