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ENVIRONMENTAL PROJECT PLAN FOR SCHOOLS OF SECONDARY EDUCATION

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Abstract

Declaration of the International Conference in Thessaloniki (UNESCO, 1997) makes specific reference to the assistance of formal Education to Environmental Education (EE) and Education for the Sustainable Development (ESD). All disciplines, including the humanities and social sciences, need to address issues related to the environment and SD. Since, the conceptual and methodological framework of the EE arises from the conclusions and declarations of international meetings, conferences, fora on the environment, supporting by the findings of didactics and pedagogy. Projects of EE constitute coherent sets of activities which are organized in order to achieve defined objectives and results, moving in the direction of the experimentation of innovations, that's why it is important to define the roles, obligations and rights of all participants and how will bring the change. In School Projects of Education for the Sustainable Development (SPESD), the axes of development is the link to the Curriculum, informing the public about the work of student groups, opening the school to the local community and at national level. The description of an education project includes the total information about all the stages of the project, for preparation, implementation of main activities and follow-up. In this paper is described a project plan of Environmental Education (EE), indicative for the design and implementation of school activities, which can functions as template for the design and structuring of School Projects of Environmental Education (SPEEs) and School Projects of Education for the Sustainable Development (SPESD), based on the projects-templates of the Greek Ministry of Education and Aegean University Project Management Guide for School Programs of Environmental Education, on UNECE and European Commission's Strategies for ESD, and aspects of Greek and international bibliography of theory and practice in EE and ESD.

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