



# S.T.R.E.A.M.S.

## DEVELOPMENT OF EU COMPETENCES FRAMEWORK DATA COLLECTION

*STREAMS Union Survey Results*

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

SPAIN. IES MARTÍN DE ALDEHUELA.  
30.09.2022

# Objectives

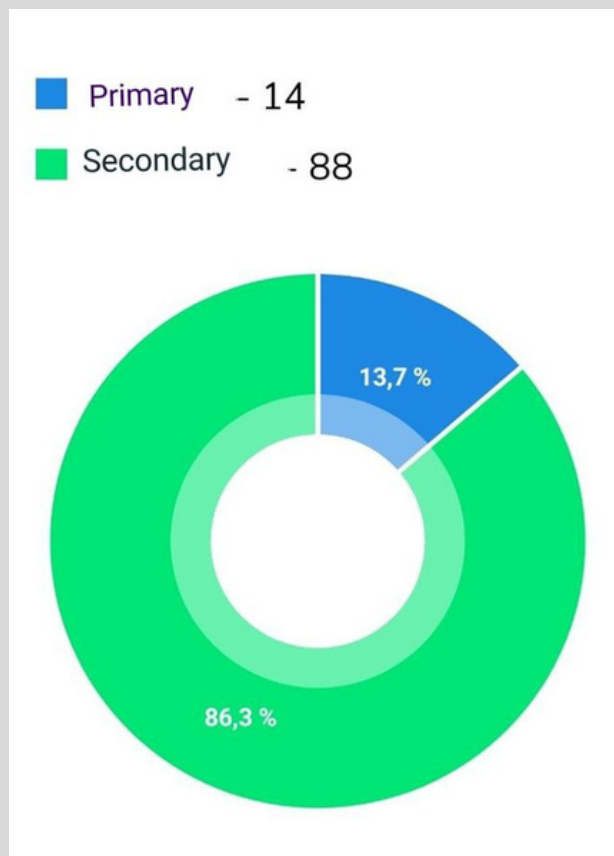
- To define criteria for how project partners will initially identify and select exemplar schools and teachers (both primary and secondary) that will be invited to participate in the project and organize a call for schools that meet the selection criteria.
- To define the responsibilities and activities 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).
- 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).

# Results

---

## 1.- The level of the school?

---



This survey has been applied to create our STREAMS union network between potential schools and also to gather some information about the school's current situation regarding climate change education. 86,3% of the teachers are from secondary schools, and 13,7% are from primary schools,

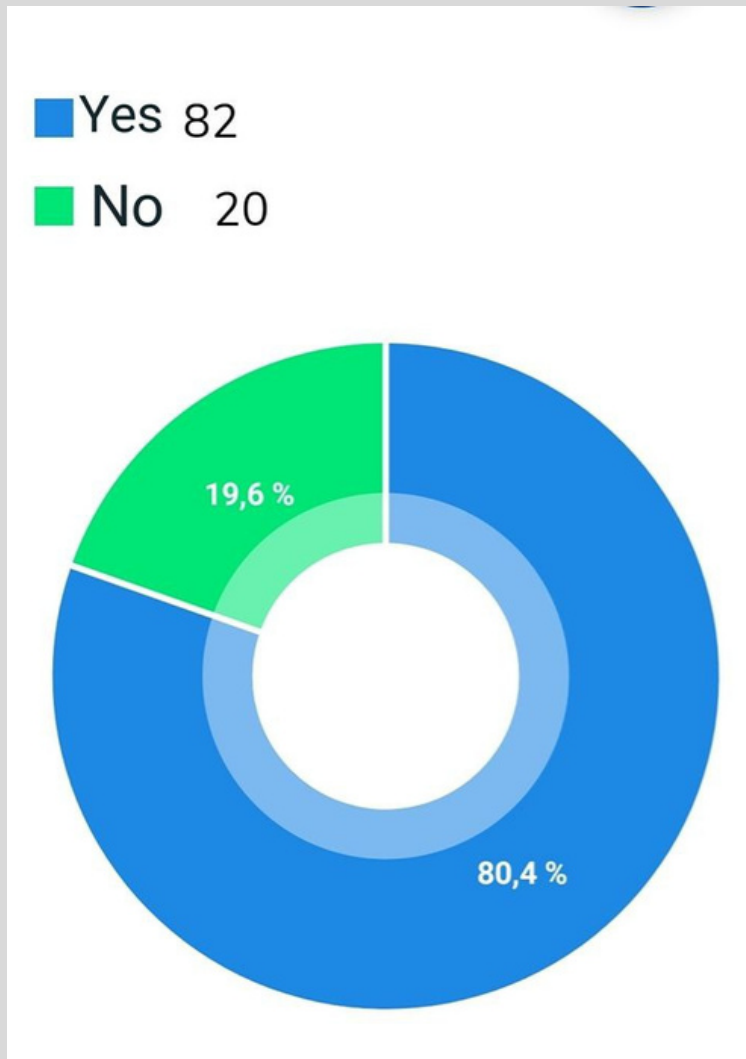
## 2.-What is the name of your school?

---



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

---



It is very satisfying to watch that when we asked the participants whether they have climate change education at their schools, 80,4 % of the participant's answers were YES. Education helps people adapt to climate change by improving their abilities to assimilate information, calculate risks, prepare for and recover from climate shocks.




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

---

In most part of the schools, there are educational activities about climate change and environmental education. Some of the participants said that :

- They participate in debates, games and other activities through active methodologies
- Others work on the SDGs, they carry out an Erasmus project focused on sustainability and climate change!
- Some of them are involved in activities about sustainability and climate change and STEM,
- Awareness of the problem, attempt to save energy and calculate ecological footprint for example.
- Clean energy kit in Geography.
- Climate change day
- Seed collection, planting and monitoring.
- Erasmus + on waste
- Turn off lights and devices when they are not needed.
- Promote sustainable transport.
- Awareness of the use of renewable energies.
- Ecological garden and awareness talks: Student teams that act in recesses to inform the rest of the students about the need to recycle bricks and breakfast wrappers;...
- Audiovisuals
- Recycling workshops. Responsible consumption. Cultural week with activities related to climate change
- Activities of information, awareness and change of attitudes in the face of the climatic emergency situation (school garden, zero waste, ...)
- Production of videos on the subject. Awareness and action campaigns in the center. . Involvement activities with families.
- Radio and environment project.
- Through social media.
- Put littler bins of different colors in the classes, collect batteries, install suitable windows, recycle old clothes to make bags, encourage students and teachers to walk to the Center, etc.
- Readings, preparation of material
- Zero waste, an international and bilingual project in addition to the Ecoschool, murals with messages, recycling.
- We reforest areas near the center, we carry out actions on the Monachil River, talks, colloquiums, debates, recycling actions, addressing the climate emergency from the curriculum ...
- Plastic free day.
- Those framed in the Erasmus project KA 229 on climate change.



**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?**

---

- **Yes**, there is already climate Education in the curriculum: **56%** (58)
- **No**, the curriculum does not sufficiently address climate Education: **26%** (27)
- Schools should not be responsible for climate education :0,98%( 1)
- Unanswered: 15,69% (16)

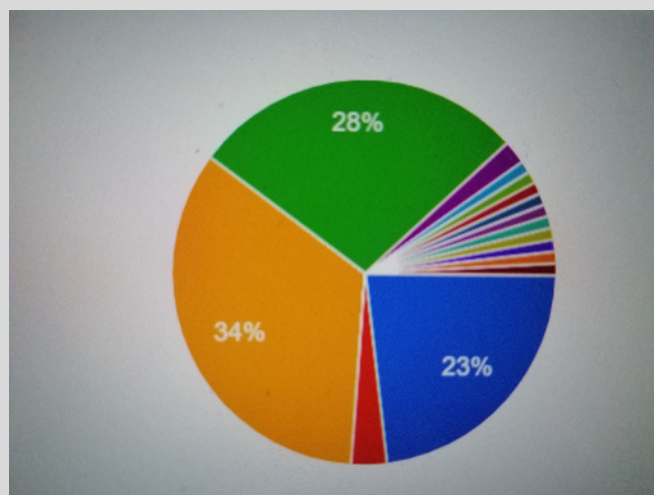
A little more of half of the participants think that the curriculum sufficiently address climate Education at their schools (56%). 26% of the participants think the opposite and very few participants think that schools should not be responsible for climate education. This tells us that there is a progress in environmental education.

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.

---

)

- **It is outside their subject area: 23%**
- It is not part of the curriculum 2,29%
- **Lack of climate education resources that are connected to their subjects area: 34%**
- **Lack of training or expertise 28 %**
- There are more critical issues existing in the curriculum 1,96%
- The threat of climate change is overstated. 0,98 %
- This is not something that has to be discussed in school. 0% (0)
- Unanswered: 11,76%



When we asked the teachers about the primary reasons for not having integrated climate education in their lessons, a big number of participants (34%) answered that there wasn't enough climate education resources that were connected to their subject area. 28% of the participants think that it was because of the lack of training or expertise. 23 % said that it was not part of the curriculum and they didn't have enough time to deal with this topic in their classes.

■

■

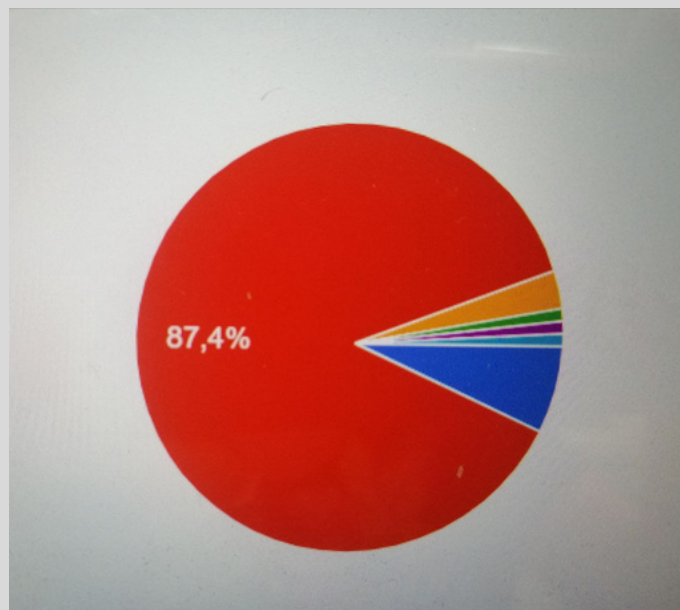
■



7.- How much do you agree with each of the following? Agree with:

---

- **Teachers have enough knowledge and resources to teach climate Education: 6,8% (7)**
- **Learning about climate change is not limited to science and geography classes:87,4% ( 90)**
- **My school's curriculum covers all aspects of climate change: 2,91% (3)**
- Unanswered: 2,91% (3)



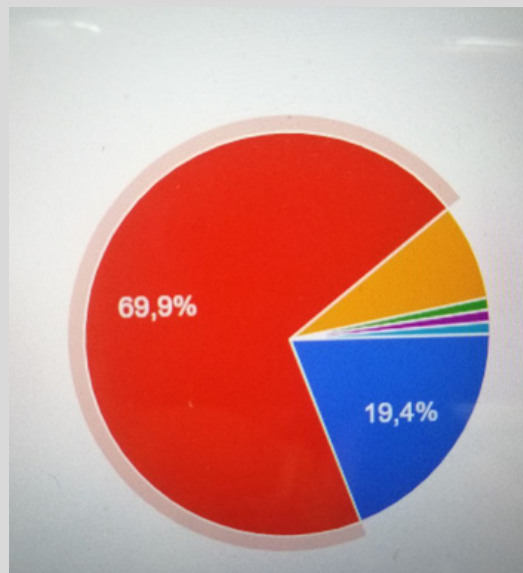
The most of participants think that learning about climate change is not limited to some subjects but it is an issue that must be addressed from all areas and in a transversal way.



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

---

- **It's a subject to consider with other pressing societal problems: 69,9% (72)**
- **As such, they will take it seriously as a classroom discussion and study topic: 19,4% (20)**
- **There should be more emphasis on teaching students about other concerns outside climate change in the classroom: 7,77% (8)**
- Unanswered: 2,91% (3)

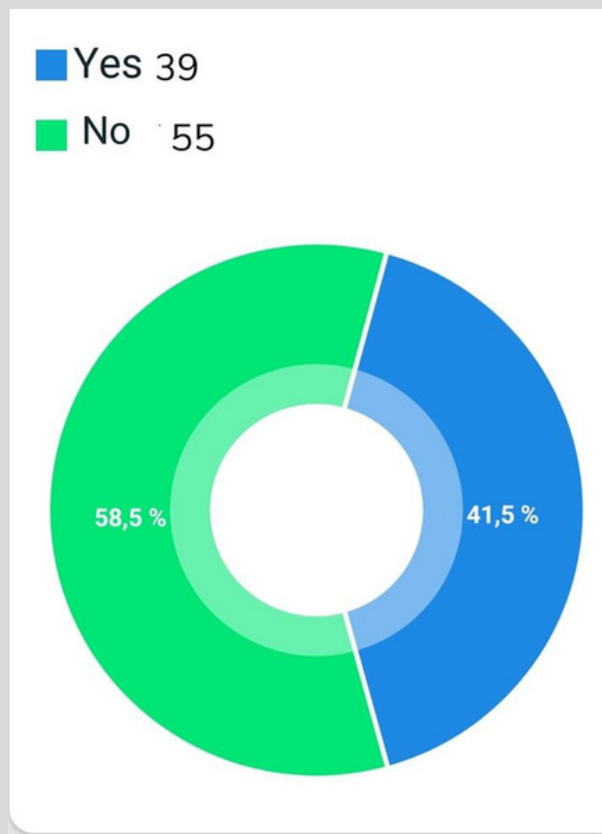


Firstly, a high percentage of the survey respondents (69,9%) think that it's a subject to consider with other pressing societal problems so we should take it into account.

Secondly (two out of 10 teachers) consider that they will take it seriously as a classroom discussion and study topic. And last, the 10 per cent left don't agree in their answer.

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

---



Just over 50% express themselves as satisfied with how climate change is addressed in class.



## 10.- If yes please explain.

---

Among the answers that justify the affirmative option, we highlight the following:

- Do not go to the root of the problem, wild capitalism, hyper-consumerism and do not create a critical and self-critical spirit.
  - That it remains in the theoretical plane and no measures are taken in the center, in the families, in the municipality
  - Not giving it all the importance it needs, due to lack of awareness and also of knowledge
  - To understand climate change, you must first understand the normal atmosphere in depth and know basic notions of astronomy, and both issues have been eliminated from the educational law that comes into force this year. If the causes are not known, the consequences will not be heeded.
  - On the other hand, the students who reach ESO 1 throw a lot of rubbish on the ground, if what is concrete and tangible is not respected, I think much less what is more "abstract" to a certain extent, since we cannot see it or touch it directly. The current society that surrounds us lacks the civility and discipline necessary for the measures against climate change to be effective. (Starting with the politicians who try to sneak us in as "measures against climate change" when in fact they are directed to war.
  - The economic measures adopted with respect to the most polluting industries are insufficient. They do not allow raising awareness in this sense.
  - It is important to update the environmental legislation.
  - There is no time to spend the time required.
  - It is not given enough importance.
  - It is not addressed enough.
  - Students are advised, but day-to-day school life does not face any change in habits that make it possible to fight against climate change (energy savings, recycling,...
  - It should not be seen as something difficult to approach. Small individual acts are fundamental. Eg: Save water, electricity; recycle, use public transport...
  - I am concerned about the lack of coordination between education and other external agents, essential for what is worked on in the classroom to have coherence and real meaning in life.
  - I am concerned about the lack of knowledge, lack of interest and concern about the climate emergency situation
  - The denial of many kids.
  - It is ineffective
  - In some groups this topic is not discussed
  - Lack of time and resources
  - A real contribution from governments and companies is needed to really raise awareness of the problem
  - Make students and teachers even more aware of this subject.
  - There is still a lot of denialism.
  - Individual responsibility for the climate emergency! - The students believe that they cannot avoid climate change
  - Taking care of the planet is not a priority in the curriculum
  - Students don't take it seriously enough
  - The thought that it is an idea of some political parties
  - Generate doubts about it without scientific basis.
- 