



MODULE 2: Analysis of Perceived Environmental Problems According to
Environmental Literacy Level

Asociatia Share Education



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PART ONE- Introduction to The Topic

Climate change and environmental degradation are issues we face nationally and internationally. Climate change is a major challenge that will mark future generations. Tackling them must take into account radical changes at both economic and social levels. Education is one of the pillars of improving the response to climate change by changing human behaviour to protect nature and resources, and it is recognised that climate education plays a fundamental role in society's behavioural and mental adaptation to climate change.

In the medium and long term, as a prerequisite for the implementation of the principles of sustainable development, it is a priority objective of strategic importance in Romania to radically improve and diversify the educational offer of the entire education and training system.

There is a growing interest among young people in Romania in education on climate change and the environment and their participation in actions related to climate change prevention is increasing. In addition, commitments have been made to broaden access to environmental and climate education through participation in international agreements (e.g. the Paris Agreement) and recent government programmes. At the same time, amendments were made to the National Education Law 1/2011 to include environmental competences among the key competences in the law. The National Recovery and Resilience Plan (NRRP) has also provided for the support and development of a network of "Green Schools", the purchase of electric minibuses and the renovation of a significant proportion of existing school buildings to increase their energy efficiency. The "Green School" concept is also described in the "Educated Romania" Project, initiated and endorsed by the President of Romania. Supporting and developing a network of "Green Schools" is a strategic objective of the priority area "Education System Infrastructure" of the "Educated Romania" project, which is the strategic public policy framework for education reform in Romania for the period 2021-2030, and is also reflected in the report of the Presidential Administration: "Climate and Environmental Education in Sustainable Schools". Also, in June 2022, in a European and national context of the transition towards "green" and intelligent buildings, the framework methodology for the organisation and operation of "green schools" was approved by ministerial order of the Ministry of Education.

By "climate change and environmental education" we mean education that promotes sustainable lifestyles through the development of eco-social skills. This type of education aims to familiarise young people with the natural and socio-economic problems caused by climate change and how to improve the response to them. The aim is to raise awareness of climate change and environmental issues, so that children can be both the bearers of the message to their families and communities and a direct stakeholder in actions to halt environmental degradation. At the same time, education is essential in developing public policies and implementing measures to protect the environment and combat climate change.

PART TWO- Specification of the elements to learn under this topic including learning tasks:

The school will create bridges and meeting places, not only with the families of the students, but also with local institutions and organizations, to involve them in joint environmental projects that benefit the whole community. In this way, the school can create the context for pupils to take co-responsibility for the environment, but also teach them a model of cooperation to solve



community problems. As early as 2015, in the graduate profile² (a component of the National Curriculum), the expectations expressed towards pupils in relation to environmental care are inserted: use of environmental data; investigation of the environment; showing interest in one's own health and a clean environment; showing interest in a healthy lifestyle and a clean environment - critical reflection on the changes produced by human activity in the environment.

Among the values, behaviours and attitudes that environmental and climate change education addresses are:

- empathy, connection with nature; care and compassion for all life;
- respect, interest in and appreciation of nature and the services it provides for people;
- responsibility for the use of natural resources;
- responsibility in managing one's own decisions impacting on the environment and climate, including in everyday consumption behaviour;
- involvement in solving environmental and climate problems;
- participation and civic responsibility.

Climate change and environment education is designed to help shape individual, group and system behaviours that lead to the degradation of nature and the environment and to empower people to contribute to problem solving and systemic change. In addition, the aim of climate change and environment education is to contribute to long-term sustainability goals, to support relevant actors (including central and local public authorities) in tackling the serious impacts of pollution, environmental degradation and climate change and to increase their capacity to intervene. This education therefore aims at change and action orientation, taking into account the following dimensions:

1. Culture of complexity

Climate change education is linked to complexity education. In this context, complexity is understood as a way of thinking and acting, taking into account variables such as risk, uncertainty, permanent change. Values associated with this level are: participation, valuing strategic thinking, collective responsibility.

2. Capacity for action

Educating to act involves building competences, understood in terms of the ability to train knowledge and skills to analyse a given situation/problem, find a solution and act to implement it.

3. Co-responsibility for the environment

The school will create bridges and meeting places, not only with pupils' families, but also with local institutions and organisations, involving them in joint environmental projects that benefit the whole community. In this way, the school can create the context for pupils to take co-responsibility for the environment, but also teach them a model of cooperation to solve community problems.

As early as 2015, in the graduate profile (a component of the National Curriculum), the expectations expressed towards students in relation to environmental care are inserted: use of data about the environment; investigation of the environment; showing interest in one's own health and a clean environment; showing interest in a healthy lifestyle and a clean environment - critical reflection on the changes produced by human activity in the environment.

PART THREE- Best practices we have in our institution, in our city or country even in the partners' countries

Subjects with implications for environmental education and climate change

Early childhood education:

Optional subject: 'Environmental education and protection .

Common core subjects - primary education:



Geography (4th grade) - with learning activities: acquiring interest in understanding the role of the environment for the life and activity of society; understanding the need for protection of the living environment; participating in environmental conservation activities; forming a civic attitude regarding knowledge, conservation and protection of the environment.

Civic education (3rd and 4th grades) - with learning activities: participation in simple projects with a moral-civic content in the classroom, school or local community; involvement in simple projects in the classroom, school or local community on various topics with a moral-civic content; active participation in projects proposed by the teacher on various topics (e.g. the use of traditional activities/traditions in the local community, protection of the immediate environment).

Counselling and personal development (1st and 2nd grades) - the learning content is organised according to areas: self-awareness and healthy lifestyle; emotional and social development; specific aspects of the organisation of learning and preparation for life in young schoolchildren.

Curriculum subjects by school decision - national offer for primary education: Create your environment - examples of learning activities for grades 3 and 4: organising environmental activities; establishing rules of conduct towards the environment; illustrating important dates in the calendar of environmental activities; organising poster competitions, publicity materials to publicise the effects of pollution in the area; creating and acting out sketches, dramatisations, on environmental themes; selective waste collection; making models and publicity objects from waste; organising competitions.

Common core subjects - secondary education:

In secondary school, increasingly complex topics are introduced relating to weather and climate, climate zones, the diversity of climatic forms, ways of warning, extreme phenomena, the influence of climate and weather on activity in the local horizon, behaviour in the event of extreme phenomena.

Geography (grades 5-8) - helps to identify and explain findings (and truths) resulting from the interaction between the components of the natural terrestrial environment and those of society, as well as from the overall human-nature interaction (examples of contents: grade VI - effects of human activities on the environment and quality of life; grade VII - identification of existing problems in the environment, grade VIII - identification of solutions for the protection of the geographical environment in the local or remote horizon).

Technological education and practical skills - contributes to the creation of contexts that favour the formation of responsible attitudes towards health, environment, work by applying occupational safety measures, fire prevention and extinguishing rules, workplace ergonomics, reducing energy consumption, rational use of material resources needed to produce a product.

Civic culture - respect for human dignity and rights, for the Constitution and laws; tolerance and respect for individuals and groups who hold different values, opinions and beliefs; trust in oneself and others; willingness to engage in dialogue, to relate positively to others and to cooperate; taking responsibility for personal actions and citizenship responsibilities; critical and flexible thinking; equality before the law - respect for the law; freedom of expression, of opinion, freedom of conscience; civic involvement in community life; active citizenship.

Social education - examples of content:

- 5th grade: children's rights; responsibilities associated with them, examples of rights in concrete contexts (e.g. right to identity, right to family, right to education, right to play and recreation, right to protection against violence, abuse and exploitation, right to security and social protection, protection of the environment - condition of life);
- 7th grade - activities: active participation in the realisation of proposed projects on different themes (e.g. projects on preventing and combating violence, social and educational inclusion, projects on influencing local public decisions/policies in different fields, projects on environmental protection/protecting cultural heritage).



Counselling and personal development - contributes to the adoption of a responsible attitude towards one's own health and the environment from a wellness perspective by adopting a healthy lifestyle and managing risk behaviours.

Curriculum subjects to be decided by the school - national offer for secondary education: Health Education (grades I - XII) - environmental health domain (for all grades).

Create your environment (grades 5 - 7)

- Activities: identify types of waste from the household, school, neighbourhood, etc..
- Contents: Effects of man-made environmental degradation and its activities; Waste - sources of waste - collection, transport and disposal of waste - recycling of waste; Effects of pollutants on ecological balance; Global issues - greenhouse effect (formation, influence and mitigation measures) - acid rain (formation, influence and measures to avoid acid rain formation) - ozone layer (what is ozone, how the ozone layer is affected and consequences of its destruction); Environmental protection measures and pollution control: water purification and treatment (types of purification, treatment plants); purification of gaseous emissions; combating vibration and noise; desiccation, drainage, fixation and stabilisation of land; rational management of resources; recovery, recycling and reuse of materials.

Common core subjects high school education

Geography - 9th grade (Physical Geography) and 11th grade (Problems of the Contemporary World), 12th grade (Geography of Romania - Climate chapter: influences, factors, elements, evolution).

Biology (grades IX - XII) - care for the environment (skills: protection and conservation of the environment; organism-environment relationship).

Technological secondary education - profile-specific subjects for vocational qualifications: environmental technician and protection of environmental quality, agronomist, hydro-meteorologist, veterinary technician, etc.

Curriculum subjects at the school's decision - national offer for high school education:

* **Education for development** (OMECS no. 3542/2016).

* **Education for democracy** (OMECS no. 5817/2010)

* **Extracurricular and extracurricular activities included in the Calendar of National Educational Activities funded by the Ministry of Education** (2017, 2018, 2019) - (on the website www.edu.ro), examples:

- National Environmental Project Competition
- National ecology and environmental protection competition "Let's love nature"
- National ecology and environmental protection competition "A healthy child in a clean environment".
- National Programme "School in a different way" - Environmental education and protection component (OMENCS no. 5034/2016 for the approval of the Methodology for the organisation of the National Programme "School in a different way")

PART FOUR- Links to videos and further reading sources for the content of module

1. Links to videos for the content of module

<https://www.youtube.com/watch?v=WQ2tMzysmik>

<https://www.youtube.com/watch?v=x20dHsTORTg>

<https://www.youtube.com/watch?v=f1T64QP3TKM>



<https://www.youtube.com/watch?v=SxH6oKJpxp8>

2. Further reading sources for the content of module

<https://education-profiles.org/europe-and-northern-america/romania/~climate-change-communication-and-education>

[https://www.academia.edu/62387110/Advocacy for Ecological Education in Romania Under the Information and Knowledge Society](https://www.academia.edu/62387110/Advocacy_for_Ecological_Education_in_Romania_Under_the_Information_and_Knowledge_Society)

<https://stec.univ-ovidius.ro/html/anale/RO/wp-content/uploads/2021/03/Section%203/8.pdf>

<https://www.romania-insider.com/p-importance-environmental-education-todays-world>

PART FIVE- The importance of the module in Youth Education

We start from the premise that educational establishments can and must play an important role in building a sustainable future. This requires that students and teachers understand the importance and severity of the climate and environmental crises, are familiar with their causes and effects, and are aware of ways to improve society's response to these challenges. At the same time, by 'climate change and environmental education' we mean education that promotes a sustainable lifestyle through the development of eco-social skills, the development of a sustainable school environment. Students develop the ability to reflect and act to protect the environment. At the same time, they develop basic skills for a circular economy based on a sustainable use of natural resources and strive to adopt a lifestyle and culture of sustainability that favours the protection of biodiversity and the restoration of natural ecosystems.

The current trend in environmental education and climate change is towards an integrated approach at school level (management, principal, teacher, students, staff). This strategy proposes a number of solutions to increase environmental and climate change education and awareness among pupils. The strategy includes objectives and measures that can be implemented in the coming years, but also in a longer implementation horizon until 2030. The objectives and measures are multi-pronged: education (formal and non-formal); human resources, including teacher training; investment; open resources; partnerships, etc.

PART SIX- Implementation activities for the content of module

Love for NATURE cannot be reduced to mere declarations of its beauty and is not just a desire to be in its midst, but to act on its behalf.

Every teacher must make pupils aware that the notion of protecting nature does not require them to give up the resources it offers, but only to use them rationally, without abuse. It is necessary to cultivate an interest in maintaining a balanced natural environment that is conducive to life, but also in behaviour that is conducive to improving relations between man and the natural environment in which he lives.

A few years ago, an educational program called "**Green Week**" was implemented in Romanian schools, a non-formal education program organized in Romanian schools, which aims to promote environmental education and raise students' awareness of the importance of protecting the environment. **Green Week** can be considered both a challenge and an opportunity for Romanian education. On the one hand, organising and carrying out non-formal activities can be a challenge for schools and teachers, especially for those who are not used to working outside the traditional methodology. On the other hand, Green Week is an opportunity for schools and teachers to provide



alternative and attractive learning opportunities for students and to engage in non-formal learning activities focused on the environment and sustainability. The following activities could be implemented in schools:

- **Greening the area around the school** - organise a general clean-up of the area around the school and involve students in this activity to understand the importance of cleanliness and respect for the environment.
- **Tree or flower planting** - organise a tree or flower planting activity in the school yard or a nearby park to encourage students to care for the environment and learn about the importance of plants in ecosystems.
- **Visit a recycling station** - organise a trip to a recycling station to show students the recycling process and teach them how to recycle properly.
- **Recycling projects** - divide students into groups and ask them to come up with innovative ideas to recycle different materials such as paper, bottles, cans, etc.
- **Organise an organic produce fair** - ask students to bring organic produce from their gardens or make homemade products and organise a fair at school to encourage healthy and sustainable eating.
- **Conferences and presentations on the environment** - invite an environmental specialist or environmental activist to give a presentation or lecture to students on current environmental issues and how these issues can be addressed.
- **Participate in an environmental campaign** - involve students in a local environmental campaign, such as a litter collection or tree planting campaign, animal/bird protection campaign to teach them how to act for the benefit of the environment.

Green Week projects can be set up as interdisciplinary projects to be coordinated by teams of teachers from different specialities. The skill will be to prepare such projects, and to help you, I offer a list of activities/miniprojects that can be combined according to the creativity and originality of teams of teachers from different specialities to create successful educational projects.

There are several ways to integrate **language and foreign languages** into **Green Week** projects. Some examples include:

- **Writing compositions and essays** on environmental protection in Romanian or in the foreign language studied.
- **Developing communication skills** through role-playing or debating activities on environmental issues, where students are encouraged to express their opinions and argue.
- **Reading children's and adult literature** on environmental themes, which can be discussed and analysed in class, giving students the opportunity to develop their reading and reading comprehension skills.
- **Participate in cultural exchanges** with students from other countries and languages to discuss and compare the different ways in which the environment is perceived and approached in different parts of the world.
- **Watching and analysing films or documentaries** on the environment, followed by discussions and debates in Romanian or the foreign language studied.

Green Week can be a great opportunity to incorporate **maths** into non-formal environmental and ecological activities. Here are some examples of such activities:

- **Studying animal populations** - In this project, students can learn about the rise and fall of populations, using statistical data about how many animals are found in a particular area and how this number changes over time.
- **Water Quality Study** - Students can learn about ratios, volume, and other mathematical concepts while collecting data about water quality in a local river or lake. They can then use this data to plot graphs and determine whether or not the water quality is acceptable.



- **Calculating Carbon Footprint** - In this project, students can learn about the concept of carbon footprint and how it can be calculated. They can then calculate the carbon footprint of their school or town and make suggestions for reducing it.
- **Studying weather patterns** - In this project, students can learn about the concepts of temperature, atmospheric pressure and precipitation. They can use weather data to draw graphs and learn about how these phenomena are interconnected.
- **Calculating waste** - Students can learn about ratios and fractions as they calculate the amount of waste their school or town produces. They can then make suggestions for reducing waste.

Astronomy is a fascinating subject and there are many ways in which practical astronomy can be integrated into **Green Week**. For example:

- **Stargazing** - you can organise an outdoor stargazing evening. Choose a dark place and organise a field trip with your students at night to see constellations, planets and other interesting celestial objects. If you don't have a telescope, you can use binoculars for an equally interesting experience.
- **Planning an "astronomical garden"** - you could organise an activity where students plan and plant an astronomical garden, in which they grow plants named after constellations, planets or other celestial objects (sunflowers, Petunia Night Sky, but also plants named after asteroids: Azalea, Camellia, Clivia, Datura, Magnolia, Petunia, Primula, etc.) You can use star maps and apps to help students identify constellations and associate them with the corresponding plants.
- **Building solar models** - you can organise an activity where students build solar models. This can be done by using small solar panels or even using LEDs and batteries to demonstrate how solar energy is converted into electricity.
- **Organise a portable planetarium** - you can do an activity where you build a portable planetarium using a projector, screen and specialised software. Students will be able to see different celestial objects and learn more about the cosmos.
- **Building rockets and satellites** - you can organise an activity where students build their own rockets or satellites. This can be done using simple materials such as recycled plastic bottles and cardboard.
- **Participate in NASA EarthKam student missions** - with this programme students can learn about Earth's geography, climate, life on Earth and space exploration.
- **Build a sundial** - this activity allows students to learn about the apparent motion of the Sun in the sky and how it can be used to measure time in a simple and natural way.
- **Observing the movement of the Sun** at different times of the day - together with students, you can make regular observations of the Sun's movement in the sky, watching how its position changes with the time of day.
- **Observe the Moon** with a telescope or binoculars to discover craters, mountains and lava fields. Depending on when Green Week takes place, a special Moon-watching session can be organised at night in a place with the darkest possible sky.
- **Studying human impact on the Moon's surface/ outer space.** Students can learn about the different space missions that have landed on the Moon/space and research the impact of these missions on the Moon's surface.

Art can be incorporated into **Green Week** by involving students in art activities related to themes such as nature, environmental protection, recycling, biodiversity, sustainable agriculture and more. Here are some examples of activities:

- **Painting on canvas:** Students can create their own nature-inspired artwork and be encouraged to use sustainable and environmentally friendly art materials.
- **Nature photography:** Pupils can explore their surroundings and photograph local flora and fauna, weather phenomena or other elements of the environment, then organise an exhibition of their photos to raise awareness of the beauty of nature.



- **Theatre:** Students can write and stage their own plays with themes related to the environment and its protection. These can then be performed in front of other students, teachers or parents.
- **Sculpture with recycled materials:** Pupils can create sculptures using recycled materials such as plastic bottles, paper or cardboard to teach them about the importance of recycling and reuse.
- **Public art projects:** Students can work with local authorities and create public art projects to encourage people to be more environmentally aware, such as painting public benches with bright colours or creating murals.

Sports activities can be integrated into **Green Week** to encourage an active and healthy lifestyle, but also to promote the importance of outdoor activities and environmental protection. Some of the sports activities that can take place during **Green Week** include:

- **Guided nature walks and hikes** - Organise walks in the park or forest to explore nature and learn about the environment. Encourage students to observe and record the plants and animals they see.
- **Bicycles and other eco-friendly transport** - Organise bike rides to promote eco-friendly transport and outdoor exercise.
- **Outdoor games** - Encourage students to play outdoor games that involve physical activities such as Frisbee, volleyball or soccer.
- **Outdoor yoga exercise** - Organise outdoor yoga classes to encourage relaxation, balance and connection with nature.
- **Water activities** - Organise swimming activities or boat/hydrobike rides etc on nearby lakes or rivers to learn about the importance of protecting water.

During **Green Week**, a variety of activities can be carried out in the **science curriculum area**, such as:

- **Studying and analysing the biodiversity** of an area by collecting plant and animal samples, identifying and classifying them;
- **Visiting a botanical garden**, arboretum or nature reserve to study the plants and ecosystems present in those places;
- Making a **herbarium** by collecting plants and making drawings and sketches of them;
- **Urban ecology** experiences, by visiting a park or green area in a city and analysing the ecological implications of urbanisation;
- Conducting **scientific experiments** on natural resources and their sustainable use, such as experiments on recycling materials or reducing water and energy consumption;
- Organising **debates** and discussions on the impact of climate change on the environment and possible solutions to reduce greenhouse gas emissions.

There are many **geography** and **geology** activities that can be done during **Green Week**, which I will list below:

- **Identifying and classifying rocks and minerals:** students can be taught how to identify different types of rocks and minerals using characters such as colour, shape, texture and density, but they can also use digital applications for this purpose.
- **Visiting interesting geological areas:** pupils can go on a trip to an important geological area, where they can learn about the geological processes that have taken place there and their impact on the environment and local communities.
- **Mapping:** pupils can learn to interpret maps and create their own maps, using tools such as GPS or simple topographical instruments.
- **Climate study:** students can learn about how the environment is affected by climate change and how action can be taken to reduce its impact.

In the context of **Green Week**, there are a variety of non-formal activities in the field of **technology education** that can be carried out, among them:



- Building a **mini-irrigation system** from recycled materials to show how water resources can be saved and energy consumption reduced.
- Designing and building a simple **solar panel** to show how we can use solar energy sustainably.
- Creating a **waste recycling and recovery project** involving the use of technology tools.
- Creating an **engineering project** involving the construction of a prototype electric car or electric bicycle using renewable energy.

Among the **ICT** activities that can be implemented in **Green Week**, I propose:

- **Develop a website or app** to monitor air quality in a specific area. This activity may also involve the development of sensors to measure air quality.
- **Creating video presentations or graphics highlighting** environmental problems and possible solutions.
- **Using online tools** to calculate the carbon footprint of an individual or community and identifying solutions to reduce this footprint.
- **Using apps** to identify plants and animals in a given area and collect related data to map biodiversity.
- **Develop games/quizzes or mobile apps** to raise awareness of environmental issues and encourage students to take action to protect the environment.

PART SEVEN- You can include a self-Check for the learner at the end, a checklist about competences they have got from the module.

EVALUATION

1. Give at least five examples of behaviours and attitudes that are relevant to environmental education and climate change:

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2. Environmental education aims at change and action orientation, taking into account three dimensions. Make the correspondence:

1. The culture of complexity		A) Educating to act involves building competences, understood in terms of the ability to train knowledge and skills to analyse a given situation/problem, find a solution and act to implement it.
2. Capacity for action		B) The school will create bridges and meeting places, not only with the families of the students, but also with local institutions and organizations, to involve them in joint environmental projects that benefit the whole community. In this way, the school can create the context for pupils to take co-responsibility for the environment, but also teach them a model of cooperation to solve community problems.
3. Co-responsibility for the environment		C) Climate change education is linked to complexity education. In this context, complexity is



		understood as a way of thinking and acting, taking into account variables such as risk, uncertainty, permanent change. Values associated with this level are: participation, valuing strategic thinking, collective responsibility.
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3. A few years ago, an educational program called "Green Week" was implemented in Romanian schools. What is the aim of this programme?

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4. Give examples of two activities that can be organised with students and which, in your opinion, have a great impact on the formation of an ecological attitude. Please justify your choice!

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PART EIGHT- Conclusion

The correlation of human interests according to the laws of nature is the only prerequisite for the continuity of life on Earth.

Environmental protection can only be fully achieved by combining legal and administrative measures with educational ones. Changing people's mentality is not easy, but without education in this respect, any action to protect the environment is doomed to failure.

Environmental education can be achieved in particular through schools and the media, with a logical motivation. Ecological education is based on awareness which has this single purpose - to protect nature, to make it preserve its health, on which our health, our human health, ultimately depends. Healing nature from all kinds of harmful substances in the atmosphere, soil and water cannot be done without awareness and without effective ecological training of all of us.

Ecological education starts, or should start, from early childhood. It contributes to the formation of an ecological awareness and an ecological thinking about nature, which results in a careful and correct behaviour towards it. In lessons, depending on the case, it is necessary to address ecological issues that contribute gradually to the formation of ecological awareness.

The informational and correlative values are multiple. They become effective if they are consistent and attractive.

The objectives of environmental education are equally concerned with the acquisition of skills, the acquisition of attitudes, the clarification of values and the practical approach. From a school perspective, the pupil must be helped:

- to understand that man is inseparable from his environment and that the negative effects of his actions have consequences for the environment
- to obtain the basic knowledge necessary to solve the problems of his environment immediately
- to judge individual and collective responsibilities, to engage in obtaining cooperation in solving problems



- develop tools for analysis, reflection and action to understand, prevent and correct environmental damage

On the behavioural level, to develop knowledge, problems and attitudes that take into account social values.

Environmental education will not achieve its goal if the actions it suggests to the pupil are not carried out around him - in the family, in the community in which he lives.

The effectiveness of environmental education can only be judged by the long-term effects on the behaviour of the future citizen, but the obligation to have an immediate usefulness (through practical applications, through student intervention, concrete situations) remains in force. Environmental education must show that success cannot be achieved without a judicious combination of general principles and relevant data on what is particular to a concrete situation.

In conclusion, the school has the task of organising and carrying out a lively and sustained activity on ecological education and environmental protection, and pupils, under the guidance of teachers, can and must form nature defenders. True ecological education will achieve its goal only when it succeeds in convincing pupils - tomorrow's citizens - of the need to protect nature and become active factors in the reconciliation of man and nature.

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