

GREECE

I. Priority action area (a)

Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019

1. Has the number of schools adopting a “whole-institution approach” to sustainable development or education for sustainable development (ESD) increased?

Yes No

Recent legislative changes have occurred in Greece towards the establishment of ESD in Primary and Secondary Education:

- a) A new directorate has been established in the Ministry of Education, Research and Religious Affairs responsible for the “Support of School Programs and Education for Sustainability”.*
- b) A new law establishes the Centers for Education of Sustainability as an evolution of the Centers of Environmental Education.*

All the above initiatives aim to the embedment of Education of Sustainable Development by incorporating all the existing thematic educations (Environmental Education, Health Education and Cultural Education) under the umbrella of the goals of GAP.

2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?

Yes No

New guidelines, training and support will be provided to Schools and Staff aligned with the above described legislative framework.

3. Are staff and students in schools with ESD plans more environmentally and ecologically aware than staff and students in schools without ESD plans?

Yes No

- Staff and students in all schools in Greece are environmentally and ecologically aware.*
- In Secondary Education, teachers organize activities with their students concerning environmental and ecological issues. In the Framework of “Innovative Activities” including “Environmental Education” and “Health Education”, students work cooperatively and explore problems related to ESD*

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

- Please specify and, if applicable, indicate the language and website address*

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this

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area?

Yes No

• *Please specify*

6. Additional comments on implementing the UNECE Strategy for ESD in your country (please specify, if any):

II. Priority action area (b)

Promoting the extension of education for sustainable development in teacher education and in the training of all educators

1. Has there been any significant advancement made with regard introducing or extending ESD as a part of educators' initial training?

Yes No

The Study Programs of Universities that prepare future teachers are oriented towards efforts to change children's values and attitudes, with respect for the environment, gender equality, respect for human rights and, in particular, the right for inclusive and quality education for all.

2. Have there been any significant advances made with regard to introducing or extending ESD as a part of educators' in-service training?

Yes No

The curricula of Universities that prepare future teachers are oriented towards efforts to change children's values and attitudes, with respect for the environment, gender equality, respect for human rights and, in particular, the right for inclusive and quality education for all.

3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?

Yes No

As ESD subjects are included into the curricula of all Pedagogical Departments new teachers are qualified to introduce a sustainability perspective into their teaching.

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

A new platform called "Photodentro" (The Light of Tree) has been designed and developed by CTI in the context of the "Digital School" large scale program of the Greek Ministry of Education (2010-2015) and it constitutes a core part of the Ministry's digital infrastructure for educational content for schools. 'Photodentro' is the Greek National Learning Subject Repository (LOR) for primary and secondary education. It hosts learning subjects, which are small, self-contained (semantically and functionally

autonomous), reusable units of learning resources, tagged with educational metadata. So, in accordance to school curriculum, there are units that refer to subjects of peace, justice and strong institutions, responsible consumption and production, respect of human rights, protection of the environment and other sustainable goals. 'Photodentro' is open to students, teachers, parents, as well as to the public.

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

• Please specify

6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):

In all grades of primary and secondary school, students are being educated to understand and reflect on concepts such as social justice, peace, human rights, and co-design solutions to address social problems with the help of teachers.

III. Priority action area (c)

1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?

Yes No

inclusion into curricula of ESD oriented projects

2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards sustainable development?

Yes No

3. Are students who have been in TVET oriented to sustainable development finding jobs related to sustainable development?

Yes No

• Please specify

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

• Please specify and, if applicable, indicate the language and website address

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

• Please specify

6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):

The Upper Secondary Technical and Vocational School curriculum includes a creative activities zone which is most commonly used as an opportunity to

increase students' environmental and ecological awareness through projects, participation in programmes implemented by local Environmental Education Centres and volunteer work (cleaning of beaches, planting trees, etc.). Also, students studying agriculture are taught 3 subjects that have to do with sustainable development, i.e. "Agriculture and Sustainable Development", "Environment and Agriculture" and "Introduction to Organic Farming".

IV. Monitoring SDG 4 (Targets 4.7 and 4.a)

1. Does your country have a stand- alone "sustainable development", "global understanding", "international understanding" policy/plan/law in place, all of them using "sustainable development" language?

Yes No

• Please specify

2. Is ESD reflected in your country's current education policy/ies and frameworks?

Yes No

• Please specify to what extent

3. Is ESD reflected in your country's current school curricula?

Yes No

In Greek School curricula there are references and activities in subjects of peace, justice and social institutions, responsible consumption and production, respect of human rights, in order to change student's values and attitudes, achieve a high degree of environmental awareness and positive environmental values and lead students in action. Greece through the introduction of relevant to the achievement of the sustainable goals modules in school curricula, and especially through lessons such as Environmental Education in the first four grades of primary school and Social and Civic Education in the last two grades of primary school, encourages teachers to design and organize projects and extra curricula activities.

Also, in Secondary Education curricula, especially through lessons such as Biology, Chemistry, Physics, Environmental Education, Civic Education, teachers are encouraged to organize activities and make references to different issues related with ESD. Within the framework of the Cross-curricular Program of Studies, one of the most fundamental rights, access to the general education of all pupils through the provision of equal opportunities and learning opportunities for all is being developed while raising awareness on basic social needs such as those of protection, security, innovation, education and justice is being shaped.

In TVET students are taught 3 subjects that have related to ESD, i.e, Agronomy for SD, Environment and Agriculture, Introduction to Organic Farming. Schools also run projects on SD issues.

4. Is ESD reflected in the curriculum of pre-service and/or in-service teacher training?

Yes No

Even if sustainable development is not a separate subject in school curricula and Greece has not formed a general planning to reinforce in student assessment/ examinations in the next five years. As far as ESD is concerned, school managers and teachers are encouraged to develop actions with their pupils in cooperation with local authorities and the local community to inform and raise awareness among their families and citizens in general.

5. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD? (please tick all that apply)

(a) Knowledge

Yes No

• *Please specify*

(b) Skills and competencies

Yes No

• *Please specify*

(c) Values and attitudes

Yes No

• *Please specify*

(d) Behaviours

Yes No

• *Please specify*

(e) None

Yes No

• *Please specify*

(f) No information available

Yes No

• *Please specify*

6. Are the other core elements of the Target 4.7 part of education in your country?

– Sustainable lifestyles

Yes No

– Human rights

Yes No

– Gender equality

Yes No

– Promotion of a culture of peace and non-violence

Yes No

- Global citizenship

Yes No

- Appreciation of cultural diversity and of culture's contribution to sustainable development

Yes No

Greece promotes education for sustainable development through curriculum in all grades of primary and secondary school. Education for sustainable development has been embedded in national curriculum but not as a separate subject. It is used as a holistic and interdisciplinary activity that implicates pupils, teachers, principals, NGO's and other competent bodies in order to ensure that more and more students acquire the knowledge and skills needed to promote sustainable development, including, among others, education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non- violence, global citizenship and appreciation of cultural diversity.

7. Additional comments on implementing SDG Goal 4.7 in your country (please specify, if any):

8. Is Target 4.a (see above) part of education policy in your country?

Yes No

Greece in respect of the right for inclusive and quality education for all, implements educational policies that promote lifelong learning, so all pupils have access to education at all levels.

9. Is climate change education/environmental awareness mandatory at any level of education in your country?

Yes No

In Greek Secondary Education, issues related to climate change education/ environmental awareness are included in Science Curricula of all grades. So it is mandatory for all students.
