

Education Responsibility Protection Environmental For Students: Duties, Requirements And Necessity

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Abstract : *Currently, the living environment is heavily polluted, largely due to the destruction of humans. With regard to environmental pollution, the responsibilities of each Vietnamese citizen are the same. Any citizen needs to seriously comply with state regulations, raise their own awareness to contribute to preserving and protecting the environment. However, for many years, the awareness of environmental protection of students is attached and the work of educating the awareness of environmental protection in universities has not been paid attention. In order to have an accurate basis for assessing the awareness, responsibility of environmental protection and the importance of educating about environmental protection responsibility among students, the group surveyed 1,500 students, 120 lecturers, 20 organizing unions and associations in universities. Survey results showed that, education on environmental protection responsibility is very necessary; that is a requirement and a task that needs to be done immediately to raise students' awareness in protecting the environment.*

Keywords *Education, responsibility, environmental protection, students,duties, requirements, necessity, Ho Chi Minh City, Vietna*

1. INTRODUCTION

The Conference on the Environment in Moscow co-organized by UNEP and UNESCO (1987) concluded the importance of environmental education: "If does not improve public understanding of the relationships The close relationship between environmental quality and the continual supply of their ever-increasing needs makes it difficult to reduce the environmental risks locally as well as around the world. Because human actions depend on their motives and this motivation depends on their own perception and level of understanding. Therefore, environmental education is an indispensable means to help people understand the environment".

The United Nations International Conference on Environmental Education held in Tbilisi (1977) introduced the concept: "Environmental education is aimed at making individuals and communities understand the complex nature of the environment. the natural field and the artificial environment are the results of interactions of many biological, physical, social, economic and cultural factors; giving them the knowledge, value awareness, attitudes, and practical skills for them to participate responsibly and effectively in the prevention and resolution of environmental problems and management of environmental quality".

Education is a special social phenomenon whose nature is to convey and absorb the knowledge and experience of generations of people. From a philosophical perspective, education is considered a two-sided process, on the one hand, an external impact on the educational object, on the other hand, through this effect, the subject can change, improve. The ideology of political education for students, VI. Lenin emphasized: “Regarding the motto of our entire educational work, we cannot try to keep the old view that education does not need politics, we do not the organization of educational work can be “politically separated”, politically separate education or “not politically”. In all bourgeois countries, the relationship between the political and educational systems is very solid, although bourgeois society cannot openly acknowledge these points” (Lenin, 1975, p 437).

Environmental education is completely inseparable from the values of local or regional knowledge, practical experience, and implementation of a process of creating and sustainable development. Environmental education always respects indigenous knowledge and supports education corresponding to learning based on the local environment, attaching importance to global education as well as local environmental education, even about the aspect of commitment and action is specific and local: “Think - global, Act - Local”.

Environmental information and knowledge accumulated in each individual will nurture and enhance their own sense and sense of responsibility for environmental protection, creating strong incentives and strong commitments surely towards a clean and developing environment in the future. Because, if each individual consciously contributes small but positive actions, it will also contribute to making big changes for a better environment (Institute for Youth Research, 2019).

Ho Chi Minh City is one of the economic drivers of Vietnam. Over the past years, along with economic development, environmental pollution is taking place in a serious way. At the fourth meeting (extraordinary meeting) of the People’s Council of Ho Chi Minh City (2017) with a topic on urban environmental protection, residential areas, and waste management in the area, Ms. Nguyen Thi Quyet Tam, Chairman of Ho Chi Minh City People’s Council assessed that environmental pollution has affected the quality of life of the people. Alarming, the pollution situation is still evolving in a worrying direction. Specifically, surface water, groundwater, noise, air, sludge, etc., have not been treated satisfactorily. Pollution levels in many places exceed the permitted standards, affecting residential areas, causing frustration among people. Currently, the state management of the urban environment, residential areas, and waste have many limitations and shortcomings such as lack of coordination, not following the plan closely so it has not created efficiency. On the other hand, the sense of environmental protection of a part of organizations, individuals living, working, and students studying in the city. The awareness of environmental protection of these subjects is very poor, due to many reasons, one of the reasons is that there are no specific programs to educate the students on environmental awareness. Therefore, educating the awareness of environmental protection for students is an urgent issue today.

The ultimate goal of environmental education is to move towards the socialization of environmental issues, which means creating environmentally responsible, environmentally responsible citizens. Recognizing that importance, the authors embarked on researching the topic “Education responsibility protection environmental for students: Duties, requirements, and necessity” as the group’s research topic.

2. LITERATURE REVIEW

Research on environmental protection consciousness has long been interested in many researchers and international organizations, including some typical foreign works as follows:

W. Rüdig (2001), “Western European Studies: Environment in International Encyclopedia of the Social & Behavioral Sciences” showed that the awareness of environmental protection must be considered as one of the standard behaviors and good behavior of children people with nature and society.

David Long, in “Gas Trading Manual (Second Edition), A Comprehensive Guide to the Gas Markets, 2003” pointed out that the problem of environmental pollution especially in some developing countries is serious, so it is necessary to must have awareness of environmental protection right now and from young generations so that they can be properly aware from a young age about the harmful effects of environmental pollution on human life.

Spring J (2004), in “How educational ideologies are shaping global society: Intergovernmental organizations”, NGO’s, and the decline of the state and Stephen Dover, and Colin Butler (2019), in Population and environment: a global challenge shows, because of demand too high, people are destroying nature, accompanied by poor awareness leading to serious environmental pollution. Therefore, there must be strong measures in educating the awareness of environmental protection.

The World Bank (2019), “Addressing Climate Change in Transport” and UNICEF (2019): Children are the least responsible for climate change, yet they will bear the greatest burden of its impact and UNICEF (2019), Global resources outlook. The United Nations Environment Program has shown that the problem of environmental pollution is taking place very seriously and the need to raise people’s awareness and responsibility to protect the environment.

Worldometers (2019), in “Vietnam Population” (LIVE) retrieving data, showed that Vietnam has been ranked among the largest plastic wastewater waste countries in the world and requires a change in awareness and responsibility for environmental protection of the Vietnamese people.

The above studies have clearly shown the importance of the environment to human life, from which it is necessary to educate about the awareness and responsibility to protect the environment. However, the works did not mention the implementation solutions.

For studies in Vietnam, many years have shown that environmental pollution is a very serious problem for Vietnam. The issue of environmental pollution, solid waste, and plastic waste is a stinging problem, adversely affecting human life. Many recommendations have been made, including human education on environmental protection. There are some typical studies as follows:

Huynh Thi Kim Tuyen (2018) in “Awareness raising and behavioral education of Ben Tre college students in changing environmental protection behavior” after analyzing the current state of students’ awareness of environmental protection Ben Tre College has proposed solutions to raise students’ awareness of environmental protection. However, the new solutions only focus on listing the implementation content, not discussing the steps to implement the solution.

Long Ho (2019) in “Raising people’s awareness to participate in environmental protection”, posted on the portal of the City Party Committee Ho Chi Minh City pointed out: Environmental protection is a common issue of the entire political system - the entire people; to ensure the sustainable development of the country in general and of the Ho Chi Minh City, in particular, must have effective management from the government and active participation from the community in environmental protection.

Workshop on “Applying science and technology in environmental protection and environmental management, raising community awareness in environmental protection”,

organized by the Vietnam Women's Intellectual Association, November 2, 2019, in Ho Chi Minh City also affirmed: In order to improve the state management on environmental protection, many delegates said that the exploitation and use of environmental resources in coastal and marine areas should comply with the Laws that have taken effects such as Law on Environmental Protection, Law on Protection of Aquatic Resources, Law on Forest Protection and Development.

In a survey by the Youth Research Institute (2019), it was found that a part of young people are indifferent to the responsibility of protecting the environment and are not aware of the need to protect the human environment.

Author Tri Duc (2020) in "Tasks and Solutions to improve the efficiency of environmental protection, building new rural landscapes in the post-2020 period", published in the Journal of State Organization also clearly pointed out the limitations and problems in the work of environmental protection at present and propose solutions to raise awareness of environmental protection. However, the article does not discuss steps to implement solutions.

Like the international authors, the domestic authors have pointed out the current state of Vietnam's environmental pollution, its negative impacts on people's lives, the need to change perceptions and raise high awareness and responsibility to protect the environment of the people in general and in students in particular. However, studies have not yet built up an educational method to achieve the best results.

3. RESEARCH METHODS

To achieve the proposed results, as well as having the necessary data to support the analysis of environmental protection responsibility education among students in universities in Ho Chi Minh City, study this study was conducted in two phases, as follows:

Firstly, investigating and the specific unit of analysis in its political education activities and interviewing those who are in charge of these activities (lecturer and political - social organizations, etc.);

Secondly one focuses on the impact of the political educational activities on the participants (lecturers, students, organizations of the student).

Some assumptions underlie our research question: "What is the definition, aim, and content of educating responsibility protection environmental for university students and (how) does it impact students"? The main contents are directly related to the research question, specifically:

Firstly, that definition aims, and content of educating responsibility protection environmental, i.e. the way it is seen by the lecturers, organizations, students that facilitates it, the aim it wants to fulfill and what it teaches tell us what type of students education we are dealing with (education for skill development, for consciousness-raising, for increasing productivity, etc.);

Secondly, the impact of education depends on this type of education. Another important assumption is that it depends on the pedagogy which is used: no education without pedagogy. Then, it was also assumed that the kind of organization students are participating with (its political orientation) and of course the national political context of the different case studies play a role in opening or closing possibilities for education responsibility protection environmental of students.

We acknowledge that many other variables, like domestic and international political fluctuations, an economic crisis, disease, a change in learning conditions, the impact of social networks, the unregulated information, etc., can have an effect on the consciousness of the participants' survey, but we limit our research to the role of education responsibility protection environmental. The method for the case studies during the first phase of the research was:

Studying the results of colleagues, the state legal documents on environmental issues, environmental pollution; in which, focusing on documents related to environmental protection solutions of Vietnam and the world;

Based on documents and/or interviews to describe the unit of research (the kind of organization of student, how it is functioning);

Based on the result of semi-structured expert interviews, education organizers, trainers, officers, student organizations (Youth Union, Student Union), planners to document and analyze education the responsibility protection environmental concept and activities of their unit of research. The interviews contained questions on the definition, aim, participants of the educational activities, and on the assessment of the organizers of the success of the activities for the responsibility protection environment of the student.

The respondents for the study were 1.500 first-year and final-year undergraduates of Universities in Ho Chi Minh City. Out of the 1.500 student respondents, there were 800 males and 700 females. The reference results in to be current table 1 and table 2.

In terms of faculty, 120 lecturers and 75 the key members who are teaching and go on business; 20 organizing unions and associations in Universities in Ho Chi Minh City from universities: Social science and Humanities, University of Transport and Communications in Ho Chi Minh City, University of Natural Resources and Environment, Hanoi University of Home Affairs in Ho Chi Minh City, The People's Police University, Ho Chi Minh City University of Food Industry, University of Pedagogical Techniques. At the same time, this study raises questions for the key members who are active in the organizations of the student at universities.

All of the 1.500 students, 120 lecturers, and 70 key members who are active in the organizations of the student who participated in this study have to respond to a set questionnaire. The questionnaire is designed using 5 points Likert scale and is divided into 5 sections; Section (1) the need to educate responsibility protection environmental for students. Section (2) of understanding of educating responsibility protection environmental. Section (3) understanding of responsibility protection environmental and student consciousness. Section (4) understanding of the relationship between responsibility protections environmental. Section (5) the role of education with respect to the understanding of responsibility protection environmental. This paper will only present selected sections of the questionnaire which are relevant to the focus of the paper. Data were analyzed using SPSS version 15.0 and the reliability factor was done by using the Cronbach reliability analysis approach. It was found that the instrument developed has high reliability.

Table 1: Awareness of faculty and student organizations about the needs to education responsibility protection environmental for students

Numerical order	Assessor	Very important (%)	Normal (%)	Not important (%)
1	Lecturers teach political	94.0	6.0	0.0

	theory subjects			
2	The lecturers do not teach political theory subjects	76.0	14.0	10.0
3	Student organizations	94.3	5.7	0.0

Table 2: Student awareness about the needs to education responsibility protection environmental for students

Numerical order	Assessor	Very important (%)	Normal (%)	Not important (%)
1	Male student	56.25	28.75	15.0
2	Female students	59.35	31.95	8.7

4. RESEARCH RESULTS AND DISCUSSIONS

Evaluation of educational activities to protect the environment

During the 30 years of renovation (starting in 1986), the Party and the State of Vietnam have had many guidelines, lines, resolutions and legal documents on environmental protection such as Clause 1 Article 6, The Law on Environmental Protection (2014) states that one of the encouraged activities is “to communicate, educate and mobilize people to participate in environmental protection, environmental sanitation, natural landscape protection and biodiversity” or “disseminating, educating on environmental protection law must be done regularly and widely” (Article 154). Clauses 1 and 2, Article 155 of the Law specifies the environmental education and human resource training: “Main curricula of general education levels must contain environmental education”, “the country prioritizes the training of human resources to protect the environment; encourage all organizations and individuals to participate in environmental education and human resource training for environmental protection”, etc.

Resolution No. 41-NQ/TW dated November 15, 2004, of the Politburo on environmental protection in the period of accelerating industrialization and modernization of the country identifies important solutions to protect that environment is “promoting propaganda, education to raise awareness and responsibility for environmental protection”. Most recently, in Resolution No. 24-NQ/TW dated June 3, 2013, on proactively responding to climate change, enhancing natural resource management and environmental protection, was held by the 7th Executive Board Meeting. Passed by the XII (2016) Party Central Committee, emphasized the group of main solutions to protect the environment: “Strengthening and renewing propaganda, education, awareness-raising, forming a sense of proactive response to environmental protection climate change, economical use of resources and environmental protection”.

In recent years (2016-2020), propaganda, education, and awareness-raising activities on environmental protection have been concerned by all levels, sectors and localities and have achieved many important achievements, contributing to raising awareness of people and community about environmental protection. Major environmental events such as Earth Hour, Earth Day (April 22), World Environment Day (June 5); The International Day of Biodiversity (May 22), The Campaign To Make the World Cleaner, etc. was launched at both

central and local levels. Every year, the Vietnam Environment Award is organized to encourage domestic and foreign collectives and individuals to have many achievements in the cause of environmental protection. At the 2019 Vietnam Environment Award Ceremony, 50 organizations, individuals, and communities with outstanding achievements in environmental protection were selected and honored to receive good awards at the Environmental Conference. The fifth nationwide, 70 advanced examples of environmental protection in the period 2015 - 2020 were honored, etc.

In addition, many forms of communication and education to raise public awareness are also organized through materials, pictures, mass media campaigns, media (press, radio, and pictures), contests for composing, writing, drawing, understanding environmental law, mass movements to participate in environmental protection, etc. In 2020, meaningful movements and activities on protection environmental protection have been organized and mobilized a large number of people to participate such as Contest composing environmental images; Waste recycling festival in response to Earth Hour 2020; Contest for propaganda on clean water, environmental sanitation, and collection and classification of domestic solid waste at source in provinces and cities nationwide, focusing on the two largest cities is Hanoi and Ho Chi Minh City.

In order to equip the community with effective environmental action skills, a variety of educational programs, including both formal and extracurricular activities, have been deployed to all levels of the education system. In which, documents, publications, textbooks, reference books on environmental protection have been compiled and released throughout the country, etc. (Institute for Youth Research, 2019).

However, propaganda, education, awareness-raising, and a sense of responsibility for environmental protection are still limited, such as the lack of timely and close coordination between information agencies and the press; the implementation of activities to propagate laws on environmental protection has not been regular; the mobilization of all strata of people to improve environmental knowledge through the campaigns is not regular and continuous, (Luan, 2019; Dao & Van, 2020). The cause of the above situation is due to the low awareness of environmental protection of the community (Dao & Van, 2020); perceptions of the risk of environmental pollution, and the negative impacts of environmental pollution on the socio-economic life and people's health of many levels of government, management agencies, organizations, and individuals in many localities is incomplete; the investment budget for environmental protection has not met the requirements, etc.

Why must educate the responsibility of protecting the environment among students

Educating about the responsibility to protect the environment to help the community understand the complex nature of the natural and artificial environmental system, thereby helping people to have more "friendly" behavior towards the environment school. For students, who are about to enter a new stage of life, it is important to realize the importance of environmental protection (57.80% of the students surveyed consider it very important).

The goal of environmental responsibility education is also to equip students with skills to take action to protect the environment more effectively. The most effective method of educating the responsibility for environmental protection is to educate knowledge about the environment in a specific environment (77.33% of students choose) to aim the educational object to take action to protect the environment. Recognizing the importance of educating the responsibility of environmental protection in environmental protection, the Party and the State of Vietnam have adopted specific policies and action programs, and have achieved many successes significant achievements. Responsible education programs for environmental

protection, including both formal and extra-curricular activities, have been implemented to all levels of Vietnam's education system (10 surveyed universities have their own programs, in addition to the general programs of the country and Ho Chi Minh City). Public awareness campaigns, and engaging students and other social organizations in protecting the environment every year. Environmental information and data systems have also been built up and become more and more complete. Along with these achievements, the content of the report also raised limitations and shortcomings in education, training, and awareness-raising on environmental protection (Institute for Youth Research, 2019; Luan, 2019).

One of the simple and practical reasons that students and lecturers consider it necessary to educate the responsibility of environmental protection is that the awareness of keeping the surrounding environment clean among students is still limited (63.67% of students do not have the habit of keeping hygiene in public places), reflected in the following behavior groups:

Behavior group 1:

From the immediate reality, students have not yet shown themselves in the issue of protecting the public environment, especially in the matter of eating snacks and often messing around such as: under the table, under the corner of the classroom, outside hallways, on the school grounds, etc. although the school still places trash cans at the top of classrooms or in places where students are crowded, the act of holding trash to trash and putting them there has not been done by many students, and some of you still have the idea of making fun of the action and even claim that it is "crazy" as "unusual" and possibly even teased, especially among individual students.

Behavior group 2:

The restroom area is quite sensitive and requires general hygiene, but not many people consider public toilets like their own. When you're done, feel free to leave, regardless of how the next person feels in such a situation. Sometimes it is not possible to imagine unconscious actions that have consequences for latecomers that may not be usable in such situations.

Behavior group 3:

Gardens, fish ponds, campuses, classrooms, etc. are ecosystems that need to be kept in good condition in the school, but not yet respected. When playing, playing, talking, etc. some students often have the habit of breaking branches, picking flowers, writing on the table, on the wall, etc. or relying on thinking that the task of taking care of bonsai in the garden, cleaning the classroom cleaning is the role of the janitors. This thought has probably been ingrained for many generations, so no one tells anyone from alumni to freshmen to have an indifferent attitude towards the survival of natural or artificial ecosystems in the university. If we are assigned the task, we will also work through the pro forma to finish the job.

Thus, before the above behavioral groups, the problem is how to educate not only the movement, only performing in separate waves but through a continuous process and action voluntarily, voluntarily not being forced, to be able to raise awareness and change behavior towards an environmentally friendly way.

Recommendations for Implementation

Solution 1: Putting environmental protection responsibility education into the main curriculum:

Boldly put Environmental Protection Education into an official subject in the general

education program in all disciplines. That is because the education of environmental protection awareness belongs to everyone, not just students in majors or in related disciplines. Choosing a subject can be “Environment & People” or “Environment and Development” or “Environmental Education in Primary Schools”, etc. Just 30 hours or 2 credits but with lively explanations, relate daily facts with real-world examples: the situation of locally polluted rivers, waste from businesses, factories located in the province, the situation of children suffering from stomatitis bronchitis, upper respiratory infections, etc. on the rise, these are living evidences for a polluted environment and the subject affected and affected is none other than us and our nuclear family. The target group of staff going to school will be clearly demonstrated in their children; also for full-time students from high school will see a clear impact through themselves and their family members. This will contribute to change behavior, firstly the students themselves, then the family members, followed by generations of students, which are integrated into the lessons by students in the classroom, etc.

Solution 2: Integrating with teaching subjects.

This can be done with the condition that trainers must be trained in knowledge on environmental protection education. Our school has already tested this model. We organized training classes for trainers in each professional group and trained in environmental knowledge and taught how to integrate and integrate in a natural way. Through the training sessions, during the discussion, there were a number of lecturers giving ideas such as Math, Physics, Chemistry, Literature, Foreign Language, etc. how to integrate, etc. Many opinions raised to join each other built into common scenarios to be acceptable. For example, Literature gives some typical lessons and debates to find the best integration. What we draw here is that when there is a collective consensus, nothing is impossible.

Solution 3: Putting education on responsibility for environmental protection into scientific research activities among students.

Scientific research is an indispensable activity in the university. Therefore, every year, there are still many topics done by students to express their passion in the field of science - education - life. Thus, with the focus-oriented approach, teachers can integrate into this activity the issue of environmental protection education. For example, in some schools, there are topics such as: “Some experiences in organizing a scientific discovery lesson about the surrounding environment for students”, or the topic “Building a model trash bin in public places for the benefit of the community, etc. Through research and implementation of the topic, the students were active members in mobilizing classmates, the same school to raise awareness of environmental protection. All will think and act together for the common good of the community.

Solution 4: Propagating and educating about environmental protection through clubs, groups, and volunteer programs of students.

“Learn but play, play but learn” is a form of performance that is dynamic, not restrictive, or forced. Through these activities, students voluntarily approach and friendly with the environment. Like through the emulation games for cleaning the surrounding environment, the competition to keep the streets clean and beautiful, the class who is cleaner, greener, etc. Especially through the campaigns “Green Summer”, “Volunteer Spring” of students. Volunteer students are trained through knowledge of environmental protection education, building scenarios on environmental education, setting examples in environmental sanitation activities, etc. Entering the reality of the locality, remote areas, the children will become active communicators in mobilizing people to keep the general hygiene. For example, in rural areas, there is a habit of throwing garbage into the river, eating animals carrying pathogens,

drinking water that is not boiled, building latrines on canals, defecating at the wrong place, waste from blankets unprocessed farming, etc. Thus, by handling trained situations, students will not be confused and have flexible behavior and a passion to discover new things from real life outside life.

Solution 5: Propagating and educating about the responsibility of environmental protection through the first and mid-hour radio hours, political study sessions.

In the school, at the beginning and the middle of the hour, there is a radio program that helps students grasp information quickly and conveniently. Therefore, we should give in this program some brief information, talk about some typical examples in environmental protection activities, or some bad actions, harm the environment, etc. It is necessary to build a team of volunteers who are active in hunting news in a timely, scientific, highly accurate manner, not too aggressive, and not too light-hearted for harmful behavior environment.

5. CONCLUSION

The education responsibility for environmental protection in the current period is essential and this educational responsibility is mainly in the educational activities of Universities. However, each place is different, so despite the same method, when the application in each locality is very different, very diverse, and learning from each other is very necessary. Research has raised a rather urgent problem and is a “hot” problem in the world today.

However, the implementation of environmental protection responsibility education in universities is facing a major obstacle: the issue of the operating budget. For example, when students do research on the sub-trash model to test its feasibility, it is not possible to have the money to put all the trash cans in the surveyed places. This, more or less, does not encourage them to participate in environmental protection for the benefit of the community. All are just for encouragement and calling, it is difficult to bring into full play the effects of the movements.

In that context, it is necessary to increase the attention and direction of leaders at all levels, branches, unions, and socio-political organizations in propagating the law on environmental protection. Annually, to conduct preliminary review and review of the implementation of the signed coordination program of the Ministry of Natural Resources and Environment, the Department of Natural Resources and Environment with socio-political organizations and unions.

Regularly propaganda, education, and awareness-raising on environmental protection through the media and media as well as legal education on the environment. Building a culture of environmentally friendly behavior on the basis of renewing thinking, ways, behaviors, a sense of responsibility towards nature and the environment. This is a solution that is suitable for the current socio-economic conditions of our country and is strategic and long-term.

Promote the socialization of environmental protection activities, create legal bases, mechanisms, and policies to encourage individuals, organizations, and communities to participate. Forming types of organization of assessment, consultation, assessment, recognition, and certification of environmental protection; encourage all economic sectors to participate in waste collection, transportation, recycling, treatment, and other services. Focusing on building and implementing conventions, conventions, and commitments on environmental protection and models of environmental self-governance of residential communities, especially in rural areas. Develop mass movements, mobilize people to actively participate in environmental protection. Detecting and replicating advanced typical models in environmental protection activities; linking the content of environmental protection with the

movement of all people participating in environmental protection.

The mass media agencies shall closely coordinate with State management agencies on the environment and socio-political organizations in building environmental columns, topics, and reports; diversify forms and content of environmental communication; reporting accurately, regularly, and promptly; detect and resolutely fight with violations of the law on environmental protection.

It can be said that environmental education is an indispensable job to help people understand the environment. Therefore, only promoting propaganda and education with the active participation of all levels, sectors, organizations, businesses, and communities is an important solution in environmental protection, contributing to sustainable development country.

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