



**Development of EU Competences Framework Data  
collection**

*STREAMS Union Survey Results*

*2021-2-IS01-KA220-SCH-000050036*



**INTERACT IDEAS**

Leiria, Portugal

30/09/2022

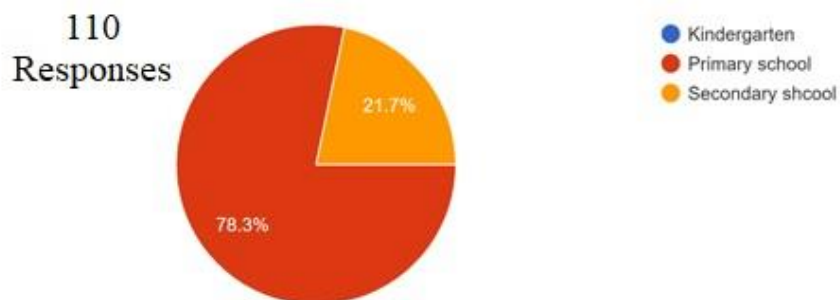
## Objectives

- ❖ 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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# Survey Results – Resultados da pesquisa

## 1. *Nível escolar*

1. The level of the school



The majority of schools that responded were from Primary schools and secondary schools followed, with no responses from Kindergarten schools.

## 2. Qual é a sua função profissional?

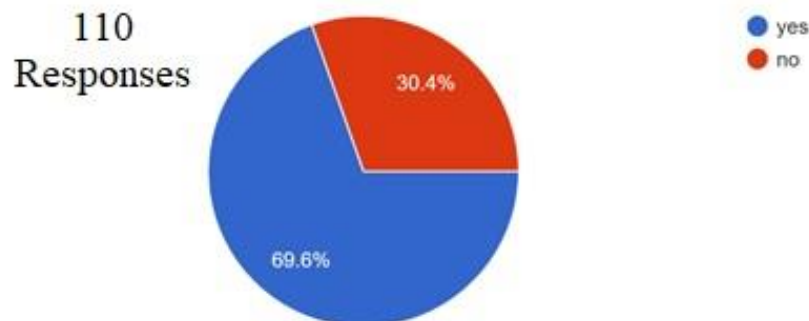
2. What is your professional role?



All respondents are educators.

### 3. Você tem educação sobre Mudanças Climáticas na escola?

3. Do you have climate change education at school?



It is interesting that approximately 70% of respondents indicate that Climate Change is not a feature in their school curriculum. Apart from the Eco-Schools programme in Portugal, Climate Change and associated areas are not part of the national curriculum.

<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://www.climact.net/siteclimact/wp-content/uploads/2020/01/Database-for-1000-schools.pdf>

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### 4. Se sim, que tipo de atividades você está implementando em relação à Educação em Mudanças Climáticas?

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

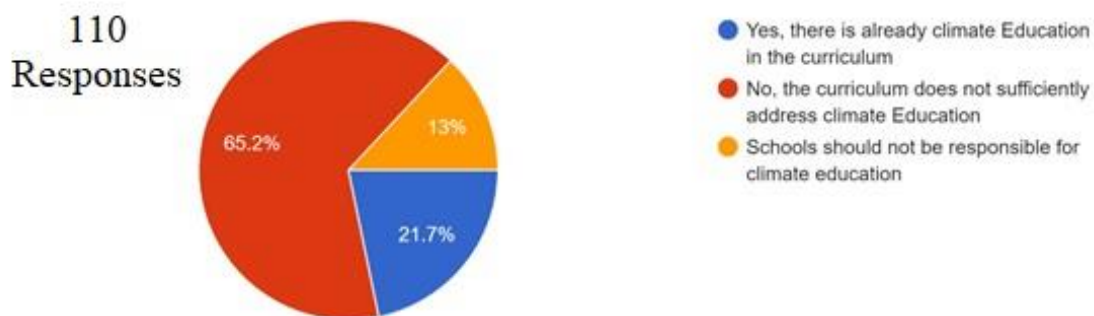
Responses:

- Project work and debates – Senior grade students:
- Litir pick up on local beach - Save the Seas Campaign. Green eco classes - Green Committee in the school - awareness of recycling and waste disposal, energy resources etc.
- Discussing how you would reduce your Carbon footprint, recycle waste etc..
- Geography and science classes

- Implement activities across nearly all subject areas to make other students aware of climate change, and schools cover a different aspect of climate change in each subject.
- Geography, science, environmental, and social science lessons
- Green committee, activities etc.
- Visits to wind farms, recycling centres, renewable energy installations, etc.
- Integrate the topic in the Science syllabus.
- Wind Energy study, recycling, reduce, reuse
- Green Initiatives participation, Children's' Green schools' Committees in operation (Reduce/reuse/recycle) Participation in local Wind farm initiatives.
- We do not do specific Climate Change Education but it is referred to a lot during Geography lesson etc.
- Awareness of importance of recycling, reducing waste and reusing where possible, climate strike by students pre-covid

**5. Até que ponto você acredita que as crianças em sua área estão aprendendo as informações e habilidades necessárias para compreender a mudança climática e implementar soluções em suas próprias vidas?**

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?



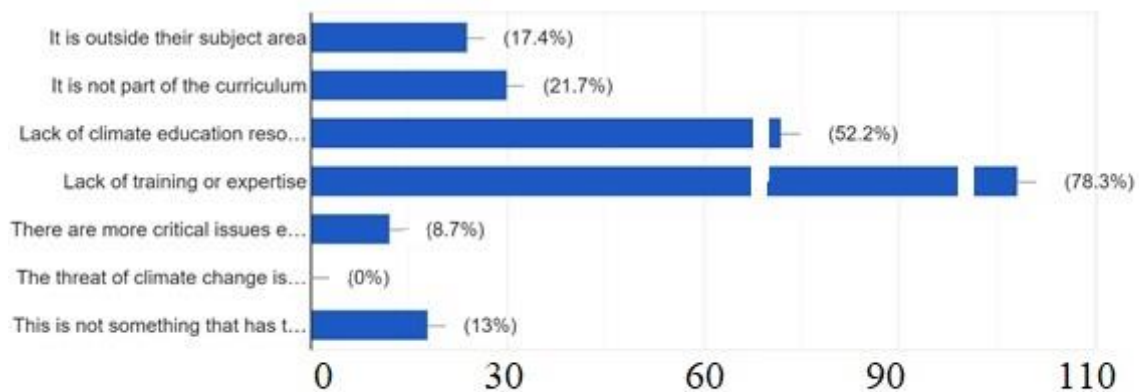
Over 65% of respondents believe that the curriculum does not sufficiently address climate Education in any significant way, in their schools.

21.7% of respondents believe that there is already Climate Education in the curriculum and interestingly, 13% of the respondents believe that schools should not be responsible for climate education at all.

These results are worrying as we move towards 2030 and the SDGs implementation. Overall, approximately 80% of respondents do not have access to or consider Climate Education as important in schools in Portugal.

**6. Na sua opinião, quais são as principais razões pelas quais os professores da sua escola ou região não integram a educação climática nas suas aulas?**

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 the primary reasons are that teachers in their schools or region would not integrate climate education into their lessons. The most significant % of respondents (78.3%) answer that this is the lack of climate education training and expertise in the subject area. 52.2% of respondents state that teachers don't include climate education in their classes as a result of the lack of relevant resources associated with climate education.

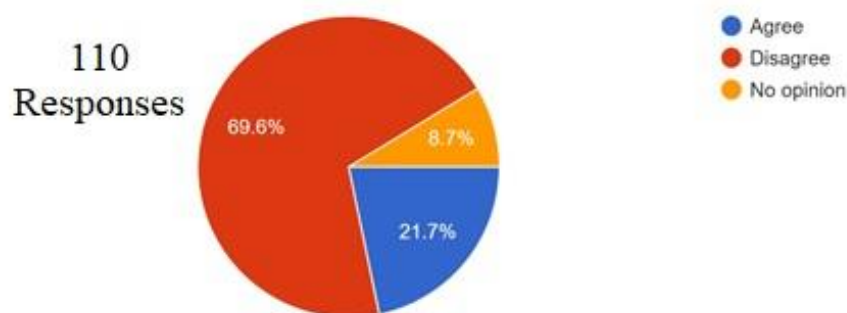
\*Interestingly no respondent, 0%, states that the threat of climate change is overstated yet 13% answer that Climate change is not something that has to be discussed in schools.

Overall, the need for expert training and resources and continuous professional development are considered vital in dealing effectively with climate education in schools.

**7. O quanto você concorda com cada um dos itens a seguir? Concordo - Discordo - Sem opinião?**

**7. Os professores têm conhecimento e recursos suficientes para ensinar educação climática.**

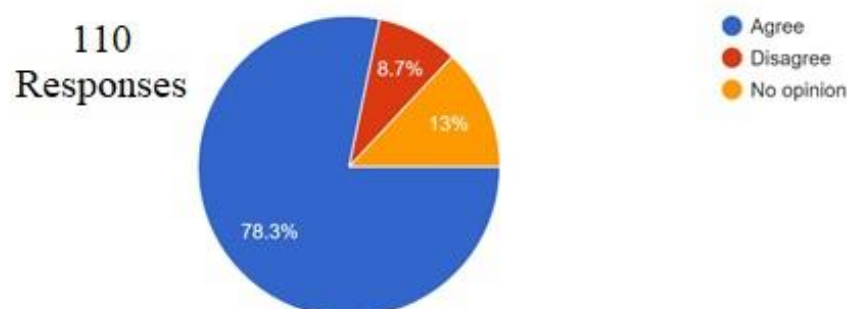
7. Teachers have enough knowledge and resources to teach climate Education



We asked if teachers have adequate knowledge and resources to be qualified to teach climate education. The majority of respondents (69.6%) believe that teachers don't have the required 'education', and 21.7% state the very opposite. 8.7% do not have any opinion on this subject. In Portugal, climate education is taught as an integrated subject area in sciences or environmental classes if included, and does not form part of a teacher's professional qualification.

**8. Aprender sobre mudanças climáticas não se limita às aulas de ciências e geografia.**

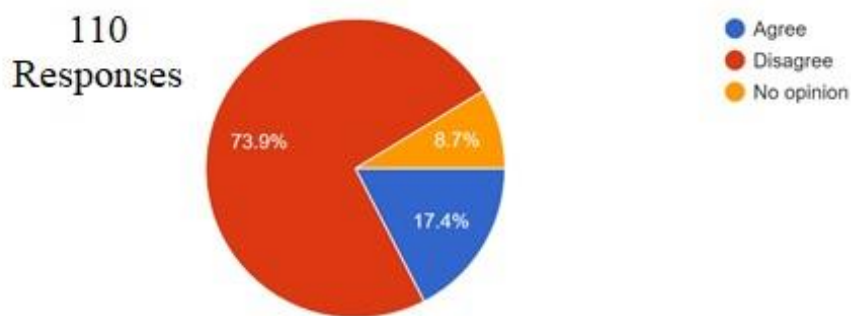
8. Learning about climate change is not limited to science and geography classes



The majority of respondents (78%) answer that climate change cannot be limited to science and geography classes. 13% of respondents don't have an opinion, and the remainder 8.7% of respondents believe that climate change should be taught in science and geography classes.

## 9. O currículo da minha escola cobre todos os aspectos da mudança climática.

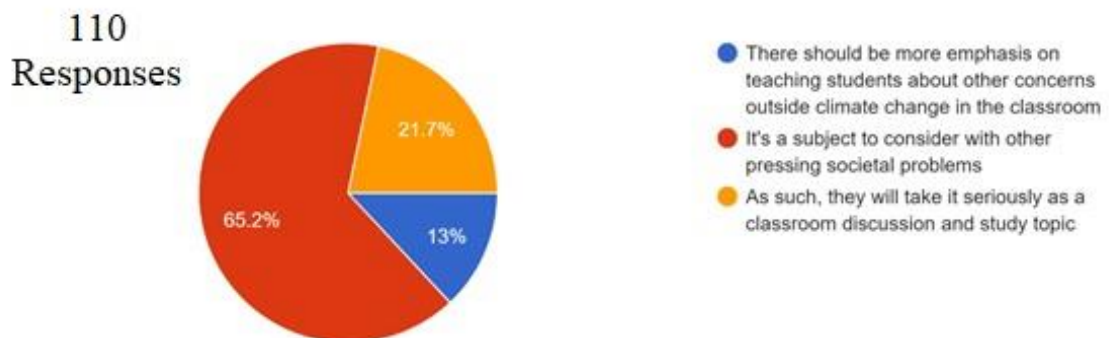
9. My school curriculum covers all aspects of climate change



A significant percentage of respondents (73.9%) answer that the school curriculum does not cover all aspects of climate change, and 17.4% of respondents state the opposite. The remainder 8,7% of the participants have no opinion.

## 10. Você tem alguma previsão sobre como as pessoas se sentirão em relação à educação sobre mudanças climáticas entre 2022 e 2030?

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

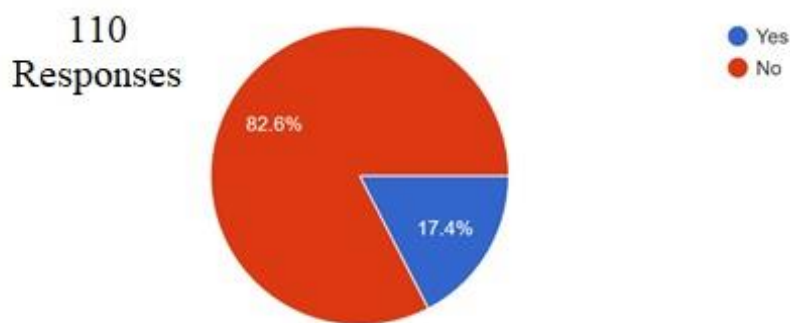




We asked respondents how they perceive people are going to feel about climate education in the future. 65.2% of the participants believe that in the future climate education will be a subject to consider, along with other pressing societal problems. 21.7% of respondents think that in the future, climate education will be taken seriously as a topic for classroom discussion and study. 13% of respondents believe that in the future there will be more emphasis on teaching students about other concerns outside climate change in the classroom.

### **11. Existe algo na forma como as mudanças climáticas são discutidas em sua sala de aula que o preocupa?**

11. Is there something about the way climate change is discussed in your classroom that worries you?



The majority of respondents (82.6%) believe that there is nothing to worry about the manner in which climate change is discussed in their classroom, and 17.4% of respondents state the opposite. The respondents who answered 'YES' to the question stated the reasons why they are worried, and refer to the insufficient education of teachers in environmental issues, and the lack of materials and resources to undertake climate education in schools. Some respondents refer to the fact that there is inadequate time to include climate education, and there is not a specific curriculum even for teachers to follow. Other respondents point out that "certain groups of people in society argue that climate action is not a real issue and that it is fake news". This again is very confusing.

## 12. .Se sua resposta for sim, por favor explique.

12. If your answer is yes, please explain

4 responses

“Personally, I believe the rise in anxiety amongst teenagers is linked to the doom and gloom around environmental issues, and climate change. So many experts have taken opposing sides on this issue and this is very confusing and unsettling”.

“Sometimes Climate education can be a very depressing topic”.

“It is not in the curriculum, and this does worry me”.

“ Can we actually stop Climate change at all?”.

“Society seems to stress the lack of personal responsibility, and look to governments for answers”.

## 13. Número de escolas e % de respostas.

## 13. Number of schools an % of responses.

