Environmentally Educated Teachers
The Priority of Priorities?

The role of environmental education in the care of the environment is crucial. What of the role of the teacher in environmental education — rather, of the environmentally educated teacher in the vital process of education, before and after, in and out of school? Is it not, arguably, the priority of educational and, certainly, environmental priorities, as experience increasingly instructs us? For in this connection, environment must be conceived in its entirety — natural and built, personal and collective, economic, social and cultural, technological, ecological and esthetic.

The urgent need for teacher training in environmental education (EE) is a constant theme of conference after conference, from the International Belgrade Workshop of 1975 to the ministerial-level Tbilisi Conference of 1977 and the Moscow Congress of 1987. It was the most intense EE need and priority indicated by nations of every region of the world in their response to a Unesco questionnaire preceding the Belgrade Workshop (81 %). Ministers at the Tbilisi Conference logically concluded that EE should be an obligatory part of pre- and in-service teacher education and pertinent to the area — urban or rural — where the teacher was going to practise. This is still to be universally applied.

Practical initial steps in designing EE training programmes for teachers include definition of the desired result. This in turn involves the most functional way of defining the desired result, namely, in terms of desired teacher competencies, which may be divided into two linked categories: (1) foundational competencies in professional education and (2) competencies in EE content.
The effective environmentally educated teacher should be able to:

— apply a knowledge of educational philosophy to the selection or development of curricular programmes and strategies to achieve both general education and EE goals. (General education materials and methods may sometimes need merely to be "environmentalized" to achieve both objectives);

— utilize current theories of moral reasoning in selecting, developing and implementing EE curricula which will effectively achieve EE goals. (Teachers should be competent to use appropriate strategies to allow learners to recognize the role of values in environmental decision making, clarify value positions and understand the valuing process);

— utilize current theories of knowledge/attitude/behavior relationships in selecting, developing and implementing a balanced curriculum which maximizes the probability of desired environmentally aware behavior changes in learners. (A balanced curriculum takes into account such aspects as ecological factors vs. trade-off costs, etc.);

— utilize current theories of learning in selecting, developing and implementing curricular strategies to effectively achieve EE goals. (The methodology of EE as well as the nature of many EE goals is problem solving. A pragmatic approach on the part of teachers to theories of learning development, such as Piaget's, can do much to increase EE effectiveness in such methodologies and goals as environmental problem solving);

— apply the theory of transfer of learning in selecting, developing and implementing curricular materials and strategies to insure that learned knowledge, attitudes and cognitive skills will be transferred to the learner's choices and decision making concerning lifestyle and behavior. (The ultimate goal of EE is to produce environmentally literate citizens who are willing and capable of taking positive environmental actions in their lifetime);

— effectively implement the following methodologies to achieve EE goals: interdisciplinarity, outdoor education, values clarification, games and simulation, case-study approaches, community resource use, autonomous student and/or group investigation, evaluation and action in environmental problem solving, and appropriate teacher behaviors when handling controversial environmental issues;

— develop and use effective means of planning for instruction;

— effectively infuse appropriate EE curricula and methods into all disciplines to which the teacher is assigned;

— effectively evaluate the results of EE curricula and methods in both cognitive and affective domains.

Competencies in environmental education content

**Level I: Ecological foundations**

The effective environmentally educated teacher should be able to:

— apply a knowledge of ecological foundations to the analysis of environmental issues and identify key ecological principles involved;

— apply a knowledge of ecological foundations to predict the ecological consequences of alternative solutions to environmental problems;

— be sufficiently literate in ecology to identify, select and interpret appropriate sources of scientific information in a continuing effort to investigate, evaluate and find solutions for environmental problems;

— communicate and apply in an educational context the major concepts in ecology. (A partial listing of ecological concepts is included in the fuller text of the publication upon which this article is based. See reference to "EE Series Publication No. 25" at the end of this article.)

**Level II: Conceptual awareness**

The effective environmentally educated teacher should be able to select, develop and implement curricular materials which will make learners aware of:

— how people's cultural or vocational activities (economic, religious, industrial, etc.) affect the environment from an ecological perspective;

— how individual behaviors impact on the environment from the same perspective;

— a wide variety of local, regional, national and international environmental issues and the ecological and cultural implications of these issues;

— the viable alternative solutions available for mediating discrete environmental issues and the ecological and cultural implications of these alternative solutions;

— the need for environmental issue investigation and evaluation as a prerequisite to sound decision making;

— the roles played by differing human values clarification as an integral part of environmental decision making;

— the need for responsible citizenship action (persuasion, consumerism, legal action, political action, ecomanagement, etc.) in the remediation of environmental concerns.
The effective environmentally educated teacher should be competent to investigate environmental issues and evaluate alternative solutions and to develop, select and implement curricular materials and strategies which will develop similar competencies in learners, including:

- the knowledge and skills needed to identify and investigate issues (using both primary and secondary sources of information and to synthesize the data gathered);
- the ability to analyze environmental issues and the associated value perspectives with respect to their ecological and cultural implications;
- the ability to identify alternative solutions for discrete issues and the value perspectives associated with these solutions;
- the ability to autonomously evaluate alternative solutions and associated value perspectives for discrete environmental issues with respect to their cultural and ecological implications;
- the ability to identify and clarify their own value positions related to discrete environmental issues and their associated solutions;
- the ability to evaluate, clarify and change their own value positions in the light of new information.

Level IV: Environmental action skills

The effective environmentally educated teacher should be competent to take positive environmental action for the purpose of achieving and maintaining a dynamic equilibrium between the quality of life and the quality of the environment (if indeed one can be separated from the other) and develop similar competencies in learners to take individual or group action when appropriate, such as persuasion, consumerism, political action, legal action, ecomanagement or combinations of these categories of action.

(This article, as indicated above, is almost wholly based on a chapter of No. 25 of the “EE Series” published by the Unesco-UNEP International EE Programme, entitled, Strategies for the Training of Teachers in Environmental Education. The article is to be considered in conjunction with a previous article on “Developing an EE Curriculum,” which appeared in Connect, September 1989, as well as with two subsequent publications, Nos. 26 and 27, respectively entitled, EE: A Process for Pre-Service Teacher Training Curriculum Development and An EE Approach to the Training of Elementary Teachers: A Teacher Education Programme. All three publications are in English only at present. For availability, write to Connect, address on last page.)

EE Field Reports

Subregional Seminar on Teacher Training in EE for Asia

A Subregional Seminar on Teacher Training in Environmental Education for Asia was organized by Universiti Pertanian Malaysia in the framework of the Unesco-UNEP International EE Programme (IEEP) and held 15-22 November 1987, Serdang, Selangor, Malaysia. There were fifteen participants and observers from Indonesia, Malaysia, Philippines, Sri Lanka and Thailand.

The objectives of the subregional seminar were: (1) to familiarize teacher educators with the contents of the series of teacher-training modules in environmental education prepared by IEEP; (2) to prepare prototype environmental education units for incorporation into teacher training programmes; (3) to identify institutions for local adaptation and use of teacher training modules in participating States; (4) to identify activities and documents on teacher training in environmental education to be undertaken by IEEP at subregional, regional and international levels; and (5) to enhance exchange of information and experience in the development of teacher training in environmental education in the subregion.

Country reports and ensuing discussions indicated that the major environmental problems of Indonesia, Malaysia, Philippines, Sri Lanka and Thailand were quite similar—mainly that of pollution due to industrialization, depletion and degradation of natural resources, such as forests, fisheries, soil and mineral resources; the degradation caused by rapid population growth, particularly in urban areas, and the resulting housing problem and waste disposal problem in congested urban areas. It was noted that environmental education as an environmental management strategy toward solving environmental problems was not only acceptable, but has already been instituted in the five participating States and will be pursued, improved and refined.

The seminar-workshop attempted to improve and refine the teacher-training aspect of environmental education. The week of intensive work, consisting of module presentations, discussions and workshops, accomplished much in terms of: (1) sharing of experiences, which provided encouragement to fellow and sister environmental education specialists/teacher educators to persist with renewed energy in their work; (2) exchanging ideas, which enabled participants to glean the most effective instructional strategies and to identify appropriate topics for each year level.

Strategies in curriculum development and teacher training in environmental education were presented and studied; efficient ways of using the teacher-train-
ing modules and institutions for their local adaptation were identified; documents and activities for teacher training in environmental education were identified for future development; and some prototype teaching units were produced.

The seminar recommended that participating countries:

Formal environmental education programmes

All participating countries reported to have integrated environmental courses into their curricula. In the Philippines, it is integrated into science and social science subjects. In Sri Lanka, at the primary-school level, EE is taught as an individual subject, entitled “Social Studies”. In Malaysia a major curriculum reform in elementary school was reported where a new subject, entitled “Man and the Environment”, has been introduced from grades 4 to 6 to replace the classical subjects of science, history, geography and civics. However, at the secondary-school level EE is integrated into almost all subjects. In Indonesia, it is integrated into all levels of formal education with greater integration in science, social science and population education.

In all participating countries, nongovernmental organizations are involved in nonformal education programmes. However, in Malaysia many government departments are also involved in these programmes. The main objectives reported are to inform the general public of the importance of environmental management and the need for the prevention and solution of environmental problems as well as to create public awareness of environmental preservation.

In the Philippines, newsletters, brochures, brief reports, surveys and investigations of environmental conditions are produced or take place. Workshops, conferences and seminars pertaining to particular environmental concerns are also held. Sri Lanka has various important EE programmes, such as those conducted by the Field Studies Centres, the Science Education Support Centres, the Committee for the Popularization of Science, the Nonformal Environmental Education Programme, conducted by the Central Environmental Authority, etc.

In Indonesia, the nonformal EE programme is usually carried out by nongovernmental organisations, although governmental institutions are also sometimes involved.

Pre-service and in-service teacher education in EE

Pre-service teacher-training programmes in Indonesia, Malaysia, Philippines, Sri Lanka and Thailand include an environmental education component at both the university and college levels. In the Philippines, the pre-service teacher-training course is a 2-year certificate programme (Certificate in Elementary Education), preparing students for teaching at the elementary school, with an environmental dimension incorporated into the science subjects; or a diploma programme (Bachelor of Science in Education), preparing students for primary/secondary school teaching, giving particular attention to the environmental aspect.

In Malaysia, courses specifically on environmental concerns offered at the university level are elective courses in Environmental Education (Level 1: Post Graduate Diploma of Education at Universiti Malaya) with emphasis on environmental awareness; and Environmental Health (a 2-credit hour course at Universiti Pertanian Malaysia) aiming at understanding the relationship of people and their natural and built environments. At the college level, environmental dimensions are incorporated into such subjects as Man and the Environment, Geography, Health and Moral Education, and co-curricular activities.

In Indonesia, pre-service teacher training is conducted through the Teacher Training School and the Institute of Teacher Training and Education. At the Teacher Training School, environmental science, social science, Pancasila moral education, religious education, and at the ITTE, environmentally related courses are offered, especially by the Biological Education Department.

In Sri Lanka, organization of pre-service teacher training is based on two major criteria: the school level at which the teacher teaches and the subject areas taught. In the Colleges of Education, there are common compulsory programmes in the primary as well as the secondary teacher-training curricula,
which include environmental components. The programmes are: (1) school and the community; (2) physiological foundations of education; and (3) health and physical education. The science/mathematics and primary curricula also have environmental components.

In-service teacher training programmes in environmental education are conducted by teacher training institutions and colleges, curriculum development centres and government agencies in Malaysia, Sri Lanka and Philippines. In Indonesia, programmes as such are yet to be carried out since they are at the preparation and development stage. In Sri Lanka, in-service teacher training programmes are also conducted through the Distance Education Programme, a 3-year activity-based science syllabus study as an alternative way of giving professional training to untrained teachers. In the Philippines, public and private schools conduct separate in-service training programmes, but both include environmental conservation concepts. Generally, emphasis is on environmental awareness and implementation is through incorporation into the disciplines of science, health education and social studies.

(A 126-page Final Report of the above subregional seminar and an accompanying 158-page Country Reports are available by writing to Connect, address on last page.)

Integration of Environmental Education into General University Teaching in Europe

A Regional Seminar on the Integration of EE into General University Teaching in Europe, held in Brussels, Belgium, 7-10 June 1989, was co-organized by the Vrije Universiteit Brussel, the European Association for Human Ecology, the Society for Human Ecology and the Nordic Society for Human Ecology in the framework and with the support of the Unesco-UNEP International EE Programme. There were seventy-one participants from the European region as well as from Mexico and the Republic of Zaire.

The programme of the seminar was organized around seven sessions, an open-forum discussion and a roundtable. It included ten keynote lectures and twenty-five papers. Three background papers treated the role of environmental education in general as well as in general university education. Substantive sessions dealt with: (1) university teaching on environmental problems in the fundamental and applied sciences; (2) university teaching on environmental problems in the life sciences; and (3) university teaching on environmental problems in the arts and humanities (including law). These sessions were followed by an open-forum discussion on environmental ethics. The last two days’ sessions were devoted to: (1) university teaching on environmental problems at the postgraduate level; (2) international cooperation on environmental education; and (3) conclusions.

A final report of the European seminar on integrating EE into general university education has been published. It contains 394 pages and covers the seminar’s background papers, presentations, discussions and conclusions. (Exceptionally, this report is available only to institutions of higher education by writing to Connect, address on the last page of this issue.)

Training Course on Incorporation of EE into Technical and Vocational Education

An Interregional Training Course on the Incorporation of Environmental Education into Technical and Vocational Education was conducted, 25-30 September 1989, in Manila, Philippines. The training course was organized by Colombo Plan Staff College for Technician Education in the framework of the Unesco-UNEP International EE Programme and as a follow-up to a consultation meeting on the same theme, held in January, 1986. (See Connect, June 1986, for a report on the consultation meeting, its country reports and the subject, “EE in Technical and Vocational Education”.)

Nineteen participants and observers came from Australia, Canada, Fiji, India, Indonesia, Iran, Japan, Malaysia, Myanmar, Nepal, New Zealand, Papua New Guinea, Philippines, Republic of Korea, Singapore, Sri Lanka and Thailand. Main points of the agenda covered: an overview of EE; EE in technical and vocational education; guidelines for the incorporation of EE into (a) curricula and teacher training for industrial institutions and (b) agricultural curricula and teacher training; case studies from Czechoslovakia, Jamaica, Singapore and the U.S. (Michigan); and group work on developing prototype materials. Among the principal working documents was IEEP’s publication (No.24) in its EE Series, titled, “EE in Technical and Vocational Education” (available in Arabic, English, French and Spanish).

A final report, in English, includes: a summary of the proceedings and of the country reports; presentation and discussions of the working documents and case studies; guidelines for the EE training of technical and vocational teachers; suggested strategies for the incorporation of EE into industrial and agricultural education; strategies for interregional cooperation in EE; conclusion and recommendations. (The report is available by writing to Connect, address on last page.)
Workshop on Environmental Education in Guinea

A workshop on a national strategy for environmental education in the Republic of Guinea was held at Conakry, Guinea, 27-30 December 1989. The workshop was organized by Guinea's Ministry of Education in the framework and with the support of the Unesco-UNEP International EE Programme. There were fifty-two participants, who included members of the Ministry and of the pilot-project team preparing the workshop, as well as twenty administrators of elementary, secondary and professional institutions.

The report of the seven-member, interdisciplinary pilot-project team was submitted to the workshop for discussion, revision and finalization. The report covered: (1) environmental problems of Guinea; (2) the need for EE in Guinea; (3) goals and objectives of EE in Guinea; and (4) a draft version of a national strategy for EE in Guinea.

The nation's environmental problems, natural and social, were considered those linked: (1) to the agricultural, fishing, industrial and mining use of natural resources; and (2) to rapid urbanization, pollution and public-sanitation concerns. The need, goals and objectives of EE in Guinea were viewed from this assessment of the nation's environmental situation.

The end result of the workshop was the production of a report constituting "A National Strategy for Environmental Education in Guinea" (which is available, in French only, by writing to Connect, address on the last page of this issue.)

EE News and Publications

The Centre for Environmental Management and Planning is an Environmental Division of Aberdeen University Research and Industrial Services Ltd. Since 1972 it has undertaken research, training, consultancy and the provision of environmental information services in aspects of environmental management and impact assessment. The Centre's conference and training calendar for 1990/1991 includes: the 5th three-month training course on Environmental Impact Assessment and Management at the University of Aberdeen, 1 July-21 September 1990; the 11th International Seminar on Environmental Impact Assessment and Management at the same university, 8-21 July 1990; and an Advanced Study Institute on Ground Water, to be held in Northern Tuscany, Italy, September 1990. The 6th training course and 12th International Seminar will be conducted in 1991, 30 June-20 September and 7-20 July, respectively. Write: CEMP, 23 St. Machar Drive, Old Aberdeen AB2 1RY, Scotland.

The Children's EE Television Project is a cooperative Indo-U.S. effort to increase environmental television. Now in its third year, CEETV combines India's communication technology with traditional storytelling and other techniques to address the challenge of degradation of the natural environment. The modules are principally aimed at school children, ages 10-14, but may be appropriate for older students and adults as well. A fuller description is contained in CEETV Report, Vol. 1, No. 2, August 1989. Write: Centre For Environmental Education, Nehru Foundation for Development, Thaltej Tekra, Ahmedabad 380 054, India; or State University of New York, College of Environmental Science and Forestry, Syracuse, New York, U.S. 13210.

Primary schools of the province of Cordoba, Argentina, are currently receiving an EE brochure, Regionalizacion de la provincia de Cordoba en base a su problematica ambiental. For more information, write: Biol. Anabel Carrizo de Ocana, Ministerio de Salud, Fuente de los Andes 175 - B/12 Alberdi (5000), Cordoba, Argentina. The Australian Association for Environmental Education (P.O.Box 74, Parkville Vic, 3052 Australia) publishes the Australian Journal of Environmental Education and a newsletter, aEEnews. Other EE materials from Australia recently published include: Education for the Australian Environment, available from the Curriculum Development Centre, P.O.Box 826, Woden 2606, Australia); Living in a Global Environment: Classroom Activities in Developing Education and Living in the Australian Environment: Classroom Activities in Australian Geography, available from the Australian Geography Teachers Association, c/o Brisbane College of Education, Kelvin Grove, 4059 Australia.

Publications of the IEEP (Concluded)

The September and December 1989 issues of Connect contained the first two of three groups of publications of the Unesco-UNEP International EE Programme: (1) the Environmental Education Series, (2) Basic Documents and (3) Final Reports. The last are brochures of varying size; annotations are generally based on the English version. The Final Reports, unless otherwise indicated, are available to institutions and professionals involved in environmental education by writing to Connect, address on last page.


2. Final Report, Regional Meeting of Experts on Environmental Education in Africa, Brazzaville, People's Republic of the Congo, 11-16 September 1976. First of the series of regional EE meetings organized in the framework of the IEEP which led to the Intergovernmental Conference on EE, Tbilisi, USSR, 14-26 October 1977 (see below) where discussed problems concerning the environment and environmental education in the region and then went on to define strategies for the development of EE at the national, subregional and regional levels both inside and outside the formal school system. Meetings ended with concrete recommendations. (English and French).


7. **Final Report**, Intergovernmental Conference on Environmental Education, Tbilisi, USSR, 14-26 October 1977. This ministerial-level conference was the most important held in the framework of the IEEP until this time. The Final Report contains the Declaration and recommendations of the conference as well as the proceeding and the opening and closing speeches. The conference established the principles and guidelines for the development of EE internationally. See also the Final Report of the Moscow Conference, August 1977 (below), or "Ten Years After Tbilisi" (Arabic, English, French, Russian and Spanish).

8. **Final Report**, Regional Training Workshop on Environmental Education in Africa, Dakar, Senegal, 11-20 December 1978. The workshop was convened as a follow-up to a recommendation of the Tbilisi Conference that such workshops be held for key personnel for the development of EE. (English). Out of print.


11. **Final Report**, Regional Workshop on Environmental Education in Europe, Essen, Federal Republic of Germany, 8-12 December 1980. First follow-up in the European Region to the Tbilisi Conference. Trends and prospects of EE in participating countries were presented and discussed; summaries of these are contained in the Final Report. (English).


14. **Final Report**, Sub-Regional Workshop on Teacher Training in Environmental Education, New Delhi, India, 3-16 March 1983. The workshop was organized by the Department of Education in Science and Mathematics of India's National Council of Educational Research and Training in cooperation with IEEP. (English).

15. **Final Report**, Subregional Workshop on Teacher Training in Environmental Education for the Caribbean, Mona, Jamaica, 18-29 July 1983. The workshop was organized by the School of Education, University of the West Indies, in cooperation with IEEP. (English).


17. **Report**, Consultative Meeting on the Training of Curriculum Developers, Teacher Educators and Educational Planners in Environmental Education, New Delhi, India, 11-15 February 1985. The consultative meeting was organized by India's National Institute of Educational Planning and Administration in cooperation with IEEP. (English).

18. **Final Report**, Subregional Training Workshop on Nonformal Environmental Education for Asia, Serdang, Selangor, Malaysia, 18-22 November 1985. The workshop was organized by University Pertanian Malaysia in cooperation with IEEP. The Final Report is in two volumes; the second volume contains country reports presented by participants. (English).


20. **Final Report**, Consultation Meeting on the Incorporation of Environmental Education into Technical and Vocational Education, Singapore, 10-14 March 1986. The consultation meeting was organized by the Colombo Plan Staff College for Technician Education in cooperation with IEEP. (English).


22. **Final Report**, National Workshop on Teacher Training in Environmental Education and Rational Utilization of Natural Resources, Nairobi, Kenya, 4-8 August 1986. The workshop was organized by Kenya Science Teachers College in cooperation with IEEP, MAR and the National Environment Secretariat. (English).

23. **Final Report**, National Training Workshop in Environmental Education in Tanzania, Dar-es-Salaam, December 1986. The workshop was organized by the Department of Teacher Education of the Ministry of Education of Tanzania in cooperation with IEEP. (English).

24. **Final Report**, National Training Workshop on Environmental Education in Malta, 6-10 April 1987. The workshop was organized by the Maltese government's Institute of Design for Environmental Action in cooperation with IEEP. (English).

26. **Final Report**, Subregional Training Seminar on Nonformal Environmental Education for the Caribbean, Guyana, 25-31 May 1987. The seminar was organized by the University of Guyana in cooperation with IEEP. (English).


28. **Final Report**, National Training Workshop in Environmental Education in Swaziland, August 1987. The workshop was organized by the Swaziland National Commission for Unesco in cooperation with IEEP. (English).

29. **Final Report**, National Training Workshop in Environmental Education in Somalia, 17-23 August 1987. The workshop was organized by the Somali Ministry of Education in cooperation with IEEP. (English).

30. **Final Report**, International Consultation Meeting on Developing Nonformal Environmental Education, Cairo, Egypt, 26 September-1 October 1987. The meeting was organized by the Faculty of Education, Ain Shams University, in cooperation with IEEP. (English).

31. **Final Report**, National Training Workshop in Environmental Education in Jordan, 10-14 October 1987. The workshop was organized by Yarmouk University in cooperation with IEEP. (Arabic and English).

32. **Final Report**, Subregional Seminar on Teacher Training in Environmental Education for Asia, Universiti Pertanian Malaysia, 15-22 November 1987. The seminar was organized by Universiti Pertanian Malaysia in cooperation with IEEP. An accompanying volume contains country reports presented by participants. (English).

33. **Final Report**, Subregional Training Seminar on Curriculum Development in Environmental Education for Africa, Lilwondo, Malawi, 7-12 December 1987. The seminar was organized by the Malawi Institute of Education in cooperation with IEEP. (English).

34. **Final Report**, National Training Workshop on Environmental Education in Egypt, Cairo, Egypt, 5-17 March 1988. The workshop was organized by the Institute of Environmental Studies and Research, Ain Shams University, in cooperation with IEEP. (English).

35. **Final Report**, National Training Workshop for Teachers in Environmental Education, La Paz, Bolivia, 28-31 March 1988. The workshop was organized by the Bolivian Ministry of Education and Culture in cooperation with IEEP. (Spanish).


38. **Final Report**, Regional Seminar on the Integration of an Environmental Dimension into General University Education in Africa, Dakar, Senegal, 24-27 May 1988. The seminar was organized by Senegal's Institute of Environmental Sciences, Cheikh Anta Diop University of Dakar, in cooperation with IEEP. (French).

39. **Final Report**, Afro-Arab Training Course on the Incorporation of Environmental Education into Industrial Education, Cairo, Egypt, 12-24 November 1988. The Training course was organized by Egypt's Institute of Environmental Studies and Research, Ain Shams University, in cooperation with IEEP. (Arabic and English). Out of print.

40. **Final Report**, Inter-Regional Training Course on Environmental Education for Educational Planners and Administrators, New Delhi, India, 13-18 February 1989. The Training Course was organized by India's National Institute of Educational Planning and Administration (NIEPA) in the context and with the cooperation of IEEP. (English).

41. **Final Report**, Proceedings of the European-Region Seminar on the Integration of Environmental Education into General University Teaching in Europe, held in Brussels, Belgium, 7-10 June 1989. The seminar was jointly organized by the European Association for Human Ecology, the Society for Human Ecology and the Nordic Society for Human Ecology in the framework and with the support of IEEP. The 394-page indexed report contains the seminar's background papers, presentations, discussions and conclusions. (English). Exceptionally, this report is available only to institutions of higher education.

42. **Final Report**, Interregional Training Course on the Incorporation of Environmental Education into Technical and Vocational Education, 25-30 September 1989, Manila, Philippines. The Training Course was organized by the Colombo plan Staff College for Technical Administration and with the cooperation of IEEP. (English).