

Informal Country Report (2013-2014)

Greece

Report on the progress in the implementation of the priority action areas (UNECE Strategy for ESD)

During 2013-2014 the Greek school system underwent reforms. New curriculums for compulsory (primary, junior high school) and post compulsory education (senior high school, vocational school) including ESD were introduced, as well as new teacher education programs.

More specifically, after the proposal of the **Institute of Educational Policy (IEP)** for the new curricula, a new subject has been introduced of September 2013 in the first class for the Senior High School, called "Geology and natural resources management". IEP also elaborated for ESD an autonomous curriculum addressed to all levels of compulsory education, roadmaps for educators of all levels for SD, a dossier of training material and teacher training programs. They also trained School Counselors, School Principals and teachers for the implementation of the above mentioned programs.

Moreover, the **Centers for Environmental Education and Sustainability (CEES)**, which increased to 51, are additionally working towards the implementation of ESD in primary and secondary schools. They promote the Ministry's policy for ESD in all levels of education, adopting the whole school approach from primary to upper secondary school. They are staffed by teachers of Primary and Secondary Education and their work aims to student's education, teacher training, the production of educational material, the development of thematic networks and local and international cooperation. In the framework of international cooperation, they are organizing conferences, workshops on ESD etc.

The projects these Centers are running aim at training teachers in order to implement projects related to ESD in their schools. During the last school year 82.805 students visited the CEES (48.017 from primary and 4.788 from secondary

education), 379 seminars for 25799 teachers of primary and secondary education took place and 450 actions for the local communities were organized.

Furthermore, in primary and secondary schools, many extra curricula activities for ESD continue to be carried out, driven by **“Teachers- Coordinators”** in every district. The Coordinators follow, support and evaluate the school projects. In the beginning of the school year, they inform teachers and school principals about the way to plan, organize and run an ESD project in their school. According to data 9.784 ESD projects were elaborated, with 19.024 teachers and 235.368 students. Additionally 439 seminars were organized for teachers as well as the local community.

Additionally, the schools participating in UNESCO **“Associated Schools Project”** (ASP) continue to elaborate projects related to ESD thematic guidelines through a whole school approach making use of the educational material produced by UNESCO (on line course, games etc). They also run projects with UNESCO Chairs and other stakeholders.

Regarding the post compulsory education, the new Law (2013), provides the establishment of new sections integrating sustainable development objectives in their operation, for the **Vocational Senior High School**.

- “Environment and Natural Resources” with the following specialties:
Technician of Management and Recycling and Technician of Pollution Control and Antipollution Facilities
- “Sector Agriculture, Food Technology and Nutrition” with a new specialty:
Technician of forestry and natural environmental management

The new subject so called “Project”, which was introduced the previous school year, gives the students of the 1st class the possibility to work in groups, to develop activities and initiatives in supporting ESD and be aware of the importance of the transition to a green economy.

The **General Secretariat for Lifelong Learning**, the responsible body for the reorientation of TVET in supporting SD and the transition to a green economy,

operates the Schools of Professional Training and the Public Institutes of Professional Training.

The participation of the Schools of Professional Training in programs related to Sustainable Development and the Green Economy is optional, as they are implemented through the programs announced annually from the corresponding sector.

In the Public Institutes of Professional Training various specialties operate. A lack of laboratories was reported. The cooperation between PIPT and SPT is not facilitated by the existing regulations.

Challenges to be faced: increasing and maintaining the number of students

Modernization of the laboratories

Cooperation with enterprises

Teacher training

Some of the above mentioned schools and institutes are running projects for ESD as extra curricula activities such as “The Sustainable School”.

In March 2014 IEP is introducing to the Ministry of Education the new curricula for the Vocational School. The main parameter of the proposed changes are the interdisciplinary approach based on the support of sustainable development and the transition to a green economy.

Regarding the implementation of ESD in other Ministries, the project **“Green Cultural Routes”**, coordinated by the General Secretariat for Culture, from May 2012, ended in 2013 the pivotal phase.

According to data given from stakeholders who participated in the project, 2000 citizens took part in the 17 educational programs. Many children participated in the 9 activities addressed to families. Totally 94 activities were organized (tours, hiking, horseback trekking, lectures, art workshops, musical events, exhibitions, plantings). The aims, the approaches, the results of the project were announced in conferences in which an important number of teachers participated.

From 2014 the project will run on a regular basis. More stakeholders will be called to take part in this important endeavor which underlines the contribution of museums

to the sustainable management of nature through ESD. The reporting book is uploaded to the following address: www.yppo.gr

To conclude, **NGO's and other stakeholders** run projects for the implementation of ESD, offering training seminars to teachers of primary and secondary education.