

VIEWS ON THE I.U.B.E. STRUCTURE

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The situation today is alarming from a safety and environmental point of view. The decision makers and the laymen must be correctly informed in order to generate a strong and effective reaction against the mistakes. There are several routes that could be of great help in a successful improvement of a variety of dangerous situations.

One is direct and actual efforts, via the media, and the other one is the 'education' of qualified persons to identify and understand a situation, enabling them to react immediately and appropriately. This can be done in universities training motivated persons on a post-graduate level. The problems to consider are:

- Structure of the I.U.B.E.
- Curriculum Revisio
- International Educatio
- Realisation of the I.U.B.E.

Perceived as a post graduate organisation, the I.U.B.E. can be structured under two different orientations:

A Classical organisation. Located in the facilities of one or more existing universities, this structure would use well-defined programs at specified periods of the year. The German system, consisting of six-month sessions sanctioned by a final test or by tests at the end of each six-month session is preferred. The subject matter to be taught must be discussed in depth. I believe that such an education should not be restricted to scientists with a chemical or biological background, but extended to non-biologists, lawyers, businessmen and civil servants or non-professionals. If the sessions are open to non-biologists, it is imperative to start with basic chemistry, physics and biology. Agricultural science and human-social science should be included as well. The authorisation to attend the sessions will be granted to people with university degrees to allow more profit from the curriculum. A Jury must be constituted.

Proposal for a curriculum. Basic science, chemistry, statistics, biology, botany, agricultural sciences, marine science, sociology and politics.

Postgraduate. Toxicology, Plant physiology, paleontology, animal and human physiology, safety in manufacturing, pollution and techniques of reuse of sludges and pollutants, decontamination and nuclear sciences. Sociology of polluters and politics for successful actions at government and decision makers' level and also law.

Collegial organisation. The material will be identical but would be taught by specialists in their own university or academy. This will obviously be a complex undertaking, but much simpler from the point of view of facilities. My preference is for the classical system; grouping the students is always more profitable because of cross-fertilisation and the language must be English.

The education provided must allow postgraduates to localise, identify, and take any action necessary to stop or modify the course of the disaster. Reporting to a central coordinating office, each postgraduate returning to his or her respective country could relate the state of the situation there.