

# **Human Rights Education Action Plan**

**Greek Ministry of National  
Education and Religious Affairs,  
Directorate of International  
Relations in Education  
2008**

**National Priority: the Right to Education**

The national priorities with regard to educational policies include among others:

- ensuring high-quality educational services that are accessible to all (**education for all**)
- catering for every child's specific educational needs, while respecting the child's diversity
- combating educational exclusion

Such priorities were made imperative, among others, due to the fact that the population of Greek schools has become increasingly heterogeneous as indicated by the following table (see Table 1).

In particular, according to data from the Institute for the Greek Diaspora Education and Intercultural Studies during the school year 2004-2005 138,193 foreign and repatriate students attended Primary and Secondary education schools, which comes up to almost 9,5% of the total number of students for that school year (Institute for the Greek Diaspora Education and Intercultural Studies, 2006).

**Table 3**, Distribution of Greek, foreign and repatriated students in school units of all levels (2004-2005)

<b>Level</b>	<b>Number of Foreign Students</b>	<b>Number of Repatriated Students</b>	<b>Number of Foreign and Repatriated Students</b>	<b>Number of Greek, Foreign and Repatriated Students</b>
Kindergartens	9503	1580	11083	138304
Primary Schools	59334	8405	67739	638550
Junior High Schools	29170	7217	36387	333989
Senior High	15456	7528	22984	338189

and Vocational Education Schools				
<b>Total</b>	<b>113463</b>	<b>24730</b>	<b>138193</b>	<b>1449032</b>

With the aim of upholding the right of all children to education in practice and with a view to implicating all people involved in education in human rights education, a line of measures has been taken by the Greek Ministry of National Education and its related bodies as follows.

Foreign and repatriated students (migrants / refugees) enjoy the right to free education exactly as natives do. Every child living in Greece is entitled to education regardless of their parents' / guardians' legal status in the country. Because of the frequently special conditions of migration, administrative adaptations have been made to facilitate registering of foreign students who at the time of registration do not possess the official documents that are otherwise required. If upon completion of the school year those documents have not been submitted, the student is given a certificate of attendance instead of an annual school report. That certificate provides for the promotion of the child to the next grade level.

Therefore, minor aliens who reside on Greek territory are liable to a 9-year minimum compulsory education, just like their Greek peers according to article 40 (1) of Law 2910/2001 and according to Presidential Decrees 201/98 and 155/78 that are in effect in Elementary Education, and the 100758/Γ2/29-09-05 and 120839/Γ2/01-11-2005 circulars that were in effect in the school year 2005-2006 for Secondary Education. Minor aliens studying at all educational levels have access to all school or educational activities. According to article 40 (3) of the same Law, the following minor aliens may register with public schools despite lacking complete documentation:

- (a) Children of aliens protected by the Greek State as refugees and of those aliens protected by the United Nations High Commission;
- (b) Children of aliens who come from areas with irregular conditions;

- (c) Children of those who have applied for refugee status; and
- (d) Children of aliens who reside in Greece although their legal stay in the country has not been settled yet.

### **The Education of Foreign and Repatriate Pupils**

In view of the growing number of students with multicultural characteristics, the Ministry of National Education drafted **Law 2413**, which came into force in 1996. The said law sets the basis for material action in the field of educational needs of groups with special social, cultural or religious characteristics. By virtue of this law, a Secretariat for Greek Education Abroad and Intercultural Education was founded in 1996. In 2000, the Institute for Greek Education Abroad and Intercultural Education was founded as a scientific advisory body to the Ministry.

Since then, and given the experience gained from the last years' actions, the Ministry took further legislative action for the improvement and upgrading of intercultural education, in order to address the needs that came up after the enactment of Law 2413/1996. On the whole, the legislative frame of intercultural education has been shaped by the said law as well as by Law 2817/2000 in combination with a line of ministerial decisions, the most important being Decision Φ12/20/Γ1/7-9-99 for the foundation and operation of reception and support classes for students in need.

At present, 25 schools of intercultural education are operating all over Greece: 13 Primary Schools and 12 in Secondary Education. These schools guarantee equality of opportunity for all students without any form of discrimination and enrich the Greek educational system with contemporary pedagogical perceptions. All teachers serving in these schools are subject to special training and all those called upon to serve in the aforementioned schools are selected on the basis of their knowledge of intercultural education and their skills in teaching Greek as a second or foreign language.

In the school year 2005-6, there were 322 reception classes for 4.437 immigrants and coming home Greeks, and 147 support classes for 972 immigrants and repatriate pupils in Elementary Education. In Secondary Education, there were 35 reception classes and 41 support classes in the same school year. At the same time, immigrants and repatriate

pupils benefited from the institution of additional instructive support, which is available to all high school students.

Valuable aid for foreign and repatriate pupils has been offered since 1998 through the project "Education of Immigrants and Repatriate Pupils". Among others, special innovative teaching material (112 books) has been drafted in the frame of this project with the aim of fostering children's integration as well as enabling them to develop their skills in the new school environment.

On the whole, the key-concepts and principles of intercultural education are included in the new school curricula. School books in both primary and secondary education have been and continue to be revised to reinforce understanding and respect for the different, to enhance interest in other people's beliefs, religion, way of living and thinking.

The "Centre for Intercultural Education" of the University of Athens has been implementing the project with a network of 820 experts. In its third phase (2006-8) the project (co-funded by the EU and the Greek state) has been divided into:

- a) "Education of Immigrant and coming-home Greeks for primary school students", which is again carried out by the University of Athens,
- b) "Education of Immigrant and coming-home Greeks for Secondary school students", which is now carried out by the Aristotle University of Thessalonica.

The Ministry of Education, in order to facilitate the education of immigrants that live and work in our country, has granted authorisation for the operation of foreign private schools that function under the direct monitoring and responsibility of their Embassies. The foreign schools either provide both foreign and Greek speaking education or follow a foreign educational schedule with parallel obligatory teaching of the Greek language. Lectures, meetings and other events of common interest (eg Greek-French, Greek-German) are often organised in these schools, enhancing their intercultural character.

### **The Education of the Muslim Minority Pupils**

The education of the children of the Muslim minority in Thrace is also a matter of high priority. It aims at ensuring the physical, intellectual and moral development of students according to the principles of our system of public education. This policy constitutes part

of the general national policy for the social and economic integration of the Muslim Greeks into the contemporary Greek reality. The education of the Muslim Greeks is of fundamental importance, as it implements the principles of “isonomia” and “isopoliteia”, while combating educational exclusion.

A project (co-funded by the EU and the Greek state) has been running for the education of the Muslim Greeks and has yielded positive results. It is the project “Education of Muslim Children” and started with the initiative of the Ministry of National Education and has been running in collaboration with the University of Athens. Its aim is the publication of textbooks for the teaching of the Greek language to students with a different mother tongue, the study of special educational programmes, the training of both Christian and Muslim teachers in the teaching of Greek as a second language and in the modern pedagogical methods with the use of technology. In the framework of the project, new policies have been introduced to combat the phenomenon of drop-outs from schools and to foster the integration of Muslim pupils into the Greek schools.

Moreover, some additional measures have been taken in favour of Muslim pupils. Specifically, a) there is a special **quota of 0.5 percent** for the entrance of Muslim students in Higher Education and, at the same time, by Law 3404/2005, there is a designated number of posts for entrance in Technical Institutions for Muslim graduates of Vocational Schools, b) 10 grants of 500 Euros per month were given to Muslim students for the academic year 2005-6, c) a special scholarship has been drafted for students from schools of the Muslim minority, d) for the school year 2006-7, the Turkish language is being introduced in a pilot base into 5 school units as an optional language course.

What is more, the Support Centers for the Muslim Pupils’ Education offer systematic information and lessons in Greek for parents, counseling for teachers, introduction in the new technologies for students and organization of social activities.

### **The Education of Greek-Roma Pupils**

The Ministry of National Education has run since 1997 a programme (co-funded by the EU and the Greek State) for the **education of Greek-Roma pupils**. The programme’s central idea is to secure every child’s right to high quality, easily accessible education

and meet every child's specific educational needs in the least restrictive environment, while respecting their diversity.

The third phase of the project "Education of Greek-Roma Pupils" is carried out by the University of Thessaly. It aims at the educational support and pedagogical monitoring of the pupils, at the training of teachers in order to meet the special needs of the children, at the production of teaching material and at the sensitization of the local community.

Ensuring school attendance of all Roma children to enable their social inclusion constitutes a priority of the programme. So far, there has been a decrease in the drop-out rates in primary education and pupils have been encouraged to develop their skills and to improve their cognitive abilities.

A successful innovation of the programme is the initiation of a "card of itinerant students", which helps the Roma students register in whichever region they move to (632 cards were issued in 2004).

In addition, counselling services are offered both to students and to their families. These services include informing the Roma people about their rights and responsibilities towards the State and, at the same time, they encourage contact with local authorities and public services for issues they are concerned with.

### **The Centers for the Education of Adults**

The educational and training programmes of **the Centers for the Education of Adults** offer the following courses which are relevant to human rights (and subsequently, to the rights of children in an educational perspective).

#### **Roma Education I**

Duration: 50 hours

Main Aims: Informing Roma about their rights to the workplace, to family and to civil services.

Participation Prerequisites: Roma adults, who have had no or little school education.

Graduation Certificate: Training Certificate

**Roma Education II**

Duration: 50 hours

Main Aims: Informing Roma about their rights to the workplace, to family and to civil services.

Participation Prerequisites: Roma adults, who have had no or little school education.

Graduation Certificate: Training Certificate

**Roma Consultation**

Duration: 50 hours

Main Aims: The consultation support of the Roma who participate in the educational programmes of the Centers for the Education of Adults, the creative and effective educational procedure, the provision, finding and management of information, the more effective claiming of their rights.

Participation Prerequisites: Roma adults, regardless of their educational background.

Graduation Certificate: Training Certificate

**The School of European Education**

A school of “European Education” was founded in Heraklion, Crete. The school provides education to pupils from the European Organization for the Security of Information (ENISA), but it aims to become a benchmark of multilingual and intercultural education with a European orientation. For the time being there are only two departments; Greek and English.

**Education on Equality Issues in Society: The Kallipateira Project**

Since the school year 2006-2007, the “Kallipateira” project has been put into practice in primary and secondary education in the framework of the programme “Olympic Education”. Its thematic units deal with issues of:

- human rights
- diversity and multiculturalism
- gender equality in education and in society
- facing xenophobia and racism
- social solidarity
- physical education and the Olympic ideals



The aim of the project is encourage students to actively participate in thematic mini-projects which are run by the everlasting ideals of the Olympic Games.

### **Combating Racism and Anti-Semitism**

Since Greece became a member of the International Task Force, in November 2005, in Krakow, the Greek State has taken measures for the teaching of the Holocaust in Greek schools in order to sensitize the pupils and promote Democracy, Freedom and Respect for diversity.

The measures and actions with regard to the teaching of the Holocaust and the life of the Greek Jews include, among others, the following:

- Four new school textbooks contain information about the Holocaust:
  - 'In the modern and contemporary years', History textbook for the 6<sup>th</sup> class of Primary School.
  - 'Religion – Seeking the truth in our life', Textbook on Religious Education for the 6<sup>th</sup> class of Primary School.
  - 'Modern and contemporary history', History textbook for the 3<sup>rd</sup> class of Junior High School.
  - 'Local history', History textbook for the 3<sup>rd</sup> class of Junior High School.
  
- The Pedagogical Institute wrote a special text about the Holocaust, the life of the Greek Jews, the German Occupation and the attempts of the Greeks to save the Jews, which was delivered in schools throughout the country on 27 January 2006, in order to initiate discussion in class.
  
- The General Secretariat for Youth covered the expenses for the publication of an album and a CD ROM under the title "The Holocaust of the Greek Jewry – Monuments and Memories", which was published by the Central Board of Jewish Communities in Greece. It contains information on the life of the Greek Jews in 27 cities in Greece, as well as photographic material of the Jewish Monuments in these cities.
  
- A seminar about "Immigration, Diaspora and Racism" was organized by the University of Crete, on 31 March 2006. The seminar was the first out of ten seminars, which are to take place in ten prefectures in Greece and to be attended by Greek teachers.

•A Pan-Hellenic essay writing competition for pupils was conducted in November 2005 under the topic: “The Greek Jews and the importance of the Remembrance of the Holocaust”. Two students were awarded scholarships to visit Yad Vashem, offered by the Embassy of Israel in Athens, and three students took financial awards by the Central Board of Jewish Communities in Greece and the Jewish Community of Thessalonica, during a special ceremony which was held on the 24<sup>th</sup> May 2006.

•The Greek Ministry of Education organized a seminar with the participation of 18 teachers, which took place in Israel. The seminar was organized by the Yad Vashem Museum in Israel, on 7-16 July 2006.

•On 27<sup>th</sup> January 2006, a ceremony was held in the Athens Conference Center “Megaron”, organized by the Prefecture of Athens and the Central Board of Jewish Communities in Greece. The ceremony was attended by the President of the Greek Republic, the Deputy Minister of Education and other public figures. Ms. Simone Veil was one of the main speakers. A similar ceremony was organized in Thessalonica by the Prefecture and the Jewish Community of Thessalonica.

#### **The Organization of Teacher Training (O.EP.EK)**

The **Organization of Teacher Training (O.EP.EK)** is currently running two intensive teacher training programmes:

a) Contemporary Teaching Approaches to Developing Critical – Creative Thinking. The aim of this programme is to train teachers from all the specialties of primary and secondary education sectors on contemporary teaching approaches with emphasis placed on Project Work, Role Play, Brainstorming, Case-Study, Active Ways of Analyzing Articles in different types of schools including intercultural and special education schools.

b) Relating the Family - Social – Cultural Environment to Children’s Performance at School.

The aim of this programme is training, informing and raising awareness of participants in relation to the important changes that have occurred over recent decades in the family, social and cultural fields and which affect the learning performance of students. It is

expected that useful conclusions will be drawn with regard to both the needs of teachers as well as the priorities the educational system has to serve.

### **The Pedagogical Institute**

The Pedagogical Institute is currently running a teacher-training programme on "Problems Management in the School Classroom". The aim of the programme is that teachers of both Primary and Secondary Education enrich their knowledge and improve their practices, so that they become more effective in dealing with conflict and problems arising in the school classroom.

Special emphasis is placed on experiential learning, on the practical use of the methods to deal with problems, as well as on case studies. The thematic units of the programme include, among others, training on how to deal with children who have learning difficulties but also with gifted pupils, and on how to manage cultural diversity by following the latest didactic methods.

### **Children's Ombudsman**

By virtue of Law 3094/2003, the Ombudsman assumed the mission of defending and promoting children's rights. For the protection of children's rights the Ombudsman also has jurisdiction over matters involving private individuals, physical or legal persons who violate children's rights.

According to article 4 (1) of the International Covenant on Civil and Political Rights, the Ombudsman may also receive complaints from any directly concerned child, or person entrusted with parental care or relative by lineal or collateral descent down to the second degree, the child's guardian or provisional guardian, or any third party having direct knowledge of the infringement of the child's rights.

For the implementation of the provisions of this Law, is considered as a child any person who is not over the age of eighteen. To ensure the protection of children's rights, the Ombudsman may request by means of a duly reasoned document that the individual cited in the complaint provide documents and other evidence. The classification of such documents as secret may not be invoked. In such an event, the Ombudsman must safeguard the personal and professional secret of private persons and not publish

information that would make it possible for them to be identified. Should a private individual refuse to supply such evidence, the Ombudsman may request the assistance of a public service, professional association or body, as well as the assistance of the Prosecutor's Office (article 4 (5)).

When the complaint is aimed against a private person, the Ombudsman shall take all necessary action to put right the problems brought to his attention and propose all required measures for the protection of the rights of the child concerned. In particular, when the operating conditions of a private law entity infringe the child's rights, he may propose the necessary organization and operation measures. The legal entity must inform the Ombudsman of the measures it has adopted or intends to adopt, within the fixed deadline. The Ombudsman may make public the refusal to accept his recommendations, if he considers that this is not sufficiently justified (Article 4, para. 7). If the intervention of the relevant judicial authority or other public service or body is deemed necessary with the view to protecting children's rights, the Ombudsman shall communicate the relevant report to them (Article 4, para. 11).

### **Network for the Prevention and Combating of Corporal Punishment of Children**

The Greek Ministry of National Education is a founding member of the Network for the Prevention and Combating of Corporal Punishment of Children. The network was founded in October 2005 and works for the elimination of social and legal acceptance of corporal punishment of children in Greece, so that they are raised by means of dialogue and participation as well as by means of methods which accord with the principles of contemporary pedagogical sciences.

It aims at the sensitization of all involved with children and family issues, but also of the broader public. Through collaboration with several official bodies there have been a series of coordinated actions for the exchange of information, for the support of institutional changes as well as for informing and sensitizing children themselves, parents and professionals who work with children or family issues.

On January 2007 Law 3500/06 was put into force "for dealing with in-family violence". Article 4 of the said law makes clear that "corporal punishment is not allowed in the frame of upbringing and educating children".

### **National Observatory on the Rights of Children (NORC)**

The National Observatory on the Rights of Children (NORC) was established by Legislative Decree No. 2909/2001 (Article 4) as a public agency within the Secretariat-General for Youth of the Ministry of National Education. NORC was launched in March 2002, and contributes to the State's fight against social exclusion and effort for high quality of life and equal access to education for all children.

The purpose of NORC is monitoring and implementation of the International Convention on the Rights of the Child (CRC). This is accomplished through: a) the development of a documentation centre, b) the cooperation with international organisations and NGOs, c) the awareness of public opinion, d) interventions in educational curricula, e) the publication of a guide for civil servants, and f) the preparation of an annual report and corresponding action plan regarding the implementation of the Convention.

### **The Parliament of Adolescents**

The «**Parliament of Adolescents**» is an educational programme of the Greek Parliament which is organized annually with the cooperation of the Greek Parliament and the Ministries of National Education of Greece and Cyprus. Students of all three classes of Senior High Schools of all types can participate in the programme, as well as students of Greek Senior High schools abroad and students of the second and third classes of Cypriot Senior High schools, as long as they have not exceeded their 20<sup>th</sup> year of age.

The main aims of the programme are:

- the cultivation of a positive attitude towards the value of “participating in communal life”
- the “induction” in the values, rules and practices of democracy.

“Participation in communal life” aims at socializing adolescents with regard to politics so that in the long run they consciously integrate in political and social functions. It is of great importance that adolescents experience the practices of democracy and of social justice so that they eventually become a way of life. To this end, the programme focuses on the continuous exchange of feelings, reflections and experience.

Young people are given the opportunity, in the frame of a public and responsible dialogue which continues on a yearly basis, to take down and discuss their opinions and conclusions for the current issues as well as to describe their vision for the future, which are essential elements for the planning and programming of the State, but also for the self-conscience of the citizens.

To become Members of the Parliament students will be assessed and finally chosen on the basis of an essay on current issues of their choice. Nevertheless, they are given a thematic framework which chiefly includes human relations, environment, democracy, school, workplace, free time, human rights, racism, or any other issue of their own concern.

#### **UNESCO - Seminars for the ASP Net Schools**

Greece has a network of approximately 100 schools participating in the ASPnet network of UNESCO.

In 2007, the Greek Ministry of National Education in cooperation with the Hellenic Commission for UNESCO and the Gestalt Foundation in Greece organized two “Awareness-raising workshops concerning the resolution of conflict in the school environment within the framework of human rights”.

#### **Education for Democratic Citizenship**

Education for Democratic Citizenship is central to the implementation of the notions of civic freedom, solidarity, intercultural learning and forms of participatory citizenship. Civic Education has always been entrenched within the Greek legislative framework. Therefore, Greek curricula are regularly updated to respond to the new challenges and needs of a rapidly changing society to ensure good practice and concrete results.

The project of Education for Democratic Citizenship itself rests, to a great extent, on the dynamics of capacity-building, on networking arrangements as well as on the symmetrical sharing of information, practices and activities across all age groups and social classes, with particular emphasis on the educational community, policy-makers, decision-takers, NGOs, relevant regional and international institutions, voluntary and professional bodies and youth organisations. The overall aim of the project is to draw

attention to the role education plays, at both formal and informal level, in a lifelong perspective in strengthening democratic citizenship and active civic participation.

In this direction, Primary and Secondary Education in Greece has set the following objectives:

- to help pupils become free, responsible and democratic citizens, as well as citizens capable of fighting for national independence, world peace and thus democracy,
- to cultivate their creative and critical thinking and to develop a spirit of friendship, cooperation and membership in the school environment and in their personal lives.

Therefore, Primary and Secondary education curricula started to be redesigned in Greece within a cross-curricular approach in 2001 to meet the needs of a multicultural environment and ensure quality in education. The new concept was to contribute to the improvement of teaching practice beyond the traditional field-centred curricula that promoted a rather passive attitude towards learning.

The issue of Citizenship Education appears more vital than ever and its presence in different teaching subjects and schools activities is more visible now. Students are encouraged to acknowledge and accept diversity, resolve conflicts without violence, assume responsibility, establish positive/creative (rather than oppressive) relations, and take part in decision-making and collective action. An attempt is also made to adopt teaching models that focus on research, cooperation and action.

Civic education modules are linked with cross-curricular activities and subject-specific themes at Primary and Secondary educational levels, with emphasis on democratic citizenship, the introduction to law and civic institutions, ancient Greek literature, history of the social sciences, European civilisation, its roots and sociology.

For example, the module 'European Civilisation and its Roots', taught in the first grade of Upper Secondary Education, examines the history and evolution of Europe and its distinct social and political formations. In particular, it looks at the development of European society, the nature of power and politics in Europe, the Enlightenment, the French Revolution, the notion of a 'Citizens' Europe (with reference to Parliamentarism

and the Rule of Law), trends in European cultural development and the formation of the European Union.

In the second grade of Upper Secondary Education, the module “Introduction to Law and Political Institutions’ brings together the disciplines of Law and Political Science, focusing on the nature of politics and the role of political science, the theory and practice of active citizenship, elements of democratic government, the legal and political system of the European Union, social norms and the law, the Greek political and judicial system, and issues in international organization.

Civic education in Greece is also linked with the rich tradition of its ancient history and philosophical movements. A relevant module in Upper Secondary Education on ‘Social and Political Organisation in Ancient Greece’ examines the nature and development of the city-state, the classical and Hellenistic periods, social institutions and everyday life in ancient Greece, the road to democracy and the functions of a democratic state, as well as other forms of political organisation like the formation of unions of city-states as the precursors of co-federal arrangements.

In the third grade of Lower Secondary Education, students study forms of citizenship, the organisation of social institutions and social groups, the understanding of culture, the process of socialisation and social accountability, the democratic process and the Constitution, the notion of civil society, the nature of international society, issues in international relations and the European Union.

Linked with the above are the themes and concepts examined at the Upper Secondary Level under the heading ‘History of the Social Sciences’. The emphasis is on the relationship between science and the social sciences, the evolution of the latter, leading thinkers in social and political thought, the study of social methods and social behaviour, and the contribution of the social sciences in contemporary Greece and the European Union.

Through these modules, among others that are currently being taught in the fifth and sixth grade of Primary Education (such as Studies of Environment), students are expected to cultivate a series of specific educational and social skills that would allow them to



develop an active interest in governance, thus encouraging them towards active citizenship. Furthermore, they will become acquainted with international processes and institutions of governance that are founded upon the norms and principles of power-sharing.

It should be noted that issues relating to the EDC/HRE Programme have been included in the new textbook for the second class of upper secondary education under the title 'Politics and Law', which will be introduced in the school year 2008-09.

National education policies are also enriched by interdisciplinary and extra-curricular educational activities. Examples of such activities that raise students' awareness on European citizenship are as follows: Students meet and exchange information with students from neighbouring schools that have taken part in European Programmes, such as Socrates, Comenius, and others. They meet and interview Greek Members of the European Parliament. They participate in student exchange programmes. They read fairy and folk tales, comics and the poetry of other European countries. They do research into games played by children from other European countries and relate them to the culture and tradition of each country. They then present them to the rest of the school in the form of charts, pictures, anthologies, posters, etc.

Moreover, a variety of relevant programmes deriving from international organizations, namely, UNESCO, the Council of Europe, the United Nations, and other, also play a vital role in experiential learning of Civic Education.

In particular, the issue of Citizenship was reinforced by the initiative of the Council of Europe through the "2005 European Year of Democratic Citizenship through Education", which was the highlight event of the EDC Programme. In Greece, among other activities (seminars for teachers, conferences, regional and school events, translation of teaching tools, the opening ceremony of the Year, etc), a thriving network of 50 schools has been established. The schools participating in the EDC programme have already produced material related to human rights, social inclusion and intercultural understanding through simulations and projects.

These processes have led towards greater participation of students, parents and local communities in school life, which constituted a welcome departure from previous school practices. Likewise, educational policy is increasingly linked with the emergence of support structures for lifelong learning, which already constitutes a priority in our country. In that regard, Greece is working towards the challenge of adjusting its policies and institutions, especially those related to the EDC project, into the development of core civic skills and competences, allowing individual students to take an active part in both national and international life, contributing largely to social mobility.

A series of events have taken place or have been scheduled to take place with the aim of developing the EDC and EYCE projects in Greece. A complete guide of events that have taken place in Greece include:

‘Fostering European Civicness: A View from Greece’, Launching Conference of the 2005 European Year of Citizenship through Education, Education for Democratic Citizenship, Council of Europe, Sofia, 12-14 December 2004.

‘Learning and Living Democracy’, Educational Seminar addressed to Teachers responsible for Olympic Education, Directorate of Primary and Secondary Education of Athens, Section B, Office for Physical Education, Amarousion, 17 February 2005.

‘Active Citizens through Education’, Educational Seminar addressed to Teachers responsible for Olympic Education, Directorate of Secondary Education of Eastern Attica, Markopoulo, 10 March 2005.

‘Education for Democratic Citizenship’, Educational Seminar addressed to Teachers responsible for Olympic Education, Directorate of Secondary Education, Athens, Section A, 16 March 2005.

‘The Constitutional Treaty and the Future of Europe’, 3<sup>rd</sup> Lyceum of Kifisia, Athens, 17 March 2005.

‘Reflections on the Political Constitution of Europe’, Bahcesehir University, Faculty of Management, Istanbul, 25 March 2005.

'European Year of Citizenship through Education', Department of Political Science and Public Administration, University of Athens, Athens, 28 March 2005.

'European Year of Citizenship through Education', Department of International and European Studies, Panteion University, Athens, 28 March 2005.

'Civic Education and the European Union', Educational Seminar addressed to Teachers in Secondary Education, first phase, organized by the Hellenic Ministry of National Education and Religious Affairs under the co-ordination of Mr. Polydefkis Papadopoulos, Athens, 1-2 April and 15-16 April 2005.

'The Constitution of Europe', Directorate of Secondary Education of Western Thessaloniki, Neapoli, Thessaloniki, 7 April 2005.

'Education for Democratic Citizenship', Educational Seminar, Regional Directorate of Education in Epirus, Ioannina, 14 April 2005.

'Education for Democratic Citizenship', Educational Seminar, Regional Directorate for Education of Thessaly, Larissa, 19 April, 2005.

'Symposium on "1912-13": Impact of historical events upon the changing lives of ordinary citizens', Project on the European Dimension in History Teaching, Athens, 5-8 May 2005.

'Is Participatory Constitutionalism Possible? Exploring the Promises of Active Citizenship in Europe', Christian Union of Rethymnon, Rethymnon, 18 May 2005.

'Learning Democracy: Democratic Experience in Schools', Experimental Gymnasium of the University of Crete, Rethymnon, 19 May 2005.

'Education for Democratic Citizenship', Educational Seminar addressed to Teachers responsible for Olympic Education, Office for Physical Education of Athens, 3<sup>rd</sup> Lyceum of Athens, Palaio Faliro, 19 May 2005.

'Civic Education and the of Active Citizenship', Educational Seminar addressed to Teachers responsible for Olympic Education, Office for Physical Education of Piraeus, Piraeus, 19 May 2005.

'Equal Opportunities and the Right to Active Citizenship', Conference on 'Prospects for Special Needs Education in Primary and Secondary Education', Regional Directorate of Primary and Secondary Education of Central Macedonia, Directorates of Primary and Secondary Education of Western and Eastern Thessaloniki, Thessaloniki, 20 May 2005.

'Citizenship Education in Europe: A Public Sphere Argument', Athens University of Economics and Business, Department of International and European Economic Relations, Athens, 26 May 2005.

'L'éducation civique: enseigner aux enseignants. Questions de stratégie méthodologique et de politique éducative', in 'Participatory Learning in Education for Democratic Citizenship and Human Rights Education - How is it Reflected in Teacher Training?', Teacher Training Conference, Council of Europe, Strasbourg, 16 June 2005 (paper given by Professor Dimitris Kotroyannos, University of Crete).

'Understanding the European Constitution', Hellenic Ministry of Foreign Affairs, Hellenic Foundation for European Studies, and Hellenic Foundation for European and Foreign Policy, 22 June 2005, Heraklion, Crete.

'Prospects for Civic Education in Greece', National School of Public Administration, 7 September 2005.

'Citizenship Education in the Greek School System: The Challenge Ahead', 4<sup>th</sup> Technical and Scientific Educational Unit of Kavala, 18 November 2005.

'Civic Education in Greece', International Symposium on 'Citizenship Education and Values: Experiences and Contributions for Europe', The Spanish Commission of UNESCO, the Spanish Ministry of Education and Sciences and the University of Madrid, Madrid 23-25 November 2005.

'Reflecting on Civic Education at School: Practical Orientations', 3<sup>rd</sup> Gymnasium of Kifisia, 28 November 2005.

'The Greek Report on Education for Democratic Citizenship', Standing Committee on Educational Affairs, the Hellenic Parliament, 10 December 2005.

'New Challenges to Citizenship Education: Lessons from the European Experience', European Youth Week, General Secretariat for Youth, Athens, 9 December 2005.

'Learning from the European Year of Citizenship through Education', Closing Conference on the European Year of Citizenship through Education, Hellenic Ministry of National Education and Religious Affairs, Athens, 10 December 2005.

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