

Abstract

This master thesis is concerned with current issues of educational politics, namely the integration of environmental aspects into the curriculums of grammar schools and high schools. Environmental education, and awareness raising has appeared in schools following the introduction of the framework education programme as one of its cross-curricular subjects, reflecting new social needs. While there lies a great potential for the development of our education system within cross-curricular subjects and framework education programmes, these also introduce new requirements for teachers, who are not always quite prepared for dealing with them. The introduction of external partners into education is one possible way of dealing with those requirements, as these external partners have many years of experience with ecology oriented education programmes and their methodical specifics.

The presented master thesis familiarizes the reader with the individual forms of cooperation among schools and external partners and tries to generalize its pros and cons and outline the possibility of engaging external educational partners in teaching subjects other than environmental education. The paper deals with a multidisciplinary topic in which the findings of public policy, pedagogy, ethics and ecology intertwine. The problem at hand is viewed through the prism of implementation theory.