



## Development of EU Competences Framework Data collection

*STREAMS Union Survey Results*

2021-2-IS01-KA220-SCH-000050036



# ICELAND

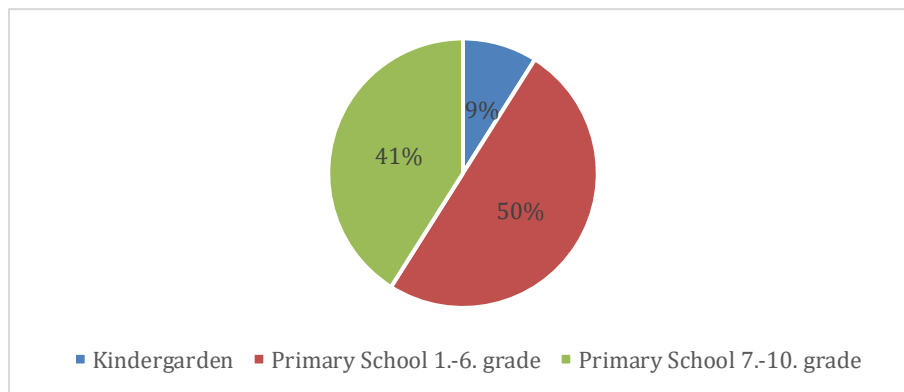
## Vatnsendaskóli

30.09.2022

- ▶ Objectives:
- ▶ To define criteria for how project partners will initially identify and select exemplar schools and teachers (both primary and secondary) that will be invited to participate in the project and organize a call for schools that meet the selection criteria.
- ▶ To define the responsibilities and activities of exemplar schools and teachers participating in the project and how Project partners will manage and support these schools and teachers.
- ▶ Organize online and face-to-face workshops for teachers and school leaders to encourage knowledge exchange and support experimentation with new mentoring approaches (WP6).
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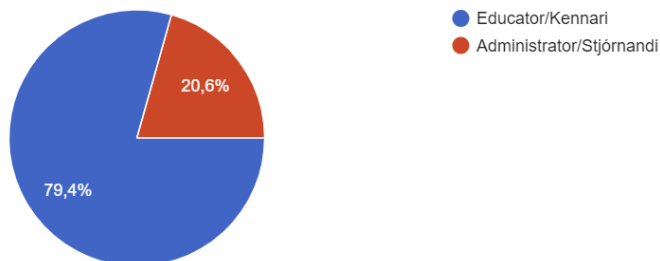
## Results

### 1. The level of the school



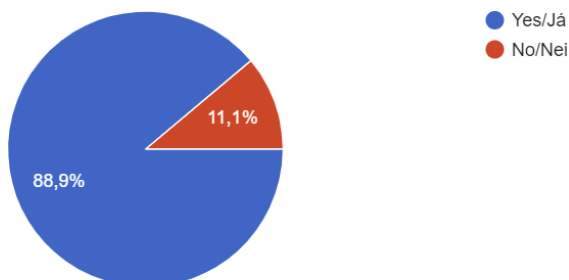
We applied this survey to the potential school to create our STREAMS union network and also to gather some information about the school's current situation regarding climate change education. 41% of the teachers are from high schools, 9% from kindergartens and primary schools, and 50% are from secondary schools.

## 2. What is your professional role?



Most of the participants work in their schools as teachers (79,4%). The rest are working in administrative roles in their schools (20,6%).

## 3. Do you have climate change Education at school?



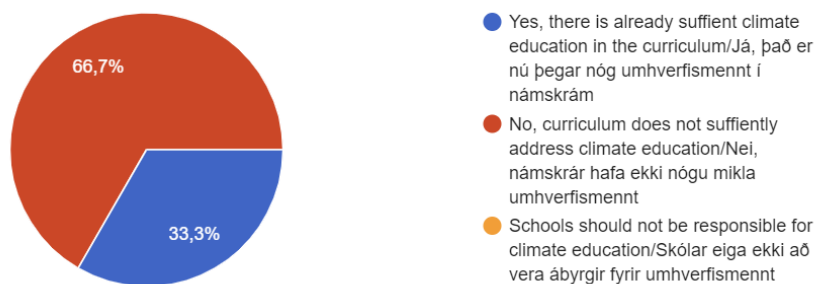
92.2 percent of the participants said "no" when we asked them if their schools teach about climate change. Only 7,8% of those who took part in the survey answered yes to this. In Iceland, there were around 100 curriculum guides available for the three school levels we would be analyzing when the research was conducted in the fall of 2007. There existed the National Curriculum Guide for Pre-Schools, a single volume with roughly 50 pages, for early childhood education (Ministry of Education, Science, and Culture 1999a). In the beginning, we made the decision to read only the general section and subject sections for the compulsory level, which are designated in the Icelandic government's sustainability policy, *Welfare for the Future*, as the vehicles for education for sustainable development (see Ministry for the Environment 2007). Since there was no such recommendation for the upper secondary level, we looked at two versions of the national Curriculum Guide for Upper Secondary School: General Section (Ministry of Education, Science, and Culture 1999b, 2004a) as well as the subject sections mentioned in *Welfare for the Future* for the compulsory school (Ministry of Education, Science, and Culture ). There are also curriculum guidelines for numerous vocational study programs at the upper secondary level. On the Ministry of Education, Science, and Culture's website, the general portions for all three school levels as well as some of the topic sections are available in English (n.d.).

### If yes, What kind of activities are you implementing regarding climate change Education?

Climate change is taught in schools in Iceland in different ways. These include:

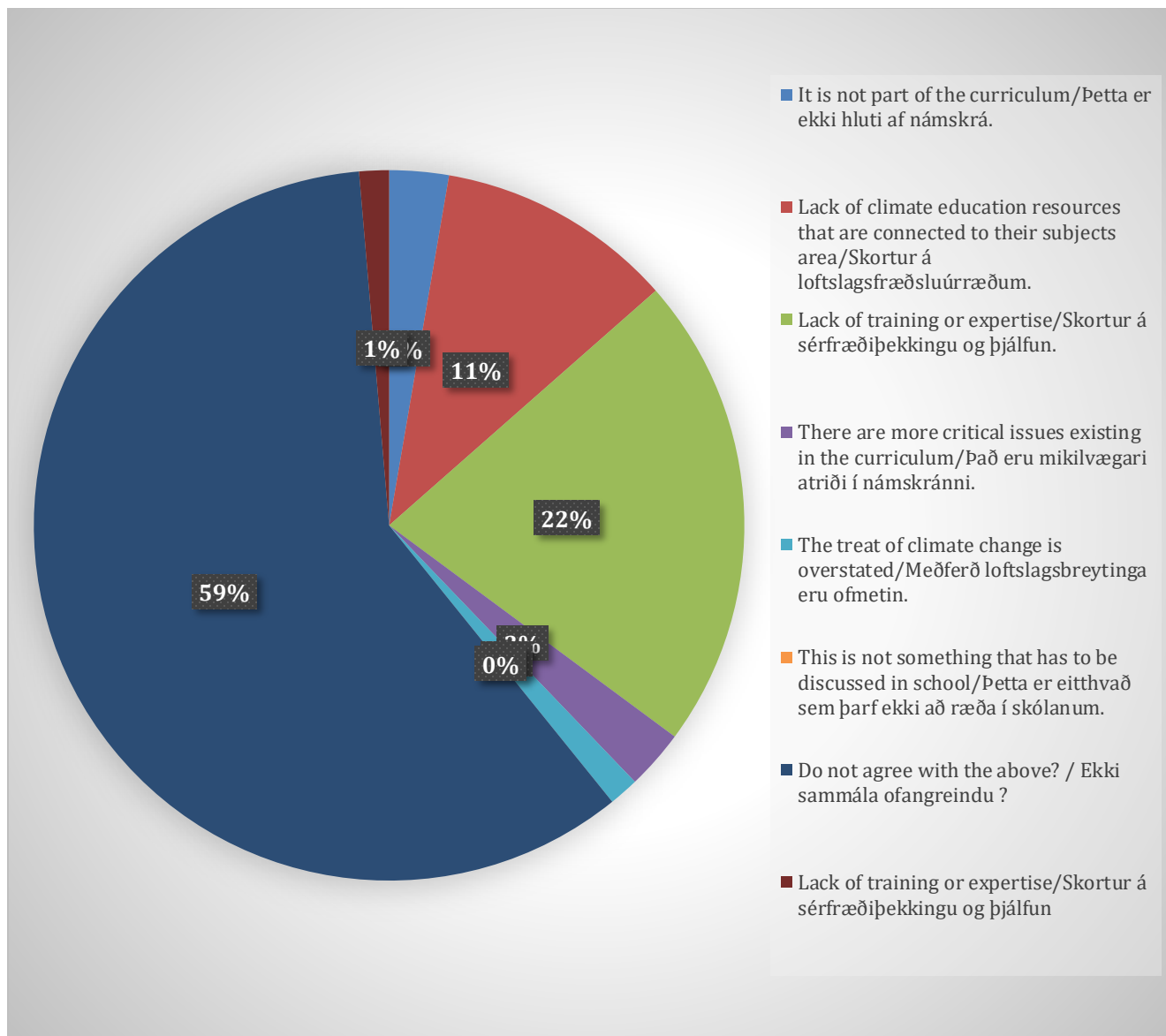
- organization of walks, tree planting, open-air training and classes to form students' ideas about environmental protection. In addition, climate problems occurring in different areas were combined through a common curriculum and a new format was revealed. In some schools, projects are implemented for the formation of green science, and every 4-5 weeks, classes are held in schools on environmental education, for example, recycling, food waste, climate change and its causes. Students are taught the advantages of using tablets instead of paper. Various forms of video lessons, practical exercises, and written and oral assignments are used. In some schools, student environmental councils have been established to teach environmental issues, recycling, food waste, and ways to prevent climate change in everyday life.

### 5. To what extent do you believe that kids in your area are being taught the information and skills they need to comprehend climate change and implement solutions in their own lives?



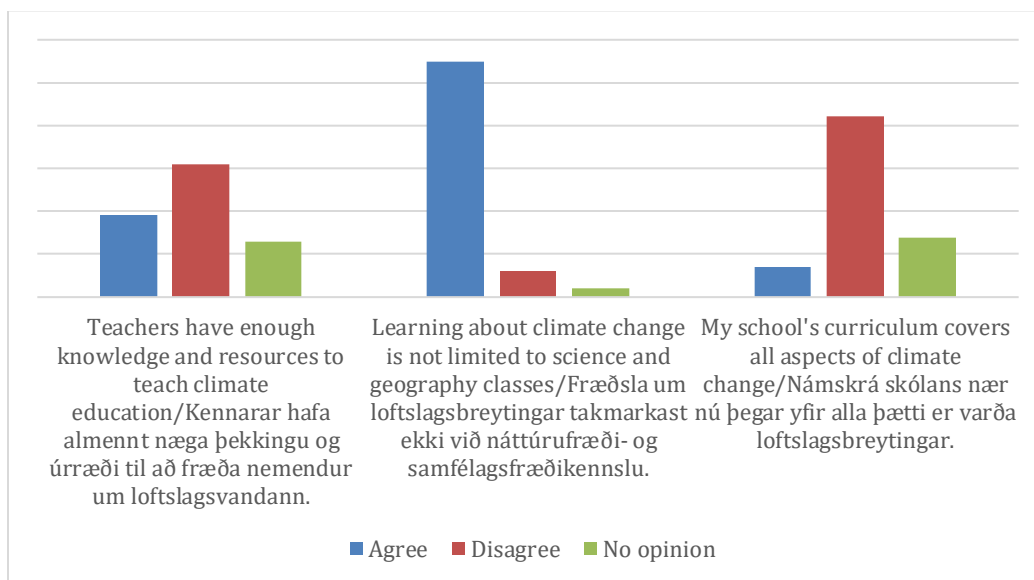
The majority of participants (66,7%) believe that the curriculum at their schools does not appropriately address climate education. 33,3% of participants believe that climate education is already part of the curriculum in schools, and relatively few believe that schools shouldn't be in charge of it. This demonstrates that there is a significant gap in environmental education in schools, despite the fact that teachers view this subject as a crucial issue that has to be addressed in classrooms.

6. In your opinion, what are the primary reasons why teachers in your school or region would not integrate climate education into their lessons? Choose all that apply.



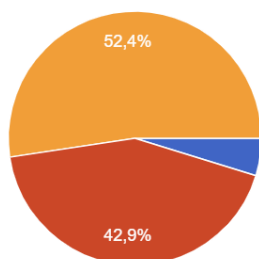
We questioned teachers about the main barriers preventing them from incorporating climate education into their teachings in their local schools or communities. The majority of participants (59%) said that they don't agree with any of the given answers. 22% of the participants believe that this is because of a lack of experience. Additionally, according to 11% of the participants, there aren't enough resources for teaching about climate change that are relevant to their field of study. So, based on the responses, it is clear that schools and teachers need to have enough training and resources in climate and environmental education.

## 7. How much do you agree with each of the following? Agree/Disagree/ No opinion



Three agree or disagree questions about the subject were posed to the participants. Teachers have the knowledge and tools necessary to teach about climate in the first claim. Instructors believe that teachers should have the skills and materials necessary to include climate education into their teaching. 31% of instructors strongly disagree with this assertion. The answer to this issue would be to provide instructors and the education system more resources. Teachers should also be knowledgeable about this subject. The instructors concur that, for a general knowledge, this subject should be included into other topics, as stated in the second statement, “Learning about climate change is not limited to science and geography classes”. Therefore, it is essential that all courses be represented in the research that will be done on the topic. For the opposite claim: “My school's curriculum covers all aspects of climate change.” The majority of the attendees disagree. It is clear that there is a deficit in the school curriculum for environmental and climate education, particularly in their curriculum. Many of them are also unaware of this remark. And this demonstrates the necessity of our effort in helping them improve their ability to impart climate and environmental education in classrooms.

## 8. Do you have any predictions about how people will feel about climate change education between 2022 and 2030?



- There should be more emphasis on teaching students about other concerns outside climate change in the classroom/Meiri áherslu ætti að leggja...
- It is a subject to consider with other pressing societal problems/Þetta er svið, sem taka ber til ihugunar með öðrum brýnum samfélagslegum vandamálum
- As such, it should be taken seriously as a topic for classroom discussion and study/Það á að taka loftslagsbreytinga...

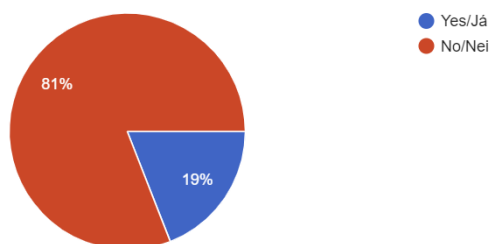
Every person may get the information, skills, attitudes, and values essential to sculpt a sustainable future via education for sustainable development.

Teaching and learning about important sustainable development topics, such as climate change, disaster risk reduction, biodiversity, poverty alleviation, and sustainable consumerism, is known as education for sustainable development.

Additionally, it calls for active learning and teaching strategies that inspire and equip students to alter their behavior and take initiative for sustainable growth. As a result, education for sustainable development encourages skills like critical thinking, picturing possible futures, and group decision-making. ESD is desired at all levels of formal education and training as well as in non-formal and informal learning since it is necessary to build a sustainable society. ESD helps individuals to gain the knowledge, beliefs, and abilities to engage in decisions about the way we do things individually and collectively, both locally and worldwide, that will improve the quality of life now without causing environmental harm for future generations.

Moreover, 4.8% of the participants believe that greater focus should be placed in the classroom on educating kids about issues other than climate change. Though 52,4% of the participants believe that in the future, they will take it seriously as a topic for debate and study in the classroom, it is also clear that there are some significant concerns in Icelandic schools that need to be addressed. This demonstrates that this problem will rank highly in importance in the foreseeable future.

**9. Is there something about the way climate change is discussed in your classroom that worries you? If yes please explain.**



The fact that so many participants (93,8%) hold such opinion is understandable given that this subject is not covered in schools or in the classroom. Some of the individuals wrote that;

- Too little discussion and then the action does not follow the discussion.
- In general, it is not enough for the children to know that sorting is being done at their house, fortunately, it is increasing. Interaction with nature is not good until they learn to respect it through targeted teaching at the youngest level.
- Teachers and students also their families should understand the whole picture when discussing environmental issues - work more with an ecological footprint from start to finish.
- Not materially, but students worry about the future and are often nervous. Education is nevertheless important and parents should follow it at home.
- Some students have little knowledge and sometimes students have wrong information about climate change and other environmental issues.
- It varies from teacher to teacher how much is taught about climate issues. Some kids get scared and take it too seriously what's going on with the climate.

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- Students' lack of knowledge about climate issues and their attitude towards private consumption.
  - Lack of knowledge of teachers / staff. Need more education
  - That students should know how to manage and connect these issues with their lives.
  - Discussions are superficial and trivial, the problem is not immediate, and students/teachers do not make the connection between consequences and causes.

When we look at the whole survey findings. The most crucial concern for schools and educators is that they require training in environmental and climate change education. Additionally, they need to have enough resources in their classrooms to address this issue.