

Development of EU Competences Framework Data collection

STREAMS Union Survey Results

2021-2-IS01-KA220-SCH-000050036



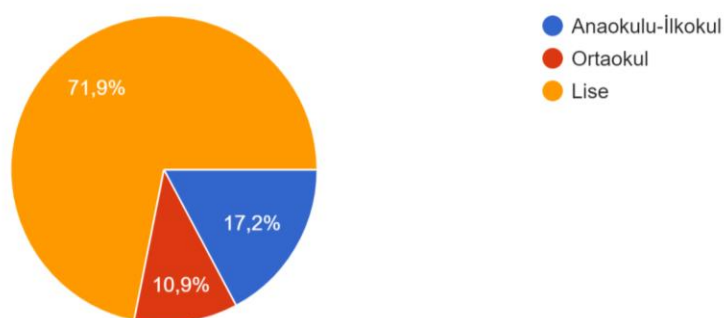
Istanbul University-Cerrahpasa
30.09.2022

- ▶ 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

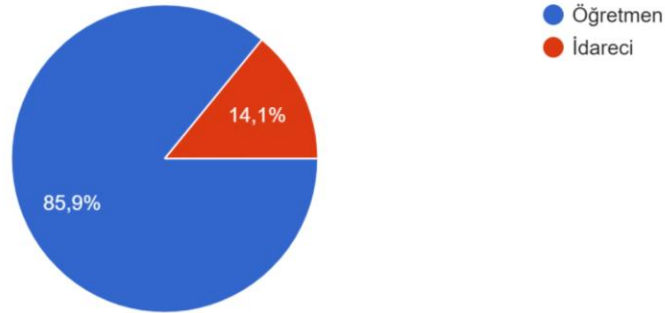
1. The level of the school

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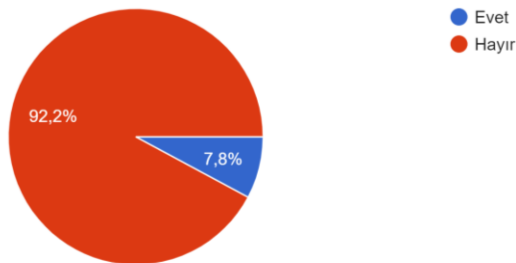
We applied this survey to the potential school to create our STREAMS union network and also to gather some information about the school's current situation regarding climate change education. 71,9% of the teachers are from high schools, 17,2% from kindergartens and primary schools, and 10,9% are from secondary schools.

2. What is your professional role?



Most of the participants work in their schools as teachers (85,9%). The rest are working in administrative roles in their schools (14,1%).

3. Do you have climate change Education at school?

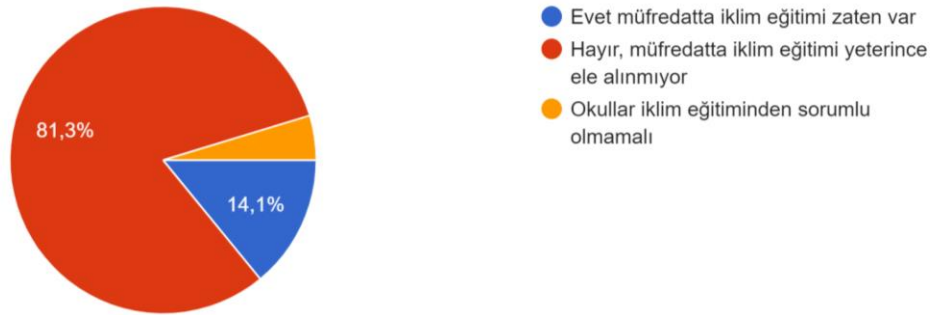


When we asked the participants whether they have climate change education at their schools, 92,2 % of the participant's answers were NO. Just 7,8% of the participants said YES to this question. In Turkey, the Environmental education and climate change course, the curriculum of which is prepared by the Ministry of National Education, will take its place in the curriculum in the new term. Teacher training on climate change will be held. In 30 provinces, teachers will be given training on combating air pollution. The Climate Change Action Plan is aimed to take these studies one step further. In the action plan, 7 main headings were determined in order to plan joint works with stakeholders and to develop solution proposals. These titles are "awareness-raising activities in educational institutions about the effects of climate change", "disasters that may occur as a result of climate change and the measures that can be taken against these disasters", "energy efficiency and energy saving", "protection of water resources and water conservation", "air, water and soil pollution", "recycling and zero waste", "the effects of climate change on the environment and public health". As this is a big shortage in our schools Education Ministry is now trying to take some actions in the area.

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

In some schools, there are some educational activities about climate change and environmental education. One of the participants said that "In the lessons, information about the consequences of climate change and global warming is given. Last year, I prepared the board on energy saving with my students." The other participant also commented on this question: "We carry out our work to assist our research project under 2204 B." They are conducting a school project with TÜBİTAK in their school related to the topic. And they are trying to give proper environment and climate change education to their students. We will take them into our union as an experienced school in this field. The other participant wrote; " I am trying to give training on global climate policies, water resources management, energy policies." One of the participants also commented; "We are the stakeholder field school of the STEM 4CAM8 project." As can be understood from the answers, the environment and combating climate change appear as subjects that are taught in schools with individual efforts. As the Ministry of National Education saw a shortcoming in this regard, it started to be added to the curriculum this year.

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?



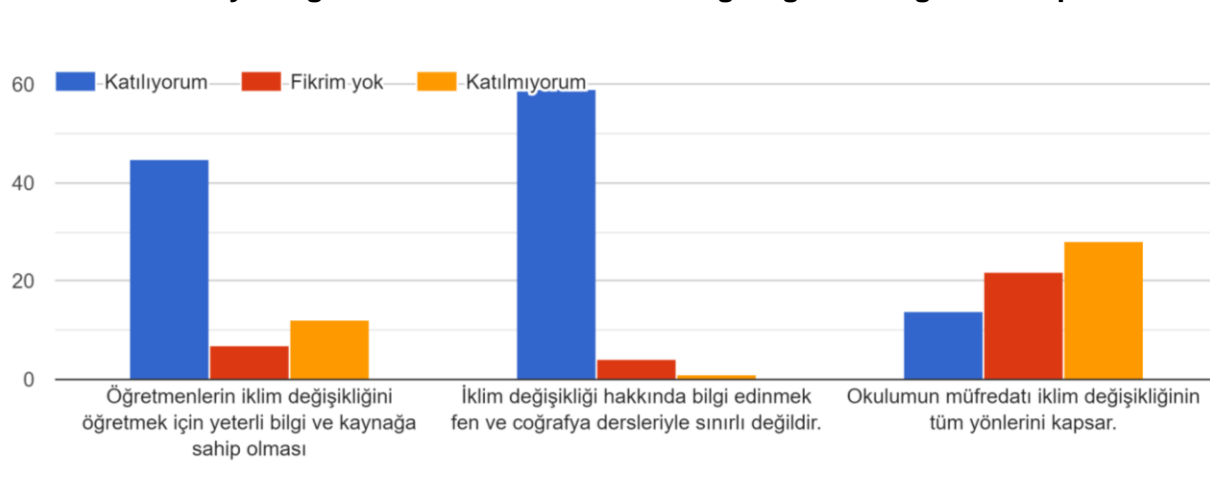
Most of the participants think that the curriculum does not sufficiently address climate Education at their schools (81,3%). 14,1% of the participants think that there is already climate Education in the curriculum at schools and very few participants think that schools should not be responsible for climate education. This shows us that there is a big gap at schools in climate change and environmental education and teachers consider this topic as an important matter that has to be dealt with at schools.

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 (42,2%) answered that this is the resulting lack of training or expertise of the teachers and schools. 21,9% percent 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. Also, 21,9% of the participants think that there is a lack of climate education resources that are connected to their subject area. So as understood from the answers teachers and schools should be educated and supported with enough materials in climate and environmental education.

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



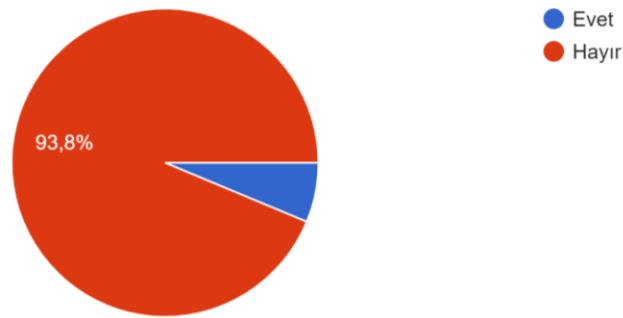
We asked three agree and disagree questions related to the topic to the participants. For the first statement, teachers have enough knowledge and resources to teach climate Education, teachers agree that teachers should have knowledge and resources to teach climate education in their lessons. Very few of them disagree with this statement. Supporting the school system and teachers with materials would be the solution to this problem. Also, teachers should have the knowledge to handle this topic. For the second statement; "Learning about climate change is not limited to science and geography classes", the teachers agree that this topic should be integrated into other subjects for a common understanding. Therefore, it is a necessity to have participants from all courses in the studies to be conducted on the subject. For the other statement; "My school's curriculum covers all aspects of climate change." Most of the participants disagree. It is obvious that there is a gap in school curriculum related to climate and environmental education school, especially in their curriculum. And also many of them have no idea about this statement. And this shows that our project is a must to enhance their skills in teaching climate and environmental education at schools.

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



Education for Sustainable Development (ESD) is UNESCO's education sector's response to the urgent and dramatic challenges facing the planet. Through their collective activities, humans have changed the world's ecosystems so much that our survival even seems at stake due to transformations that are more difficult to reverse every day. In order to control global warming before it reaches destructive levels, environmental, social, and economic issues need to be addressed holistically. ESD for UNESCO's Education 2030 Agenda aims to bring about the personal and societal transformation needed to change course. Many of the participants (60,9%) think that it is a subject to consider with other pressing societal problems. They are aware that this topic is crucial and also have strong relationships with other subjects. The studies to be done for this must be interdisciplinary. That's why we determined the STREAMS approach in our project. And, 26,6% of the participants think that there should be more emphasis on teaching students about other concerns outside climate change in the classroom. We understand that there are also some important issues in Turkish schools needed to be handled but also 12,5% of the participants think that in the future, they will take it seriously as a classroom discussion and study topic. This shows that this topic will be one of the most important issues in the near future.

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



As this topic is not dealt with in schools and classrooms it is normal that many of the participants think that (93,8%). Some of the participants wrote that; the lack of awareness of students and their families is one of the main problems. Also, they think that; their students are not aware of this at the moment and cannot show this awareness as behavior. Moreover, some participants also think that this issue is not given enough importance and given place. And, most crucial comment about this question is that; “Some of the students are aware of this issue, but they do not have enough equipment about the application and what they can do. I would like to make them aware of this.”

When we consider the survey results as a whole. The most important issue for schools and teachers is that they need to be trained in climate change and environmental education. Also, they need to have enough materials to deal with this issue in their classes.