

The work developed from exploring basic principles of environmental education that form and constitute this area as a distinct field of education: its human dimension, holistic approach, integrative, systems, complex and contextual character, its balancing, connective, ethical dimensions. Attention was focused on the concept of holism, and educational consequences of the holistic point of view, and also holistic approaches in specific disciplines. Areas of interest included methods of natural sciences, particularly where these sciences face methodological limitations, focus on complex features or attempts to unify fields of knowledge. Systems theories as well as definitions of interdisciplinarity were under consideration, as well as unifying concepts in ethics and pedagogy. Comparison of the holistic approach in these different contexts was made and the influence of the concept of the "whole" on the generation of meaning in different discourses was examined. Consequences for the pedagogical field were deduced. Here it was concluded that education (educere) as leading and supporting life motion, growth and development, is based on holistic knowledge that is in relationship with the world and needs continuous care. Education then has to lead not only to understanding of the "whole" of human life, but also of the "whole" of the world that is inhabited by not only human creatures - thus environmental holism should be defined as an approach essential for having a stake and engaging in this world.