

1 **PROMOTING SUSTAINABLE DEVELOPMENT THROUGH PRIMARY EDUCATION**  
2 **TEXTBOOKS. THE CASE STUDY OF GREECE**

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15

16 **Abstract**

17 Sustainable Development constitutes the main determining factor for human well-being, as explicitly  
18 stated in the 17 United Nations Global Goals to be implemented from 2015 to 2030, since it concerns  
19 future international development. Human intellectual advancement and the rapid growth of  
20 technology lead to continuous progress, with the fundamental prerequisite being the interaction and  
21 interconnection of the pillars of Sustainable Development—Economy, Environment, and Society—  
22 for the quality of life of people worldwide.

23 Given that environmental issues are constantly increasing at both local and global levels, educating  
24 children as the future active citizens of society is deemed necessary. Therefore, a fundamental basis  
25 of the 17 Global Goals in the Greek education system is the relevant teaching of the principles of  
26 Sustainable Development through school textbooks and Skill Labs, which are applied from the very

27 beginning of children's school life. Finally, as in any education system, primary education holds the  
28 most significant role to start educating young generations about sustainable development and meet  
29 aims for the world in the future.

30 **Keywords:** School Textbooks, Skills Laboratories, Primary Education, Sustainable Development

31

## 32 **Introduction**

33 As we move through the 21st century, the planet is constantly facing challenges due to climate change,  
34 the rapid development of industry and technology, which are specified in the 2030 Agenda and the  
35 Paris Agreement to be effectively managed through sustainability issues. This means that the  
36 environmental crisis combined with the crisis of values are destroying natural resources and a  
37 significant way out of it appears to be Education for Sustainable Development (Khan, 2013:16;  
38 Katsani-Spyropoulou et al., 2014:6).

39 Over time, steps have been taken at the European, national and global level to integrate sustainability  
40 into education. A key criterion is the cooperation between the school unit and the local community,  
41 which can empower pupils with knowledge and skills to change attitudes and behavior in relation to  
42 the environment. Apparently, teachers' knowledge should also respond to the new realities of the  
43 times (Bourn et al., 2017:27), provided that they themselves are trained in Sustainable Development  
44 (Khan, 2013: 10,13).

45 In summary, it is widely understood that the role played by the school today is catalytic. The main  
46 concern that is raised is the subject of this work to be investigated in terms of the theoretical and  
47 research framework. The present paper aims to investigate the promotion of Sustainable Development  
48 (SD) through primary school textbooks in Greece, with the ultimate goal of cultivating a sense of  
49 responsibility and raising awareness of children from an early age on these issues, as they are the  
50 future generation of the planet. The research interest arises from the fact that limited research has  
51 been found regarding this issue. Therefore, it is necessary to integrate Sustainable Development into  
52 primary education horizontally in the National Curriculum as well as in the Skill Labs.

53

#### 54 **Objective- Methodology**

55 This paper presents specific limitations, as a consequence, initially, of the lack of previous data for  
56 the study of such an important issue worldwide as Sustainable Development is and then, of the  
57 demanding specialized research to promote SD through the school textbooks of Primary Education  
58 in Greece. The causes of these limitations stem from the gradation of historical information about SD  
59 that, probably, has delayed in bringing SD more widely known to the scientific community. Also, the  
60 paper refers to the theoretical background and literature review of the research. Studies that were  
61 deemed relevant to the research questions (Kitchenham, 2012) and can lead to reliable research results  
62 (Petersen, Feldt, Mujtaba & Mattson, 2008) were searched, evaluated and analyzed. The paper also  
63 focuses on the research part of the topic with a detailed analysis of the Primary Education textbooks  
64 and the thematic modules of the Skills Workshops, which are taught in schools in Greece and  
65 subsequently, with a complete recording of references to issues related to SD.

66

#### 67 **Sustainability & Education at European, National and Global Level**

68 The European Union introduced the concept of “Sustainable Development” with the Treaty of  
69 Amsterdam (Peace, 1998), while it was later added to the Treaty of Lisbon (Communication, 2009),  
70 bringing the concept at the foreground in global events (Kenig-Witkowska, 2017). At the 2001  
71 Summit in Gothenburg, the European Union took action to address problems such as the climate  
72 crisis, overconsumption and overproduction of products, health problems and inequality (Kenig-  
73 Witkowska, 2017). In 2003, the European Commission distinguished three (3) major categories of  
74 solutions: the implementation of environmental legislation, European Union measures aimed at the  
75 environment and all under an international context (COM/2003/745 final). These should be  
76 implemented by 2020, while the 17 Global Goals (or else SDGs – Sustainable Development Goals)  
77 should be implemented by 2030 by securing resources and respecting the characteristics of each

78 country and each institution, in order to strengthen the education sector  
79 (<https://commission.europa.eu/system/files/2020-04/political-guidelines-next-commission-el.pdf>).

80 In December 2019, the “European Green Deal” (EGD) was defined, aiming for net-zero greenhouse  
81 gas emissions by 2050 (COM/2019/640 final) with the support of the European Investment Bank with  
82 public and private resources (Sikora, 2021) and the exploitation of digital and technological means  
83 thanks to the “ Digital Compass ” in March 2021 ( [https://commission.europa.eu/strategy-and-](https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/europes-digital-decade-digital-targets-2030-en)  
84 [policy/priorities-2019-2024/europe-fit-digital-age / europes - digital - decade - digital - targets -2030\\_](https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/europes-digital-decade-digital-targets-2030-en)  
85 [en](https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/europes-digital-decade-digital-targets-2030-en)). The European Union is moving forward with the establishment of the term "European Semester"  
86 ( European Semester ) in 2010 ( [https://www.consilium.europa.eu/el/policies/european-](https://www.consilium.europa.eu/el/policies/european-semester/how-european-semester-works/)  
87 [semester/how-european-semester-works/](https://www.consilium.europa.eu/el/policies/european-semester/how-european-semester-works/) ), while in December 2020, the European Democracy  
88 Action Plan (European Democracy Plan) (COM/2020/790 final) is being implemented to prevent and  
89 counter disinformation, promote and ensure fair electoral processes.

90 The European Union integrates education into its policy with the "European Climate Pact" defining  
91 the need for harmonious cooperation between various actors (COM/2020/788 final), through  
92 changing people's mindsets and ideology with the right interaction between local government regions,  
93 society and industrial and school units with e.g. actions, visits to schools or other projects (Du and  
94 al., 2021).

95 The European Council Resolution (2021/ C 66/01) on the implementation of the European Education  
96 Area (EEA) by 2025 is the strategic plan for education and training from early childhood to adult  
97 education for good quality and equity in education, Sustainability and an active role in green  
98 education with a strengthening of higher education. The Digital Education Action Plan 2021-2027  
99 (Digital Education Action Plan) comes as a result of the initial 2018-2020 plan (COM/2018/22 final)  
100 for the teaching and learning of digital competences and skills, digital transformation through plans  
101 with data analysis and forecasts. The UN, establishing the “Decade of Education” (UNDESD)  
102 (Combes, 2005) based on the “Global Action Plan for Sustainable Development” (GAP) (WHO,

103 2022), speaks of new educational policies, school curricula in the timetable, provided that teachers  
104 have received the appropriate education for Sustainable Development (Leicht et al., 2018).  
105 Finally, the European Union, with the Erasmus + program (2021-2027) (Erasmus + Guide, 2022),  
106 connects universities and other institutions within and outside the country, helps in the development  
107 of formal and non-formal learning, giving teachers another tool in their hands to implement new  
108 teaching methods or improve older ones in the fields of education, youth training and sports. Based  
109 on Sustainability, teachers at all levels must follow the holistic approach to the environment, within  
110 the framework of the curriculum (UNESCO, 2014).

111 Over time, the Greek education system is considered highly democratic and accessible to all citizens  
112 with free education at all levels (Kyridis et al., 2011). However, inequalities are observed in terms of  
113 pupils' access to higher education, with poverty, cultural diversity and a culturally poor socio-family  
114 environment as the main characteristics. Education for Sustainable Development (ESD) is constantly  
115 evolving and is linked to society, the economy and development with an interactive relationship with  
116 the social processes that are required (Sofoulis, 2003 in Flogaitis, 2006: 83-84) with modernization  
117 and enrichment of the entire course process with more creative strategies in a pupil-centered  
118 framework compared to the existing teacher-centered framework in effect (UNESCO, 2012; 2014).  
119 Pupil role can be intensified to be more active including role play, design, music, arts and crafts, etc.  
120 The long-term goal is for the pupil to be an active and aware citizen, with a sense of social justice and  
121 self-efficacy. The content and goal setting of the current national curriculum and the learning  
122 objectives for curricular areas in each of the European Union member states can be safeguarded.  
123 However, teachers should enjoy the freedom to choose their instructional methods and strategies,  
124 depending on the pupils' learning needs, in the light of promoting critical thinking, cooperation,  
125 teamwork, initiatives taken by pupils and the involvement of experiential activities (UNESCO, 2005;  
126 UNESCO, 2012; UNECSO, 2020).

127 In a European study, Greece is one of two (2) of the twenty-seven (27) countries of the European  
128 Union that, in the field of mainly compulsory education of children (aged 5 to 16), does not seem to

129 cultivate any competence-skill of EDS (European Commission Directorate General of Education  
130 Youth Sport and Culture, 2022). In contrast, in the same report it seems to incorporate development  
131 of competences - skills into the Skills Workshops, which were established in 2020 by the Institute of  
132 Educational Policy (IEP). According to IEP, all teachers can be trained in life-long, mind and  
133 technology skills in issues related to environmental, social and other study topics  
134 ([https://education.ec.europa.eu/el/focus-topics/teachers-trainers-and-school-leaders/teaching-  
135 professions](https://education.ec.europa.eu/el/focus-topics/teachers-trainers-and-school-leaders/teaching-professions)).

136 The Greek Ministry of Education submitted Ministerial Decision No. 66152/Γδ4/2022, in June 2022,  
137 defining a new strategy regarding Sustainability and developing a new national curriculum from  
138 kindergarten, primary school to high school, entitled “Environment and Education for Sustainable  
139 Development” (EESD). From now on, the country’s Primary and Secondary Education incorporates  
140 the principles of SD across the entire range of courses in the curriculum. This does not imply its  
141 institutionalization as a pure subject, but a separate article of the Ministerial Decision states that the  
142 purpose of this program is to cultivate critical thinking, investigate everyday life issues and acquire  
143 skills through sustainability, elements that are not cultivated in the country’s educational system, as  
144 mentioned above. Finally, the Ministerial Decision emphasizes that this specific curriculum *“serves  
145 education for sustainability vertically across all levels of education and horizontally across all  
146 subjects in each grade.”*

147 Palmer (1998) and Sterling (2013) demonstrate in their research that the older traditional methods are  
148 an obstacle, due to the lack of a holistic approach to the subject of the environment, society, economy  
149 and culture in pedagogy. Depending on the age of the teacher and the experiences as a pupil, it is  
150 often the case that s/he applies pragmatic, normative or pluralistic teaching connected to his/her  
151 training, while teachers should be trained throughout life (Borg et al., 2012). In this regard, the  
152 positive attitude of most teachers towards the integration of the principles of Sustainability in their  
153 teaching is evident, having difficulties due to the lack of appropriate bibliography, technological  
154 assistance, limited time and lack of support from the management of each school. This is also agreed

155 by Evans et al. (2012), who demonstrate three (3) types of obstacles in school today: those related to  
156 the everyday teaching, those of the structure and of the conceptual obstacles. In addition, there was  
157 also a percentage of teachers who considered that education for Sustainability could not be included  
158 in their daily lesson, as this is a nonexistent national curriculum subject. Similar results were also  
159 obtained from the research by Sagdic and Sahin (2016) conducted in Turkey, with similar obstacles.  
160 In a study by Spiropoulou et al (2007) it is stated that the primary step is environmental education  
161 that leads to SD gradually, integrated into the already existing lessons and the continuous training of  
162 teachers.

163 Finally, in Greece, the General Secretariat of the Government (SDGG), responsible for the planning,  
164 coordination, monitoring and implementation of the UN Global Goals for Sustainable Development,  
165 created an Inter-Ministerial Coordination Network (article 43 of Law 440/2016), in order to correctly  
166 implement what the Greek government set, classifying them into eight (8) priorities: the creation of  
167 a pioneer of economic development based on Sustainability and competitive with other countries, the  
168 possibility of decent full-time employment, solving the problems of the lower economic classes,  
169 accessibility to healthcare services for citizens, the reduction of inequalities between societies, the  
170 provision of high-level education without discrimination, the strengthening of the protection and  
171 proper management of natural capital to reduce carbon dioxide emissions, the institutionalization  
172 competent bodies for full transparency and based on democratic procedures, strengthening and  
173 supporting partnerships ([https://hellenicaid.mfa.gr/media/images/docs/Agenda\\_2030.pdf](https://hellenicaid.mfa.gr/media/images/docs/Agenda_2030.pdf)).

174 At the global level, Asia, Africa and the USA contribute through humanitarian interventions, friendly  
175 relations and ensuring stability and security with the European continent  
176 ([https://commission.europa.eu/system/files/2020-04/political-guidelines-next-commission\\_el.pdf](https://commission.europa.eu/system/files/2020-04/political-guidelines-next-commission_el.pdf)).

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180 **School Textbooks in the Greek Primary School Education and references to Sustainable**  
 181 **Development**

182 In the following part the 17SDGs references to school textbooks of the syllabus in the Greek national  
 183 curriculum are presented. The main criterion for separating the sections of the school textbooks of all  
 184 grades for Primary School and the Skills Workshops is every reference to key points of each Global  
 185 Goal.

186 (see SDG= Sustainable Development Goal, U.= Unit, P.= Page, S.P.E = Social and Political  
 187 Education)

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189 **Table1.** Summary Table of coded school textbooks with references to SDGs

<u>S</u> <u>D</u> <u>G</u>	<u>MODER</u> <u>N</u> <u>GREEK</u> <u>(LANG</u> <u>UAGE)</u>	<u>ANTHOLOGY</u> <u>OF</u> <u>LITERATURE</u>	<u>ENVIRONMEN</u> <u>TAL STUDY</u>	<u>RELIGIOUS</u> <u>STUDIES</u>	<u>SCIENCE -I</u> <u>INVESTIGATE</u> <u>&amp; DISCOVER</u>	<u>GEOGRAPHY</u>	<u>S.P.E.</u>	<u>SKILLS</u> <u>WORKSHO</u> <u>PS</u>
<i>G</i> <i>oa</i> <i>1</i> <i>1st</i>	<u>First grade</u> - <u>Second grade</u> U.3 P.27 U.8 P.76 U.16 P.76 <u>Third grade</u> U.1 P.12 U.10 P.8 U.12 P.50 <u>Fourth grade</u> U.2 P.31 U.6 P.7 U.7 P.27 <u>Fifth grade</u> U.2 P.23 U.6 P.71 U.11 P.69 <u>Sixth grade</u> U.6 P.79 U.17 P.73	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> U. P.152 <u>Fifth grade-Sixth grade</u> -	<u>First grade</u> U.1 P.75 U.4 P.95 <u>Second grade</u> U.4 P.44 U.5 P.48 <u>Third grade</u> U.5 P.85 U.6 P.91 <u>Fourth grade</u> U.4 P.90 <u>Fifth grade-Sixth grade</u> -	<u>First grade-Second grade</u> - <u>Third grade</u> - <u>Fourth grade</u> U.3 P.42 <u>Fifth grade</u> U.5 P.59 U.7 P.93 <u>Sixth grade</u> -	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> - <u>Fifth grade</u> U.4 P.32 <u>Sixth grade</u> -	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> - <u>Fifth grade</u> - <u>Sixth grade</u> U.D' P.93	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> - <u>Third grade-Fourth grade</u> - <u>Fifth grade</u> U.A. P.8 U.B' P.46 U.D' P.78 <u>Sixth grade</u> -	U.B'
<i>G</i> <i>oa</i> <i>1</i> <i>2nd</i>	<u>First grade</u> - <u>Second grade</u> U.3 P.27 U.8 P.76 <u>Third grade</u> U.1 P.12	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> U. P.152 <u>Fifth grade-Sixth grade</u> -	<u>First grade</u> U.1 P.75 <u>Second grade</u> U.4 P.44 U.5 P.48 <u>Third grade</u> U.5 P.85 U.6 P.91 <u>Fourth grade</u> U.4 P.90	<u>First grade-Second grade</u> - <u>Third grade</u> - <u>Fourth grade</u> U.3 P.42 <u>Fifth grade</u> U.5 P.59	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> - <u>Fifth grade</u> U.4 P.32 <u>Sixth grade</u> -	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> - <u>Fifth grade</u> - <u>Sixth grade</u> U.D' P.93	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> - <u>Third grade-Fourth grade</u> - <u>Sixth grade</u> -	U.A. U.B'

	U.10 P.8 U.12 P.50 <b>Fourth grade</b> U.2 P.32 U.6 P.7 U.7 P.27 <b>Fifth grade</b> U.2 P.23 U.6 P.71 U.11 P.69 <b>Sixth grade</b> U.4 P.47 U.6 P.79 U.17 P.73		<b>Fifth grade-Sixth grade</b> -	U.7 P.93 <b>Sixth grade</b> -			<b>Fifth grade</b> U.A. P.8 U.B' P.46 U.D' P.78 <b>Sixth grade</b> -	
<i>G oa l 3rd</i>	<b>First grade</b> - <b>Second grade</b> U.17 P.11 <b>Third grade</b> U.11 P.28 U.12 P.50 <b>Fourth grade</b> U.6 P.7 <b>Fifth grade</b> U.4 P.49 U.15 P.35 U.16 P.57 <b>Sixth grade</b> U.4 P.47 U.6 P.79	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> U. P.122 <b>Fifth grade - Sixth grade</b> U.B' P.46	<b>First grade</b> U.1 P.34 U.1 P.75 U.2 P.81 <b>Second grade</b> U.4 P.44 U.5 P.48 <b>Third grade</b> U.1 P.9 U.2 P.28 U.5 P.85 U.6 P.91 U.7 P.105 <b>Fourth grade</b> U.2 P.36 U.4 P.90 U.5 P.104 <b>Fifth grade-Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade</b> U.5 P.65 U.8 P.110 <b>Fourth grade</b> U.3 P.42 <b>Fifth grade</b> U.5 P.59 U.7 P.93 <b>Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.4 P.32 <b>Sixth grade</b> U.6 P.74 U.7 P.74 U.8 P.86 U.12 P.118 U.13 P.124	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U. B' P.13 <b>Sixth grade</b> U.D' P.93	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.A. P.8 U.B' P.46 U.D' P.78 <b>Sixth grade</b> U.1 P.7	U.A. U.B'
<i>G oa l 4th</i>	<b>First grade</b> - <b>Second grade</b> U.3 P.27 U.8 P.76 U.10 P.16 U.13 P.48 U.15 P.68 U.16 P.76 U.17 P.11 U.18 P.17 U.22 P.51 <b>Third grade</b> U.1 P.12 U.4 S64 U.11 P.28 U.12 P.50 <b>Fourth grade</b> U.1 P.9 U.2 P.31 U.4 P.57 U.5 P.73 U.6 P.7 U.10 P.81 U.13 P.33 <b>Fifth grade</b>	<b>First grade-Second grade</b> U. P.71 U. P.121 U. P.131 <b>Third grade-Fourth grade</b> U. P.10 U. P.46 U. P.84 U. P.122 U. P.152 <b>Fifth grade-Sixth grade</b> U.A.S.13 U.D' P.105 U.H. P.183 N.I' P.229 U.I' P.243	<b>First grade</b> U.1 P.10 U.3 P.26 U.2 P.53 U.1 P.75 U.2 P.81 U.3 P.89 U.1 P.100 U.1 P.106 U.2 P.109 U.3 P.113 U.1 P.123 U.2 P.130 <b>Second grade</b> U.1 P.12 U.4 P.44 U.5 P.48 U.6 P.52 U.7 P.72 U.8 P.86 U.9 P.97 U.10 P.100 U.11 P.105 U.12 P.108 U.13 P.113 U.14 P.118 U.15 P.123 U.16 P.133 U.17 P.136 U.19 P.140 U.21 P.144	<b>First grade-Second grade</b> - <b>Third grade</b> U.1 P.9 U.5 P.65 U. 8 P.110 <b>Fourth grade</b> U.2 P.21 U.3 P.42 U.4 P.62 U.5 P.77 U.6 P.99 <b>Fifth grade</b> U.3 P.34 U.7 P.93 <b>Sixth grade</b> U.1 P.9 U.2 P.26 U.3 P.40 U.4 P.57 U.6 P.91	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.4 P.32 <b>Sixth grade</b> U. 1 P.12 U.3 P.52 U.4 P.58 U.5 P.64 U.6 P.74 U.7 P.74 U.8 P.86 U.12 P.118 U.13 P.124	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.C. P.93 U.D' P.147 <b>Sixth grade</b> U.B' P.32 U.C. P.65 U.D' P.93	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.A. P.8 U.B' P.46 U.C. P.62 U.D' P.78 <b>Sixth grade</b> U.1 P.7 U.2 P.42 U.3 P.65 U.4 P.81	U.A. U.B' U.C' U.D'

	U.6 P.71 U.7 P.7 U.9 P.33 U.10 P.53 U.11 P.69 U.15 P.35 U.16 P.57 U.17 P.75 <u>Sixth grade</u> U.2 P.23 U.4 P.47 U.6 P.79 U.10 P.61 U.15 P.37 U.16 P.57		<u>Third grade</u> U.1 P.9 U.2 P.28 U.3 P.48 U.4 P.57 U.5 P.85 U.6 P.91 U.7 P.105 U.8 P.131 <u>Fourth grade</u> U.1 P.10 U.2 P.36 U.3 P.58 U.4 P.90 U.5 P.104 U.6 P.114 U.7 P.134 <u>Fifth grade-Sixth grade</u> -					
<i>G oa l 5<sup>th</sup></i>	<u>First grade</u> - <u>Second grade</u> U.3 P.27 U.8 P.76 <u>Third grade</u> U.1 P.12 U.4 P.64 U.8 P.49 U.12 P.50 <u>Fourth grade</u> U.6 P.7 U.10 P.81 U.13 P.33 <u>Fifth grade</u> U.6 P.71 U.7 P.7 U.11 P.69 U.15 P.35 U.16 P.57 <u>Sixth grade</u> U.6 P.79 U.11 P.83 U.13 P.7 U.15 P.37 U.17 P.73	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> U. P.152 <u>Fifth grade-Sixth grade</u> U.D' P.105	<u>First grade</u> U.1 P.10 U.3 P.26 U.2 P.53 U.1 P.75 <u>Second grade</u> U.1 P.12 U.4 P.44 U.5 P.48 <u>Third grade</u> U.1 P.9 U.6 P.91 <u>Fourth grade</u> U.4 P.90 U.7 P.134 <u>Fifth grade-Sixth grade</u> -	<u>First grade-Second grade</u> - <u>Third grade</u> U.1 P.9 U.5 P.65 U.8 P.110 <u>Fourth grade</u> U.3 P.42 U.4 P.62 U.5 P.77 U.6 P.99 <u>Fifth grade</u> U.3 P.34 U.7 P.93 <u>Sixth grade</u> U.1 P.9 U.2 P.26 U.3 P.40 U.4 P.57 U.6 P.91	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> - <u>Fifth grade</u> - <u>Sixth grade</u> -	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> - <u>Fifth grade</u> - <u>Sixth grade</u> U.C. P.65 U.D' P.93	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> - <u>Fifth grade</u> U.A. P.8 U.B' P.46 U.C. P.62 U.D' P.78 <u>Sixth grade</u> U.1 P.7 U.2 P.42 U.3 P.65 U.4 P.81	U.A. U.B' U.D'
<i>G oa l 6<sup>th</sup></i>	<u>First grade</u> - <u>Second grade</u> U.3 P.27 U.8 P.76 U.17 P.11 <u>Third grade</u> U.3 P.46 U.4 P.64 U.12 P.50 <u>Fourth grade</u> U.2 P.31 U.4 P.57 U.6 P.7	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> - <u>Fifth grade-Sixth grade</u> -	<u>First grade</u> U.1 P.75 <u>Second grade</u> U.4 P.44 U.6 P.52 U.7 P.72 U.8 P.86 U.9 P.97 <u>Third grade</u> U.2 P.28 U.5 P.85 U.6 P.91 <u>Fourth grade</u> - <u>Fifth grade-Sixth grade</u> -	<u>First grade-Second grade</u> - <u>Third grade</u> - <u>Fourth grade</u> U.3 P.42 <u>Fifth grade</u> U.7 P.93 <u>Sixth grade</u> -	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> - <u>Fifth grade</u> U.2 P.18 <u>Sixth grade</u> -	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> - <u>Fifth grade</u> U.B. P.13 U.C. P.93 <u>Sixth grade</u> U.B' P.32	<u>First grade-Second grade</u> - <u>Third grade-Fourth grade</u> - <u>Fifth grade</u> U.A. P.8 U.B'.46 U.D' P.78 <u>Sixth grade</u>	U.B'

	<b>Fifth grade</b> U.1 P.7 U.13 P.7 <b>Sixth grade</b> U.6 P.79 In.7 P.7						-	
<i>G oa l 7<sup>th</sup></i>	<b>First grade</b> - <b>Second grade</b> - <b>Third grade</b> U.4 P.64 U.9 P.56 U.12 P.50 <b>Fourth grade</b> U.2 P.31 U.4 P.57 <b>Fifth grade</b> U.1 P.7 U.13 P.7 <b>Sixth grade</b> U.6 P.79 U.7 P.7 U.9 P.41	<b>First grade-Second grade</b> U. P.147 <b>Third grade-Fourth grade</b> - <b>Fifth grade-Sixth grade</b> -	<b>First grade</b> U.3 P.141 U.4 P.146 <b>Second grade</b> U.4 P.44 U.11 P.105 U.12 P.108 U.13 P.113 <b>Third grade</b> U.3 P.48 U.5 P.85 U.6 P.91 <b>Fourth grade</b> - <b>Fifth grade-Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade</b> - <b>Fourth grade</b> U.3 P.42 <b>Fifth grade</b> U.7 P.93 <b>Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.2 P.18 U.3 P.24 U.5 P.40 U.6 P.56 U.7 P.72 U.9 P.104 <b>Sixth grade</b> U.1 P.12	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.B. P.13 U.C. P.93 <b>Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.A. P.8 U.B'.46 U.D' P.78 <b>Sixth grade</b> -	U.B' U.C' U.D'
<i>G oa l 8<sup>th</sup></i>	<b>First grade</b> - <b>Second grade</b> - <b>Third grade</b> U.9 P.56 U.10 P.8 U.11 P.28 U.12 P.50 <b>Fourth grade</b> U.2 P.31 U.6 P.7 U.14 P.49 <b>Fifth grade</b> U.2 P.23 U.6 P.71 <b>Sixth grade</b> U.6 P.79 U.7 P.7 U.13 P.7	<b>First grade-Second grade</b> U. P.147 <b>Third grade-Fourth grade</b> U. P.152 <b>Fifth grade-Sixth grade</b> -	<b>First grade</b> U.4 P.95 U.4 P.146 <b>Second grade</b> U.4 P.44 <b>Third grade</b> U.3 P.48 U.6 P.91 <b>Fourth grade</b> U.1 P.10 U.4 P.90 U.7 P.134 <b>Fifth grade-Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade</b> - <b>Fourth grade</b> U.3 P.42 <b>Fifth grade</b> U.5 P.59 U.7 P.93 <b>Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.5 P.40 U.9 P.104 <b>Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.C. P.93 <b>Sixth grade</b> U.D' P.93	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.A. P.8 U.B'.46 U.D' P.78 <b>Sixth grade</b> U.1 P.7	U.B' U.D'
<i>G oa l 9<sup>th</sup></i>	<b>First grade</b> - <b>Second grade</b> U.17 P.11 <b>Third grade</b> U.4 P.64 U.9 P.56 U.12 P.50	<b>First grade-Second grade</b> U. P.147 <b>Third grade-Fourth grade</b> - <b>Fifth grade-Sixth grade</b> -	<b>First grade</b> U.4 P.95 U.3 P.141 U.4 P.146 <b>Second grade</b> U.4 P.44 U.11 P.105 U.12 P.108 U.13 P.113 U.19 P.140 <b>Third grade</b> U.2 P.28	<b>First grade-Second grade</b> - <b>Third grade</b> - <b>Fourth grade</b> U.3 P.42 <b>Fifth grade</b> U.7 P.93 <b>Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.2 P.18 U.3 P.24 U.5 P.40 U.6 P.56 U.7 P.72	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.A. P.10 U.C. P.9 U.D' P.147 <b>Sixth grade</b> U.D' P.93	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b>	U.C' U.D'

	<b>Fourth grade</b> U.1 P.9 U.4 P.57 U.14 P.49 <b>Fifth grade</b> U.2 P.23 U.13 P.7 <b>Sixth grade</b> U.6 P.79 U.7 P.7 U.9 P.41		U.3 P.48 U.6 P.91 <b>Fourth grade</b> U.1 P.10 <b>Fifth grade-Sixth grade</b> -		U.9 P.104 <b>Sixth grade</b> -		U.A. P.8 U.B'.46 U.D' P.78 <b>Sixth grade</b> -	
<i>G oa l 10 th</i>	<b>First grade</b> - <b>Second grade</b> U.3 P.27 U.5 P.41 U.8 P.76 U.10 P.16 U.16 P.76 U.17 P.11 <b>Third grade</b> U.1 P.12 U.8 P.49 U.9 P.56 U.10 P.8 U.11 P.28 U.12 P.50 <b>Fourth grade</b> U.2 P.31 U.10 P.10 U.13 P.33 <b>Fifth grade</b> U.6 S71 U.7 P.7 U.9 P.33 U.11 P.69 U.15 P.35 <b>Sixth grade</b> U.4 P.47 U.6 P.79 U.7 P.7 U.11 P.83 U.13 P.7 U.15 P.37 U.17 P.73	<b>First grade-Second grade</b> U. P.147 <b>Third grade-Fourth grade</b> U. P.152 <b>Fifth grade-Sixth grade</b> U.B' P.46 U.D' P.105	<b>First grade</b> U.1 P.10 U.3 P.26 U.2 P.53 U.1 S75 U.4 P.95 U.2 P.109 U.3 P.113 U.1 P.123 U.2 P.130 <b>Second grade</b> U.1 P.12 U.4 P.44 U.5 P.48 <b>Third grade</b> U.1 P.9 U.2 P.28 U.3 P.48 U.6 P.91 U.8 P.131 <b>Fourth grade</b> U.4 P.90 U.7 P.134 <b>Fifth grade-Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade</b> U.1 P.9 U.5 P.65 U.8 P.110 <b>Fourth grade</b> U.2 P.21 U.3 P.42 U.4 P.62 U.5 P.77 U.6 P.99 <b>Fifth grade</b> U.3 P.34 U.5 P.59 U.7 P.93 <b>Sixth grade</b> U.1 P.9 U.2 P.26 U.3 P.40 U.4 P.57 U.6 P.91	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> - <b>Sixth grade</b> U.6 P.74 U.7 P.74	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.C. P.93 <b>Sixth grade</b> U.C. P.65 U.D' P.93	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.A. P.8 U.B' P.46 U.C. P.62 U.D' P.78 <b>Sixth grade</b> U.1 P.7 U.2 P.42 U.3 P.65 U.4 P.81	U.A. U.B' U.D'
<i>G oa l 11 th</i>	<b>First grade</b> - <b>Second grade</b> U.3 P.27 U.8 P.76 U.17 P.11 U.18 P.17 U.22 P.51 <b>Third grade</b> U.3 P.46 U.4 P.64	<b>First grade-Second grade</b> U. P.147 <b>Third grade-Fourth grade</b> U. P.10 U. P.46 U. P.152 <b>Fifth grade-Sixth grade</b> U.B' P.46	<b>First grade</b> U.1 P.10 U.3 P.26 U.2 P.53 U.3 P.64 U.4 P.95 U.3 P.141 U.4 P.146 <b>Second grade</b> U.1 P.12 U.2 P.24 U.4 P.44 U.5 P.48 U.6 P.52 U.7 P.72	<b>First grade-Second grade</b> - <b>Third grade</b> U.1 P.9 U.5 P.65 U.8 P.110 <b>Fourth grade</b> U.3 P.42 U.4 P.62 U.5 P.77 U.6 P.99 <b>Fifth grade</b> U.3 P.34 U.7 P.93	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.2 P.18 U.3 P.24 U.5 P.40 U.6 P.56 U.7 P.72 U.9 P.104 <b>Sixth grade</b> U.6 P.74	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.B' P.13 U.C. P.93 U.D' P.147 <b>Sixth grade</b> U.B' P.32 U.C. P.65 U.D' P.93	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.A. P.8 U.B'.46	U.B' U.C' U.D'

	U.11 P.28 U.12 P.50 <b>Fourth grade</b> U.2 P.31 U.4 P.57 U.5 P.73 U.14 P.49 U.16 P.73 <b>Fifth grade</b> U.2 P.23 U.10 P.53 U.13 P.7 <b>Sixth grade</b> U.2 P.23 U.4 P.47 U.6 P.79 U.7 P.7 U.9 P.41 U.10 P.61		U.8 P.86 U.9 P.97 U.10 P.100 U.11 P.105 U.12 P.108 U.13 P.113 U.14 P.118 U.15 P.123 U.16 P.133 U.17 P.136 U.21 P.144 <b>Third grade</b> U.1 P.9 U.2 P.28 U.3 P.48 U.4 P.57 U.6 P.91 U.8 P.131 <b>Fourth grade</b> U.1 P.10 U.3 P.58 U.4 P.90 U.7 P.134 <b>Fifth grade-Sixth grade</b> -	<b>Sixth grade</b> -	U.7 P.74 U.8 P.86 U.12 P.118 U.13 P.124		U.D' P.78 <b>Sixth grade</b> U.1 P.7 U.2 P.42 U.3 P.65 U.4 P.81	
<i>G oa l 12 th</i>	<b>First grade</b> - <b>Second grade</b> U.18 P.17 <b>Third grade</b> U.4 P.64 U.9 P.56 U.11 P.28 U.12 P.50 <b>Fourth grade</b> U.2 P.31 U.4 P.57 U.14 P.49 <b>Fifth grade</b> U.1 P.7 U.13 P.7 <b>Sixth grade</b> U.4 P.47 U.6 P.79	<b>First grade-Second grade</b> U. P.147 <b>Third grade - Fourth grade</b> - <b>Fifth grade-Sixth grade</b> -	<b>First grade</b> - <b>Second grade</b> U.4 P.44 U.11 P.105 U.12 P.108 <b>Third grade</b> U.5 P.85 U.6 P.91 <b>Fourth grade</b> U.1 P.10 <b>Fifth grade-Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade</b> - <b>Fourth grade</b> U.3 P.42 <b>Fifth grade</b> U.7 P.93 <b>Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade- Fourth grade</b> - <b>Fifth grade</b> U.2 P.18 U.3 P.24 U.5 P.40 U.6 P.56 U.7 P.72 <b>Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade- Fourth grade</b> - <b>Fifth grade</b> U.C. P.93 <b>Sixth grade</b> U.D' P.93	<b>First grade-Second grade</b> - <b>Third grade- Fourth grade</b> - <b>Third grade- Fourth grade</b> - <b>Fifth grade</b> U.A. P.8 U.B'.46 U.D' P.78 <b>Sixth grade</b> -	U.C. U.D'
<i>G oa l 13 th</i>	<b>First grade</b> - <b>Second grade</b> - <b>Third grade</b> U.12 P.50 <b>Fourth grade</b> U.1 P.9 U.2 P.31 U.4 P.57 U.16 P.73 <b>Fifth grade</b> U.1 P.7	<b>First grade-Second grade</b> U. P.71 <b>Third grade- Fourth grade</b> U. P.10 <b>Fifth grade-Sixth grade</b> U.A. P.13	<b>First grade</b> U.1 P.123 U.2 P.130 <b>Second grade</b> U.4 P.44 U.6 P.52 U.7 P.72 U.8 P.86 U.9 P.97 U.10 P.100 U.11 P.105 U.12 P.108 U.21 P.144 <b>Third grade</b> U.2 P.28 U.4 P.57 U.6 P.91 <b>Fourth grade</b> U.3 P.58	<b>First grade-Second grade</b> - <b>Third grade</b> - <b>Fourth grade</b> U.3 P.42 <b>Fifth grade</b> U.7 P.93 <b>Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade- Fourth grade</b> - <b>Fifth grade</b> U.5 P.40 U.6 P.56 U.7 P.72 U.9 P.104 <b>Sixth grade</b> U.4 P.58 U.5 P.64 U.6 P.74 U.7 P.74	<b>First grade-Second grade</b> - <b>Third grade- Fourth grade</b> - <b>Fifth grade</b> U.B' P.13 U.C. P.93 <b>Sixth grade</b> U.B' P.32 U.C. P.65 U.D' P.93	<b>First grade-Second grade</b> - <b>Third grade- Fourth grade</b> - <b>Third grade- Fourth grade</b> - <b>Fifth grade</b> U.A. P.8 U.B'.46 U.D' P.78 <b>Sixth grade</b> -	U.C'

	<b>Sixth grade</b> U.6 P.79 U.7 P.7		<b>Fifth grade-Sixth grade</b> -					
<i>G oa l 14 th</i>	<b>First grade</b> - <b>Second grade</b> U.15 P.68 U.20 P.37 <b>Third grade</b> U.3 P.46 U.4 P.64 U.12 P.50 <b>Fourth grade</b> U.1 P.9 U.2 P.31 U.4 P.57 U.16 P.73 <b>Fifth grade</b> U.1 P.7 <b>Sixth grade</b> U.1 P.7 U.6 P.79 U.7 P.7	<b>First grade-Second grade</b> U. P.71 <b>Third grade-Fourth grade</b> U. P.10 <b>Fifth grade-Sixth grade</b> U.A. P.13 U.C. P.77	<b>First grade</b> U.3 P.64 <b>Second grade</b> U.4 P.44 U.6 P.52 U.7 P.72 U.8 P.86 U.9 P.97 U.21 P.144 <b>Third grade</b> U.2 P.28 U.4 P.57 U.6 P.91 <b>Fourth grade</b> U.3 P.58 U.4 P.90 <b>Fifth grade-Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade</b> - <b>Fourth grade</b> U.3 P.42 <b>Fifth grade</b> U.7 P.93 <b>Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.5 P.40 <b>Sixth grade</b> U.3 P.52 U.4 P.58 U.5 P.64	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.B' P.13 <b>Sixth grade</b> U.B' P.32 U.C. P.65 U.D' P.93	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.A. P.8 U.B'.46 U.D' P.78 <b>Sixth grade</b> -	U.C'
<i>G oa l 15 th</i>	<b>First grade</b> - <b>Second grade</b> U.16 P.76 U.17 P.11 U.19 P.30 <b>Third grade</b> U.3 P.46 U.4 P.64 U.12 P.50 <b>Fourth grade</b> U.2 P.31 U.4 P.57 U.7 P.27 U.16 P.73 <b>Fifth grade</b> U.4 P.49 U.11 P.69 <b>Sixth grade</b> U.1 P.7 U.6 P.79 U.7 P.7	<b>First grade-Second grade</b> U. P.71 <b>Third grade-Fourth grade</b> U. P.10 <b>Fifth grade-Sixth grade</b> -	<b>First grade</b> U.3 P.64 U.1 P.123 U.2 P.130 <b>Second grade</b> U.2 P.24 U.4 P.44 U.6 P.52 U.7 P.72 U.8 P.86 U.10 P.100 U.11 P.105 U.12 P.108 U.13 P.113 U.21 P.144 <b>Third grade</b> U.2 P.28 U.3 P.48 U.4 P.57 U.6 P.91 <b>Fourth grade</b> U.1 P.10 U.3 P.58 U.4 P.90 <b>Fifth grade-Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade</b> - <b>Fourth grade</b> U.3 P.42 <b>Fifth grade</b> U.7 P.93 <b>Sixth grade</b> -	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.2 P.18 U.5 P.40 <b>Sixth grade</b> U.3 P.52 U.4 P.58 U.5 P.64	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.B' P.13 U.C. P.93 <b>Sixth grade</b> U.B' P.32 U.C. P.65 U.D' P.93	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.A. P.8 U.B'.46 U.D' P.78 <b>Sixth grade</b> -	U.C'
<i>G oa l 16 th</i>	<b>First grade</b> - <b>Second grade</b> - <b>Third grade</b> U.1 P.12 U.12 P.50 <b>Fourth grade</b>	<b>First grade-Second grade</b> U. P.99 <b>Third grade-Fourth grade</b> U. P.152 <b>Fifth grade-Sixth grade</b> U.I' P.243	<b>First grade</b> U.1 P.10 U.3 P.26 U.2 P.53 U.3 P.89 <b>Second grade</b> U.2 P.24 U.4 P.44 U.5 P.48 U.15 P.123 U.16 P.133 U.17 P.136	<b>First grade-Second grade</b> - <b>Third grade</b> U.1 P.9 U.5 P.65 U.8 P.110 <b>Fourth grade</b> U.3 P.42 U.4 P.62 U.6 P.99 <b>Fifth grade</b>	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> - <b>Sixth grade</b>	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b> U.C. P.93 U.D' P.147 <b>Sixth grade</b>	<b>First grade-Second grade</b> - <b>Third grade-Fourth grade</b> - <b>Third grade-Fourth grade</b> - <b>Fifth grade</b>	U.B' U.C'

	U.5 P.73 U.6 P.7 U.13 P.33 <b><u>Fifth grade</u></b> U.2 S23 U.6 P.71 U.7 P.7 U.15 P.35 U.16 P.57 <b><u>Sixth grade</u></b> U.6 P.79 U.10 P.61 U.11 P.83 U.13 P.7 U.15 P.37 U.16 P.57 U.17 P.73		<b><u>Third grade</u></b> U.1 P.9 U.6 P.91 U.7 P.105 U.8 P.131 <b><u>Fourth grade</u></b> U.2 P.36 U.4 P.90 U.7 P.134 <b><u>Fifth grade-Sixth grade</u></b> -	U.1 P.6 U.2 P.20 U.3 P.34 U.5 P.59 U.7 P.93 <b><u>Sixth grade</u></b> -		U.D' P.93	U.A. P.8 U.B'.46 U.C. P.62 U.D' P.78 <b><u>Sixth grade</u></b> U.1 P.7 U.2 P.42 U.3 P.65 U.4 P.81	
<i>G oa l 17 th</i>	<b><u>First grade</u></b> - <b><u>Second grade</u></b> - <b><u>Third grade</u></b> - <b><u>Fourth grade</u></b> U.12 P.50 <b><u>Fifth grade</u></b> - <b><u>Sixth grade</u></b> U.6 P.79	<b><u>First grade-Second grade</u></b> - <b><u>Third grade-Fourth grade</u></b> - <b><u>Fifth grade-Sixth grade</u></b> -	<b><u>First grade</u></b> - <b><u>Second grade</u></b> U.4 P.44 <b><u>Third grade</u></b> U.6 P.91 <b><u>Fourth grade</u></b> - <b><u>Fifth grade-Sixth grade</u></b> -	<b><u>First grade-Second grade</u></b> - <b><u>Third grade</u></b> - <b><u>Fourth grade</u></b> U.3 P.42 <b><u>Fifth grade</u></b> U.1 P.6 U.2 P.20 U.7 P.93 <b><u>Sixth grade</u></b> -	<b><u>First grade-Second grade</u></b> - <b><u>Third grade-Fourth grade</u></b> - <b><u>Fifth grade</u></b> - <b><u>Sixth grade</u></b> -	<b><u>First grade-Second grade</u></b> - <b><u>Third grade-Fourth grade</u></b> - <b><u>Fifth grade</u></b> U.B. P.13 U.C. P.93 U.D' P.93	<b><u>First grade-Second grade</u></b> - <b><u>Third grade-Fourth grade</u></b> - <b><u>Fifth grade</u></b> U.A. P.8 U.B'.46 U.D' P.78 <b><u>Sixth grade</u></b> -	U.A. U.B' U.C. U.D'

190

## 191 Discussion

192 In the Modern Greek (Language) subject, 14 references are observed regarding zero poverty (SDG1)

193 and zero hunger (SDG2), nine (9) references regarding good health and well-being (SDG3) while

194 SDG4 references the largest number in the Modern Greek textbooks with 34 references in total

195 regarding quality education. SDG5 on gender equality has 19 references, SDG6 on clean water and

196 sanitation has 13 references, continuing with SDG7 which concerns cheap and clean energy, where

197 ten (10) references are observed. SDG8 and SDG9 regarding decent work and economic growth,

198 industry, innovation, infrastructure record 12 references, respectively. The number of references for

199 SDG10 for reduced inequalities has increased with 27 references, followed by SDG11 for sustainable

200 cities and communities with 23 references, as well as 12 references for responsible consumption and

201 production (SDG12). For SDG13, which concerns climate actions, eight (8) references are made, for

202 water 13 references (SDG14) and finally, actions on land have 15 references (SDG15) and 17  
203 references for SDG16 related to the concepts of peace, justice and strong institutions. Only two  
204 references are recorded for SDG17, which is the collaboration of the aforementioned global goals. In  
205 total, the course is taught 48 hours per week.

206 Sources:

207 <https://ebooks.edu.gr/modules/ebook/show.php/DSDIM-B105/714/>

208 <https://ebooks.edu.gr/modules/ebook/show.php/DSDIM-D109/706/>

209 <https://ebooks.edu.gr/modules/ebook/show.php/DSDIM-E104/515/>

210 <https://ebooks.edu.gr/modules/ebook/show.php/DSDIM-F102/416/>

211 <https://ebooks.edu.gr/modules/ebook/show.php/DSDIM-C105/702/>

212 <https://ebooks.edu.gr/modules/ebook/show.php/DSDIM>

213

214 Overall, the texts of the Primary School Anthology of Literature record the following references to  
215 the 17 UN Global Goals in ascending order: no reference is made to SDG6 on clean water and  
216 sanitation and SDG17 on the cooperation of the goals. Of these, there is one reference to SDG1 on  
217 zero poverty, SDG2 on zero hunger, SDG5 on equality of friends, SDG7 on affordable and clean  
218 energy, SDG9 on industry, innovation and infrastructure. There are also two references to SDG8 on  
219 decent work and economic growth, SDG15 on action on land and SDG16 on peace, justice and strong  
220 institutions. There are only three (3) references to SDG13 on climate action and four (4) references  
221 to SDG10 on reduced inequalities and SDG14 on water action. Continuing, five (5) references are  
222 made to SDG11 on sustainable cities and communities, SDG3 on good health and well-being, while  
223 most appear to be for SDG4 on quality education, with nine (9) in total.

224 Sources:

225 [https://ebooks.edu.gr/ebooks/v/html/8547/2003/Anthologio\\_E-ST-Dimotikou\\_html-empl/](https://ebooks.edu.gr/ebooks/v/html/8547/2003/Anthologio_E-ST-Dimotikou_html-empl/)

226 <https://ebooks.edu.gr/ebooks/handle/8547/192>

227 [https://ebooks.edu.gr/ebooks/v/pdf/8547/487/10-0021-01\\_Anthologio - Logotechnikon - Keimenon](https://ebooks.edu.gr/ebooks/v/pdf/8547/487/10-0021-01_Anthologio - Logotechnikon - Keimenon)  
228 [\\_A - B - Dimotikou\\_ Vivlio - Ekpaideutikou /](#)

229 Environmental Studies is considered the main subject, from which the teacher takes the opportunity  
230 to introduce young pupils to the concept of sustainability and subsequently the 17 Global Goals from  
231 the 1st grade. Hence, this particular school subject presents the most and largest numbers of references  
232 per Global Goal.

233 In more detail, the data recorded are as follows: seven (7) references are made to SDG1, zero poverty,  
234 six (6) references to SDG2, zero hunger and 13 references to SDG3, good health and well-being. The  
235 largest number of references seems to be in SDG4, quality education, eleven (11) references to SDG5,  
236 gender equality and nine (9) references are in SDG6 and SDG7, namely clean water and sanitation,  
237 cheap and clean energy, respectively. SDG8, decent work and economic growth, has eight (8)  
238 references, SDG9, industry, innovation and infrastructure, has 12 references. Next, SDG10 for  
239 reduced inequalities presents 19 references, while the second largest number of references, namely  
240 34, on sustainable cities and communities is SD11. SDG12 for responsible consumption and  
241 production has six (6) references, 15 references exist for climate actions (SDG13), 12 references for  
242 water actions (SDG14) and 20 references for land actions (SDG15). Finally, 17 references are  
243 observed in SDG16 for peace, justice and strong institutions and only two for the cooperation of the  
244 aforementioned goals (SDG17). In total, the course is taught ten (10) hours per week.

245 Sources:

246 <https://ebooks.edu.gr/ebooks/handle/8547/60>

247 [https://ebooks.edu.gr/ebooks/v/html/8547/2352/Meleti - Perivallontos\\_B - Dimotikou\\_html - apli / .](https://ebooks.edu.gr/ebooks/v/html/8547/2352/Meleti - Perivallontos_B - Dimotikou_html - apli / .)

248 <https://ebooks.edu.gr/modules/ebook/show.php/DSDIM102/524/>

249 [https://ebooks.edu.gr/ebooks/v/html/8547/2007/Meleti - Perivallontos\\_A - Dimotikou\\_html - apli / .](https://ebooks.edu.gr/ebooks/v/html/8547/2007/Meleti - Perivallontos_A - Dimotikou_html - apli / .)

250

251 In the Religious Studies subject, the references to the 17 Global Goals in descending order are as  
252 follows: the largest number of references -16 in total- is made by SDG10 with the least inequalities,

253 15 references by SDG4 for quality education, followed by 14 references by SDG5 for gender equality,  
254 eleven (11) references by SDG16 for the concepts of peace, justice and strong institutions. Also, nine  
255 (9) references are made to SDG11 for sustainable cities and communities, five (5) references by  
256 SDG3 for good health and well-being, and four (4) references by SDG17 for the overall cooperation  
257 of the goals. Finally, from three (3) references there are for SDG1 zero poverty, SDG2 zero hunger,  
258 SDG8 decent work and economic growth and SDG12 responsible consumption and production. From  
259 two references - which are even fewer - SDG6 is said to have for clean water and sanitation, SDG7  
260 for cheap and clean energy, SDG9 for industry, innovation and infrastructure, SDG13 with climate  
261 actions, SDG14 with water actions and SDG15 with land actions. In total, the course is taught six (6)  
262 hours per week.

263 Sources:

264 [file:///C:/Users/LENOVO/Downloads/10-0242-01\\_V3\\_Thriskeutika\\_E-Dimotikou\\_Vivlio-  
265 Mathiti.pdf](file:///C:/Users/LENOVO/Downloads/10-0242-01_V3_Thriskeutika_E-Dimotikou_Vivlio-Mathiti.pdf)

266 [file:///C:/Users/LENOVO/Downloads/10-0230-01\\_V3\\_Thriskeutika\\_ST-Dimotikou\\_Vivlio-  
267 Mathiti.pdf](file:///C:/Users/LENOVO/Downloads/10-0230-01_V3_Thriskeutika_ST-Dimotikou_Vivlio-Mathiti.pdf)

268 [file:///C:/Users/LENOVO/Downloads/10-0228-01\\_V3\\_Thriskeutika\\_D-Dimotikou\\_Vivlio-  
269 Mathiti.pdf](file:///C:/Users/LENOVO/Downloads/10-0228-01_V3_Thriskeutika_D-Dimotikou_Vivlio-Mathiti.pdf)

270

271 Overall, in the Science - I Investigate and Discover - subject (including concepts and knowledge  
272 about physics, biology and chemistry) - in Primary School, the following are observed: from one  
273 reference SDG1 zero poverty and SDG2 zero hunger, six (6) references SDG3 good health and well-  
274 being, ten (10) references SDG4 quality education, no references SDG5 equality of friends, one  
275 reference SDG6 clean water and sanitation, seven (7) references SDG7 cheap and clean energy, two  
276 references SDG8 decent work and economic growth, six (6) references SDG9 industry, innovation,  
277 infrastructure, two references SDG10 fewer inequalities, eleven (11) references SDG11 sustainable  
278 cities and communities, five (5) references SDG12 responsible consumption and production, eight

279 (8) references SDG13 climate action, four (4) references SDG14 action on water, five (5) references  
280 PS15 action on land and finally, no mention of the last two goals PS16 and PS17 peace, justice and  
281 strong institutions and cooperation for the goals, respectively. In total, the course is taught six (6)  
282 hours per week.

283 Sources:

284 <https://ebooks.edu.gr>

285 <https://ebooks.edu.gr>

286

287 For the Primary School Geography subject, the references to the 17 Global Goals are as follows:  
288 SDG1, zero poverty, SDG2, zero hunger have one reference each, SDG3, good health and well-being,  
289 SDG7, affordable and clean energy, SDG8, decent work and economic growth have two references  
290 each. Also, SDG6, clean water and sanitation, SDG10, reduced inequalities, SDG16, peace, justice,  
291 strong institutions and SDG17, cooperation of goals have three (3) references each. SDG9, industry,  
292 innovation and infrastructure and SDG14, action on water have four (4) references each. Finally,  
293 SDG4, quality education, SDG13, climate action, and PS15, land-based action each have five (5)  
294 references, and SDG11, sustainable cities and communities, each has six (6) references. In total, the  
295 course is taught two hours per week.

296 Sources:

297 [https://ebooks.edu.gr/ebooks/v/html/8547/2278/Geography\\_E-Dimotikou\\_html-empl/](https://ebooks.edu.gr/ebooks/v/html/8547/2278/Geography_E-Dimotikou_html-empl/)

298 [https://ebooks.edu.gr/ebooks/v/html/8547/2272/Geography\\_ST-Dimotikou\\_html-empl/](https://ebooks.edu.gr/ebooks/v/html/8547/2272/Geography_ST-Dimotikou_html-empl/)

299

300 In the Primary School Social and Political Education subject, the following references to the 17  
301 Global Goals are presented: the fewest references - out of three (3) in total - are made to SDG1, zero  
302 poverty, SDG2, zero hunger, SDG6, clean water and sanitation, SDG7, affordable and clean energy,  
303 SDG9, industry, innovation and infrastructure, SDG12, responsible consumption and production,  
304 SDG13, climate action, SDG14, water action, SDG15, land action and SDG17, cooperation on the

305 goals. The next highest number of references - out of four (4) in total - is related to SD3, good health  
 306 and well-being, SDG8, decent work and economic growth, and seven (7) references are observed in  
 307 SDG11, sustainable cities and communities. Finally, the most references - out of eight (8) in total -  
 308 are SDG4, quality education, SDG5, equality of friends, SDG10, reduced inequalities, and SDG16,  
 309 peace, justice and strong institutions. In total, the subject is taught for two hours per week.

310 Sources:

311 ebooks.edu.gr

312 ebooks.edu.gr

313

314 **Table 2.** Final Summary Table of Global Goals for School Textbooks

<b>WORLDWIDE GOALS</b>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>	<i>7th</i>	<i>8th</i>	<i>9th</i>	<i>10th</i>	<i>11th</i>	<i>12th</i>	<i>13th</i>	<i>14th</i>	<i>15th</i>	<i>16th</i>	<i>17th</i>
<b>TOTAL REFERENCES</b>	30	28	45	125	55	31	34	33	40	79	95	32	44	42	52	58	14

315

316 The final SDG data for references to the 17 Global Goals, according to the UN and as recorded in  
 317 this research by indexing the Primary School textbooks in descending order, are as follows:

- 318 • at first place and with the most references -125 in total- is the SDG4 for quality education,
- 319 • in the second place with 95 references is SDG11 on sustainable cities and communities,
- 320 • in the third place with 79 references is SDG10 for the fewest inequalities,
- 321 • in the fourth place with 58 references is SDG16 on peace, justice and strong institutions,
- 322 • in the fifth place with 55 references is SDG5 on gender equality,
- 323 • in the sixth place with 52 references is SDG15 for action on land,
- 324 • in the seventh place with 45 references is SDG3 for good health and well-being,
- 325 • in the eighth place with 44 references is SDG13 for climate action,
- 326 • in the ninth place with 42 references is SDG14 for action on water,
- 327 • in the tenth place with 40 references is SDG9 for industry, innovation and infrastructure,

- 328 • in the eleventh place with 34 references is SDG7 for cheap and clean energy,
- 329 • in the twelfth place with 33 references is SDG8 on decent work and economic development,
- 330 • in the thirteenth place with 32 references is SDG12 for responsible consumption and
- 331 production,
- 332 • in the fourteenth place with 31 references is SDG6 for clean water and sanitation,
- 333 • in the fifteenth place with 30 references is SDG1 for zero poverty,
- 334 • in the sixteenth place with 28 references is SDG2 for zero hunger and
- 335 • In the last seventeenth place with 14 references is the latest SDG17 on cooperation for the
- 336 goals.

337

338 **Table 3.** Final Summary Table of Global Skills Lab Goals

GLOBAL GOALS	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	16th	17th
THEMATIC SECTIONS & SUBSECTIONS	1	2	2	4	3	1	3	2	2	3	3	2	1	1	1	2	4

339

340 Overall, in the Skills Labs, there is one reference to zero poverty (SDG1) and two to zero

341 hunger (SDG2), good health and well-being (SDG3) while SDG4 references the largest number with

342 four (4) references in total to quality education. SDG5 on gender equality has three (3) references,

343 SDG6 on clean water and sanitation has one reference, continuing with SDG7 which concerns cheap

344 and clean energy, where three (3) references are observed. SDG8 and SDG9 regarding decent work

345 and economic growth, industry, innovation, infrastructure record two references, respectively. The

346 number of references for SDG10 on reduced inequalities and SDG11 on sustainable cities and

347 communities has increased with three (3) references, as well as two entries for responsible

348 consumption and production (SDG12). For SDG13, which concerns climate action, water action

349 (SDG14) and land action (SDG15), there is one reference, respectively. SDG16 on the concepts of

350 peace, justice and strong institutions has two entries and, finally, SDG17, which is the collaboration

351 of the aforementioned global goals, includes all the modules, i.e. four (4) references, in total. In total,  
352 12 hours are taught per week.

353 Source:

354 <https://www2.iep.edu.gr/el/psifiako-apothetirio/skill-labs>

355

## 356 **Conclusion**

357 The goal setting of each country's education system depends on the state policies and priorities. In  
358 Greece, only in some specific points of the national curriculum through existing school textbooks  
359 there is a reference to SD, although overall it occupies a very small part. Greater emphasis on the 17  
360 Global Goals is given in the context of the Skills Workshops, whose weekly teaching duration is  
361 limited.

362 The research community agrees that teachers are responsible for instilling in pupils an interest in  
363 engaging with sustainability issues through their knowledge, perceptions and, of course, their  
364 pedagogical approach. However, it is considered necessary a comprehensive restructuring of the  
365 Curriculum that will concern today's children, being tomorrow's parents, who through their skills and  
366 knowledge should preserve the sustainability of the planet with a sense of social justice and self-  
367 efficacy. For the reasons mentioned above and in light of the findings of this study, it is recommended  
368 that the 17 Global Sustainable Development Goals be integrated into the subject areas of the  
369 Curriculum, with the goals running vertically and horizontally throughout the Curriculum, rather than  
370 organizing a separate course. In this way, elementary school children will gain awareness and  
371 knowledge about Sustainable Development across a variety of academic subjects, rather than merely  
372 memorizing them.

373 Consequently, the questions now being raised concern the suitability of the national curriculum for  
374 teachers currently and whether school textbooks promote the principles of SD. These are just some  
375 of the binding factors for starting a common process of education and learning in Sustainable  
376 Development.

377 For future research, comparative studies across different countries, a longitudinal analysis of  
378 sustainability-related content in curricula, or research on the impact of sustainability education on  
379 students' environmental attitudes and behaviors are suggested.

380

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