SEVENTH MEETING OF UNECE STEERING COMMITTEE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

PANEL DISCUSSION ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

SCHOOL PLANS

Sustainable Environmental Education Agenda for Schools: Cyprus example

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Focus of the presentation

- EE/ESD in the New School Timetable.
- Philosophy of the National Curriculum of EE/ESD.
- Thematic Units of the National Curriculum of EE/ESD.
- Basic steps of planning the Sustainable Environmental Education Policy (SEEP) of school.
- Self-evaluation of the class and appreciation of the level of implementation of SEEP and determination of new issues of investigation.
EE/ESD in the New School Timetable

- EE/ESD is introduced in the school timetable with 2 teaching periods per week from 1st to 4th in the frames of the interdisciplinary subject “Life Education”. In 5th and 6th grade it is taught separate 1 teaching period per week as ESD.
The National Curriculum of EE / ESD depends on the planning of Sustainable Environmental Educational Policy of the school which is investigated and studied through the thematic units of the National Curriculum of EE / ESD.
The Philosophy of the National Curriculum of EE / ESD Sustainable School

• Each school aims - in a systematic, long-term and in the basis of its own needs and particularities – to develop culture in all the participants and a new way of thinking based on quality of life and to our right to live sustainably.

• Improvement of the school unit concerning its environmental – sustainable profile:

1. In the educational level (change in the educational and teaching methods),
2. In the organisational/technical level (utilisation of the school as an educational and teaching means),
3. In the social level (development of external relations and networks of cooperation with as more as possible institutions).
Philosophy of the EE/ESD Curriculum

- Each school has the opportunity and the possibility to approach each environmental and sustainability issues with a focus on its own needs and aims.

The school works as an organization which develops, evolve and reconstructs, aiming at its qualitative renewal and the renewal of the community, as well as the development of the students and the teachers.
### THEMATIC UNITS OF THE NATIONAL CURRICULUM

<table>
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<tr>
<th>Energy</th>
<th>Poverty</th>
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<tr>
<td><strong>Water</strong></td>
<td>Transportation Means</td>
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<td>Forest</td>
<td>Production and Consumption</td>
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<td>Biodiversity</td>
<td><strong>Urban</strong> Development</td>
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<td><strong>Climatic changes-Desertification-Land Degradation</strong></td>
<td><strong>Culture</strong> and Environment</td>
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<td>Waste</td>
<td>Tourism</td>
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Each thematic unit includes:

- Basic concepts and vocabulary relevant to the particular issue.
- Learning outcomes sought to be accomplished, for each level, which are differentiated according to the age of the students and developed as followed:
  a) 1st level: the local level (1st – 2nd grade): “My neighborhood/my community”
  b) 2nd level: the national level (3rd – 4th grade): “My community/my country”
  c) 3rd level: the global level (5th – 6th grade): “My country/the world”
HOW THE NATIONAL CURRICULUM OF EE / ESD IS APPLIED?

THE PLANNING AND IMPLEMENTATION OF SUSTAINABLE ENVIRONMENTAL EDUCATIONAL POLICY OF EACH SCHOOL

http://www.schools.ac.cy/klimakio/Themata/perivallontiki_ekpaidefsi/index.html

1. BASIC INFORMATION FOR THE HEADTEACHERS/PRINCIPALS

2. TEACHER’S HANDBOOK/GUIDE
Environmental Education – Education for Sustainable Development

**BASIC STEPS OF PLANNING OF SUSTAINABLE – ENVIRONMENTAL EDUCATIONAL POLICY (SEEP)**

1st Step: Initial investigation of issues which can be studied by the school unit / Description of the area which the school is located (issues, problems, obstacles etc)

2nd Step: Selection of the issues which will be studied / Justification of this selection

3rd Step: Formation of the General Aim and objectives for the Sustainable – Environmental Educational Policy (SEEP) of the school unit (The aims must should involve and must respond to all the levels of aims of Environmental Education: knowledge, sensitisation, awareness, skill development, attitudes, participation - action)

4th Step: Locating the Thematic Units from the NC of EE / ESD with which the issue of investigation is related

5th Step: Determination of the changes pursued for the school unit (educational, organisational/technical, social frames) and the community, based on the issues of investigation

6th Step: Planning of the work in the class for contributing to school SEE plan

- **Aims of SEEP which will be utilized in each class**

- **Selection of the learning outcomes from the Thematic Units which the issues is related**

- **Infusion in the different lessons – Utilisation of units from other lessons**

- **Activities which will be organised**

- **Fields of study and institutions which will be used**
Basic indications for SEEP

- The planning of the Sustainable Environmental Educational Policy of the school unit initiates at the beginning of the school year (September) and is completed until mid-end of October.

- An archive for SEEP is created and kept by the Principal of the school in which beyond the SEEP and the course of work of each class, relevant material is added related to the utilisation of the Policy (samples of activities from each class, photos, activity sheets etc).

- A file is kept by each class as well.

- September –October: Planning of SEEP
- October – May: Implementation
- June: Self evaluation
Planning of the Sustainable Environmental Educational Policy of the school unit

• For a better coordination, an upgrading role could be given to one of the teachers of the school unit who voluntarily will express interest to undertake this role.

He/She will contribute to: a) the collection of Plans of the course of work from the teachers of each class for Filing update and briefing, b) the collection of the Self-Evaluations of the classes from the teachers, c) the communication with the Advisors of the lesson for further information, support, consultation and arrangement of the visits of the Advisor at the school unit.
Environmental Education – Education for Sustainable Development

Level of achievement of SEEP

1st Step

Self-Evaluation of each class

- Thematic Units – Issues investigated during the school year
- Aims of SEEP implemented by each class for the students, the school, and the community
- Evaluation of the level of implementation of aims set in the frames of SEEP in:
  - Educational – Teaching level
  - Social Level
  - Organisational Level
- Investigation of problems, diagnosis of needs and determination of issues for the following school year.

2nd Step

Evaluation of the level of implementation of the aims set in the frames of SEEP of the school unit

- Characteristics of the school and level of orientation towards the idea of sustainable schools
- What has been achieved in relation to the learning outcomes
- Other elements related to the issue which could be studied/other issues of investigation for the next school year
Based on the evaluation of the level of implementation of the SEEP:

- It is expected from the school unit to locate possible issues of study related to Environmental Education-Education for Sustainable Development, based on the aims of Sustainable-Environmental Educational Policy, so as to be set as primary issues for investigation for the next school year.

- The material of the diagnosis of the needs for the next school year and determination of the issues of study stays in the school for briefing, guidance and assistance of the teachers appointed in the school unit the next school year.
THANK YOU

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