

ENVIRONMENTAL EDUCATION MODEL

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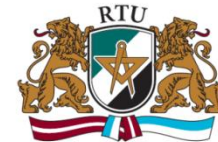
Riga Technical University
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BACKGROUND

- **The Law on Environmental Protection (Article 42) defines:**
 - the issues on environmental education and education for sustainable development must be included in all school programmes, taking into account the specific requirements of each subject, and ensuring the succession of all educational levels.
 - a course on environmental protection must be included as a mandatory course in all study programmes for Universities and colleges.

OBJECTIVE

- Obtain information about the current situation in environmental education in Latvian schools and universities
- To recommend a draft model for integration into the educational system of Latvia .



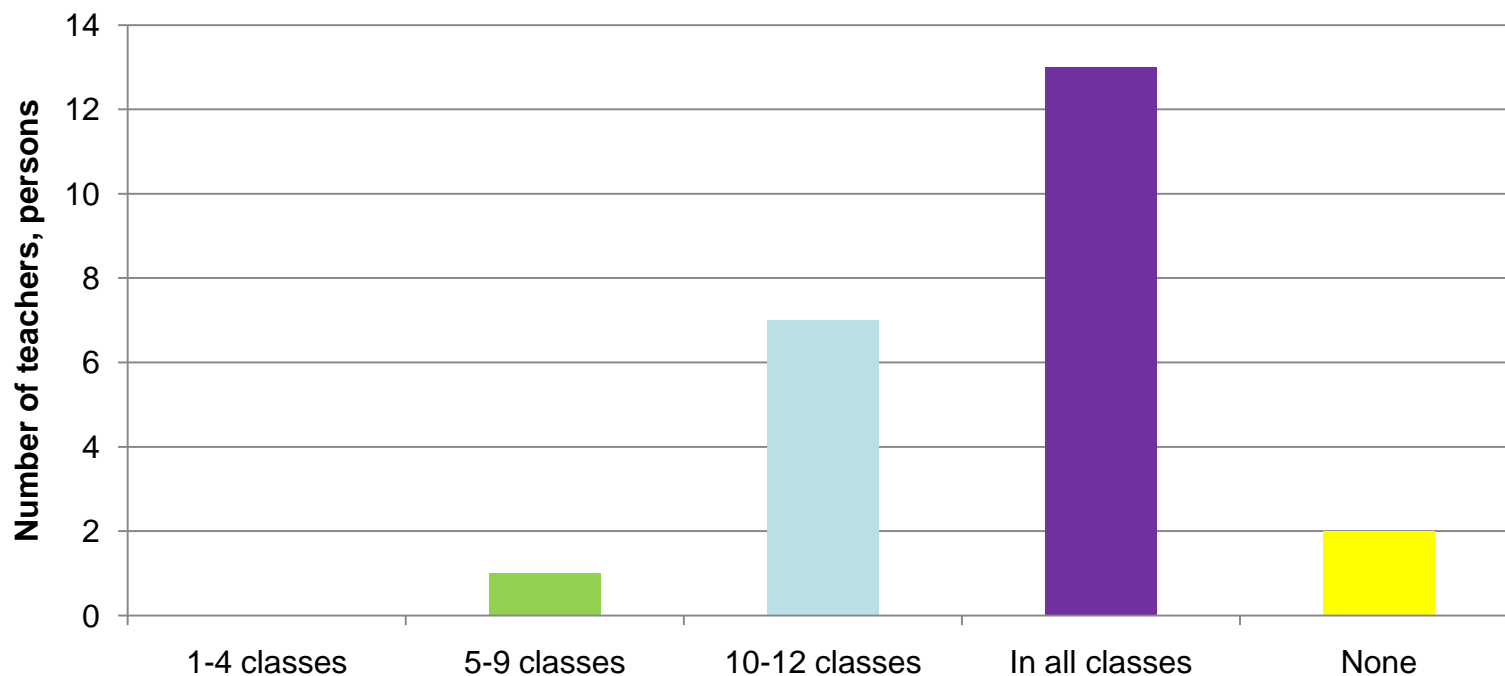
ENVIRONMENTAL EDUCATION IN SCHOOLS

METHODOLOGY

- Questionnaires
- Direct questionnaires in 5 schools of Latvia
 - Interviews with teachers
 - Questionnaires to pupils
- Indirect – by faxes to 35 schools all over the country

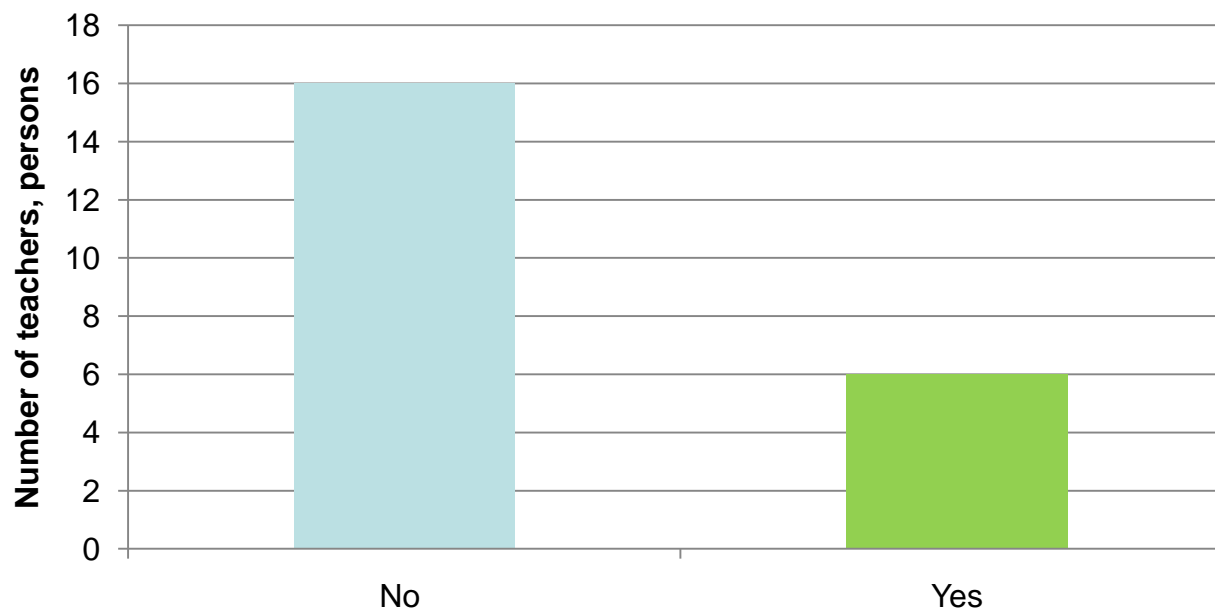
RESULTS

Which classes should environmental issues be taught?



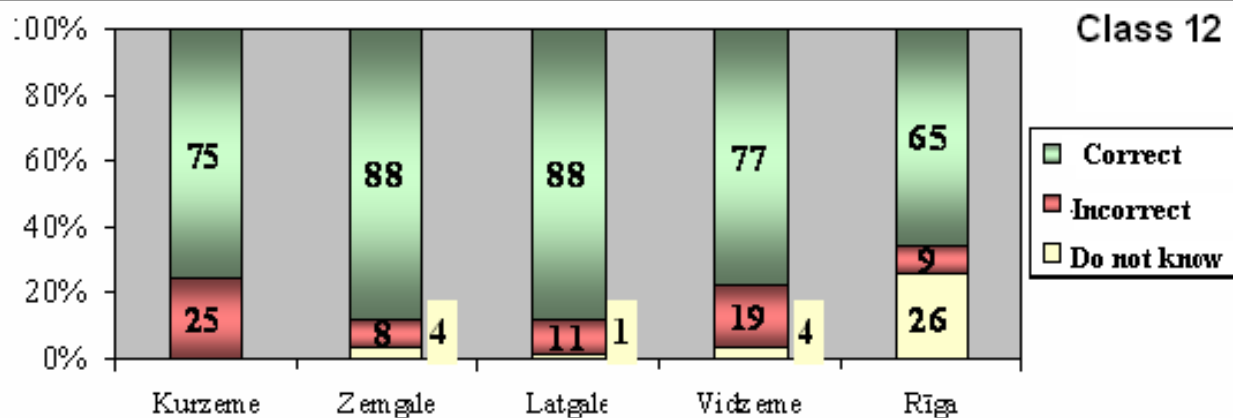
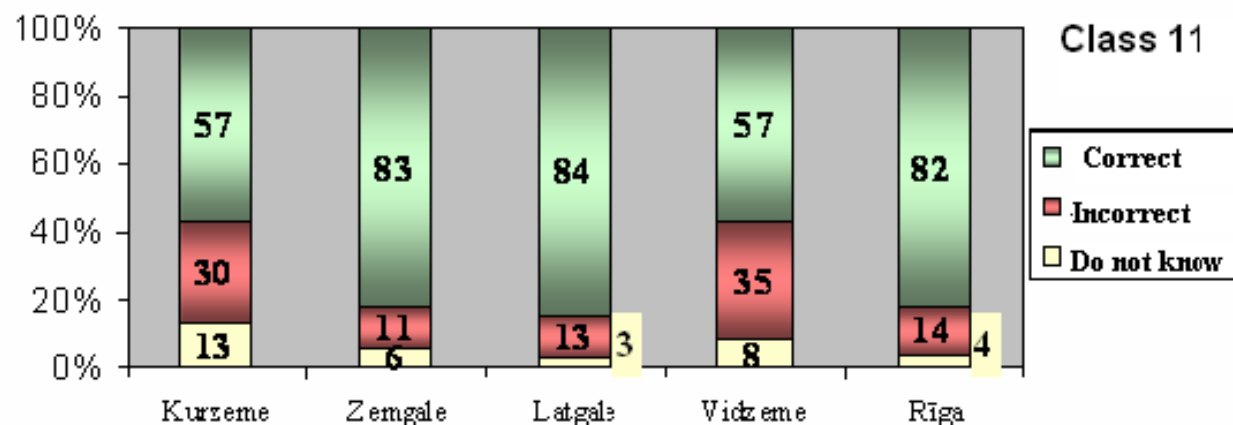
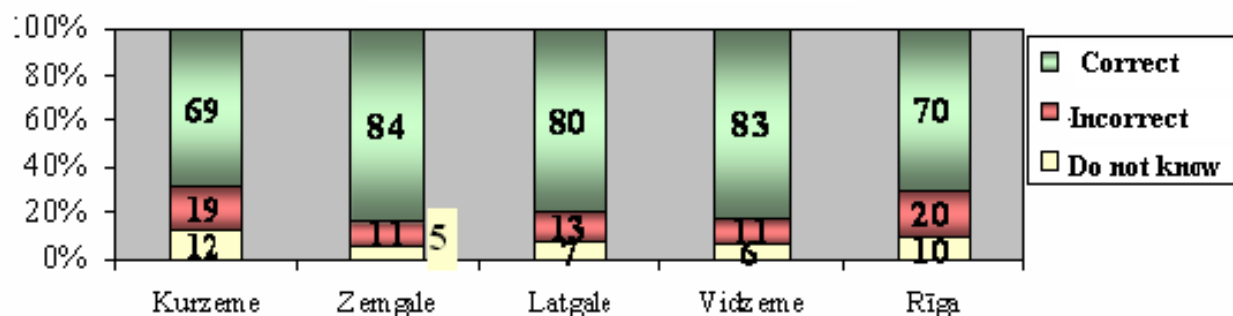
RESULTS

Is a separate subject “Environmental issues” necessary?



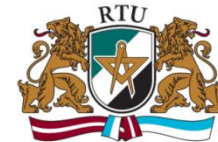
What is climate change?

Class 10



CONCLUSIONS (I)

- To harmonize the existing study programmes in order to avoid knowledge gaps in programmes for Grades 8 and 9.
- To appoint a responsible institution for the integration of environmental education in natural science subjects.



ENVIRONMENTAL EDUCATION IN HIGHER LEVEL INSTITUTIONS

GENERAL

Higher education institutions (HEI) in Latvia:

- 6 state universities;
- 14 state non-university type HEI ;
- 13 legal entity established non-university type HEI;
- 18 state colleges;
- 8 legal entity established colleges;
- 2 branches of foreign HEI.

Good practice example

Latvian University of Agriculture

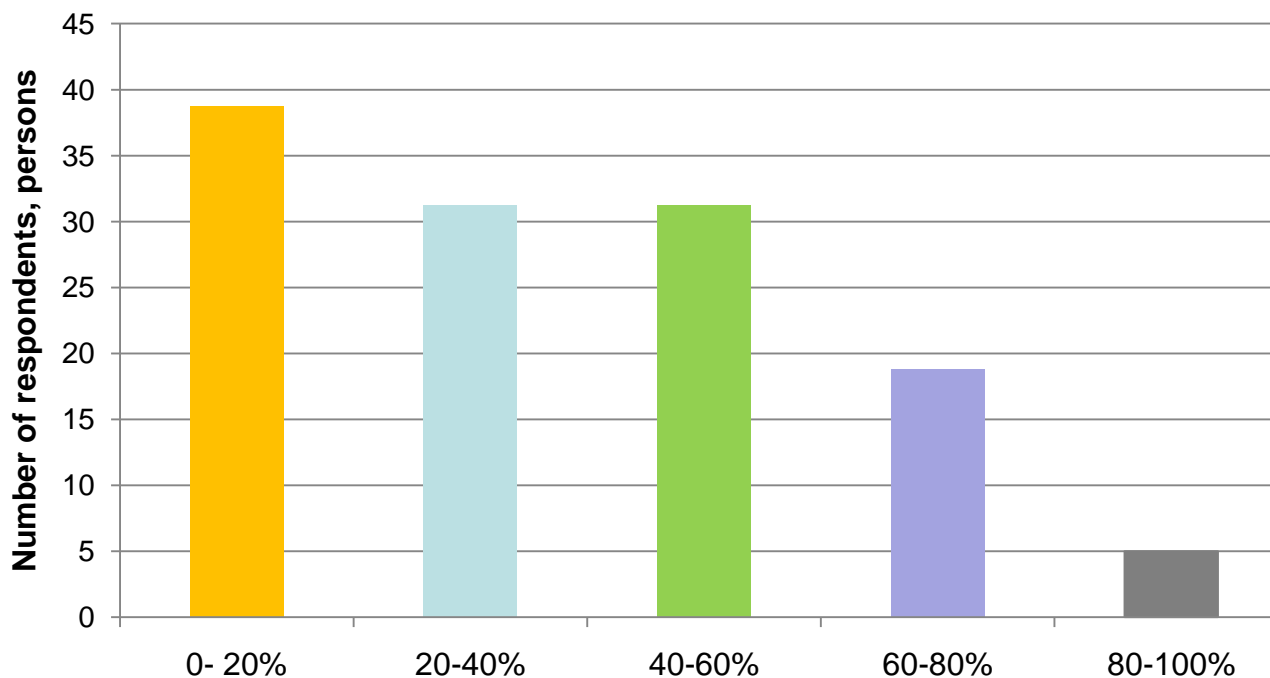
- Implemented - 12 years ago.
- Course „Ecology and Environmental Protection”.
- 2 credits- 32 lectures, 8 practices, final test-exam.
- Mandatory course for all nine faculties.

OBJECTIVE

- To poll the students finished the course on:
 - general course issues;
 - environmental issues covered by the course programme.

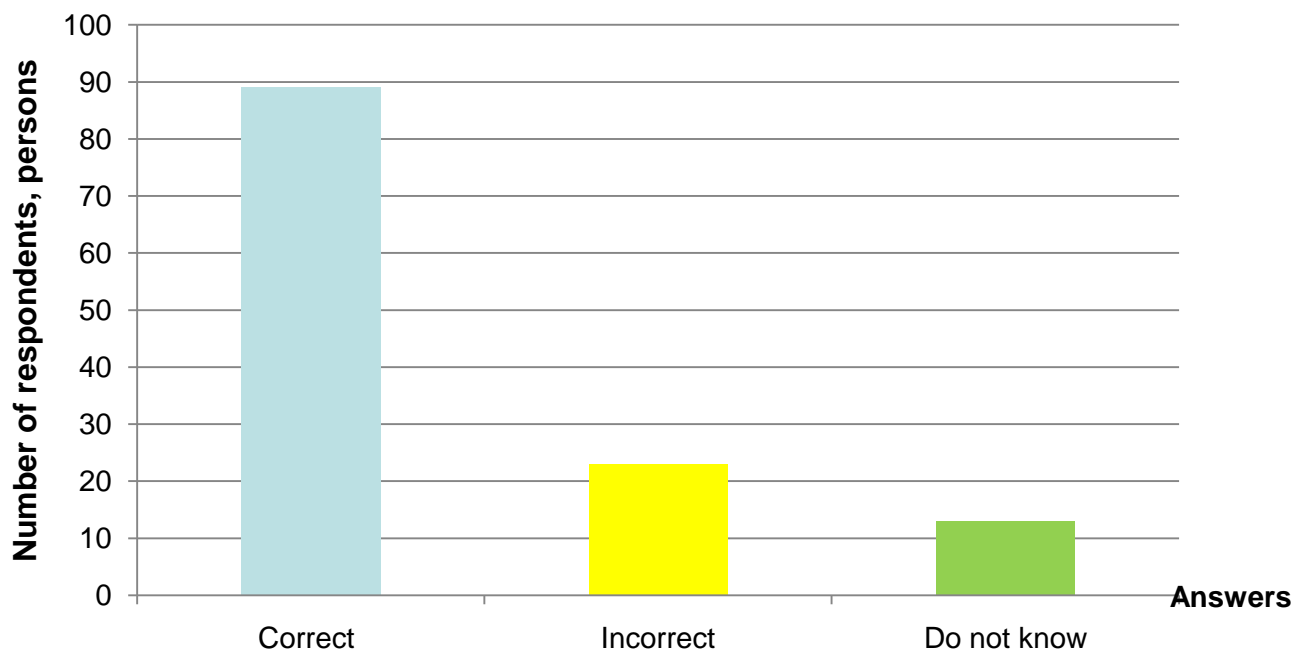
RESULTS

How much information covered by the course is useful for your job and everyday activities?



RESULTS

What is climate change?



RESULTS

- The most interesting themes:
 - National protection areas, nature protection.
 - Pollution prevention .
 - Water resources- quality and protection.
 - Climate change, greenhouse gases.

CONCLUSIONS (II)

- The course is suitable for all study programmes of the particular University, however it should be tailored to the speciality .
- The overall knowledge level of students upon completing the course is high: in average 76% correct answers.
- Courses should remain mandatory for all study programmes.
- To increase the number of practical works in the studies (incl. Technical tours and laboratory works).
- To update the course time to time incl. the innovative tendencies in the environment protection sector.

RECOMMENDATIONS

- Development of a common environmental education model in universities might be implemented :
 - As a single general course for all the programmes;
 - As integrated, speciality-based study course ;
 - As a module course – module based on thematical groups of study programmes.

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