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Partner responsible: European School of Varese

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1. Introduction

1.1. Objective and scope of the research

We are all aware that we need to change, now quickly, when it concerns sustainability. Our research is aimed at primary school level. We believe that raising awareness among the younger generation will be beneficial for the future. The aim of this research is first to study the current situation in our European school in Varese (Italy). To do this, we will interview a group of primary school pupils, teachers and parents. Then, our work will be to compare our results with the other partners of the study to then seek to implement new tools that will help in the awareness and management of sustainability in everyday life.

Through the questionnaires and interviews with pupils, teachers and parents our targets are

- to have the representations of the students who, according to our information, should practice and implement the school's sustainability practices.
- to establish the current situation and to reinforce good practices in the European School of Varese (Italy), with regard to sustainability.
- to put aware all shareholders about the current situation practices, needs and the possible actions.

1.2 Methodology

1/The research took place the week of May 16-23, 2022. Regarding the collection of data through an online questionnaire. It was a questionnaire survey through Forms Office . For the students we have questioned, Italian and English classes of levels P 4 and P 5 (bigger sections in our school), age between 10 & 11 years old, which corresponds as total to 137 students in our school. We conducted these questionnaires in the computer room, under the direction of the professor. Each student was free to answer as they wished, but the questions were read by the teacher so that each of them understood the questions well. We chose Italian and English section the goal is to involve a maximum of native people from Italy. Concerning teachers, the questionnaire was sent to all teachers at the primary level. 11 responded and they sent their response back via email. Concerning the parents, the questionnaire was sent randomly to 100 parents. 52 of them responded, online.

2/Regarding the Focus Group methodology/ they took place the week of June 03-10, 2022. The students were questioned in the classes, finally the teachers. P1 P3 P4 P5, had a discussion in the classroom about the opinions of the children (1 slot lesson) with the questions we had written. the teacher summarized the general idea

of the class, making sure that each of the students agreed with what was reported in the research. With the teachers, we led a round table, we led a debate of 45 minutes and synthesized the positions of each. Concerning the parents, we launched once again at 20 parents, the questionnaires in online form. And this time, 5 of them responded.

2.Desk Research Results

2.1 Country “Green schools” of profile

Country’s indicators that are relevant to green practices and environmental policies for primary schools.

Indicators:

- Population
- 1300 ESV students.
- Number of children attending primary school 455 ESV primary students.
- Laws, policies, directions issued by the Ministry of Education regarding green schools or environmental issues.

European School Varese (projects):

1. Riconoscimento Green School Scuola Primaria AS 2019/2020& AS 2020/2021

2. Riconoscimento Green School Scuola Secondaria AS 2020/2021

- “No plastic Friday”
- Energy efficiency at School in collaboration with JRC
- BIODIVERSITY PILAR SEPTEMBER 2020 – APRIL 2021 project
- Reduce its impact on the environment
- Educate their students to an active attitude of ecosystem protection
- Promote attention and sensitivity to the demands of nature environmental in everyday life
- Learn to process and understand scientific data and engineering
- Production and use of energy from renewable sources at School
- The conscious consumption of resources

- Scientific information and good implementation energy practices
- Involvement of the entire school community
- Creation of an active and lasting student work group that deals with energy saving problems
- Collaboration with the student council referring to the environmental problems ("Ecological Member")
- Acquisition of skills and experiences that are well "Expendable" outside the school and in the future

Ministry of Education's directions on the didactic:

The eight didactic paths of the 2014 Guidelines given by the Ministry of Education are intended as "a path from which to start to build new educational paths [...]" concern the following themes, broken down by level and degree of education:

1. "Protection of water and the sea" (Childhood, Primary) 2. "Protection of biodiversity: Flora and Fauna" (Infancy, Primary)
2. "Sustainable nutrition" (Childhood, Primary, Secondary first grade, Secondary second grade)
3. "Waste management" (Childhood, Primary, Secondary first grade)
4. "Protection of biodiversity: ecosystem services" (Secondary first degree, Secondary second grade)
5. "Green economy: green jobs & green talent" (Secondary second grade)
6. "The sustainable city: pollution, land and waste consumption" (Second grade secondary school)
7. "Adaptation to climate change: hydrogeological instability" (Second grade secondary school) "

Law 221/2015 requires the updating of the National Strategy for Sustainable Development, which will be a coordination tool between Italy and the 2030 sustainable goals Agenda.

According to its 2018 national adaptation plan, Italy has developed a complex climate communication system. The Plan combines training, access to information, and awareness raising campaigns.

Commune of Varese (projects):

- Innovation project, to go in depth on the theme of sustainable mobility

Some projects in the Province of Varese:

- "Progetto Green School "
- Progetto "Alberghi sostenibili"
- Progetto "La nostra scuola per l'energia sostenibile"
- Progetto "Semi di sostenibilità":
- ACQUA Ceresio (Azioni di Cooperazione per la QUALITÀ delle Acque del lago Ceresio):
- Famiglie sballate e Spesa Sballata (will be developed in 2.2)
- GeTRI (Gestione del Trasporto intermodale transfrontaliero dei Rifiuti e materiali Inerti)
- MOVE ON (MObilità leggera in Valle Olona)
- REMIDA Varese
- TI CICLO VIA

Some projects in Lombardy:

- Riavviami
- NOPLANETB
- ImpollinAzione Urbana
- Miomojo
- Re-Sign
- SharingMi
- 100%Bioplastica

Italy (projects):

Agenda objectives 2030 set by the EU:

The objectives taken in consideration are just the ones regarding environmental Sustainability:

- Italy's values that are below the European average can be found in the following areas:
 - 1.Clean water and sanitation for all (goal 6)
 - 2.Industry, innovation and infrastructure (goal 9)
 - 3.Sustainable cities and communities (goal 11)

- The values that are on average belong to the following areas:
 - 1.Affordable and clean energy (goal 7)
 - 2.Climate action (goal 13)
 - 3.Life on land (goal 15)

- Italy managed to achieve positive values in the following area:
 1. Responsible production and consumption (goal 12)

Different businesses decided to take action since:

- Sustainable clothing for cyclists, Santini company
- Recyclable and sustainable cookware, Lagostina company
- Sustainable quilt from recycled pet, CasaHomewear company
- Trees for sustainable bills, Hera company contributed to the urban forestation

On a large scale the Italian government introduced the new LIFE 2021-2027 Program that will mainly comprise 2 interventions sectors and 4 sub-programs. The camps that the four sub-programs cover can be found below:

- Nature and biodiversity (€ 2.150 billion)
- Circular economy and quality of life (€ 1.350 billion)
- Climate change mitigation and adaptation (€ 0.950 billion)
- Transition to clean energy (€ 1 billion)

Sustainable projects in Italian schools:

- Liguria: Progetto Regionale "Pedibus: percorsi sicuri casa-scuola, per il

benessere e per la sostenibilità ambientale”

- Project “Buona scuola” fa riferimento alla legge 107 – 2015
- “Remmondo” project
- “ESS” educazione allo sviluppo sostenibile Green School

2.2 Parents and Children

2.2.1 Spesa-sballata

In Italy, you can do your shopping using your own containers brought from home, thus decreasing the use of disposable packaging. This is a mode made possible thanks to the Climate Decree (L141/2019), in line with the European plastics strategy (Disposable Plastics Directive EU 904/2019).

"Spesa Sballata" is a project promoted by Cooperativa Totem, Provincia di Varese - Osservatorio Provinciale Rifiuti and Scuola Agraria del Parco di Monza. The project is realised with the contribution of the Cariplo Foundation (Bando Plastic Challenge 2019) and is supported by the Municipality of Varese, Coop Lombardia and Carrefour Italia.

It is an ambitious project that aims to create a network of bars, grocery stores, restaurants, bakeries,... where people can buy food and take-away food using their own reusable containers: tupperware, fruit and vegetable nets, cloth bags, cups. The project aims to reduce the use of single-use plastic by promoting a change of practice and behaviour in various contexts: from when you go shopping to how you manage your daily life at home to when you attend large public events.

To have more information about this project and how it is disseminated you can consult this link: <https://varesesostenibile.it/spesa-sballata>

There's also a Facebook profile where you can check the events organized to promote the project. <https://www.facebook.com/famigliesballate/>

2.2.2 Rethink waste project

Carried out in the Bustecche and San Carlo districts, started together with the approximately 400 participating citizens.

The goal of the project is to verify whether with specific personalized communication tools it is possible to improve the performance of separate collection and reduce the waste produced.

The competition ends with the awarding of the most virtuous citizens who have joined the Riciclo & Vinco campaign.

The top 25 winners are rewarded with vouchers of 100 euros each, which can be spent in the shops in the neighborhoods that have joined the initiative.

<https://rethinkwaste.eu/it/enviromental-daynight-a-varese-una-giornata-per-raccontare-i-risultati-della-sperimentazione/>

2.3 List of relevant stakeholders

Name of organization	Place of Contact	What offers	Target Groups	Other Coments
Green School	https://www.green-school.it/	Educational material, technical support, training, events, networking, recognition	Schools: maternal-primary and secondary	
Cast	https://www.cast-ong.org/	Projects, educational proposals, events	Schools	
Parents association (AGSEV) Sustainability team	https://www.agsev.it/sustainability/	Articles, events	Scuola Europea di Varese	
Fitoconsult	https://www.fito-consult.it/	Events, training		It's a company with which the school has collaborated. It deals with green design, maintenance and construction of parks and gardens, and biocontrol techniques.
Astrogeo	https://www.astrogeo.va.it	Educational proposals, events	Schools	
Apiantide	https://apiantide.it/	Projects (Beeconer) Trainings, educational proposals on the study and preservation of bees		Association for the preservation, study and development of the best environment for bees and other pollinating insects

<p>JRC-Ispra Joint Research Centre</p> <p>European Commission – Joint Research Centre</p> <p>Via Enrico Fermi, 2749</p> <p>21027 Ispra (VA), Italy</p>	<p>https://joint-research-centre.ec.europa.eu 0332</p> <p>General contacts valid for all JRC Commissioner: Mariya Gabriel</p> <p>General director: Stephen Quest</p> <p>Direttore generale aggiunto: Bernard Magenhann</p>	<p>Non-nuclear research:</p> <ul style="list-style-type: none"> • Sustainable Resources and Transport • Space • Security • Migration • Health and Consumer Protection • Energy Efficiency and Climate • Change • Growth & Innovation <p>Nuclear research:</p> <ul style="list-style-type: none"> • Nuclear safeguards • Non- proliferation and Nuclear security 	<p>Ispra is considered as one of Europe's leading research campuses with many laboratories and unique research infrastructures. Research and development for the benefit of the community</p>	<p>JRC-Ispra Joint Research Centre</p> <p>European Commission – Joint Research Centre</p> <p>Via Enrico Fermi, 2749</p> <p>21027 Ispra (VA), Italy</p>
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2.4 Good practices

1. Grounding Idling

Parents in vehicles often wait for students on school grounds at the end of the school day. Idling a vehicle longer than 10 seconds uses more fuel and produces more emissions compared to restarting the engine. Turning off the engine is one of the simplest things to do to reduce pollution, minimize the health effects of vehicle exhaust, and save money. Many schools have initiated anti-idling campaigns to make drivers aware of the health risks posed by idling in school zones.

2. Use environmentally friendly cleaning products

Start by cleaning with green products in your classrooms. Read the labels and be aware of any of them that have cautions or warnings. This is a sign that they might have environmentally harmful ingredients. Also encourage teachers and administration to take a close look at the products they are using in school, from cleaning the cafeteria tables to the gym floors.

Using products with no artificial products will also reduce possible allergic reactions such as asthma or contact dermatitis, also their packaging will most likely be readily recyclable or recycled. This will aid our journey towards school sustainability and protect pupils from harmful and often harsh chemicals.

3. Make a school trip to a recycling centre

Make a day of it by heading off to your local recycling centre. Waste is one of those areas where we can be incredibly ignorant of what happens to the things thrown away. A school trip is the perfect opportunity to learn more about waste management and what we can do to lessen our environmental impact.

4. Class dedicated to cleaning.(primary)

For kids the ring of the last bell means scuttering with their bags to home. Teachers can instead dedicate a small class at the end of day, dedicated just for cleaning the classroom and the school premises. It's not just aimed at driving environmental consciousness, but is also a fun bonding activity.

5. Bookcrossing

This is a project that our school implemented this year: booksharing as a circular economy practice. Wooden boxes have been placed at school, in front of the library, and at the JRC in Ispra to encourage books exchange among students and their families. Bookcrossing boxes were inaugurated during the Children's Book Week. On this occasion each child in the school was given a book to read and 'put back into circulation'.

For more information about bookcrossing: <https://www.bookcrossing.com/>

6. M'illumino di meno

"M'illumino di meno" is an initiative launched in 2005 by an Italian radio station that invites people to minimise energy consumption by switching off as many non-essential electrical devices as possible, creating a moment of symbolic energy silence.

Our school has participated in this initiative in the past by switching off lights and electronic devices on the day of the event and inviting pupils' families to do the same (e.g. by organising a candlelight dinner).

For more information: <https://www.raiplaysound.it/articoli/2021/11/Millumino-di-Meno-a40952e7-b8ec-44f3-967e-6d3c776df5e2.html>

7. Giornata del Verde Pulito

The Clean Green Day is an initiative promoted by the Lombardy Region since 1987 to inform, raise awareness and involve citizens on environmental issues. This year it took place on Sunday 15 May.

Our school participated with a group of parents and pupils who joined forces with

some volunteers and cleaned the lakeside promenade in Laveno Mombello.

The event was promoted both by the school, with an email sent to parents and teachers, and by the sustainability group of the parents' association via their mailing list, with which the event flyer produced by the municipality of Monbello was disseminated, together with another one produced ad hoc by our school.

3. Field Research Results

3.1. Report from Surveys' results

3.1.1 Students surveys

COMPUTER FOR:

- Scholar tasks = 85%.
- Writing tasks = 90%.
- Recreational activities = 90%.
- Part of courses: Computer = 78%
- Interactive digital board = 59% Tablet = 32%
- Smartphone = 34%

DIGITAL SKILLS AT SCHOOL:

- Learning program = 90%.
- Part of course = 85%.

DIGITAL APPLICATIONS :

- Comfortable = 100%.
- With parents = 90%.
- Some training in:
 - 40% Digital Learning Materials
 - 29% Digital Platform
 - 74% Digital Educational Tools
- Online digital media about ecology: = 85%.

COMPETENCES EDUCATION AND TRAINING 'GREEN DEAL-GREENER':

- Litter free = 79%
- Recycling bins = 100%.
- Enough = 21%.
- Good use = 16%.
- Learn at school = 90%.
- School does enough = 26%.
- Recycled paper = 5%
- Save energy = 79%.
- Save water = 26%.
- Know how much = 42%.

- Scholl with trees = 100%.
- Native trees = 88%
- Biodiversity in Educational purposes = 58%.
- Interest in action more = 100%.

NEEDS :

- Know good practices of other schools = 63%.
- Learn more about environment =21%.
- Learn about tools = 16%

CONCLUSIONS FOR STUDENTS:

- Computer uses in school (85 % et 90%) and for recreative activities (90%).
- School uses for training (90%) and applications (85%)

ADULTS

- A = Teachers B = Parents

Interest in future actions :

- -A = (36%).
- -B = (20%).

DIGITAL SKILLS:

+ Use of computer :

- -A = (100%)
- -B = (100%)

+ Skills :

- A = Medium / High
- B = Medium / High

+ Programs :

- A = Word (81%) / Videos (91%) Software et internet (72%)
- B = Word (100%) / Internet (100%) / Software et video (80%)

+ Skill level :

- A = Medium / High
- B = Medium / High

+ Program with students :

- -A = 45%
- -B = 60%

+ Learning platform :

- -A = 54%.
- -B = 40%.

+ Skill level :

- A = Low
- B = Low

+ Platform to communicate with parents :

- -A = 100%.
- -B = 100%.

+ Media use with students :

- A = Interactive digital board / Computer (90%) / Tablet (36%) / Smartphone (10%).
- B = Interactive digital board / Computer (40%) / Tablet (20%) / Smartphone (20%).

+ Programme to digital skills :

- -A = 100%.
- -B = 40%.

+ Skill level :

- A = Presentiel =Medium
- B = Presentiel =Medium

- A = Webinars =Medium
- B = Webinars =Medium

- A = Self training =Medium
- B = Self training =Medium

- A = Hybrid =Medium
- B = Hybrid =Medium
- A = Other =Medium
- B = Other =Low

+ Need of training :

- A = Digital Educational Tools (90%) / Material (45%) / Plateforme (36%) / Office (18%).

- B = Digital Educational Tools (40%) / Material (20%) / Plateforme (0%) / Autre : (0%).

+ Using of Digital Platform :

- A = Medium / High
- B = Medium

+ Familiar with sustainability :

- A = High
- B = High

+ Ecology activities :

- -A = 73%.
- -B = 40%.

+ Green Practices :

- A = Avoid waste pollution = 90%.
- B = Avoid waste pollution= 100%.

- A = Respect green space = 90%.
- -B = 100%.

- A = Save energy = 90%.
- B = 80%.

- A = Save water = 100%.
- -B = 80%.

- A = Protect animals & plants = 81%.
- B = 80%

- A = Respect nature = 100%.
- B = 80%.

- A = Growing own vegetables = 45%.
- -B = 60%.

+ Solutions at school :

- A = Medium
- B = Medium

+ School involvment in ecological project :

- -A = 100%.
- -B = 100%.

+ Measures in place :

- -A = 100%.
- -B = 80%.

+ Waste reduction measures :

- -A = 90%.
- -B = 100%.

+ Eco label for school materials :

- -A = 36%.
- -B = 60%.

+ Eco label for food :

- -A = 27%.
- -B = 20%.

+ Measures for energy conservation :

- -A = 100%.
- -B = 100%.

+ Measures for water saving :

- -A = 63%.
- -B = 60%.

+ Measures for food waste :

- -A = 45%.
- -B = 40%.

+ Measures to preserve biodiversity :

- -A = 45%.
- -B = 80%.

+ Measures for environmental impact :

- -A = 54%.
- -B = 60%.

+ Measures for resource consumption :

- -A = 81%.
- -B = 60%.

+ Measures to promote healthy lifestyle :

- -A = 81%.
- -B = 80%.

+ Measures of student participation in decision :

- -A = 72%.
- -B = 100%.

+ Student in decision making :

- A = Medium

- B = Medium

+ Active teaching practices :

- -A = 90%.
- -B = 100%

+ Interdisciplinary activities :

- -A = 100%.
- -B = 100%.

+ School Environmental Education effects :

- A = Critical thinking = Medium / High
- B = Medium

- A = Creativity = High
- B = Medium =

- A = Identify problems = Medium
- B = Medium

- A = Responsibility = Medium / High
- B = Medium

- A = Collaborative team = High
- B = Medium

- A = Communication and debate = Medium / High
- B = Medium

- A = Knowledge of environmental issues = High
- B = Medium / high

+ Measures for teacher training :

- -A = 63%.
- -B = 60%.

+ Importance of training for :

- A = Project management = Important
- B = Important

- A = Conducting meetings = Important
- B = Important

- A = Active learning methods = Important/Very important
- B = Important

- A = State of the environment = Important/Very important
- B = Important

- A = Solutions = Important/Very important
- B = Solutions = Important

- A = Educational resources = Important/Very important
- B = Important

- A = Communication practices = Important/Very important
- B = Important

+ Importance of the obstacles :

- A = Teacher participation = Important
- B = Important/Very important

- A = Institutional support = Slightly important
- B = Important/Very important

- A = Student involvement = Slightly important
- B = Important

- A = Parent Participation = Slightly important
- B = Slightly important

- A = Funding = Slightly important
- B = Important

- A = Collaborative work = Important
- B = Important

- A = Shared awareness = Important
- B = Slightly important

- A = Time = Important
- B = Important

3.2 Report from Focus groups' results (pupils + teachers + parents)

Organization	Name	Profession	Other Information
Primary school	TEACHER 1-11	Teachers	Primary School
Parents of ESV students	PARENTS 1-5	Parents	Parents of ESV students

Questions and discussions

1. What kind of solutions do you think are more appropriate for schools in order to get greener?

Aware the students from their younger ages about climate change, but mostly focus on actions. Simple actions as recycle bins, opening windows and try to use re-useable lunch pack and bottles instead of plastics.

2. Is your school participating to any sustainable program? Are you already applying any green activities or sustainable measures? Have you heard already about climate changes?

We talked about sustainable measures and activities with our geography teacher. Some recycle bins have been set up in the corridor, some water fountains have been set up in order to encourage students to bring their own re-useable bottles, however in think more actions should be taken.

3. If yes, what worked well so far? What problems did you encounter?

Bringing re-useable box, green container, environmental demonstration, take actions.

4. Where do you search for inspiration in organizing green activities?

Nowadays, climate change has developed into a crucial issue for our well-being and since we must improve our future, we should organize green activities in order to reduce the terrible effects that climate change is having on the environment.

5. How can we transform school surface into a greener area? How can Greener Green upskill our digital skills?

Plant different types of trees as well as flowers to make the area as green as possible might be an interesting solution, but also putting more effort and attention in a correct recycling process can be very beneficial, by separating the different bins and trying to care more about waste allocation. Finally, a very good option was adding solar panels on the roofs of the school's building, by doing so not only did the school become greener but the project helped students improve their digital skills.

6. The results of the online survey conducted showed that most teachers replied that, they are aware of climate change, already applying green activities, participated in program of awareness. The results of the online survey conducted showed that most parents replied that they know about

climate change and its effects. The results of the online survey conducted, showed that most pupils replied that they do know what climate change is and even know its effects, the way this process is harming the environment and how students can improve this difficult situation. What is your opinion? Why do you think teachers/ pupils/ parents answered this way?

Children and adults shared many points and demonstrated that they had a lot of knowledge in common. However, I must say that children were also able to show their actions while adults were more focused on finding possible specific causes and showed they didn't really care much about the possible solutions to the problem. This evident difference between the behavior might be linked to the age, experience and ambitions that the different groups have, meaning that children are usually more optimistic and willing to help and improve the situation.

7. We are considering developing the following thematic units for the training program:

Introduction to Environmental & Climate changes

What is Climate change?

How does it affect our daily life?

How our consumption mode worthen or improve the situation?

Which factors can improve environmental issues?

How to stimulate interest for green topics?

Would you suggest any other thematic unit, which would be useful in a training program for the development of a greener schools?

Demonstrations: experiencing development of life in real life. Insert all partners: restauration, transportation, parents Methodology: a concrete action to reduce CO2 emission

Someone suggested to stop littering around the school and to stop cutting down trees Children suggest to find the biggest conker

4. Conclusion

Report B1

- The Pupils' group know some of the good practices used in the school but would like to know more about what is done in other schools. The majority are curious to find out what is happening near them. In a global world, pupils would like to participate in a common action with good partners especially in the countries around them.
- Their commitment also requires better knowledge of their environment. To learn about biodiversity, discover new techniques to save the planet, use more resources to ensure sustainability, highlight the importance of interactions between them and nature, plants, and animals, represents a real challenge for them.
- In this perspective, pupils think that the tools at their disposal will be very important. This is where they can find information, ideas, and suggestions for acting together. A minority see access to better understanding but not enough for enhanced action.

- However, a large majority use computers in school and for recreation activities outside the school. The computer is predominant in their life. No doubt this access to information, the place of the game and the importance of the interactions between them via social networks, takes up a lot of their time.
- At school, the computer is also very present for training and applications. Pupils use a computer frequently. They are very comfortable with these tools. They quickly discover all the features. Without getting tired, they always ask more. It is an opportunity but to be channeled in certain circumstances.

Report B2

- The teachers' group (A) emphasize the importance of science lessons at school. These courses highlight the interaction of man with nature. Understanding these phenomena increases student adherence to encouraging practices to safeguard the environment and biodiversity. Devoting more time to science is a very worthwhile investment in awareness of sustainability practices. This conviction corresponds to a very positive curiosity of the pupils to understand better the fragile balance of nature and the resulting well-being for the future.
 - In this direction teachers would like more training applied to science and technology oriented towards nature and preservation. Developing programs and sharing these experiences could create a very dynamic construction of knowledge and know-how. Scientific validation also represents a real opportunity to respond to the intoxication of fake news, rumors, and announcement effect on social networks.
 - Teachers point out the importance of clear objectives in an agenda shared by the entire educational team. The development of concrete projects can only be done in collaboration with all school partners: teachers, management, administrative staff, and maintenance service. This cohesion between all people guarantees the success of the experience.
 - The alliance of teachers and parents is essential for the success of a program that can only succeed through continuity. If the initiatives are oriented towards good practices, it must continue outside the classroom. Parent engagement and positive reinforcement represent an important part of long-term behavioral changes.
-
- The parents' group (B) is perfectly aware of this joint work: school and family are partners to achieve their goals. Parents are aware of the important stakes this represents for the future. They are totally united to support school activities and the projects of the teachers in their children's classes.
 - To support teachers' action, parents want more communication between school and them. Communication is always felt to be essential and never enough. In this context, it is important to repeat goals, to clarify steps, and support long-term actions. Parents also expect a lot from the school in face of the emergency and often relevant questions from their children.