

A STRATEGIC APPROACH FOR ENVIRONMENTAL EDUCATION

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A world-wide effort must be made to promote a bioethics consciousness by enriching educational curricula at the primary, secondary and tertiary levels. For the latter, this must especially involve the fields of science and engineering, entailing both technology assessment and redesign. It is also of great importance that political leaders be educated in the field of education itself so as to give higher priorities to issues concerned with bios and the bio-environment. The holding of conferences and dissemination of materials can serve to sensitize the media and press as well as lead to greater awareness among community, labor and education groups and firms in leading technologies.

Educational reform in general will take on new vigor with the continuing emergence of Japan as the leading world economic power. Western European and American countries will be increasingly sensitive to renewing the educational base in science and engineering. We must take advantage of the receptivity to change as an opportunity to design a different ethic into technology. In the Japanese case, a different approach may be needed. Developing countries must gear their educational efforts towards sustainable development.

All elements of the aspects of technology and development must be understood. These include both utility and quality of life issues. A differentiation must be made between proactive and reactive technological adjustments on the part of governments and firms. The concept of life cycle costs of technologies needs to be fully understood and distinctions made between demand- and supply-side policies for the development of technology. We need to train a different kind of scientist and engineer as well as manager.

In theory, the International University for the Bio-Environment (I.U.B.E.) can be an agent of change. A model must be developed for a university to call itself "an environmental university" and requires the creation or designation of a Dean for Environmental Affairs, a curriculum for environmental education and the participation of the university in a regional university consortium to encourage cross-registration of students among universities and colleges that make different contributions to environmental concerns.

In practice, the I.U.B.E. should be the epicenter of the aforementioned activity by providing a central location for planning, encouraging the convening of workshops, providing a sabbatical home for environmental scholars and internships for students, and centralizing key literature and documents for research purposes.

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