

Contextual Learning to Improve Environmental Health Literacy in Communities at Risk

Alauddin Parvez*

Department of Environmental Science,
Superior University, Lahore, Pakistan

Abstract

Environmental health literacy (EHL) is a new term that encompasses environmental health knowledge, awareness, skills, and self-efficacy, as well as community action. An interdisciplinary team of university scientists collaborated with local organisations to develop and implement EHL trainings in four communities, with a particular focus on rainwater gathering and water contamination. Participants' prior knowledge of environmental health risks and personal experiences were used to co-create training content during these participatory trainings. All four trainings (n=53) were subjected to a mixed methods evaluation that included pre-post participant surveys. Participants who did not have a strong foundation in environmental science prior to training showed a significant gain in understanding thereafter.

Keywords: Environment; Conservation; Social conviction

Corresponding author:

Alauddin Parvez, Department of
Environmental Science, Superior
University, Lahore, Pakistan

 parvezalla@gmail.com

Citation: Parvez A (2021) Contextual Learning to Improve Environmental Health Literacy in Communities at Risk. Glob J Res Rev Vol.8 No.S2: 001.

Received: April 02, 2021; **Accepted:** April 20, 2021; **Published:** April 27, 2021

Introduction

HN networks that are impeded by predominant social, monetary, and political frameworks likewise regularly experience the ill effects of natural wellbeing hazard [1]. Also, the increment of outrageous and flighty climate occasions because of environmental change is further broadening this ecological wellbeing hazard dissimilarity [2]. Ecological equity (EJ) coordinates the numerous likely layers of enslavement these networks face; for instance, occupants may experience the ill effects of prejudicial land use arranging, restricted admittance to medical services, restricted business openings, and inadequate sterilization foundation. Despite the fact that we recognize the four cooperating networks in this investigation are EJ people group, we utilize the expression "ecological wellbeing hazard networks" here to find the particular examination accentuation on natural wellbeing, and to feature ecological wellbeing hazard as the focal point of our association with these networks.

The regular association of science proficiency, wellbeing education, and natural proficiency have prompted the development of current ecological wellbeing proficiency (EHL) systems. The Society for Public Health Education expresses that EHL "coordinates ideas from both ecological proficiency and wellbeing proficiency to foster the wide scope of abilities and

skills that individuals need to search out, fathom, assess, and utilize natural wellbeing data to settle on educated decisions, lessen wellbeing chances, improve personal satisfaction and secure the climate".

Description

The mixed methods evaluation approach of using both closed-ended and open-ended survey questions, in addition to soliciting open-ended reflections from participants and facilitator-scientists, provided a comprehensive understanding of the training experience and outcomes from multiple perspectives. Additionally, facilitating trainings sequentially in four different communities provided valuable process feedback that allowed for continuous improvements [3].

Post-preparing reviews were controlled quickly following the preparation experience, which restricts our comprehension of how the preparation may have added to member information, abilities, and activities on a more drawn out term. Furthermore, all information was self-announced, which presents the opportunities for member predisposition. For instance, members may have felt prevalent difficulty to line up with favorable to ecological standards present in the preparation content.

Results uncover a few restrictions with the review instruments utilized and advise suggestions for future overview plan. The

thirteen study addresses testing natural science information were explicitly intended to change in style and trouble. Notwithstanding, shut finished inquiries 9 and 10 offered little benefit as practically all members addressed effectively both pre-and post-preparing, proposing that the outcomes may be expected to "simple" question plan as opposed to member information [4,5].

Conclusion

This investigation uncovers an extraordinary way to deal with both expanding EHL in ecological wellbeing hazard networks and opening the entryway for local area scholarly organizations for natural wellbeing exploration and activity. Albeit this in-person approach requires an extensive time responsibility from both college specialists and local area individuals, the two players profit by the speculation. Local area individuals increment EHL explicit to nearby dangers, network with others inspired by natural wellbeing learning and activity, construct associations with college specialists, and advise the course regarding future exploration. College specialists share their expert information straightforwardly with those for whom it is most actually important, form associations with potential future examination colleagues, and learn neighborhood information and setting to educate future investigation. In this investigation, consciousness of social (setting, language, social convictions) was the most basic part of a fruitful preparing project to build EHL. By meeting individuals from ecological wellbeing hazard networks "where they're at", straightforwardly, scholastics position themselves to work close by general society for more prominent effect of their examination.

References

1. Adams C, Brown P, Morello-Frosch R, Brody JG, Rudel R et al 2011 Disentangling the exposure experience: the roles of community context and report-back of environmental exposure data. *J Health Soc Behav* 52(2): 180-196
2. Barbara Allen 1999 Women Scientists and Feminist Methodologies in Louisiana's Chemical Corridor. *Michigan Feminist Studies* 13:89-110.
3. Altman RG, Morello-Frosch R, Brody JG, Rudel R, 2011 Pollution comes home and gets personal: women's experience of household chemical exposure. *J Health Soc Behav* 49:417-435.
4. Ball KM, Biro FM, Bornschein RL, Brown MK, Hernick AD, Pinney SM 2011 Sharing unexpected biomarker results with study participants. *Environ Health Persp* 119(1):1-5.
5. Bartel AA, Krasny M, Harrison EZ 2003 Beyond the binary: approaches to integrating university outreach with research and teaching. *Journal High Educ Outreach Engagement* 8(2):89-104