



Development of EU Competences Framework Data collection

STREAMS Union Survey Results

2021-2-IS01-KA220-SCH-000050036



Lamia, Greece

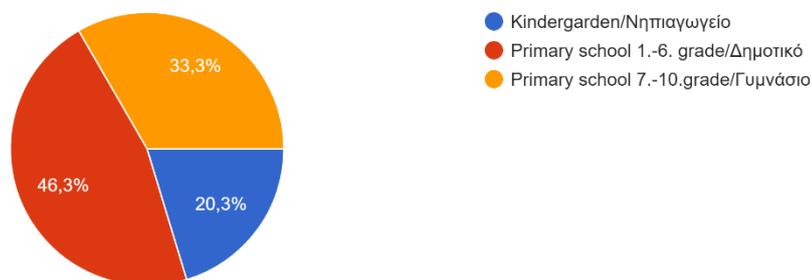
30/09/2022

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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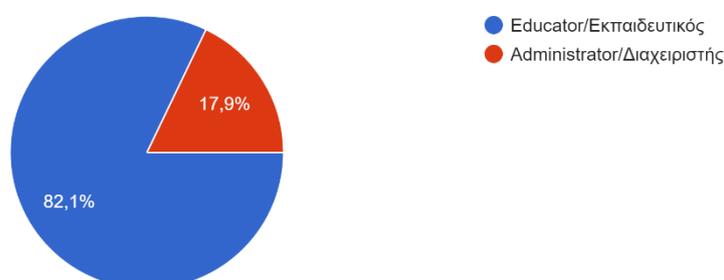
Results

1. The level of your school/Ποια είναι η βαθμίδα του σχολείου σας



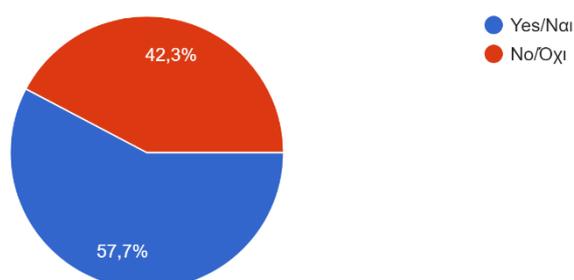
We applied this survey to schools that are participating in STREAMS project to gather some information about the current situation in climate change education for different school grades. In this survey 46,3% of the participants are in Primary school 1-6 grade, 33,3% of the participants are in Primary school 7-10 grade and 20,3% of the participants are in kindergarten.

2. What is your professional role/Ποιος είναι ο επαγγελματικός σας ρόλος



Most of the participants work in their schools as Educators (82,1%). The rest are working as Administrators in their schools (17,9%).

3. Do you have climate change education at your school/Έχετε εκπαίδευση για την κλιματική αλλαγή στο σχολείο σας



When we asked the participants if they have climate change education at their schools the answers were divided evenly. More specifically, 42,3% of the answers were NO and the rest 57,7% were YES. In Greek primary schools there is at least a 1-hour class about the environment per week. However, this class is not considered important by the students and teachers as it doesn't contribute to the final grade of the students. The schools that seem to overcome this problem, are the schools which include teachers who work on Erasmus+ based projects or in general teachers that create environmental based projects combined with different subjects such as Technology, Computer Science or/and Physics.

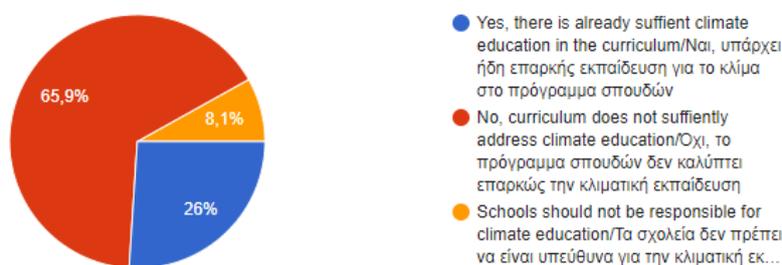
4. If yes, what kind of activities are you implementing regarding the climate change education/Εάν ναι, τι είδους δραστηριότητας υλοποιείτε σχετικά με την εκπαίδευση για την κλιματική αλλαγή

The most common answers were about recycling, compost, playing games based on environmental awareness and making presentations from teachers and students as well. A participant referred to activities such as “teaching how to reuse, recycle, the knowledge of the nature and how to take care of it, we try to teach how to use the circular economy”. Some participants referred to making environmental based activities, handicrafts, and games at Geography classes. Moreover, some participants mentioned:

- We have some projects with the Sciences and math, we have Eco projects to develop skills and the awareness of pupils about that matter
- Presentations, workshops
- All classes take part in cleaning the school's outdoor area, students do projects about climate change, lectures and more.
- Documentaries about climate change, Lectures from Specialists
- Permaculture activities, study visits, educational workshops, afforestation
- Use of eco-friendly materials, reuse, zero waste culture, zero use of plastic
- Formal tests and lessons
- Project Based Learning Activities, role play, study visits
- Erasmus projects
- Sustainable use of energy resources
- Cleaning parks or beaches

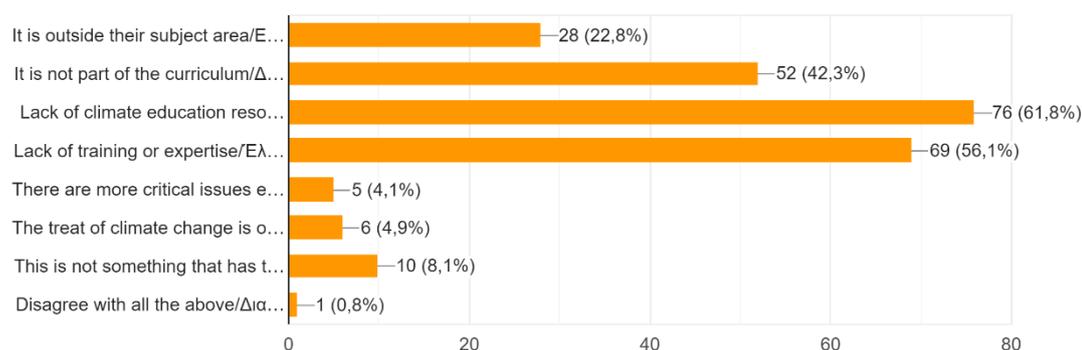
5. To what extent do you believe that kids in your area are being taught the information and skills they need to comprehend climate change and implement solutions in their own lives/Σε ποιο βαθμό πιστεύετε ότι τα παιδιά στην περιοχή

σας διδάσκονται τις πληροφορίες και τις δεξιότητες που χρειάζονται για να κατανοήσουν την κλιματική αλλαγή και να εφαρμόσουν λύσεις στην ίδια τους τη ζωή



Many of the participants believe that the curriculum does not sufficiently address climate Education at their schools (65,9%). The 26% of the participants believe that there is already sufficient education in the curriculum and 8.1% of the participants believe that schools should not be responsible for climate education. This result shows that the participants are not satisfied with the way that climate education is incorporated into the curriculum. The teachers seem that they try to find ways through the curriculum, by themselves, to spread awareness about climate change during the classes.

6. In your opinion, what are the primary reasons why teachers in your school or region would not integrate climate education in their lessons? Choose all that apply/Κατά τη γνώμη σας, ποιοι είναι οι κύριοι λόγοι για τους οποίους οι δάσκαλοι στο σχολείο ή την περιοχή σας δεν ενσωματώνουν την κλιματική εκπαίδευση στα μαθήματά τους; Επιλέξτε όλα όσα ισχύουν

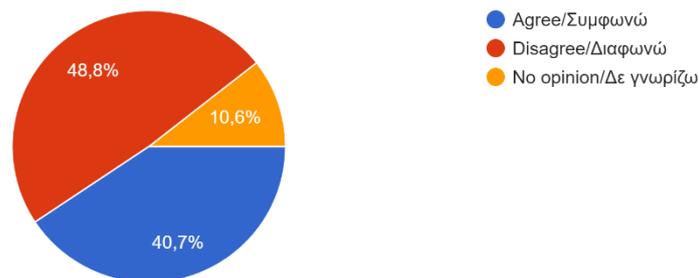


We asked what the primary reasons are that teachers in their schools or region would not integrate climate education into their lessons. Most of the participants (61,8%) answered that this is the resulting of the lack of climate education resources that are connected to their subject's area. 56,1% of the participants think that the teachers don't include climate education in their classes is the lack

of training or expertise in this field. Also, 42,3% of the participants think that the reason why teachers neglect climate education is because it is not a part of the curriculum and so they are not obliged to integrate it. 4,1% of the participants believe that this happens because there are more critical issues existing in the curriculum. 4,9% of the participants answered that the treat of climate change is overstated and 8,1% answered that this is not something that has to be discussed in school. Finally, 0,8% of the participants disagree with all the above options. So as understood from the answers above, the teachers should get more educated on climate change. Financial support is needed in order to have enough materials in environmental education. Also, climate education should become an important asset to the curriculum.

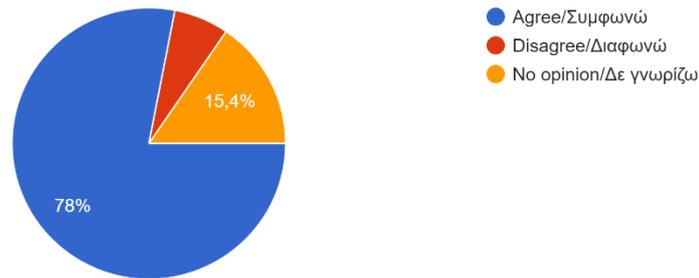
7. How much do you agree with each of the following? Agree - Disagree - No opinion/Σε τι βαθμό συμφωνείτε ή διαφωνείτε με κάθε ένα από τα ακόλουθα ερωτήματα;

- Teachers have enough knowledge and resources to teach climate education/Οι δάσκαλοι έχουν αρκετές γνώσεις και πόρους για να διδάξουν την κλιματική εκπαίδευση



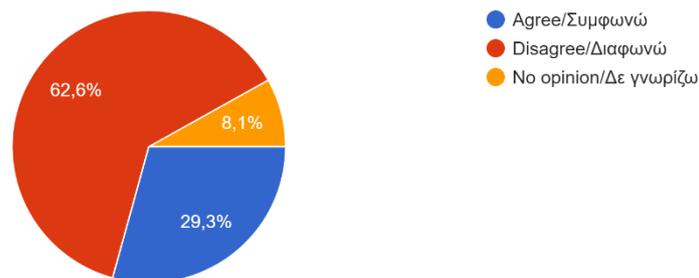
We asked if the teachers have enough knowledge and resources to be qualified to teach climate education. Almost half of the participants (48,8%) think that teachers don't have the education needed and 40,7% of the participants think the opposite. 10,6% didn't have any opinion on this subject. In Greece, the teachers who are responsible for climate education they are not obliged to have any specific education on climate education to be qualified. Climate education is taught only by teachers who teach other classes such as physics and biology in the school.

- Learning about climate change is not limited to science and geography classes/Η μάθηση για την κλιματική αλλαγή δεν περιορίζεται στα μαθήματα επιστήμης και γεωγραφίας



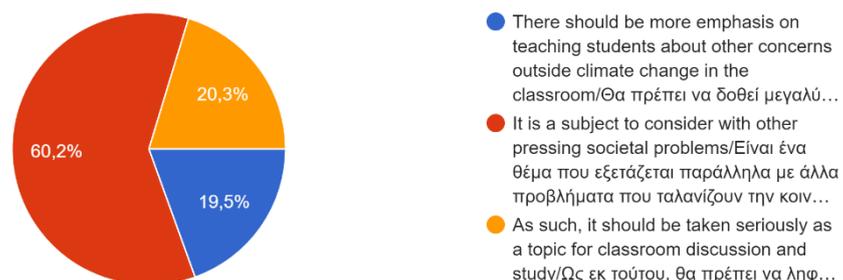
The majority of the participants (78%) answered that climate change cannot be described only by science and geography classes. 15,4% of the participants didn't have an opinion on this question and the rest 6,6% of the participants thinks that climate change can be taught only by science and geography classes. A lot of the projects that have already been created, combine more than one subjects of the curriculum such as Computing, Technology, Physics and Biology.

- My school's curriculum covers all aspects of climate change/Το πρόγραμμα σπουδών στο σχολείο μου καλύπτει όλες τις πτυχές της κλιματικής αλλαγής



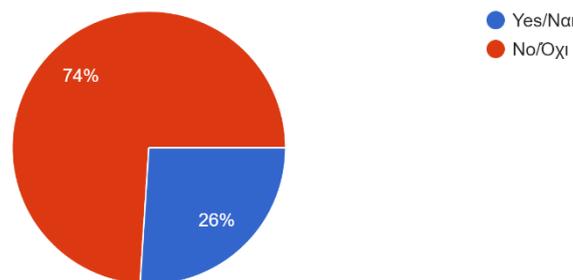
Most of the participants (62,6%) answered that the school curriculum doesn't cover all aspects of climate change and the 29,3% of the participants thinks the opposite. The rest 8,1% of the participants didn't have any answer to this question.

8. Do you have any predictions about how people will feel about climate change education between 2022 and 2030?/Έχετε κάποια πρόβλεψη για το πώς θα αισθάνονται οι άνθρωποι σχετικά με την εκπαίδευση για την κλιματική αλλαγή μεταξύ 2022 και 2030;



We asked the participants how they think that the people are going to feel about climate education in the future. 60,2% of the participants believe that in the future climate education will be a subject to consider with other pressing societal problems. 20,3% of the participants think that in the future climate education will be taken seriously as a topic for classroom discussion and study. 19,5% of the participants believe that in the future there will be more emphasis on teaching students about other concerns outside climate change in the classroom.

9. Is there something about the way climate change is discussed in your classroom that worries you/Υπάρχει κάτι που σας ανησυχεί όσον αφορά τον τρόπο με τον οποίο συζητείται η κλιματική αλλαγή στην τάξη σας



Most of the participants (74%) believe that there is nothing to worry about the manner that climate change is discussed in their classroom and the 26% of the participants think the opposite. The participants who answered YES to the question wrote the reasons why they are worried. Most of the YES answers were referring to the insufficient education of the teachers on the environmental field and the lack of materials and resources to perform climate education. Some participants referred to the fact that there is not enough time to include climate education and there is not a specific curriculum for the teachers to follow and educate the students. Other participant said that “the society is not ready for that; it needs to involve parents and society to that subject first”. Some participants answered that formal education in climate change is boring for the students, thus more activities are required to activate the students.