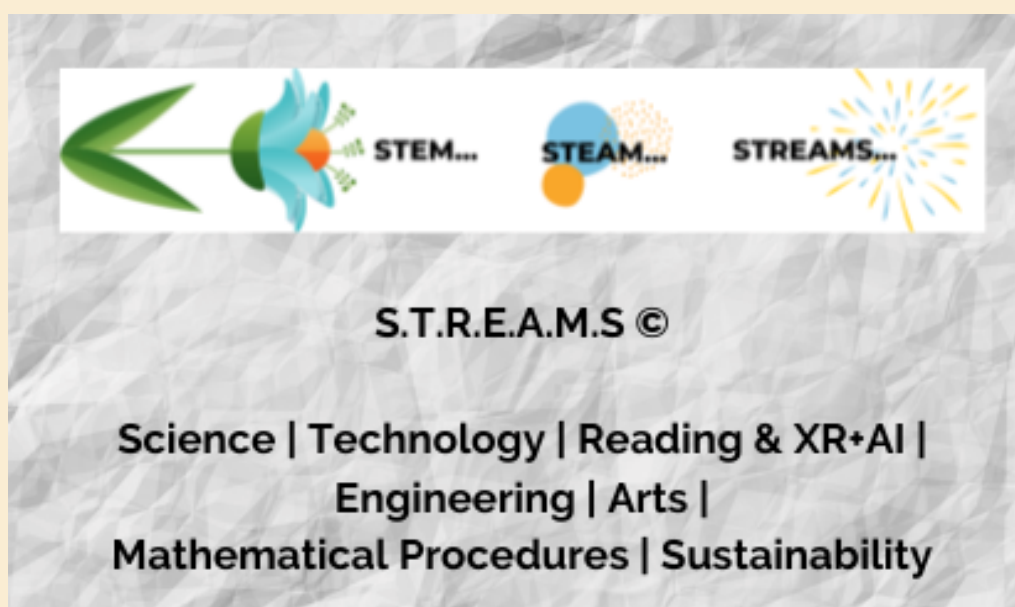


Development of EU Competences Framework Data collection

STREAMS Union Survey Results 2021-2-IS01-KA220-SCH-000050036



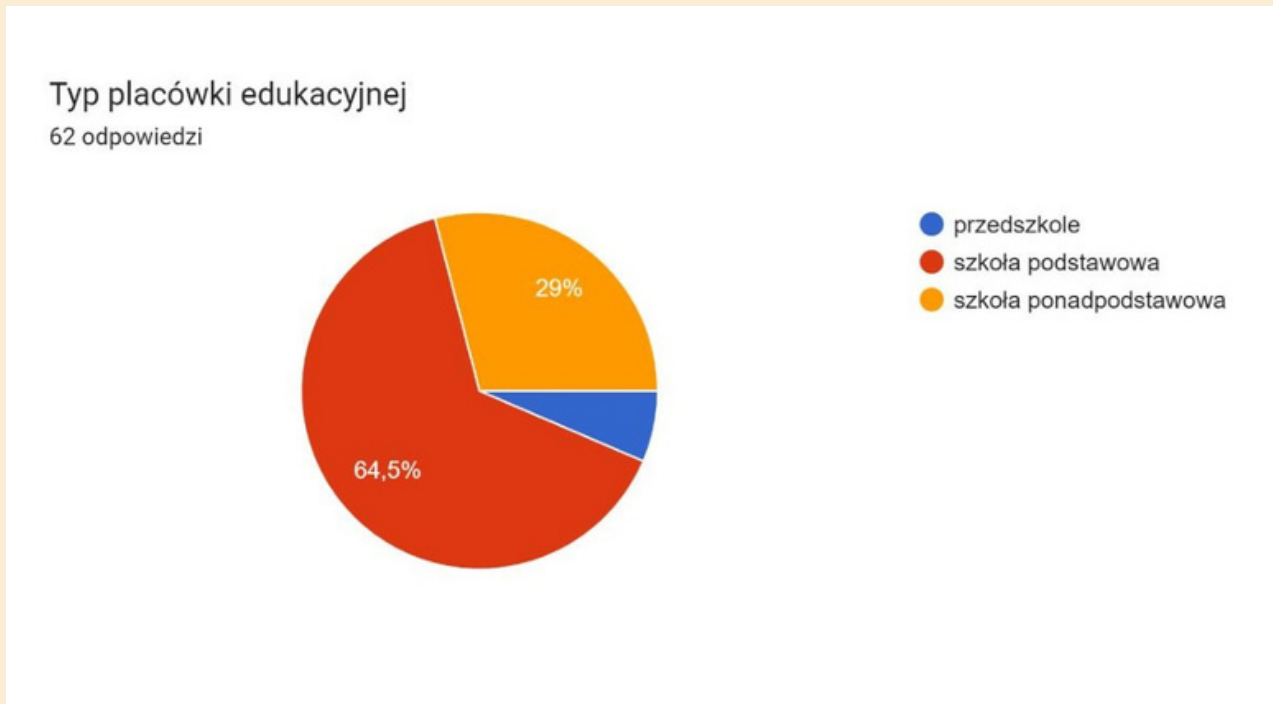
 Lęborskie Towarzystwo Oświatowe
Poland, 7.10.2022

Objectives

- 01.** 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.
 - 02.** 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.
 - 03.** Organize online and face-to-face workshops for teachers and school leaders to encourage knowledge exchange and support experimentation with new mentoring approaches (WP6).
 - 04.** 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.
 - 05.** 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.
 - 06.** 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

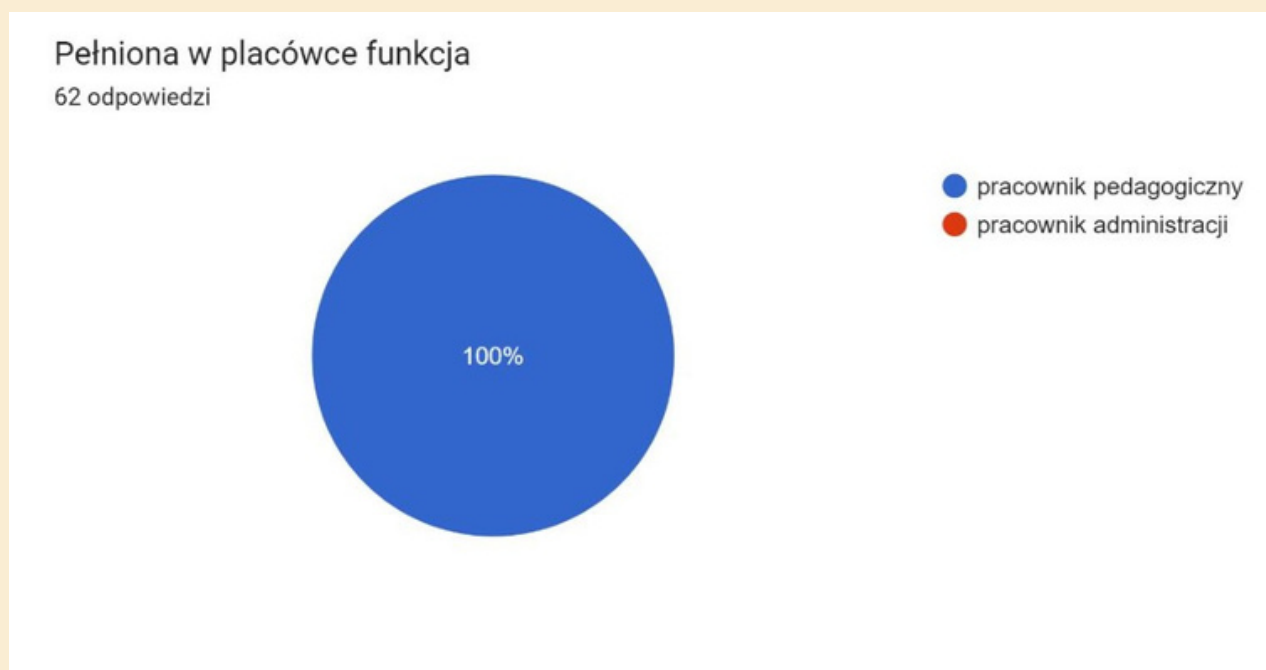
1. The level of the school



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. 64,4% of the teachers are from primary schools, 30,5% from high school and 5,1 % are from kindergartens

Results

2. What is your professional role ?



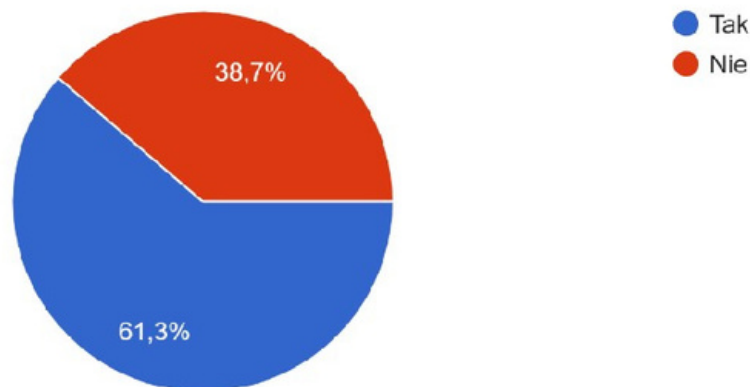
All of the participants work in their schools as teachers (100%).

Results

3. Do you have climate change Education at school ?

Czy placówka prowadzi edukację związaną z zmianami klimatycznymi?

62 odpowiedzi



When we asked the participants whether they have climate change education at their schools, 38,7 % of the participant's answers were NO.

Just 61,3 % of the participants said YES to this question.

In Poland, children learn about ecology from kindergarten. At school, during various educational activities, students learn about issues related to environmental protection, climate change, saving energy, water, raw materials, segregation and recycling of waste. The Ministry of Education has introduced a regulation that obliges teachers to discuss the most important climate and environmental protection issues with students during classes with the class teacher from September 1, 2020. Most often, content related to climate change is conveyed in subjects such as geography, biology, chemistry, and nature.

Results

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

- Erasmus + and other international environmental projects
 - core curriculum in geography, biology, chemistry and nature
 - realization of the material of natural subjects
 - ecological actions: Earth Day, forest planting, waste segregation, climate change, cleaning the world
 - multimedia presentations on climate change,
 - involving students in activities related to raising awareness of the impact on changes in the environment,
 - talks during lessons, trips to the "bosom of nature", thematic magazines
 - weather research with students, information provided during lessons
 - art works on ecological issues, competitions
 - projects on sustainable development, conversation with students during lessons - United Nations 2030 Agenda,
 - webinars
 - eTwinning projects
 - segregating rubbish at school, saving water and electricity
 - in biology and chemistry lessons - educational,
 - discussing the problem during childcare hours.
 - climate education is intertwined with the content of other subjects; the issues are discussed in class with the tutor
 - classes on ecology and environmental protection as part of English lessons;
 - international cooperation as part of the Erasmus + "Second life" project - workshops and activities related to climate change, its causes and effects, as well as developing ways to reduce the carbon footprint in the everyday life of students and teachers,
 - games, competitions
 - encouraging the consumption of more vegetables and fruits (meat production generates more greenhouse gases), encouraging avoiding plastic, respecting food, not buying too much clothes, not constantly buying new phone models, etc.
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Results

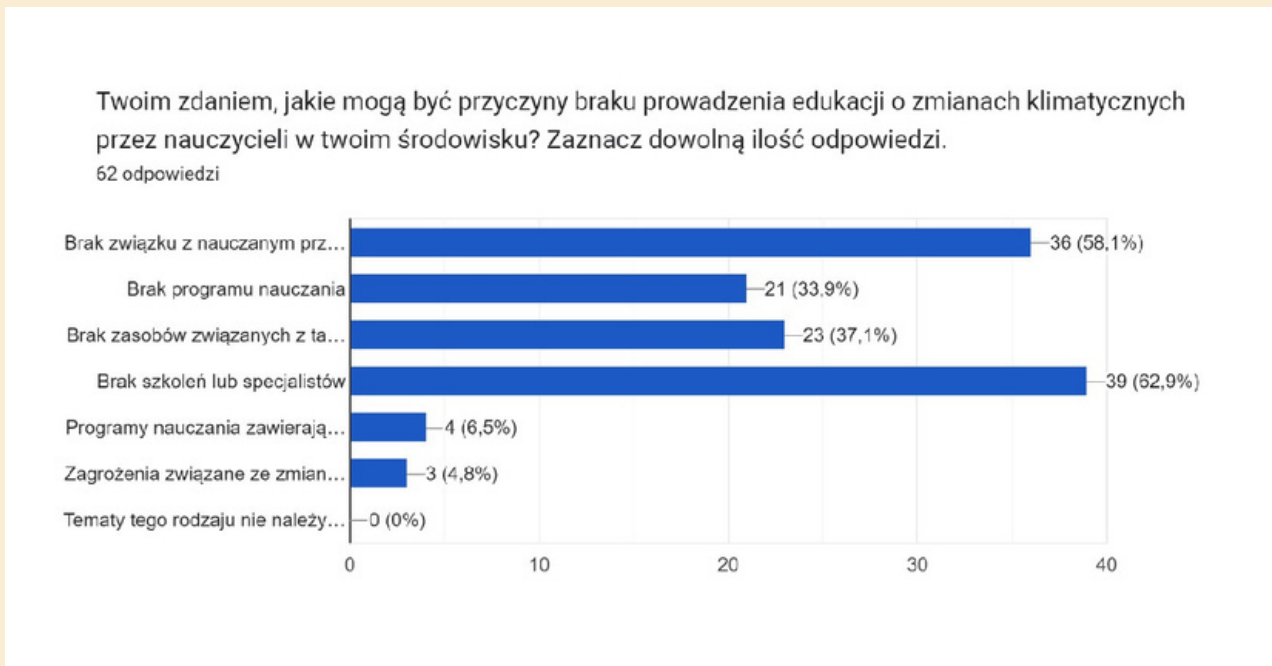
5. To what extent do you believe that kids in your area are being taught the information and skills they need to comprehend climate change and implement solutions in their own lives?



Most teachers (72.6%) believe that climate change issues are implemented in educational institutions. However, 25.8% of teachers believe that education about climate change does not exist at all in Polish schools. Only 1.6% of the surveyed teachers believe that schools should not be interested in this topic.

Results

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 asked what are the primary reasons why teachers in their schools or region would not integrate climate education into their lessons. The majority of the participants (62,9%) answered that this is the resulting lack of training or expertise of the teachers and schools. 33,9% of the participants think that this is not part of the curriculum and they don't have enough time to deal with this topic in their classes. 58,1% of the participants think that there is a lack of climate education resources that are connected to their subject area. 33,9% of teachers replied that there was no curriculum for climate change. So, teachers and schools should be educated and supported with enough materials in climate and environmental education.

Results

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



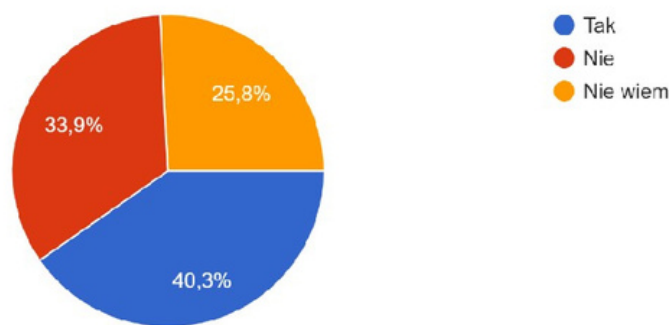
When we asked if the teachers had sufficient knowledge to teach climate education, as many as 64.5% answered that they did not know! For us, it means that they do not have this knowledge. 24.2% of teachers replied that they did not have sufficient knowledge to conduct such classes. Only 11.3% said that teachers were prepared for their students' climate education. This shows that our project is a must to enhance their skills in teaching climate and environmental education at schools.

Results

8. Isn't teaching about climate change limited to science and geography?

Czy nauczanie o zmianach klimatycznych nie ogranicza się do przedmiotów przyrodniczych oraz geografii?

62 odpowiedzi



40.3% of teachers answered that teaching about climate change does not only cover nature and geography. This topic is included in many other subjects, eg technology, biology, a lesson with an educator, etc.

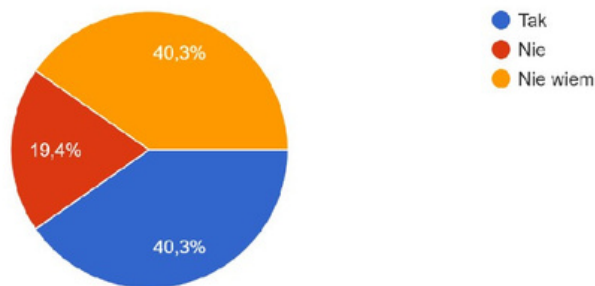
33.9% answered that climate education is only in nature and geography lessons. And as much as 25.8% answered that they knew nothing about it. These responses confirm that we need knowledge about climate change in our schools, we need teacher training and tools to transfer this knowledge.

Results

9. Does my school curriculum include environmental education related to climate change?

Czy program nauczania w mojej placówce zawiera tematykę nauczania ekologicznego związanego ze zmianami klimatycznymi?

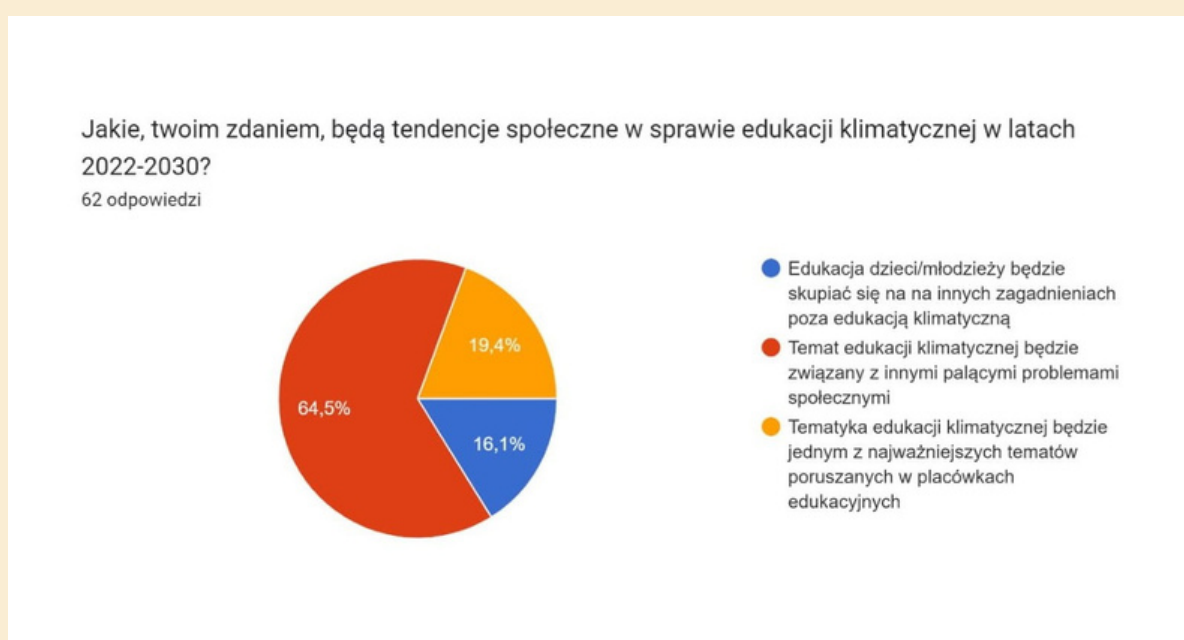
62 odpowiedzi



When we asked if the curriculum at my school included the subject of ecological education with climate change, 40.3% answered that it was for sure. Unfortunately, also 40.3% answered that they did not know. As many as 19.4% of teachers are sure that the curriculum does not include this topic. It should also be confirmed that schools in Poland have insufficient background on the subject under study.

Results

10. What, in your opinion, will be the social trends regarding climate education in 2022-2030?

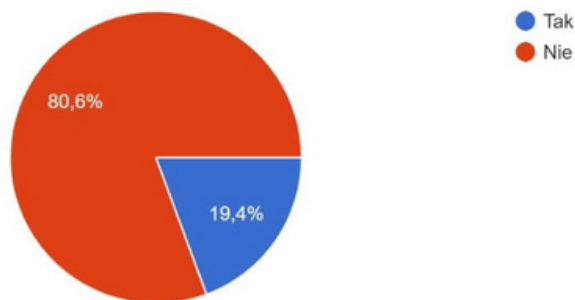


When asked what, in your opinion, the social trends in climate education in 2022–2030, 64.5% of teachers replied that the topic of climate education would be related to other very important social problems. 19.4% answered that climate education will be one of the most important topics discussed in our schools. 16.1% answered that the education of children / youth will focus on other issues, apart from climate education.

Results

11. Does the way in which you discuss climate change in educational settings raise your concern?

Czy sposób prowadzenia dyskusji o zmianach klimatycznych w placówkach edukacyjnych budzi twój niepokój?
62 odpowiedzi



When asked if you were concerned about the way in which discussions about climate change in schools are conducted, 80.6% of teachers said no. Maybe it comes from ignorance. 19.4% fear that climate education in schools is insufficient and that the information delivery method is inadequate.

Results

12. If yes, explain why

- The teachers answer that the program most often presents the effects of environmental disasters, very little is said and done about preventing climate change, it is not about what an ordinary, average person can do, the topic is generally perceived as a global problem. The education of the average ordinary person is lacking. On the other hand, when one hears about the fact that the Amazon forests are being cut down with impunity and the world has no influence on it, an ordinary person ceases to believe in his actions.
 - The topic is treated as less important, the lack of commitment by both teachers and students to emphasize its importance in any way
 - Topics are probably only discussed in geography, biology lessons and project implementation, but then only with a small group of children
 - No discussion
 - No time
 - Lack of good educational solutions, government support, programs and projects in this field,
 - Too little time is devoted to it, it is treated as slogans
 - Sometimes there is no translation of theory into practical behavior of students and teachers, climate education should be correlated with each individual subject, and its effects should be visibly implemented in the life of the school community.
 - Bad ministry policy that sees no problem
 - Lack of educational materials, teacher knowledge
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