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EDUCATION FOR THE SUSTAINABLE DEVELOPMENT: INTERNATIONAL STRATEGIES AND THE GREEK EXPERIENCE IN SECONDARY EDUCATION

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Abstract

Purpose of this study was to condense the international strategies of Education for the Sustainable Development (ESD) and the Greek experience during the last 25 years of the application of Environmental Education (EE). The research attempted a bibliographic review, a general reference and briefing of literature, to the documents that provide the social and historical context of the EE and ESD, focusing in Greek experience of intensive implementation in schools. The research aimed to give comprehensive information about the strategic framework of SD and ESD, dimensions and directions of UNESCO and European Union that can constitute the framework of developing environmental educational strategies in schools. Emphasis is given to the institutional (legal context for the implementation EE in secondary schools), the conceptual (orientations and objectives, principles and dimensions, characteristics of EE and ESD) and the methodological framework (educational methods, techniques and means of promotion EE and ESD in schools) of ESD. A reflection on evaluations, assessments, reports and surveys considered that can formulate a more thorough point of view of Greek's reality regarding the international. In Greece, the main institution for the formation of legislation, management and support of EE in formal, informal and non-formal Education is the Greek Ministry of Education. Several institutions have developed for the design and implementation of EE, mainly the schools and universities and other, more specific educational structures, such as the Centers of EE, the Information Centers of Protected Natural Areas, School networks coordinated by the Centers of EE, Natural History Museums, Environmental NGOs, etc. The evaluation of the educational projects is not highly developed in Greece, usually neglected, and if possible, made empirically, within discussions of students and teachers, to a limited extent. There is need to improve the institutional framework, evaluation of projects and dissemination of their results, finding motivation for students and teachers to participate in modern teaching interventions, ensuring communication channels and formation viable structures for the further progress of EE, since, success of EE in the future lies on the exact definition of its role to the acquisition of students' General Education and the appropriate preparation of teachers who will provide it.

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