

universities attention is spared to the study of the special objects, here a second-rate role is taken to natural disciplines. As a result there is development of devices and equipment that do not take into account the environmental impact. Therefore it is necessary to take into account the synthesis value of scientific disciplines (physics, chemistry, biology and other) with ecology.

To ecological education inherent certain problems, namely: money insufficiency, absence of skilled teachers, lack of literature, weak laboratory base, narrow-mindedness of possibilities to conduct the even field educational and production practical works on a due.

Today not enough attention is spared to ecological education. There is the necessity of environment protection disciplines teaching methods changing from informational-reference to scientifically applied. Basic task of ecological education – to educate at the students of all specialties ecological thought, world view, culture; to educate new environmentalists with skills of ecological problems decision, able to think critically, be oriented and be able to defend the puffs of smoke.

E-LEARNING FOR ENVIRONMENT ON THE EXAMPLE OF THE DISTANCE EDUCATION COURSE: INTRODUCTION TO CLEANER PRODUCTION AND SUSTAINABLE DEVELOPMENT

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How to ensure environmental sustainability that is one of UNs millenium development goals? How to educate students and prepare the decision-makers of today and tomorrow?

The achievement of a sustainable society is ultimately an educational enterprise. E-learning has a role to play in this endeavor, as it permits global access to environmental education, independent of time and place, once the courses are available on the Internet.

Besides reaching new target groups not able to attend higher education on campus, e-learning may potentially be a more resource efficient way of delivering education compared with conventional education in physical classrooms.

This presentation provides a description of e-Learning for Environment. The Learning Model is introduced to provide a structure of how to support performance improvements through education. The result of the presentation is an action model to be used by developers and evaluators of e-learning courses.

In the distance education course over the Internet, it is possible to learn about preventive environmental strategies, how to approach an ill-structured real-world environmental problem in a team, how to conduct an initial environmental review in

a small organisation (5-50 employees), and promote collaborative learning on the Internet.

In the distance learning can participate teachers in upper secondary school and university focused on environmental issues, as well as practitioners and students within the field of environmental management.

Description of the project:

Studytime is 20 hours/week (part-time). All instructions are in English and entirely web-based via a learning management platform. The hosting University is The International Institute for Industrial Environmental Economics (IIIEE) at Lund University, Sweden.

Main theme

The main theme is to introduce the participants to well-established concepts, methods and tools that successfully address environmental problems before they arise, thereby actively contributing to sustainable development. These preventive strategies, including an introduction, are presented in 14 learning units.

Learning units:

- Environmental philosophy
- Environmental problems and trends
- Sustainable development
- Cleaner production
- Waste minimisation assessment
- Cleaner technology
- Design for environment
- It and the environment
- Environmental management systems
- Environmental reporting
- Product service systems
- Corporate social responsibility
- Integrated product policy and green taxes. Course overview
- The "introduction to cleaner production and sustainable development" (icp)

course is divided into five parts:

- Start here: Introduction (week 1)
- Learning Units: Preventive Environmental Strategies (week 2-10)
- Team-work: Real-world environmental problem (week 11-13)
- Project-work: Initial environmental review (week 14-18)
- Web-tutor: Collaborative learning on the Internet (week 19-20)