

Country Analysis: Greece

Education for Sustainability in ECEC in Greece



Promoting children's understanding of
sustainable development through multimodal story-telling
in Early Childhood Education and Care (ECEC)

Project number: 10039182

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Introduction

This country analysis focusing on Greece seeks to explore how concepts of sustainability and sustainable development goals are introduced to preschool children through storytelling. The report is developed in the light of the Creative Storytellers project, which aims to raise awareness among children about sustainable goals through multimodal and innovative storytelling techniques, such as digital storytelling. As stated in the project proposal, storytelling, a fundamental aspect of human culture, serves as a powerful tool for conveying ideas in clear and direct ways. Storytelling succeeds in creating lasting impressions and reshaping children's perceptions of themselves, their environment and their ability to contribute positively to society.

In addition, storytelling is a media for Education for Sustainable Development (ESD), a holistic approach to teaching and learning that integrates learning about global challenges, such as poverty, inequality, climate change, into curricula across disciplines. Specifically, education for sustainable development is a lifelong learning process integral to quality education, enhancing the cognitive, socio-emotional and behavioural aspects of learning through pedagogy and learning environments (United Nations Educational, Scientific and Cultural Organization, 2023).

Finally, in this report we will refer to good practices for schools, where we will talk about including a range of strategies and approaches that have proven effective in enhancing teaching and learning experiences. These practices are tailored to different age groups and abilities, emphasising innovation, adaptability and technology integration, thus enabling students to become active participants in creating a more sustainable future.

Our methodology for conducting this country analysis includes a thorough review of existing literature and a detailed analysis of the curricula implemented in Greek schools, examining the content, objectives and methods used to teach sustainability-related subjects and the narrative. The curriculum was analysed to assess whether the content addresses sustainability and sustainable development goals, to evaluate whether the curriculum includes narrative teaching methods, whether it proposes complementary digital resources and supplementary materials to support teachers, and to assess whether the curriculum is relevant to sustainability and sustainable development goals. This is complemented by the study of official documents issued by the Ministry of Education and the Institute of Education Policy.

However, it is important to note in the limitations of the research, that its scope is completed by May 2024, since education policy and practices have a dynamic and evolving nature. In addition, the lack of available material and information on the research questions

was a major challenge. The absence of extensive literature and official documents regarding educational policies on storytelling for sustainability substantially hindered the ability to conduct a detailed analysis. This lack of research resources forced us to rely mainly on general educational trends and secondary resources.

The present report is structured to provide a comprehensive examination of the Preschool Education and Care system in Greece. First, an exploration of Education for Sustainability (Efs) in preschool is presented, as well as the role of storytelling in preschool education, followed by Curriculum Analysis. Then, the report concludes with examples of good practices and further recommendations based on the findings. This country analysis is intended to serve as a valuable resource for educators, policy makers and researchers interested in promoting ESD initiatives in Greece. We aim to support the development of effective storytelling and ESD programs that resonate with young learners to equip them with the knowledge and skills needed to navigate the complexities of our interconnected world.

1. Early Childhood Education and Care (ECEC) System in Greece

1.1 Structure and Overview

This section explores the different types of ECEC structures available in Greece, their regulatory frameworks, and the core objectives guiding preschool education, highlighting the country's efforts to foster the holistic development of its youngest citizens.

In Greece there are two types of structures that provide Early Childhood Education and Care (ECEC), defined by the child's age and legal entitlements. For children younger than 4 years old, ECEC includes municipal infant care centres («vrefikoi stathmoi»), infant/child care centres («vrefonipiakoi stathmoi»), and child care centres («paidikoi stathmoi»), which fall under the jurisdiction of the Ministry of Interior. Additionally, ECEC includes private pre-school education and care settings, profit or non-profit, accompanied with part-time childcare settings for infants and/or children, as well as integrated care infant/child care centres, all of which are overseen by the Ministry of Labour and Social Affairs. For children between 4-5 years old, ECEC includes Pre-schools («nipiagogeia»), public and private, which fall under the competence of the Ministry of Education and Religious Affairs (European Commission, 2024).

The municipal ECEC settings follow the "Standard Regulation of Operation for Municipal Infant/Child Care and Child Care Centres" (Joint Ministerial Decision 41087/29-11-2017, as revised by Ministerial Decision Δ11/οικ.26396/920/2020). According to this Regulation, these centres (ISCED 010¹) offer care and secure housing for preschool-aged children. Specifically, infant care and infant/child care centres accommodate infants from 2 months old, under certain conditions, up to 4 years of age. Child care centres look after children from 2.5 years old to 4 years old. The local government is responsible for setting up and running public and private childcare facilities and infant and child care centres (Law 3463/2006). Private facilities are mainly overseen by the Ministry of Labor and Social Affairs, as outlined in Joint Ministerial Decision 41087/29-11-2017 Ministerial Decision No. D11/oik.26396/920/2020. Pre-school education in kindergarten (ISCED 020²) is considered a part of primary education and is regulated by the same laws (Law 1566/1985). Children are required to attend kindergarten starting at the age of 4. It should be highlighted that compulsory preschool education in Greece has recently been extended to two years, beginning at the age of 4 in pre-school facilities (Law 4521/2018) and in addition, pre-school education in public kindergartens is free of charge.

According to the revised version of the Curriculum for Preschool Education (2022), the main goal of preschool units in Greece is to *"support the all-round development of children - physically, socially, emotionally and cognitively - promoting their well-being and shaping their identity as democratic citizens"*. The main objectives include:

- The smooth transition of children from home or daycare to kindergarten and then from kindergarten to elementary school, helping their adaptation and future learning development.
- Creating conditions for the success of each child, recognizing their unique characteristics, learning rates and needs, allowing them to fully utilise their potential
- Supporting the teachers and adults involved in the kindergarten, strengthening their abilities to collaborate and feeling effective and satisfied with their role.
- To function as a learning community, where learning practices are adapted to the special characteristics and needs of children and families, with a shared vision and commitment to improvement and respect for all participants.
- Promoting strong, democratic leadership that sets goals, encourages collaboration, and ensures the well-being of the school community by setting high but realistic expectations for learning and motivating all involved to achieve program goals.

¹ According to the International Standard Classification of Education, ISCED010 stands for Early childhood educational development.

² According to International Standard Classification of Education, ISCED020 stands for Pre-primary education

Overall, Greece's ECEC system provides different types of facilities and regulations designed to support the well-rounded development of young children to democratic citizens. The curriculum focuses on creating inclusive learning environments, smooth transitions, and fostering children's overall growth.

1.2 Education for Sustainability (EfS) in Greek Pre-Schools

In Greece, there are many efforts to support sustainability, including in early childhood education. While there are not many specific policies focused just on young children's education on SDGs, broader national and regional commitments do influence educational practices. Furthermore, various organizations and programs focus on teaching young children about sustainability.

Greece has national and regional policies supporting sustainability, though specific ECEC-focused policies are not prominently mentioned in the provided source. The National Observatory of Athens (NOA) contributes to environmental sustainability through training on climate models and adaptation strategies as well as through educational programs, demonstrating a wider dedication to sustainability education across various sectors (NOA, 2019). In addition, through its chairmanship of the South East European Co-operation Process (SEEC) during 2021-2022, Greece actively discussed and developed regional policies to support sustainability. Particularly, under the theme "Strengthening SEE Synergies," it emphasised connectivity and sustainable development as key priorities. While these initiatives mainly target broader sustainability policies, they showcase a national and regional commitment to sustainability that could potentially influence educational policies and practices, including those related to ECEC.

Nevertheless, there have also been various educational policies and proposed guidelines to support sustainability education in ECEC. Several organisations and programs actively promote sustainability education in Greece. The QualityNet Foundation (n.d.), for example, plays a pivotal role through initiatives like the Bravo Schools competition, which encourages schools to develop innovative teaching approaches for the United Nations' Sustainable Development Goals (SDGs). This competition highlights the integration of sustainability into the curriculum and rewards schools for their efforts. The "*in action for a better world*" initiative, designed by the QualityNet Foundation further showcases educational projects and lesson plans that cover a wide range of SDGs, promoting sustainable living and environmental consciousness among young learners. This initiative supports the development of lesson plans, classroom activities, and extracurricular programs, demonstrating the dedication of educators to embedding sustainability into everyday learning.



A notable initiative is the ΔΙΑΝΕΟΣΙΣ New Framework for Pre-School Education 0-4 (2021), which, although not explicitly detailing sustainability education, opens avenues for integrating sustainability themes into the curriculum.

Additionally, the Environmental Education Centres (ECE), (n.d.) under the Ministry of Education and Religious Affairs form a significant network dedicated to environmental education. Covering topics such as ecology, natural resources, biodiversity, and climate change, these centres aim to enhance environmental awareness, improve quality of life, and train educators in environmental matters. Supervised by the Foundation for Youth and Lifelong Learning, the ECE network underscores Greece's commitment to integrating sustainability into its educational system, preparing students to address global challenges and contribute to a sustainable future.

Sustainability is indeed integrated into the everyday practices of pre-schools. The Skills Labs (SL) program is an addition to the mandatory curriculum in kindergarten, primary, and secondary schools. It focuses on developing students' skills rather than solely imparting knowledge, encouraging them to actively utilise their understanding, explore new concepts, set goals, collaborate, and take initiative. The program is organised around four axes: "Living Better - Well-being", "Caring and Acting - Social Sense and Responsibility", "Creating and Innovating - Creative Thinking and Initiative" and "Caring for the Environment". All the themes approach the objectives of sustainable development thematically, with the latter including educational programmes specifically on ecology, global and local natural heritage, climate change and natural Disasters. The Institute of Educational Policy (IEP) has created a digital repository where there is free access for training for teachers as well as programmes developed by schools and institutions. In general, the SL program emphasises experiential and collaborative learning methods, such as hands-on projects, role-playing, research, and participation in educational media. It has been evaluated and endorsed by the IEP and received recognition from the European Network for Education for Global Citizenship (GENE) for its innovative approach and adherence to global education principles outlined in the Maastricht Declaration (Skills Lab 21+, n.d.).

Educators and stakeholders have essential roles in promoting Education for Sustainability (EfS), even though the kindergarten teacher's guide does not explicitly mention EfS. In this context, educators are instrumental in incorporating sustainability themes into their teaching, fostering environmental awareness and responsibility among young learners. According to the guide, environmental studies and sustainability are integrated into the curriculum, emphasising on understanding the environment and learning about the world. The new curriculum, set to be implemented in 2024-2025, covers topics such as: human beings, social structures, animals, plants, places, natural phenomena, and their interrelationships. Kindergarten teachers select topics and activities aligned with learning objectives through thematic approaches and work plans, encouraging students to observe, ask questions, make



predictions, and draw conclusions. Suggested learning modules include "Water" and "Neighbourhood".

In conclusion, there are efforts to integrate sustainability and sustainable development goals into preschool education, even if these are not the primary focus of current policies. While there are some proposed guidelines and individual initiatives towards this goal, a more concrete policy framework with specific and binding directives is needed.

1.3 Storytelling in ECEC

Storytelling as a method/tool to engage children and enhance their learning experience is commonly used in Greek preschools. From simple and traditional fairy tales to digital storytelling, teachers and preschool educators try to integrate this practice in order to teach important concepts in a more simple and attractive way.

A study conducted with 213 educators in Attica found that in Greek pre-schools, teachers utilise various tools and techniques for multimodal storytelling. They commonly begin with simple fairy tales and then move on to dramatisation, where children act out parts of the story³. After the story, children engage in activities such as painting, construction, and language exercises to reinforce the story's themes and vocabulary. Furthermore, educators use digital storytelling tools to create short movie-like productions, aiming to actively involve children. These approaches help to expand vocabulary, improve storytelling skills, identify emotions, and nurture creativity and imagination in young children (Sotiropoulou, Kasapi, 2022).

In the context of proposed thematic learning and teaching approaches by Skills Labs, some Greek pre-school educators integrate sustainable development goals (SDGs) through storytelling and interactive games. For example, kindergarten teacher Tania Manesi utilises illustrated stories in video format to teach SDGs, translating English stories into Greek for her pupils. Notable stories include "I am ONE, a book of action" by Susan Verde, "What Does it Mean to be Green" by Rana DiOrio, and "Frieda and the Sustainable Development Goals" developed by the United Nations. Her blog also offers educational materials and a game based on "Frieda and the Sustainable Development Goals" in Greek, facilitating a comprehensive approach to learning about sustainability. (Kourou blogspot, 2021).

There is not a complete compilation of initiatives exclusively focused on storytelling for sustainability. While there are many separate sustainability programs and storytelling platforms, combining both into a defined category is not widely acknowledged or formalised.

³ Sotiropoulou, E., & Kasapi, C. (2022). Fairy Tale as a Pedagogical Tool for Children under the Age of 3: Educators' Views and Practices. *Global Journal of Educational Studies*, 8(2), 1-11.

Nevertheless, there are indeed some individual initiatives and educational efforts that blend sustainability with storytelling techniques, mentioned below. Although, there are trainings and resources available for educators in Greece. For example, the training program, "From Words to Worlds: The Educator's Guide to Storytelling" course offered by Erasmus Greece. This course is designed to provide educators with the skills necessary to create captivating narratives that effectively engage students across various subjects, focusing on the emotional and psychological aspects of storytelling. It covers practical techniques such as digital storytelling, fostering empathy and critical thinking, and developing personalised storytelling resources. By emphasising the integration of storytelling into the curriculum, participants learn to adapt storytelling methods for diverse student populations while also reflecting on their personal development.

Although research on storytelling is still relatively sparse and in its early stages, there exists literature that educators may find valuable. For instance, the graduate-level textbook "Digital Storytelling and Education" delves into the correlation between digital media and the advancement of narrative skills among preschool-aged children (Bratisis & Kapaniaris, 2024).

To sum things up, while there is no comprehensive collection of initiatives and instructions on storytelling for sustainability, individual efforts and some training programs in Greece try to effectively implement these practices. Through different storytelling techniques, educators try to nurture creativity and critical thinking in young children, preparing them for a more sustainable future.

2. Curricula Analysis

This chapter focuses on the role of storytelling within the Greek national curriculum for pre-school education. It delves into the curriculum's emphasis on holistic development, inclusiveness, and the integration of cultural and environmental topics. The section highlights how storytelling is used to enhance learning experiences, foster social-emotional development, and promote critical thinking. Additionally, it explores the potential entry points for incorporating sustainability education through storytelling, despite the lack of direct links in current policies.

2.1 National Curriculum Framework

The national curriculum for pre-school education in Greece is meant to achieve a good balance between holistic development and preparing children to be active citizens in society.

Kindergarten is regarded as the institution that cultivates to young children's basic skills that are important in modern life, focusing on the child's developmental maturity. These developmentally varied features of preschoolers must be understood and respected throughout developing rich learning environments that match each child's learning pace and style. This approach to curriculum ensures that every child has an equal chance to take charge of their own learning journey. Essential elements for learning and development include social interactions and relationships with the environment and significant others. Everyday life experiences integrate cultural aspects among children, parents, teachers by guiding the way they interact with one another. This involves a holistic process of learners' interaction with meaningful stimuli from day-to-day activities and community while capitalizing on innate curiosity of children through play in order to develop metacognitive abilities. In this approach, families play a crucial role by working with kindergarten teachers to ensure education quality through a shared vision and ongoing assessments and feedback (Curriculum for Pre-School Education, 2022).

The 2014 version of the kindergarten curriculum, which was used for the 2021-2022 academic year, emphasises the significance of storytelling in preschool and kindergarten education. It enhances the learning experience, promotes developmental skills, and engages children in an interactive and relatable manner. Reading stories out loud captivates students, prompting discussions and fostering critical thinking. In addition, storytelling supports social-emotional development by helping children understand and relate to characters' emotions and situations, improving their problem-solving and verbal expression skills. It also enables teachers to assess children's comprehension and progress. The curriculum incorporates storytelling to explore various topics and suggests the use of digital tools to enhance engagement with multimedia elements.

However, there is no direct link between storytelling and Education for Sustainability. The closest association is the discussion of topics related to the environment and human relations. Though, with the addition of Skills Labs to the mandatory curriculum in kindergarten, primary, and secondary schools, education for sustainability may be addressed, but it is at the teacher's discretion to decide whether to address it or choose other thematic areas.

All in all, and as indicated by both the school curriculum and academic research (Daskolia & Koukouzeli, 2023), education for sustainable development in Greece has not received significant attention in national education policies and practices. Institutional progress has largely been reflected in changes to teaching and learning methods rather than comprehensive reforms or increased community involvement. Since 2010, the idea of sustainable schools has mainly been promoted by Greek NGOs, which have associated it with various school programs, initiatives, and accreditation awards.



2.2 Entry Points for Storytelling

As already elaborated above, storytelling is a key element of preschool and kindergarten education, enriching the learning experience and fostering developmental skills. According to the Kindergarten Curriculum & Teacher's Guide (2014 edition), teachers use socio-dramatic play and storytelling to engage children, making learning interactive and relatable. Reading stories aloud captivates students and serves as a basis for discussion and critical thinking. Storytelling aids social-emotional development by helping children relate to characters' emotions and situations, enhancing their problem-solving and verbal expression skills. It also allows teachers to assess children's understanding and progress.

In addition, it is mentioned that through storytelling, teachers can gauge children's ideas and understanding. Indeed, observing how children interpret and engage with stories provides valuable insights into their cognitive and emotional progress. This feedback helps teachers refine their teaching strategies to better meet the needs of the young students. The curriculum incorporates storytelling to explore themes related to the natural environment. Teachers use real stories and narratives to discuss the relationships between people, animals, and plants. They also narrate incidents involving natural phenomena, such as the behaviour of light and shadow, or the sounds heard underwater. These stories help children connect with and understand their surroundings on a deeper level. Last but not least, the curriculum mentions that through the use of digital storytelling tools, children can become aware of the role of intonation and other paralinguistic elements.

In conclusion, storytelling plays a crucial role in preschool and kindergarten education by creating a rich learning environment that enhances children's cognitive and emotional growth. Educators use diverse storytelling methods such as socio-dramatic play, reading aloud, and digital tools to actively engage children in learning experiences.

3. Examples of Good Practices

3.1 Example 1

The initiative undertaken by the E. Mantoulidis Kindergarten to introduce financial literacy to its students serves as a worth mentioning example of successful educational endeavours in Greece aligning with certain sustainable development objectives. The methodology

employed revolves around experiential learning and role-playing scenarios. During the storytelling session featuring "I Tsepoula kai o Koumparakos", [The pocket and the piggy bank] children actively engaged with concepts like managing a "piggy bank" and navigating a "shop," allowing them to practically apply their understanding of economic principles. Through role-playing activities, where they assumed roles like 'cashier' or 'customer,' children grasped the value of money and fundamental economic concepts.

This initiative offered young children three key benefits: firstly, children better understood economic concepts such as income, expenses, needs, and the basics of financial management, laying a foundation for their financial literacy. Secondly, they improved basic mathematical skills like understanding place value and arithmetic operations, seamlessly integrating maths into their playtime. Moreover, by crafting their own piggy banks and setting savings goals, children learned to distinguish between saving and greed.

The key takeaway from this initiative is the efficacy of experiential activities and games in simplifying complex concepts for young learners. This initiative is closely tied to SDGs, particularly Goal 4 (Quality Education), Goal 17 (Partnerships for the Goals), and Goal 8 (Decent Work and Economic Growth).

More information about the initiative you can find [here](#).

3.2 Example 2

Recruiting the 17 SDGs in kindergarten through educational videos and didactic storytelling is a broad and creative approach to introducing children to important issues that affect the world.

The blog by teacher Tania Manesi highlights a successful storytelling program at a Greek kindergarten, earning recognition as a Top Education Blog for 2021 by Twinkl. The blog focuses on fostering creativity, social skills, and sustainability through various activities. Although not directly centred on storytelling, the blog offers ideas that can be incorporated into a comprehensive storytelling approach, incorporating songs, poems, and other art forms. Additionally, the blog serves as a resource for books related to the Sustainable Development Goals (SDGs) suitable for preschool storytelling, as well as educational videos and a preschool-friendly game based on one of the featured books.

The storytelling methods followed by the teacher are: Firstly, digital storytelling, through videos and stories that refer to the 17 SDGs. Specifically, this method can be used as an educational tool to help toddlers understand the importance of the SDGs. The videos are in English, but can be narrated in Greek, a practice that the teacher is following, making the objectives comprehensible to preschool and primary school age. The use of videos and

stories integrates learning in a more creative approach, helping children connect their theoretical knowledge with practical application. Another method that the teacher is implementing is community Engagement. Specifically, she manages a public Facebook group, which serves as a platform to share ideas, update on colleagues' activities, and promote collaboration among educators. This contributes to the development of a sense of community and collaboration, which are key to the success of storytelling and the overall educational approach. As the blog suggests, storytelling should not be limited to stories or fairy tales, but should be incorporated into various activities such as songs, poems and other art forms to make it accessible and enjoyable for toddlers.

The success of the storytelling initiative in this kindergarten is demonstrated by the children's active participation in the activities, the development of creativity and emotional expression, and the strengthening of the community between teachers and children.

You can find the Blogspot and the proposed books and videos [here](#).

4. Recommendations

In this section, we present key recommendations to help educators enhance their skills in teaching sustainability and the SDGs through engaging storytelling techniques. These suggestions aim to empower teachers by providing them with the tools and knowledge needed to integrate digital storytelling workshops into their teaching. We also emphasize the importance of collaboration with SDG experts and the creation of an online repository containing valuable educational resources. Furthermore, adopting a holistic approach to education and offering personalized learning paths are proposed strategies to encourage interdisciplinary teaching on the SDGs, fostering critical thinking and problem-solving abilities among educators. Lastly, we address challenges such as varying resources and complexities in curriculum integration, ensuring these recommendations are adaptable and effective in diverse educational settings.

Based on the analysis, several key recommendations were brought to light, to enhance teachers' expertise in education for sustainability and the SDGs through storytelling techniques. First, emphasis should be placed on integrating digital storytelling workshops into the curriculum. The right context can be provided by Skills Labs, which can significantly enhance teacher motivation and personalise the learning experience, bringing it even closer to the student's needs. These labs/workshops should equip educators with the skills to create engaging digital stories that effectively convey content relevant to the SDGs, thus aligning with UNESCO's recognition of storytelling as a critical teaching strategy for a

sustainable future. In addition, the collaboration with experts in SDGs and digital storytelling, such as the communication office of Greece for the UN and academic experts such is essential to ensure the relevance and effectiveness of the workshops. In addition, the creation of an integrated online repository of resources, and tools including lesson plans and case studies, specifically for the topic of interest will be able to support teachers in their teaching efforts. Finally, building a community of practice would encourage sharing and peer learning, promoting innovation in teaching practices.

The project partners in developing the educational material and the toolkit can support the integration of the above elements more effectively by setting a specific methodological framework with the integration of a holistic school approach and adapted learning pathways present valuable strategies for future CST activities. Specifically, a holistic school approach emphasises the interconnection of various subjects and life skills, aiming to prepare students for real-world challenges beyond traditional academic disciplines. This interdisciplinarity also approaches the sustainable development goals and reflects the world in which we live. Additionally, this approach can be adapted for educators by incorporating interdisciplinary lessons on the SDGs, where educators are encouraged to explore how different topics intersect with sustainability goals. For example, combining science, geography, and social studies to teach about climate change and its impacts on local communities can provide a comprehensive understanding. This method not only enhances the depth of knowledge but also promotes critical thinking and problem-solving skills among teachers.

Also, customised learning paths allow teachers to personalise their professional development journey by focusing on areas of interest or need. This approach recognises that each teacher has unique strengths, interests, and areas of development. By creating personalised learning paths, educators can choose modules, workshops and resources that directly address their specific goals, whether deepening their understanding of a particular SDG, mastering a storytelling technique or becoming proficient in one digital tool. This adaptation ensures that the learning experience is relevant, engaging and effective, leading to better retention and application of acquired skills. Finally, fostering a culture of open communication and peer support within the educational community can further enhance the effectiveness of these approaches by facilitating collaborative learning and problem solving.

One significant hurdle is the non-horizontal application of these initiatives across all schools, stemming from variations in resources, administrative support, and teacher readiness. Overcoming this challenge necessitates the development of scalable models that can adapt to the unique contexts of different schools, coupled with comprehensive support systems, including training and mentorship, to ensure all educators have the necessary resources and guidance.

Additionally, the specialised nature of the subject matter and the constraints imposed by the academic calendar pose challenges, as many educators may feel overwhelmed by the

complexity of the SDGs and the need to integrate them into their existing curriculum. Solutions to these challenges include designing workshops and learning materials in a modular fashion, allowing educators to select topics most relevant to their needs and interests, and offering flexible scheduling options to accommodate the academic calendar. Furthermore, fostering a culture of peer-to-peer learning and support can alleviate feelings of isolation and overwhelm, making the transition to teaching SDGs more feasible.

By strategically planning and innovatively solving these challenges, CST activities can effectively enhance educators' expertise and capacity to teach SDGs, storytelling techniques, and digital tools, despite the complexities and constraints inherent in the educational system.

5. Conclusion

To conclude, this country analysis demonstrates the value of storytelling and storytelling practices for the integration of sustainability and sustainable development goals into early childhood education. This approach, under the Creative Storytellers project, highlights the reasons we should focus on storytelling so that we can embed sustainable perceptions and shape children's understanding of themselves and the world around them, with sustainability as the guiding principle. Despite the limitations due to the lack of extensive literature and available research resources, the report manages to provide a comprehensive picture of the Greek pre-school education system and practices related to sustainability and storytelling. This report offers valuable information and recommendations for educators, policy makers and researchers, supporting the development of effective ESD and storytelling programmes that equip young learners with necessary knowledge and skills for a more sustainable world.



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