Environmental Education in primary schools of Cyprus and the proposed of educational approach

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Abstract

This paper examines the environmental readiness of teachers, as it is expressed through their opinions and through the application of methodological and didactic approaches for Environmental Education (E.E.) - Education for Sustainable Development (E.S.D.) in their classrooms.

Initially, a historic recursion of the application of E.E./E.S.D. takes place, which is then followed by clarifying the actual term by reviewing bibliography, which includes Greek as well as international literature, focusing on a review of updated articles. An introduction of the new E.E./E.S.D. curriculum which is applied in Cyprus is made, and the institutional framework governing it. Then, curriculum applied in other European countries and the rest of the world is listed. The environmental readiness of teachers in sustainable schools is defined, and the basic principles and objectives of E.E./E.S.D. are analyzed. Next, the procedure for the design of Sustainable Environmental Education Policy (A.P.E.P.) of the school unit is described.

The research results have shown that, teachers, have a satisfactory level of environmental readiness, which will allow them to overcome and meet the needs of a sustainable school. There are however certain issues about environmental education, in which lack of knowledge appears, which is why suggestions are offered for a more effective E.E./E.S.D..

Keywords: environmental education, curriculum analysis, sustainable environmental education policy