

Environmental Education in Greek Schools

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Environmental Education in Greek Schools

- Environmental Education has come into the education systems of many states by the need to respond to more and more increasing pressures of the ecological crisis.

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- In recent years, we have seen radical changes and rapid advances in science, knowledge, technology, the wider environment. These changes in turn cause changes in value systems and in general in many areas of human activity. For these reasons, Environmental Education is now oriented towards sustainable and viable development.

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SUSTAINABILITY

- Sustainability is an expanded concept that includes, besides the natural environment and the fundamental issues of poverty, health, food security, democracy, human rights and peace

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- The best known definition for sustainable development is the Bruntland Commission (1987).
- According to him: "It is the development that satisfies the present needs without diminishing the ability of future generations to satisfy their own" - "Our Common Future"
- Or else... It is the development which, on the one hand, ensures a high standard of living for citizens and, on the other, ensures that the physical capital on which prosperity is based will be protected.

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The E.E. in the Greek educational system

- In our country it has been used as a pilot and preparatory programme in schools from 1976 to 1990 and was then instituted by Law 1892/90. This law was important for the establishment and development of Environmental Education in Greek schools.
- Several Ministerial Decisions and Circulars (News letter) regulate the individual issues of its implementation

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1990 and 1991

- The E.E. enters school education programs.
- The legal framework for the establishment of Centers for Environmental Education (EEC) is created.
- There are three (3) Responsible Care Offices in each Country of Education, one for the E.E., one for Health Education and one for the Cultural.
- Since the start of the economic crisis, since 2011, three (3) positions have ceased to exist, and now only one (1) has three items in its competence. Today these positions are called School Activities.

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At tertiary level:

University departments that have undergraduate courses on environment and environmental education are starting to be created.

Today there are more than 20 such departments

This is followed by the establishment of a series of postgraduate studies and departments offered by higher education as well as by the Open University.

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Administrative Organization of the E.E. in Greece

At Ministry level:

Office of Environmental Education (E.E.)

At Prefecture level:

The E.E. managers are in the Primary Education and Secondary Education. They inform the trainees about the E.E. programs, approve the requests of the school teams and provide educational material and all other assistance. They also organize training sessions and seminars and work with CENTER FOR ENVIRONMENTAL EDUCATION and other organizations and services related to the E.E.

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Environmental Education Centers

The establishment of the Environmental Education Centers begins in 1993, with the establishment of the first center in the Northern Peloponnese.

Following the great interest shown by schools in the Klitoria EEC, the Ministry of Education gradually established other EEC. EEC offer schools a wide range of programs. In Greece there are currently 53 EEC.

In Fthiotida there is the EEC Stylidas-Hypatis, with a great educational and training action.

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The Objectives of the EEC

The main objective is to inform and educate students about sustainability. The methodological principles of their programs are based on experientialness and are made in screening rooms, laboratories and mainly in the field. They follow the principles of informal education.

The programs last from one (1) to three (3) days covering part of the expenses of the schools they visit

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- They also provide support for the E.E. programs of their district schools, in cooperation with the managers of E.E..
- They produce educational, informative material (printed, audiovisual, etc.), and design pilot programs for schools.

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- They organize and carry out teacher training sessions in collaboration with other governmental or non-governmental organizations.
- They organize and support local, regional, national and international thematic networks of the E.E.
- They develop local, national and international partnerships.

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OTHER INSTITUTIONS PROVIDING E.E.

In Fthiotida, because there are many and important mountains, we are fortunate to have two agents protecting these mountains:

The National Forest Management Authority of Otis and
The National Park Management Authority of Parnassus.

In addition to protecting the environment, these two agents have also developed training programs, which they present in schools in the area.

They also assist in the training of the leaders of School Activities and EEC and provide educational material to schools.

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The teachers

Teachers can develop E.E. programs with their students, not necessarily but on a voluntary basis. They submit project plans to the Leaders of School Activities and, if approved, implement them during the year.

In Primary Education, the programs are implemented within school hours, with diffusion in all courses and the possible collaboration of other teachers. All students of the class take part in them.

In Secondary Education, programs usually take place besides school time table in which students also take part voluntarily.

Previously there was little funding for some of these programs, but in recent years, no ...

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THE ADVANTAGES OF THESE PROGRAMS ARE THE FOLLOWING:

- 1) Design and implementation are done with the active participation and teamwork of the school team.
- 2) Many modern teaching techniques and sources of information are used, such as: the environment itself, people, digital and printed material.
- 3) They have experiential and communicative character, promote cooperation, mutual assistance and understanding of one another.

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METHODOLOGICAL APPROACHES

Surveys - data collection from sources- Statistics surveys

Interdisciplinary approach - Working in small groups

Field work (visits of all kinds)

Measurements using instruments etc., use of new technology devices

Educational games of all kinds

Use of laboratories - use of models

Visiting speakers - working with specialists

Artistic creation (painting, collage, poems, posters, constructions, song, music, movement etc), dramatization (or role playing), creative writing

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GENERAL THEMATICS OF PROGRAMS AND ACTIONS

MOUNTAINS - FORESTRY - ECOTOURISM

WATERS - SEA

BIODIVERSITY - SPECIAL ARTICLES - STRAINED ARTICLES

AROMATIC AND PHARMACEUTICAL PLANTS

CULTIVATION OF THE AREA

WASTE MANAGEMENT - RECYCLING

RENEWABLE ENERGY SOURCES [OLD AND TODAY]

CLIMATE CHANGES

ENVIRONMENTAL PROBLEMS GENERALLY AND LOCALLY

KNOWLEDGE WITH HISTORICAL ENVIRONMENT AND RELATIONSHIP

WITH NATURAL

GEOMYTHOLOGY

POPULAR CULTURE - ARCHITECTURE - STONE BRIDGE

MODERN CULTURE - ARCHITECTURE

HEALTH CARE PROGRAMS ON HYGIENE NUTRITION

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PUNGITIUS HELLENICUS

It lives only in Fthiotida- Wild goat Itis

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The tomorrow of E.E.

- We talked about yesterday and today's E.E. in Greece. In the near future, curricula in Greek education should be changed to help pupils become active citizens with a compass on sustainable development.
- As active citizens, they should have the knowledge of how society and the economy operate and have communication and networking skills. Above all, however, they must have a vision for a better future for our country and for the rest of the world.