

## BIOPOLITICS REGULATIONS FOR ENVIRONMENTAL EDUCATION

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Environmental training and re-training of experts in higher education engineering must be carried out in line with the radical reforms which are currently taking effect in international higher education. The general trend in the development of higher education all over the world is a transition from anthropocentric to biocentric values.

A continuous system of environmental education must include the examination of biopolitical problems at the early stages of education, regardless of future profession. Moreover, an international co-operation for the profound study of bios, which will allow us to guarantee a harmonious coexistence of all living forms, must be realised.

During the last few years, certain experience was gained in the field of international co-operation for the organisation of international bios-schools, under the patronage of the Biopolitics international Organisation (B.I.O.) in Russia, Hungary, Yugoslavia, and Greece. Bios-schools programmes provide for the examination and study of such biopolitics problems as the creation of a stable biocentric society, or the question of how to decrease the damage caused to the environment. Lectures and practical work were carried out by well-known scientists and experts. Theoretical questions on system judgement forming, on bios study forming, on the criteria and estimation of environment conditions, in accordance with international standards, were studied.

Besides some instrumental methods and approaches for the monitoring of the environment, various sources of pollution were also studied. Special attention was given to the examination and discussion of regional and international projects in which certain decisions must be made about current pollution, regardless of information gaps and despite the lack of unified criteria and intersectional methods for the estimation of environmental conditions.

International bios-schools provide the possibility for opening new pathways to international environmental information exchange and towards the understanding of, inter alia, environmental education on engineering, protection and conservation of the environment, natural-technical systems management and sustainable environmental development. Such intensive information exchanges would foster the dissemination of all modern achievements and progressive technologies in the field of environmental science.

Co-operation of such a kind calls for further teamwork on international ecological programmes and projects, such as the *Bio-Syllabus*, "Coastwatch Europe," "Democratic participation in the planning, protection and management of coastal zones," and others. In the meantime, the pursuit of the bio-environment can also promote international co-operation and bio-diplomacy.

Particular attention in the realisation of such co-operation will have to be given to the widespread use of new technology. Communication satellites, computer and telecommunication lines and the Internet are all examples of the recent breakthrough in communications which now allows interactive communication between students and scholars, and video-lessons and video-conference/meetings to be carried out. A good example of environmental education on the basis of remote education methods is the programme of the Baltic University at Uppsala University, Sweden. The universities of 10 countries in the Baltic region take part in this programme.

The development of new forms of biopolitical principles for environmental education on the threshold of the new millennium makes it essential to create a B.I.O. programme in which all interested European universities could take part. The main goal of such a programme must be the creation of a unifying educational dimension, which would unite the scientific potential of natural and technical sciences. It is also expedient to organise the courses on the basic topics expounded in the *Bio-Syllabus*<sup>1</sup> by B.I.O. President and Founder Dr. Agni Vlavianos-Arvanitis: bio-legislation, bio-communications, bio-diplomacy, bio-history, bio-technology, bio-culture, bio-energy, bio-athletics.

Such an approach would mean the development of environmental education on the basis of large interdisciplinary connections, and would do wonders for the environmental mentality of the new generation. After all, it is they who will be solely responsible for the evolution of technogenesis, and for the creation of natural-technical systems which will guarantee civilisation's progressive development, and which will satisfy the needs of modern society without damage, for the benefit of other generations to come.

Today, it is necessary in the framework of environmental education to revise the notion of "profit."<sup>2</sup> The concept of profit must be altered to include features such as protection of the bio-environment, preservation of resources, and improvements in quality of life.<sup>2</sup> Profitable manufacture and bio-environmental protection must be considered as two reciprocal goals.<sup>2</sup> This in turn will diminish the gap between technical progress and social values, since it will be the environment which will assign the premises and limitations of economic development.

It is necessary to establish a harmonious relationship between the environment and the economy, so that manufacture and the environment will begin to work in unison. To carry out this conception we must create an international network of environmental education, a network which will provide training for specialists in the field of clean technologies and environmental management, as an integral part of biopolitics at regional, national and international levels.

### References

1. Vlavianos-Arvanitis A. and Oleskin A. (1990) *Biopolitics – the bio-environment – bio-syllabus*. Biopolitics International Organisation, Athens, 151 pp.
2. Vlavianos-Arvanitis A. (1995) *Biopolitics: A shift from anthropocentric to biocentric values in business*. In: Vlavianos-Arvanitis A. (ed) *Biopolitics – business strategy for the bio-environment I*. Biopolitics International Organisation, Athens, pp. 8-9

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