nant position in the field of environmental education. Most environmental issues exist in the didactic materials for the fifth grade, but the fewest in the third grade of secondary school. In general, in the didactic materials for primary and secondary school in the Republic of Serbia there are about 5.4% of environmental issues. There is no vertical or horizontal linking, and there is disharmony in presenting the extent of some problems of the protection and advancement of the environment.

There is a need to improve the teaching process in order to increase the level and development of environmental awareness of students in primary and secondary schools. This can facilitate the way to obtain environmentally desirable behavior of young people. Integrating environmental education into school life requires a coherent approach to various fronts for there to be progress towards sustainable development in the school itself. Because of the lack of national guidelines and institutional coordination we are not able to make a qualitative leap forward, and we also need to seek a holistic approach to contribute to education about and for the environment. Despite the fact, we must be creative and persistent because didactic material is to be varied, just like the environment in which we live. It is necessary to promote and encourage more environmental education, particularly through the development of a national strategy concerning environmental protection. In this sense a priority should be given to the approach to environmental issues in the didactic materials.

References


Serbian School System as a Barrier to the Development


