

ENVIRONMENTAL EDUCATION IN PRIMARY AND SECONDARY SCHOOLS IN KOREA: THE PRESENT AND THE FUTURE*

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I. INTRODUCTION

The 5 Year Economic Development Plans in Korea were carried out with no particular attention given to the environment. Its continuing enforcement throughout the 1960's left inevitable impacts on the environment. By the early 1970's, problems related to environmental pollution could no longer go unnoticed, and were brought to people's attention. During this period, the need for environmental education was first recognized in Korea.

But because economic development was, then, the top priority concern of the nation, the topic of environmental education could not receive its due attention. Being even often mistakenly understood as the Nature Preservation Movement, the very nature of environmental education remained largely obscure. Environmental education at this point did not go beyond the level of a public information on environmental problems.

As Korea entered the 1980's, environmental education came on a new dimension of perspective. The change was brought about by increasingly visible environmental pollution in the country.

During this period, Korea witnessed mushrooming development and construction of large industrial complexes. The industrial expansions were inevitably accompanied by a host of environmental problems, such as air and water pollution, deterioration of the quality of urban environment, and destruction of greenbelt around urban area. People's increasing need for leisure activities also contributed to accelerating the damaging process of the natural landscape.

As all these problems became snowballing, efforts started to be made to lessen and solve the environmental problems in via of various venues. Amidst this changing reality of the society, more and more people came to be convinced with the necessity of environmental education.

Research and implementation of environmental education in schools have mainly been the job of governmental institutions such as Korean Educational Development Institute (KEDI), the Ministry of Education, and the Ministry of Environment. Private organizations and associations have also partook by educating and informing the general public of environmental issues through various activities and programs.

In 1977, KEDI held a workshop on environmental education. In the same year, it conducted a research titled "Basic research on curriculum development for environmental education", and a research titled "A research on the development of model units in environmental education." Since then, KEDI has continued to do research and carry out activities related to environmental education

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in primary and secondary schools. The research results and outcomes of various scholarly endeavors have been applied to and implemented in schools. KEDI also played a key role in establishing the "The Korean Society for Environmental Education" in September of 1989.

Since 1985, the Ministry of Environment has implemented the "Environment Conservation Model School" program in primary and secondary schools. By the end of 1992, thirty two schools had gone through the program; in 1993, eight schools (i.e., 2 kindergartens, 3 primary schools and 3 junior high schools) have been designated as Environment Conservation Model School. These schools are scheduled to participate in the program for 2 years until the end of 1994.

Since 1992, the Ministry of Education has run a similar Environment Conservation Model School program. It also has sought various venues to intensify environmental education. It, for instance, has tried to incorporate environmental education in regular subjects and extra-curriculum activities; it has developed educational materials on environmental education; and it has tried to include lectures on environmental education in various training courses. Since 1993, the Ministry has exhausted every possible means to strengthen environmental education in the new 6th curriculum to be implemented as of 1995.

The following chapter is concerned with the current status of and the future agendas for environmental education in primary and secondary schools in Korea.

II. ENVIRONMENTAL EDUCATION CURRICULUM: PRIMARY AND SECONDARY SCHOOL LEVELS

The past and present curriculum at primary and secondary school levels in Korea have all dealt with environmental education in one way or the other. Particularly, the 4th curriculum announced in 1981, which stipulated that environmental education be implemented throughout the whole spectrum of educational activities, lay an institutional foundation for environmental education. Since then, many schools have been enticed to incorporate and practice environmental education.

But, even to date, Environment subject has not been established as a separate subject in Korea. This yet-to-be-defined status of environmental education in Korean curriculum has been the main hindrance to maximizing the impacts of the past endeavors to promote environmental education.

To handle this institutional problem of environmental education, and to upgrade its implementation quality to the level that coincides with its original ideals and orientations, a new scheme of attempts are being drawn up in Korea. It involves recognizing and setting up Environment subjects a separate subject. Presently, efforts are being made to specify management and implementation measures for Environment subjects in preparation of their becoming a separate subject.

1. Environmental Education in the 5th Curriculum

The environmental education currently carried out in primary and secondary schools in Korea is based on the 5th curriculum. In the 5th curriculum, the organization of environmental education follows the pattern of Permeative Integration, in which environmental education is dealt with separately across a few related subjects. The major subjects involved here are Social Studies (Geography, in particular), Science (Biology, in particular) and Morals.

Even with this Permeative Integration system, that is, even when environmental education is not recognized in the form of a separate subject, a number of devoted and passionate educators have volunteered to do their best to promote and practice environmental education. Their efforts have proven paid off.

2. Environmental Education in the 6th Curriculum

2-1. Environment Subjects: The Birth

As Korean people and the government come to have a different view on environmental education and become more concerned with it, the field of environmental education enters a new phase of development. The change is marked by the decision to include Environment subjects as a separate subject in the 6th junior high school curriculum (to be implemented as of 1995), and in the 6th senior high school curriculum (to be implemented as of 1996). The Environment subjects are named differently in each school level.

The 6th primary school curriculum, for instance, allots a new subject hour called School Discretion Hours (for grades 3, 4, 5, and 6, 34 hours per year for each grade), which, in necessary, can be used for environmental education. For junior high school, "Environment" subject is newly established as one of the optional subjects (for all three grades, 34-68 hours per each grade). For senior high school, "Environmental Science" was created as one of the optional subjects (4 units, One unit refers to a class of one hour per a week for one semester.).

The organization of the 6th primary and secondary school curriculum is briefly described below.

〈Primary School〉

- * Subject Activities: Morals, Korean language, Mathematics, Social Studies, Studies on Nature, Physical Education, Music, Fine Arts, and Practical Arts.
- * Extra-Curricular Activities
- * School Discretion Hours

〈Junior High School〉

- * Subject Activities
Requirements: Morals, Korean Language, Mathematics, Social Studies, Natural Science, Physical Education, Music, Fine Arts, Home Economics, Technology-Industry, English
Optional: Chinese Writing, Computer, Environment.
- * Extra-Curricular Activities

〈Senior High School〉

- * Subject Activities
General Subjects: Morals, Korean Language, Chinese Writing, Mathematics, Social Science, Natural Science, Physical Education, Military Training, Music, Fine Arts, Practical Arts, Home Economics, Foreign Language, Optionals (i.e., Philosophy, Logic, Psychology, Education, Economic Life, Religion, Environmental Science, etc.)
Professional Subjects: (omitted here)

* Extra-Curricular Activities: Home Room, Club Activities, Group Activities

2-2. Environment Subjects: The Types

2-2-1. The "Environment" Subject in Junior High School

There are two formats by which Environment subjects can be set up in a curriculum. One is called Permeative Organization. In this format, environmental education is taken up separately by different subjects, and represented and incorporated within the original purview of the host subjects.

The other format is called Separate Subject Organization. Instead of having environmental education permeated across different subjects, Separate Subject Organization insists on setting up a separate subject and bring together all the environmental contents that have been dealt with dispersedly.

In establishing the "Environment" subject in Korean junior high school curriculum, neither of the above formats are singularly adopted. An eclectic approach was, instead, adopted.

First, the eclectic approach acknowledges Permeative Organization format. This implies that the other neighboring subjects are allowed to deal with those environmental contents that can be handled properly within their scope. Secondly, the eclectic approach also adopts Separate Subject Organization, and creates a separate subject independent of the other subjects. But unlike in its original format, the separate "Environment" subject deals with only those contents that are uniquely specific to the field of environmental education.

In other words, in the eclectic approach, there exist separate Environment subjects and their neighboring subjects (e.g., Geography, Biology, and Morals). They both constitute the subjects dealing with environmental education. But the two types of subjects are to deal with different contents. Generic contents of environmental education are dealt with by the neighboring subjects; specific contents of environmental education, which consist of value systems and attitude specifically unique to the field of environmental education are left with the separate Environment subjects.

The generic contents of environmental education, which have been dealt with in the neighboring subjects, tend to advocate Education About Environment. As those subjects are not what is uniquely designed for environmental education, they are less enthusiastic for promoting Education For Environment. In Education For Environment, such factors as environmental awareness, value system, attitude are regarded as being of great importance. By adopting an eclectic approach, the "Environment" subject pursue Education For Environment as well as Education About Environment.

2-2-2. The "Environmental Science" in Senior High School

"Environmental Science" in senior high school curriculum takes a natural science approach. Its objectives are two-fold. First, it aims to make the students obtain a holistic understanding of relationship existing between the human beings and the nature. Secondly, it attempts to teach the students to develop a pro-environmental attitude and value system geared to improve the quality of the environment.

Contents of "Environmental Science" consist of three areas: The Concept of Environment, The Environmental Problems and Solutions, and Environmental Conservation.

III. TEACHERS' PRE- AND IN-SERVICE TRAINING FOR ENVIRONMENTAL EDUCATION

At the present time, Korea does not have pre-service system to educate teachers for Environment subjects. The alternative to re-train some qualified teachers selected from those who have been teaching subjects related to environmental education also requires a revision of some concerned regulations before it is implemented.

There is one teachers' training institute in every district of Municipal and Provincial Office of Education. The training programs offered in those institutes (e.g., Certificate Trainings and Special Trainings, such as Class I Teacher Certificate Training, and Vice Principal and Principal Certificate Training, for each of primary and secondary school level) include, with no exception, at least one individual course concerning environmental education.

Those training courses may help sharpen people's awareness about the necessity of environmental education and introduce them to the new Environmental subjects prescribed in the 6th curriculum. But they are far short of providing pre-service and in-service for teachers of Environmental subjects.

1. Pre-Service System

1-1. The Current Situation

The most critical factor to a successful management of any curriculum is whether or not one succeeds in securing a pool of devoted and qualified teachers to teach the subjects in the curriculum. The quality of education can hardly go beyond that of the teachers. The 6th curriculum has seen the birth of Environment subjects in secondary schools. But, unless the necessary human resource is secured, no one can foresee its successful implementation in which the basic goals and aims of environmental education is well represented and realized.

To date, there is no specialized institute in Korea that educate teachers for Environment subjects. All the subjects established in the current Korean secondary school curriculum presupposes an existence of university departments that educate their teachers. Now that Environmental subjects are formally recognized as the subjects of the 6th curriculum, they should not be exempted from this principle. In other words, they should soon be supported with an institutional base that could provide the necessary teaching staffs.

1-2. A Long-Term Plan

The concerned authorities in Korea now work on a long-term plan to secure teachers for Environment subjects. They are attempting to tackle the problem by providing a necessary institutional framework to educate teachers. Revising some of the concerned regulations is the first step to take.

Article 4 of "Teacher Certificate Decree" (Presidential Decree 13282, promulgated as of Feb.1, 1991) stipulates that university students or employed teachers who have acquired certain points of credit can have their minor subjects as well as their major subjects indicated in their secondary school teacher certificate.

But the "Subjects indicated in Teacher Certificate for Secondary School" stipulated in Article 2 of the Enforcement Regulations for Teacher Certificate Decree (Ministry of Education Decree 594, March 16, 1991) does not include Environment. Thus, at the present time, one cannot indicate Environment as a major or minor subject in his/her teacher certificate. However, an attempt is being made to enter Environment as one of "Subjects indicated in Teacher Certificate for Secondary School." When the revision of regulation is completed, according to the grand plan, the next step is to designate university department(s) to educate teachers Environment subjects. As of 1993, there are about twenty university departments in Korea which deal with environment, such as department of environment, and department of environmental science, to name a few. These existing university departments will be utilized to educate teachers of Environment subjects.

2. In-Service System

The long-term plan to utilize the university departments related to environmental education must be preceded by the revision of the concerned regulations, which will take, at least, four or more years to be completed. But the 6th curriculum will be enforced from 1995. The time gap created between the completion of the regulation revision and the enforcement of the new curriculum can be a problem.

The Ministry of Education is planning to correct this problem by taking a short-term supplementary measure. The plan is to select some qualified teachers from those who are currently teaching social studies (geography, in particular), science (biology, in particular) and other subjects such as Morals and Technology-Industry, and to train them to teach Environment subjects. However, the implementation of this in-service program, too, must be preceded by the revision of the aforementioned regulation.

V. FUTURE

Even when Environment subjects were not a separate subject in primary and secondary school curriculum, environmental education in Korea continued and was promoted by pioneering and devoted educators and researchers. Now that the 6th curriculum establishes Environment subjects as a separate subject, it is expected for the environmental education in Korea to realize its ultimate purposes more closely, more efficiently and more profoundly.

APPENDIX

What is described below is the "Environment" subject in junior high school curriculum, of which establishment is the first in the history of Korean curriculum.

I. CHARACTERISTICS

The "Environment" subject is a newly established elective subject in the 6th curriculum. It intends to bring together all the educational contents related to environment that have been dealt with dispersedly in different subjects, and integrate them systematically into one separate subject.

The basic purpose of "Environment" subject is to educate the students to become citizens who are willing to prevent environmental pollution and have the ability to build a pleasant living environment for everyone. Acquiring a correct understanding about the environment, which is the basic foundation of our lives, is considered a key to serving such a purpose.

"Environment" subject has a lot to do with the contents and methods of other disciplines concerned with environmental issues. "Environment" subject decided to put those interdisciplinary contents and methods together and present them in an integrated manner.

"Environment" subject emphasizes the followings. The students ought to correctly understand the definition of environment and the nature of the environmental problems. On the basis of this knowledge, they ought to be able to make valid judgments about environment and apply the results to the reality by practicing relevant behavior.

Because of this practice-centered nature of "Environment" subject, a greater attention should be given to such teaching-learning processes as field study, experiment, survey, discussion, or participation in nature conservation activities, rather than to taking or giving lectures. It is also important for the students to be offered a project assignment concerning a particular environmental problem of which completion requires the students to do investigation, analysis and thereby to find a solution.

Also, "Environment" subject should be linked integratively to the entire spectrum of school education, adult education as well as to the Environmental Science in senior high school curriculum.

II. GOALS AND OBJECTIVES

On the basis of a comprehensive understanding of the environment, the basic foundation of our life, the students should develop correct value system and attitude toward environmental problems. They should also actively participate in various activities to create a pleasant living environment, and practice the same effort at the personal level.

1. A comprehensive understanding of the definition of environment, the relationship between the human beings and the environment, and environmental problems should be fostered.
2. Environmental awareness should be promoted through the students' investigation and observation of environmental problems that involve various methods. Basic skills and abilities necessary to solve environmental problems should be acquired.
3. A value system acknowledging the need of environmental conservation should be cultivated. The attitude to participate in activities attempting to create a pleasant living environment and to practice the same effort in personal life should be also supported.

III. CONTENTS

AREA	CONTENTS	
Definition of Environment	1. Environment around us	(1) Composition of environment (2) Natural environment (3) Human & social environment
	2. Change of Environment	(1) Environment in the past & the present (2) Causes of environmental changes (3) Change in perspective on environment
Environmental Problems	1. Environmental pollution problem	(1) Water pollution (2) Air pollution (3) Soil pollution (4) Others
	2. Resources problem	(1) Types of resources (2) Resources & man (3) Use of resources & environmental problem
	3. Depletion of resource & countermeasure	(1) Depletion of resources (2) Development of substitute resources
Environmental Countermeasures	1. Environmental conservation & pleasant environment for living	(1) Pleasant environment & health (2) Pleasant environment & improvement of quality of life (3) Rights & responsibilities for environment
	2. Environmental conservation activities	(1) Personal practice (2) Corporate & Organizational effort (3) Governmental role (4) International cooperation

IV. METHOD AND EVALUATION

1. Method

- * Environment and environmental problems are taught from an integrative and holistic perspective. Cognitive, affective and psycho-motor objectives are given a due emphasis.
- * An attempt is made to link the new "Environment" subject to the environmental education contents that have been taught dispersedly in different subjects, and thereby teach the subject in a systematic and comprehensive manner.
- * Selection of learning materials should be made in such a way that they are related to the students' own experiences. Starting from the student's immediate environment, the sequence of the

presentation of materials can proceed from the local community to the nation and the outside international world.

- * The learning contents and materials can be re-organized and instructed in the way to meet the specific needs of the individual schools and the communities. Also, the environmental problems found in the students' own community can serve an excellent impetus to teaching and learning environmental problems.
- * Cases and conflict situations involving environmental problems in daily life can be exemplified to help the students internalize valid value systems concerning environmental problems so that they can act properly on the basis of a valid judgment made.
- * Activities that require the student's active participation and involvement, such as field investigation, field observation, case study, project assignment, should be suggested to the students. Instructional formats that require the students to find a solution to a given problem should also be highly recommended. Visits to environmental organizations and use of environmental facilities should be positively supported. Individual or group project assignment in which the students construct a project on the environment of their local community, and conduct a research (e.g., investigating the problem, collecting and analyzing data, and summarizing the results) is also a recommendable format of instruction.
- * Besides textbook, other instructional materials such as photographs, maps, statistical data, reference books, actual specimen, and videotapes shall be used.
- * The standard instruction time allotted to the "Environment" subject is 34-68 hours per year (1 or 2 hours per week), and the content organization of the subject is based on this base-line time allotment. When a longer time-allotment can be spared, it shall be used for a project assignment dealing with environmental problems found in the particular community. In doing so, the objectives and contents prescribed in the curriculum should be taken into a consideration.

2. Evaluation

- * Evaluation of "Environment" subject shall focus on measuring the accomplishment of major educational objectives. In doing so, an attention should be given to the evaluation of ability to apply basic concepts, change in attitude and habit for environment, and problem solving ability more than of simple memory of bits of information.
- * Main focuses in evaluating the "Environment" subject are as follows: understanding and application of basic concepts or principles of environment, the extent of environmental awareness, ability to solve and make judgment on environmental problems, establishment of values system concerning environment, and attitude to participate in environmental conservation activities.
- * Actual evaluation methods shall include pencil-and-paper examination, assessment of assignment, observation of attitudes shown during experiments and practice, and participation in nature conservation activities.
- * The evaluation results shall be reported in a narrative form, with a focus placed on the description of students' correct understanding of environment and on the record of participations in environmental conservation activities. In doing so, necessary measures shall be taken to keep a balance with the evaluation results of other subjects.

〈한글 초록〉

한국 초·중등학교 환경교육의 현황과 발전과제

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한국에서 환경교육이 본격적으로 언급되기 시작한 것은 경제개발 5개년 계획의 역기능에 대한 1970년대의 심각한 인식을 바탕으로 1980년대에 환경문제를 완화, 해결할 수 있는 방안의 하나로써 환경교육의 필요성에 대한 인식이 확산되기 시작하면서부터이다.

우리 나라에서의 기관, 연구소 수준에서의 학교 환경교육 연구와 실천은 교육부, 환경처, 한국교육개발원에 의하여 이루어져 오고 있으며, 이외에 민간 단체들과 학회의 활동도 활발하게 이루어지고 있다. 다음에서는 한국의 초중등학교 환경교육의 현황과 그 발전을 위한 과제에 대하여 진술하였다.

1. 한국의 초중등학교 환경교육 커리큘럼 지금까지의 한국의 초중등학교 교육과정하에서도 환경교육이 실천되어 왔다. 그러나 독립된 환경과가 설정되어 있지 않았기 때문에 투입된 노력과 자원에 비하여서는 그 효과가 충분하지 못하였다. 그러한 문제점을 해결하고 본질에 충실한 환경교육을 실천하기 위하여 최근 한국에서는 독립된 환경과를 설정, 운영할 제도적, 실천적 방안을 마련하고 있다.

1) 현행 한국 초중등학교에서의 환경교육 커리큘럼 현재 한국의 초중등학교에서의 환경교육은 제 5차 교육과정에 의한 것이다. 제5차 교육과정은 분산적 통합의 환경교육을 규정하고 있다. 주요 관련 교과목은 사회(특히 지리), 과학(특히 생물), 도덕/윤리이다. 이러한 분산적 통합의 상태에서도 많은 열성적이며, 헌신적인 교육자들은 자발적으로 환경교육을 열심히 지도하여 나름대로의 효과를 거두고 있는 것으로 평가받고 있다.

2) 제 6차 교육과정에서의 독립된 환경과 1995~96년부터 시행될 예정인 제 6차 교육과정에서 환경과가 출범하였다. 즉, 제 6차 국민학교 교육과정은

[학교 제량 시간]을 설정함으로써 이 시간에 환경교육을 실시할 수 있게 하였다. 그리고 중학교에는 선택 교과 중의 하나로써 [환경] 교과, 고등학교에는 교양선택 교과에 「환경 과학」과목을 설정하고 있다. 환경과의 존립방식으로서는 기존 교과에서 환경교육을 분산적으로 포함하여 지도해야 한다는 입장(분산조직)과 독립과목을 설정하여 환경교육 영역 전체를 포괄적으로 지도해야 한다는 입장(독립과목 조직)의 두 가지가 혼히 이용되어 오고 있다. 그러나 한국의 중학교 「환경」 교과는 그 동안의 분산조직이 지녔던 한계점을 극복하기 위하여 분산조직과 독립과목 조직을 병행시킨 절충조직적 방식을 택하였다. 환경과의 독립 및 그 교육과정의 결정에서는 환경과와 기존 교과목들 간의 관련성 문제가 매우 중요하게 고려되어야 한다. 환경과의 성격을 어떻게 규정하느냐에 따라서 환경과의 내용과 방법이 달라지며, 전체 교육과정 속에서의 환경과의 위상이 달라지기 때문이다. 위와 같은 관점에서 중학교 「환경」 교과는 기존의 환경교육 관련 과목들에서 분산적으로 지도되고 있는 환경교육을 전제하고, 이에 추가되는 환경교육 내용으로서 구성되었으며, 특히 환경을 '위한' 교육, 즉 환경인식, 가치관, 태도, 참여 등의 정의적 목표에 강조를 두고 있다. 고등학교의 [환경 과학] 과목은 기본적으로는 자연과학적 접근을 중심으로 하는 과목이다. 과목의 목표는 "인간과 환경과의 관계를 총체적으로 이해하게 하고, 환경을 보전하는 데 필요한 태도와 가치관을 가지게 하여 환경의 질을 개선할 수 있는 바람직한 환경관을 형성하게 한다."는 것이며, 그 내용은 환경의 개념, 환경 문제와 대책, 환경보전의 영역으로 구성되어 있다.

2. 환경교육 담당 교사 양성 및 훈련 현재 한국

에는 환경과 담당 교사를 양성하는 직전교육 체계가 갖추어져 있지 않다. 또한 현직 교사 중 적임자를 선발하여 환경과 담당교사를 연수시키기 위하여서도 관련 법규정의 개정이 요청된다. 물론 현재 각 시·도 교육청별로 1개소씩 설치되어 있는 교원 연수원에서는 동 기관이 개최하는 초중등의 자격연수와 특별연수 등 거의 모든 연수에서 환경교육 관련 강좌를 1강좌 정도씩 포함시키고 있다.

그런데 이러한 강좌는 환경교육의 필요성에 대한 인식을 높이고, 제 6차 교육과정에서의 독립된 환경과에 대한 소개는 가능하지만 환경과를 담당할 교사의 양성과 연수로서는 충분하지 못하다.

1) 직전 교육을 통한 환경과 교사의 양성 모든 교육과정의 운영이 성공 여부를 사실상 결정짓는 가장 중요한 요인은 그것을 가르칠 열성있고 질 높은 교사들을 확보하고 있는지의 여부이다. 교육의 질은 결코 교사의 질을 넘지 못하기 때문이다. 한국의 제 6차 교육과정 개정에서 중등학교에 환경과가 출범되었다 해서 곧 그 본질에 적합하고 충실한 환경교육이 이루어질 것이라고 기대할 수는 없다.

한국의 중등학교의 모든 교과목은 반드시 그 교과목을 가르칠 수 있는 교사를 대학수준에서 양성하는 학과가 있음을 전제로 하고 있다. 제 6차 교육과정에서 중등학교의 교과목으로 설정된 환경과의 경우도 이러한 전제에서 예외는 아니어야 한다. 그런데 한국에는 아직까지 환경과 교사를 양성하고 있는 기관이 없다. 따라서 현재 한국은 장기적인

안목의 환경과 교사 양성 방안을 강구하기 위하여 교육관계법의 개정 등 제도적 장치를 준비하고 있다. 이러한 법규정의 개정 작업이 완료되면 대학의 관련학과들을 중심으로 환경과 교사를 양성할 방침이다.

2) 현직 교육을 통한 환경과 교사의 충원 환경과 교사를 양성하는 방안은 관련 법규정의 개정과 이의 시행에 최소한 4년 이상의 많은 시간을 필요로 한다. 그러나 제 6차 교육과정은 1995년도부터 시행될 것이다. 따라서 한국의 교육부는 단기적인 방안 곧 기존의 사회과, 과학과, 기타 교과(도덕, 실업 등)의 교원들 중에서 적임자를 선발 연수하여 환경과를 담당하게 하는 방안을 고려하고 있다. 이러한 현직 연수(180시간의 자격연수 과정)를 통하여 환경과 담당교사를 충원을 위하여서 관련 법규정의 개정을 추진하고 있다.

3. 전망 초중등 학교 교육과정에서 환경과가 독립된 교과목이 아니었던 상황에서도 한국의 환경교육은 선구적이며, 열성적인 교육자들과 연구자들에 의하여 실천되어 왔다. 그러나, 이제 제 6차 교육과정에서 독립된 환경과가 설치됨에 따라 환경교육의 본질에 더욱 부합된, 더욱 효과적인, 심도있는 환경교육이 실천될 것으로 전망된다.

*부록:우리 나라 제 6차 중학교 교육과정의 [환경] 교과의 성격, 목적 및 목표, 내용, 방법 및 평가 소개.