



SUMMARY COUNTRY REPORT - GREECE

In Greece, only a limited number of studies have examined the evolution of Environmental Education and CCESD in the Greek educational system. The environmental programmes implemented in Greek schools have significantly increased highlighting the teachers and students' participation in these programmes. In addition, according to the Ministry of Education and Religious Affairs, there are approximately 2,100 environmental programmes per year implemented in secondary education, with a time reference around 2002 (Malandrakis, et al., 2020).

Environmental Education and CCESD in the Greek educational system

Schools

Environmental Education literally appears in the Greek school in 1990 with the Law of 1892 proposed by the Ministry. The main goal of Environmental Education was to make students aware of the relationship between people and their physical and social environment, to raise awareness of the environmental problems and inspire them to be active and deal with them" (Law 1892/90, article 111, § 13). The institutional framework of Environmental Education was strengthened and acquired a "legal" form in the secondary education's curricula during the first year of its establishment, while in the primary school appeared in the following year based on a formal ministerial decision.

Furthermore, Environmental Education became officially part of the new Curricula for Compulsory Education as an innovative interdisciplinary research programme of the "Flexible
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Zone". In the corpus of the secondary school curricula, a new subject entitled "Environment and Education for Sustainable Development" was introduced included in the area of "Experiential Actions - Combined activities", which is taught by the project method (one hour per week) in combination with the cognitive field "School and Social Life" for 1st grade and the "Local History" for 3rd grade, respectively (Ministerial Decision 113727 / Γ2 / 03-10-2011) (Tigkas & Flogaiti, 2019).

Recently, the Ministry of Education and Religion Affairs in collaboration with the Institute of Educational Policy (IEP) introduced the "Skills Workshops" in schools of all levels, in order to enhance the soft skills of students in various subjects through innovating educational activities. Skills Workshops include a whole section dedicated to the environment (Ecology - World and local Natural heritage - Climate change - Natural disasters, Civil protection - World and local cultural heritage).

Teachers' Training

In Greece, most of the teachers' training related to the Environmental Education and CCESD take place at the university and mainly, in the Pedagogical Departments of Early Childhood and Primary Education. Most of these courses, that are not mandatory, are based on the constructivist theory, and they help teachers to establish new knowledge on the Environmental Education and CCESD through their own experiences. Moreover, the trainings give them the perception of self-effectiveness and they positively influence the teaching practice. Training programmes support teachers' professional development and facilitate their ability to adapt to potential changes in the school curricula by improving their skills within the frame of authentic learning. Training in Environmental Education issues plays a positive role in changing educators' attitudes, enhancing their cognitive frame and developing their meta-cognitive skills. This is also reflected in all the voluntary efforts teachers have made, such as the creation of an open forum of the Panhellenic Association of Teachers for Environmental Education to exchange information and good practices (<https://dspeekpe.wixsite.com/peekpe>). Thus, Environmental Education should be at the top of the agenda in the development of new schools' curricula (Petkou, et al., 2021).

Informal Education

Environmental Education Centers

The Environmental Education Centers (KPE) consist a network of decentralised sustainable public educational structures of the Ministry of Education and their goal is to improve and promote the Environmental Education and CCESD. In Greece, there are 53 KPE

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that organise activities to improve students' environmental awareness to enhance the quality of their life. KPE also contribute to trainings for teachers about Environmental Education and CCESD that promote sustainability. (<https://kpe.inedivim.gr/ta-kpe/>)

We4all

We4all is a non-profit environmental organisation created in 2018. We4all's activities include tree planting, reforestation actions, protecting and preserving forests, cleaning up seashores and marine environment, organising seminars and lectures in schools and other organisations to raise environmental awareness. (<https://we4all.com/blog/category/actions>)

Arcturos

Arcturos is a non-profit, non-governmental, environmental organisation focusing on the protection of wildlife fauna and natural habitat, in Greece and abroad. Since 1995, Arcturos has been successfully carrying out activities about Environmental Education in institutions of primary and secondary education, with the approval of the Ministry of Education and Religious Affairs. Each year, around 100.000 students of primary and secondary schools are being educated and trained by the specialised educational team of Arcturos, which carries out the projects in the regions of Attica and Thessaloniki as well as other regions nearby. (<https://www.arcturos.gr/en/activities/environmental-education/>)

References

Malandrakis G., Dimitriou A. & Georgopoulos A., (2020). "Characteristics of Environmental Education Programmes in Primary Education: A 7-years experience at panhellenic level", *Environmental Education for Sustainability*, v. 2(1), pp. 29 – 41, <https://doi.org/10.12681/ees.19743>

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Petkou D., Andrea V. & Anthrakopoulou K., (2021). "The Impact of Training Environmental Educators: Environmental Perceptions and Attitudes of Pre-Primary and Primary School Teachers in Greece" *Education Sciences*, v. 11, pp. 274. <https://doi.org/10.3390/educsci11060274>

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