
NATIONAL REPORT

Deliverable IO1.A1

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| 1 | 2020-1-UK01-KA204-079145 | Rural GCE Proposal |
| 2 | | |

Applicable Documents

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1. Introduction

1.1 Project Context

Countries and regions across the world are going through a period of dramatic change, encompassing aspects of culture, politics, economy, and society, broadening horizons and internationalising outlooks. This makes it all the more important that citizenship education is comprehensive, clear, and that it equips learners to understand and function as comfortable and effective global citizens. This is particularly important in rural areas, which, some studies have found, are often left behind in the implementation of global citizenship education initiatives and agendas.

1.2 Project Objectives

Given the issues and context set out above, the aim of the Rural GCE project is to develop and disseminate a set of tools and materials that educators in particular can use to improve the uptake and implementation of global citizenship education in rural areas in particular. As a broader objective, the project hopes in the longer run to be able to facilitate greater citizenship participation in rural areas through this citizenship education and the development of more and better global citizens.

1.3 Project Target Group

There are a few main target groups, mostly centred around being rural, but reaching a number of different demographics nevertheless. These include employees and supporters of civil society organisations in rural areas, activists for NGOs based in rural areas or concerned with rural issues, local government and municipalities in rural areas, and of course educators and teachers in rural areas. It should be borne in mind that this is not a finite list, and that others with links to rural issues, or citizenship and education may be valid target groups also.

2. National Report

2.1 The Objectives of the Report

The national report concerns the identification of the current state of play rural global citizenship education in each partner country, and in particular the needs that must be met in each country to sufficiently improve the state of global citizenship in rural areas. Following a process of validation to ensure the veracity of these needs with stakeholders, the “TO-BE” situation will be identified in a common, overall report, defining what exactly it is that should be focused on to go from the current status quo to the desired, optimal situation.

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As such, this report will form the foundation for the body of work that this project hopes to accomplish by establishing the parameters and rough aims of the content to be developed going forward.

2.2 The methodology

Partners will conduct desk research on the current situation around rural global citizenship education in rural areas and needs to be met in their own country. They will identify qualitative and quantitative data to describe their national "AS-IS" situations, and may present good practices in the field that will be used as examples to provide motivation and ideas to the project participants.

These will be verified through a validation survey that will be distributed to a number of stakeholders in the relevant area, then a final overall report produced, describing the ideal situation for rural global citizenship education and the gaps that must be bridged to reach this situation.

2.3 The results

2.3.1 Set out the most commonly used, useful, and effective definition of "rural areas" that are used in your country

"*Rural*", by definition, has negative connotations including elements pertaining to demographics (low population density and dispersal, processes of ageing and depopulation, migration of women), economics, (dependent economy, above all on the primary sector and small-scale businesses, etc.) or culture (scarce training and a lack of "good manners", rudeness etc.), combined with a scarcity of infrastructure, equipment and services that have a negative impact on the quality of life of the population.¹ This vision is being increasingly called into question, to the point that the European Commission considers that "*notions of space or rural society refer not only to a geographical delimitation, but rather to a socioeconomic fabric which encompasses a combination of diverse activities.*"²

The Committee of the Regions' views refers to the definition of rural area which in turn quoted the European Charter of Rural Areas: '... the term "rural area" denotes a stretch of inland or coastal countryside, including small towns and villages, where the main part of the area is used for: agriculture, forestry, aquaculture and fisheries; (...). The agricultural (...) and non-agricultural parts of a rural area form a whole distinguishable from an urban area, which is characterised by a high concentration of inhabitants and of vertical or horizontal structures.

The separation of the rural area from the urban area and the determination of its characteristics is a central question in urban planning and spatial planning, with significant implications for both the exercise of spatial policies and the character of these policies.

² European Commission (1988): *The future of rural society. Commission communication transmitted to the Council and to the European Parliament on 29 July 1988. European Communities Bulletin Supplement 4/88. P 7* https://ec.europa.eu/agriculture/sites/agriculture/files/cap-history/crisis-years-1980s/com88-501_en.pdf

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Generally, the definitions of rural (in Greece as "rural areas") define it as "non-urban" with criteria of distinction the size of the population of an area or its population density or combinations of the two. The definitions refer to all spatial reference levels, local, regional, national and supranational (for an overview see Kizos and Vakoufaris, 2006).

The definition used by EL.STAT (Hellenic Statistical Authority) adopts as a reference level the Municipal Department or the Municipal Units of the new Municipalities and as a criterion of distinction the size of their population, with a limit the 2,000 inhabitants.

Municipal Department is classified as an "urban area" if it has a population of more than 2,000 inhabitants and a "rural area" if it has a smaller population (an intermediate category, the "semi-urban areas" with population of 2,000 to 10,000 inhabitants were integrated into urban areas after 2001).

2.3.2 What sorts of topics and issues are generally covered by global citizenship education in your country?

The key-themes of GCE are addressed in the curricula (primary and secondary education both general and vocational). Issues of high importance are: Global citizenship, democracy and governance, Human rights, Poverty alleviation, Cultural diversity, gender equality, climate change, social impact assessment, environmental protection and sustainable consumption patterns, natural resource management, personal and family health, social cohesion, social responsibility, global citizenship, migration, discrimination, employment, school, volunteerism, sports, elimination of all types of discrimination.

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GCE issues addressed in informal and public awareness-raising activities

Actions and/or initiatives particularly successful in Greece

| Actor | Type of entity/organization | Target group | Main Activity |
|---|--|--|--|
| Ministry of Education | The Ministry of Education supports collaboration with public and private sector bodies such as the Nutrition program of PROLEPSIS with the Support of Niarchos Foundation, the three year European program of distribution of vegetables and milk in order to fight obesity and adopt a new healthy way of living, the National program in collaboration with the Ministry of Infrastructure and Networks (“e-drive academy”) -provides food-aid -promotes healthy eating | Students in primary and secondary public schools in socioeconomically vulnerable areas | The “ DIATROFI ” Program has been implemented by the Institute of Preventive Medicine Environmental and Occupational Health, Prolepsis , since 2012, with main funding from the Stavros Niarchos Foundation . It is executed under the auspices of the Greek Ministry of Education and Religion https://www.prolepsis.gr/en/programs/food-aid-and-promotion-of-healthy-nutrition-program---diatrofi http://diatrofi.prolepsis.gr/en/ |
| Ministry of Environment and Energy | The Ministry of Environment and Energy with regard to education on environmental and biodiversity protection , in particular, since the protection of the environment can play a “horizontal” catalytic role in achieving overall sustainable development objectives, awareness raising and informal undertake education activities on particular | School students of all ages Adult Educational community, NGOs | The 36 Management Bodies of the 446 Natura 2000 sites in Greece all have environmental education centers that target school students of all ages and help translate, through practical training, overall sustainable development objectives down to the local level (e.g. www.evros-delta.gr , www.samaria.gr , www.alonissos-park.gr , www.nmp-zak.org/) |

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| | environmental issues , as educating public on how to live in harmony with nature is a cornerstone of education for sustainable development. | | |
| Piraeus Bank Group Cultural Foundation | Piraeus Bank Group Cultural Foundation (PIOP), implements a wide range of cultural, scientific and educational events, initiatives and actions . | Students,teachers,parents , Representatives of local government and local authorities, NGOs, school groups of all levels, children and families, adults and sensitive and/or vulnerable social groups, professionals, all general public | The educational activities of Piraeus Bank Group Cultural Foundation (PIOP) are specially designed for various target groups and adjusted to their specific needs, expectations, requirements and overall profile, in order to achieve the maximum degree of engagement and participation and reinforce awareness, knowledge, values and behaviours towards the goals of SD. Among others, indicative successful initiatives that are appreciated by and evoke participants' satisfaction and positive remarks are those that are designed around PIOP Museum Network's thematics, the development of personal and technical skills through dedicated workshops, programs that connect generations through sharing of knowledge and experiences, initiatives that support entrepreneurship in the Cultural and Creative Industries etc. https://www.piop.gr/en/Programmes/ekpaideutika-programmata-mouseion.aspx |
| Hellenic Platform for Development | Hellenic Platform for Development coordinates Greek Non-governmental Organisations performing in the fields of international development cooperation, humanitarian aid and development education . | Students,teachers,parents , Representatives of local government and local authorities,NGOs, CSOs, local groups, institutions, universities, schools, | The Hellenic Platform for Development in the framework of the European program "Make Europe Sustainable for All" and in collaboration with its members, have implemented many public raising awareness activities around all Sustainable Development Goals. The Hellenic Society for the Protection of Nature: Teacher seminars, workshops and summer schools, held every year throughout Greece with the support of volunteer specialists and |

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| | <p>-Fight Inequalities -Sustainable Food & Agriculture -Sustainable Consumption & Production</p> | <p>businesses, politicians, journalists, students, general public</p> | <p>academics, are highly successful as they provide specific knowledge and increase skills and abilities of educators. Highlights were the joint activities/campaigns “HOPE 2030” and “#17days17goalsgr”.</p> <p>A number of Hellenic Platform members reported examples of nonformal educational activities: "Organization Earth" records three main projects, namely "Urban farmers" workshop, "experiential environmental training for children" and collective cooking.</p> <p>http://hellenicplatform.org/17days17goals2020_program/</p> |
| <p>Action Aid Hellas (AAH)</p> | <p>ActionAid is an independent, international organization operating in 46 countries around the world. Since its founding in 1972, it has worked for a society free of poverty and injustice, where all people enjoy their fundamental rights and responsibilities as active citizens of the world.</p> | <p>Adult learners, authors, moral leaders, Adult Educational community</p> | <p>Action Aid Hellas (AAH), implements the Action Week for Education which is a well-known campaign that enjoys a great recognition amongst students and educators in Greek schools, namely “Planet 2030”, also Walk the Global Walk: Mobilizing European young people in support of the Sustainable Development Goals, for which AAH collaborates with organizations and local authorities from 19 countries.</p> <p>https://campaignforeducation.org/en/what-we-do/global-action-week/</p> <p>https://2030planet.org/</p> |
| <p>AIESEC HELLAS</p> | <p>AIESEC is the largest network managed and consisting exclusively of people aged 18-30 with a</p> | <p>Businesses, educational institutions, adult learners, authors,</p> | <p>“INTERNATIONAL SPORT CAMP” The Summer Camp is a project aimed at raising children's awareness and preventing non-communicable diseases (such as obesity) through interactive</p> |

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| | <p>presence in more than 120 countries and regions. Its purpose is to develop leadership skills in young people through intercultural exchanges. These exchanges are either voluntary or internship and aim at the personal and professional development of young people, while at the same time creating a positive impact on society. Since 2015, AIESEC has been working with the UN to achieve the Sustainable Goals.Development</p> | <p>moral leaders, Adult Educational community Students, teachers, parents, Representatives of local government and local authorities,NGOs, all general public</p> | <p>activities and workshops in summer camps on healthy eating and regular physical activity. https://drive.google.com/file/d/1cEa9_TichfPt-X91mtAr2nbZlozpVDto/view</p> <p>“TRANSFORM” Through interactive lessons and activities children will understand inequality and its association with other social problems. Children will be able to make those around them aware of inequalities in their community and abroad. Finally, with the development of intercultural consciousness, they will learn to appreciate and show solidarity with immigrants and refugees. https://drive.google.com/file/d/1vcLhX09oFQDnAZpkwNugSVrQXYwEfR8j/view</p> <p>https://aiesec.gr/</p> |
| <p>KMOP - Social Action and Innovation Centre</p> | <p>KMOP aiming to empower citizens and support vulnerable social groups. Areas of expertise: immigration, gender, bullying, discrimination, violence, hate speech, migration, social impact assessment, poverty, global citizen.</p> | <p>Adult Educational community businesses Educational institutions, adult learners, authors, moral leaders, Adult Educational community</p> | <p>InterCap (funded by DEAR) participates in a Community of Practice (CoP) network that involves 13 organizations from 12 countries, as well as CONCORD Europe. https://www.developotogether.eu/en/</p> |

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| | In this context, it has developed an online platform, which provides free, online training courses. https://www.kmop.gr/ | Students, teachers, parents , Representatives of local government and local authorities, NGOs, all general public | |
| Center of Life | Non-profit organization support people living with HIV/AIDS, the reduction of HIV-related stigma and the promotion of the general public's awareness of HIV/AIDS and safe sexual behavior <ul style="list-style-type: none"> • providing valid information, adapted to the modern scientific data, in relation to the HIV infection and AIDS • informing and raising awareness for the necessity and the ways of protection from the HIV virus • eliminating the stereotypes and fighting stigma that is related to HIV/AIDS | Students in senior High School | The program "HIV Education for Senior High School Students" is intended to cover an established, on many occasions and of critical importance, gap on individual and public health information available to the student – youth population of Greece in relation with the HIV infection and AIDS https://www.kentrozois.gr/en/home-articles-en/hiv-education-program-for-senior-school-students/ |
| Hellenic Society for the Protection of Nature/ HSPN | The Hellenic Society for the Protection of Nature is an environmental non-governmental organization of Panhellenic | Adult Educational community businesses educational institutions, | Five networks under its coordination cover various SD issues such as energy, water, waste, local urban conditions, waste management, transportation, marine and coastal issues, |

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| | <p>range that has been active since 1951 for the protection of the Greek natural environment.</p> <ul style="list-style-type: none"> -Sustainable Development Programmes -Educational programmes -Environmental and conservation projects Interventions | <p>adult learners, Students,teachers,parents , Representatives of local goverement and local authorities, NGOs, all general public</p> | <p>biodiversity, forests, climate change, global citizenship, health and wellbeing. HSPN programmes address most themes and subthemes of the 17 Sustainable Development Goals.</p> |
| National Observatory of Athens (NOA) | <p>The National Observatory of Athens is a research center operating under public law rules and procedures and is supervised by the General Secretariat for Research and Technology of the Ministry of Development and Investments.</p> | <p>Adult learners, Adult Education community Students ,teachers, parents, Representatives of local goverement and local authorities, NGOs, all general public</p> | <p>-Lectures for the public on environmental issues NOA operates a visitor's center at its premises and organizes every month lectures for the public targeted to all ages and educational background. - NOA has created a network of cooperating High Schools of Greece in a program related to earthquakes. The schools operate as information centres for students and the public about seismic activity, protection measures and the students learn how to create a seismograph with simple materials.</p> <p>https://www.noa.gr/en/research/postgraduate-courses/</p> |
| MEdIES | <p>The “Mediterranean Education Initiative on Environment and Sustainability” (MEdIES) is the long-standing initiative of the Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE) on Education for</p> | <p>Adult Education community businesses educational institutions, adult learners, Students ,teachers, parents, Representatives of local</p> | <p>The MEdIES initiative of MIO-ECSDE run a systematic campaign about Non-Conventional-Water-Resources which includes teaching material for teachers and students, school interventions, and a contest that were designed based on the principles of ESD (being holistic, learner-centred, hands-on, promoting critical thinking etc). In its 10 year life the campaign reached 35,000 students and 5,200 teachers in Greece.</p> |

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| | Sustainable Development (ESD): a holistic type of education that equally addresses the economic, ecological and social dimensions of any given topic. | government and local authorities, NGOs, general public. | https://medies.net/ |
| General Secretariat for Legal and Parliamentary Affairs | <p>The General Secretariat for Legal and Parliamentary Affairs is an organizational unit under the Presidency of the Government.</p> <p>The mission of the General Secretariat for Legal and Parliamentary Affairs is to ensure the coherence and coordination of the legislative process, the effective implementation of the principles and tools of Good Legislation, as well as the support of the Council of Ministers and the collective government bodies.</p> | Employers-entrepreneurs, public and private sector Employees and other categories of interests groups such as farmers, self-employed people, professionals, consumers, environmental agencies, disabled people's confederation, gender equality and multi-child associations, and regional and local government | <p>In order to cultivate a culture of dialogue and partnership as well to increase awareness and capacities on implementing the SDGs in Greece, the General Secretariat Of Government (GSG) and line Ministries support transparent and inclusive consultation information with multiple stakeholders actively engaged in the SDGs implementation process (civil society and social partners, the private sector and business community, academia and research community, regional and local authorities). In particular, an ongoing dialogue is taking place with some of the major national stakeholders, through the platform provided by the Economic and Social Council of Greece (ESC), the constitutionally recognized institution for conducting social dialogue in Greece.</p> <p>https://www.oecd.org/governance/pcsd/Greece.pdf</p> |
| Youth and Lifelong Learning Foundation | The "Youth and Lifelong Learning Foundation" prides on its long and rich history, originating from the National Youth Foundation (founded in 1947). Promote lifelong learning for all citizens, both in terms of vocational training and general adult education, laying emphasis on the | Adult Educational community businesses educational institutions, teachers, adult learners | <p>Actions implement under "Youth and Lifelong Learning Foundation"</p> <p>Eurodesk</p> <p>The Eurodesk Network is a portal that provides young people, and those working with them, information on European policies and opportunities the European Union offers.</p> <p>http://erasmusplusyouth.gr/eurodesk/</p> <p>Erasmus+ Programme 2014-2020</p> |

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| | <p>participation of socially vulnerable social groups, and ensures youth empowerment and in particular to provide support to young people throughout their educational and professional development, while also supporting and promoting their mobility and stimulating innovation.</p> | | <p>Erasmus+ is the European Union’s new programme in the fields of Education, Training, Youth & Sport for the period 2014-2020. The Programme is the result of the integration of seven already existing EU programmes in these fields which aims at boosting skills and employability as well as modernizing Education, Training and Youth systems and reinforcing the European citizen’s identity. During these seven years, Erasmus+ will provide opportunities for over 4 million Europeans to study, train, gain work experience and volunteer abroad.</p> <p>www.erasmusplusyouth.gr</p> <p>“European Solidarity Corps” – “ESC”</p> <p>The European Solidarity Body is the European Union's new initiative, which creates opportunities for young people who want to volunteer or work on projects, at home or abroad, for the benefit of communities and individuals across Europe.</p> <p>https://europeansolidaritycorps.gr/what-is-esc/</p> <p>Second Chance Schools</p> <p>A Second Chance School constitutes an innovative public adult education school of two academic years’ duration. A certificate equivalent to secondary school diploma is provided after successful attendance. The school’s curriculum differs from that of the normal education, it is more flexible and it follows an adapted teaching methodology and assessment of the trainees.</p> <p>https://www.inedivim.gr/en/programmes-actions/second-chance-schools</p> <p>The Environmental Education Centers are a network of</p> |
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| | | | decentralized sustainable public educational structures of the Ministry of Education, with the object of environmental education and its support at local, national and international level. The ultimate goal of environmental education is to cultivate environmental awareness and sensitize students to understand the environment holistically but also to approach it interdisciplinary. Through the action of E.E.C, standard training methods are developed, promoted and implemented based on the preservation of the Environment and Sustainable Development kpe.inedivim.gr |
| Ministry of Culture and Sports | The Ministry of Culture and Sports designs and implements nationwide communication campaigns which: -Promote sustainable development by educating citizens on issues associated with the protection and valorisation of the cultural wealth as well as the natural environment of the country -encourage tourist development through various activities and events that harmonize each time with the landscape and the local historical and cultural tradition -raise public awareness about respect and understanding of different cultures | Adult learners, Adult Educational community Students, teachers, parents, Representatives of local government and local authorities, NGOs, general public | Nationwide communication campaign: Green Cultural Routes Actions under the project Green Cultural Routes : - Thematic or inter-thematic tours aimed at either the general public or special groups (walks, hiking, cycling, horseriding routes etc.) - Educational programmes - Visual arts workshops/courses -Lectures-seminars on a variety of themes associated with the campaign -Performances (concerts, theatrical and dancing acts etc) -Valorization and improvement of archaeological sites - Planting in urban public spaces etc. https://www.culture.gov.gr/en/Information/SitePages/view.aspx?nID=2734 |

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2.3.3 Are there any particular skills or approaches to teaching global citizenship education in your country that are considered particularly useful, effective, or widely used?

Skills and approaches include: creative thinking, understanding interrelations across disciplines, following a holistic approach, ability to identify and clarify values, collaboration and team working, acting with responsibly, acting with respect for others, sharing experiences, participation in democratic decision making, case studies, transformative learning, empathy, bring theory into practice, experiential learning, begin with specifics and move towards broader issues (globalization), let the learners setting the starting point, feel being part of something bigger.

- ✓ **Combine practice and theory**, focus content on aspects of the reality which are immediate and familiar and of interest to people in the group.

- ✓ **Teaching based on the principle of “learning by doing”**, generally characterised by:
 - Learning within a framework of a continuous process;
 - All components are comprehensively evaluated;
 - Learning occurs through solving problems, answering questions;
 - Skills are developed in individuals and groups;
 - Learning stems from a close reading of the local reality and is applied in practice in a local or global context;
 - Learning is supported through meaningful experiences, in nuclei of interest;
 - Knowledge is deepened as a result of shared reflection.

- ✓ **Beginning with specifics and moving towards broader issues**. This value of “globalisation” already present in Gestalt theory, suggests that physical phenomena are globally expressed and thus the importance of organising content in global units with a “totalising” criteria.
 1. *Begin with practice*
 2. *Critical and shared analysis*
 3. *Build new practices*
 4. *New individual and collective practice*

- ✓ **The starting point is the needs and interests of people**. Learning is supported in nuclei of interest, in meaningful experiences for individuals and groups, from which a process of shared learning is generated. The group itself generates momentum and

beyond being merely a socialising and socialised space, a sense of belonging and citizenship is created.

- ✓ In this framework, “formal education” is understood as an educational act not limited to a “school environment” but rather that, as an **educational community, it is part of a wider community** (neighbourhood, locality, country, world).

Thus, the proposed methodology and relevant educational techniques such as Freinet or Cousinet find their place when speaking about the permanent communication that should exist between the educational setting and the social context in which it is embedded; between students, families, teaching staff and society in general.

Moreover, collaborative working entails, as does any other social or relational situation, to accept and jointly face differences and difficulties that may arise. Positive management of conflict and consensual decision-making, following the value of addressing the totality and working towards the same end, as in the case of a shared evaluation of impact, are characteristics that are in line with values of democracy, coexistence, joint management and a positive attitude to change.

There are five main **strategic actions**, which promote global citizenship education in Greece:

1. Training courses for educational agents in both formal and non-formal settings.
2. Seminars on Global Citizenship Education.
3. Annual seminars to exchange experiences.
4. Setting up of a virtual bank of resources, materials, programmes and significant players.
5. Continuous support, mentoring and advice.

2.3.4 What is the attitude towards global citizenship issues and education in rural areas in your country? Does it significantly differ to the attitude in urban areas?

More popular in rural areas than in urban areas:

- Interest for the wellbeing of the community
- Promotion of actions that support the sustainable development of the region
- Support of cultural issues
- educating public on how to live in harmony with nature

More popular in urban areas than in rural areas:

- Raise awareness about environmental practices that contribute to the protection of ecological balance and quality of life

- Encourage tourist development through various activities and events that harmonize each time with the landscape and the local historical and cultural tradition
- Raise public awareness about respect and understanding of different cultures
- Informing and raising awareness for the necessity and the ways of protection from different type of virus

The majority of NGOs focus their work around urban centres, therefore, the majority of education programmes are implemented in urban and not in rural areas. In addition, usually, there are no differences in the content of the actions that are carried out in urban and rural settings. This should not be the case, given the individual characteristics of each population. Parameters like demographic features (different rate of ageing of the population), sociological features (human capital), economic factors (mobility of capital and skilled workers, and thus the mobility of part of the tax base), production structure (heritage of the past, attractiveness for investments), ICT infrastructures, should be taken into account.

2.3.5 What are the main barriers or disadvantages to effective global citizenship education, in terms of teaching, learning, and broader participation, in rural areas your country?

Situational barriers, i.e. barriers related to the situation that the learner is experiencing: lack of time, lack of money, unstable time schedule due to unexpected work obligations, increased load of working hours especially during daytime, absence due to travelling for work purposes, the course is taking place in another village and the learner can't move there to attend, extreme weather conditions.

Organizational barriers, i.e. barriers related to the organization of GCE courses: admission requirements for a course, limited number of offered courses, increased work load when attending the course, skills required to attend and complete the course, lack of information about the offered course, more staff and resources including equipment, network, etc are needed to implement the course, trainers are not well experienced with rural areas potential special conditions.

Dispositional barriers, i.e. barriers related to established perceptions / misperceptions: learner's perceptions of her/his role as learner, lack of confidence to complete the course, the family or the small-scaled society does not support participation in GCE activities

Additionally, the following are indicative issues that need to be discussed:

- Team spirit in Municipalities
- The role and the attitude of the elected representatives (Mayor, Deputy Mayor etc). This is a point for strong debates.
- Good practice examples of cooperation between Municipalities and NGOs
- Short- and long-term plans for GCE in Greece

- The lack of funding of NGOs
- The lack of volunteers to undertake some work
- The lack of associates that can bring them in EU-funded projects
- The enhancement of social cooperation that could be triggered by the financial and covid crisis. People may be willing to help each other, even if they don't have the means.
- The difficulty to implement GCE activities without funds and proper training
- The criticism from trainers and individuals about the projects implemented

2.3.6 What are the particular strengths or advantages of the way global citizenship education is implemented in rural areas your country?

- **Open Access Courses:** for adults and unemployed workers regardless of gender, education level, country of origin, religion, place of residence, youth, students, etc.,
- Courses **free of charge:** The educational service is free.
- **Equal Access to courses:** To ensure equal access to general adult education activities, special care is taken for members of socially vulnerable groups, migrants and residents of remote - inaccessible areas. Moreover, educational services are provided in physical or in a digital (distance learning) class.
- **Courses cover a variety of different thematic fields:** Economy - Entrepreneurship / Quality of Life - Environment / New Technologies / Language and Communication, / Social Skills and Actions / Culture and Art / Parent Counseling / Vulnerable Social Groups Programs / Greek language for Immigrants /foreign language teaching

Strengths and advantages

- Most of the learners probably know each other and have common experiences, therefore communication and collaboration among them is potentially easier.
- Most of the learners are interested to the course, considering that the course fits well to the characteristics of the rural area.
- Relationships with students and with their family environment are closer and more personal.
- Case studies related to nature are offered.
- Considering that the number of learners is relatively low, course hours and location may be quite flexible
- Develop leadership skills in young people through intercultural exchanges

2.4 Conclusions

All the subjects related to GCE issues (fund-raising, social justice campaigns, linking initiatives, equality in gender issues, participation in community events, environmental supports) point to a willingness and support for the issues and practice of development education. The focus should be to support these initiatives in all education levels, in formal and in non-formal educational activities, to raise awareness about the role of all teachers, all subjects and at all levels that development education is part of their educational process, and in general to support the principles of the active citizenship.

In general, the conclusion is that existing theories and practices seem increasingly detached from the new problems we face. The challenge is to modify the system in motion without losing the gains made so far. We believe that redefining the concept of value in general and social value in particular is a prerequisite for successful adaptation to this new environment. Our vision should be a world based on integrity, equal opportunities, sustainable development and individual prosperity.

Aiming for a better tomorrow and a world with fewer inequalities on a healthy planet, spreading the Sustainable Development Goals throughout society is the starting point for achieving them.

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