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GEOECOLOGICAL CONTENTS IN THE GEOGRAPHY CURRICULUM IN ELEMENTARY SCHOOLS OF THE CANTON OF SARAJEVO, 2003-2018*AUTHORS****Aida Korjenić, Amra Banda****Department of Geography, Faculty of Science, University of Sarajevo, Zmaja od Bosne 33-35, 71000 Sarajevo, Bosnia and Herzegovina.**E-mail: aidakorjenic@yahoo.com; amra.catovic@yahoo.com****Amil Mehić****Ismeta Alajbegovića Šerbe 9, 71000 Sarajevo, Bosnia and Herzegovina.**E-mail: amilmehic@hotmail.com**UDC: 372.891:502(497.6)"2003-2018"**ABSTRACT****Geoecological contents in the geography curriculum in elementary schools of the Canton of Sarajevo, 2003-2018***

Education reforms in Bosnia and Herzegovina began in 2003, when the process of adopting the Framework Law on Education started. Reforms emerged as a need after the war (1992-1995) and the establishment of a new administrative and political arrangement in Bosnia and Herzegovina. The aim of this paper is to analyze the representation of ecological contents, teaching units, topics and lessons in the modern geography curriculum in elementary schools, which contribute to the development of pupils' awareness of the need for environmental protection. The analysis of the objectives and outcomes of learning geography curricula has shown, among other things, the emphasis or accent on environmental education and upbringing. During the work it was noted that teachers have quite enough motives, and certain progress in the realization of ecological activities in teaching geography of Sarajevo primary schools, however, more effort is needed in order to achieve all the aforementioned advantages of ecological education and upbringing.

*KEY WORDS**curriculum, geography, ecological content, primary schools, Sarajevo.*

1. Introduction

The complexity of research work, due to study of the role of ecological education and related upbringing in the interests of environmental protection and improvement imposed the need to use a complex methodology of geoecological research. In order to research contents in the field of Ecology and Geoecology and their role in the system of ecological education and upbringing, the methods of theoretical analysis and content analysis were used.

The theoretical analysis was used to study the concept and understanding of ecological upbringing and education, in terms of previous research and authors. By the method of content analysis, the categorization of teaching topics was carried out through the geography subject based on the analysis of the Curricula and Programs. The theoretical analysis was the first step because it served in the analysis of theoretical contents from the domain of the environment, the cause of its disturbance, the concept and the understanding of environmental upbringing and education in terms of previous research. The method of content analysis was used in the categorization of teaching units, topics and lessons through the geography class, and based on the analysis of legitimate Curricula and Programs of the federal and cantonal levels. Following the education reforms in Bosnia and Herzegovina in 2003, a curriculum was changed in accordance with international standards, based on a child-centered approach. Curricula and programs provide an overview of the basic units, topics and the overview of global content that are developed in textbooks and implemented in the teaching process (Lugić, 2012).

The school gradually loses its upbringing activity as its primary activity, so that education and upbringing depend on the self-initiative and the attitude of teachers or professors (Cekuš, 2002). In this paper, an analysis has been made in terms of possibilities that geoecological contents offer to geography teachers in order to educate elementary school students in the Canton of Sarajevo from the field of protection and improvement of the environment. In this sense, the classification method was also used, because there is a fairly complex presentation of the thematic contents of the majority classes in the Framework Curriculum. Therefore, this method has been used in the classification of ecological contents that are the focus of environmental upbringing and education. The mentioned categories when using the content analysis were mostly related to the concepts of the environment, the causes of its disturbance, mainly from the domain of anthropogenic agents, as well as activities in the classroom, school garden and nature that can be designed and implemented. The above mentioned activities should evoke ecological awareness among pupils of elementary schools in Sarajevo, which consequences are lifelong protection and the improvement of environmental elements.

1.1. The concept and importance of ecological upbringing and education

According to the basic definition, upbringing is defined as a conscious action on young being in an effort to acquire the characteristics and habits appropriate to society. According to similar criteria it is possible to define the concept of ecological upbringing, which implies the process by which human being acts on another human being in order to develop intellectual, spiritual and physical abilities, which initiate sustainable development, that is, the functioning of human society as a community (Lugić, 2012). The Pedagogical Encyclopedia (1989) states that ecological upbringing is the acquisition of modern knowledge, skills, habits and attitudes about ecological specificities, processes and laws in the environment. It is at the same time an introduction to human activity on the environment in different phases and dimensions, that is to understand contemporary trends and possibilities of science, technology and art for overall protection and improvement of the environment, as well as the habitual attitudes towards objects in nature, cultural values, work created values, and especially towards the overall interpersonal relations (Jukić, 2011).

Of course, the true meaning of each upbringing occurs when it is combined with education. Thus, it is necessary that ecological upbringing follows the process of ecological education. Therefore, the basic goal of ecological education is that each individual understands his/her own dependence and responsibility in relation to the environment and natural resources and contributes to protecting and preserving the environment and natural resources (water, soil, forests, etc.) by personal engagement (Goletić, 2007). In fact, knowledge gained through environmental education is extremely important for understanding the necessity of environmental protection and building of environmental awareness and culture. Therefore, ecological education should become a compulsory component of a comprehensive education system, from preschool through compulsory and secondary education to university (Goletić, 2007). All, without exception, agree that the process of self-awareness of the society about the necessity of upbringing and education is very expensive and difficult (Jukić, 2011). The only way to solve the accumulated ecological problems is to restore an environmentally sustainable society, i.e., to develop knowledge, awareness, values and new human relations among people (Fernandez, 2016).

The development of environmental awareness and the culture of living must be initiated by high-quality teaching staff, which, in addition to being qualified for transferring of knowledge and thinking to students, must be a bright example to students in dealing with the living environment. However, this is not an easy way, because first of all knowledge is not a sufficient driver of action, often that knowledge also leads to wrong actions. For such things would not happen, the knowledge acquired through ecological education must necessarily be followed by ethical and moral factors that accompany certain knowledge.

Strengthening environmental awareness of the need for environmental protection and healthier life encourages people to take action in order to achieve it. Therefore, ecological education must also contain upbringing elements, regardless of age of the educated (Jukić, 2011).

That today's society and especially the system of upbringing and education have matured to change attitudes and behaviors towards the environment, is the opinion of the majority of ecologists in the world. Investing and changing attitude towards the environment should be as strong and expressed as every healthy-smart person owns special willingness to invest in their knowledge and general education. Today's world must accept the so-called "ecological way of thinking" in which common devotion to change will occur only if there is ability to build common tendencies (Crnogorac and Spahić, 2012). Ecological education should not bypass studies on what are the values, what they mean, where they come from and how they affect people in individual sense. This kind of thinking is based on moral and aesthetic values and not just on economic or scientific arguments.

At a conference in Johannesburg in 2002, the international community confirmed its commitment to sustainable development in the management of natural resources, and in the spotlight, as precondition of everything, is the education process. The emphasis is on need to integrate sustainable development into education systems at all levels of education. It was especially emphasized that education is the most important precondition for achieving sustainable development (Goletić, 2007). Ecological education should be the basis of modern socialization, i.e., the process of humanization of nature and the naturalization of human who creates a new awareness of the relationship between the human and nature – the concrete and global surroundings / environment. The success of the educational system must be measured by its reflection in ecological education (Cifrić, 1993).

Despite the fact that at least one conference on environmental issues has been organized worldwide for the past 50 years in every decade, with a particular accent on ecological education and upbringing, yet, the change in ecological awareness by knowledge may be too promising. By admitting new ecological problems, the necessity is for families, schools, working organizations, mass media, publishing publications, organization of regional and local events, to perform their roles in order to introduce young people, primary and secondary school students to the problems of nature and the environment and not to deepen them (Biočanin and Šehović, 2011). The thesis about the interaction between environmental upbringing and education, as stated, may not be the only one, but it is definitely the most important model that will help solve the accumulated problems in nature and environment in the future.

The primary function of education for ecology is increasing and networking of human competencies and skills in the sphere of various activities of environmental protection and management. Environment and sustainable development education should awaken students' interest in environmental protection, awaken awareness and understanding of pollution and protection issues, present positive, healthy and beneficial lifestyles to the environment, develop a sense of personal responsibility and generally reinforce young people to make a positive change in their lives to the environment.

So, education about the human environment should be a process that lasts throughout the life. It should include school curricula and programs starting from children's kindergartens at a time when a child extremely well receives that kind of matter, in a way that the understanding of the environment is shown in a logical order. The program should be continuous and progressive so that knowledge gained in one grade or level is expanded in the next one. The program should also be of an interdisciplinary character, i.e., to link those subjects related to human environment education, including natural and social sciences, in order to properly develop the overall knowledge to understand and solve accumulated environmental problems.

In addition, ecological education must be understood as a teaching principle that covers all subjects, and on the other hand, it must gain recognition in certain subjects by dealing with specific topics (e.g. waste, water, forest, atmosphere), but it must also be contently and methodically very precise. Research shows that sustainability of behavior, or the prolonged effect of desired behavior, has proved to be more pronounced in the application of information delivery procedures, feedback and independent student work in creative workshops. The results of the analyzes confirmed the assumption that only by systemic building of environmental awareness and attitudes of students one can expect their extended desired ecological behavior, what is very important for the future and sustainable development of the community (Itković et al., 2007).

It is quite clear that the basic principle of ecological upbringing and education lies in the requirement for the ecological education not to be just information about eco-facts, for the knowledge that students acquire not to be only on the level of information, but for the whole process in educational institutions to be prone to ecological demands. The school is, among other things, the basic factor of upbringing and ecological education. It provides significant opportunities for acquiring certain knowledge, but also for building certain habits, for the development of ecological awareness by developing love and responsible attitude towards family. Although the upbringing and education of young people in the field of environment protection has its starting point in family education, the school has become irreplaceable in that regard. The importance of environmental relevance and the correlation among teaching subjects in the

teaching process itself and with students' experiences and knowledge depends, to a considerable extent, on the affinity and training of teachers. Therefore, great attention must be paid to the continuing professional training of teachers through additional training and seminars. It is important how much school itself as an institution involves seriously in activities organized at the local level and whether such a type of cooperation exists. The modern ecological situation has shown that the knowledge base of ecology is not at the required level (Jovančić, 2004).

Teacher appears as an important factor in the realization of goals and tasks of ecological education. He/she selects the teaching contents, assesses the environmental aspects of the material, organizes and leads the process of acquiring knowledge, shaping attitudes and habits of students, organizes and performs extracurricular activities and acts directly on student's personality. In the field of informing and activating citizens about the environment protection, important role is played by: press, television, radio and other mass media. In this way, informal ecological upbringing and education is realized (Šehović et al., 2008). The creation and maintenance of the conditions for the ecological development of children should be organized in a planned and systematic manner. In this direction, it is necessary to include numerous opportunities for organizing classes, not only in a classical way, but also in some "alternative" forms of teaching. Therefore, an opportunity can be provided for ecological upbringing and education of pupils through teaching in ecological workshops, ecological sections, and games, then through the arranging of school yards and finally through staying in ecological classrooms (Sakač et al., 2012).

Without further, many actors are responsible for polluting the environment, and their education in terms of developing environmental awareness is necessary. Environmental upbringing and education for environmental protection must be understood as a branch of science that can stimulate young minds about real life issues. Students must face the growing problems of the world and their ecological education must begin in elementary school and continue in high school. This would be the basis for the training of young generations, in order to distinguish in particular situations, development and growth, sick and healthy, untouched from the deteriorated, quality and destroyed (Lugić, 2012).

Ecology, as a science that plays a decisive role in explaining the distribution and wide spreading of living organisms and biological interaction between organisms and their environment, has its own interdisciplinary because it builds its foundations in biology, geography, geology, chemistry, and so on. Therefore, the synthesis of these sciences and scientific disciplines is the only correct way in explaining very complex and highly disturbed relationships in the environment.

2. Results and discussion

2.1. Education reform in the Federation of Bosnia and Herzegovina, with special emphasis on ecological content in elementary education in the Sarajevo Canton

After the war, 1992-1995, Bosnia and Herzegovina, changed the administrative and political order, and the state remained economically and populationally impoverished. In that sense, it was necessary to carry out a series of reforms in all sectors and bring the state closer to the contemporary, democratic economic trends of Europe and the world. Compliance with law legislation from the field of environmental protection and education at the level of the European Union was a priority of the state government. Bosnia and Herzegovina was obliged to implement the education on environment and sustainable development into the existing education system and all other forms of formal and non-formal education. This is in line with the UN Strategy for Education for Sustainable Development, adopted at a meeting of the Environment and Education Ministers in Geneva in February 2005 and with many international legal documents (e.g., the International Environment Education Program, Agenda 21, the Rio Declaration on the Environment and Sustainable Development, Declaration on Education for Sustainable Development, etc.). The realization of educational reform and the transition to the curricular principle of defining the outcomes of education opened the possibility for improving education about the environment and sustainable development, which is a fundamental condition for the development of environmental awareness and building of a positive attitude towards the environment.

Only after long-term procedures and harmonization within the state itself, at the entity level, the Federation of Bosnia and Herzegovina, the Republic of Srpska and the Brčko District launched a reform in education. The process of adopting the Framework Law on Primary and Secondary Education, which determined and concretized the course of changes in primary education, began in 2003. It emphasized the democratization and humanization of the education system, with a focus on the needs of a modern democratic society. In this way, in all parts of the country, so as in the Federation of Bosnia and Herzegovina, the implementation of the Concept of nine-year primary education began, and the competencies in this direction were mostly, with the exception of a few municipalities, lowered to the cantonal ministries (Analysis of the curriculum for nine-year primary education, 2011). Teaching of geography in the school system of Bosnia and Herzegovina is taking place today within the curricula prescribed by the Federal Ministry of Education and Science, the Ministry of Education and Culture of the Republic of Srpska, the Brčko District Education Department and the curricula in Croatian language in the cantons with majority Croatian population.

In the Federal curriculum, in addition to program contents, educational objectives and tasks were given, as well as results of educational work, content to be transferred to students, knowledge that students need to know about a particular teaching material prior to its processing, the main learning outcomes (expected knowledge and understanding, then skills and abilities acquired by students in the processing of a particular teaching unit), activities of students in the classroom, activities of teachers (organization and methods of teaching and learning), or didactic-methodical remarks (Jahić, 2015).

After the reform, the analysis of existing curricula for nine-year elementary school in Bosnia and Herzegovina identified the connection between teaching topics in the area of protection and improvement of the environment with certain contents of the following subjects: My environment, Society, Physical and health education, Fine arts, Nature, Fundamentals of Technology, Culture of Life / Life Skills and Attitudes, Geography, Biology, Chemistry and Technical Education/Culture. Extensive research at the level of elementary education of Bosnia and Herzegovina has shown that ecology and environmental protection are the most studied within biology (51%), followed by geography (22%), nature (13%) and chemistry (12%) (Goletić, 2007). Comparing this research with the research of other authors, one comes to interesting comparative data. Actually, this research, which answered the question: where and from which subject you learned the most about nature during the school period, showed that the most important subject from which they learned something about nature is actually biology (91%), then geography (74%), then chemistry (40%) and nature and society (26%) or nature with 16% (Skenderović and Fetić, 2014).

The same results were confirmed by research in the environmental awareness-raising analysis in Bosnia and Herzegovina (Jaganjac et al., 2006). Actually, the Report on the representation of ecology and environmental protection in primary and secondary schools in Bosnia and Herzegovina confirmed the results that 52% of respondents found satisfaction with sufficient representation of such contents through teaching subjects, while 34% of them stated that the same contents were visible only through extracurricular activities.

In April 2004, the Cantonal Government of Sarajevo adopted a document which represents a framework for modernization of improvement of basic education, the introduction of a nine-year elementary school entitled "The concept of nine-year primary education in the Canton of Sarajevo". This document defines all the essential elements of the "new" elementary school, harmonized with international standards and based on the child-centered approach. The process of learning and teaching today is based on clearly defined outcomes, basic principles, goals and results of education (Strategy for the Development of Education and Science of Sarajevo Canton for the period, 2017-2022).

One of the important concepts that was advocated through the development of the given concept and curriculum, was related to the environment and its role in everyday life of students and teachers. In this sense, the curriculum itself defines that one of the most important tasks of education is to raise the level of ecological awareness and to introduce ecological thinking and behavior into everyday life (Goletić, 2007). The actors of this document and plan had in mind that educational institutions play a major role in environmental education and sustainable development, as they have the greatest influence on transferring and shaping knowledge to elementary school students. The essence of ecological content in the Curriculum of the Sarajevo Canton, for most of the subjects, is to provide guidance and explanation of basic-crucial concepts related to the notion of disturbance of the ecological balance, the negative effect of polluted air, water and soil, the concept of degradation of the human environment, major climate changes, supply of drinking water, disappearance of different plant and animal species, large social inequalities and unsustainable demographic growth.

2.2. Ecological contents in Geography teaching

The specificity of geography is that it studies both nature and society in an individual and complex sense. For this reason, it has great advantages and opportunities for dealing with topics that have interdisciplinary ecological character (Živković and Jovanović, 2008).

Geography is a science that studies natural geographical and sociogeographical features of geographic space and seeks a mutual relationship between them, ensuring the formation, understanding and creation of a clear and complete picture of the world. In this way, geographical knowledge provides planning of functional and optimal spatial organization, and management of space in accordance with sustainable development. The goal of the Geography course is for students to gain complex knowledge of the Earth, the factors that shape it and constantly affect it: the natural basis and social factors.

Through teaching content students should learn about geographical features of the modern world, and recognize the need for cooperation and mutual solidarity. Only some of the tasks to be achieved by the realization of a curriculum in elementary schools in Sarajevo Canton are that students understand the interrelation between physical and geographic phenomena and social geographical phenomena and processes, then to develop rational attitude towards the environment with aim of its sustainable development, acquisition ability to spot, formulate, analyze and solve spatial problems, acquire knowledge about natural resources, their limitations and sustainability of use, and many others.

By integrating knowledge of the natural and social environment of human, geography studies space and deals with causal links among its elements by analyzing the current geocological reality and on the base of it points to possible directions of further development. For this reason, numerous problems of the modern world that are subject of the study of geography in the VI, VII and VIII grades, such as the disappearance of plant and animal species, desertification, atmospheric pollution, global warming, exhaustion of resources, are also suitable ecological topics on which geography offers very convincing explanations (Table 1).

Table 1. Teaching units, topics and lessons from Geography where general ecological contents are represented.

TEACHING UNITS AND TOPICS	Teaching units
EARTH AND ITS SPHERES - GEOSPHERES	Geographic belt, composition, Earth spheres -Geosphere
LYTHOSPHERE AND EARTH'S CRUST	Inside Earth's composition, the composition of earth's crust, the appearance of Earth's surface
ATMOSPHERE-EARTH'S AIR BELT	The significance of the atmosphere, composition and division
SUN HEAT-ATMOSPHERE'S STARTER	Solar radiation, heating the land, water and air, air pressure and winds
ATMOSPHERIC PROCESSES	Air humidity, clouds and fog, rainfall
HYDROSPHERE-EARTH'S WATER BELT	Circulation of water in nature, World ocean, natural features of sea water
DYNAMICS OF THE WORLD OCEAN	Sea water movement, waves, currents in the World Ocean, the significance of the World Ocean
LAND WATERS	Groundwater, sources and springs, streams, lakes, swamps and ponds, importance of land waters
BIOSPHERE-PLANT AND ANIMAL WORLD ON EARTH	Biogeographic areas of a feverish, moderate and polar band
DEMO-GEOGRAPHIC FEATURES ON EARTH	Ecumenism, World Population Increase, Migration – Mechanical Movements
PRODUCTS OF HUMAN ACTIVITIES ON EARTH	Settlements and Types of Settlements, Urbanization, Economy and Economic Activities
GEOECOLOGY-A GLOBAL ASPECT OF THE ENVIRONMENT	Geoecology - Awareness of the Quality of Life on Earth, Causes of Geocological Crisis on Earth, Endangered Environmental Elements
CLIMATE, PLANT AND ANIMAL WORLD OF BOSNIA AND HERZEGOVINA AND ECOLOGICAL CHARACTERISTICS	Climate, vegetation characteristics of Bosnia and Herzegovina, Diversity and endangering the animal world
TEACHING IN NATURE (FIELD TEACHING)	/

Source: FRAMEWORK CURRICULUM, 2009

By innovating curricula in the Sarajevo Canton in 2018, the curriculum of nine-year elementary education, the study of Geography begins in the VI class, where two classes are planned per week. Thanks to clearly defined and content-rich and detailed presentation of natural-geographic and social-geographic contents, it is possible to make a quality contribution to acquiring, expanding and updating knowledge by up-grading concentric circles for the next higher grades.

In the sixth grade, ecological content is mainly studied through the study of content from physical geography (atmosphere, hydrosphere and biosphere). One of the tasks of the curriculum is that students should understand the need to preserve, enhance and protect the Earth's spheres and the complex geographical environment in which there also exists human being. One of the objectives of teaching geography is to build students' awareness of the importance of protecting all geospheres as an ecological framework for life on Earth and for forming a responsible attitude towards the environment (Elementary school curriculum, subject: Geography, 2018).

Looking at individual curriculum, first of all in grade VI, it can be concluded that the following topics are predetermined for geographical studies and that are directly related to geoecological contents: the significance of air for living beings, causes, consequences and measures for the protection of air pollution, global warming of the planet, acid rains, ozone holes and natural disasters (Table 2).

Table 2. Part of the curriculum for VI grade of elementary school related to specific geoecological content.

Teaching topics	Teaching units	Educational outcomes
Geoecology - The Global Aspects of Life on Earth	Geoecology - The Global Aspects of Life on Earth. Causes of the geoecological crisis on Earth.	Students need to acquire knowledge: - on global geographical aspects of the environment - the causes of the geoecological crisis
	Geoecological problems on Earth. Natural and cultural heritage on Earth.	- the consequences of geoecological disorders on Earth - the most important geogenic and anthropogenic causes of environmental damage - consequences of negative impacts on air, water and soil - about the concept of sustainable development - and to become acquainted with the EU legal provisions relating to environmental protection

Source: Curriculum for Elementary School, subject: Geography, 2018

In the Curriculum for the 7th grade, pupils have the opportunity to learn about ecological problems such as: limitation of water resources, water conservation and water supply problems of water-scarce areas, especially in Europe. The program of geography in the VIII grade of elementary school includes study of the importance of soil, its pollution and the problem of erosion in certain non-European continent countries, the availability of energy and industrial raw materials, especially in the Middle East and Far East countries, rich forest resources in some belts of Earth (by cutting, consequences of destruction and protection measures).

Of course, the coherence of certain listed geocological contents has its foundation because the VI class material is studied globally, and in VII and VIII for European and non-European continents. In the IX grade, the contents are studied at the level of the state of Bosnia and Herzegovina at local and state level, where field teaching is envisaged as well, which helps students to better understand the natural and living environment (Framework curriculum for nine-year primary school in the Federation of Bosnia and Herzegovina, 2009).

Table 3. Part of the curriculum for IX grade of elementary school related to specific geocological content.

Teaching topics	Teaching units	Educational outcomes
Geocological problems in Bosnia and Herzegovina	Geocological problems in Bosnia and Herzegovina - legal regulations, legal and institutional framework environmental management	Students need to acquire knowledge about: - elements of vulnerability geographical environment (water, air, soil). - the largest polluters in the environment Bosnia and Herzegovina (geographical environments), - methods and means of environmental protection (geographical environment) in Bosnia and Herzegovina
	Geocological problems in Bosnia and Herzegovina - the state of the environment in Bosnia and Herzegovina	

Source: Curriculum for Elementary School, subject: Geography, 2018.

In the programs of teaching geography for elementary schools in the Sarajevo Canton, the method of teaching about protection of all earth's spheres, starting from protection of the atmosphere and lithosphere, to the problem of protection of hydrosphere and biosphere and the sphere of permeation is respected.

The analysis of the curriculum showed that in several places it explicit alluded to familiarizing pupils with the basic environmental laws on which its overall functioning is based. In this way, geography in explaining geoecological contents must explain the constant changes in the life frame under the influence of human activities that sometimes endanger human being as a biological entity. By teaching in nature, which is foreseen especially in the IX grade of primary school, in coordination with teachers of geography, students have the opportunity to understand the human's inseparability and attachment to the environment, and that any disruption of natural laws is also reflected on him/her. In addition, it is envisaged that geography points to the spatial unity of the natural and social environment, and that disorders in natural environment adversely affect the social environment and vice versa (Camović, 2016).

During the research it was established that the character of ecological contents in the teaching of geography in elementary school of the Sarajevo Canton is such that the focus is more on the transfer of knowledge than on the acceptance of ecological values in the function of ecological education.

3. Conclusion

The curriculum is nothing but an inclination of modern pedagogy in an effort to involve educational institutions in addressing current social and environmental problems. In order to expect and request ecological behavior from primary school pupils, they need to be raised and educated, which can only be done by introducing ecological content into all levels of school upbringing and education. Innovating existing curricula is one of the best ways. Knowledge about the disrupted environment and ways of its mitigation and improvement or avoidance of its pollution are certainly the basic subject of environmental education, according to the above mentioned text. If students are introduced to knowledge, skills and attitudes about environmental specificities, processes and laws in the environment, pollution and pollution prevention methods, they will be able to adopt, by themselves also, the principles of ecological thinking and behavior, and to be ecologically informed and trained to act properly.

In this sense, new generations must focus on renewable development, allowing the majority of population to live a better life, while preserving the environment from its excessive exploitation. From this comes the second role of ecological education in the protection and improvement of the environment, introduction of the human's action on the environment in various forms and dimensions. Therefore, with awareness and knowledge about the influence of human on life, students can accept responsibility for their own relationship with the living world.

The role of ecological education of elementary school students in Sarajevo Canton in shaping their ecological awareness focused on every possible form of protection, and in higher grades also on improvement of the environment, is very important. The results of the research show that Geography has one of the leading roles in education on the importance of the environment, its protection and improvement, the recent ecological problems caused by anthropogenic, geogenic and cosmogenic factors, as well as the precursor to this teaching subject in classroom teaching, which is the subject called My Environment. However, the research has shown that teaching staff must, in addition to education, have attractive modalities in the organization of environmental information, such as ecological sections, arranging the school yard and field teaching in nature.

The synthesis-complex character of environmental science confirms the justification of the study of ecological content through the subjects of Geography, Biology, Chemistry, Physics, Nature, My Environment and Society, or Technical Education. In fact, where the contents of particular subjects are terminated, then, by curriculum and scientifically very well founded, and by correlation, they are completely supplemented and complemented with the contents of other subjects in accordance with the Sarajevo Canton Elementary School Curriculum.

Analyzing the most of the objectives and tasks and learning outcomes of the curricula of individual subjects has shown, among other things, the emphasis or accent on environmental upbringing and education, with one clearly stated disagreement with the realization of the same ideas. According to information received from teachers at seminars for geography teachers in Sarajevo Canton, they have quite enough motives, but despite some marked progress in implementing ecological activities in the course of 6-9 grades of elementary schools, yet, it is necessary to invest more effort in the teaching staff so that all the listed advantages of ecological education and upbringing have been completed through more concrete activities, projects and field work.

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