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QUALITY OF HUMAN RESOURCES: EDUCATION

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- 8. Education for the Dissemination, Sharing, and Advancement of Knowledge
- 9. Conclusion

Educational Policies for Sustainable Development

Kurt Riquarts, University of Kiel, Germany Maria J. Saez, University of Valladolid, Spain

- 1. Introduction
- 2. A Historical Perspective
 - 2.1. Fragmentation of Knowledge
 - 2.2. Becoming a School Subject
 - 2.3. Approaches to Integration
- 3. A Political Perspective
- 4. A Conceptual Perspective
- 5. A Curriculum Perspective
 - 5.1. Rationale
 - 5.2. Contents
 - 5.3. Organization and Interdisciplinarity
 - 5.4. The Knowledge-Creating Procedures: Students' Activities
- 6. Conclusion

Education Policies and Gender

Svetlana L. Davydova, Russian Academy of Sciences, Russia

- 1. Introduction
- 2. Gender Terminology
- 3. Gender Asymmetry
- 4. Dynamics of Women's Status
- 5. Feminization of Professions
- 6. Illiteracy and Functional Illiteracy among Women
- 7. Education and Population Health
- 8. Biological Determinism and Discrimination against Women
- 9. Gender and the Sciences
- 10. What Next?

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Education of Students with Disabilities

Jane A. Nisbet, University of New Hampshire, USA Cheryl Jorgensen, University of New Hampshire, USA

- 1. Introduction
- 2. Rights and Responsibilities
- 3. School inclusion and reform
- 4. Curriculum
- 5. Instructional Techniques
- 6. Professional Education
- 7. The Future

Lioudmila A. Kokhanova, Lomonosov Moscow State University, Russia

- 1. Introduction
- 2. Education for Sustainable Development
 - 2.1. Only through Joint Efforts
 - 2.1.1. In Search of Points of Contact
 - 2.1.2. Expanding the Range of Action
 - 2.1.3. The United Nations As a Facilitator for Mass Media and Nongovernmental Organization Collaboration
 - 2.2. Nongovernmental Organizations a Phenomenon of Modern Life
 - 2.2.1. Who Is Working with Nongovernmental Organizations?
 - 2.2.2. Public Organizations and Public Projects
 - 2.2.3. Public Organizations in Russia
 - 2.2.4. Education and Proficiency Centers
 - 2.2.5. Professionalizing Nongovernmental Organizations
 - 2.3. The Environment Has No Boundaries
 - 2.3.1. Changes in Mass Media
 - 2.3.2. Openness of Information—Community Demands
- 3. The Information Society
 - 3.1. The Information Society and Journalism
 - 3.1.1. From Information to Functional Literacy
 - 3.1.2. The Environmental Press As a System
 - 3.2. Lifelong Learning for Sustainable Development
 - 3.2.1. Principles of Lifelong Learning
 - 3.2.2. The Goal: An Environment of Culture
 - 3.2.3. Cooperation between the Mass Media and Nongovernmental Organizations

Transferring Knowledge of Sustainability

William R. Moomaw, Tufts University, USA

- 1. Introduction
 - 1.1. Identifying the Challenge
 - 1.2. Sustainability
- 2. Strategies for Sustainability
 - 2.1. Alternative Paradigms of Sustainability
 - 2.2. Changing Individual and Institutional Behavior
- 3. Transferring Knowledge of Sustainability
 - 3.1. Schools, Colleges, and Universities
 - 3.2. Nongovernmental Organizations
 - 3.3. Governments
 - 3.4. Corporations
 - 3.5. Media
- 4. Conclusions

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Education and the Consumer Society

Joseph Kruth, Arete, Inc., USA

- 1. Introduction
- 2. A Context for Education in the Twenty-First Century
 - 2.1. A Context for Education
 - 2.2. Rapidly Increasing Complexity
 - 2.3. The State of Human Development
 - 2.4. Indicators of Progress
 - 2.5. Allocation of Resources
 - 2.6. Environmental Impacts
 - 2.7. Technology and Human Sustainability in the Twenty-First Century
- 3. Global Consumption Patterns
 - 3.1. Inequalities of Consumption
 - 3.2. Global Production Patterns and Globalization
 - 3.3. The Human Development Report Agenda for Action on Consumption
- 4. The Consumer Society
 - 4.1. Definition of the Consumer Society
 - 4.2. Concepts of Consumption
 - 4.3. Emergence of Mass Consumption and the Consumer Society
 - 4.4. Consumption in Affluent Societies
 - 4.5. The American Consumption Experience
 - 4.6. Conspicuous Consumption
 - 4.7. Happiness in a Consumer Society
 - 4.8. The Cost of Consumption and Consumer Debt
 - 4.9. Consumer Protection Issues
- 5. Advertising, Television, and Consumption
 - 5.1. Advertising and Consumption
 - 5.2. The Effects of Advertising and Television
 - 5.3. Children and Advertising
 - 5.4. Transnational Corporations and Advertising in the Developing World
 - 5.5. The Potential of Television
- 6. The Central Role of Monetary Systems
- 6.1. Central Banks and Sustainability
- 7. Alternatives to the Consumer Society
 - 7.1. Alternative Life Styles and Values
 - 7.2. Voluntary Simplicity
 - 7.3. Emerging Alternatives for Action
 - 7.4. Regulation and Incentives
- 8. Education and the Consumer Society
 - 8.1. The Role of Education: Purposes, Goals, and Outcomes
 - 8.2. Corporations, Education, and the Free Market
 - 8.3. Educational Opportunities and Action
- 9. Educating to Achieve a Sustainable Future
 - 9.1. Ethics, Values, and Sustainability
 - 9.2. Changing Attitudes and Behavior
 - 9.3. Bridging Gaps in Culture and Ethics through Education
 - 9.4. An Educational Framework
 - 9.5. Consciously Evolving to a Sustainable Paradigm
 - 9.6. The Potential of Education to Transform the Consumer Society to a Knowledge-Based Society
 - 9.7. Collaboration and Educational Strategy
 - 9.8. Public Policy Support
 - 9.9. Education, Communications, and the Emerging Power of the Internet
 - 9.10. The Age of Transformation
- 10. Conclusion

Sustainable Development, Education and Globalization

Ulrich Juedes, University of Kiel, Germany

- 1. Introduction
- 2. Agenda 21: Its Vision and Some Obstructions
- 3. Towards a Theory of Sustainable Development
 - 3.1. Structure of a Sustainable Development Concept: Discourse Levels and Dimensions
 - 3.1.1. Problem Analytical–Ethical Level
 - 3.1.2. Epistemological–Conceptual Level
 - 3.1.3. Organization Theoretical Level
 - 3.1.4. Realization Level
 - 3.2. Sustainability, Globalization, and Education
 - 3.2.1. Teaching Sustainable Development
 - 3.2.2. Education for Sustainable Development
 - 3.2.3. Culture of Sustainability: Education under Sustainable Development
 - 3.2.4. Global Initiatives in Education in the Context of Sustainable Development

Information Technology and Education

Warren Roger Muir, Hampshire Research Association, Inc., USA

- 1. Introduction
- 2. Technology in Education: Historical Perspective
- 3. Desktop Computing
 - 3.1. Hardware
 - 3.2. Software Applications
 - 3.2.1. Tools for Teachers
 - 3.2.2. Games
 - 3.2.3. Educational Programs
 - 3.2.4. Reference Resources
 - 3.2.5. Writing Aids
 - 3.2.6. Examples of Other Applications
 - 3.3. Software Analytical Tools
 - 3.3.1. Computational Tools
 - 3.3.2. Database Management Tools
 - 3.3.3. Graphics/Mapping Tools
 - 3.3.4. Models
- 4. The Internet
 - 4.1. Communications
 - 4.2. Research
 - 4.3. Education
- 5. Issues/Obstacles
 - 5.1. Access to Technology
 - 5.2. Data/Information Quality
 - 5.3. Information Overload
- 6. Conclusion

Knowledge Foundation : Education for Sustainable Development John Chi-kin Lee, *The Chinese University of Hong Kong, China*

Yue-ping Chung, The Chinese University of Hong Kong, China Yue-ping Chung, The Chinese University of Hong Kong, China

- 1. Introduction
- 2. Meaning of Education for Sustainable Development
- 3. Sociological foundations: sustainable society and use of environmental strategies to achieve sustainable development
- 4. Philosophical Foundations: Tensions between anthropocentrism and biocentrism
- 5. Psychological Foundations: from behaviourism to constructivism
- 6. Economics foundation: from neoclassical and weak and strong sustainability paradigms

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- 7. Approaches to curriculum and instructional design in environmental education
 - 7.1. Curriculum and instructional design: Essential concepts and values
 - 7.2. Curriculum and instructional design: Principles and assessment issues
 - 7.3. Curriculum and instructional design: Action is louder than words
- 8. Alternative perspectives in education for sustainable development
- 9. Greening the curriculum in the tertiary education sector
- 10. Non-formal and adult environmental education
- 11. Conclusion

Environmental Education and Awareness

Gennady A. Yagodin, International University of Moscow, Russia Kate S. Oganessian, D. I. Mendeleev University of Chemical Technology, Russia

- 1. Introduction
- 2. Contents of Education and Awareness
- 3. Preschool
- 4. Primary and Secondary School
- 5. Graduate Level
- 6. Professional Education
- 7. Ecology and Sustainable Development Course as a Part of Environmental Education
 - 7.1. Sustainable Development as a Result of Change in the Paradigm of Civilization
 - 7.2. Ecology as the Science About the Home for All Forms of Life
 - 7.3. Population Issues and Social Aspects of Environmental Protection
 - 7.4. Population Distribution. Urbanization
 - 7.5. Natural Resources and Biosphere
 - 7.6. Population Ecology, Natural Associations, and Ecosystems Ecology
 - 7.7. Biodiversity and Nature Preservation
 - 7.8. Soil Resources
 - 7.9. Food Resources
 - 7.10. Water Resources
 - 7.11. Atmosphere
 - 7.12. Non-Renewable Resources and Wastes
 - 7.13. Energy Resources and Sustainable Development
 - 7.14. Legal Aspects of Environment Protection. International Co-Operation
 - 7.15. Economic Aspects of Environment Protection
 - 7.16. Ethical, Philosophical, and Ideological Aspects of Sustainable Development
 - 7.17. Education and Sustainable Development

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