National Curriculum mapping of Global Citizenship Education challenges and opportunities

STUDIES

GCE in textbooks



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Criteria for choosing education textbook

Section 1

The selection and approval of school textbooks in Greece follow a centralized and highly regulated process which concerns the institutional responsibilities of the Ministry of Education. According to the current legal and administrative framework, responsibility rests primarily with the Institute of Educational Policy (IEP), operating under the supervision of the Ministry of Education, Religious Affairs and Sports. The IEP establishes scientific and pedagogical committees responsible for evaluating textbook proposals submitted by authoring teams or publishing houses. The formation of writing groups is usually done through open competitions or calls for expressions of interest from the Institute of Educational Policy (IEP) or private publishing houses (in the context of the Multiple Book). Members must have: Advanced academic qualifications (Master's, PhD in Teaching of the subject or in Pedagogy). Proven writing or research experience in educational issues. Very good knowledge of the New Curricula.

After evaluation, the Ministry retains the authority to approve the textbooks prior to publication. Only textbooks that receive official approval are included in the Registry of Teaching Books (Μητρώο Διδακτικών Βιβλίων – MDB) and are authorized for use in schools.

The production, printing, and distribution of approved textbooks are undertaken exclusively by ITYE – DIOFANTOS in accordance with Law 3966/2011.The "DIOFANTOS" Institute of Computer Technology and Publications (ICTP) is the central public body in Greece for the support, introduction and utilization of Information and Communication Technologies (ICT) in education, as well as for the production of educational materials. This legal framework mandates that all educational books for Primary and Secondary Education—including General High Schools, Vocational High Schools, and professional training institutions—are produced by the state and distributed free of charge to all public schools. Under this system, individual schools and teachers do not have the option to select alternative textbooks, nor to adopt different materials for specific curriculum case studies beyond those formally approved.

Recent legislative developments, however, have introduced a significant shift in textbook policy. Law 4823/2021, further clarified by Circular 143732/DG4/2024, establishes the implementation of the Multiple Textbook models beginning in the 2026–2027 school year across all levels of education and for all subjects. This reform replaces the long-standing single textbook model with a curated list of approved textbooks for each subject area. Teachers or school teaching councils will be empowered to select the most appropriate textbook for their instructional context from the officially approved list included in the national Textbook Register. All approved textbooks will be made available in digital form.

During the transitional phase leading to the reform's full implementation, the IEP has already evaluated a substantial number of candidate textbooks for the 2025–2026 cycle, not all of which were approved. The introduction of the Multiple Textbook system represents a decisive move toward increased pedagogical autonomy, diversification of teaching materials, and expansion of digital educational resources, while maintaining centralized quality assurance and curriculum alignment.

Section 2

Brief description of education textbooks [Greece]

The textbooks Modern and Contemporary History, and Geology and Geography, which were selected according to the curriculum-based case studies used in the WP2 research, constitute compulsory teaching material for students in the 1st, 2nd, and 3rd Grades of Greek Junior High School (Gymnasium), covering the age range of 13–15 years. The Social and Political Education (SPE) course in Junior High School (3rd Grade) was chosen as it plays a key role in cultivating Global Citizenship Education (GCE), as it functions as the bridge between local/national structures and global events. Each teaching package also includes a corresponding teacher's book, whose publication serves a dual pedagogical purpose. On the one hand, it offers cognitive, methodological, and didactic guidance that supports the teacher's instructional planning; on the other, it provides structured student activities, suggested approaches to key questions raised in the Student's Book, and indicative pedagogical pathways. These resources are further supplemented by interdisciplinary project proposals that encourage educators to integrate cross-thematic and subject-specific concepts, thus promoting a holistic and inquiry-based approach to learning.

In addition to printed material, the digital repository Interactive School Books (ebooks.edu.gr), developed by ITYE "DIOFANTOS," provides digital replicas or enriched interactive versions of the textbooks for both teachers and students, facilitating their use in daily educational practice. Additional digital resources—supporting activities, audiovisual content, and open educational tools—are available through national repositories of open digital content, including the "Photodendro" national educational aggregator (https://dschool.edu.gr/).

2.1. General description

Textbook audience: The textbook "Social & Political Citizenship" addresses to students of the third grade of junior high school,14-15 years old.

Textbook author(s) name(s):

- Stella Sotiropoulou

Legal Professional, Secondary Education Educator

- Styliani Kordounouri

Legal Professional, Secondary Education Educator

- Aikaterini Zafranidou

Sociologist, Secondary Education Educator

Title (original and in English): «Κοινωνική και Πολιτική Αγωγή» - "Social & Political Citizenship"

Publisher: The textbook "Social & Political Citizenship" is published by the Greek Ministry of Education, Religion Affairs and Sports, and the Institute of Educational Policy.

Book Code: 0-21-0209 - ISBN 978-960-06-5170-6

Brief description of the textbook: printed edition, in the hyperlink: file:///C:/Users/user/Downloads/21-0209-01_V3_Koinoniki-kai-Politiki-Agogi_G-Gymnasiou_Vivlio-Mathiti%20(2).pdf: Format. PDF, use of images, 154 pages

Recommended retail price: There is no cost involved. The textbooks are free distributed to students.

Brief description of any additional elements: The textbook "Social & Political Citizenship" is enriched with the fundamental concepts of the lesson, including tasks and activities for students, as well as a self-assessment criterion for the student. Also accompanied by the Teacher's Book, where all 14 Chapters are presented, with the teaching objectives set by the Unified Cross-Thematic Curriculum, additional educational material, bibliography, synthetic assignments and ideas for activities, a selection of bibliography and finally a sample of Evaluation Criteria.

Hyperlink (if available): file:///C:/Users/user/Downloads/21-0209-01_V3_Koinoniki-kai-Politiki-Agogi_G-Gymnasiou_Vivlio-Mathiti%20(2).pdf



2.2. Rationale for inclusion

Social and Political Education in High School was chosen as it is the subject that contributes decisively to the cognitive and value background of the Global Citizen. It gives students the tools to understand that they are not only citizens of their municipality or country, but members of a global community with common challenges and responsibilities. The textbook "Social and Political Citizenship" aims to assist students in understanding the contemporary social, political and environmental reality. The issues students investigate in this book are not just data to be memorized; they are necessary insights for their political education. They create opportunities for students to develop dialogue, collaborate with your classmates, and engage with the social issues that affect their community. Similarly, as a citizen tomorrow, you will have the ability to address your challenges through dialogue and social solidarity: the local, national, European, and global issues. This textbook includes many up-to-date comments that you will engage with alongside classmates in class, and a wealth of ideas for activities and assignments. This textbook is divided into four major sections, corresponding to the levels of social, political and environmental reality:

- ✓ The first section presents the social reality you are experiencing today and the ways in which it is organized.
- ✓ The second section presents the organization of the State in which participate as a young and future citizen.

- ✓ The third section presents the European Union, to which Greece also belong.
- ✓ The fourth section presents the International Community, which refers to the global society of which we all are a member.

Section 2-b

2.1. General description

Textbook audience: Modern and Contemporary History, 3rd Grade of Junior High School, 14–15 years old

Textbook author(s) name(s): Evangelia Louvi, Associate Professor at Panteion University, Dimitrios Chr. Xifaras, Historian

Title (original and in English): Νεότερη και Σύγχρονη Ιστορία - Modern and Contemporary History

Publisher: Patakis Publishers

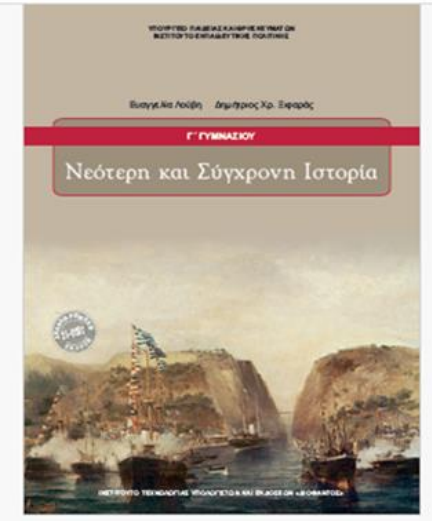
Brief description of the textbook: The History textbook for the 3rd Grade of Junior High School is 194 pages printed book which is provided free of charge to all students of Greek public schools. It is organized in chapters which follow a chronological order and include photographs, paintings with historical themes, maps, documents, etc.

Recommended retail price: The book is provided free of charge in printed form to all students by the Greek Ministry of Education.

Brief description of any additional elements: History textbook for the 3rd Grade of Junior High School is a printed book with chronologically organized chapters across 194 pages. It includes historical photographs, paintings with historical themes, maps, documents, and excerpts from historical and philosophical texts, all of which are used in teaching as historical sources. At the end of each unit, there are exercises and activities, usually based on the historical sources presented in that unit.

On the website https://ebooks.edu.gr/ebooks/v2/class-main.jsp?classcode=K09 students have access to the interactive digital version of the book, which contains digital resources such as presentations, videos, maps, and quizzes. An edition of the book for students who are vision-impaired is also available on the same website.

Hyperlink (if available): https://ebooks.edu.gr/ebooks/v/html/8547/5204/Istoria_G-Gymnasiou_html-empl/index.html



2.2. Rationale for inclusion

The school textbook Modern and Contemporary History for the 3rd Grade of Junior High School is selected because it is the officially approved textbook of the Ministry of Education for this subject and grade level, making it the sole official material used in all schools across the country.

The choice to focus on the 3rd Grade of Junior High School is strategic, as this is the grade in which Modern and Contemporary History is taught—a period directly linked to the fundamental social, political, and cultural issues that shape the modern world. The 3rd-grade curriculum also offers the greatest opportunities for exploring the four major concepts emphasized by the program.

Section 2-c

2.1. General description

Textbook audience: Geology and Geography, 2nd Grade of Junior High School, 13–14 years old

Textbook author(s) name(s): Aris Aslanidis, Physicist, Secondary Education Teacher, Giorgos Zafeirakidis, Naturalist, Secondary Education Teacher, Dimitris Kalaitzidis, Geologist, Secondary Education Teacher

Title (original and in English): ΓΕΩΛΟΓΙΑ – ΓΕΩΓΡΑΦΙΑ Β΄ ΓΥΜΝΑΣΙΟΥ, Geology – Geography B class of Junior High School

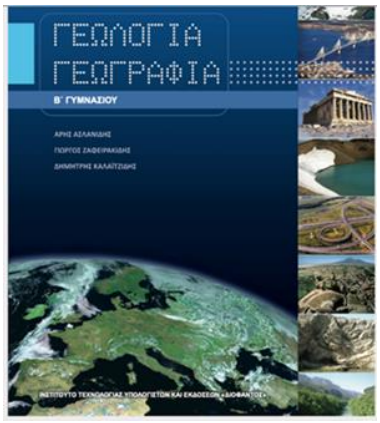
Publisher: Patakis Publishers. The current version (re-edition) is printed and distributed by the Institute of Computer Technology and Publications "Diophantos», an organization under the Ministry of Education.

Brief description of the textbook: The textbook is the primary learning resource for students and consists of four units and 48 lessons across approximately 175 pages. Unit 1 introduces map skills, focusing on geographical and relative location and the study of Europe's natural environment and population through maps. Unit 2, which is the most extensive one, covers the geological development of Europe and Greece, seismic and volcanic activity, major seas, landforms, climate, and vegetation. Unit 3 examines Europe's inhabitants, including political organization, the European Union, Greece's administrative structure, population characteristics such as density, age composition and migration, as well as cultural traits, major cities, and a dedicated section on the Balkans. Unit 4 explores Europe's and Greece's economic activities across the primary, secondary, and tertiary

sectors, addressing agriculture, livestock farming, fishing, industry, energy production and consumption, trade, tourism, and transportation.

Recommended retail price: The book is provided free of charge in printed form to all students by the Greek Ministry of Education.

Brief description of any additional elements: The student textbook forms part of a broader educational resource package. In addition to the student book, the standard Greek educational package includes a Teacher's Book, which provides the curriculum framework, detailed pedagogical guidance, answers to the activities, and support for diverse learners, and is distributed free of charge. The textbook is also available on the Digital School platform, offering an interactive version, supplementary videos, simulations, and digital activities. The Teacher's Book is similar in structure and length to the student book but is exclusively pedagogical and methodological in content.



Hyperlink: http://ebooks.edu.gr/ebooks/v2/classcoursespdf.jsp?classcode=K08

2.2. Rationale for inclusion

This textbook is included in the in the research as it is the only officially approved and mandated resource for the subject of Geology and Geography in all public lower secondary schools, and therefore serves as the central and authoritative interpreter of the national curriculum. The focus on Grade 2 is justified by the fact that this level receives the highest weekly instructional time for the subject, offering the greatest potential for integrating the Global Citizenship Education (GCE) Big Ideas. Finally, as the textbook was developed under the supervision of the Pedagogical Institute within a national curriculum reform initiative, it provides the most reliable representation of the official curriculum intentions.

2.3. Audit methodology

For the purposes of the three textbooks' research, a systematic and multi-layered methodology for textbook evaluation was employed, drawing on established approaches in educational materials auditing and pedagogical evaluation (Pingel, 2010; Nicholls, 2003). The analytical framework was grounded in **Qualitative Content Analysis** (Mayring, 2014; Schreier, 2012), which is particularly suitable for examining both the manifest and latent dimensions of curricular materials and for assessing their alignment with the pedagogical aims of the GET program and the broader principles of Global Citizenship Education (GCE).

The methodology applied across all three textbooks comprised three interrelated analytical components:

1. Structural Analysis: This phase involved a systematic examination of the textbook's Table of Contents (ToC) in order to map its thematic coverage against (a) the mandated content of the national curriculum and (b) the four Big Ideas of the GET project — Climate Change, Gender Inequality, Global Inequalities, and Migration. Following established methods in curriculum-textbook alignment studies (Valverde et al., 2002; Reys et al., 2004), this structural mapping enabled the identification of explicit entry points, thematic gaps, and potential opportunities for embedding GCE-related concepts within the instructional sequence.

2. Textual Analysis of Units and Lessons: A detailed qualitative review of the selected units was conducted, focusing on titles, subheadings, textual excerpts, and conceptual framing. The analysis evaluated the depth, complexity, and criticality of the content, distinguishing between descriptive, analytical, and critical modes of presentation (Coffey & Atkinson, 1996). Particular attention was given to the ways in which the textbook represented key GCE themes—such as climate change, gender and social inequalities, global interdependence, and migratory processes—and whether these were framed within broader discourses of justice, agency, and systemic analysis (Andreotti, 2006; Davies, 2006).

3. Pedagogical Analysis: The third analytical strand focused on the instructional prompts included under sections such as “Work in Class” and “Study at Home.” Drawing on frameworks for pedagogical task analysis (Holliday, 1994; Remillard, 2005), the investigation assessed the extent to which the proposed activities fostered inquiry-based learning, collaborative engagement, dialogic pedagogies, critical reflection and active action — all core components of GCE pedagogy (UNESCO, 2015; Oxley & Morris, 2013).

Attention was also paid to the use of historical or informational sources, reflective questions, and open-ended tasks, examining whether they supported the development of higher-order thinking, empathy, perspective-taking, and active citizenship.

- ✓ Overall Analytical Process: The broader evaluative process included:
- ✓ systematic coding and categorization of thematic units;
- ✓ comparison of the identified content with the intended learning outcomes of the GET program;
- ✓ qualitative assessment of textual and pedagogical practices in relation to the integration of core GCE concepts.

This multidimensional audit made it possible to construct a comprehensive and well-evidenced evaluation of the textbook’s compatibility with the pedagogical orientations of GCE. In accordance with the curriculum guidelines, these orientations emphasize a holistic, interdisciplinary, and cross-curricular approach to complex global challenges and call for: (a) the collaboration of diverse disciplinary fields in addressing multifaceted social issues, and (b) the development of learners’ foundational literacies—cognitive, ethical, and civic—which enable responsible, informed, and active participation in contemporary societies (Banks, 2008; UNESCO, 2018).

2.4. Alignment - curriculum, GCE pedagogy and GET project big ideas:

2.4.1. Alignment with curriculum document(s)

The textbook **“Social and Political Citizenship”** is aligned to the relevant curriculum document of Active Citizenship Actions, which is an interdisciplinary subject, implemented in combination with the 4 thematic modules of the “Skills Workshops”. The selection of the textbook "Social & Political Citizenship" was determined by its content. The textbook addresses issues including Climate Change, Racial Discrimination, Global Inequality, and Migration. The book contains numerous timely commentaries that are discussed with classmates during the course. It also offers a wide range of ideas for activities and assignments, as the understanding of social and political reality is not confined to this subject or to this particular grade level. Rather,

it provides students with multiple opportunities to learn how to seek out the information and knowledge they will need at various points in their lives.

The 3rd Grade **"Modern and Contemporary History"** textbook aligns thematically with the national curriculum but shares its significant limitations. Both omit climate change entirely and address gender equality only briefly, without critical or systematic analysis. The textbook also mirrors the curriculum's focus on global inequalities—colonialism, class conditions, and the 1929 crisis—yet remains mostly descriptive, offering limited opportunities for deeper critical engagement. Its strongest alignment concerns migration, where it effectively covers historical causes, flows, and refugee experiences, though it does not incorporate contemporary dimensions such as climate- or gender-related aspects.

The **"Geology and Geography"** textbook is fully aligned with the national curriculum, having been commissioned and developed specifically to implement the aims of the official Curriculum Framework for Gymnasium. Its interdisciplinary focus on Geology and Geography, along with its regional emphasis on Europe and Greece, directly reflects the curriculum's structure. The organization of the textbook into four units—Maps, the Natural Environment, Population, and Economic Activities—mirrors the thematic progression prescribed at this grade level. Moreover, the inclusion of core geographical and geological concepts, such as lithospheric plates, orogenesis and relative location, demonstrates strong consistency with the scientific content standards set out in the curriculum.

2.4.2. GCE pedagogical practice

The textbook **"Social and Political Citizenship"** supports recommended Global Citizenship Education (GCE) pedagogical practice. It encourages students to engage in dialogue, collaborate with their classmates, and address the social issues that affect their community. The instructional practices recommended by the Curriculum for Active Citizenship Actions—such as highlighting the causes of environmental, socio-cultural, economic, and historical phenomena through articles, videos, or audio materials following case-study analysis; collaborating with agencies and organizations to support vulnerable individuals and communities within the local context; actively participating in the design, implementation, and enhancement of environmental and social initiatives; and engaging in partnership programs with other schools, universities, or institutions—are fully implemented through the activities proposed in the textbook. The organizers of the student's textbook, in all chapters, provide students with rich visual material that can be utilized during the teaching of various chapters as a source for interdisciplinary activities. The inclusion of literary texts, films, articles, and photographic material from print and digital media, as well as the use of concept maps for each lesson, enhances students' understanding of the topics and fosters the development of critical thinking skills.

The **"Modern and Contemporary History"** textbook provides only partial support for Global Citizenship Education. Although it offers substantial historical material, it lacks explicit treatment of climate change, provides only fragmented references to gender equality, and presents global inequalities in a largely descriptive manner without linking them to contemporary realities or international frameworks. Migration is covered historically but not connected to modern global drivers such as inequality, colonial legacies, gendered vulnerabilities, or climate change. The textbook also omits pedagogical strategies central to GCE—such as critical reflection, empathy building, stereotype deconstruction, and active engagement. Overall, while it meets traditional historical objectives, it does not adopt the critical, multidimensional, and socially oriented practices required for effective Global Citizenship Education.

The **"Geology and Geography"** textbook supports certain aspects of recommended GCE pedagogical practice, particularly through active and collaborative learning tasks found in sections such as "Work in Class" and "Study at Home," which encourage group work and the use of multiple resources. Activities that require students to compare thematic maps or analyses development indicators foster analytical skills relevant to GCE. However, the pedagogical approach remains largely descriptive and analytical rather than explicitly critical, participatory, or action oriented. As a result, the activities focus primarily on understanding geographical phenomena rather

than engaging students in deeper critical inquiry, discussion of values, or real-world civic action—elements that are essential for more advanced GCE pedagogy.

2.4.3. GET project: 4 big ideas

a. Social and Political Citizenship textbook

The textbook **"Social and Political Citizenship"** incorporates all four major ideas of the GET Project. (Climate Change, Gender Inequality, International inequalities, Migration) and takes full advantage of the opportunities identified in the case studies. It is also enriched with the fundamental concepts of the lesson, including tasks and activities for students, as well as a self-assessment criterion for the student and it might possibly incorporate a more in-depth analysis of the climate crisis and migration.

The textbook presents the **climate crisis** as a major global challenge requiring both state responsibility and active civic engagement. It emphasizes that environmental protection is constitutionally guaranteed in Greece and framed as both a right and a duty of citizens. Addressing climate change—along with biodiversity loss and ecological degradation—demands international cooperation and aligns with broader goals of peace, human rights, and global equality. Also, the textbook highlights the growing international dimension of constitutional rights related to environmental quality and public health, as well as the EU's prioritization of sustainable development through strict environmental regulations and environmental education in schools. Greece's involvement in EU initiatives and NGO actions further supports environmental protection and democratic governance.

As traditional books were written before the term "climate justice" was fully established in the public sphere, explicit reference to climate justice is made mainly through:

A. Skills Workshops (Topic: Environment - Global & Local Cultural Heritage): Students work on a project on the climate crisis, analyzing how global warming is linked to social justice, migration and equality.

B. Educational Actions & Organizations (e.g. ActionAid, WWF): As part of the course, schools often participate in Student Action Weeks with themes such as "Climate Justice: Right to Food and Environment", linking food production, consumption and climate change to global inequalities.

C. New Curriculum (IEP): Within the framework of the renewed curricula for Education for Sustainable Development, the cultivation of a "moral obligation for global climate justice" is set as a key learning objective for high school students.

Overall, students are encouraged to understand that responsible citizenship in the context of the climate crisis requires informed action and a commitment to sustainability for the benefit of future generations.

The textbook examines **gender equality** within the framework of Greek constitutional principles and legislative reforms. It highlights the evolution of Greek Family Law, particularly the abolition in 1983 of the provision designating the man as the "head" of the family, and emphasizes constitutional articles that guarantee equal rights and opportunities for all citizens, including measures aimed at eliminating discrimination against women. Statistical data illustrate persistent gender disparities in employment and political representation. The discussion also notes that both the European Union and Greece have implemented positive action measures, such as mandatory quotas for women in municipal elections and financial incentives for employers who hire women, aiming to promote equality in remuneration, taxation, public appointments, and access to opportunities.

While issues such as violence against women, child abuse, and school dropout rates—especially among girls—are acknowledged and linked to enduring traditional stereotypes, it is argued that these topics require further support through authentic sources and digital material to enhance their pedagogical and social relevance.

The textbook emphasizes that **global inequalities**—including poverty, hunger, unemployment, racism, and environmental degradation—require coordinated international action. It underscores that the welfare state, grounded in constitutional and international human rights principles, aims to reduce social disparities and promote justice. Post–World War II cooperation and the EU Charter of Fundamental Rights reinforce commitments to equality, social welfare, and sustainable development. The rapid global flow of information, as reflected through the collection of information from the internet, the use of comparative tables or critical analysis of social films heightens awareness of cultural diversity and worldwide disparities, while the crucial role of international organizations and NGOs (such as the UN and UNICEF) in addressing these transnational social challenges is illuminated.

The textbook presents **migration** as a major global issue linked to poverty, inequality, xenophobia, and racism. Through films, literary texts, photographic material, articles, and digital resources, it highlights the experiences of migrants and promotes respect for human rights. Constitutional references emphasize the protection of life, dignity, freedom, and religious equality for all, including non-citizens. Greece's shift from a country of emigration to one of immigration is framed within global economic and social instability. The text underscores the need for legal protection, social inclusion, and human rights, noting the support offered by organizations such as Doctors of the World and policies ensuring free education and assistance for vulnerable groups. These themes are reinforced through diverse activities in the Social & Political Citizenship textbook. In the Social and Political Education (SPE) textbook for the 3rd grade of high school, as well as in the supporting material for the course (Skills Workshops, Digital School/Photo Tree), the approach to immigration is analyzed in specific points for example as a source of value for a society, which is analyzed mainly through the prism of multiculturalism and economic contribution: It is emphasized that the interaction of different cultures, customs, arts and ideas renews and enriches the local culture, promoting tolerance and pluralism. In addition, it is stated that migratory flows cover demographic and productive gaps in societies with an aging population (such as European ones), providing labor, revitalizing the local economy and strengthening insurance systems.

Regarding the inclusion of authentic immigrant voices, short excerpts from testimonies, letters or literary texts (e.g. of refugees or immigrants) are included in special frames/windows ("Sources"). However, the essential contact with authentic voices occurs through the supplementary material, where short documentaries, videos from the United Nations High Commissioner for Refugees (UNHCR), interviews and stories of migrant children are screened.

The focus on specific migration flows is clear and is divided into two axes:

A. Global Axis (Global South to North): Migration and refugee flows from developing or war- and poverty-stricken regions (Asia, Africa, Middle East) to developed countries in Europe and North America are examined.

B. Historical & Greek Axis: A connection is made with post-war Greek migration to Western Europe (Germany, Belgium) and America/Australia, as well as with inflows to Greece after 1990 (e.g. from Albania and Eastern European countries) and recent refugee flows.

The course and parallel programs propose specific experiential and active actions (Active Citizenship):

- **Field Research & Oral History:** Student interviews with immigrants from the local community or grandparents who were immigrants abroad, to create an "Archive of Refugee/Immigrant Testimonies".
- **Organization of "Multicultural Days"**: Events at school with tastings of traditional foods, music, dances and presentations of customs from the students' countries of origin.
- **Collaboration with Agencies & NGOs:** Collection of basic necessities, school supplies or toys for refugee/immigrant accommodation structures in collaboration with organizations (e.g. UNHCR, Red Cross).

- **Role-Playing & Simulations: Activities** (such as the UNHCR educational game "Passages") where students step into the shoes of a refugee/migrant to experience the difficulties of travel and integration.
- **Creating Awareness Campaigns:** Creating posters, digital spots or podcasts by students against racism and xenophobia.

b. Modern and Contemporary History textbook

Regarding the issue of **climate change**, as is the case with the curriculum (see WP2 part C), the textbook does not include any explicit reference to it. For example, although there is an entire chapter on the spread of the Industrial Revolution and its social and political consequences—with direct reference to the significant role of coal use—no connection is made to its impact on climate change. Furthermore, although visual material from this period is used, such as images of factories and coal mines, pollution and its effects are not visibly depicted, resulting in the environmental impact of the era not being highlighted.

The Greek History curriculum does not implement the GET program's learning objectives on **gender equality** (LO 1–7), offering only minimal and fragmented treatment of the topic—a pattern replicated in the corresponding school textbook. Across its 194 pages, the textbook includes only brief, isolated references to women's roles or gender-related issues, such as the neglect of women's rights during the French Revolution, women's emancipation during the Industrial Revolution, the limited mention of Bouboulina and Mavrogenous in the Greek Revolution, and a short note on the "woman question" in 19th-century Greece. Additional references appear in captions of photographs depicting women workers during the World Wars and Asia Minor refugee women in industrial labour. These scattered mentions lack analytical depth, contextualization, and a coherent gender perspective. As a result, neither the curriculum nor the textbook provides a systematic, critical, or experience-based approach to gender equality, falling short of the pedagogical aims set by the GET program.

The Greek History curriculum only partially aligns with the GET program's learning objectives on **global inequalities**, and this limited alignment is reflected in the accompanying textbook. The textbook provides extensive descriptive material on historical inequalities—including class stratification, labour exploitation during the Industrial Revolution, colonial oppression, the social effects of the 1929 economic crisis, and the challenges faced by countries in the Global Southas well as on historical movements that sought to address such inequalities, such as labour, socialist, trade-union, and anti-colonial movements.

However, these topics are presented without the critical, analytical, or reflective activities required by the GET framework. The textbook does not incorporate modern indicators of inequality, references to international governance mechanisms like the Sustainable Development Goals, or opportunities for active student engagement with issues of social justice. As a result, despite its rich historical content, the textbook does not adopt the holistic, pedagogical, or experiential approaches necessary to fully meet the GET learning outcomes, indicating a substantial need for instructional enhancement.

The GET program's learning objectives on **migration** emphasize a multidimensional understanding of the phenomenon, integrating historical, social, political, economic, and global perspectives. The school textbook aligns only partially with this framework. It provides solid coverage of the historical dimensions of migration—particularly Greek overseas migration in the 19th and 20th centuries, the Asia Minor refugee experience, the socio-economic causes of population movements, and the challenges migrants faced in integration—supported by sources, images, and activities. However, the textbook does not meet the broader and more advanced expectations of the GET program. It fails to address global inequalities, colonial legacies, climate-induced migration, or the gendered aspects of migratory experiences. Contemporary migration issues, including current refugee movements, international policies, and the role of global institutions, are not examined. Moreover, the textbook does not include pedagogical elements that foster empathy, promote social justice, challenge stereotypes, or encourage active engagement.

Consequently, while it fulfils traditional historical learning goals, the textbook does not achieve the multidimensional, critical, and socially oriented aims required by the GET program, resulting in only partial thematic and insufficient pedagogical alignment.

c. Geology and Geography

The textbook offers several opportunities to integrate the GET project's Big Ideas, especially in relation to **climate change**, but these opportunities are not fully utilized. Lessons 19 and 20 present the climate of Europe and Greece in a purely descriptive way, treating climate as a natural phenomenon rather than as a socio-environmental issue shaped by human actions, resulting in a missed opportunity for critical engagement. Lesson 42 on Energy Production and Consumption comes closer to addressing the human drivers of climate change, and the inclusion of terms such as "alternative energy sources" suggests some conceptual awareness. However, the focus remains on economic patterns rather than on critically examining sustainability or policy responses. Overall, while the textbook provides the essential factual basis for discussing climate change, it would benefit from reframing these lessons to encourage analysis of human impact and the broader societal dimensions of the climate crisis.

The textbook provides minimal engagement with **gender inequality**, as it contains no dedicated lessons or explicit references to gender roles or equality within the units on population or economic activities. This reflects a broader curriculum gap in Greek Geography and Geology education, where gender is often absent from formal learning objectives. Although demographic lessons include extensive statistical tables, they do not differentiate data by gender or link population characteristics to social or economic disparities. As a result, implicit opportunities to develop students' critical awareness of gender-based inequalities—such as unequal access to education, employment, or political participation—are not utilised. Overall, the textbook appears to reproduce a significant omission in the curriculum by not addressing gender inequality as an essential socio-geographic issue.

The textbook offers meaningful opportunities to address **global inequalities**, particularly through activities that prompt students to compare economic and social development within Europe and between continents, such as the map-based task in Lesson 5. Unit 4 further strengthens this potential by providing detailed coverage of Europe's and Greece's economic sectors, offering empirical data that can support discussions on how wealth is produced and how globalization and economic interdependence contribute to disparities. While the material lends itself well to analytical exploration, its effectiveness ultimately depends on whether teachers move beyond description to engage students in critical examination of global inequality. Overall, this is the Big Idea with the strongest alignment in the textbook, especially through the use of HDI and comparative analysis.

The textbook addresses **migration** explicitly in Lesson 30, where it appears as a demographic characteristic of Europe, providing the basic factual foundation required by the curriculum. However, while this creates a clear opportunity for GCE-related engagement, the treatment is limited to descriptive or analytical tasks based on map and text observations. As a result, it does not encourage deeper examination of the structural causes of migration—such as poverty, displacement, or colonial legacies—nor does it explore issues of governance, social inclusion, or refugee rights. In alignment with the curriculum, the textbook successfully introduces migration but requires pedagogical enhancement to support critical analysis of its complex global drivers and social implications, moving beyond simple demographic reporting. The textbook adequately addresses the historical dimensions of migration but does not fully align with the multidimensional and socially oriented objectives of the GET program. While it covers causes, experiences, and impacts of Greek migration and refugee experience, it lacks engagement with global inequalities, the legacy of colonialism, climate-related drivers, gendered aspects, empathy building, social justice, and the critical deconstruction of stereotypes. It also overlooks contemporary migration developments and forms of active participation. Overall, its alignment with the GET learning objectives is partial and pedagogically insufficient.

Section 3

3.1 Main findings

The textbook **"Social & Political Citizenship"** provides an integrated framework for understanding contemporary social, political, and environmental realities through active and participatory learning. Grounded in a holistic, cross-curricular, and interdisciplinary methodology, it promotes critical thinking, collaboration, and engagement with sustainability. Aligned with the curriculum for Active Citizenship Actions and Global Citizenship Education, it employs multimodal resources to foster student agency and community involvement. The content addresses four major global challenges: climate change, emphasizing state responsibility, citizen participation, and EU commitments to sustainable development; gender inequality, highlighting legal reforms, persistent disparities, and positive action policies; international inequalities, examining poverty, racism, and the role of welfare states, human rights frameworks, and international organizations; and migration, linking global inequality to human mobility and underscoring constitutional protections, social inclusion, and support mechanisms for migrants. Overall, the textbook cultivates informed, responsible, and rights-based citizenship across local, national, European, and global contexts.

Despite its orientation towards modern democratic values, the Social and Political Education (SPE) textbook for the 3rd grade of high school presents significant structural, content and pedagogical gaps, which are often highlighted by educators, academics and critics of education, such as temporal distancing: there is no analysis of defining crises of recent decades (e.g. the Greek economic crisis, the pandemic, the rapid rise of social media) and absence of contemporary topics: topics such as Artificial Intelligence, fake news/disinformation, digital surveillance and cyber rights are either absent or mentioned completely superficially.

The 9th-grade **"Modern and Contemporary History"** textbook provides extensive historical content but shows limited alignment with the multidimensional objectives of the GET program. It contains no explicit references to climate change and misses opportunities—such as in the chapter on the Industrial Revolution—to link historical developments to modern environmental degradation. Its treatment of gender equality is similarly insufficient, offering only isolated mentions of women without a systematic analysis of gendered inequalities or inclusion of sources that highlight women's perspectives.

While the textbook covers major aspects of global inequalities, including colonialism and labour exploitation, it does so mainly descriptively, without connecting historical phenomena to contemporary indicators, international frameworks, or the lasting effects of colonial legacies. Migration is the most fully developed theme, particularly concerning Greek migration and the Asia Minor refugee experience, yet it remains disconnected from present-day global migration dynamics, the structural inequalities driving them, gendered dimensions, and the emerging role of climate change.

Overall, although the textbook meets traditional historical learning goals, it requires targeted thematic expansion and stronger pedagogical approaches to align effectively with the critical, interdisciplinary, and socially oriented aims of the GET program.

In the textbook **"Geology and Geography"** the GET thematics areas are presented mainly at a descriptive level and are not accompanied by activities or questions that promote critical analysis, empathy, or reflection, as required by the GET objectives. There is also an absence of systematic reference to modern indicators of inequality (e.g., HDI, quality-of-life indicators), to international policies and governance mechanisms (such as the Sustainable Development Goals), or to forms of active student engagement in issues of social justice. Therefore, although the textbook offers rich historical background that could be used to support students' understanding of global inequalities, it does not adopt the pedagogical, holistic, and experiential approaches required by the GET programme, resulting in limited overall alignment and a need for substantial instructional reinforcement to fully achieve the intended learning outcomes.

The textbook offers a solid and well-organised treatment of the Geology and Geography curriculum and employs activity-based learning that encourages student engagement with maps, data and collaborative tasks. It also provides some initial entry points for Global Citizenship Education (GCE), particularly through its treatment of international inequalities and the use of indicators such as the Human Development Index. Nevertheless, its alignment with GCE remains limited. Activities seldom extend to critical evaluation, ethical reflection or action-oriented learning; gender inequality is absent as a socio-geographic issue; and topics such as climate and migration are addressed descriptively rather than analytically. Overall, while pedagogically competent, the textbook would benefit from stronger integration of critical, participatory and socially responsive GCE dimensions.

Across the three selected textbooks, a consistent pattern emerges: while each provides structured, content-rich material aligned with traditional curricular requirements, their integration of the broader, critical, and interdisciplinary aims of the GET and GCE frameworks remains partial and insufficient. The "Social & Political Citizenship" textbook constitutes the strongest example of alignment, offering a holistic, participatory, and rights-based approach that actively promotes critical thinking, sustainability, and civic engagement across key global challenges. In contrast, the "Modern and Contemporary History" textbook, despite its extensive historical coverage, falls short in addressing contemporary global issues, particularly climate change, gender inequality, and structural international disparities, thereby limiting students' ability to connect historical phenomena with current global realities. Similarly, the "Geology and Geography" textbook, though pedagogically well-structured and supportive of inquiry through data-based activities, treats core GET themes—inequalities, climate, migration, and governance—primarily at a descriptive level and lacks opportunities for critical reflection, ethical reasoning, and action-oriented learning.

In conclusion, the analysis indicates that meaningful alignment with GET and GCE principles requires not only thematic inclusion but also pedagogical transformation. Greater emphasis on critical inquiry, interdisciplinarity, gender-aware perspectives, environmental interconnectedness, and active citizenship is essential for cultivating globally literate, socially responsible learners.

3.2 Recommendations

The findings derived from the comparative analysis of the three textbooks highlight the need for a more systematic and pedagogically robust integration of Global Citizenship Education (GCE) principles across subjects. Based on the identified gaps and opportunities, the following recommendations aim to support both the GET project team and the Ministry's textbook development units in strengthening curriculum alignment and resource effectiveness.

1. Strengthen thematic integration across disciplines

Although individual textbooks provide partial treatment of the four GET thematic areas, the integration is uneven and predominantly descriptive. To enhance coherence and conceptual depth:

- Embed the four Big Ideas (climate change, gender inequality, global inequalities, migration) as recurring cross-curricular themes across all textbook series, ensuring that each subject contributes distinct disciplinary perspectives.
- Develop interdisciplinary modules, supported by cross-referencing between textbooks, to facilitate transfer of learning and a holistic understanding of global challenges.
- Ensure that historical, social, scientific, and geographical perspectives are systematically connected to contemporary indicators (e.g., HDI, SDGs) and current global developments.

2. Enhance pedagogical approaches toward critical, participatory, and action-oriented learning

The analysis indicates that many activities remain factual, recall-oriented, or descriptive. To meet GCE learning objectives:

- Incorporate structured activities that promote critical inquiry, ethical reasoning, deliberation, and perspective-taking, such as dilemmas, case studies, simulations, and source-based analysis.
- Expand student-led, inquiry-based tasks that require research, analysis of real-world data, and engagement with community issues.
- Introduce action-oriented components, including micro-projects, school–community partnerships, and opportunities for civic participation aligned with learners' age and context.

3. Systematically integrate gender perspectives and equity frameworks

Gender inequality remains the least developed theme across the textbooks outside Social & Political Citizenship.

- Ensure gender-aware analyses in historical, social, scientific, and geographical content, foregrounding the experiences, contributions, and structural barriers affecting women and gender minorities.
- Provide inclusive sources and perspectives, including testimonies, statistical data, and visual materials illustrating gendered dimensions of inequality.
- Align content with international frameworks such as CEDAW, EU gender equality strategies, and SDG 5.

4. Embed environmental citizenship and climate literacy across subjects

Climate change appears inconsistently and often implicitly, despite its centrality in the GET framework.

- Clearly integrate climate literacy, sustainability concepts, and environmental justice within History, Geography, and Citizenship textbooks.
- Facilitate historical-environmental linkages, for example by connecting industrialization with contemporary environmental degradation and discussing current mitigation and adaptation policies.
- Include EU and international climate governance mechanisms—green transitions, climate agreements, and national commitments—to support informed and responsible citizenship.

5. Strengthen the treatment of global inequalities and migration through structural and contemporary lenses

While some references exist, they often lack analytical depth and connection to present-day realities.

- Connect historical inequalities and colonial legacies to modern economic disparities, global power relations, and sustainable development indicators.
- Present migration as a multifaceted global phenomenon, integrating economic, geopolitical, gendered, and environmental drivers.
- Use contemporary data sources (e.g., UNHCR, Eurostat, World Bank) to contextualize patterns of inequality and human mobility.

6. Adopt multimodal and inclusive resource design

To foster engagement and accessibility:

- Expand the use of visualizations, maps, infographics, charts, digital resources, and authentic materials supporting comparative and analytical learning.
- Ensure that multimodal texts are accompanied by prompts that guide interpretation, critical questioning, and reflection.

- Encourage universal design principles, making materials accessible to diverse learners.

7. Develop teacher support materials for effective GCE implementation

Textbook alignment alone is not sufficient; teachers require explicit guidance.

- Teacher guides—complete with suggested lesson plans, inquiry tasks, assessment tools, and interdisciplinary activities aligned with GET themes—so to be are fully integrated and in active use.
- Offer professional development modules focusing on critical pedagogy, participatory learning, and the integration of global issues.
- Include examples of good practice, classroom scenarios, and guidance on facilitating sensitive or complex topics.

8. Establish a continuous review and feedback mechanism

To ensure sustainability and relevance:

- Implement regular textbook audits, using clearly defined GCE-alignment criteria, in collaboration with teachers, researchers, and GCE specialists.
- Create feedback channels for schools to report on implementation challenges and emerging thematic needs.
- Ensure flexibility for periodic updates, particularly for sections addressing rapidly evolving global issues (e.g., climate policy, migration flows, inequality data).

In conclusion, a meaningful alignment with GET and GCE frameworks requires more than the mere presence of thematic references; it demands a pedagogical and epistemological shift toward critical, interdisciplinary, and participatory learning. By adopting these recommendations, the GET project leadership and Ministry textbook designers can ensure that future educational materials cultivate globally literate, socially responsible, and actively engaged citizens capable of understanding and addressing the complexities of contemporary global challenges.

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