CURRICULUM PLANNING OF THE ENVIRONMENTAL EDUCATION

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Abstract

Nowadays in the pedagogy the presence of multifactorial and synthetizing processes is most important by which students can effectively acquire lexical knowledge and theoretical mechanisms in the frame of field-, project and team work. By such activities not only the knowledge of the students is extended but their personalities and communities are also actively formed. The classical field of empirical-practical project experience is that of the environmental education providing several, diverse respectively interesting contents. Although Hungarian curricula are quite determined and less flexible, the range of optional activities out-of-the curricula seems to be wide- in case there is an active, agile and committed nature-loving pedagogue in the background. The role of these performer and catalyzing pedagogues may be considered as the most important but we can not disregard the fact that empirical professional programs should be provided to them as well. The aim of my present study is to demonstrate the complexity and international curriculum practices of environmental education in the theoretical part and to present – in the formal frame of curriculum planning- the main panels of the training of Nature study field guide in the methodical part.

Keywords: environmental education, European models, good practices, training program; JEL: I20, R50
Introduction

The main concept of environmental education

The quality of our lives is increasingly depending on our environment where we are living (Gareth Thomson and Jenn Hoffman, 2004). However, along with the development of the economy, science and technology environmental problems appears more and more with a higher frequency in everywhere and everytime in the global. And so people have cared more and more environment and given many solutions to solve these environmental problems. Environmental education (EE) was born by our demands to protect the environment and by our higher understanding about the environment. EE helps everyone to learn about the environment and adjust their attitudes to a more environmentally friendly way of living (Rio Declaration, 1993) and EE became a part of the educational system. The term “Environmental Education” appeared at the first time at the first IUCN conference in Paris in 1948 (Howe, 2009; Gareth Thomson and Jenn Hoffman, 2004), but it was defined and recognized officially in 1962 by Rachel Carson (Hanneman, 2013). And through the last over 50 years, EE has been defined and redefined. York (2014) indicated that the official definition of EE was set up at an IUCN meeting in Nevada, US in 1970: “Environmental Education is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture and his biophysical surroundings. Environmental education also entails practice in decision making and self-formulation of a code of behavior about issues concerning environmental quality”. (IUCN, 1970, cited in O’Malley, 2014) After that, EE has been expanded with many different aspects that related to sustainability. Some news concepts such as education for sustainable development, sustainable education, education for sustainability appeared (Hume-Barry, 2015). Therefore, by 2005 in the Decade of Education for Sustainable Development by UNESCO EE raised to become “Education for Sustainable Development” (ESD). Ardoin-Ryan (2011) wrote that ESD involves “learning how to make decisions that balance and integrate the long-term future of the economy, the natural environment and the well-being of all communities, near and far, now and in the future”. ESD has four major focuses: (1) improving the quality of and access to basic education, (2) reorienting existing education to address sustainability, (3) improving public awareness, and (4) providing training for business, industry, and government. Tilbury (1995) wrote that “Environmental Education for Sustainability differs from previous Environmental Education approaches in that it focuses more sharply on developing closer links between environmental quality, ecology and socio-economics and the political threads which underlie it. Its basis is the creation of a more holistic outlook on problems, requiring a deeper integration between the study of environment and development problems”.

Goals of Environmental Education

In the Tbilisi declaration (1977), goals of EE are that (1) To foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas; (2) To provide every person with opportunities to acquire the knowledge,
values, attitudes, commitment and skills needed to protect and improve the environment; (3) To create new patterns of behaviour of individuals, groups and society as a whole towards the environment.

According to Gareth Thomson and Jenn Hoffman (2004), most environmental educators have universally adopted the objectives of EE:

- Awareness: to help social groups and individuals acquire an awareness and sensitivity to the total environment and its allied problems.
- Knowledge: to help social groups and individuals gain a variety of experience in, and acquire a basic understanding of, the environment and its associated problems.
- Attitudes: to help social groups and individuals acquire a set of values and feelings of concern for the environment and the motivation for actively participating in environmental improvement and protection.
- Skills: to help social groups and individuals acquire the skills for identifying and solving environmental problems.
- Participation: to provide social groups and individuals with an opportunity to be actively involved at all levels in working toward resolution of environmental problems.

The main goals of EE are: to improve the quality of the environment, creating environmental awareness among the public so as to encourage conservation, to ensure that developmental projects are evaluated before their implementation, and developing environmental ethics, which are geared to SD at local, national and global levels (Mapira, 2014).

Curriculum aspects of the environmental education

EE became a main part in the formal school curriculum, also in an extracurricular activities and through non-formal educational activities in the global (UNESCO, 2010) and so we need to have a good EE curriculum for more and more effective EE. However, each country and each region have different environmental problems and therefore they need to have their own EE strategy, curriculum that is suitable to them.

Curriculum is a plan and what happens when teachers implement the plan in classrooms and it need to have 5 main parts in a curriculum: a Objectives, plans, subjects, experiences and products (Yueh, 2007). Curriculums will divided up according to the level such as national, regional, school, department/teacher and classroom but class teachers hold the ultimate power to interpret the national curriculum through their actions with their students in the classroom (Yueh, 2007).

Kadji-Beltran (2002) said that choosing EE curriculum will depend on some factors such as (1) the teaching style of the educator; (2) the discipline in which the environmental education is going to be infused; (3) the aims set; (4) the age of the children; (5) the environmental education issue. Building an effective and useful EE curriculum is a complicated and difficult task (Kadji-Beltran, 2002) but actually, EE in most countries’ curriculums is simply mentioned through some guidelines and approach or teaching suggestions and this is the reason why EE is still ineffective (Thomson-Hoffman, 2004). According to Gareth Thomson and Jenn Hoffman (2004), a well-organized curriculum can distribute the environmental matters to the appropriate age groups and ensure reasonable
time management. Each age group has different concerns on environment and so we need to have a suitable curriculum to them. And especially, the time in the curriculum need to be managed well, it is not so long to effect on other subjects and not so short to reduce the effectiveness of EE. The EE curriculum consists of three inter-related dimensions, namely: about, through/from and for the environment. Education about the environment is to discover information or facts about the environment in order to enrich the mind of learners. Education through/from the environment means that the environment is used as a resource to teach environment to learners. Education for the environment is geared towards the development of an informed concern for the environment (Mapira, 2014). Some of the topics included in EE curricula are climate, soils, rocks and minerals, water, resources including energy, plants, animals, people and their communities, buildings, industries and work (Palmer, 2002). Curricula also contain empirical, synoptic, aesthetic and ethical elements (Mapira, 2014).

**European models**

Every society needs to have a good environmental education curriculum to protect their environment. In this part, I will introduce some environmental education curriculums in some countries to assess and improve these curriculums. Environmental education is now a part of many curriculums across the globe and each country has its own mechanisms depending on the educational system and other variables such as social and political values and other educational priorities (Thomson-Hoffman, 2004). EE in Europe developed from the 1980s, especially after Intergovernmental Conference on Environmental Education in Moscow in 1987 (Filho, 1996). According to Yueh (2007), an interesting point in Europe is that EE outside the formal education system has achieved a greater impact than that taught in schools, in particular, the informal organizations such as nature clubs, nature centers and national parks and non-governmental organizations (NGOs). Countries in Europe determined that environmental problems are specific to each country and each region and so countries should produce their own EE programs to solve their own problems (Yueh, 2007).

**Table 1: Curriculum organization for environmental education in Europe**

<table>
<thead>
<tr>
<th>Cross Curricular-Integrated</th>
<th>Separate Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary</td>
<td>Norway</td>
</tr>
<tr>
<td>Multidisciplinary</td>
<td>Spain, Denmark</td>
</tr>
<tr>
<td></td>
<td>Netherlands</td>
</tr>
<tr>
<td></td>
<td>Sweden, Scotland</td>
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<td></td>
<td>Finland</td>
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</tbody>
</table>

*Source: Kadji-Beltran (2002)*
There are 2 trends in EE curriculum in Europe (Kadji-Beltran, 2002): One is that EE subject is integrated into and across other subjects and most of countries follow this model. Second is that EE is separate subject such as in Netherlands and Finland. Within European educational systems, formal environmental education is provided either as a compulsory subject, as part of a compulsory subject area, or as an interdisciplinary theme. In some European countries (Belgium, Finland, Greece, France, Spain), environmental education is a compulsory subject (Stanišić-Maksić, 2014).

EE in Austria is called ‘socio-ecological environmental education’ (Yueh, 2007). It means that besides understanding environmental matters learners need to know matters in society structure and ecology. Formal and informal educational systems are active to promote EE in Austria. The Austrian Ministry of Education and Cultural Affairs together with NGOs have implemented projects with its name of ‘ecologisation of schools’ (Yueh, 2007). They considered that EE is a process of school development, it has an important role in the educational system.

EE has developed quite well in Ireland. It provides EE tools and practical resources to all students. Freelance environmental educators are invited to work with classes for half a day, a full day, several days over a number of weeks or months, or throughout the academic year (O’Malley, 2014). In addition, students in Ireland have outdoors courses about EE. One school goes on field trips to a local woodland where, through a number of games and activities they learn about various plants, animals, insects and habitats (O’Malley, 2014).

EE is a compulsory part in the educational system in Serbia and EE has been implemented through curricular, extracurricular, and after-school activities with goals that developing and practicing healthy lifestyles, awareness about the importance of one’s own health and safety, the need to develop and foster physical abilities; raising awareness about the importance of sustainable development, the protection and preservation of nature and the environment, ecology-related ethics and the importance of animal protection; developing the feeling of solidarity; and developing the capability to live in society based on the care for others (Stanišić-Maksić, 2014).
Table 2: Environmental and Health Education Issues in Serbian Primary School Curricula (2012/2013)

<table>
<thead>
<tr>
<th>Subject type</th>
<th>Subject</th>
<th>1 class</th>
<th>2 class</th>
<th>3 class</th>
<th>4 class</th>
<th>5 class</th>
<th>6 class</th>
<th>7 class</th>
<th>8 class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>The World Around us</td>
<td>x</td>
<td>x</td>
<td></td>
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<tr>
<td></td>
<td>Nature and Society</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
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<td></td>
<td>Biology</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td></td>
<td>Geography</td>
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<td>x</td>
<td>x</td>
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<td></td>
<td>Physics</td>
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<td></td>
<td>x</td>
<td>x</td>
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<td></td>
<td>Chemistry</td>
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<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Technical and Computer Education</td>
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<tr>
<td></td>
<td>Physical Education</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Optional</td>
<td>Nature Protectors</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Household</td>
<td></td>
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</tbody>
</table>

Source: Stanišić-Maksić (2014)

There are compulsory courses and optional courses in EE in Serbia. Compulsory subjects about environment such as Nature and Society, Biology, Geography, Physics, Chemistry provided students with the opportunity to know themselves, their environment, heritage, the links between living and non-living nature, natural phenomena, the preservation of human health and the environment, the human right to a healthy environment, a modern way of life, health, and the culture of living, saving natural resources, electrical risks, etc (Stanišić-Maksić, 2014). Optional courses about the environment are subjects such as Nature Protectors, Household. Nature Protectors includes topics about natural phenomena and changes in the environment, pollution, and the protection of the environment and health, natural resources, and biodiversity. The subject “Household” equips knowledge about the importance and characteristics of water, the importance of consuming healthy and organic food, as well as the importance and harmful effects of chemicals used in the household (Stanišić-Maksić, 2014). With such this EE system, students are expected to be able to recognize and value natural resources, distinguish between favorable and unfavorable human actions for the preservation of the environment, have basic knowledge about living and non-living nature, the most important types of water, air, and soil pollution, as well as the processes in the protection and preservation of the environment and biodiversity, etc (Stanišić-Maksić, 2014).
Good practices outside Europe

The government very concerned about environmental degradation in Taiwan since the 1980s and we encouraged EE to be taught in all schools in Taiwan. However, in primary, secondary and tertiary education, environmental education did not exist as a school subject at that time, except in the graduate schools of some universities (Yueh, 2007). Wang (1990) pointed out that environmental education activities in Taiwanese schools were as not well developed and its reasons are that environmental education was not included in formal school curricula, it was hard to teach environmental education properly under the pressure of student need to take examinations to enter higher schools, there was a lack of environmental protection courses and facilities in formal education in Taiwan (Yueh, 2007).

Afterwards, the Ministry of Education published books, materials on environmental education for primary, junior/senior high and vocational school students and a series of teacher guides on nature ecological protection education for all levels of formal education, manuals on laboratory safety and environmental protection, books of general and professional environmental education courses for non-scientific and scientific tertiary education, and books for pollution control courses in vocational schools and the result is that EE is improved more than before in Taiwan (Yueh, 2007).

According to Kang (1999), EE in Korea was inserted in the educational system since the 1980s and EE has 2 types: Environmental education in schools and Environmental education in the society. EE in school could also be divided into regular curricular activities and extra-curricular activities. EE in the regular schools was designed to relate to all subjects such as geography, biology, chemistry, earth science, physics, home economics, vocational subject, physical education, art, ethics, etc. In addition, the subject “environmental science” is optional for the secondary schools and high schools. Thus, the environmental education in middle schools and in high schools has a dual system: teaching in all regular subjects and teaching in a separate subject (Kang, 1999). The extra-curricular EE: The main activities in schools are club activities, student council’s activities, come room, admonitory lectures, and environmental preservation activities (Kang, 1999). EE out of school: Middle school and high school students practice environmental education activities through the activities of groups organized in school and through the activities of churches, religious groups, and students’ fraternal meetings and research meetings. Recently, they often take part in various kinds of activities of Non-Governmental Organizations (NGOs) (Kang, 1999). Korean government also has EE courses for teachers, officers and citizens through short-term courses, free materials, centers for training environment at the regional level and NGOs (Kang, 1999).

Environmental education in Canada began from the 1980s but until the lately 1990 some NGOs and Canadian government had began to supply materials, books, manuals about EE, built an educational strategy for sustainable development. And nowadays EE in Canada was recognized widely from elementary schools to universities and also society. The result is that students, teachers and all Canadians have been active to join in building and protecting the environment (Yueh, 2007).
Methodology

The Center of Environmental Education of Somos (Somosi Környezetnevelési Központ)\(^1\) contacted us with the need for the education of Nature study field guide. The above mentioned Center became independent of the Association for the Culture of Somos in 2009 that was founded in 1996 and it has been working as a civil organization since then. The most important fields of activity of the Association are the followings:

a. an active participation in the organization, co-ordination and realization of the environmental education of Somoskőújfalu
b. The registration, maintenance and support of the environmental (natural, built and cultural) values of Somoskőújfalu as well as discovering new ones.
c. To act out and support local research activities
d. To keep external professional relations, to contact possible new external relations.
e. Keeping count and support of initiatives related to environmental protection and environmental education.
f. To keep an active contact organizations directing environmental education as well as with legal entities and natural persons.
g. To form an environmentally conscious attitude among people.
h. To operate an open-air school
i. To popularize the idea of sustainable development
j. Education campaign.
k. To compile, publish and distribute books, articles, aids (Handbook of Quality control)

Upon being independent the civil organization decided to provide the experience gained on the fields of environmental education and open-air schools to those interested in the frame of adult education.

Thanks to a committed leader and expert, Zoltán Molnár the training of Nature study field guide has already been launched at several parts of the country, moreover, there are initiatives in Transylvania as well.

Training program

The program

The aim of the program

Our aim is to form an attitude by which Students taking part in the training program become conscious, active “messengers” of environmental education and can recognize the positive effects as well as the importance of environmental, natural socialization on the formation of human personality. The main aim of the training to provide knowledge

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\(^1\) In the frame of a EU project the Center had the opportunity to have a customized adult education program planned and accredited. On commission I worked out the project of the training program with Henriette Benedek.
and practice to the students by which they as pedagogues are able to organize and prepare for programs related to nature study practical classes to be held in open-air schools. Our candidates are expected to have enough knowledge to organize hiking-related or/and open-air school programs and to be able to choose the possible fields and exercises, practical programs, touring and to acquire the professional, pedagogical, educational basic skills required for them to take part in such programs as guide pedagogues. We consider it as most important that our Students should make their future students be aware of the proper relation of human-nature as well as the knowing of the harmonious relation of forest-human effectively and empirically strengthening the pragmatic aspect of personal observation, experience, experience-like learning and pedagogy.

The target group of the program consists of mainly pedagogues or professionals specialized in children in the frame of open-air schools or kindergartens who take children to open-air schools in order to widen and complete their nature studies with practical skills. Also, we offer our training to those whose work is not directly related to nature study field but the acquired knowledge and aspect may help them with their everyday practice. For example, employees, pedagogues, kindergarten teachers and pedagogical assistants, etc. of pedagogical, public educational, recreational centers and facilities

**Competences to be acquired in the training program**

– The Student is able to make the values of natural environment aware and transmit them in the context of education
– The Student –having proper knowledge of instrument- can acquire the complex methods of field guidance involving the preparation of hiking, classes respectively the touring of the field on the recommended local routes.
– The Student should have enough knowledge to organize open-air school and/or hiking programs, to choose the possible fields and exercises and to guide practical programs and the touring of the field.
– The Student is able to promote the collective team-work of hiking: under the guidance or the teacher the teacher and student co-operate in planning, acting, and controlling.
– Based on the harmonious formation of the aspect and behavior, the Student should develop the susceptibility for experimental learning, love as well as the basic values of sense of responsibility and environmentally conscious attitude in children.

**The time of training: 34 classes**

The methods of the training:

– Lecture, situational games
– Field work, field practice
– Carrying out field work independently, team-work
The modules of the training:

| 1. | Environmental education |
| 2. | Environmental protection studies |
| 3. | The methods of field guidance |

Closing of the program:

| Conditions of closing the program | The successful completion of module exams |
| The way of closing the program | Final exam (certificate) |

In case the training program ends in a final exam:

The process of the final exam: The final exam consists of two parts: 1. The preparation and presentation of a given program in power point (e.g the organization of an open-air school program). The Students should take the prepared presentations to the final exam 2. The presentation of practical skills in practice – the recognition of tools, some analyses, measurement done in practice.

The module on Environmental education (1)

The aim of the program module

Our aim is to provide professional knowledge and methods to field guides, mainly pedagogues, respectively foresters and organizers of leisure time based on which they will be able to carry out education on fields, clearings, wet habitats and in forests. Furthermore, we intend to make our Students recognize the formation of environmental culture and get to know the potentials of the recommended fields as natural educational places that are suitable for playing, gaining experience and knowledge. We make our Students get to know forests, meadows, and wet habitats as multifunctional places discovering the inherent natural and social values as well as their function in nature studies.

The knowledge to be acquired in the frame of the module

– The Students can get to know the special natural dimensions of education forming the quality of the relationship related to the environment
– The Student can recognize the complex system approach of attitude to environmental culture and its practice: the harmonious connection and intersections of pedagogy, socialization (creation and transmitting of values) as well as the dimensions of environment
– The Student can put the knowledge about plants, animals and biology acquired and demonstrated in the frame of the modules into practice
– The Student can effectively plan the activity named “Active knowing of the outer world” every year involving that into the all-day school or kindergarten educational programs
– The Student has rich pedagogical and methodical skills taking the age characteristics of the children into consideration and he is expected to have an attitude to accept the principles such as “everything is part of the nature” and “there are no harmful and useful creatures”.

The time of modules in the frame of the training: 17 classes
– Environmental education: 4 classes
– Knowledge about plants and animals: 2 classes
– Analysis of symbioses: 4 classes
– Field methods: 4 classes
– Games in nature: 2 classes
– Assessment: 1 class

The methods of the training within the module
– Performance, situational games
– Field work, field practice
– Individual performance of field task, team-work

Module on Nature study field guide (2.)

The aim and the target of the module

Our aim is to make the Students be aware of the fact that the nature is a complex unity each part of which needs special consideration. We also intend to make the Students get to know the basic principles and knowledge of environmental protection. Our main objective is to demonstrate the phenomena that are dangerous for nature to the Students showing them the methods and processes related to the protection or the environment (in case of living and non-living natural resources) and we intend to make them realize the importance of the preservation of cultural-historical values.

The knowledge to be acquired in the frame of the program module
– The Student can realize the importance of the protection of landscape values especially the most important protected natural values of Hungary respectively the most important
protected natural values of the world, the ways of protecting natural values as well as the levels of protection.
– The Student can recognize and observe the phenomena and processes of nature at a basic level
– The Student can demonstrate the tool bar of the environmental protection activity and make children carry out analyses based on simple observations. The Student should be able to demonstrate the reactions and characteristics of the more important living and non-living materials respectively the aims, tasks and subjects of environmental protection
– The Student can present the prospects of environmental activities, the categorical systems of protected natural areas, the aspects of the qualification of habitats, the most well-known statistical methods of the analyses of the symbioses, the preparation and realization of the process of the declaration of a protected area, the most important ecological terms, systems and the most important practical tasks of environmental protection
– The Student should be familiar with and synthesize knowledge on the activities of national and international organizations.

The time of the trainings in the frame of the module: 8 classes
– The natural values of Hungary and the world: 2 classes
– Basic knowledge about environmental protection: 1 class
– The tool bar of environmental protection: 1 class
– The practical tasks of environmental protection: 1 class
– The method of transmitting knowledge about environmental protection: 2 classes
– Assessment: 1 class

The methods of the training within the module:
– Performance, situational games
– Field work, field practice
– Individual performance of field task, team-work

The module of the methods of field guidance (3.)

The target group and aim of the module

The aim of the program module is that the Students should be able to prepare, carry out, and assess the organized hiking afterwards. They are expected to get to know the touristic (especially eco and aqua touristic) products of the chosen field and enter into contact with the “offerers” building a wide relationship network in the interest of the successful organization of hiking. To strengthen the pedagogy of sustainability the age-related methods of field guidance are focused, namely – during the field tour- to teach children environmental knowledge with the use of proper methods and tools adjusted to the age ensuring the successfulness of the education of little children within an effective system.
The knowledge to be acquired in the frame of the program module

– The Student participating in the training can acquire proper professional skill about the natural environmental as well as theoretical skills about the guidance and organization of natural field practice and hiking,
– The Student can have the proper knowledge in guidance, age-related pedagogy, psychology, tour guide educational work and applying the above mentioned skills the Student can operate the children and adult groups as communities.
– The Student should acquire the history of hiking and get to know with the badge gaining hiking as well as the geography of Hungary as tour field.
– The Student is expected to have the basic knowledge in earth history, geology, ecology, living world and meteorology.
– The Student should be familiar with hiking health care, first aid and art history

The time of trainings within the module: 17 classes

– The history of hiking, hiking movements in Hungary: 1 class
– Basic knowledge in Geology and Meteorology: 2 classes
– Field conditions in Hungary: 2 classes
– The method of planning: 2 classes
– First aid on field: 1 class
– Assessment: 1 class

The methods of the training within the module:

– Performance, situational games
– Field work, field practice
– Individual performance of field task, team-work

Conclusions and recommendations

In my study I have given a review on the importance and possibilities of environmental education regarded as a lack in the field of Hungarian pedagogy through the examples of international curricula. These days the good quality of life means not only welfare and technical development but the natural and built environment that surrounds us giving space for our lives to manifest. The different world organizations as well as the European Union support the idea of the involvement of environmental education into the curricula in the frame of which children have the opportunity to get familiar with the environmentally friendly lifestyle as early as childhood. However, it is important to note that all countries and regions have their own unique natural characteristics and special environmental problems, consequently a natural strategy and education are required that consider the above mentioned factors. Unlike the international scientific literature and good practices, the present Hungarian compulsory curricula do not contain goal-orientated environmental education and only pedagogues committed to nature are able to involve the knowledge
and sample of behavior related to nature as well as environmental consciousness into the national education. Also, the trainings preparing pedagogues to be active and conscious messengers of environmental education fill a space. The aim of the national adult training program presented in my study is to provide theoretical and practical knowledge to pedagogues, experts dealing with children within open-air schools and kindergartens respectively to the employees of educational and recreational facilities by which they will be able to prepare to organize and perform programs related to some open-air school/nature study practical programs. The training of Nature study field guide has already been launched at several parts of the country; moreover, there are initiatives in Transylvania as well.

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