An International Congress on Environmental Education has been announced for Moscow, Union of Soviet Socialist Republics (USSR), during late summer 1987, to mark the tenth anniversary of the October 1977 Intergovernmental Conference on Environmental Education, held in Tbilisi, Georgia, USSR. This document reviews the outcome of the 1977 conference, discusses briefly the follow-up activities of the past decade, and indicates the apparent baseline for the 1987 congress. The 1977 conference is described, including its major recommendations and the topics that it addressed. Summaries produced as a result of the conference are discussed, along with follow-up activities that occurred in the United States. These included efforts coordinated by the Federal Interagency Committee on Education, Subcommittee on Environmental Education (FICE/SEE), by the Alliance for Environmental Education (AEE), and by the International Society for Environmental Education (ISEE). Preparatory activities for the Tbilisi + 10 conference are outlined, including ISEE workshops held in 1984 and 1986 as a part of the annual conferences of the North American Association for Environmental Education. (Tw)
THE "TBILISI + 10" INTERNATIONAL CONGRESS: BACKGROUND

An international Congress on Environmental Education has been announced for Moscow, Union of Soviet Socialist Republics (USSR), during late summer 1987, to mark the tenth anniversary of the October 1977 Intergovernmental Conference on Environmental Education, held in Tbilisi, Georgia, USSR. A planning group composed primarily of United Nations Educational, Scientific, and Cultural Organization (UNESCO) representatives, along with members of the Soviet Man and Biosphere (MAB) Committee, is scheduled to meet in December, 1998, to develop detailed plans. Sixty-six member states of UNESCO sent official governmental delegations to the Tbilisi Conference, which was organized by UNESCO in cooperation with the United Nations Environment Programme (UNEP). Also attending were observers from two non-member states, eight other United Nations organizations, three inter-governmental organizations, and twenty international non-governmental organizations. Because the United States government is not currently a member of UNESCO, it is unlikely that it will be officially represented at the 1987 conference, except perhaps as an observer. Thus, U.S. involvement will almost necessarily be on a non-governmental level. The purpose of this Digest is to review the outcomes of the 1977 conference, to discuss briefly the follow-up activities of the past decade and to indicate the apparent baseline for the 1987 congress.

The 1977 Conference - Overview


Topics addressed on the 1977 agenda included (UNESCO, 1978, p. 8): major environmental problems in contemporary society; the need for strategies and measures designed to introduce environmental concerns, activities, and contents into their educational systems; action items specifically noted in the Tbilisi Declaration included:
- Appealing "...to the international co-operation to give generously of its aid in order to strengthen this collaboration in a field which symbolizes the need for solidarity of all peoples and may be regarded as particularly conducive to the promotion of international understanding and to the cause of peace." (UNESCO, 1978, pp. 24-25)

The 1977 Conference - Summary

In a report summarizing the outcomes of the 1977 conference, Stapp (1978, p. 41) noted that...

A summary report issued by the U.S. delegation through the Subcommittee on Environmental Education of the Federal Intergovernmental Committee on Education (FICE/SESE, 1978, pp. 11-13) identified these particular items as among those requiring thought and study:
- a perceived emerging "emphasis on the quality of life, as contrasted with environmental quality alone;"
- with respect to formal education systems' attention focused on "environmentalized education," which appeared to call for "determination of the contribution that environmental education should make to the renewal of education in general;"
- "the linking of environmental and developmental concerns in developed and developing areas of the world...;"
- "the need for in-service training or continuing education, with priority specified for "...meeting the environmental education needs of professionals in various fields, e.g., teachers, scientists, administrators, planners, industrialists, agriculturists, and trade unionists;"
- the need to develop standardized terms of reference and "perhaps a taxonomy to aid future program development;"... and the fostering of bilateral, regional, and international cooperation in environmental education.

The 1977 Conference - Follow-up

Since 1977, efforts around the world have been directed toward the actualization of the recommendation of the Tbilisi Conference. Many have been at the instigation of an agency with the support of UNESCO and UNEP, and have been reported in UNESCO's quarterly newsletter Connect. Additional reports of world-wide UNESCO/UNEP sponsored programs are published in the Clearinghouse for Science, Mathematics, and Environmental Education Digest.
 surprisingly the ability of both formal and citizen education to respond to crucial issues of biosphere survival" (Barberet and Sacks, 1984, pp. 42-45).

Among the outputs of the 1986 workshop was a process attempting to capture the experiences of more than 25 "individual programs (in the formal education sector) as goals, objectives, characteristics, strengths, program inhibitors, and future directions as a brief synthesis report that was developed through collaborative, negoti9ated effort" (Hart, 1986).

SimilLar efforts, to date unsummarized, were developed by groups concerned with post-secondary environmental studies education and non-formal education. The elementary/secondary formal education group suggested that:

"A Tbilisi + 10 conference should focus on teacher preparation programs, should re-examine the rationales for environmental education, encompass what is known about child growth and developmenL develop a more concrete K-12 framework, redefine the acceptable roles of teachers, re-examine the interdisciplinary goal in terms of practical applications, clarify and define more precisely those skills involved in issue resolution, and help teachers deal with values in classrooms and employ broad evaluation measures for programs and for students" (Hart, 1986).

Summary As mentioned above, U.S. participation in the 1987 "Tbilisi +10" conference is not yet well defined. However, many of the recommendations of the 1977 conference have received, and continue to receive, significant attention. In many ways, for example, the 1977 conference served as a precursor to currently popular emphases targeted on international environmental education, and global education, though it has not generally been credited as such in the literature of the emerging fields. In any case, environmental concerns are by their nature international and global; similarly, international and global concerns by their nature must encompass environmental concerns, with respect to both "quality of life" and "natural resources management" considerations. It is both possible and logically attractive to argue that international/global education and environmental education, both defined broadly, must be mutually subsuming. It seems unreasonable to define either so that the other is excluded.
