

SPECIFICS OF PROVISION OF ECOLOGICAL EDUCATION IN HIGHER EDUCATION INSTITUTIONS IN GEORGIA

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Scientific – technical progress and dynamic changes in the industrial development, result in full changes in the relations between the nature and the society in the 21st century that became the basis of the ecological crisis.

As an outcome of the human's economic activities, the contemporary civilization and biosphere cannot cope with the negative impact on the environment due to what it undergoes degradation what leads to global disasters.

Global-ecological problems such as: air, water pollution, soil contamination, decrease of live organisms biodiversity, irrational utilization of natural resources, activation of erosions, soil degradation, desertification processes, production of ecologically non-clean products, food safety problems and others are the important problems for our country. One of the main backgrounds of these problems is the climate change. Climate change is considered to be one of the key reasons of the biodiversity decrease. This is resulted in increase of hothouse gases. Climate change results in changes of the climate characteristics and changes in the ecosystem where the species are produced and developed.

Constitutional requirement of protection of ecological interests for the society is approved by the constitution of Georgia according to which “Every entity has the right to live in the safe environment, use natural and cultural resources”. This requirement reflects not only the right of a human to live in the healthy environment, but also indicates to the guarantee of protection of this right. i.e. it obliges the managerial institutions and bodies to take responsibility of implementation of the measures related to the environmental protection.

Universities and generally the youth have particular role in development of the ecological awareness. The Young people are the most active part of the society as, in comparison with other age groups, they have more contact and, relevantly, the area of influence. They also make the best use of the social media, while the the university, within its duty, is the outpost for knowledge and technological innovations and the progressive values. It is exactly the university where the most number of the youth is gathered. Consequently, it is necessary to activate the universities in the issues of the environmental protection.

The most number of the Georgian universities plays an important role in ensuring the ecological education in the future generation. In this regard, our university takes an essential place. Correct direction of the ecological education needs involvement of the students. It is exactly their engagement what is the basis for the implementation of various environmental activities. In this context, establishment of eco clubs has to be mentioned as well as implementation of expeditions, trips,

involvement in the conferences, round table discussions; webinars; working on the conference paper, presentations, carrying out concrete project activities. The focus is also made on activities such as waste separation, recycling, identification of healthy products; qualification increase through various training courses and seminars. Elaboration of supplementary materials, brochures, leaflets, audio and video materials is also very important.

Our students are involved in various valuable activities such as: clearance of the Black Sea Coastal area, river banks; implementation of green activities for the areas of the town; taking care of artificial restoration measures for the areas where the landscapes took place as well as the after the fire. These activities also include: marking the wild nature, forest and water protection, migrating birds days as well as international day of the environment and the hour for the earth.

From the contentwise, the activities focused on awareness rising were mainly related to forest and waste management; ecological hiking in the protected areas and other regions of Georgia take place too.

Internship/study practice is also important as this allows the students specialising in the environment as well as the agroecology, to look for the specific places, go to the lakes or the rivers to take samples of water, air and soil and identify the level of pollution/contamination on the basis of the lab analysis.

The main contribution to the increase of awareness on the importance of ecological education is strongly linked to the Bachelor, Master and PhD educational programmes. Our involvement in the project “saxelwodeba” will enable us to elaborate the MA Educational Programme in the direction of Agroecology; this will allow us to prepare highly-qualified graduates who, based on the relevant knowledge and practical skills, will be able to carry out agricultural production through utilization of complex activities that will provide the possibility to avoid or minimize the negative processes that follow the climate change.

We believe that for the improvement of the ecological education in the higher education institutions, it is necessary to implement the following activities:

- international harmonization of national, environmental and ecological norms and systems;
- joint elaboration and implementation of the international nature use programmes and projects;
- utilization of mutually agreed methods, approaches and criteria while carrying out the evaluation of the environmental impact;
- unification of methods that regulate the anthropogenic impact in the environment;
- creation and support of the international ecological information system;
- elaboration and implementation of scientific-technical environmental protection policy ;
- upbringing the teenage who takes care of the environment has to be one of the priorities for the country that has to be realized through formal as well as informal education.

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TEACHING SUSTAINABLE REAL ESTATE MANAGEMENT: EXPERIENCES FROM THE HTW BERLIN

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Recent studies highlight the big impact of the building industry on CO₂ Emissions in Germany but also more specifically in Berlin. In Berlin, around 45 % of all CO₂-emissions come from buildings (heating energy, warm water), because buildings are responsible for a huge part of the total energy consumption. In addition, new construction leads to the increase of sealed land. Furthermore, the social issues of real estate markets (such as the lack of affordable housing or gentrification processes as consequences of real estate investment activities) are central in recent debates on urban development in Berlin.

These brief examples demonstrate the societal need to consider aspects of sustainability in real estate management. However, this sustainability shift is currently hardly reflected in study programmes of real estate management. Existing study programmes focus often on business administration issues, the fundamentals of economics and lack an interdisciplinary perspective. In the following, I will describe some of the activities recently implemented at HTW Berlin regarding the teaching of sustainable real estate and I will highlight some of the problems, which we encountered while implementing those activities. As a conclusion, I will present some ideas, on how to proceed with teaching sustainable real estate management.

The real estate management programme of HTW Berlin is a 7-semester bachelor study programme. Each year, between 40 and 50 students start the programme. Most of the students already have practical experiences in the real estate sector, before starting the study programme. The graduates of the study programme work in different field of real estate management such as project development, broking