

Output 1

A Review analysis of experiential learning practices in primary education in Hungary, Romania and Slovenia

Table of contents

1. Introduction.....	3
2. Curricula Framework	3
2.1. Hungary	3
2.2. Romania.....	4
2.3. Slovenia	4
3. Key competencies – results based on questionnaires.....	5
3.1. Hungary	5
3.1.1. General questions	5
3.1.2. Environment-related questions referring to the institution	12
3.1.3. Conclusion.....	18
3.2. Romania.....	20
3.2.1. General questions	21
3.2.2. Environment-related questions referring to the institution	26
3.2.3. Conclusion.....	30
3.3. Slovenia	33
3.3.1. Genereal questions	35
3.3.2. Environment-related questions referring to the institution	40
3.3.3. Conclusion.....	45
4. Key competences-results based on interviews	47
4.1. Hungary	47
4.2. Romania.....	55
4.3. Slovenia	62
5. General conclusion (Students).....	71
6. General conclusion (Teachers).....	73

1. Introduction

As part of the Erasmus+ Project Back to Nature, a survey was conducted among the pupils and teachers in different primary schools. The purpose of the survey was to establish the extent to which environmental education is present in schools, what kind of attitude the teachers take toward environmental topics and whether they would agree on using additional material to enhance the environmental education.

The survey was conducted in

- Romania in 10 schools, from Mures county as follow: 7 schools from rural area and 3 schools from Tg. Mures, the capital city of the Mures county
- Slovenia in 6 schools, from Prokmurje region as follow: 5 schools from rural area and 1 school from the city of Lendava
- Hungary in 10 schools, from South West of Hungary as follow: 5 schools from rural area and 5 schools from the towns of Nagykanizsa and Letenye

2. Curricula Framework

2.1. Hungary

As it is known from the aims of the NAT, the core curriculum handles the matter of environmental training as a high priority. In Hungary the program of environmental training is the part of the educational program and it is prepared by each institution as a separate chapter or appendix of the educational program, even as a section of the health education program. The program defines concrete aims, a concrete mission.

There are no two alike programs, the types and locations of institutions must always be taken into consideration (village vs. town schools), since the facilities, possibilities are different, in addition in terms of preparedness the schools show different pictures.

The environmental training fights against quite a lot of problems. However, it has got only a few opponents, its concrete realization is aggravated by objective and subjective factors. Our task is to turn the negative effects into positive ones.

2.2. Romania

Romanian science school syllabi are still dominated by a static vision in what students have to do in learning Science (i.e. by objectives that require declarative knowledge). There is a need for a dynamic vision regarding students learning and involvement abilities in constructing their own knowledge (the cognitive processes developed in students), a curriculum that emphasizes scientific inquiry, in direct relation with the proposals of many specialists in the field.

2.3. Slovenia

Natural sciences relate in all thematic contents to mathematics in a cross-curricular way, especially in collecting, arranging and presenting data. Regardless of the content, the teachers of natural sciences are connected with teachers of Slovene language in comprehension and writing development (dealing with technical texts; oral and written communication and presentation), and furthermore with geography teachers (horizontal connection). They can effectively connect and complement each other at organizing and performing fieldwork. They even connect classes, such as home economics, art, music engineering and technology

3. Key competencies – results based on questionnaires

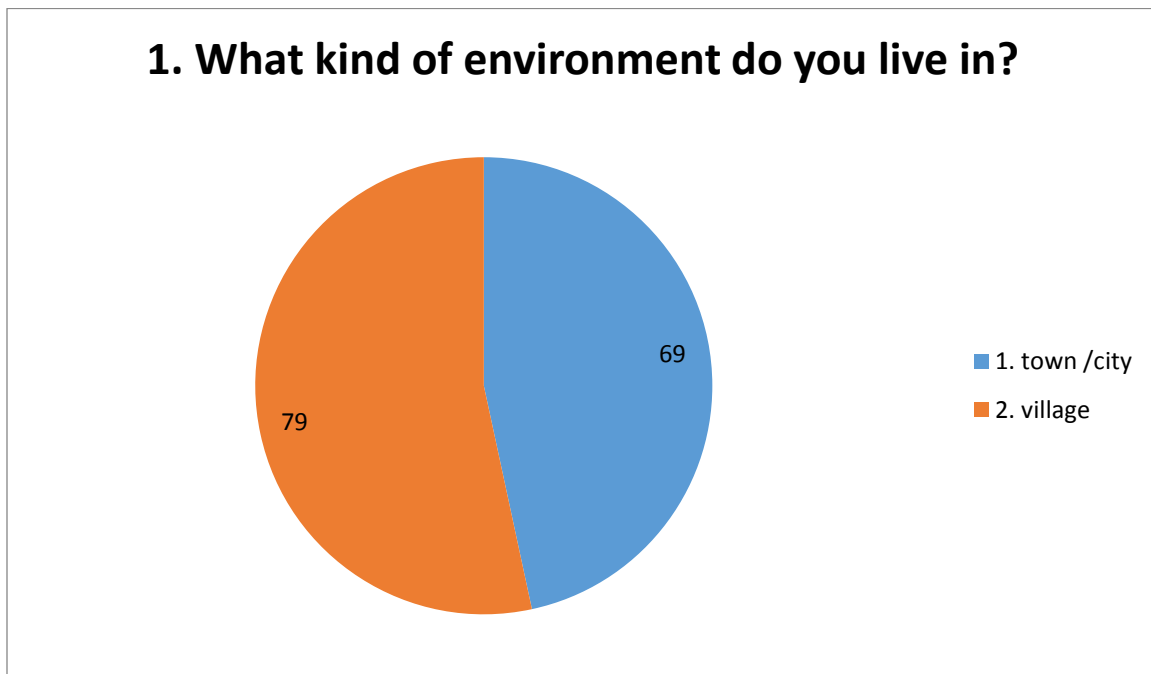
The purpose of the study was to establish the current role of environmental education in schools and find some deficiencies occurring during the pupils' key skills development. The data resulting from the research were gathered from the printed and completed questionnaires and then, analyzed. The study used a descriptive and non-experimental research method.

3.1. Hungary

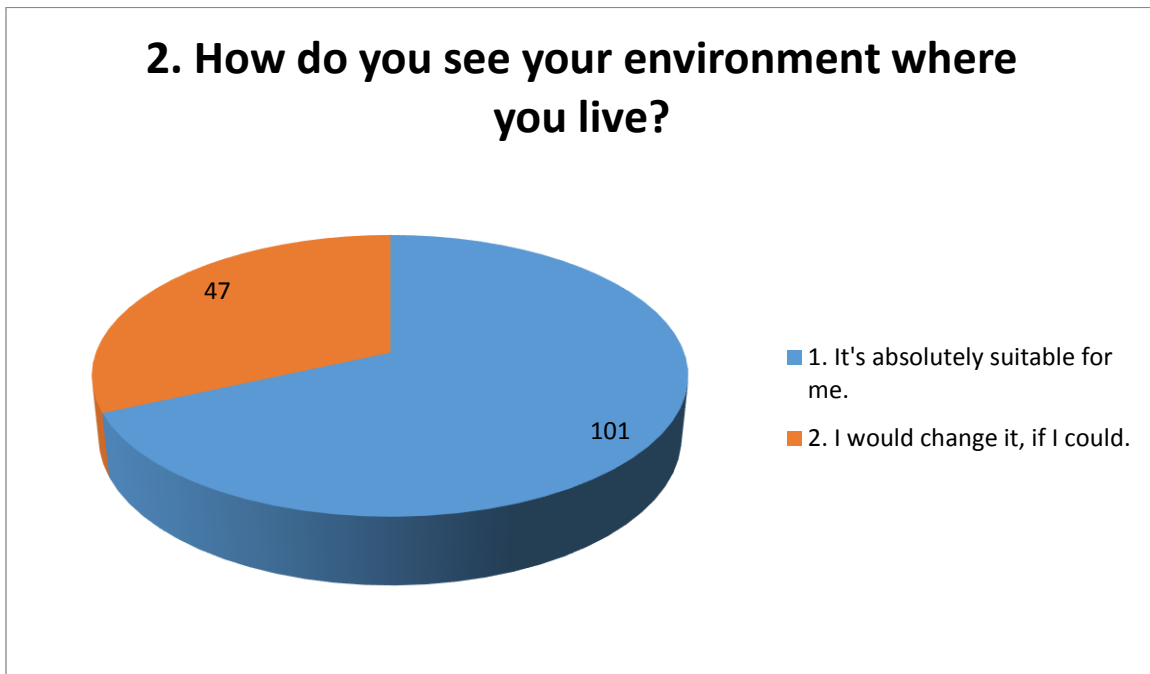
3.1.1. General questions

Altogether 148 students of 10 primary schools took part in the students' questionnaires. The participating primary schools have got different circumstances, because five of them are in two towns (Kőrösi, Zrínyi, Bolyai, Rozgonyi Primary Schools from Nagykanizsa and the Primary School of Letenye), three of them are in the outskirts of Nagykanizsa (the Primary Schools of Kiskanizsa, Miklósfa and Palin) and two of them are in villages (the Primary Schools of Becsehely and Borsfa).

The data collection was carried out on paper and the results were put in excel charts, attached to this chapter. The students had to answer 20 questions and the following results were born:

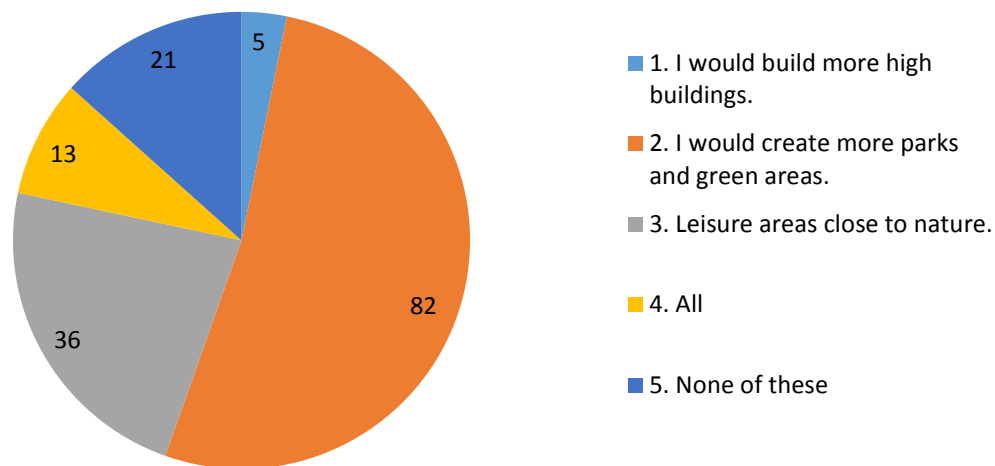


Most of the questioned students live in a village, so they have a residential area closer to nature than those who live in towns. It can help these children consider environmental protection as their personal matter and actively take part in it. On the other hand, the students who live in towns can do a lot to preserve their residential area as naturally as they can by getting to know more intensively the concept of sustainability and the practical usage of it.



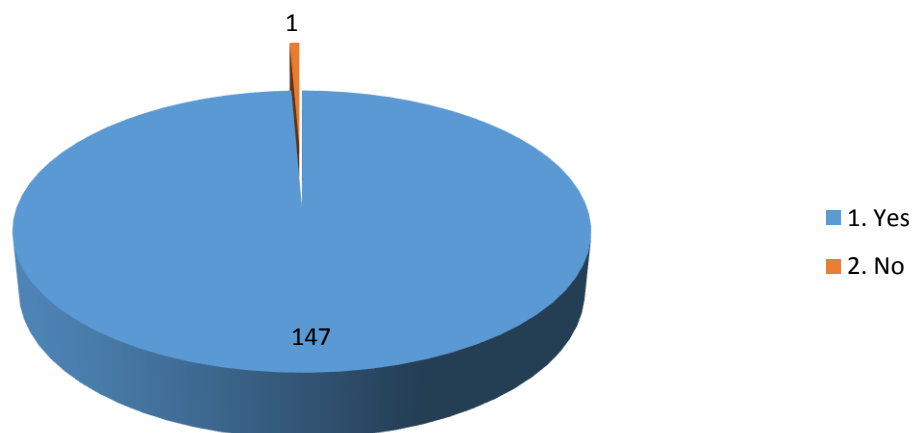
According to 68 % of the children the environment they live in is perfectly satisfactory, while according to 32 % of the responders their residential area is not suitable for them, they would carry out smaller or bigger changes in it in order to make it more livable. An important role of environmental education is therefore to teach children how to transform their environment without influencing its complicated system in any negative ways and how to preserve the still existing natural systems with the fewest interventions.

3. What would you change?

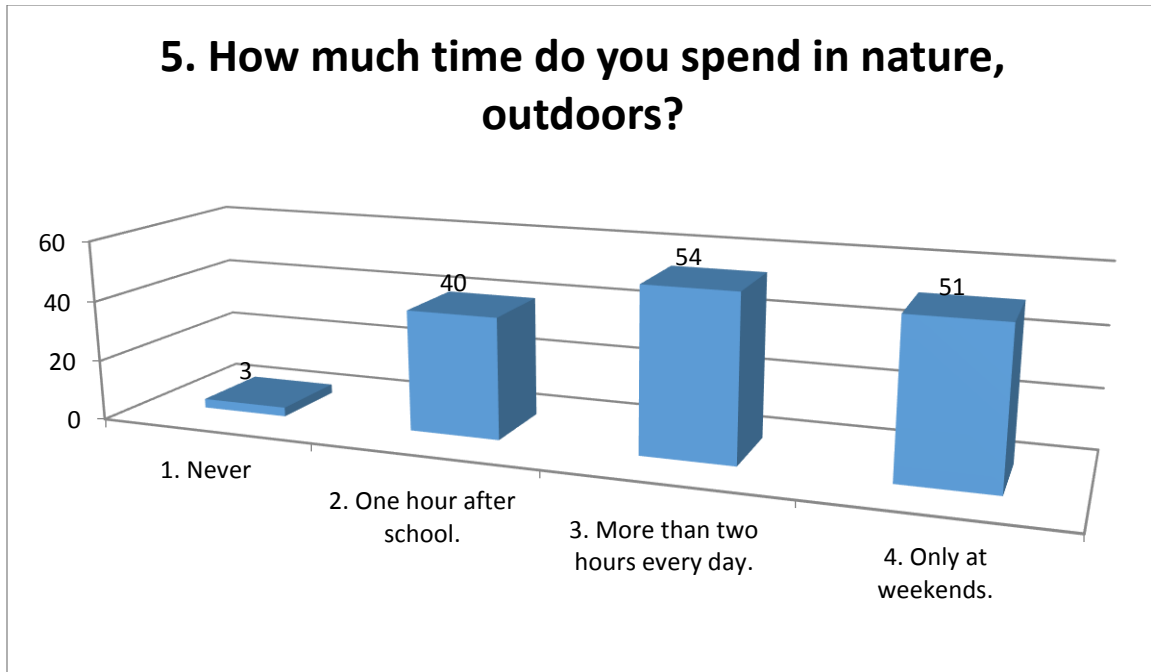


The significant majority of the responders think that the changes should mean creating parks and green leisure areas close to nature, which is quite important, because in Hungary in towns (especially in cities) there are only few areas covered with green vegetation, so the expansion of these places is a serious matter to solve.

4. Do you like spending your time outdoor, in nature?

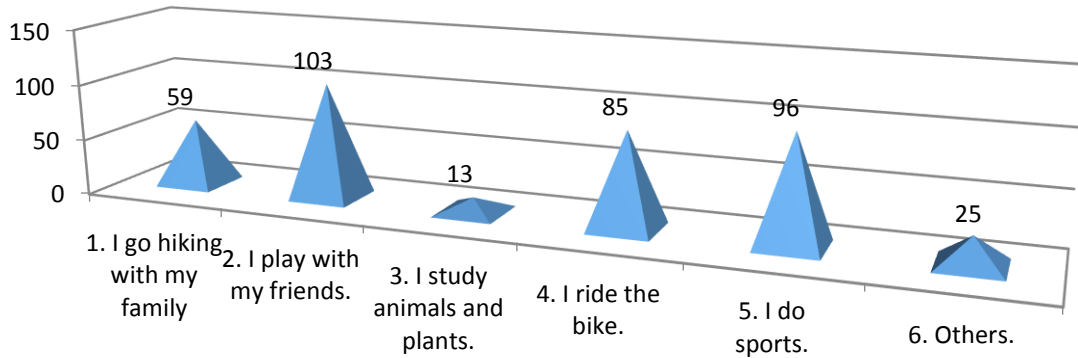


It is a joyful fact that the vast majority of the questioned students like to be in nature. This can be a good base for deepening the environment-conscious aspect and children can more easily be made interested in this.



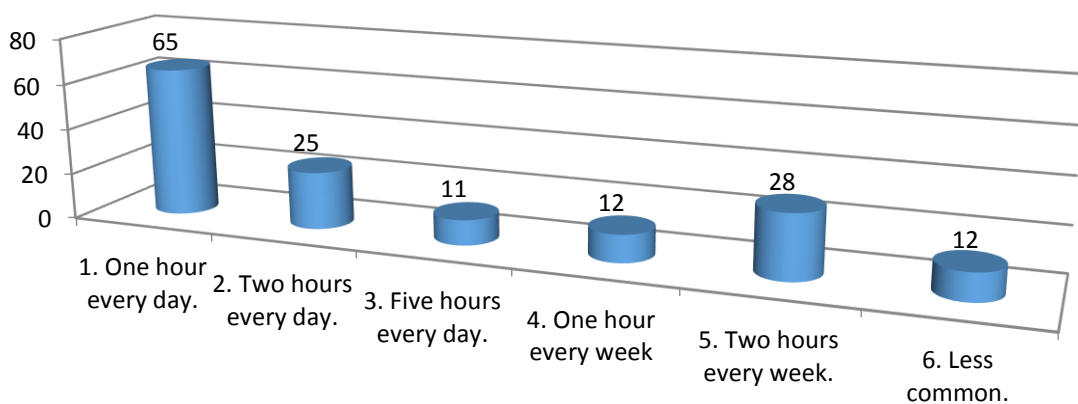
It is a positive trend that the bigger part of the questioned children spend one hour or even more than two hours in nature outside school every day, but unfortunately the proportion of those who do it only at weekends is also high. It indicates that there is still a lot of work to do on the field of propagating and helping activities in open air. It is very important because besides the deepening of environmental-consciousness outdoor activities also help the healthy physical and psychical development of children.

6. What do you usually do in nature, outdoors out of school?

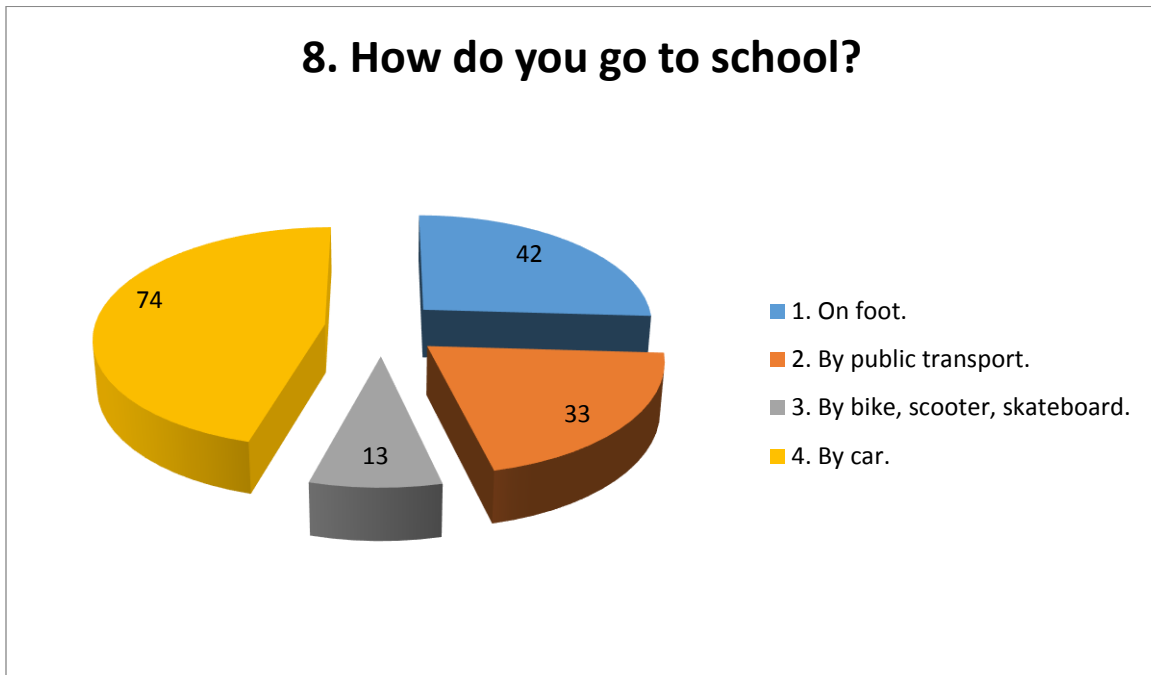


The majority of responders do those types of activities in nature which are closely attached to it. In terms of children they may mean social activities, which – apart from the advantages mentioned above – have got a great share in building communities, so they help the harmonic development of personality.

7. How much time do you spend doing active exercise out of school?

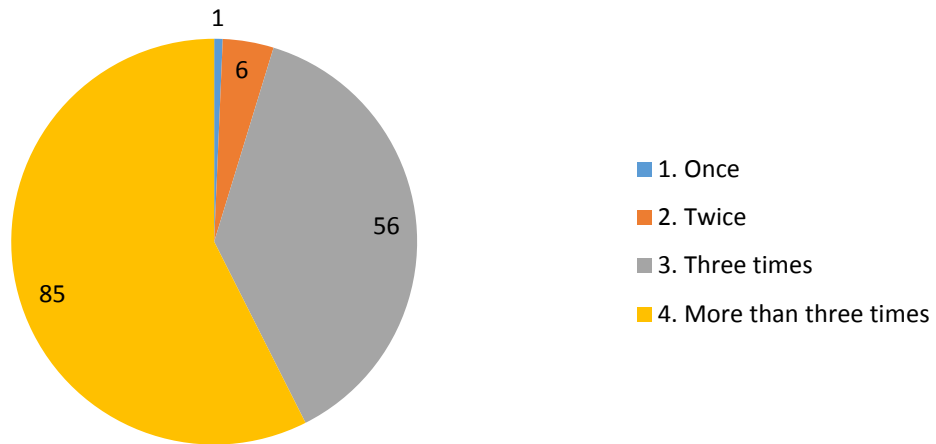


The answers indicate that most of the questioned students surely spend one hour outside school with active moving. This is obviously because a significant part of children aged 9-11 take part in some sport or trainings independent from school or they have a need of moving outside at home, even on weekdays. However, the proportion of those who move actively less than two hours every week should be reduced.



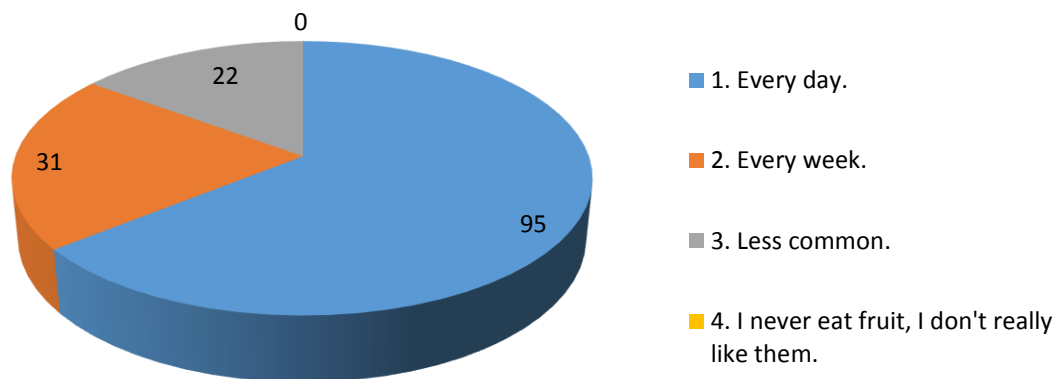
At this question more possible answers could be given. As it can be seen, those answers are in majority, according to which the bigger part of the children use some kind of means of transport (public transport or car) in order to get to school. The reason for this is partly that there can be a remarkable distance between the residential area and the school, but apparently it would be a healthier and eco-friendlier solution to raise the frequency of the other two ways of getting to school.

9. How often do you eat in the school and at home?



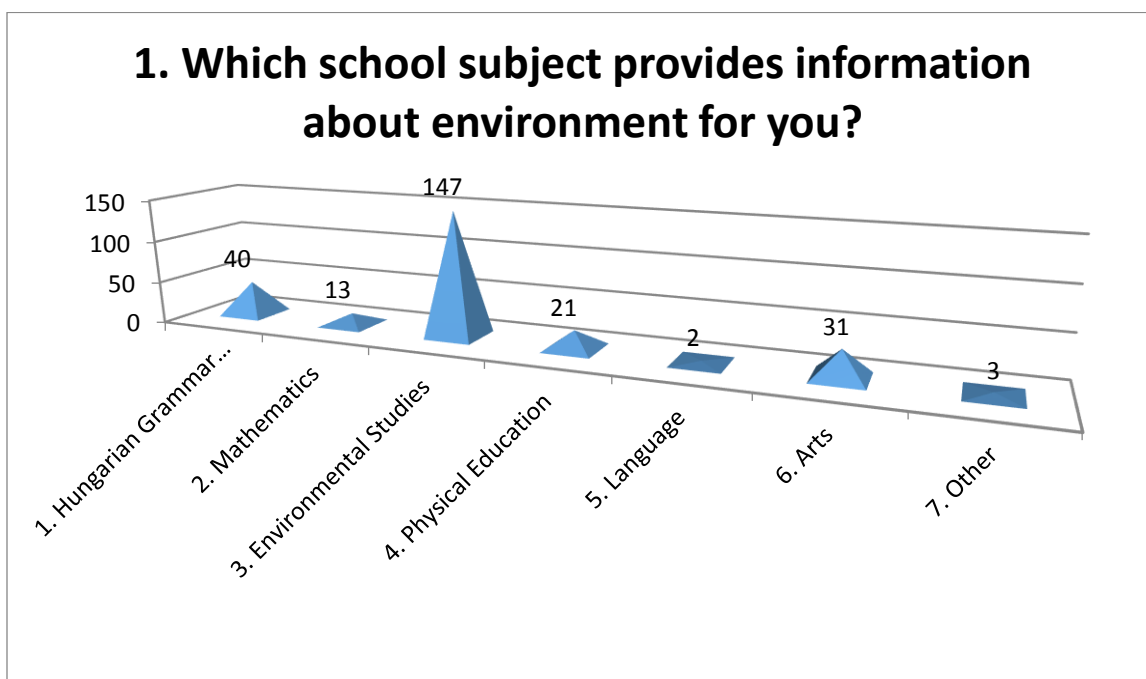
On the field of nutrition the shaping of regularity is an important factor from the point of view of preserving health. That is why it can be appreciated positively that the vast majority of the questioned children have meal more than three times or at least three times a day.

10. How often do you eat fruit in the school and at home?



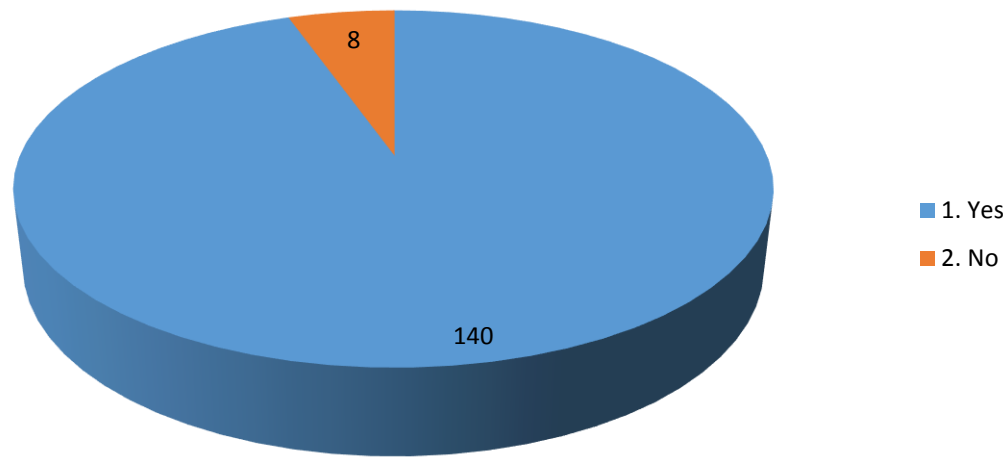
Luckily the majority of children eat fruit every day, which is also important to form healthy eating habits but the portion of those who have fruit only weekly or less common is still high. Vitamin-rich nutrition and preserving health are significant factors of environment-consciousness and – apart from home education - environmental education at school has a great share in shaping regularity.

3.1.2. Environment-related questions referring to the institution



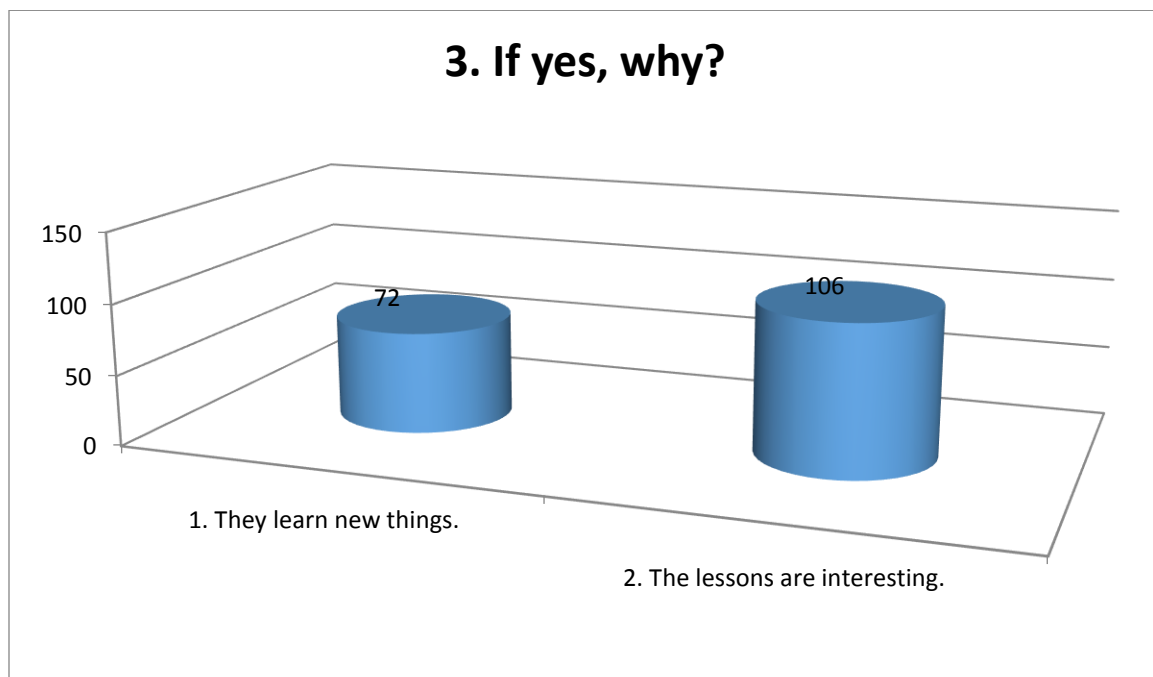
In this case the result is not surprising, only probably the rate of Hungarian Grammar and Literature is outstandingly high among the subjects. The reason for this can be that the integration of environmental education goes on satisfactorily within these subjects and students can already gain knowledge about environmental concepts and processes in these lessons through texts and literature. On the fields of Mathematics, Language and other, not mentioned subjects the integration has not been so advanced yet.

2. Do you like science/natural science?



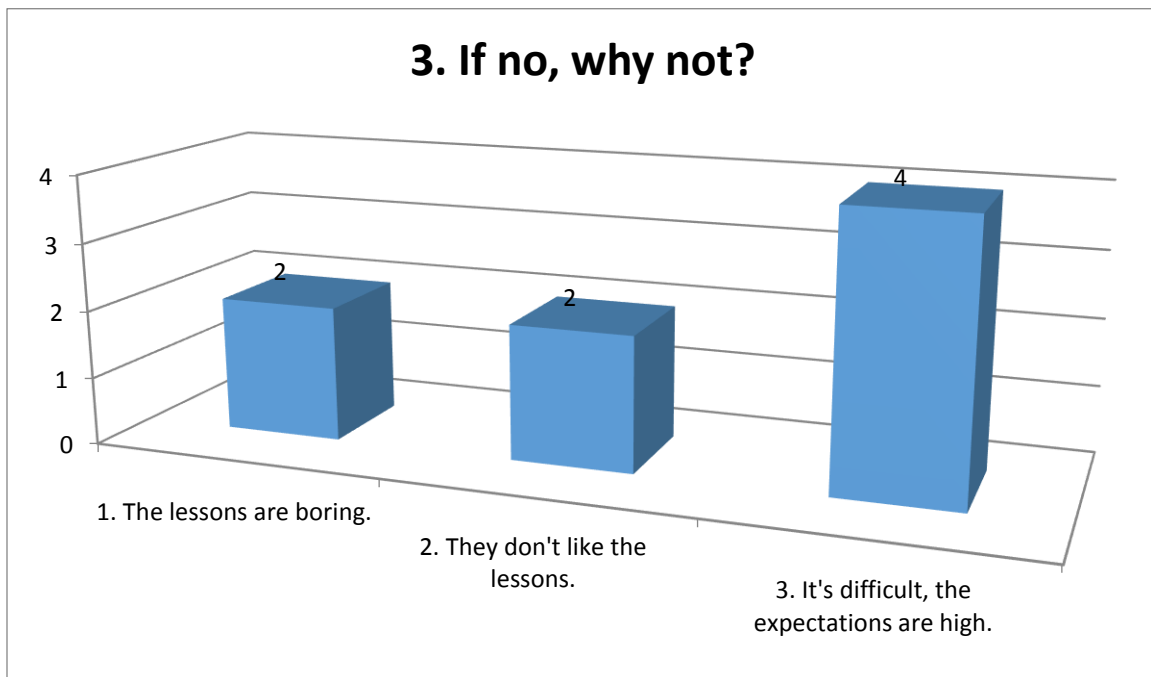
The vast majority of students like the lessons of Nature Studies and Environmental Studies, which indicates that the matters which these subjects deal with are close to children, their interest toward environmental issues can easily be kept alive.

3. If yes, why?



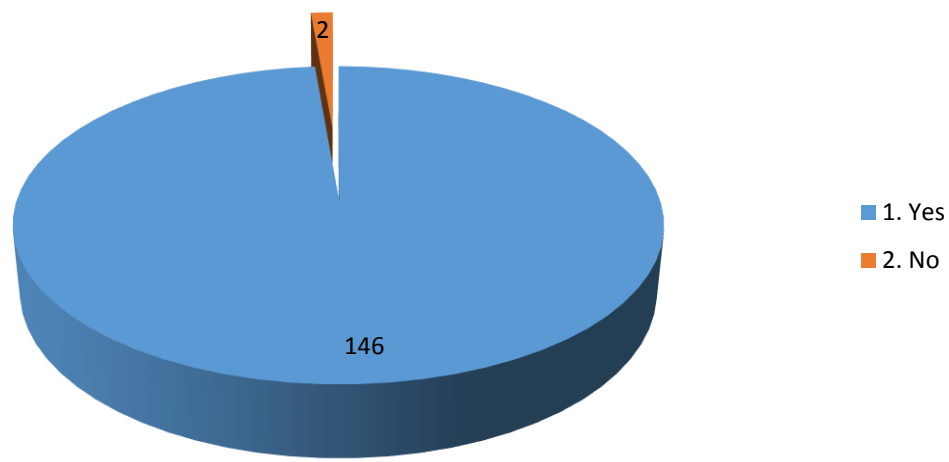
At this question children could give more answers. The bigger part of those students who like Nature Studies and Environmental Studies find the lessons interesting rather than informative.

The reason for this may be that a lot of children have already got some knowledge about environmental issues at home or kindergarten. Despite it – according to the answers – these subjects can still be taught interestingly for students.



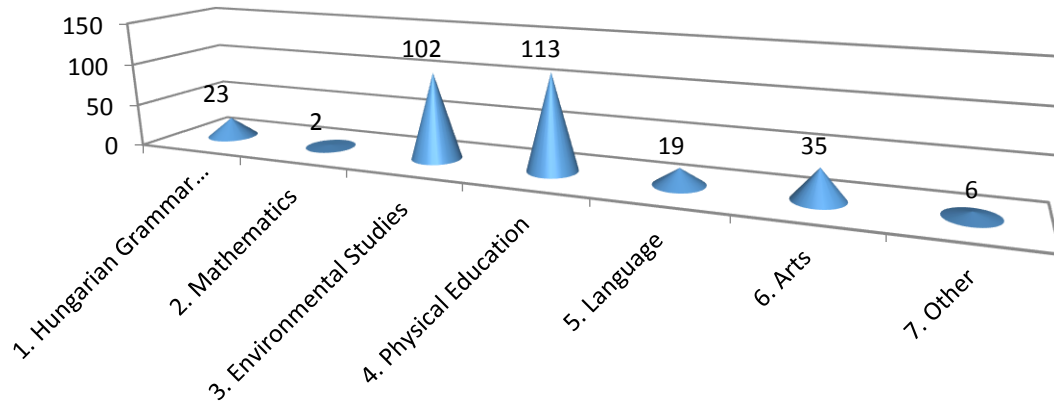
It is a bit sorrowful fact that the expectations in the lessons of Nature Studies and Environmental Studies are too high for some students. It indicates that in these cases it would be important to apply unconventional pedagogical methods (at least in certain lessons) and concentrate on acquiring good experiences, raising and maintaining interests a little more sometimes.

4. Have you ever had lesson in the open air?



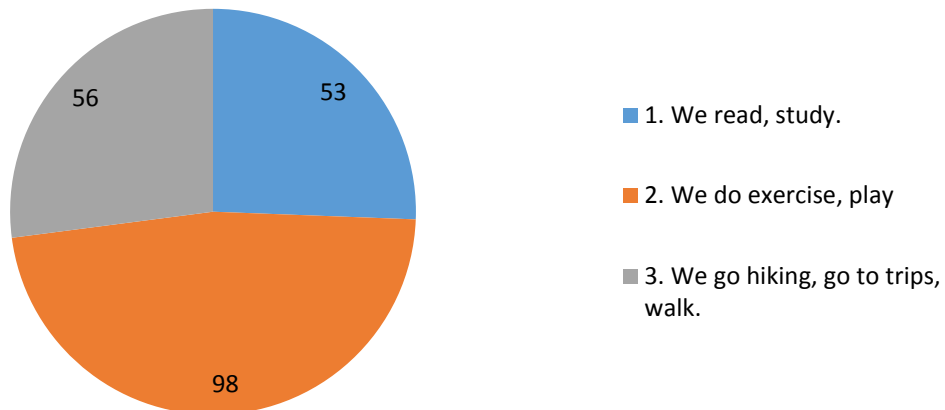
According to the answers almost every student has already taken part in some outdoor lessons, which – because of their unconventionality – were apparently good experiences.

5. If the answer yes, which school subject was it?



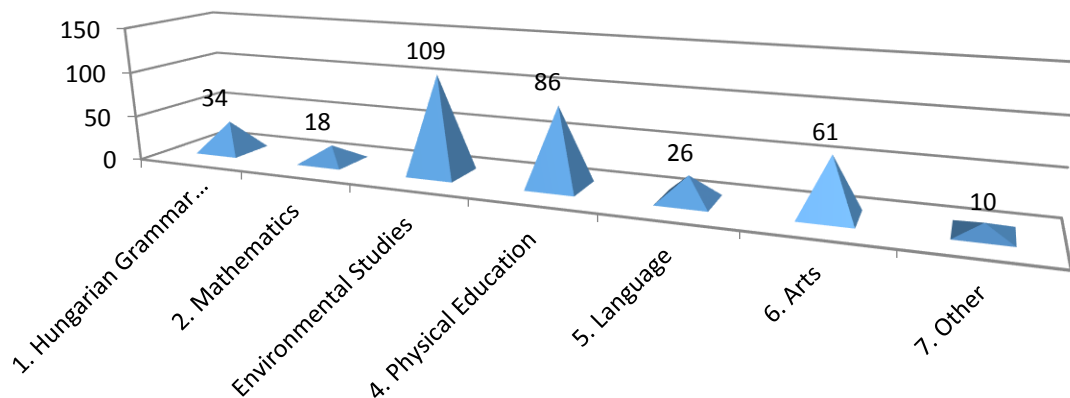
The result is not surprising and it also indicates a kind of order in terms of the extent to which environmental education can be integrated in the given subject. The relatively high rate of Hungarian Grammar and Literature is considerable as well as the quite low portions of Mathematics and Language.

6. What did you do? How was your day? How did you feel?

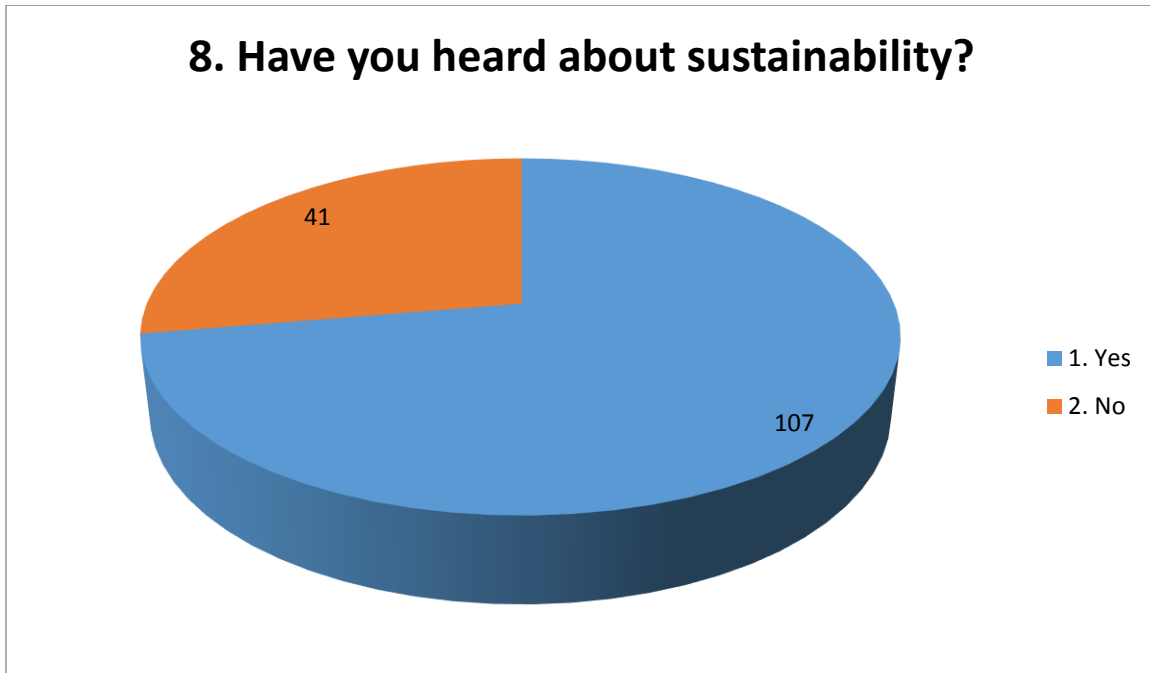


It appears from the given answers that the children did mainly those kinds of activities which can be closely connected to nature during outdoor lessons. With the help of these their relationship to environment and nature can be strengthened even more.

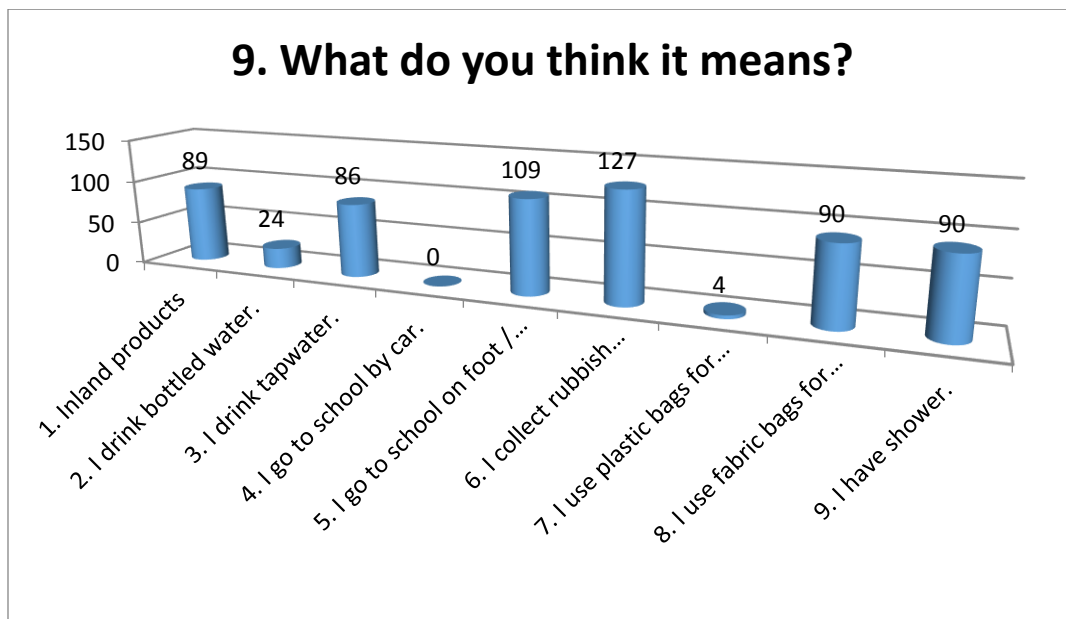
7. Which school subject would you imagine outdoors?



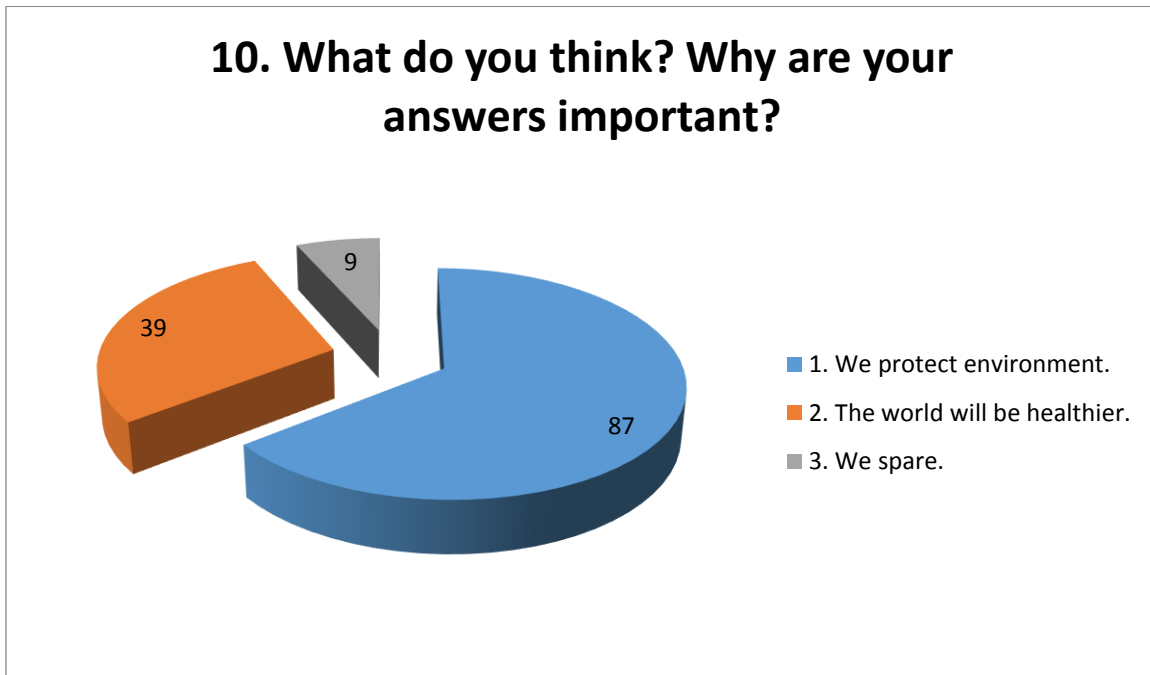
It is interesting to compare these answers to those relating to lessons actually spent in nature. According to this Physical Education is the only subject which is "over fulfilled" the imagined ideas, namely, more P.E. lessons were held in nature than there were originally imagined by the students. In terms of the other subjects children could imagine more lessons in nature.



According to the result the majority of the children have already heard of the concept of sustainability, but the portion of those who gave negative answers to this question is still quite high.



The majority of students – whether they have heard of the concept of sustainability or not – linked suitable characteristics to this notion. The great rate of selective rubbish collecting and going on foot represents that children connect sustainability mainly to protecting and keeping clean the environment. That attribute of sustainability which emphasizes the limitations of personal overconsumption has not deepened in them yet.



At this question the number of answers were fewer than the participating students because some of them could not or did not want to reply. The bigger part of children link the importance of their answers to slightly abstract concepts of environmental protection, while sparing, as a practical factor is less authoritative for them and this is apparently partly age specific.

3.1.3. Conclusion

According to the answers which refer to the students' personal environment most of them live in a relatively healthy environment and try to follow a healthy lifestyle.

The majority of them live in villages, which are suitable for them, they would not change it. But if they had the possibility to transform their environment, they would create more green areas.

As for their lifestyle, they are quite close to nature and spend as much time outdoors as they can. They do outdoor activities which can be closely related to nature and do at least one hour of active exercise out of school every day.

The rate of those answers according to which children go to school on foot, by public transport or by bike is higher than the proportion of those who go by car. Most students eat more than three times a day and fruit every day.

Regarding the answers about institution environment, most of the children think that school subjects from all groups of sciences provide information about environment for them, though at varying degrees. The majority of children like science/natural science because they can learn new things in the lessons and they find the lessons interesting. Most of them have already had an open-air lesson and these lessons were represented from every group of school subjects, though at varying degrees. They could also imagine all kinds of lessons in nature.

As for the concept of sustainability most of them have already heard about it and have various ideas about what it really means.

The majority of students think that their answers are important because they can protect nature and make it healthier.

So summing up the results of the questionnaires it seems that the majority of the questioned students have already made the important first steps on the field of environment-consciousness regarding their certain habits. However, as for the integration in certain subjects, the more exact acquirement of important concepts (e.g. sustainability) and the regular practical way of life there is still a lot of work to do.

3.2. Romania

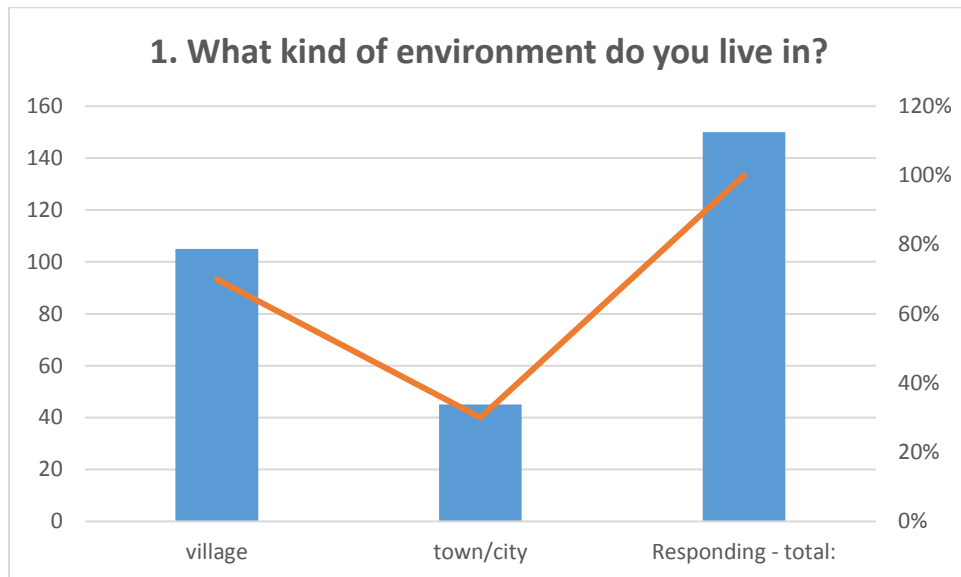
The questionnaires were distributed to 150 pupils from 9 primary/secondary schools and one high school. The data resulting from the research were gathered from the printed and completed questionnaires and then, analyzed. The study used a descriptive and non-experimental research method.

	F	f %
“Deak Farkas” Primary School, Miercurea Nirajului	15	10%
Acatari Secondary School	15	10%
“Szentivani Mihaly” Primary School, Galesti	15	10%
“Kiss Gergely” Primary School, Pasareni	15	10%
Primary School of Magherani	15	10%
Primary School of Vargata	15	10%
Bilingual Elementary School of Glodeni	20	13.33%
“Dacia” Bilingual Elementary School, Tg Mures	15	10%
“Szasz Adalbert” Sports High School, Tg- Mures	15	10%
“Liviu Rebreanu” Secondary School, Tg Mures	10	6.66%
Total	150	100%

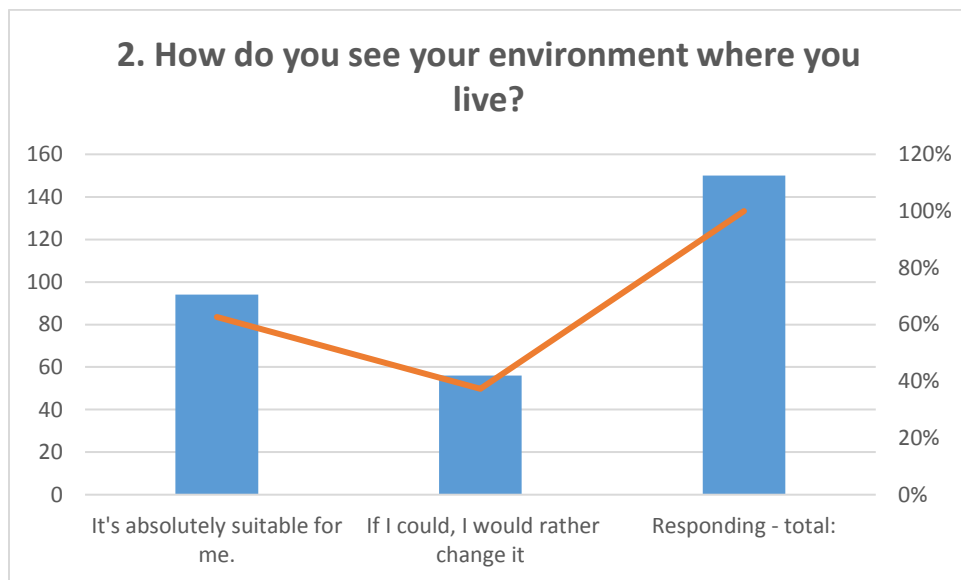
The process of data-gathering

After several project-meetings where had been compared the school systems in Slovenia, Hungary and Romania, and after profound discussions between the project partners, a survey was prepared. In Romania, data were gathered between 13 and 20 February 2017. After the schoolmasters’ approval, the teachers distributed the survey along with the instructions. They were also responsible for the questionnaire and had to make sure it was answered by a specific number of pupils.

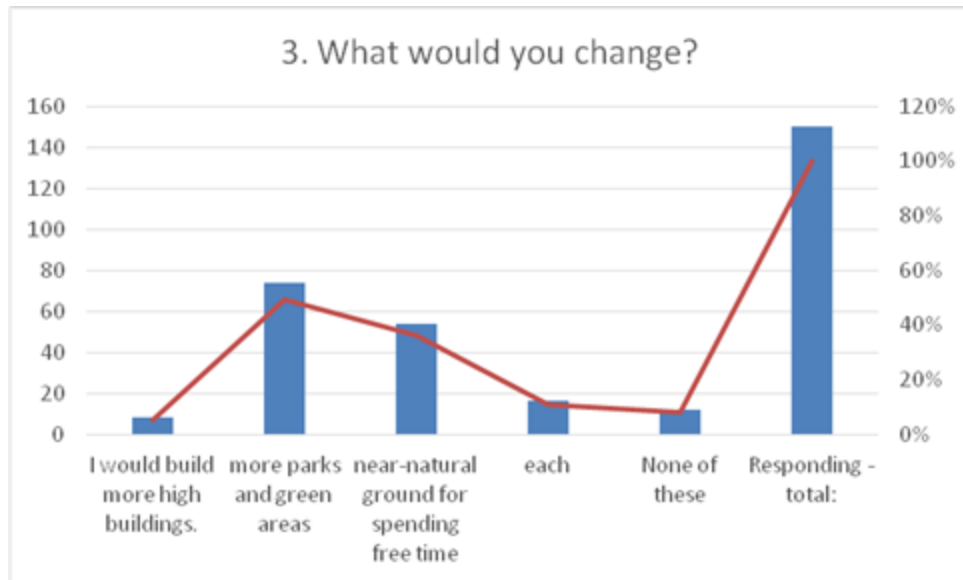
3.2.1. General questions



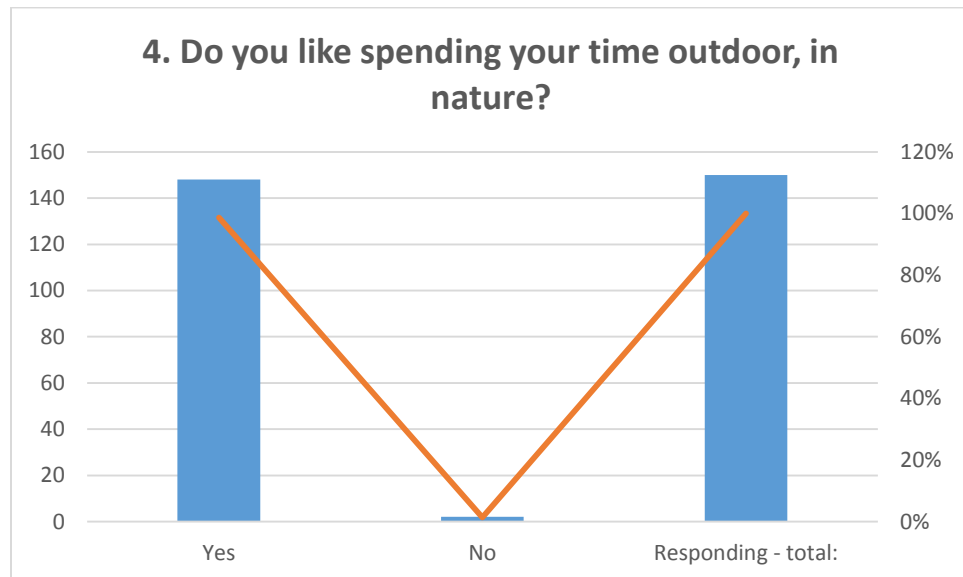
The majority of the participating children (70 %) live in rural areas. Only 30 % of the respondents live in urban areas.



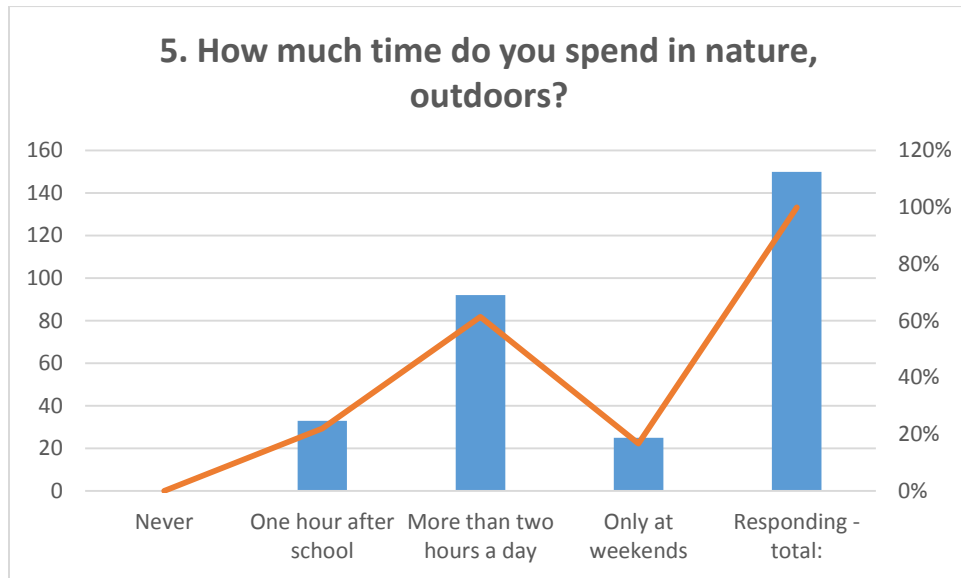
More than half of the respondents think that their environment (where they live: village or town) suits them fine (62.66 %). Only 37.33 % would like to change their environment if they had the chance for that.



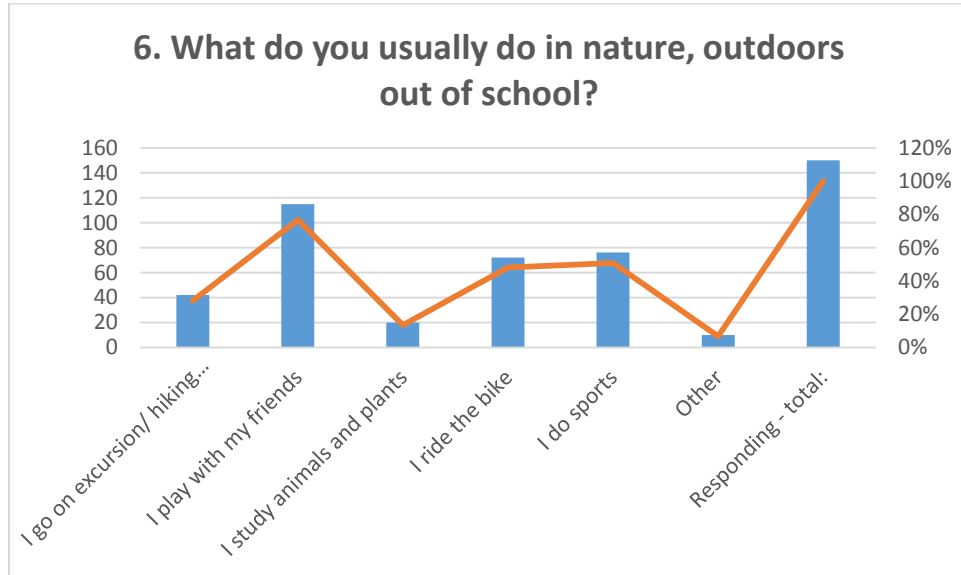
Most pupils would like to have some additional natural habitats for activities in their free time (36 %) as well as more parks and green areas (49.33%). A surprisingly low number of pupils (5.33 %) would wish to put up more high buildings.



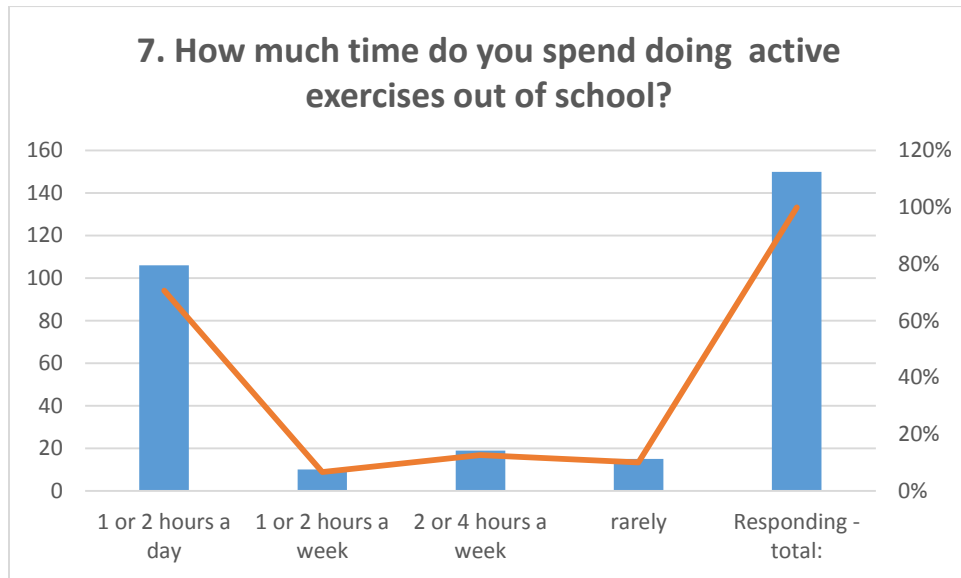
98.66% of the children like spending time in the nature, only 1.33% responded no.



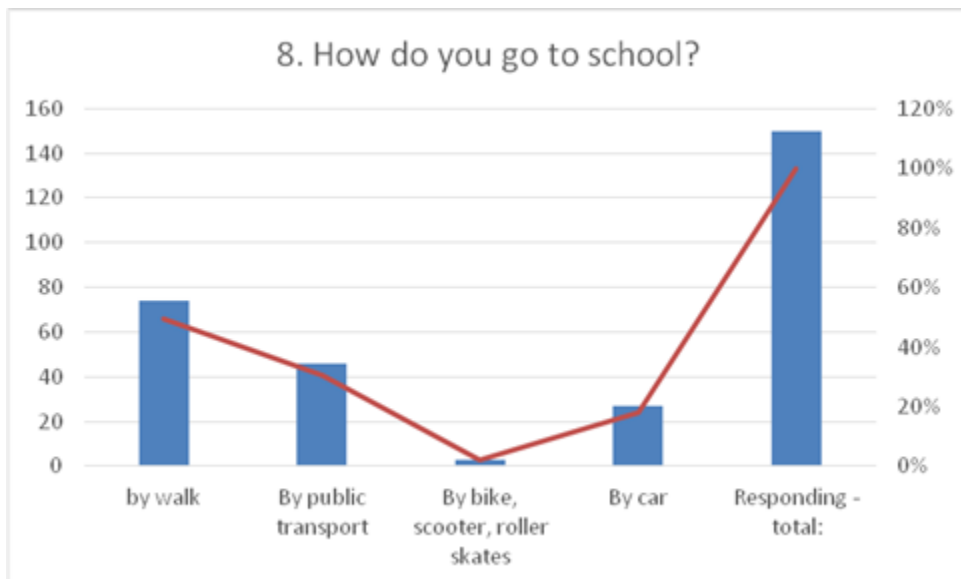
61.33% of the respondents spend more than 2 hours a day outdoors. They are followed by the students who spend about one hour after the school in nature (22%). It is very encouraging that none the respondents had chosen the never option.



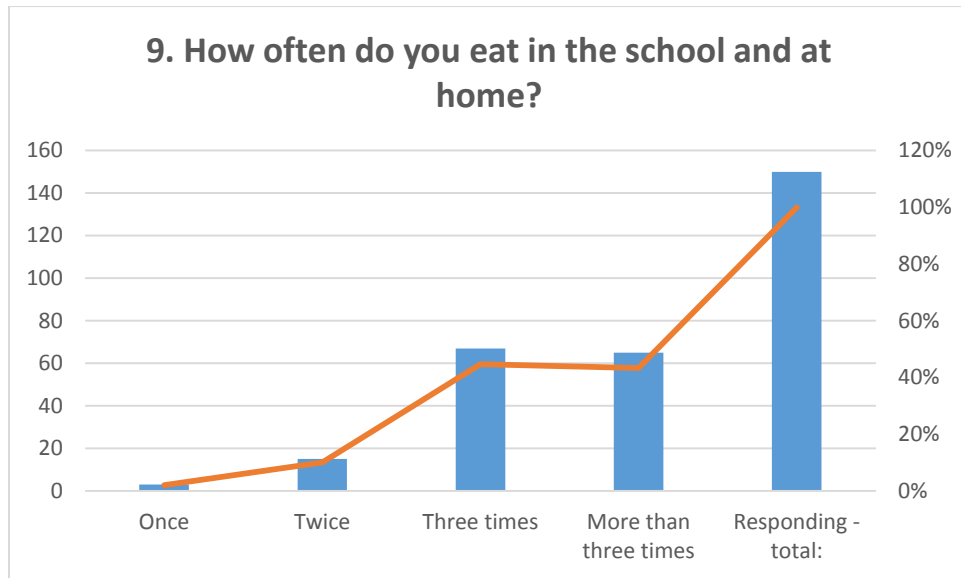
The chart shows what pupils usually do in their free time. More than half of the respondents are involved in sport activities (50.66 %) or they regularly play with their friends (76.66 %). A high number of pupils go cycling (48%). A few study animals and plants (13.33%) and a little more go on a family trip/ hiking (28 %). Some pupils chose the answer “other” (6.66 %). Their free time activities include dog walking, listening to music, reading and fishing.



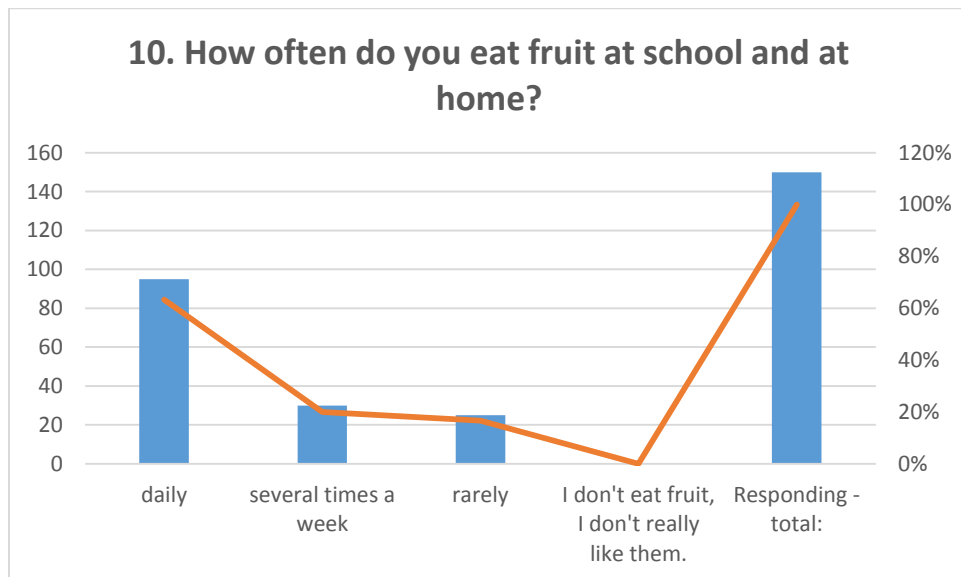
70.66% of the respondents are physically active outside of school (1 or 2 hours a day). The percentage of those who do active exercises out of school less frequently (10%) is considerably low.



Almost half of the respondents (49.33%) go to school by walk. 30.66% use public transportation because they come by the school bus. And only a few of them come by car (18 %). This might be connected to the fact that the majority of pupils live in villages.

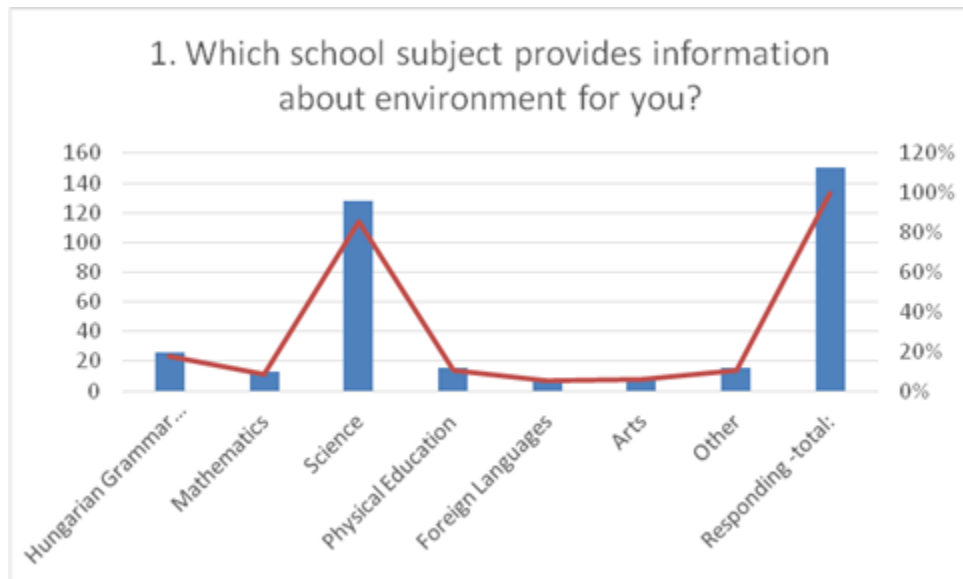


Almost half of the respondents (43.33%) eat three times a day. They are followed by those eating more than three times (43.33%) a day. A slightly lower percentage of pupils eat twice a day (10%). Unfortunately, there still are children who eat only once a day (2%).

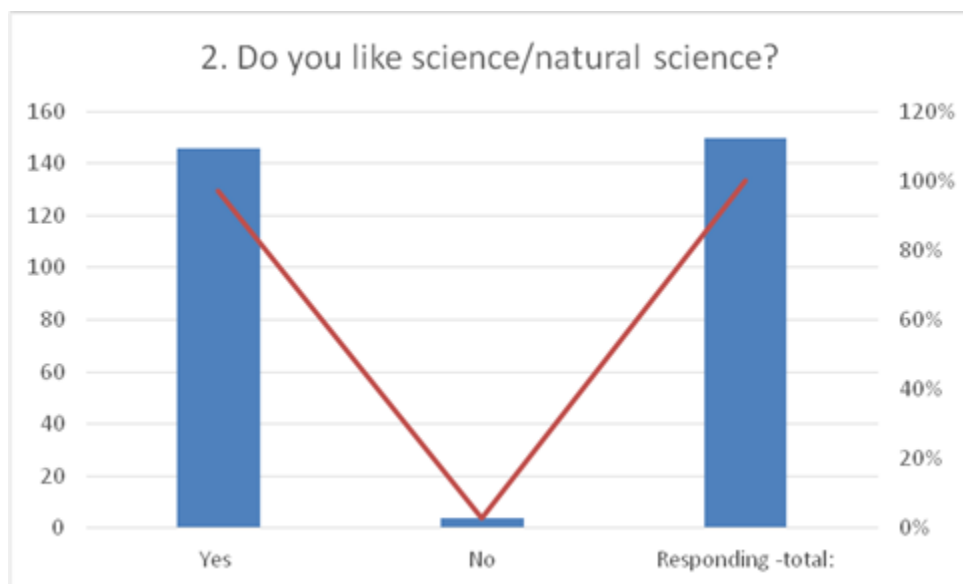


More than one half of the respondents (63.33%) eat fruits every day. They are followed by those who eat fruits more than once a week (20%) and rarely (16.66 %).

3.2.2. Environment-related questions referring to the institution



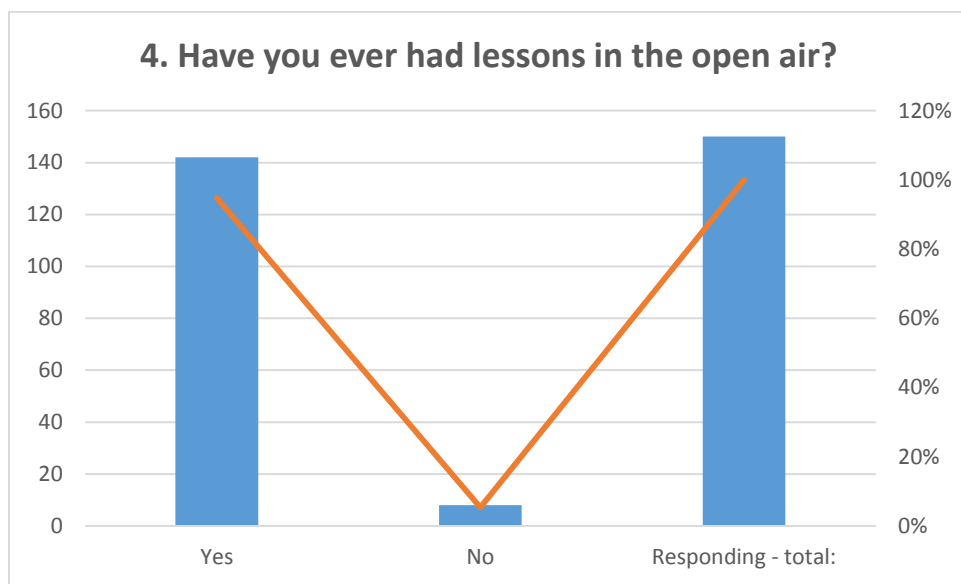
The above chart shows that pupils learn the most about environment during sciences classes (83.33%) and foreign languages lessons provide the less information about environment for them (3.33%).



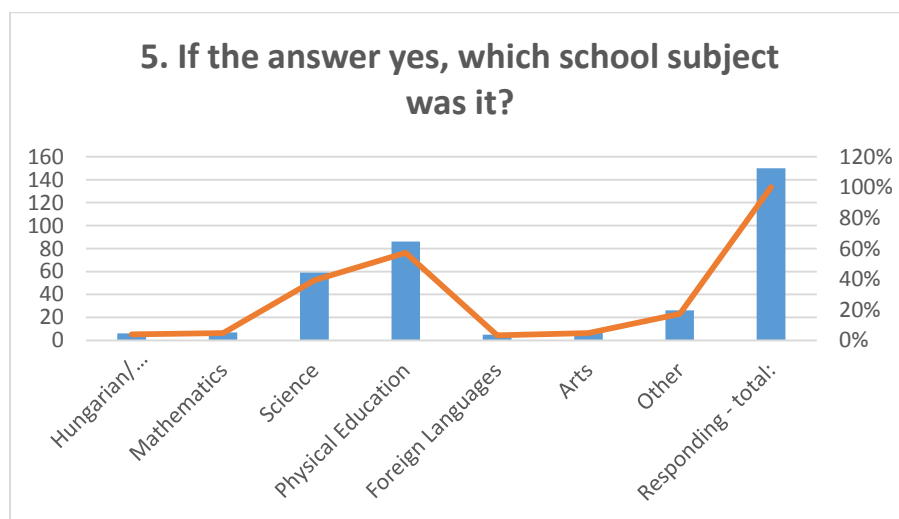
The majority of the respondents like science (97.33%). Only 2.66% of all respondents do not like this subject.

The reasons listed are:

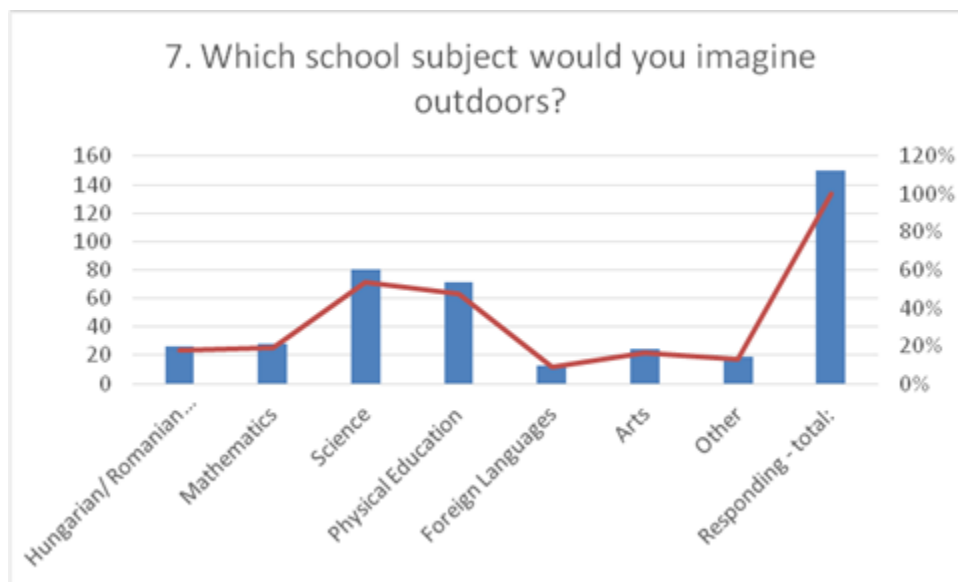
- I like to learn about new and different plant and animal species.
- I can learn about the nature.
- It is interesting.
- Experiments are fun.
- I can learn about many interesting things.
- I love nature and I like exploring it.
- I want to protect the environment.



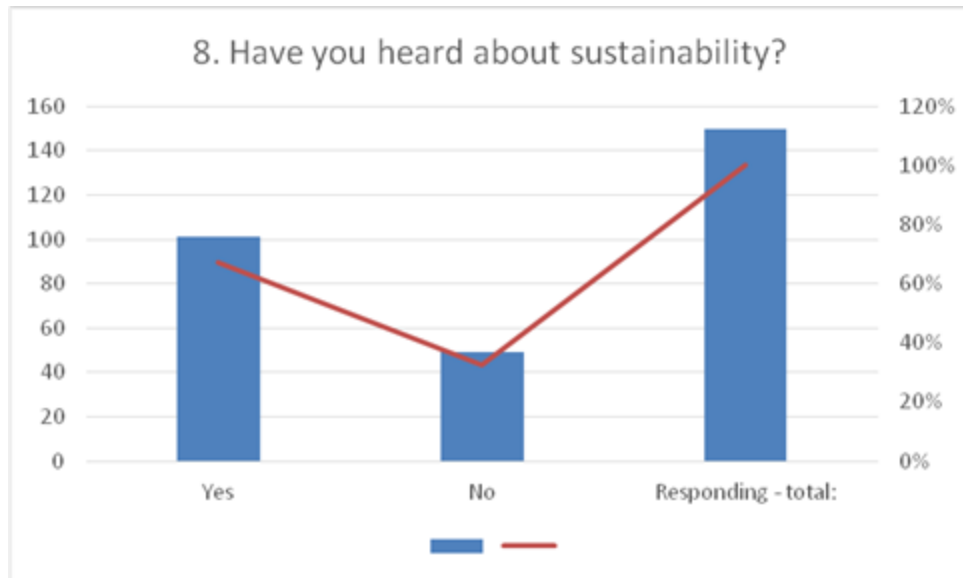
It is encouraging that 94.66 % of all respondents claimed to have attended classes in the open air.



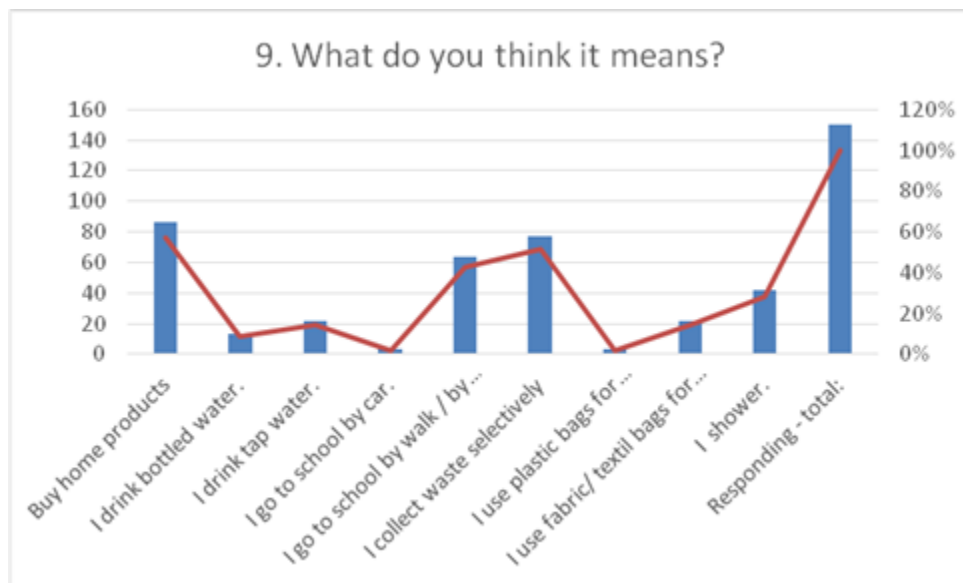
57.33 % of the pupils were learning outdoors during P.E and during science 39.33% of the respondents. Some pupils (17.33%) chose the option other subjects and listed the following classes: technology, biology and geography. We also asked the pupils what they were doing during the classes that took place outdoors. Among their answers were the following: visited the neighborhood, designed and crafted bird tables, talked about nature, animals and environmental pollution, observed and learnt about bugs and plants and cleaned the streets of their villages.



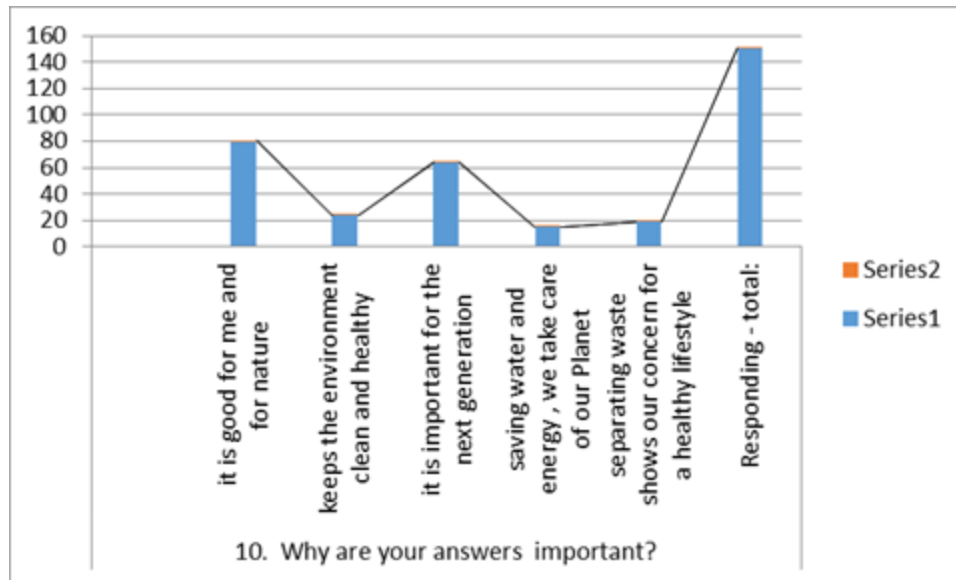
More than half of the pupils believe that Science can be held outdoors (53.33%). A little to 50% of all respondents think that PE could be held outside in the nature (47.33%). Under other subjects the pupils (12.66%) listed the following subjects: natural sciences and technology, geography, social studies and history.



More than half of the pupils (67.33%) have heard the expression sustainability.



The most common answers were: separate waste (51.33%), going to school by bike or by foot (42.66%) and buying home products (57.33%). Based on their answers, it is clear that pupils are aware of the fact that sustainability does not include the use of plastic bags or going to school by car (2%).



3.2.3. Conclusion

One of the purposes of this research was to find out what do students really think about their environment. Through the questionnaires we gain information related to the students' opinion concerning their settlements, their attitude towards the environment and how often they perform outdoors activities. We also asked about their eating habits and free time activities. The students also answered questions regarding sustainability: their answers show if they are familiar with the concept and how they interpret it. The results of the survey provide sufficient information to prepare a meaningful unit plan that meets the needs of students in our country.

The majority (70%) of the participating children live in villages, more close to nature. More than half of the respondents think that their environment suits them fine and they wouldn't change anything in their settlements. However, almost half of them would like to have more parks and green areas for a healthy lifestyle. It is encouraging that in our digital world children like and they are willing to spend time outdoors. The amount of the time spent in nature/ outdoors varies:

The majority spend more than 2 hours a day in open air. But there are also 16% that only at weekends spend time outdoors. On the top of their activities is playing with friends, practicing sports and riding their bikes. Some of them go on trips with their family or go fishing, walking with their pets. 70% of the respondents are physically active one or two hours a day.

The short distance between their home and the school might be the reason that almost half of the students go to school by walk. 30% use the public transport, in villages pupils use the school bus. Especially in urban areas pupils are taken to school by their parents' cars or by taxi.

In Romanian schools there aren't served food/ lunch for pupils, they bring sandwiches from home. Some of them buy chips or energy drink from the local market. The number of children consuming fast-food and sugar-sweetened beverages are increasingly high. According to Emergency Government Ordinance (E.G.O.) No. 96/2002 on providing dairy and bakery products for pupils in grades I-VIII of public and private education and for preschool children in private kindergartens with normal program of 4 hours (with subsequent modifications and completions), pupils in primary and secondary public and private schools, as well as preschool children in public and private kindergartens with normal program of 4 hours are given daily, for free, on condition they are present at the program dairy and bakery products according to a daily limit value of 1.17 lei/pupil or preschool child. The program is called "Croissant and Milk" Programme - in Romanian: "Cornul si laptele" and for a short period pupils were beneficiaries of the School Fruit Scheme (known as the "Apples in Schools" Programme - in Romanian: "Mere in scoli"), which was partially financed by the EU. With this background information, we were not surprised on the fact that there are children who eat only twice a day. Only 44% of the respondents have meals 3 times a day. The majority of the children eat fruits regularly (daily), which is an encouraging thing.

In the second part of the survey there were some environment-related questions referring to the institution where they learn. Their answers show that pupils learn about environment mostly during Science classes and Foreign Languages provide the less information on environment for them. Students like Natural Sciences classes because it is interesting for them, especially the experiments and discovering new things. It is encouraging that almost 100% of the respondents have had outdoor classes, mostly during PE. In Romanian schools PE classes are often held in sport- grounds in the open spaces instead of the gym halls (not each school is equipped with gym halls). We also asked the pupils what they did during outdoors activities. They visited the neighborhood, designed and crafted bird tables, talked about pollution and learnt about bugs and plants.

The majority of the students have heard about sustainability. To find out what they understand on this concept, the students were given multiple choices. Amongst most frequently selected were the waste separation, buying local products and going to school by walk or by bikes.

Most of them know what is good or what is bad for the environment, but only some has deep knowledge on environmental issues.

In conclusion, students' answers show that children are aware that protecting our environment is very important and they would like to keep their connection to nature in their everyday lives.

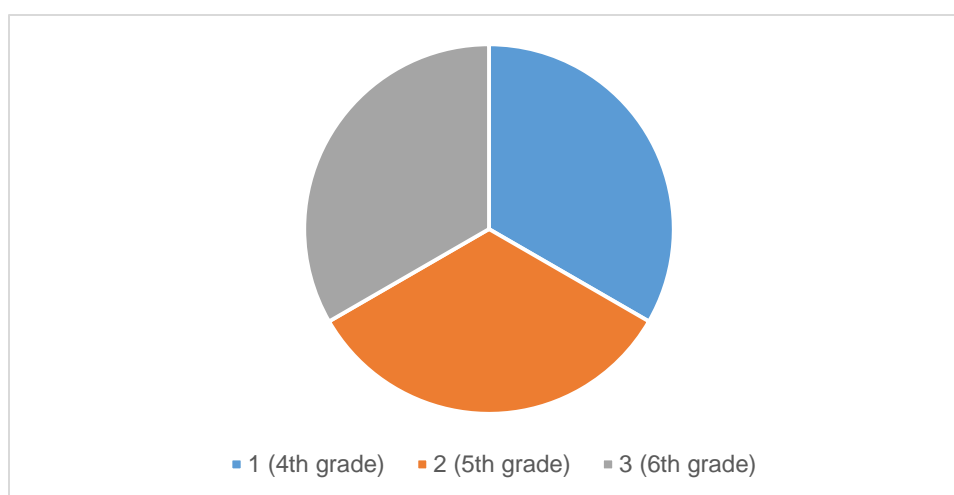
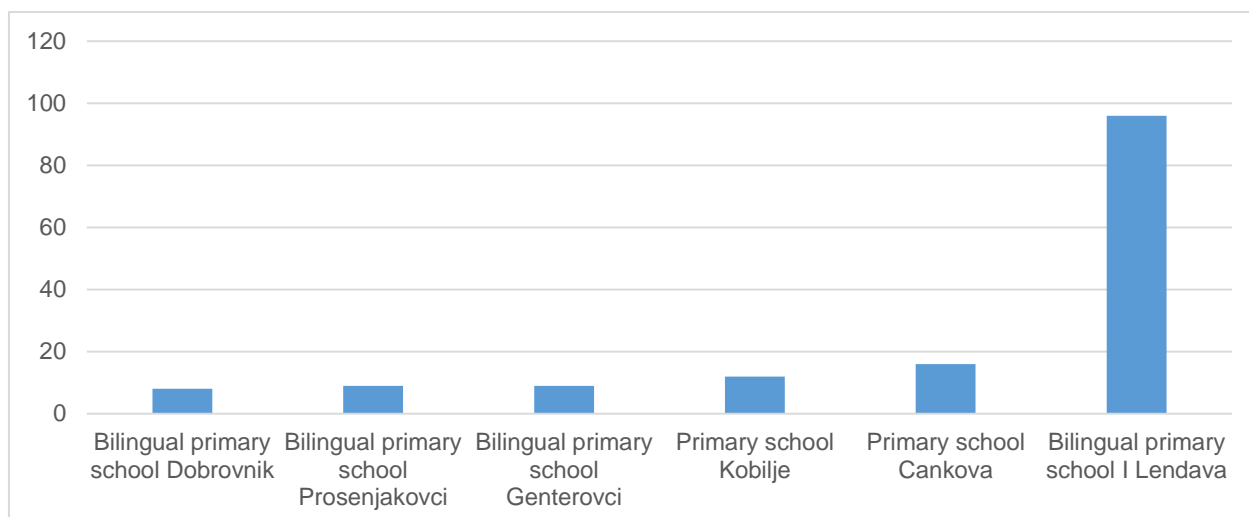
3.3. Slovenia

The purpose of the study was to establish the current role of environmental education in schools and find some deficiencies occurring during the pupils' key skills development. The data resulting from the research were gathered with online survey questionnaires. The study used a descriptive and non-experimental research method. The research is based on a purposive pattern of 150 primary school pupils from six primary schools, with 50 fourth-graders, 50 fifth-graders and 50 sixth-graders.

The project demanded a survey in ten different primary schools, however, only teachers from six schools responded. They pointed out that there was not enough time to fill out the questionnaires and that the interview process was too demanding for the pupils. At most schools, pupils must obtain a parental consent, a confirmation and a decision of the school boards to participate in a survey. Therefore, our school filled out the missing data, which are presented in the table below.

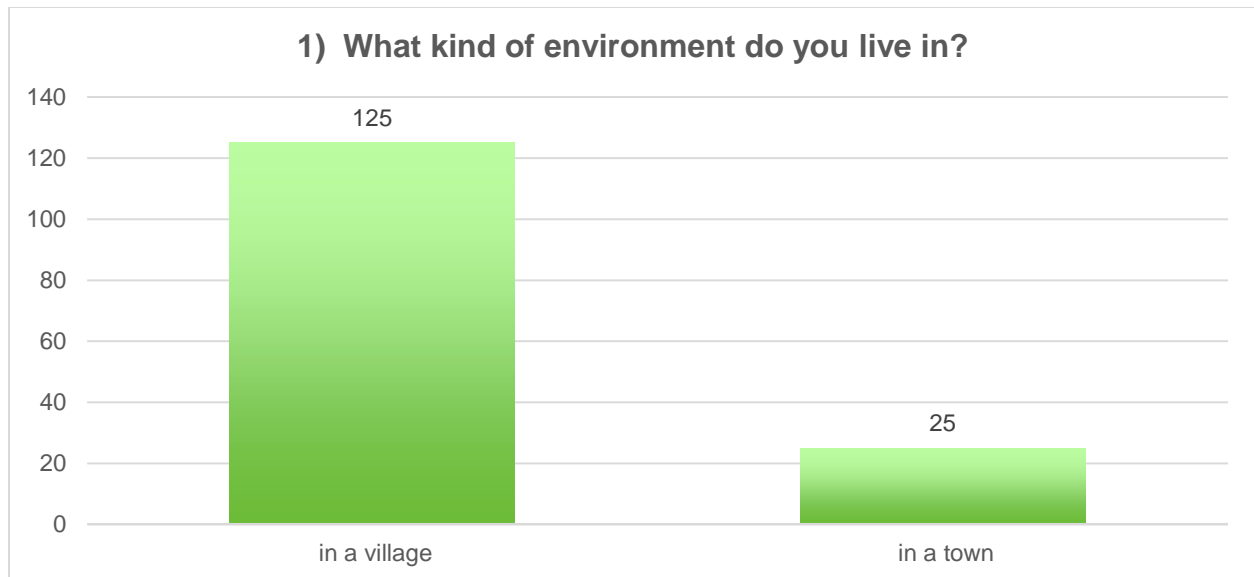
	f	f %
Bilingual primary school Dobrovnik	8	5.3%
Bilingual primary school Prosenjakovci	9	6%
Bilingual primary school Genterovci	9	6%
Primary school Kobilje	12	8%
Primary school Cankova	16	10.7%
Bilingual primary school I Lendava	96	64%
Total	150	100%

	f	f %
1 (4th grade)	50	33.3%
2 (5th grade)	50	33.3%
3 (6th grade)	50	33.3%
Total	150	100%

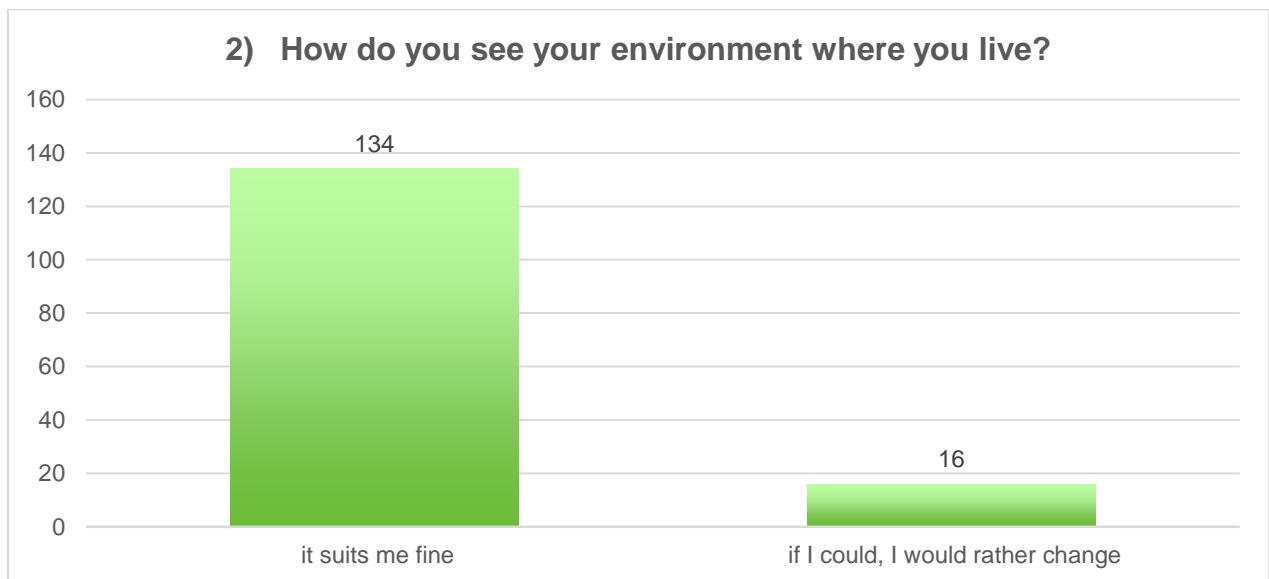


After examining the school systems in Slovenia, Hungary and Romania, and after profound discussions and coordination, an online survey was prepared on the EnKlikAnketa website. In Slovenia, data were gathered between 6 and 13 February 2017. By prior arrangement, the link to the online surveys was sent to the schoolmasters' e-mails, who then distributed the survey along with the instructions for its completion to the employees. The teachers were responsible for the questionnaire and had to make sure it was answered by a specific number of pupils.

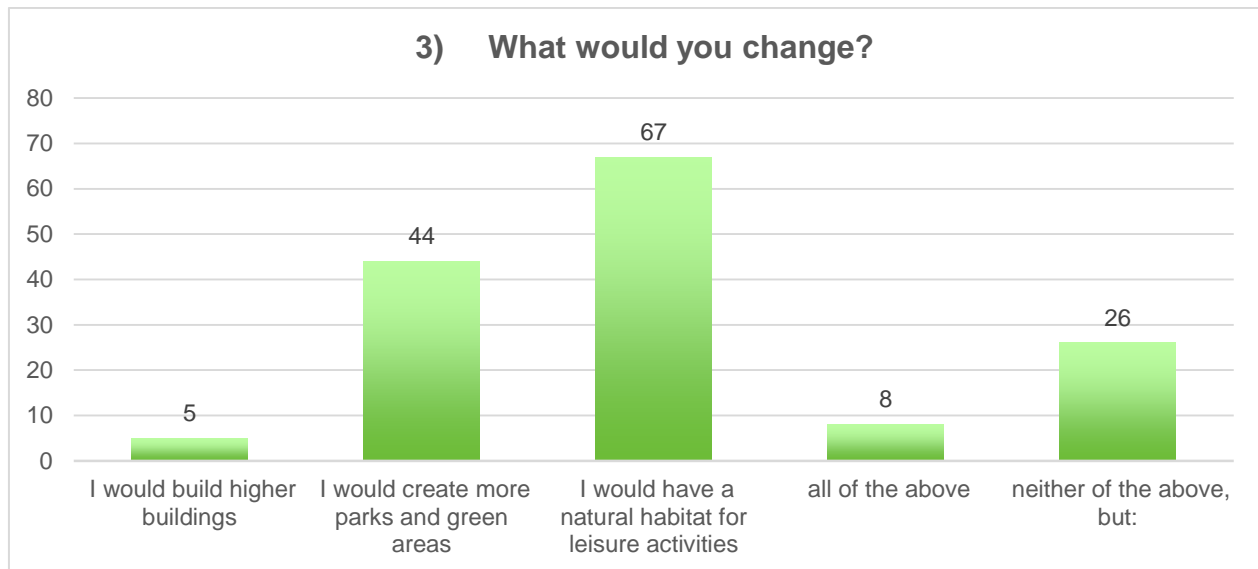
3.3.1. Genereal questions



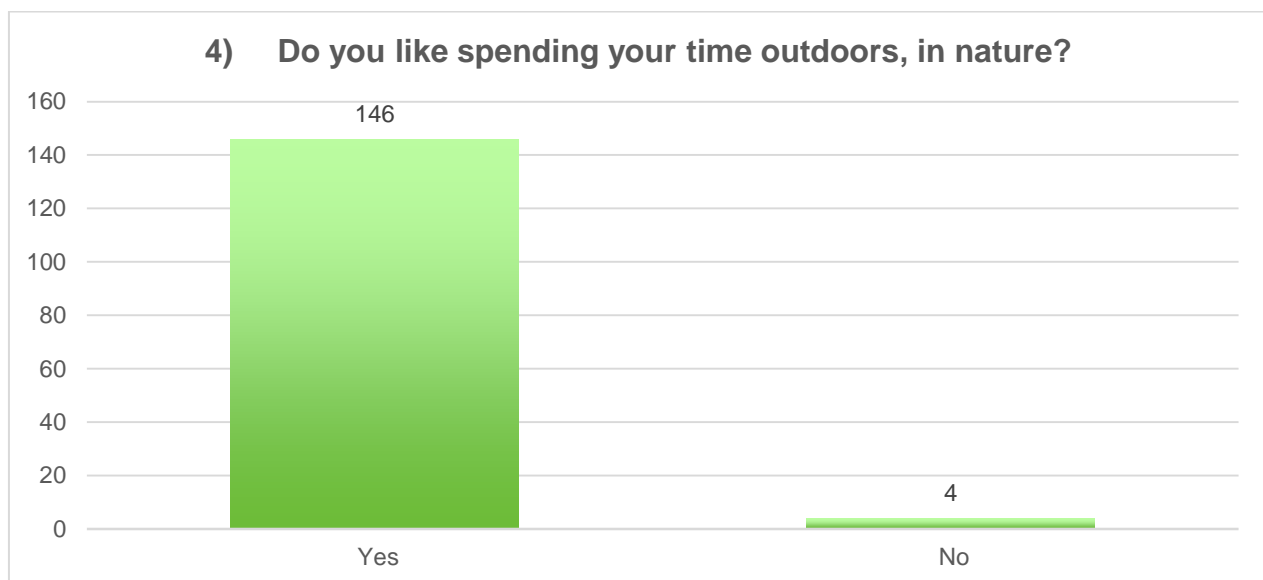
The chart shows that the majority of the participating children (83.3%) lives in a village. Only 16.7% of the respondents live in the town.



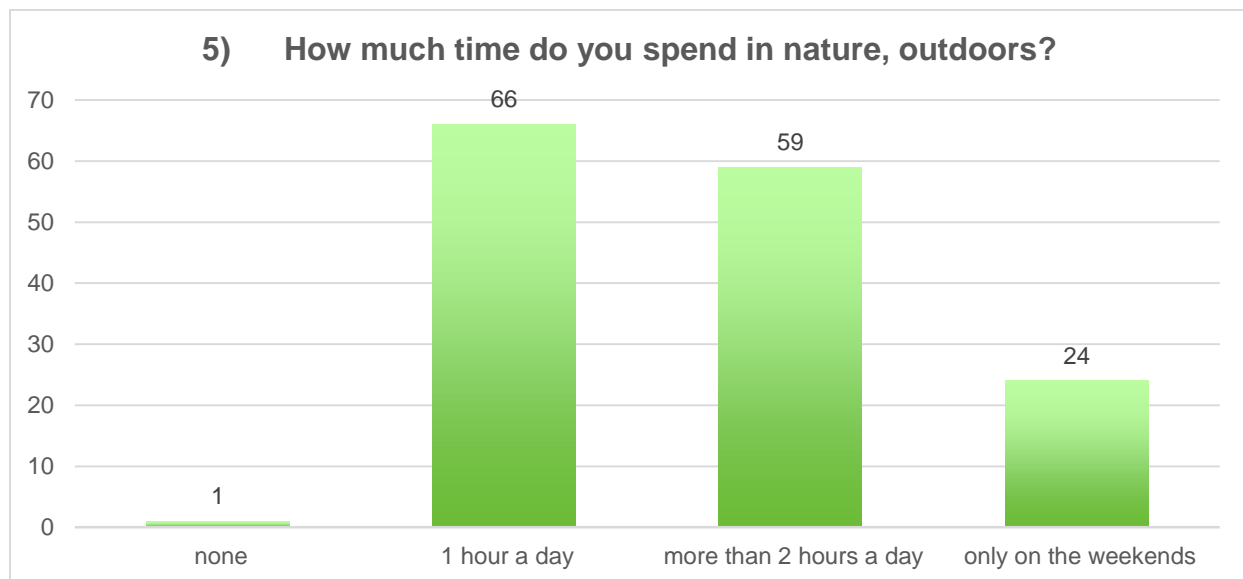
Most of the respondents think that their town is appropriate (89.3%). Among the interviewed pupils, 10.7% would like to change their town if they had the opportunity for it.



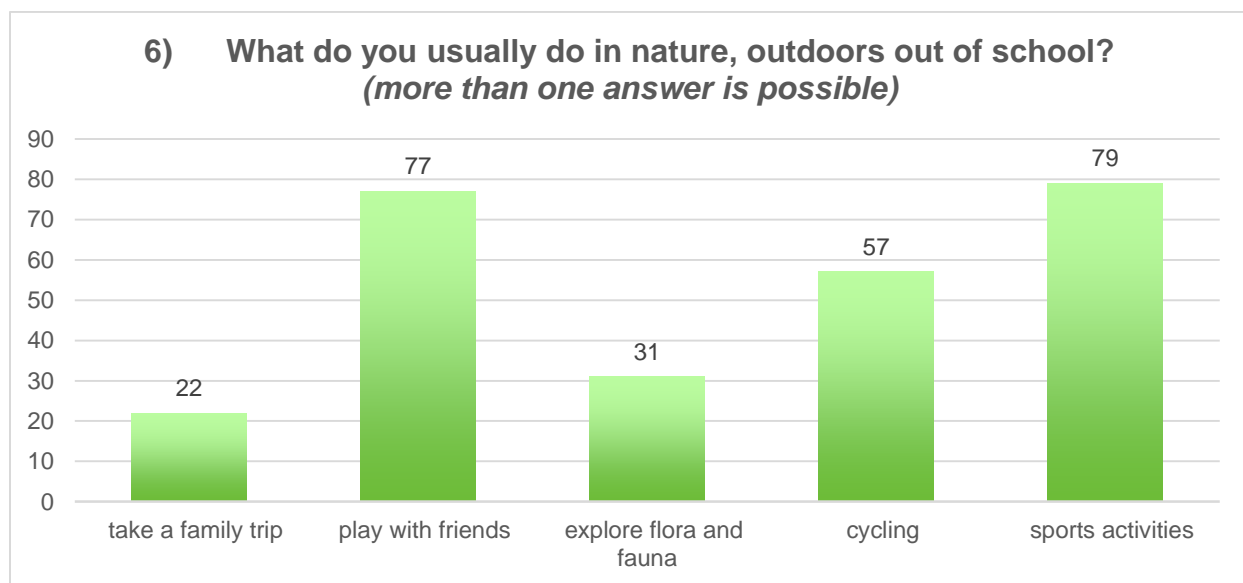
The chart demonstrates that most pupils would like to have some additional natural habitats for activities in their leisure time (44.7%) as well as more parks and green areas (29.3%). A surprisingly low number of pupils (3.3%) would wish to have higher buildings. Some respondents (17.3%) wrote down some suggestions for changing their environment. The most frequent suggestions were: more forests and meadows, more trees, horse-riding schools, better cycling trails.



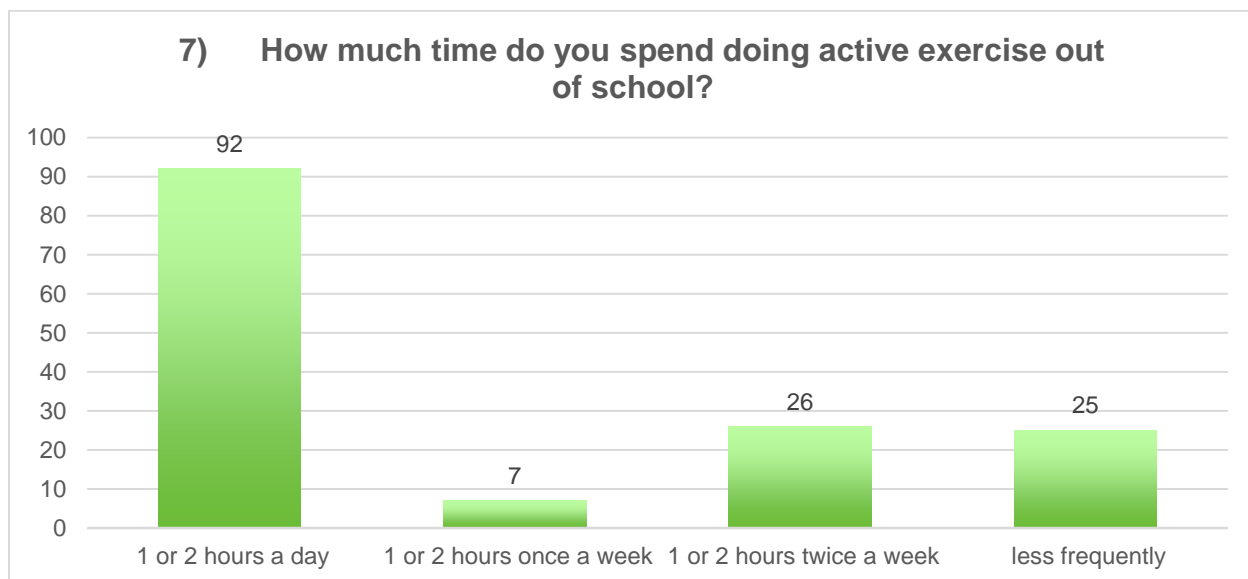
The chart above clearly shows that children like spending time in the nature. The majority of the respondents (97.3%) claim that they like to spend their leisure time outdoors.



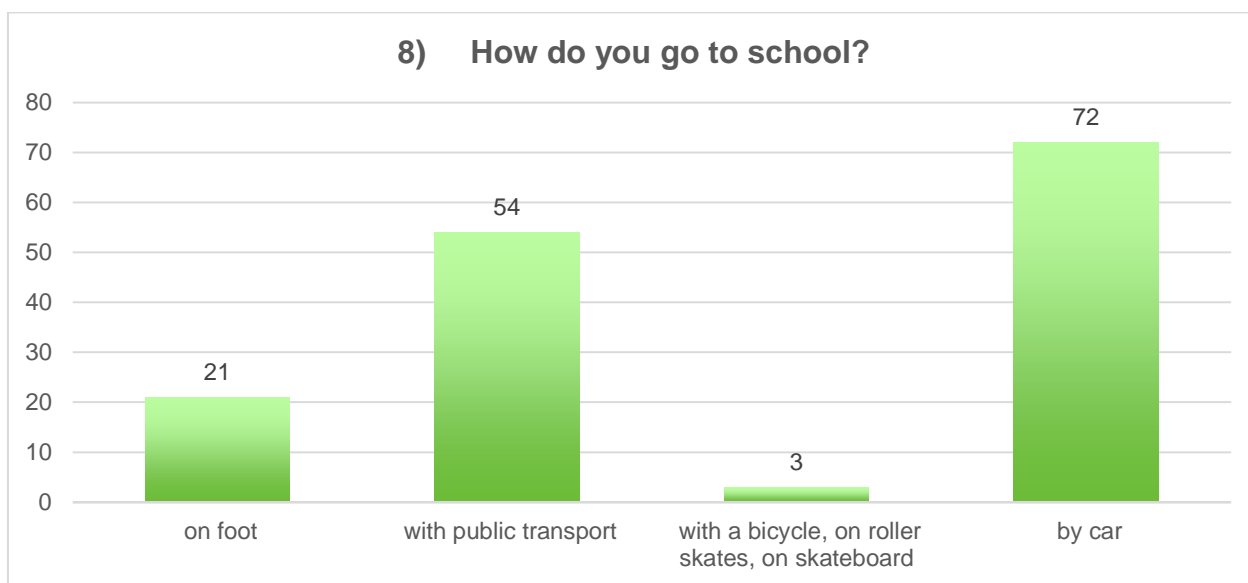
The majority of the respondents spend 1 hour (44%) or even more than 2 hours a day (39.3%) outdoors. The fact that only 0.7% of children are not spending time outdoors after school is encouraging.



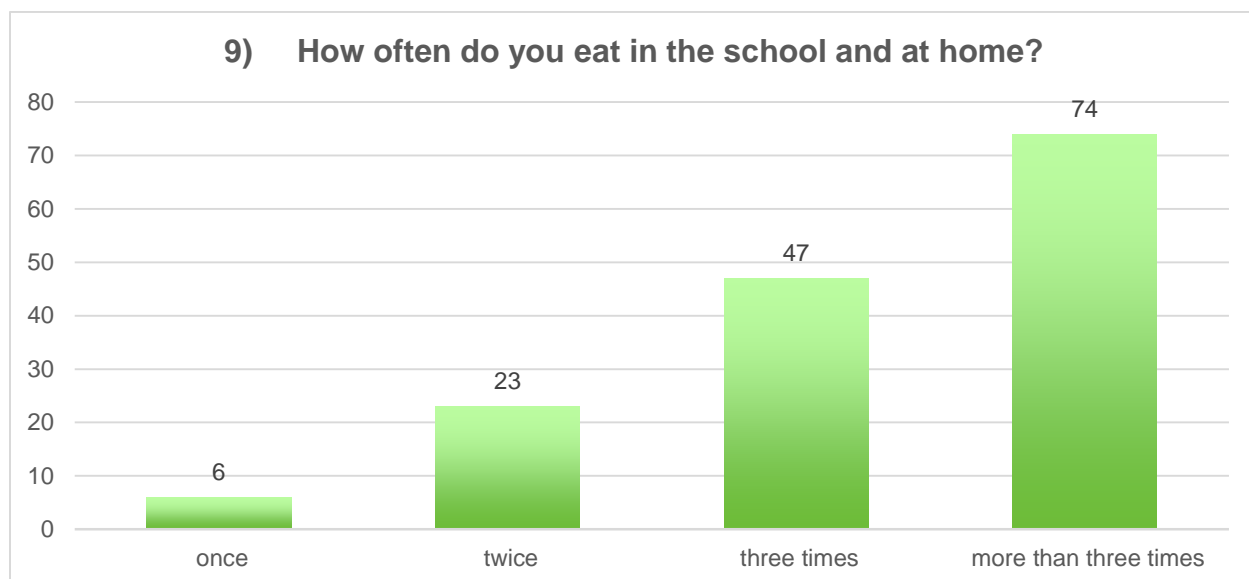
The chart shows pupils' activities in their free time. More than half of the respondents are involved in sport activities (56%) or are playing with friends (55%). A high share of pupils goes cycling (41%). A few explore the flora and fauna (22%) and even less go on a family trip (16%). Some pupils chose the answer “other” (19%). Their free time activities include dog walking, playing games on a computer, watching TV, reading, drawing and fishing.



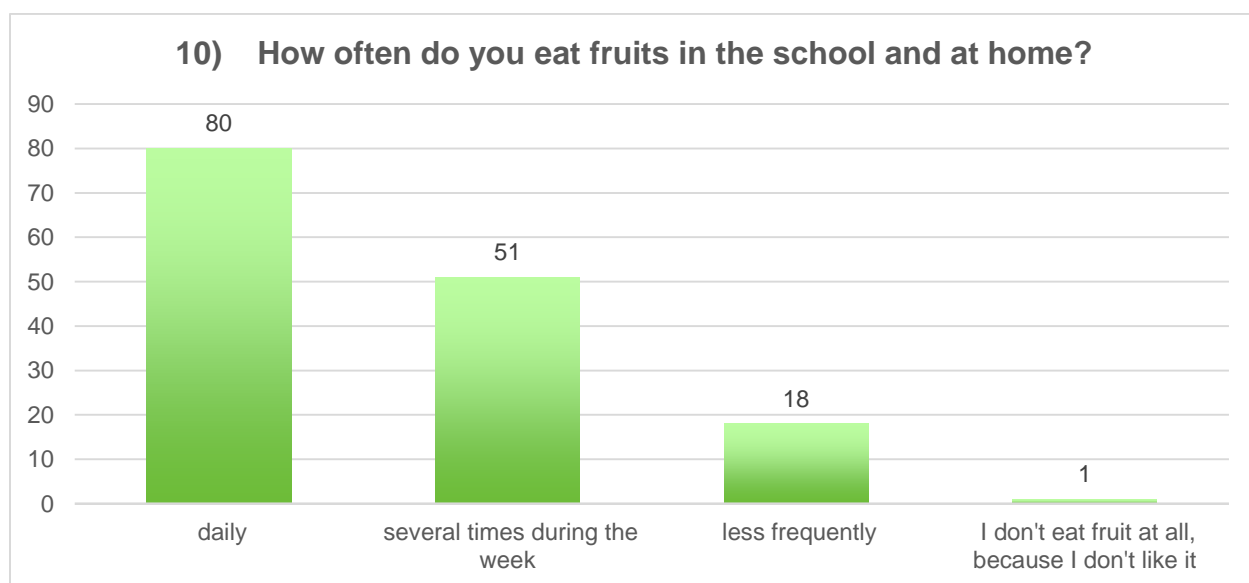
The chart shows that most children (61.3%) are physically active outside of school (1 or 2 hours a day). On the other hand, the percentage of those who are physically active less frequently (16.7%) is considerably high.



The chart shows how the children get to school. Almost half of the respondents (48%) arrive by car, 36% of pupils use public transport. A rather small number of pupils come to school on foot (14%) or with a bicycle (2%). This might be connected to the fact that the majority of pupils live in remote villages.



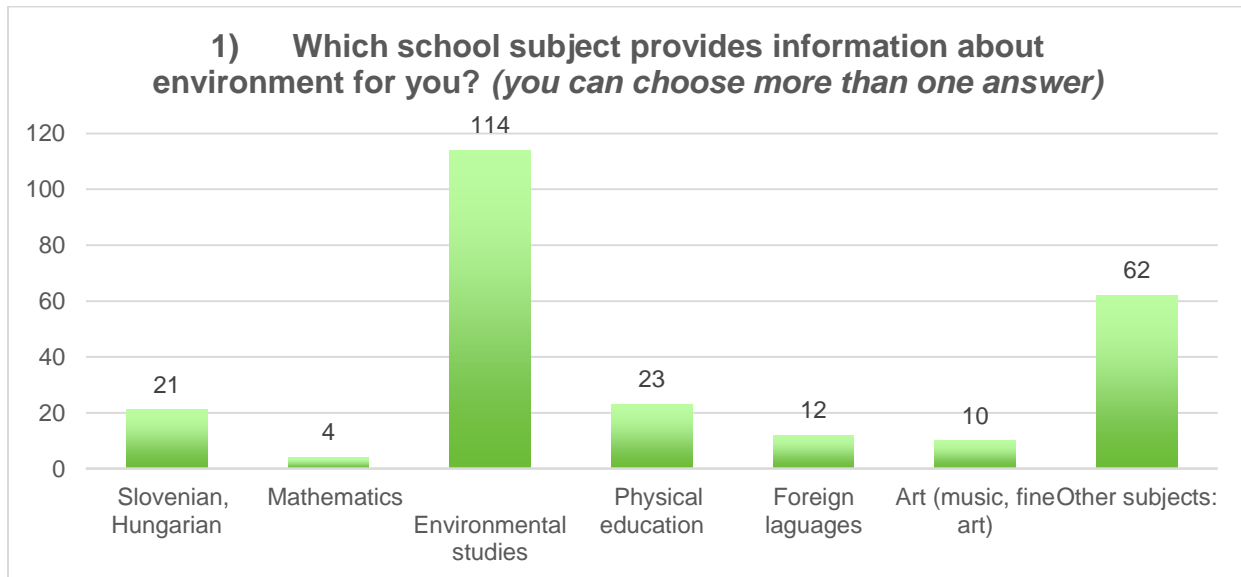
The chart above shows the pupils' eating habits. Almost one half of the respondents (49.3%) eat more than three times a day. They are followed by those eating three times (31.3%) a day. A slightly lower percentage of pupils eats twice a day (15.3%). Sadly, there are also children who eat only once a day (4%).



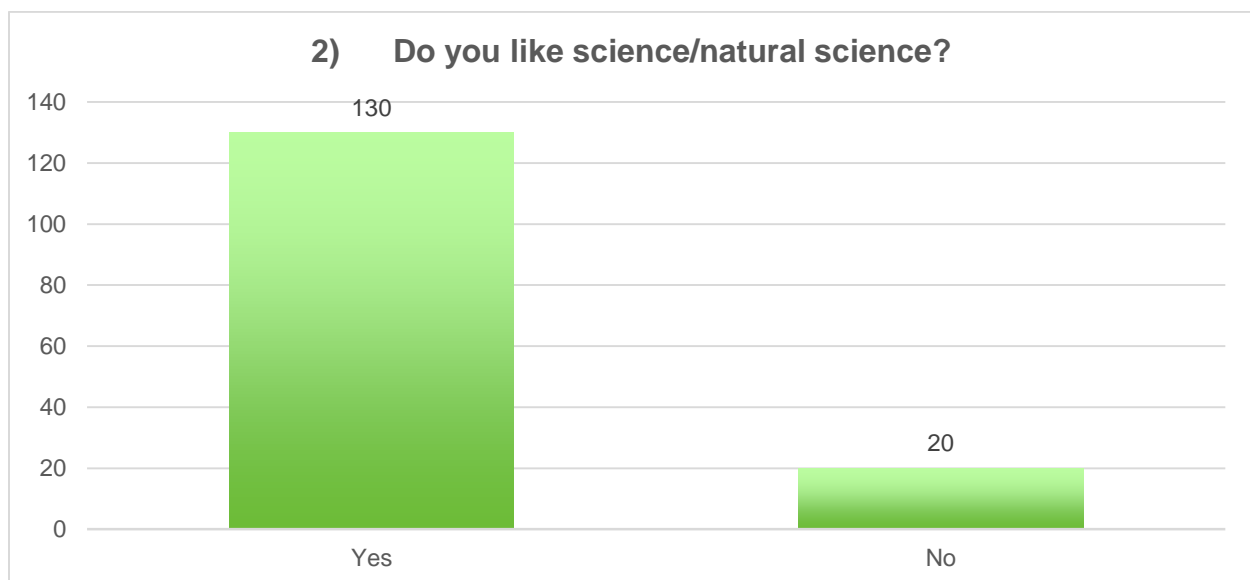
When asked how often they eat fruits at home and in school, more than one half of the respondents (53.3%) answered that they eat fruits every day. They are followed by those who eat fruits more than once a week (34%).

One of the possible reasons for this could be the fact that our school is involved in the School Fruit and Vegetable Scheme project, which gives children the opportunity to eat fruits or vegetables at least once a day.

3.3.2. Environment-related questions referring to the institution



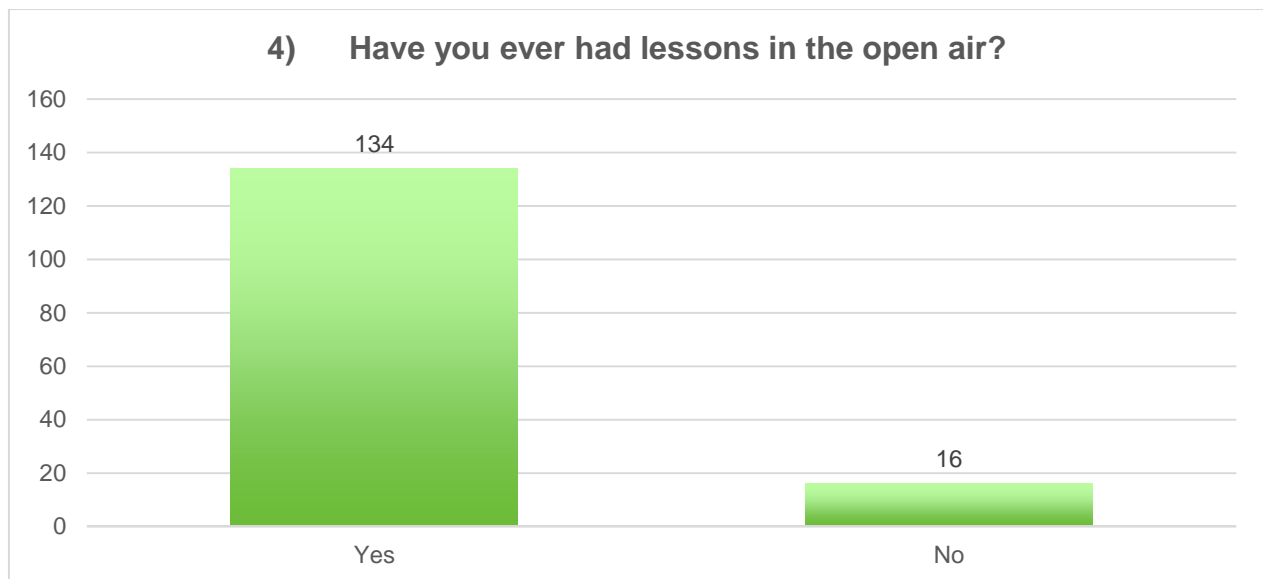
As we can see from the above chart, pupils learn the most about environmental protection during environmental studies (74%) and the least during math classes (3%).



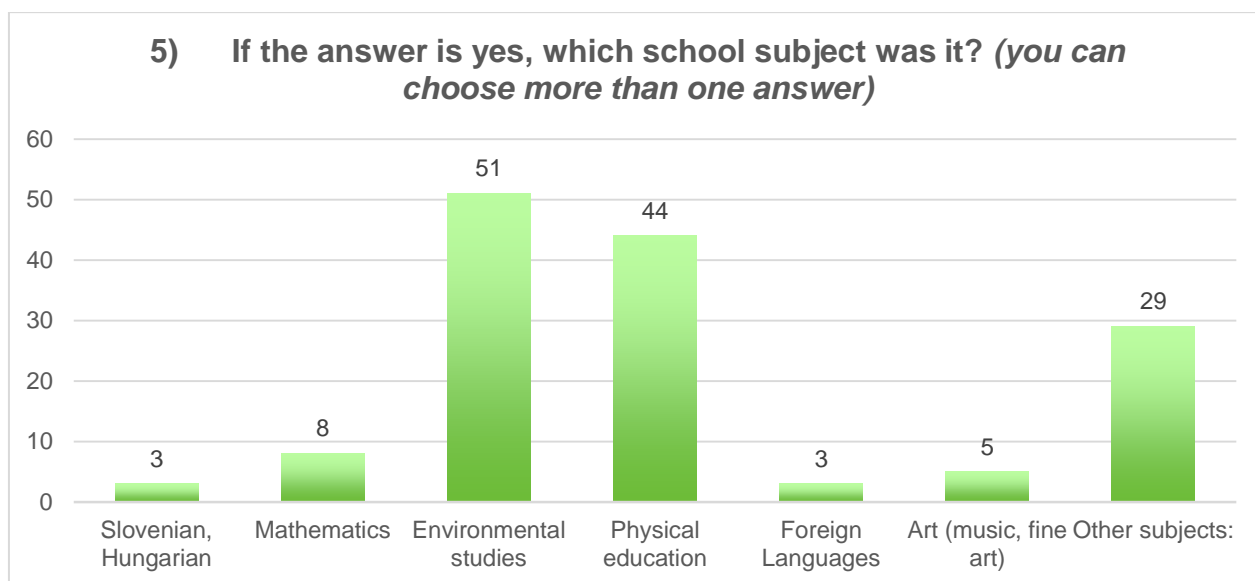
The majority of the respondents likes environmental studies (86.7%). Only 13.3% of all respondents does not like this subject.

The reasons for the above stated are:

- I can learn about new and different plant and animal species.
- I can learn about the nature.
- I love nature.
- It is interesting.
- I can do experiments.
- I learn many interesting stuff.
- I love nature and I like exploring it.
- I can find out a lot of interesting things about my environment.
- I want to protect the environment.
- I have bad reviews (grades) in this course, because the subject matter is too difficult.



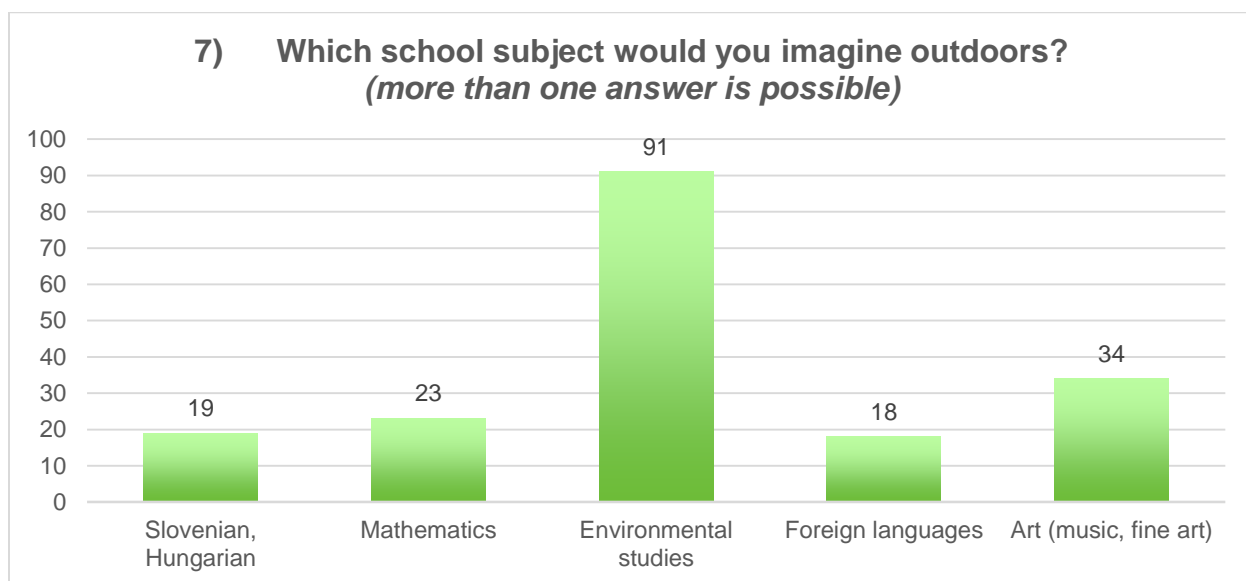
The pupils' responses to whether they have had classes outside the school premises (outdoors) are encouraging. Namely, 89,3% of all respondents claim to have attended classes outdoors.



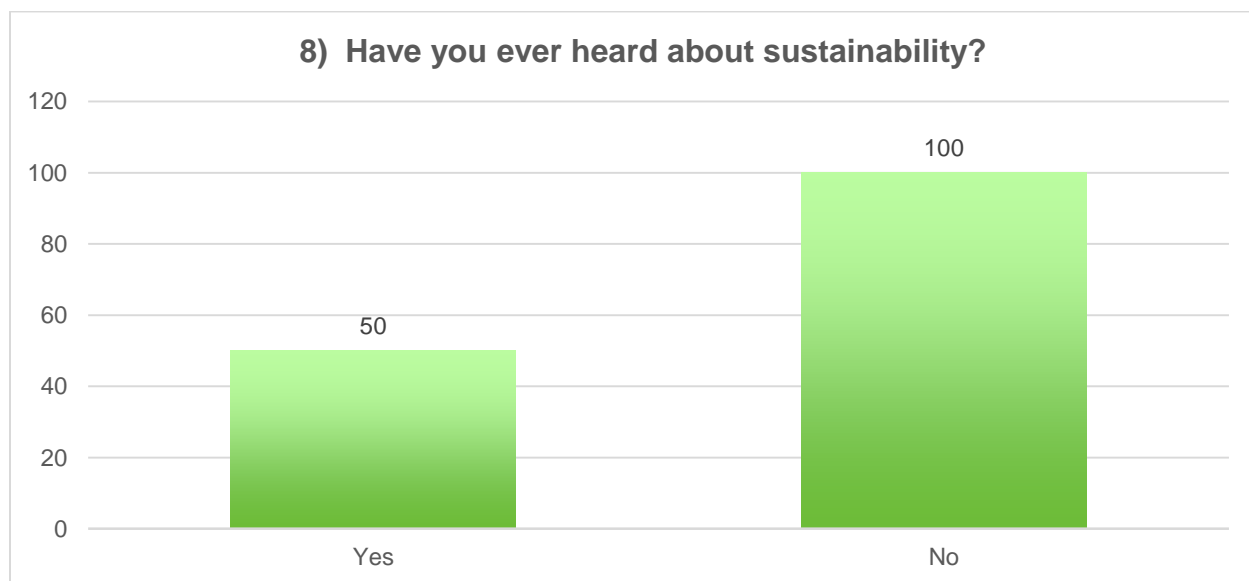
Most often pupils were learning outdoors during environmental studies (32%) and physical education (28%). Some pupils (18%) chose the option other subjects and listed the following classes: natural sciences and technology, social studies and geography.

In our next question we asked the pupils what they were doing during the classes that took place outdoors and then listed their answers:

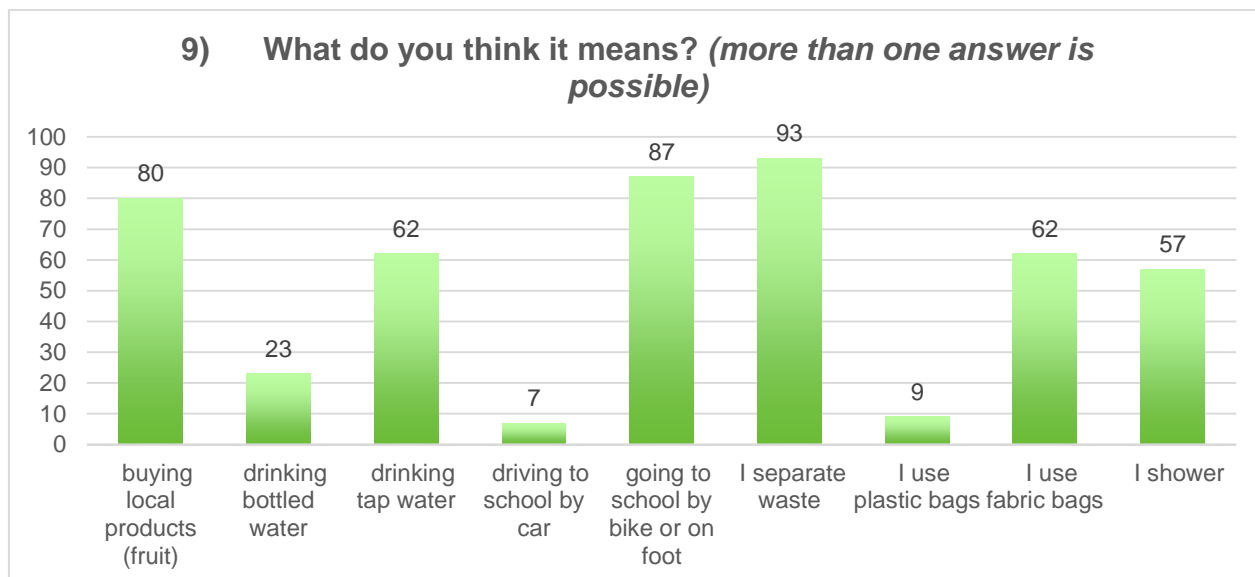
- we learned about natural phenomena
- we had a competition in climbing and jumping barriers
- we visited the neighbourhood, draw it and went for a walk
- we learnt, wrote and read
- we draw our shadows, which was fun
- we learnt to orient ourselves and determine the 4 points of the compass, which was nice
- we talked about nature, animals and environmental pollution
- we worked out
- we observed and learnt about bugs
- we observed the movements of the sun and how shadows are dropping
- we went into the woods to do a research on plants and animals - this class was real fun
- we read about nature
- we observed animal tracks



Most pupils believe environmental studies could be held outdoors (60%). A little over 20% of all respondents believe that art classes (music, fine art) could be held outside in the nature. Under other subjects the pupils listed the following subjects: natural sciences and technology, geography, social studies and history.



The chart shows that most pupils (66.6%) have never heard the expression sustainable development.



We also asked the pupils what they think falls under sustainable development and they were given multiple options to choose from. The most common answers were: separating waste (62%), going to school by bike or on foot (58%) and buying local products (54%). Based on their answers we can conclude that the pupils are aware of the fact that sustainable development does not include the use of plastic bags (6%) or driving to school by car (5%).

In the next question we were interested in why they chose these aspects of sustainable development and why do they feel that these aspects are important. We combined their responses:

- because it's good for me and the nature
- because this keeps the environment healthy
- this is how I take care of the environment
- it's important for the development and progress of mankind and for our health
- this way we can save energy and keep the environment clean
- we save money
- we save water and separate waste, so it can be processed more easily
- because future generations should live in a clean and human-friendly environment
- because by doing so I help the humanity, our environment and our planet
- because this way I keep the environment safe and do not destroy it

3.3.3. Conclusion

The aim of this research was to determine what the current role of environmental education is and how wide spread it is in schools. Using surveys, we investigated the shortcomings of environmental education which hinder the realisation and development of students' key skills. We aimed to gain an insight into the students' opinion concerning their settlements, their attitude towards the environment and how often they perform activities outdoors. We also inquired about their eating habits and free time activities. At the end of the survey, the students also answered questions regarding sustainable development. The aim of these questions was to establish the students' awareness of the concept "sustainable development" and how they interpret it.

The majority of the students participating in the survey live in villages, i.e. away from bustling city life. Given this circumstance, we anticipated that the students would like to change some aspects of their settlements. However, the research showed that most students still crave for green surfaces and spaces for an active lifestyle. The percentage of students who would like to have tall buildings in their settlements was negligible. The distance to cities and, consequently, to schools might be, however, the reason, why most students still travel by car or public transport. Only a few students go to school by foot or by means of a bicycle.

The evidence reveals that students like to spend time outside. More than fifty percent of them spend one or two hours a day outdoors. They usually do sports or play with their friends.

Our research showed that eighty percent of the students eat at least three times a day, which is very encouraging. Also, the majority of students eat fruit on a daily basis. This is mostly due to the fact that our school is part of the project *Shema šolskega sadja in zelenjave* (Eng. trans. *School Fruit and Vegetable Scheme*), which—with the help of The Ministry of Agriculture—enables students to consume fruit and vegetables at least once per day. Additionally, students are able to have lunch and dinner at school.

In the framework of the project *Back to Nature*, we pay a lot attention to conserving the environment and finding new ways to aid this cause. Our findings revealed that students learn about nature conservation the least during math lessons, whereas nature study is the most dominating subject in educating students concerning the environment. Furthermore, nature study is according to student opinion the most popular subject.

Students noted that they favor nature study for three reasons: because they explore plants and animals, because they like nature and, last but not least, because they perform experiments and do research.

Part of our inquiry was also regarding lessons performed outdoors. The majority of students stated that they have such classes. The subjects taught in nature are predominantly nature study and physical education. This type of lesson is popular with students; after all, they are in immediate contact with nature which they can observe in a direct fashion. Students commented that they like nature study because: they can investigate plants, observe insects, trace the sun's movement and perform experiments. PE, too, is more exciting outdoors than indoors.

More than fifty percent of the students have not yet heard of the term “sustainable development”. Therefore, the research also scrutinised how students understand the concept of “sustainable development” and what—in accordance with their knowledge—it could incorporate. The students were given multiple choices, amongst which the following were most frequently selected: waste separation, going to school by foot or by means of a bicycle and buying locally produced food. The findings revealed that students are aware that sustainable development cannot occur if we resort to plastic bags and continue to go to school by car. In their opinion, sustainable development is important, because we show care for ourselves, the environment and nature which we help to conserve for future generations.

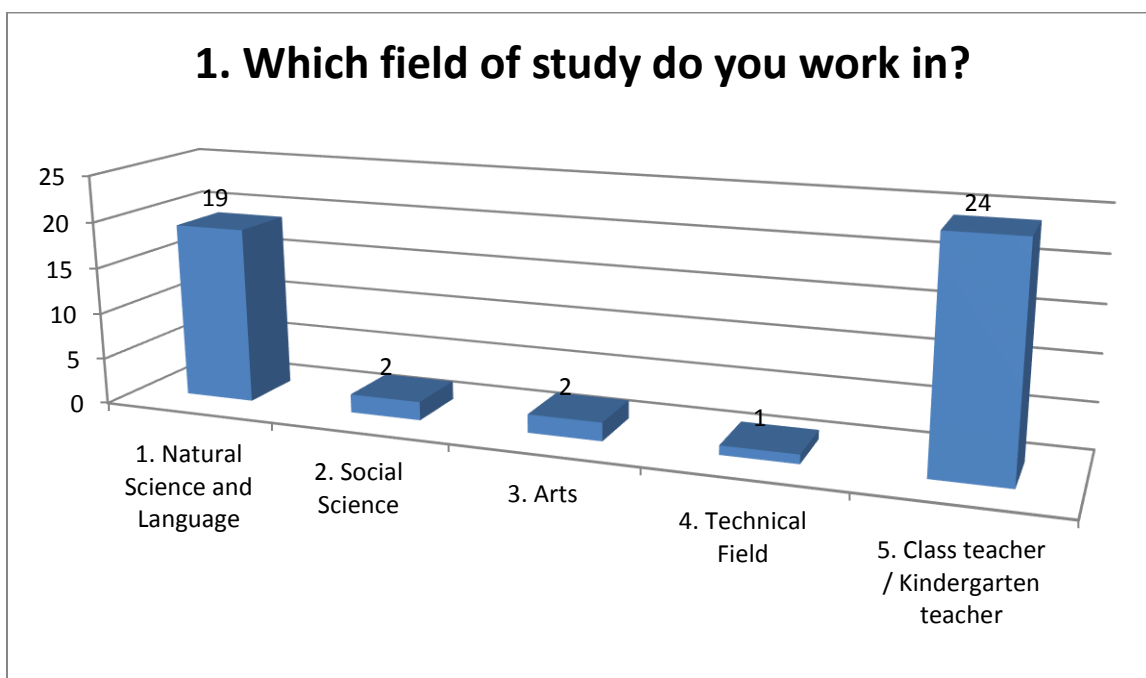
In conclusion, students show great awareness of the importance of the environment—for us and for future generations. They stress the notion of spending time in nature—may it be during school, whilst studying or in their free time. Our findings have shown that the concept of “sustainable development” is alien to students; however, they have a fundamental understanding of what is good and bad for the environment. The development of innovative pedagogy within the framework of environmental education would be beneficial, covering the students' interests, expectations and the need to acquire additional knowledge.

4. Key competencies-results based on interviews

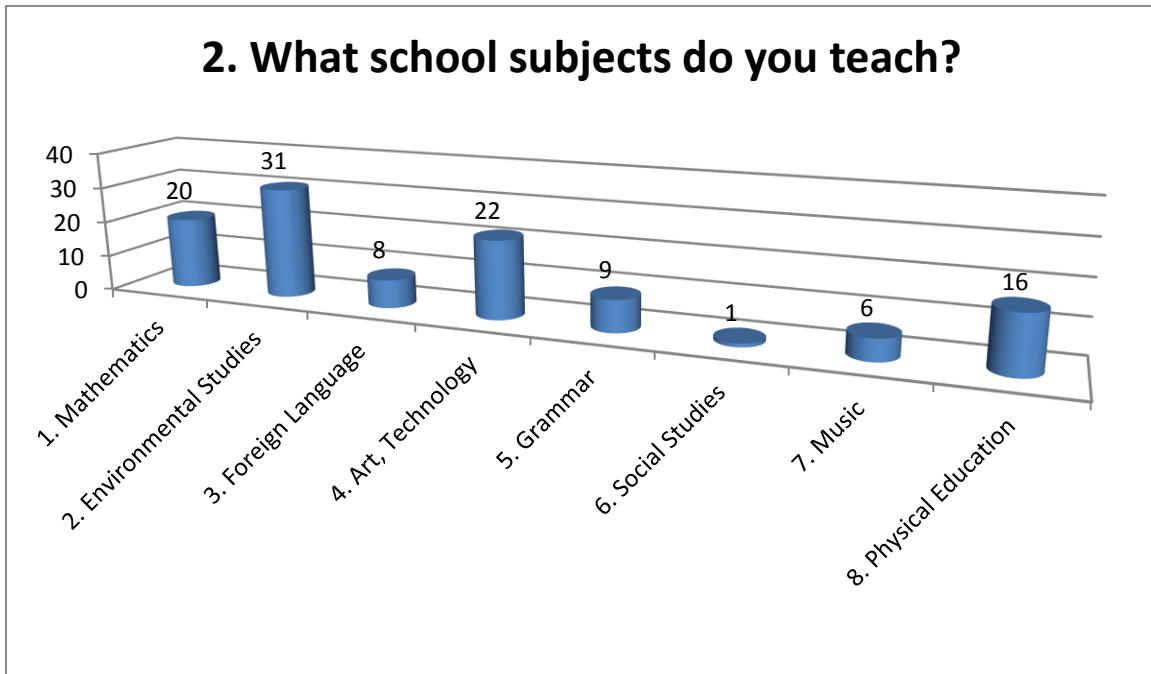
4.1. Hungary

The teachers' interviews were carried out at the same ten schools as the questionnaires were filled in by students, so the circumstances were quite similar in this respect. However, these in-depth interviews were personal ones. The data collection was done by a colleague, who put them in excel charts and the data can be seen there, attached to this chapter.

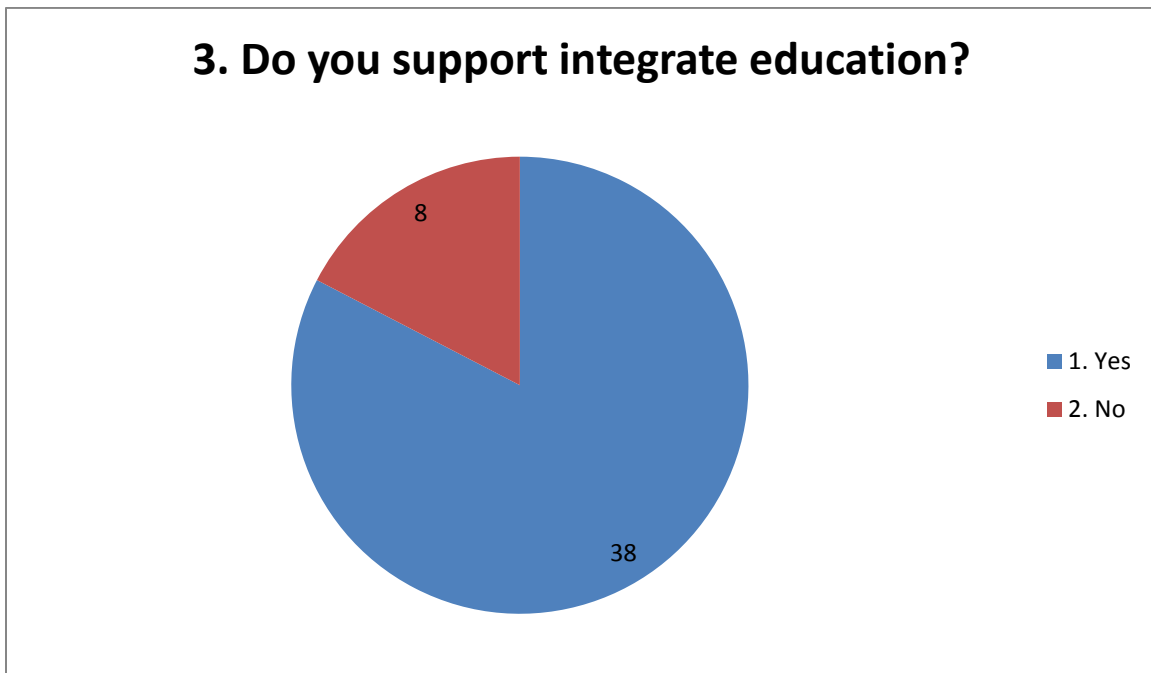
48 educators and teachers took part in this interview and they had to answer 9 questions (Some answers cannot be analysed and illustrated by diagrams because of the nature of the questions). The following results were born:



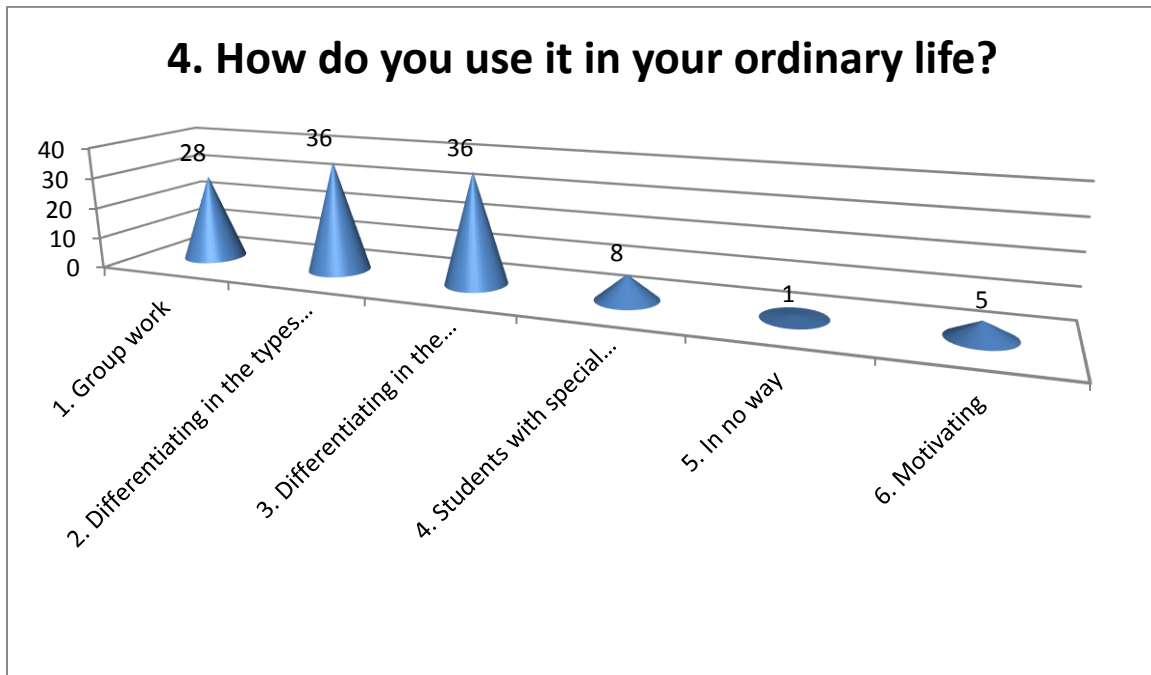
Most of the participating teachers work at kindergartens or as class teachers or teach Natural Science and Language. It is not so surprising regarding the fact that these educators and teachers may be more closely in connection with environmental issues than the others.



The high rate of teachers of Environmental Studies, Art, Technology and Physical Education is not very astonishing as well, except for the great proportions of Mathematics teachers and the low rate of teachers of Social Studies.

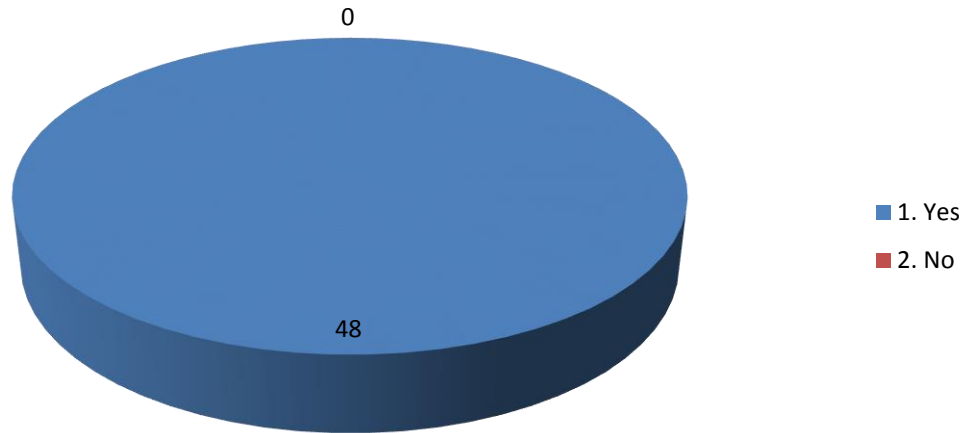


It is very positive that most of the teachers support the integrated form of education. However, the rate of those who gave negative answers is relatively high as well. The reason for this may be that it is still not clear for some teachers what this form of education really means. Therefore it would be useful to build this view in the teachers' training in some ways.



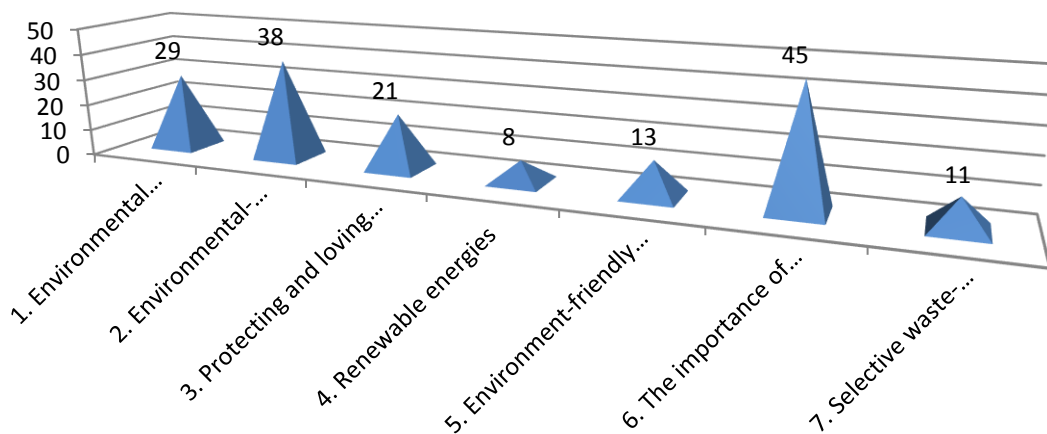
The rate of those teachers who employ the integrated form of education in lessons for group work and differentiating in the types of exercises and the requirements is outstandingly high, while those who work with students with special educational needs or use it for motivating or do not use it at all are few. On one hand it may mean that most of the questioned teachers think that this form of education is the most effective for teaching groups rather than individuals. On the other hand they may use it for rewarding students with better abilities than motivating those who are not so good at learning. Therefore training teachers in terms of integrated education seems important so as they could use this knowledge in their lessons in more complex ways.

5. Have you ever heard about environmental education?



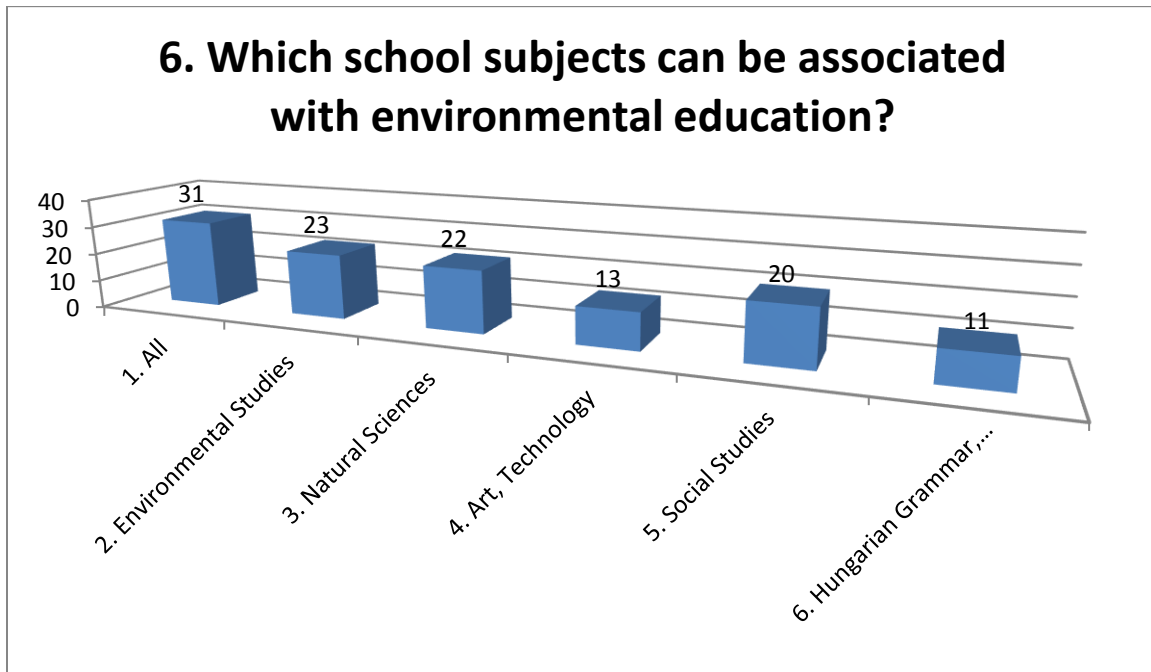
Since all teachers have already heard of environmental education it means that it has already been integrated to some extent in the process of learning and teaching.

5 a. If the answer yes, please sum up in few sentences, what it means for you?

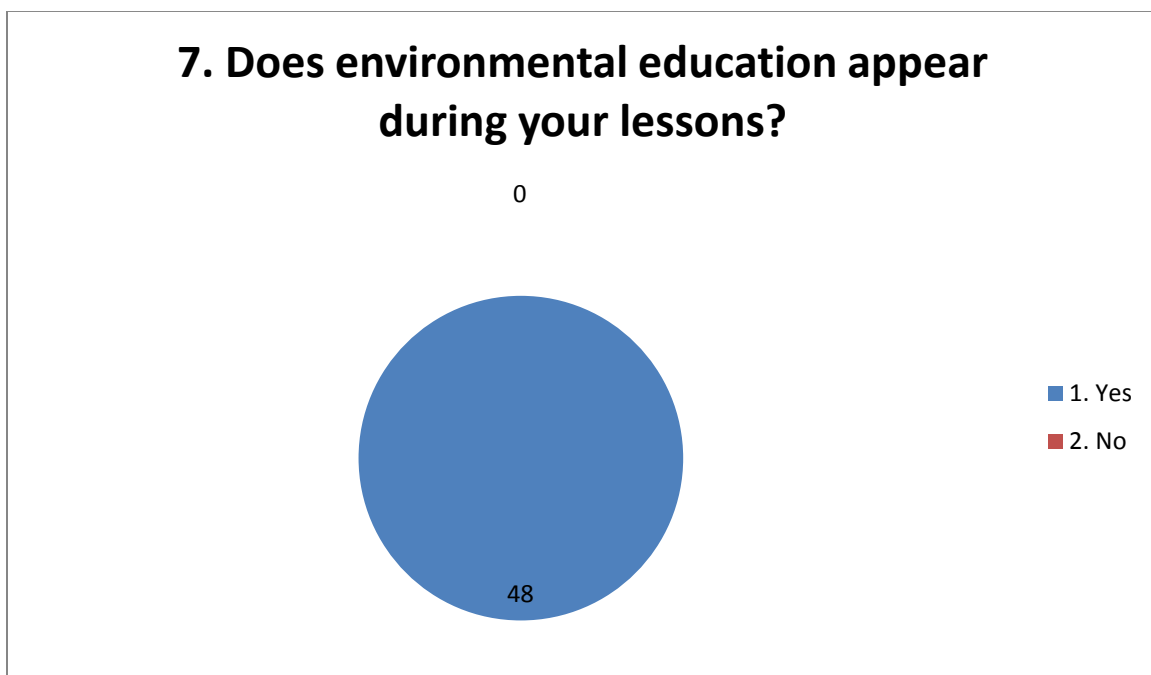


The rate of those teachers who think that environmental education means the importance of education is quite high. It indicates that they think their profession important from this point of view as well.

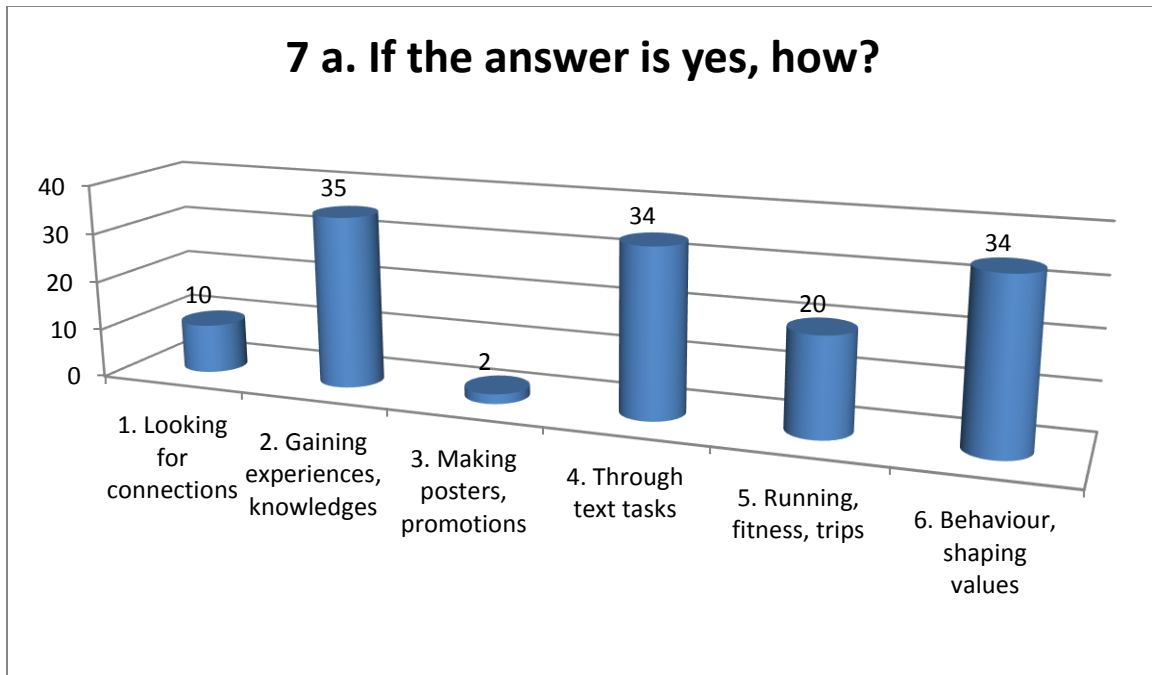
However, the relatively low proportions of environment-friendly consumption, selective waste-collection and renewable energies show that these aspects are still comparatively new, less detailed and less practical in terms of teaching.



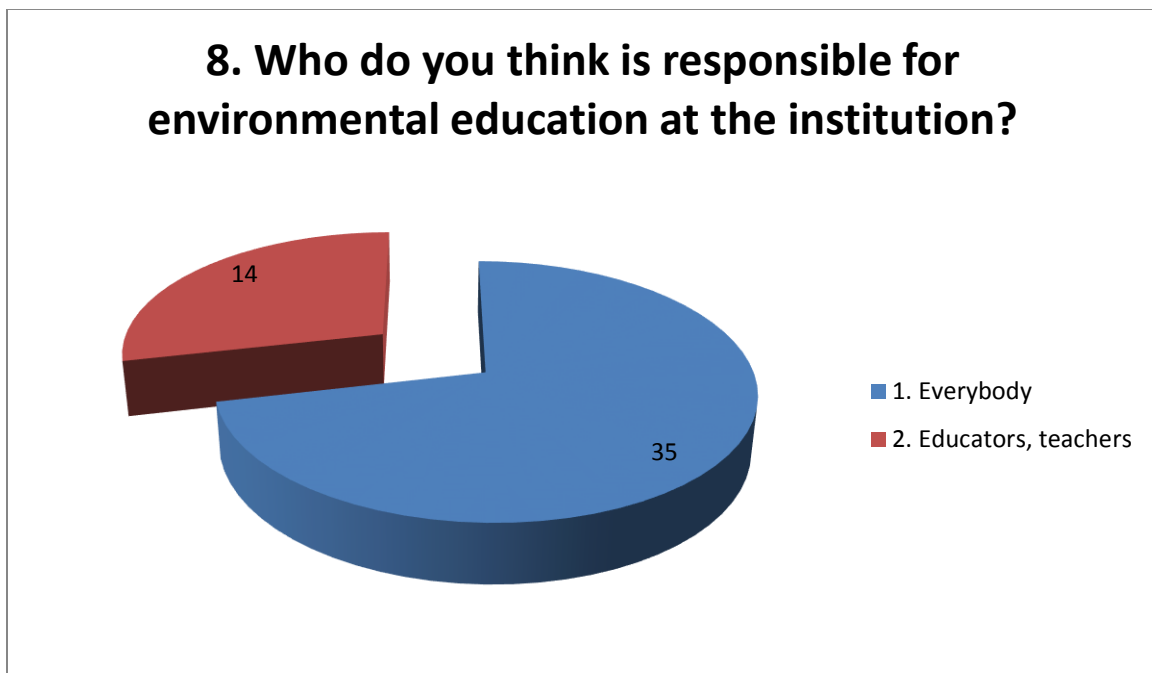
It is a joyful fact that most of the responders think that environmental education can be linked with all subjects. It is also remarkable that the shares of the mentioned subjects are quite balanced.



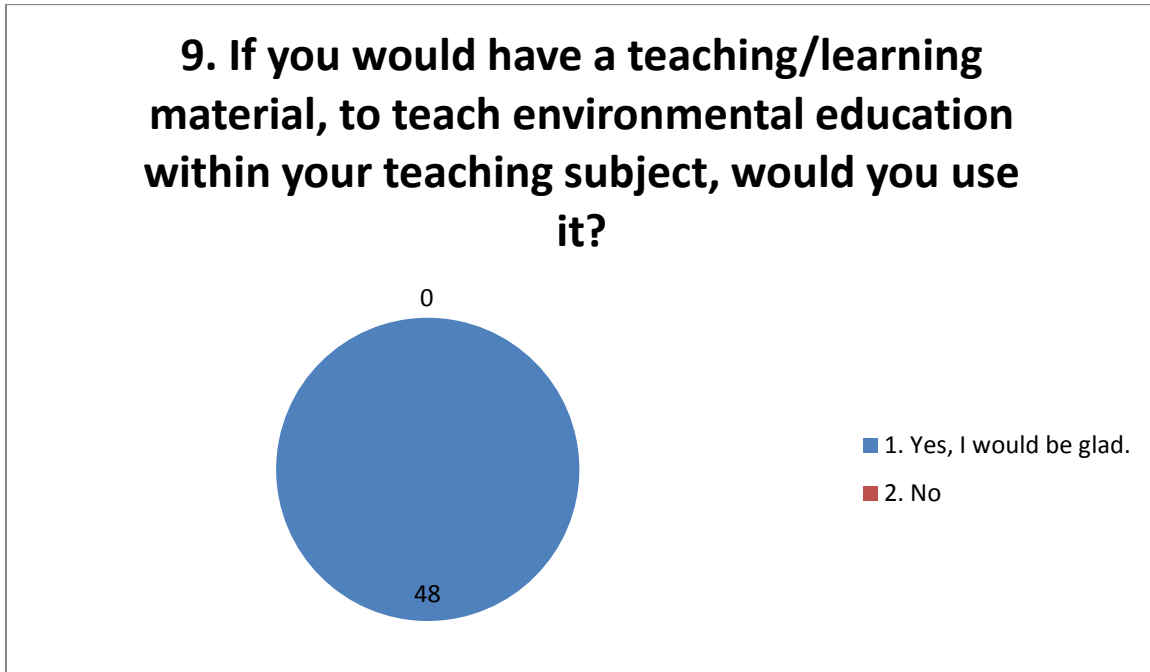
This absolutely positive answer means that the questioned teachers are all willing to use the different forms of environmental education.



This result indicates that the abstract aspects of environmental education (experiences, knowledges, text tasks and behaviour and value shaping) are more popular in the terms of teaching than the practical ones (making posters, promotions, looking for connections).



Most of the questioned teachers think that everybody is responsible for environmental education within an institution. It is definitely right but the distribution of responsibility is not equal and the role of the teachers at schools and the leaders of institutions in this respect is quite big.



The positive attitude of the teachers towards environmental education is very hopeful.

Conclusion

Regarding the personal conditions, participating teachers are from all fields of study, but they are mainly from kindergartens or teachers of Natural Science and Language. They teach all kinds of school subjects but the majority teaches Environmental Studies, Art, Technology, Mathematics and Physical Education.

As for the integrate education, most of them support it, which helps the cooperation of school subjects. It can also be useful for expanding the students' knowledge in terms of environment. Teachers use integrate education for different purposes, mainly for group work and differentiating. All of the teachers have heard about environmental education, so they have some basic background knowledge of it.

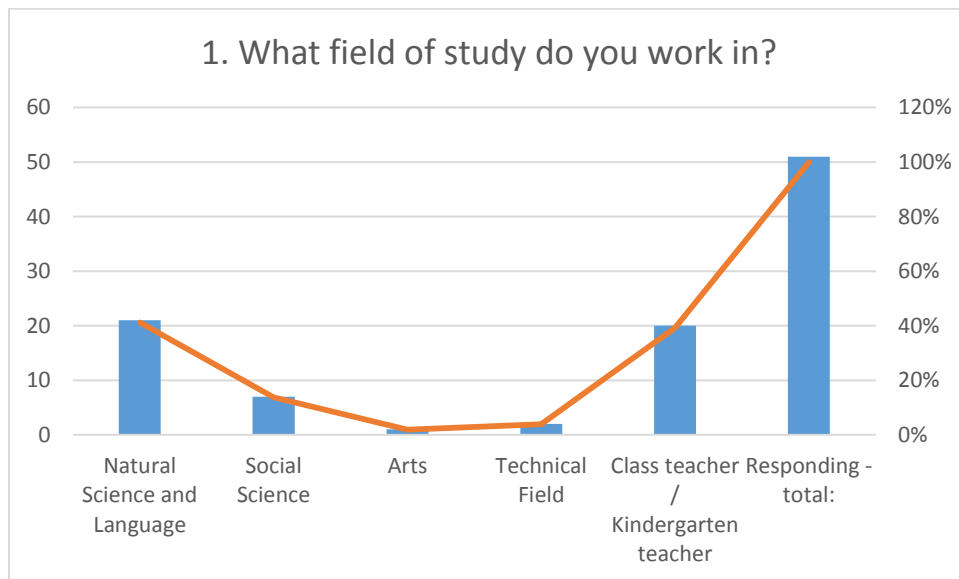
They mostly think that this notion means the importance of education, environmental protection and environment-conscious behaviour, actually they concern these meanings as synonyms of environmental education. In their opinion all the school subjects can be associated with environmental education and – in some ways – all the teachers build environmental education in their lessons: mainly by gaining experiences, making posters and promotions and shaping values. Most teachers believe that everybody is responsible for environmental education at the institution, not only the teachers themselves and all of them would use teaching / learning material in connection with environmental education.

Summing up the teachers' interviews it seems that the teachers are ready and willing to integrate environmental education in their subject, though it is not absolutely clear for all of them what the integrated form of education and environmental education itself exactly mean. Therefore it would be important to organize trainings for them on these issues and they will realize that these views can make teaching more enjoyable for children and so - more effective.

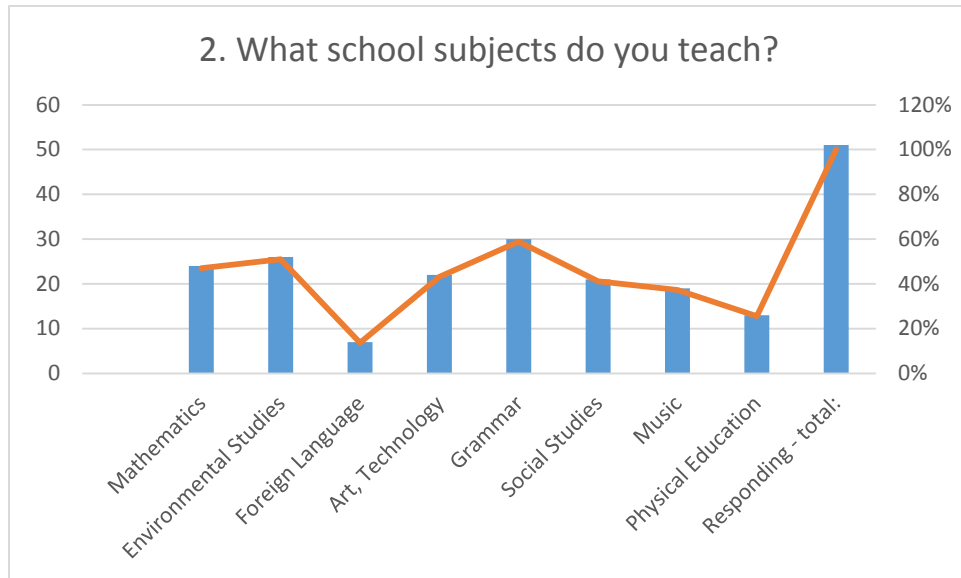
4.2. Romania

After several discussions between partners, a teacher interview was elaborated to show how teachers really think about environmental education and how they implement it into their everyday work. One of the purposes of this study was to find out if they would be open to use teaching materials which can be incorporated in their teaching subjects.

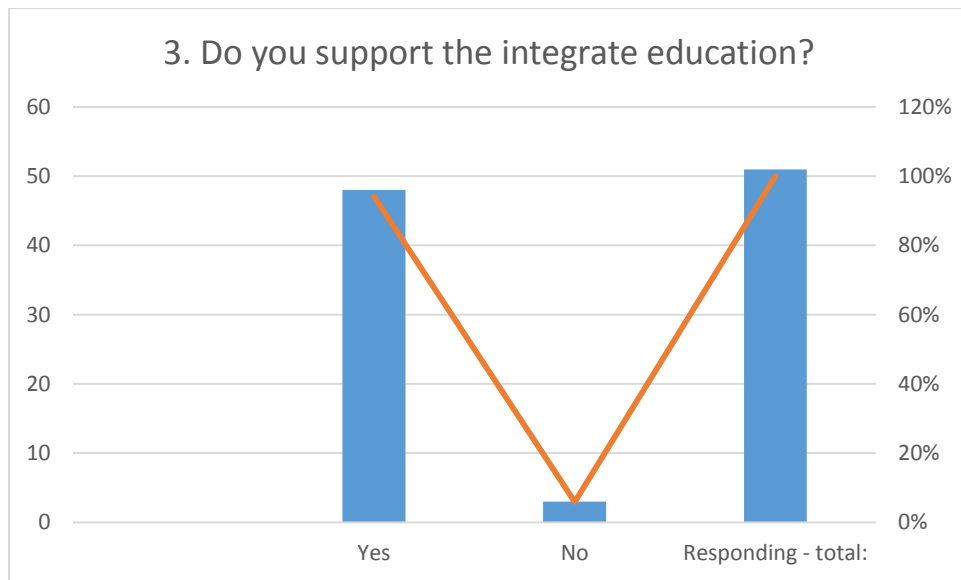
The study included 51 teachers from 10 schools in the Niraj Valley and Targu Mures. Data was gathered through personal interviews between 13 and 20 February 2017.



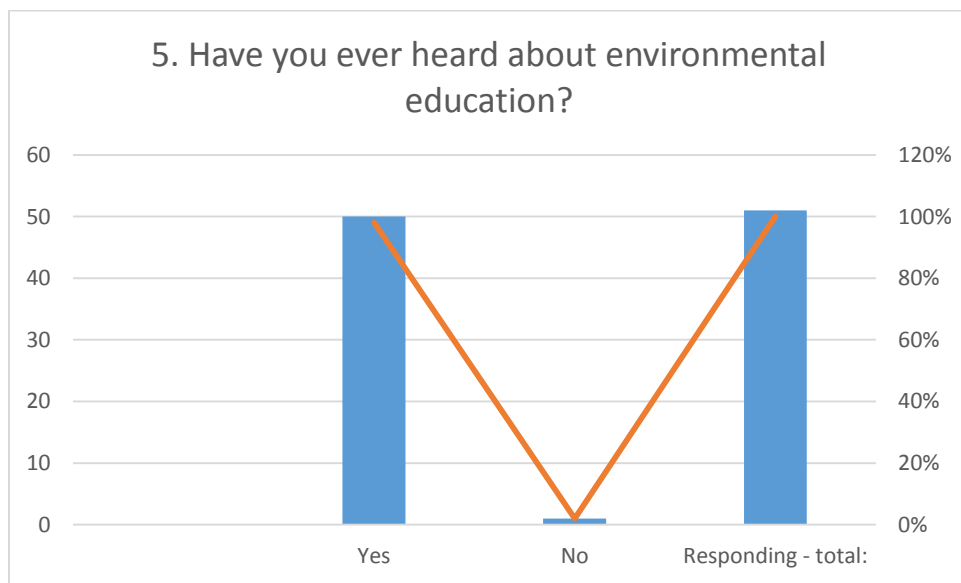
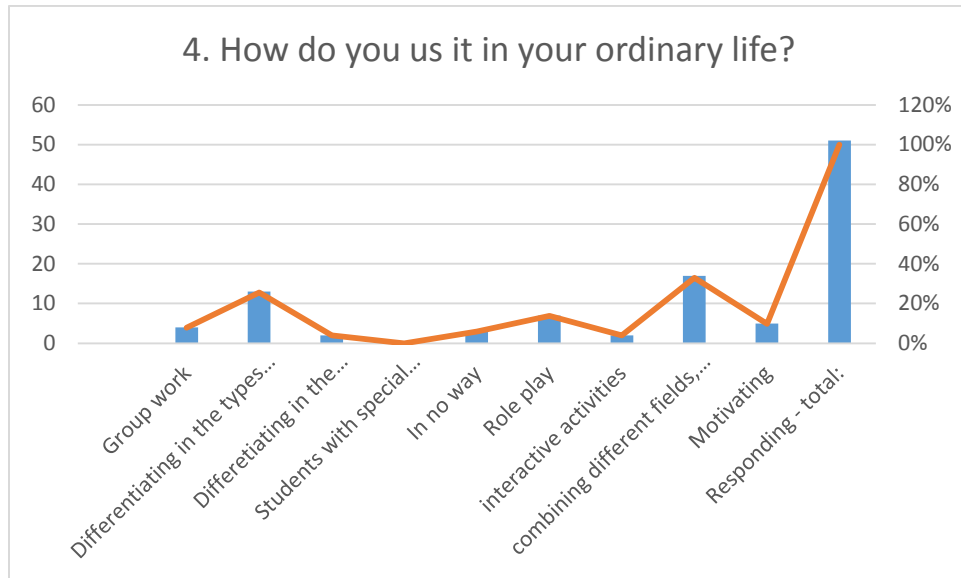
Almost half of the respondents (41%) work as Natural Science teachers. They are followed by elementary (primary) school teachers (39.39%).



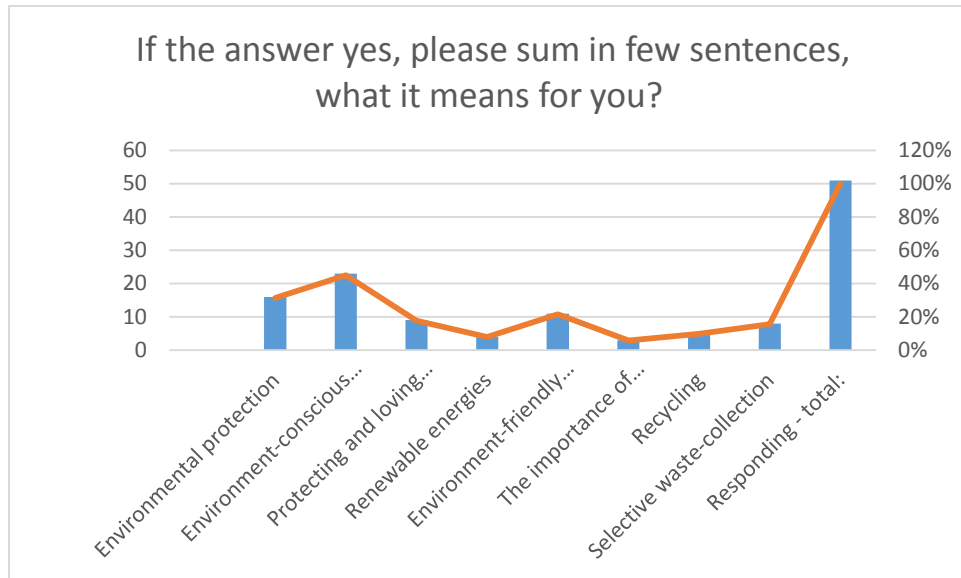
The majority of the respondents teach Romanian/ Hungarian Grammar and Literature (59%). They are followed by Environmental Studies teachers and Maths teachers. Almost half of the teachers also teach Music, Art and Technology. The least represented area is Foreign Languages.



Almost every teacher support the integrated form of education.

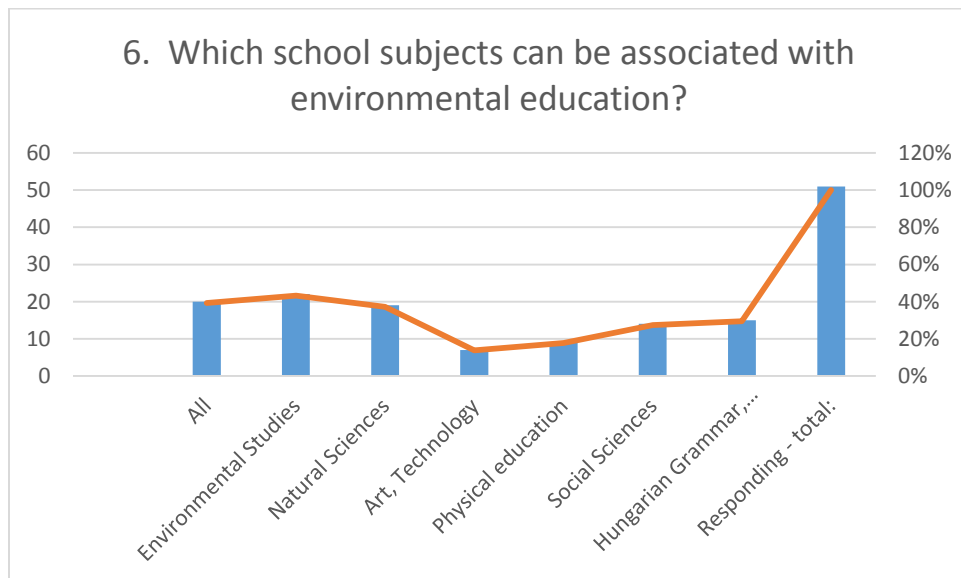


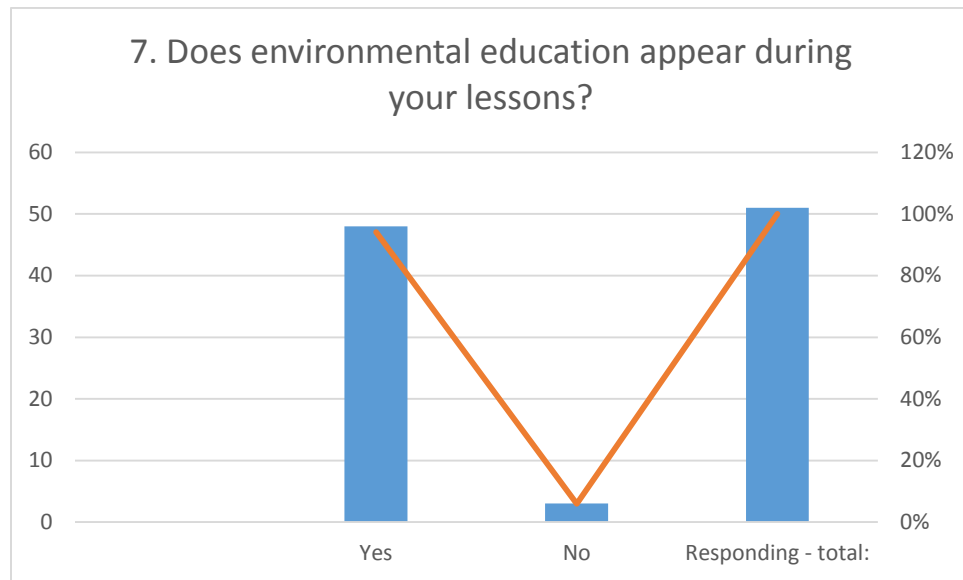
Only one of the interviewed teachers had never heard of environmental education.



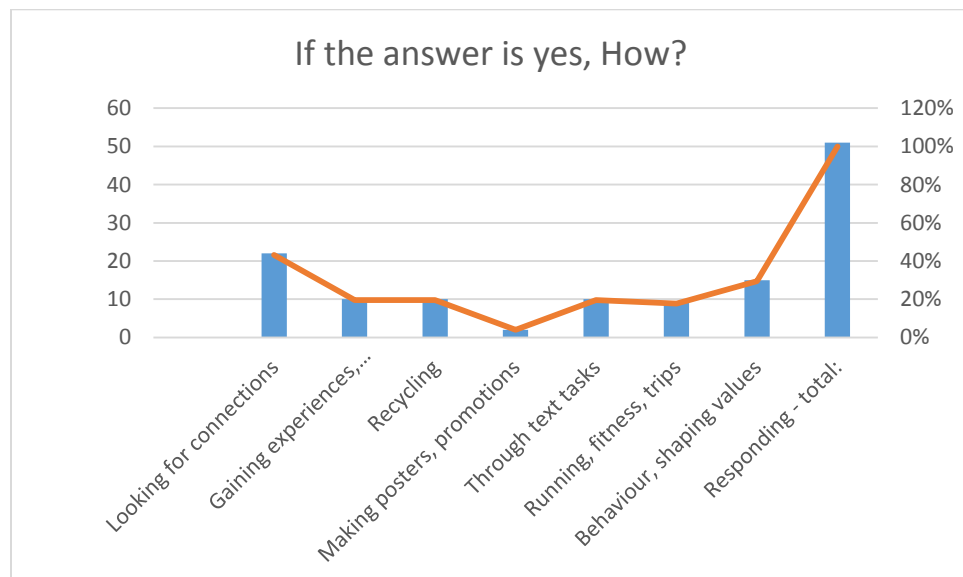
If the answer No, what do you think this definition means?

The teachers did not answer this question.



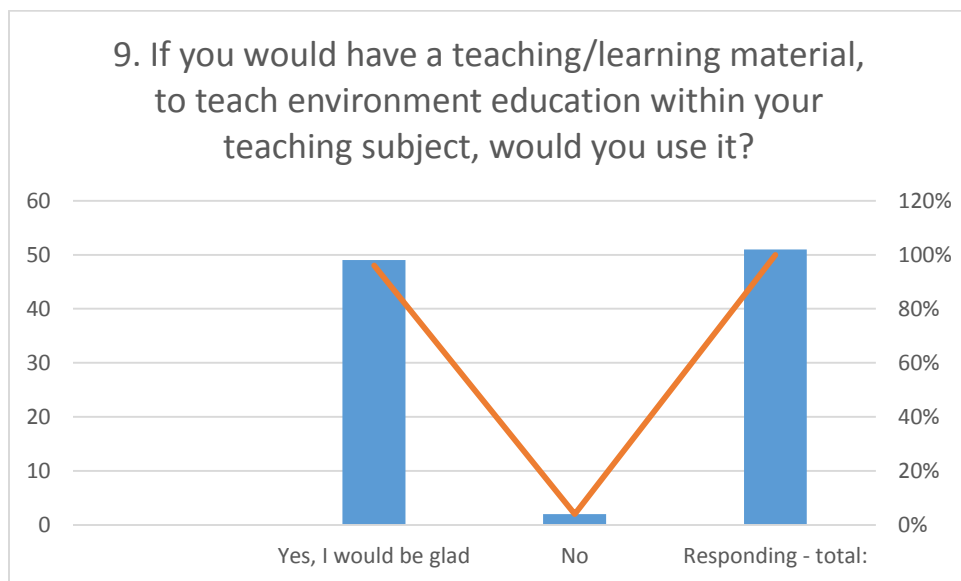
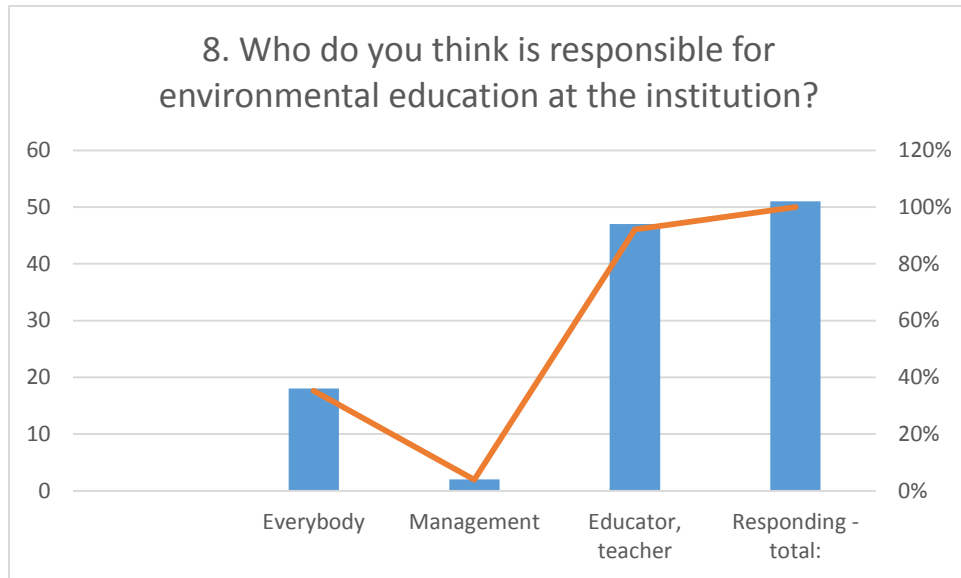


The majority of the teachers gave an affirmative answer.



If the answer is no, Why not?

One of the teachers answered this question. According to him/her the reason could be the lack of time.



The majority of the teachers would be glad to use materials with environmental topics. Only 2 of them responded negatively.

Conclusions

The purpose of this research was to determine the teachers' awareness on environmental education. These interviews are a good opportunity to evaluate how integrate learning is present in everyday

teaching. The questions also provide guidance in teachers' attitude towards environmental education and how they practice it in their daily routine.

The interviewed teachers are working in various fields. They are classroom teachers (in primary schools), teachers of social sciences, natural sciences, arts, music, PE.

The majority of educators believe that it is crucial to replace the tradition teaching methods with new ways to help students make sense of the multitude of life's experiences. Students today continue to move from one discipline to the next. So it is very important for teachers to understand that when themes, subjects, or projects are combined students begin to see meaningful connections between the subject matter. Unfortunately, in our country this remains mostly in theoretical level. It would be more effective running an interdisciplinary classroom which could afford students the opportunity to work collaboratively while making real-world connections with a variety of disciplines.

Teachers' opinion regarding environmental education is mostly positive. The majority of teachers believe that environmental education is about teaching students about the correct attitude towards nature. They emphasis that students should know better their settlements and notice / cherish our planet treasures.

The aim is that students should acquire core competencies such as the ability to change perspectives or to develop empathy and learn to live as responsible citizens of our planet.

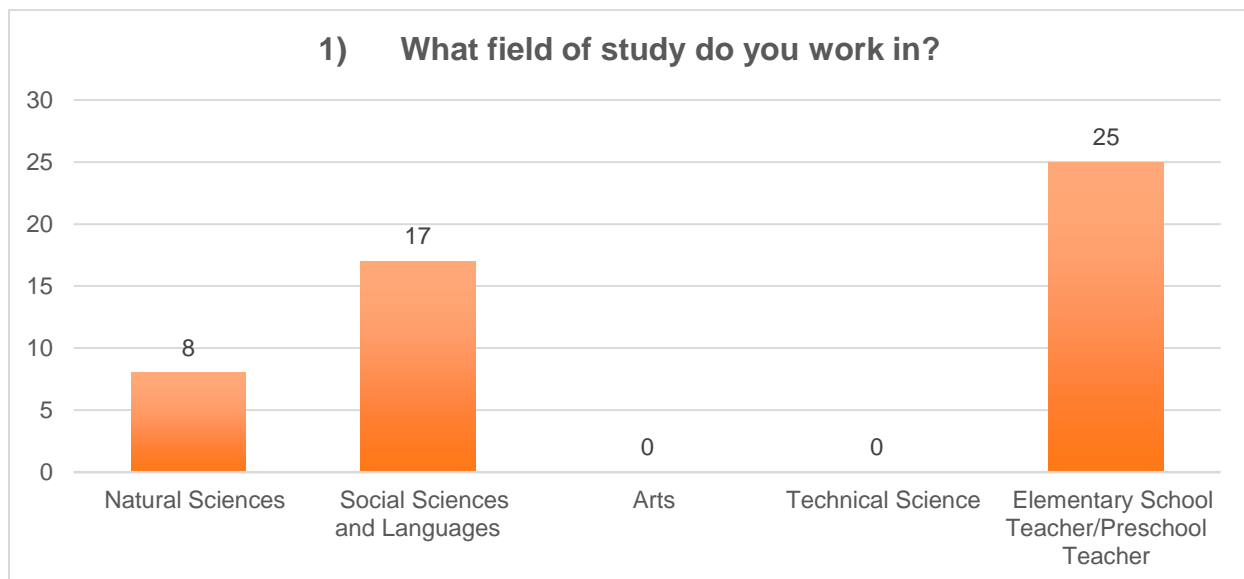
There is still a need for a good planning for outdoors activities with precise and delineated goals for what teachers want that students to be able to accomplish after the lesson is completed.

The majority of teachers noted that responsible for environmental education are all the educators and they would willingly use additional materials with environmental topics. This shows their awareness that educators' responsibility for a good future for all human beings on this planet may be addressed by environmental education in the Romanian schools.

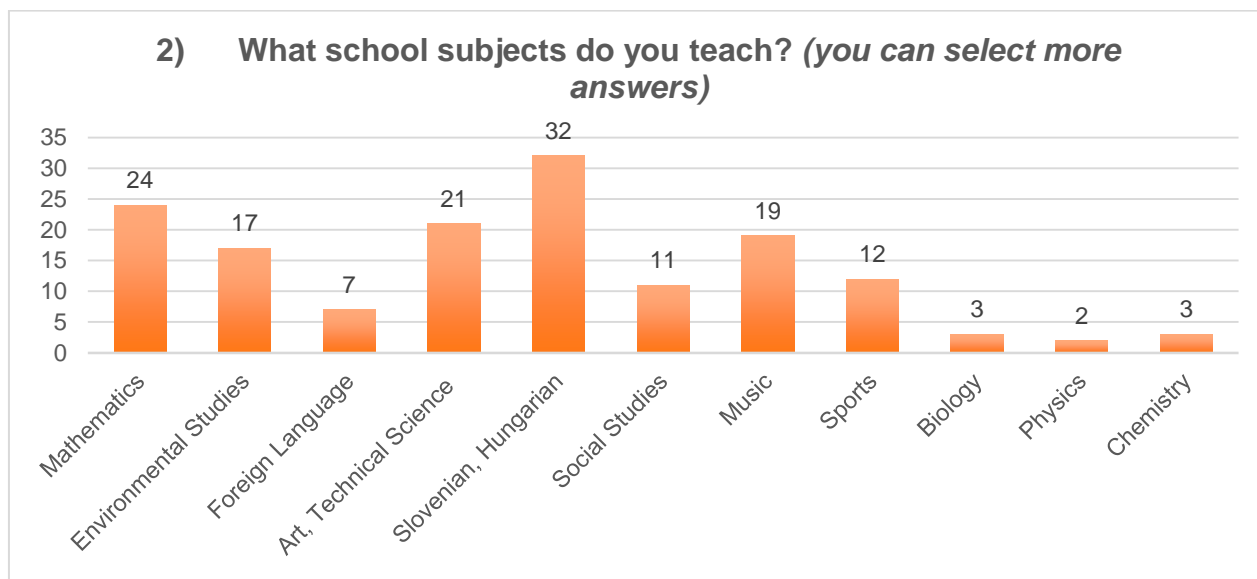
4.3. Slovenia

The purpose of the following study was to determine how teachers understand the concept of environmental education and how they implement such contents into their everyday work. We were also interested in whether they would be prepared to use materials that would enable them to teach environmental topics as part of their lessons. During research, data was gathered through personal and phone interviews. Our study was conducted by using the qualitative research method. The study included 50 teachers from six primary schools in the Pomurje region.

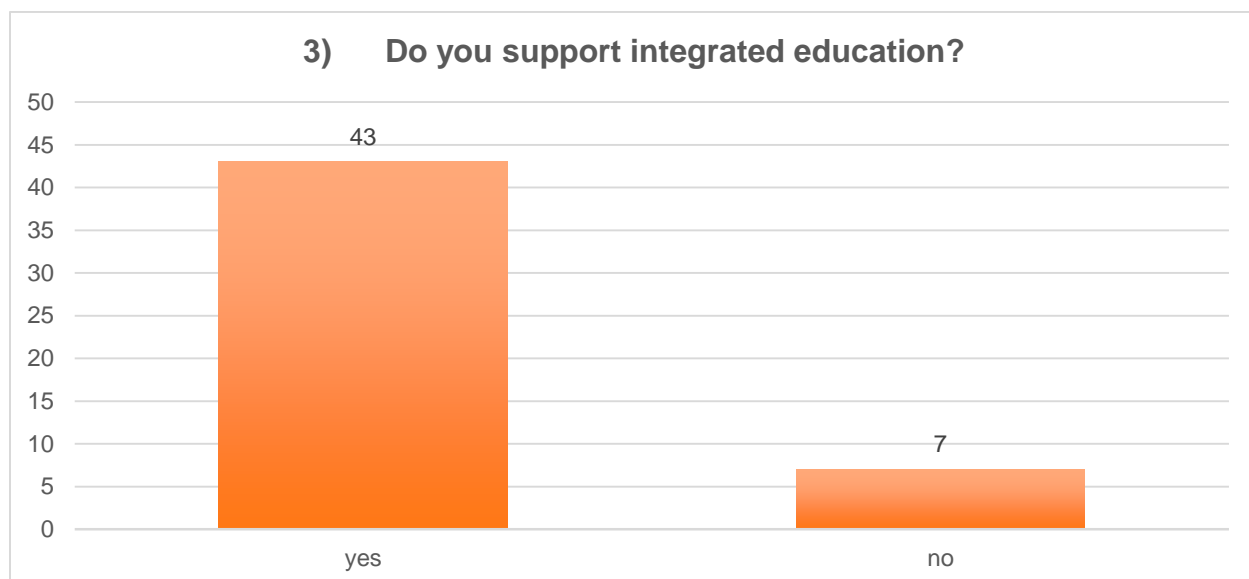
After examining the Slovenian, Hungarian and Romanian school systems, detailed discussions and coordination, a teacher interview was prepared. In Slovenia, data was collected between 6 and 13 February 2017. Teachers were contacted in person, via telephone or email, while their answers were regularly noted down in charts.



Half of the respondents (50%) work as elementary school teachers or preschool teachers. They are followed by social science and language teachers (34%). The sample did not include arts or technical science teachers.



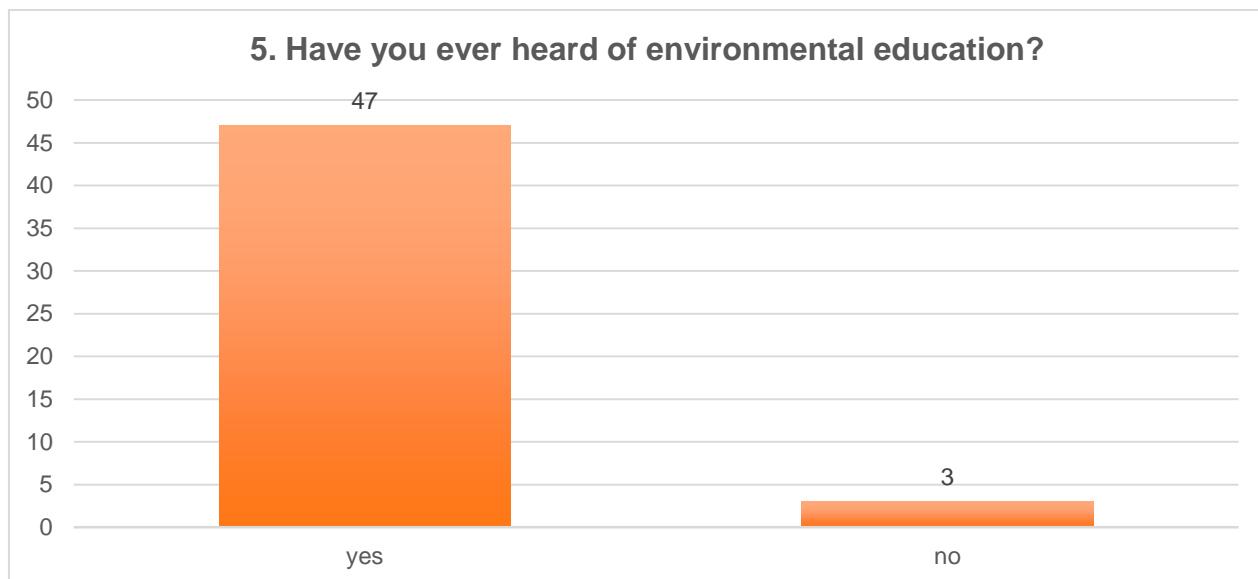
The majority of the respondents teach Slovenian or Hungarian (73%). Slightly more than one half of the teachers also teach mathematics (55%). The least represented area is physics. Only 2% of the respondents teach this subject.



The teachers' answers revealed that the majority is in favour of integrated education. They believe it is easier to introduce this type of education at the first level of primary school since the learning content is not as extensive and teaching objectives are not as demanding as later on.

4) How do you use it in your ordinary life?

The teachers provided different answers to this question, therefore, their replies were combined based on similarities and were presented as follows. The majority of the teachers apply integrated education by connecting learning contents across different subjects. If they are learning about measurements at mathematics, the language class will involve reading sports results tables which include measures of length. Some enliven integrated education lessons by using puppets, slides and applications with focus on the children. They adjust task difficulty to the abilities of individual pupils and allow all children to express what they have learned in their own way and thereby develop creativity. They spend a lot of time on relaxed oral and written expression. It is interesting to note that, as part of integrated education, many teachers take children outside, where they conduct different experiments and present the learning content on a practical level. The teachers implement integrated education through horizontal and vertical cross-curricular connections while using formative class assessment as the basis.



The majority of the interviewed teachers have heard of environmental education.

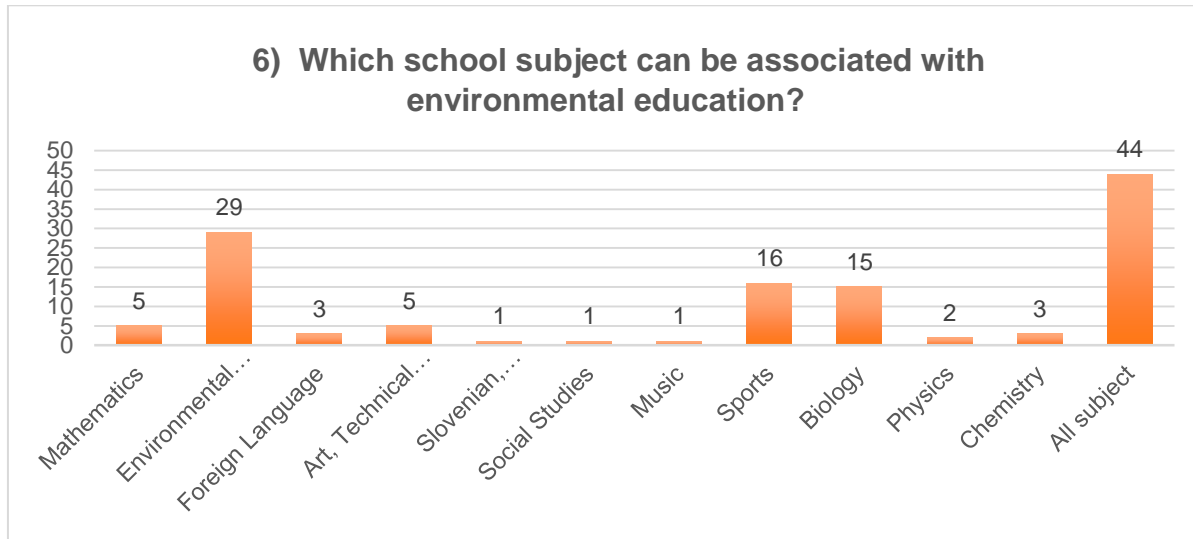
a.) If the answer is yes, please sum in few sentences, what it means for you?

The teachers provided different answers to this question, therefore, their replies were combined based on similarities and presented as follows. The majority of the teachers reported that environmental education deals with teaching children the proper attitude towards nature and the environment. They believe it concerns educating about the environment in which we live and which is also a part of us. They think it is important for pupils to feel this connection, the interdependence with the environment and our planet, to develop a sense for solving nature-related problems and to be aware of the consequences our actions bring to the environment. They see environmental education as raising awareness and educating pupils to maintain a healthy and clean environment for all living beings on Earth. It means educating for the future, preserving natural resources for our posterity. The teachers find it important to inform pupils about the relationship between nature, society, technology, economy, to stress the values of nature and the environment in which we live, to bring attention to the natural values of a place, the biodiversity, and to emphasise the importance of preserving nature for future generations. Teachers also noted that environmental education is

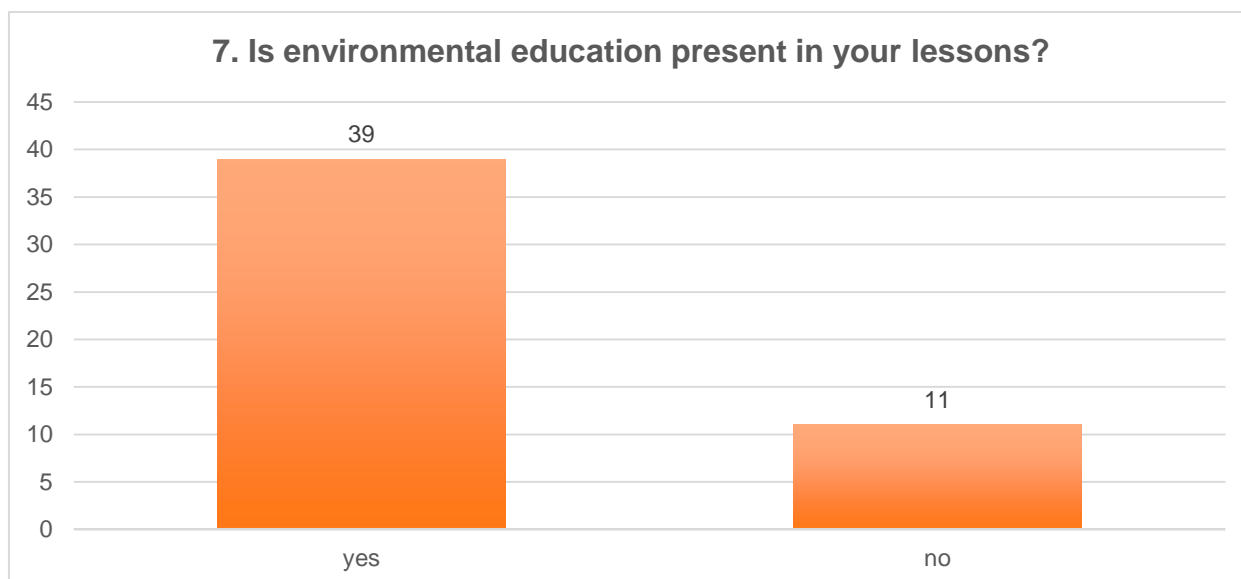
part of sustainable development. It teaches students the different aspects of properly coexisting with nature, preserving it and reducing pollution to a minimum. The teachers find this type of education essential, because pupils who learn these things early on in childhood are more likely to follow these principles later in life.

b.) If the answer is no, what do you think this definition means?

The teachers did not answer this question.



The majority of the respondents believe practically all subjects could be connected with environmental education. This mainly depends on the teacher and the cross-curricular connections he or she uses.



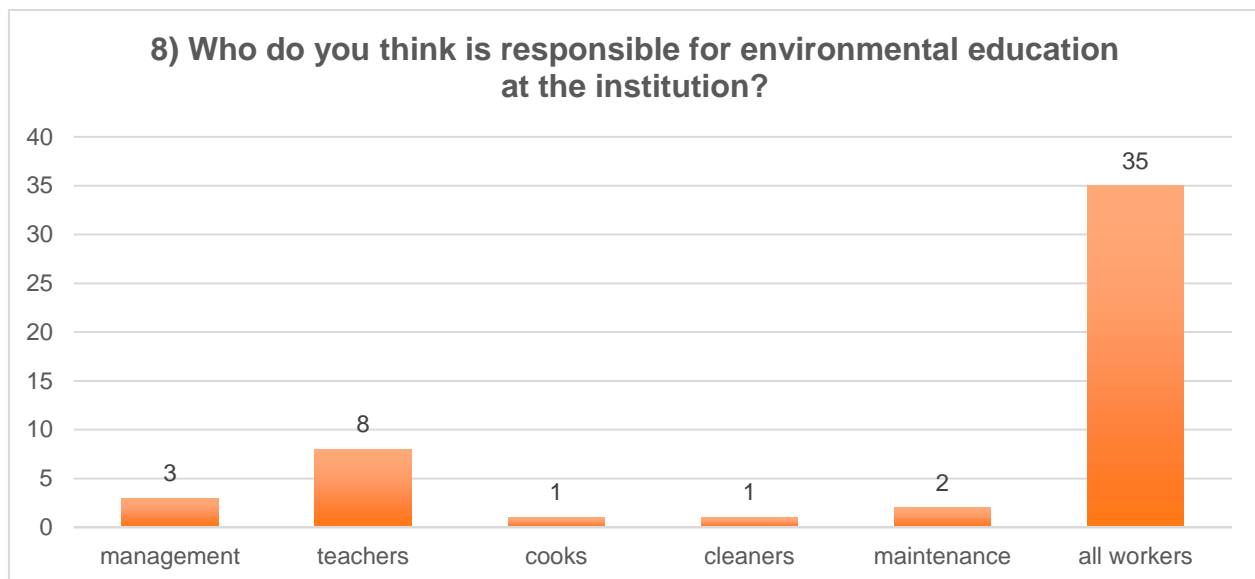
The majority of the teachers gave an affirmative answer.

a.) If the answer is yes, how?

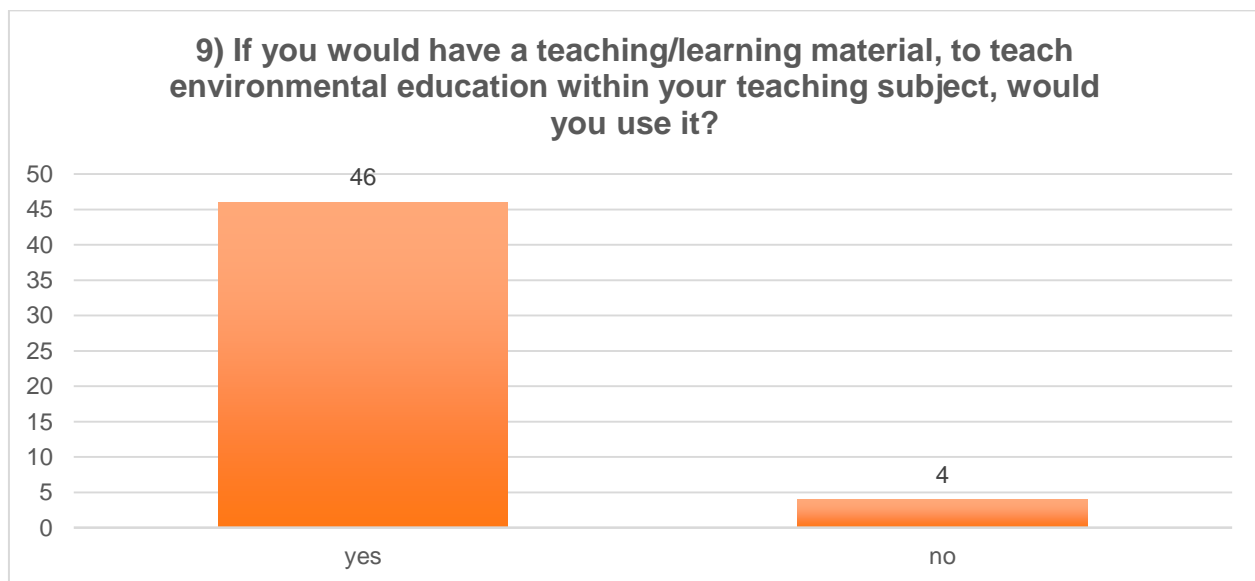
The teachers' answers revealed they try to incorporate environmental education into their lessons. They do this by talking about environmental problems, the consequences of human actions and our responsibility towards nature within specific topics. The teachers advocate respect towards all living beings, be it humans, animals or plants. They raise their pupils' awareness about life in parts of the world that suffer from different types of scarcity, natural and social catastrophes. It is promising that many teachers are involved and encourage pupils to take part in different collecting campaigns (paper, toners, batteries, food, clothes). They talk to their pupils about recycling and reusing old items, raise awareness about the water footprint and bring attention to sorting waste. Pupils read non-literary texts about environmental education, make posters, watch videos, etc. Unfortunately, many teachers highlighted the problem of curricula being overwhelmed with useless content that must be covered, which leaves little time to thoroughly deal with environmental education. For this purpose, they make use of daily activities, class lessons and additional lessons to spend more time talking about the topic.

b.) If the answer is no, why not?

The teachers did not answer this question.



The majority replied that environmental education is the responsibility of all employees – the management, teachers, cooks, cleaners, maintenance.



The majority of the teachers believe they would use materials containing environmental topics.

Conclusion

The aim of this research was to determine the teachers' attitude towards environmental education. Via interviews we wished to investigate their knowledge of integrated learning and its implementation. We also inquired about their understanding of environmental education and how they practice it in their daily routine.

The research includes teachers of various fields. The majority of participating teachers consists of classroom teachers, childcare workers, teachers of social sciences and languages.

Based on the teachers' answers we discern that the majority of teachers support integrated lessons. They believe such teaching methods are easiest to be incorporated at the homeroom level, i.e. ranging from first to fifth grade, since the subject matter is not so extensive and the teaching aims, too, are less demanding. Most teachers implement integrated learning by fusing contents from different subjects. Some teachers resort to puppets, slides and apps while holding child-centered lessons. How demanding a certain task is, is then adjusted to the individual student's capabilities. Teachers empower children to express their discoveries in their own way and to enfold their creativity. Surprisingly, many teachers like to take their students outdoors to have an integrated lesson. There they perform different experiments which familiarise students with the subject matter on a concrete level. Integrated lessons are usually performed by means of cross-curricular links—on a vertical as well as a horizontal level—which are supported by formative assessment procedures.

The research also studied teachers' opinion regarding environmental education. The majority of teachers stated that environmental education is about teaching students about the correct attitude towards nature and the environment—especially educating them about the environment in which we live in and of which we are part of. They emphasise: that students should develop a sense of connection between us, the environment and our planet and cultivate awareness for the resulting interdependence between these elements, that they should develop a sense of solving nature's problems and that they should notice the impact of our behaviour on the environment. Environmental education is thus seen as raising awareness and educating students about conserving a healthy and clean environment for the benefit of all creatures. Furthermore, it is perceived as educating for the sake of our future, i.e. for the sake of conserving natural goods for posterity. Teachers deem nature and the environment in which we live in as important values.

Hence, the merits of an environment, its biotic diversity and conserving nature for future generations should be, in their opinion, brought to students' notice. Teachers also noted that environmental education means sustainable development, too. Students learn about different points-of-view regarding coexistence, conserving nature and reducing pollution. Teachers believe such education to be pivotal; after all, raising children in such a mindset will increase the likelihood of children living according to these principles as adults, too.

Participating teachers stated that environmental education can be integrated into all subjects—it merely depends on the willingness of the teacher. Their replies revealed their continuous effort to integrate environmental education into lessons, such as speaking about environmental issues, the effect of human behaviour on nature and our responsibility to nature. Teachers advocate showing respect towards all living things: people, animals and plants alike. They also teach students about parts of the world where people face different shortages, natural disasters and social unrest. The fact that many teachers participate in collection drives—i.e. collecting paper, printer cartridges, batteries, food and clothes—and encourage student to partake in these activities as well is promising. Teachers often talk with students about recycling and re-using items, and teach about a person's water print and the importance of waste separation. In return, students read non-fiction concerning environmental education, design posters, watch different videos, browse through books, etc. Unfortunately, many teachers have pointed out the problem of oversaturated curricula which leave little time for in-depth environmental education. Consequently, teachers usually resort to topical days, planning periods and additional lessons during which they can pay more attention to environmental issues.

Last but not least, the majority of teachers noted that the responsibility for executing environmental education lies with all: the management, teachers, cooks, cleaners and the school caretakers. Teachers have expressed quite an interest in using additional materials which incorporate environmental topics. However, they commented that they would use such materials if they were in (partial) accordance with the subject matter and lesson aims which are set by the curricula.

5. General conclusion (Students)

If we sum up the results gained during the data collection in the three countries we can see that the similarities are more significant than the differences.

Personal environment:

Examining the closer circumstances of the participating students, most of them, actually more than half of them are from villages (HU: 53 %, RO: 70 %, SLO: 83 %) and they are mainly satisfied with their environment. If they could change it, they would create more parks and green areas and natural habitats for leisure activities in all the three countries (in Slovenia the order of these two aspects is just the other way round).

Almost all of the asked children like to be outdoors and most of them spend more than two hours a day in nature but at least one hour (in Slovenia: the other way round) and they do activities which can be closely related to nature: doing sport activities and playing with friends, only the order is different. Most students are physically active for one or two hours during the day outside school. The data a bit differ in terms of getting to school because in Hungary and in Slovenia most of them travel by car, while in Romania they go primarily on foot. The reason for the difference in Hungary and in Slovenia might be the considerably great distance between home and school but it must also be stated that the rate of the students who get to school by public transport or on foot is quite high as well in these two countries.

If we examine the eating habits of the participating children in these countries it can be seen that most of them eat more than three times a day (HU, SLO). In Romania the number of children who eat more than three times equal with the ones who eat three times. In all the three countries the majority of the students eat fruit every day.

Institutional environment:

It is also a common feature that in all the countries students think that it is the school subjects of Environmental Studies (HU, SLO) or Science (RO) which provide the most information for them about nature and language (HU, RO: foreign language) or Mathematics (SLO) that give the least of it.

Most of the children (SLO) or almost all the children (HU, RO) are fond of Environmental Studies but there is a slight difference in the reasons. In Slovenia and in Romania students like it because they can explore plants, animals and natural phenomena, learn about nature more or carry out experiments and research. In Hungary the reasons are more abstract: children find it interesting and they can learn more new things about nature while the practical side of this liking (experiments, research) is not emphasized.

Most of the students (SLO) or almost all of them (HU, RO) have already had lessons outdoors, overwhelmingly P.E and Environmental Studies (in RO: Science) but they could imagine more of these lessons in nature (in Slovenia Arts and Music are also mentioned). In these outdoor lessons in Romania and Slovenia students did more learning activities than in Hungary because they explored nature, learned about it, did practical things (e.g. bird tables, cleaning the streets) or took trips to get to know the neighborhood better, did some sport. In Hungary children mainly did exercise and played during these lessons.

As for the concept of sustainable development in Hungary and Romania most of the students have already heard about it (HU: 73 %, RO: 67 %). In Slovenia this rate is quite low, only 33 %. In the three countries this concept seems to be different: in Hungary for students sustainability mainly means selective waste collection, going to school on foot or by bike, using textile bags for shopping and having shower. In Romania and Slovenia this difference is not so remarkable: students in these countries think it basically means collecting waste selectively, walking or using bike while going to school and buying local products (SLO) or buying local goods, separate waste collection and going to school on foot or by bike (RO) (It can be seen that in these two countries only the order is different.) The reasons why children think sustainable development important are quite similar in all the countries: in their opinion it is good for both them and nature and the environment can be made healthier by this and they can also protect nature. It is interesting to note that the future perspective is significant as well in Romania and Slovenia because participating children want to conserve nature with the help of sustainability for the next generations. In Slovenia saving has also appeared as an important factor.

Summing up all the perceptions mentioned above we can see that children live in quite nature-close environment in all the three countries. They have a natural need for green areas as well as to spend as much time outdoors as they can, doing mainly sport activities. Their eating habits are quite healthy as well. They show a positive attitude toward environmental-conscious ways of travelling (walking, cycling) and outdoor lessons, so sustainable development – though most of them understand only partially what it really means – is not an alien concept for them. The most important aims should be to let children get closer to nature in theoretical and in practical ways too. Therefore it would be very important to teach them about environment more in various ways with different means.

6. General conclusion (Teachers)

Summing up the results of the teachers' in-depth interviews we can observe that there are no great differences between the three participating countries.

It seems to be a interesting feature that in Hungary and Slovenia most of the interviewed teachers are class teachers and primary school teachers and also a considerable amount of them work in kindergartens, while in Romania teachers of Natural Science stand in the first place. However, in terms of the taught school subjects there is a slight difference, because in Hungary the asked teachers teach mainly Environmental Studies, while in Romania and Slovenia predominantly languages (Slovenian and Hungarian) and the teachers of Environmental Studies are only somewhere else on the list (RO: 2nd place, SLO: 5th place).

As for the integrated education in Romania almost all the teachers support it, while in Hungary and Slovenia the majority of them. There is also a small difference regarding the usage of this concept in everyday work. In Slovenia teachers apply cross-curricular connections both in horizontal and vertical ways via learning contents with using traditional assessment. Moreover, in this country the practical side of it is also emphasized. In Romania it basically means combining different fields and differentiating, so teachers do not really have intense knowledge about it. In Hungary it is used only in certain contexts and forms of work, mostly for group activities and differentiating in the types of exercises and requirements, so probably not all students are involved.

In Hungary all the participating teachers have already heard of environmental education, while in Romania and Slovenia the majority of them. Although the meaning of this concept for them is different. In Romania this notion is fundamentally about environmental-conscious behavior, environmental protection and environment friendly consumption. In Slovenia teachers think that it covers a kind of respectful behaviour towards nature and all the living creatures, solving problems which concern nature and both maintaining and preserving healthy and clean environment, even for the next generations. In Hungary teachers believe that environmental education justifies and – at the same time - cooperates with the importance of education itself and for them this concept mostly mean environmental-conscious behaviour, environmental protection and protecting and loving the Earth.

It is very positive and hopeful that in each country in most of the teachers' opinion all subjects can be linked to environmental education. Supporting this idea In Romania and Slovenia the majority of the teachers state that this type of education is applied in their lessons, while in Hungary all the participating teachers say that. However, the methods they use are not exactly the same: in Slovenia in the lessons teachers and students mainly discuss environmental problems, read texts about them, make posters about environmental issues and the teachers encourage the children to take part in practical collecting campaigns (e.g. papers, clothes, food, etc.). In Romania they do a lot of various activities, such as looking for connections, shaping values, text tasks, gaining experiences, recycling, physical activities, while poster making and promotion is only a marginal action. In Hungary the theoretical part of it is also strong because teachers implement this idea by helping students gain experiences and knowledge and form values and a proper attitude towards nature. They mainly read and discuss texts but the practical side of environmental education is not really emphatic.

It is a uniform notion in all the three countries that – according to the majority of teachers – everybody is responsible for environmental education at an institution or school, not only the teachers, which means that all the people can and have to take part in it as well. It is interesting to see from the statistical data that the responsibility of the management in this question is in the second place in Slovenia, but in the last place in Romania. Teachers can have an initiative role concerning the matter of responsibility, since most of them (RO, SLO) would be willing to use a teaching/learning material of environmental education or all of them (HU), if they had any.

To sum up all the results we have obtained in all the three countries we can say that all the teachers are from different fields of sciences but they are mainly primary school and kindergarten teachers and Natural Science teachers. Most of them teach languages and Environmental Studies and the majority of them have already heard of integrated education. They even use it in their lessons but in Romania and Slovenia this process is more advanced (using cross-curricular connections) and more practical (especially in SLO) than in Hungary, where it is used mainly for specific purposes (group work and differentiating), so maybe less students are involved. The majority of the teachers have already heard of environmental education and have various and quite proper notions about it. In all countries most teachers think that all subjects can be associated with environmental education and it is actually present in their lessons, though the practical attitude is more emphatic in Slovenia than in Hungary and Romania. The majority of the teachers believe in all countries that everybody can do some work in terms of environmental education and most of them would like to use a teaching/learning material concerning this.

All these mean that though the concept of integrated education and environmental education is not quite clear for all the teachers but their attitude toward these notions are positive and hopeful. Therefore it would be very important to train teachers in order they could teach children and the future generations for protecting and loving nature.