GREENER GREEN

PR1/ A1 Design of Methodology for identifying competences and digital skills for the "green" teacher and best practices for a green school

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BLUE ROOM INNOVATION · idec · FAPEL · LIÈGE université Climatologie & Topoclimatologie · DSV · SCHOLA EUROPAEA VARESE · COL·LEGI BELL-LLOC

Methodology

METHODOLOGY

Project TITLE	GREENER GREEN
Project acronym	GREEN SCHOOL
Funding program	Funding program: ERASMUS+ Key Action 2 Strategic Partnership for Adult education.
Project reference number	2020-1-LU01-KA226-SCH-078053
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PR1 The Greener Green training program (e-learning)	PR1/ A1 Design of Methodology for identifying competences and digital skills for the "green" teacher and best practices for a green school
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LEXICON

GG	GREENER GREEN
OVC	Online Video Conference
SN	Social Network
LLL	LifeLong Learning
LTT	Learning Teaching Training
TT	Train the Trainer
TPM	Transnational Project Management
PMI	Project Management Implementation
BRI	Blue Room Innovation
PSV	Primary School of Vareia
ESV	European School of Varese
ULG	University of Liège (ULiège)
GGTEP	Greener Green Training & E-learning Program
GGDAT	Greener Green Digital Assessment Tool

CONTENTS

1.   INTRODUCTION

We are living a fast-paced era!

Needs & consumption modes puts at evil the resources of our earth.

The footprint we are leaving weighs on the future of our children and our successors!

This is why our project, ENVIRONMENTAL & FIGHT AGAINST THE CLIMATE CHANGES, works to propose solutions in order to counterbalance this abyss that we are busy digging for the future generations and of which the majority remain unconscious or worse indifferent.

project has taken the gamble of relying on the **education of future generations**, in order to, provide answers to this promising theme.

project aims to motivate teachers and pupils at European kindergartens and primary schools to assess their school's Physical Place, Educational Programs, Organizational Culture, Practices and Sustainability under the light of the objectives of the Green Deal and to enhance their learning opportunities so that they can implement changes for a "greener" school. The project will create a sense of ownership of environmental values and practices to children from a very early age, allowing them to build an environmentally conscious European identity, and becoming young helpers in the accomplishment of the goals of the Green Deal.

The Design of Methodology for identifying competences and digital skills for the "green" teacher and best practices for a green school. According to this Methodology, all partners will conduct in depth research, which will consist of desk research, online surveys and Needs Analysis and Focus Groups. Partners will deliver their National reports, which will be combined to one final Synthesis report done by ULiège.

The methodology will determine the choices of data collection, the means for results' analysis, and how to make them replicable and available for future projects, for peers, and for the stakeholders.

The project's consortium is aware that Greener Green program does not only target the level of knowledge but tends to privilege stakeholders about green awareness and responsible attitude. We aim to instill a positive attitude and a way of life rather than limiting ourselves to deliver a technical level of knowledge.

Therefore the project's first target will be the instruction of future generations so that they adopt responsible consumption reflexes, while delivering a level of knowledge that will allow everyone to move forward on a daily basis, armed with subconscious arguments that will allow them to focus their interests on the most effective and productive measures.

1.1   TARGET GROUPS

The project aims a global challenge by installing the values of a greener world.

Main targets are,
        pupils of primary schools (6-12years old),
        their teachers, and
        their families and local community

GREENER GREEN would be active on a large scale also targeting educators of adults, coaches & trainers of parents, as well as, associations and other parents' organizations, object will also indirectly target schools, NGOs, municipalities, adult training institutions, policy makers and of course children, who will be the most positively affected by the results of the project.

Partners remain aware that it is a matter of instilling principles and adopting a way of life. It is a matter of acquiring reflexes daily and adopting an attitude of respect for the environment. It is a matter of accompanying and living these changes rather than undergoing them of becoming aware of the consequences of our daily actions rather than setting rigid rules and utopian objectives.

GREENER GREEN will rely on organizations with a good reputation and will target structures capable of relaying the positive results of the project, while being able to enhance the results through a constructive and unifying societal message.

1.2   Project's Stakeholders

- Schools
- Teachers
- Pupils
- Parents

- Colleagues & peers
- Coaches & Trainers
- Ministries
- Decision makers
- Policy makers
- local authorities
- Administrations
- Press & medias

1.3   OBJECTIVES

PR1 (O1): Greener Green training program (e-learning)

PR2 (O2): Greener Green Digital Assessment Tool

GREENER GREEN will carry environmental & Climate awareness establishing a set of "green school" requirements, evaluation criteria and prescriptive solutions.

GREENER GREEN expected results are on a multi-dimensional level through an active intervention in European schools with a measurable impact, in order to guarantee long term results.

PR1 The Greener Green Training & e-Learning program (GTEP) for teachers, pupils & parents
- The program will instruct teachers on how to carry out the Sustainability and audit GREEN practices
- The program will monitor and evaluate actions at schools
- The program will produce an "Eco code" for the school
- The program will administer digital rewards

PR1 (O1): Greener Green training program (e-learning) partner responsibilities

- IDEC will be the leader of the results
- ULG will design the methodology for the research phase of the project
- ULG will coordinate partners activities in executing desk research, surveys and focus groups.
- Each partner will produce a national report,
- ULG will deliver a synthesis report,
- IDEC will provide the training curriculum for the training program
- IDEC+ALL will design the learning materials
- ULG will coordinate the peer review for the validation of the training program.
- IDEC will upload all materials on the e-learning platform
- IDEC will develop the national versions of the course online.
- IDEC will coordinate the performances of the pilot
- IDEC will improve and finalize the final evaluation of the pilot's performances.
- Schools will perform the pilot delivery of the e-learning

GREENER GREEN

Methodology

METHODOLOGY
Research Design

PLAN   **DESK RESEARCH** **DATA COLLECTION** **DATA ANALYSIS** **PROCESS VALIDATION**

ONLINE SURVEY   **FOCUS GROUP**
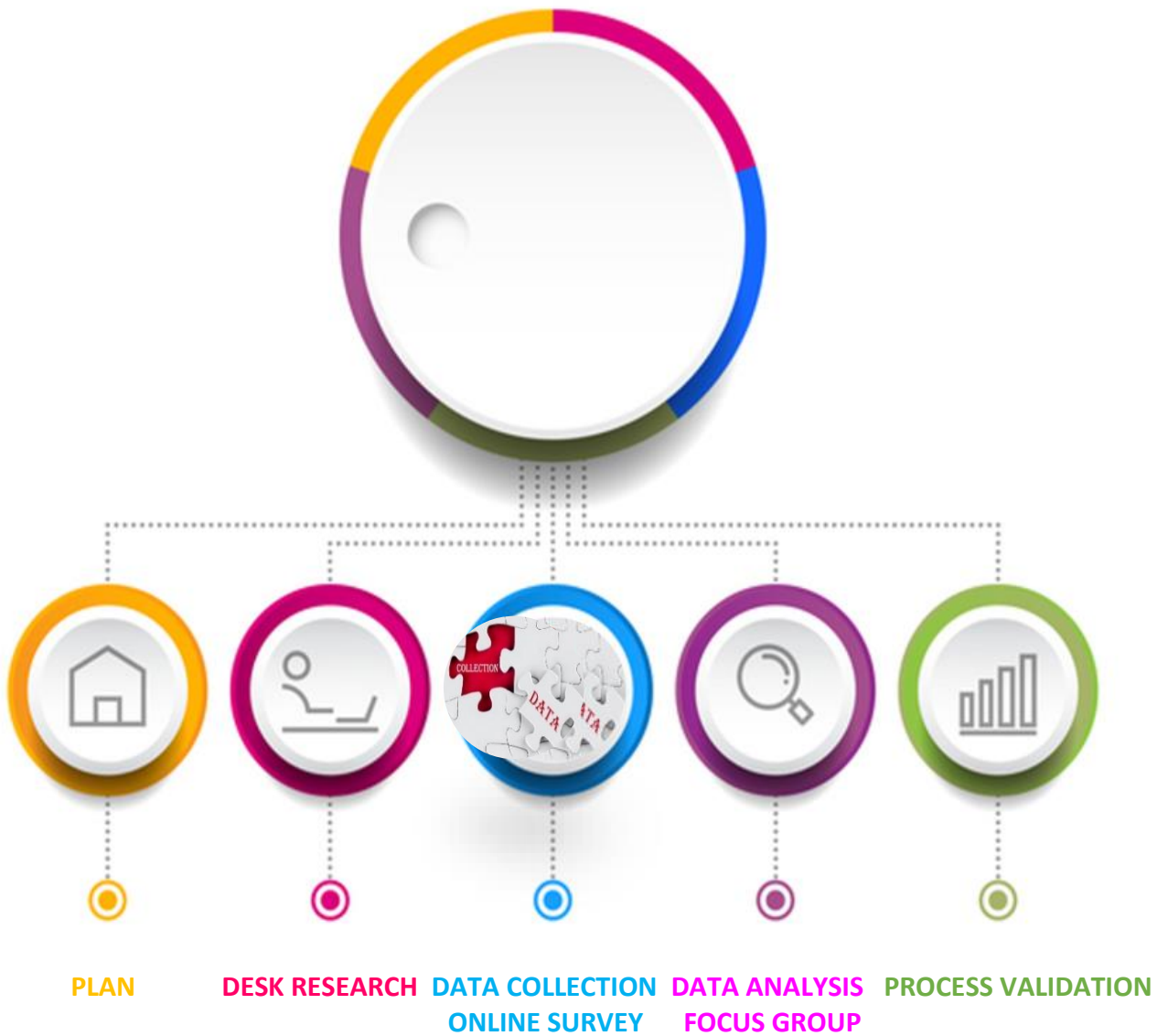
2.   METHODOLOGY – RESEARCH DESIGN

2.1   Step 1 – PLAN

6.2 DESK REAEARCH

Data management platform demands research for a quantitative and qualitative data. Quality data compilation is essential to compose the information that would constitute the basis of our reflections and present serious indicators for our future actions.

6.3 DATA COLLECTION/ ONLINE SURVEYS (x 20)

Usually, an Erasmus+ project foresees 1 or 2 online surveys, our project has programmed 1 online survey with 20 target audience per partner. This will allow the consortium to enrich the exchanges with the interlocutors and to progressively adapt the questionnaires to make them more relevant and to vary our research methods & techniques.

6.4 DATA ANALYSIS/ FOCUS GROUPS

The consortium would carry a Mix plan of Inductive & Deductive approaches for data analysis.
Positivism & Interpretivism studies would be led by the project's consortium.

Each partner would install 2 FGs, in order, to adapt the analysis approach to the targeted audience.

Focus Group 1: with 5 teachers per partner (35 teachers)
FG1, would deal with,

&

-    Online Surveys results

-    Deductive studies setting a mix analysis between online survey & established theories.

Focus Group 2: with 5 pupils + 5 parents per partner (70 participants)
FG2, would deal with,

&

-    Online Surveys results

&

-    Focus Group 1 reflections

- Inductive studies building theories out of data collection & analysis (including FG1 analysis)

6.5 PROCESS VALIDATION

ЯƎИƎƎЯGGREEN consortium will analyze the outcomes, by the end of the research, and proceed with the validation of the outcomes by peers & experts.
Positive results will be integrated to the program's next stages and would be available for the project's dissemination actions, for Webinars & Workshops, for peers & for project's stakeholders.

2.2   Step 2 – DESK RESEARCH

For DESK RESEARCH, the consortium will conduct secondary research by gathering information available from open sources and from previous studies.

The consortium includes a Belgian University from Liège with a team of European climate scientists. The ULG presents an important and reliable source for these data, being a research center dedicated to environmental science and to the impact of climate changes.

EDUCATION and SCHOOLS would be a major topic when setting the research philosophy.

DESK RESEARCH

The research would be conducted on a **quantitative** as well as a **qualitative** level.

Qualitative data would be obtained through an emergent design and observations. Qualitative will emphasis on feeling and behavior. Online surveys and open-ended questions (How & Why). Image or object supports would be a fine source to consider given the theme we are developing.

Quantitative data would be collected through open discussions and structured design. Qualitative will emphasis on measuring and counting variables (What & How many). Online surveys and closed-ended questions. The data would be in the form of numbers and figures. We will be attentive to the statistics established and the analyses already made.

Due to the targeted audience of primary schools, we will take a visual approach to Group 1 online surveys for pupils & parents. we will include images and interactive quizzes (if possible) in the questionnaires The exchange with this group must remain fun and exciting to ensure an active participation of the children.

Thanks to the large number of programmed online surveys, the consortium will benefit this exceptional parameter to divide project's audience into target groups. This research strategy will draw the necessary resources for an optimal development of the greener green project.

For **Group 1:** Students & Parents
Partners will use the cross-sectional time horizon
Young students may lack knowledge about the evolution of climate conditions through time. Therefore, we will address to this group the question of today's environmental situation.

For **Group 2:** Teachers and education staff (& parents)
Partners will use the Longitudinal time horizon
The second group, having witnessed and experienced climate changes through a lifetime, they would bear witness to it by contributing their testimonies, observations and opinions to the project.

2.3   Step 3 - DATA COLLECTION / ONLINE SURVEYS

DATA COLLECTION / ONLINE SURVEYS (X20)
Greener Green consortium would use a non-probability sampling to select criteria based on teachers, pupils & parents allowing partners to target meaningful data collection.

Processing many online surveys requires valuable time and resources, which the consortium will carefully manage in order to target the most relevant information.

Therefore, data collection must be done in an efficient and reliable manner.
Partners will ensure that forms are presented in a user-friendly manner and that questions are meaningful so that answers are intuitive. Partners will avoid forms that are long or not focused on the project topic.
This will keep participants focused on providing the corresponding answers and avoiding irrelevant or incomplete responses.

Online surveys will respect the following structure of a Maximum 20 questions for Each questionnaire!
(Including personal information)
- 6 Closed-ended questions

- 10 Quizzes/ Multiple choices questions
- 4 Open-ended questions

The Greener Green project addresses primarily Schools. to this end, the online surveys will be entrusted mainly to schools among the **GG** consortia. They can easily reach teachers, pupils, and parents.

Sharing of Online Surveys between partners
- Blue Room Innovation = 2 online surveys
- IDEC = **2** online surveys
- FAPEL = **2** online surveys
- ULG = **2** online surveys
- BELL-LLOC = **4** online surveys
- Primary School of Vareia = **4** online surveys
- Schola Europaea = **4** online surveys

Template given in **ANNEX B**

2.4   Step 4 – Data Analysis

2 FOCUS GROUPS per partner had been set by application of

In order to respond to a large focus scope, and, given the large number of programmed online surveys, FAPEL recommends putting in place a complex focus method which will allow to make the most out of the Focus Groups.

To reach this level of efficiency, partners will divide the tasks between the two Focus Groups.

Partners would kindly proceed as following:

Each Focus Group will rely on a different way of implementing their

DATA ANALYSIS FOCUS GROUP

analysis work!

1ˢᵗ group will proceed with,

-    10 teachers per partner (70 participants)

Experts group! The Focus Group would deal with testing the causal relationship between the variables that are extracted on one hand from research and on the other hand from online surveys.

2nd group will proceed with,

- 5 pupils + 5 parents per partner (70 participants),

Pupils' group! No variables are manipulated, and the Focus Group would focus on Observing & capturing a natural environment.

The online survey will be presented in google forms!
ULG will deliver the online survey questionnaire
Partners will translate the survey and distribute in their own networks.
The target of the online survey is to reach 60 responses from the target group for each partner.
IDEC will gather all partners' Online Surveys into one single form. Meaning, we need a least 420 responses, in order to launch Focus groups (not before please).
First, we need IDEC synthesis of the total partners' responses (420)

The outcomes of the Research will be:

1. National reports, with summarized results and suggestions for the training program & Assessment Tool

2. A synthesis report which will summarize suggestions and parameters of the program, which will ensure the applicability and sustainability of the training in EU countries.

2.5   Step 5 – PROCESS VALIDATION

Environment & fight against climate change!

Greener Green is an up-to-date subject with many ramifications and overlaps with other equally delicate and ever-present areas.

Covering all facets of the subject is a complex task in view of its scope and in consideration of its evolving aspect.

The consortium of the Greener Green project, tries to respond to a maximum of expectations by raking wide the multiple aspects, of climate & environmental changes, in order to complete its task as efficiently as possible. we aim to present an adaptable solution foundation to the numerous questions and legitimate expectations for a central theme of the 21st century.

Universal and planetary themes are treated with all the complexity that they can represent. Ancestral subjects that go back to the day of the appearance of human beings and that undergo a multi-factorial incidence as the resources of the earth become scarce and thinned out.

Universal and planetary themes are treated with all the complexity that they represent. It undergoes a multi-factorial incidence as the resources of the earth become more and more scarce and thinned out.

Fortunately, alternatives exist, and, the consortium of our project GREENER GREEN, works to highlight the solutions, as well as, those that our project is creating as an answer for future generations.

A careful study of the parameters, undertaken by the consortium, opens a way for a promising future and marks out a pathway towards a smart use of resources, a responsible mode of consumption and a shift to green energies which would drastically decrease our footprint.

We rely on digital technologies, as part of the project's tools and to support creation and new ideas. The program will create digital means to manage energy consumption and to understand and interact with energy waste or saving. We would encourage pupils, teachers and parents to be part of this major step into green awareness.

Project's outcomes, are reviewed by peers and are made available for any suitable replicability.

We are looking to enhance any add to other ongoing or upcoming projects and would bring to the wide open every positive result that would be validated by experts, peers and the Greener Green consortium.

2.6   Aims of Research

The aim of the research is to create the basis for the development of the training program for the development of Greener Green.

The specific objectives of the research are:

Desk research:

- To map Current environmental & climate situation in participating countries
- To identify national measures and practices to fight against climate changes
- To present national initiatives and statistics related to green topics

Online survey:

- To map the needs of schools to the development of a green awareness for schools
- To understand how to involve schools & pupils in the green concept
- To gather suggestions and practices for the contents of the training programs

Focus groups:

- To discuss environmental & climate issues, how to bring best answers to those global challenges.
- How can we implement green concept on schools without incurring expenses for them?
- how to change technical data into simple and understandable terms for teachers to better present it to children
- To discuss the results of the online survey
- To discuss the functionalities of the online learning motivation environment for pupils & parents.

The outcomes of the Research will be:

1. National reports, which will include summarized results and suggestions for the training program & Assessment Tool

2. A synthesis report which will summarize suggestions and parameters of the program, which will ensure the applicability and sustainability of the training in EU countries.

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Annex A - PR1/ A2 Desk Research

(TEMPLATE TO BE USED BY ALL PARTNERS)

Annex B - PR1/A3 Survey- Needs Analysis

(TEMPLATE TO BE USED BY ALL PARTNERS)

Annex C - PR1/ A4 Focus Group

(TEMPLATE TO BE USED BY ALL PARTNERS)

Annex D - PR1/A5 National Study report

(TEMPLATE TO BE USED BY ALL PARTNERS)

ANNEX A – Desk Research Template

Primary aim of the desk research is to identify the main needs and gaps in the field of Environment & Fight against Climate change. The purpose of this task is to identify existing knowledge – documents, strategies, and existing questionnaires, with the purpose to develop a new questionnaire. Also to identify organizations, associations relevant for the project and research. Sources to be used: Internet, on-line databases, government statistics, articles, books…

General situation

Issues & Solutions/proposals

Today's applied strategies

Define supportive organizations

Organization	Country & Website	Contact Person	Contact Phone	Contact Email

Define the strategy	Source & LINK	Author	Main points of the Communication	Short Summary

ANNEX B1 – Online Survey Template

Survey for pupils; Greener Green project

Dear student, the Greener Green project is an effort by European organisations and schools to make schools, yours included, more careful and protective of the environment so that you and all children can live in a green and healthy planet. Please give your opinions in the following questions so that you can help us decide what we need to do for that purpose. Thank you!

This questionnaire is anonymous and it will takes you less than 5 minutes!

*Obligatoire

1. Age: *

2. Name of school: *

3. Country: *

DIGITAL SKILL

4.   1. Do you use a computer to prepare or to do your tasks for school? *

Only one possible answer

( ) Yes

( ) No

5.   Only one possible answer
      ,   ,   or tasks? *

      Only one possible answer

( ) Yes

( ) No

6.   3. Are you comfortable writing on a computer? *

Une seule réponse possible.

( ) Yes

( ) No

7.   4. Are you comfortable filling out a spreadsheet with a computer? *

      Only one possible answer

( ) Yes

( ) No

Methodology

8.   5. Do you use a computer during your recreational activities (gaming, video, photo editing, etc.)?   *

Only one possible answer

◯ Yes

◯ No

9.   6. Which kind of digital media do you use at school as part of your courses (you can choose more than one):   *

Several answers possible

☐ Interactive digital board
☐ Smartphone
☐ Tablet
☐ Computer
☐ None
☐ Autre : _____

Only one possible answer

10.   7. Does your school have a learning program or course dedicated to digital skills (skills to use for digital devices, use of the internet etc.)?   * *

Une seule réponse possible.

◯ Yes

◯ No

11.   8. Do you use educational mobile applications or collaborative digital learning platforms in your course? *

Only one possible answer

◯ Yes

◯ No

Only one possible answer

12.   9. Are you comfortable using mobile applications or collaborative digital learning platforms at school? *

Une seule réponse possible.

◯ Yes

◯ No

13   0 Does your school use a digital platform to inform and communicate with your parents? *

Only one possible answer

◯ Yes

◯ No

14.   11. In what areas do you feel you don't know enough things and you could use   *
some training? (You can state more than one)

Plusieurs réponses possibles.

☐ Use of office software

☐ Use of digital learning platform

☐ Knowledge of digital educational tools

☐ Use of digital learning materials

☐ Autre :

Several answers possible

15.   12.   Would you like to learn about ecology and pollution and know how to
protect the planet with online digital media?

Only one possible answer

◯ Yes

◯ No

COMPETENCES EDUCATION AND TRAINING "GREEN DEAL – GREENER"

16.   13.   Is your school generally litter free (You recycle everything like paper, food   *
packaging etc.)?

Only one possible answer

◯ Yes

◯ No

17   4 Are there recycling bins in your school? *

Only one possible answer

◯ Yes

◯ No

18.   15. Are there enough recycling bins at your school (easy to find and use)? *

 Only one possible answer

◯ Yes

◯ No

19.   16.   Do the recycling bins always have the right things in them (plastic in the   *
bin for plastic etc.)?

Only one possible answer

◯ Yes

◯ No

20.   17.   Do you know/learn at school the problems caused to the environment and   *
wildlife?

 Only one possible answer

◯ Yes

◯ No

21.   18. Do you think your school does enough on litter issues? *

Only one possible answer

◯ Yes

◯ No

22   9   Does your school use recycled paper (for printing and homework assignments)?

Only one possible answer

◯ Yes

◯ No

◯ I don't know

23.   20. Is your school community acting enough to save energy? *

Only one possible answer

◯ Yes

◯ No

24.   21. Is your school community acting enough to save water? *

Only one possible answer

◯ Yes

◯ No

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25. 22. Do you know how much energy is being used/saved by your school? *

Une seule réponse possible.
Only one possible answer

⬤ ~~Yes~~

◯ No

26. 23. Does the school have trees in the grounds? *

Only one possible answer

◯ Yes

◯ No

27. 24. If yes, is there a variety of native trees/plants? If no, select again no answer.

Only one possible answer

◯ Yes

◯ No

◯ I don't know

28.   25. Is biodiversity (the diversity of plants and animals) being used for education purposes (learning outside the classroom through fieldtrips)?

Only one possible answer

◯ Yes

◯ No

29.   26. Are you interested in acting more at school to protect the planet? *

Only one possible answer

◯ Yes

◯ No

30.   27. If yes, what do you think you need to do for that? If no, select again no   *
answer.

Only one possible answer

◯ Learn more about environment and climate literacy?

◯ Know the good practices of other schools?

◯ Learn more about tools and methods to act?

◯ No

◯ Autre : _____

ANNEX B2 – Online Survey Template

Survey for teachers; Environment; Climate; Pedagogy.

Dear participant, please write your opinion in this survey that is conducted as part of the research of the Greener Green Erasmus+ project with the aim of identifying available digital and environmental skills of teachers, the needs of schools in terms of awareness and education of
practices of environmental and climate education and gathering information to develop resources and a teacher training program. Thank you for your participation!

This questionnaire is anonymous and it will takes you less than 10 minutes!

*Obligatoire

4.   Country: *

Methodology

1.   Occupation: *

_____

2.   Position or school subject I teach: *

_____

_____

_____

_____

3.   Organisation or school: *

_____

_____

_____

_____

5. If you are interested to receive more information about future actions and training material created by the Greener Green project please write your e-mail address here. By writting your email you allow all the members of the Greener Green Consortium to contact you. You can remove from the list by sending an email to greenergreenschool@gmail.com:

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DIGITAL SKILLS

6.   1. Do you use computer equipment to prepare or teach your class? *

Only one possible answer

◯ Yes

◯ No

7.   2. Indicate the extent to which you have skills to use a personal computer?

Only one possible answer

	1	2	3	4	
Very poor	◯	◯	◯	◯	Strongly

8.   3. What computer programs do you typically use to prepare or teach your class (you can chose more than one)?

Several possible answers

☐ Word processing

☐ Spreadsheet

☐ Presentation software

☐ Internet browser

☐ Multimedia software (videos, etc.)

☐ Autre : _____

Methodology

9.   4. Indicate the extent to which you have the skills to use office software (word   *
processing, spreadsheet, presentation, multimedia, etc.)

Only one possible answer

	1	2	3	4	
Very poor	◯	◯	◯	◯	Strongly

10.   5. Does your school have a digital learning program in place for students? *

Only one possible answer

◯ Yes

◯ No

11.   6. Do you use educational mobile applications or collaborative digital learning   *
platforms in your course?

Only one possible answer

◯ Yes

◯ No

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2   7. Indicate to what exten you have skills to use educational mobile applications (classcraft, kahoot), create learning situations on digital platforms (moodle, etc.)?

Only one possible answer

	1	2	3	4	
Very poor	◯	◯	◯	◯	Strongly

13.   8. Does your school use a digital platform to inform and communicate with   *
parents?

Only one possible answer

◯ Yes

◯ No

14.   9. Which kind of digital media do you use with students : *

Several possible answers

☐ Interactive digital board
☐ Smartphone
☐ Tablet
☐ Computer
☐ None
☐ Autre : _____

15. **10.** Have you attended a training program dedicated to digital skills as part of your teaching/professional duties?   *

Only one possible answer

( ) Yes

( ) No

6 **1** Please indicate the ex ent to which you support training for each of the following methods?

Only one possible answer per line

	Very poor	Low	High	Strongly
Presential	( )	( )	( )	( )
Webinars	( )	( )	( )	( )
Self-training MOOC, newsletter, methodological guide	( )	( )	( )	( )
Hybrid (online/offline)	( )	( )	( )	( )
Other	( )	( )	( )	( ) *

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17.   12. In what areas do you feel you need training? *

Plusieurs réponses possibles.
Several possible answers

☐ Use of digital learning platform
☐ Knowledge of digital educational tools
☐ Use of digital learning materials
☐ Autre : _____

18.   13. Indicate the extent to which you would be in favour of using a digital platform to evaluate and track online your educational best practices and achievements to make your school greener (environmental audit, performance tracking, "greener" progress level?

Only one possible answer

	1	2	3	4	
Very poor	◯	◯	◯	◯	Strongly

9   4 Are you familiar with he term sustainability? *

Only one possible answer

	1	2	3	4	
Very poor	◯	◯	◯	◯	Strongly

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20.   15. Are you involved in any ecological activities ? *

Only one possible answer

( ) Yes

( ) No

21.   16. Here are some Green practices, which practices are familiar to you ? *

Several possible answers

☐ Avoid waste pollution (reuse, recycling, etc)
☐ Respect green spaces
☐ Save energy
☐ Save water
☐ Protect animals and plants
☐ Protect, respect nature
☐ Growing own vegetables

22.   17. Faced with the challenges of climate change and the objectives of   *
preserving the environment in a sustainable manner, please indicate to what
extent your school is committed to solutions and preparing future
generations?

Only one possible answer

	1	2	3	4	
Very poor	( )	( )	( )	( )	Strongly

23   8 Is your school involved in an ecological project ? *

Only one possible answer

◯ Yes

◯ No

*

24.   19. Does your school have any sorting measures in place? *

Une seule réponse possible.

Only one possible answer

◯ No

25.   20. Has your school implemented any waste reduction measures (paper, packaging, disposables)?

Only one possible answer

◯ Yes

◯ No

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26.   21. Does your school have an ecological purchasing policy for school materials *
and equipment (eco-labels)?

Only one possible answer

◯ Yes

◯ No

27.   22. Does your school offer food with local, seasonal, environmentally friendly,   *
Fairtrade, Ecolabel products?

Only one possible answer

◯ Yes

◯ No

28   23 Has your school implemented energy conservation measures? *

Only one possible answer

◯ Yes

◯ No

29.   24. Has your school implemented any water-saving measures? *

Only one possible answer

◯ Yes

◯ No

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30.   25. Does your school have measures in place to limit food waste? *

Only one possible answer

◯ Yes

◯ No

31.   26. Does your school take action to preserve biodiversity, nature and improve *
the living environment?

Only one possible answer

◯ Yes

◯ No

32.   27. Has your school ever conducted an impact assessment (environmental   *
audit, carbon footprint, environmental diagnosis, etc.)?

Only one possible answer

◯ Yes

◯ No

Only one possible answer

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33   28   Does your school follow up its resource consumption (water, energy, paper, sustainable meals)?

Une seule réponse possible.

◯ Yes

◯ No

34.   29. Does your school have measures in place to promote healthy lifestyle among students and others?

Only one possible answer

◯ Yes

◯ No

35.   30. Does your school organise student participation in decision-making and achievement to protect the environment?   *

Only one possible answer

◯ Yes

◯ No

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36.   31. Indicate how involved are your students in decision making and achievement of green practices at your school.

Only one possible answer

	1	2	3	4	
Not at all	◯	◯	◯	◯	Very involved

Methodology

37   2 Is your school familiar with active teaching p r   tices? *

Only one possible answer

◯ Yes

◯ No

38.   33. Does your school organise interdisciplinary activities or projects? *

Only one possible answer

◯ Yes

◯ No

Methodology

39.   34. Indicate to what extent you believe, your school's environmental education *
       projects and practices affect the following skills (knowledge/expertise/know-
       how) of your students:

Only one possible answer per line

	Very poor	Low	High	Strongly
Ability to develop critical thinking skills	○	○	○	○
Ability to be creative	○	○	○	○
Ability to identify problems and assess opportunities for green deal actions	○	○	○	○
Ability to show empathy, responsibility and solidarity	○	○	○	○
Ability to work and act in a collaborative team	○	○	○	○
Ability to communicate, argue, debate about one's own values and principles	○	○	○	○
Knowledge of climate and environmental issues (awareness, consciousness, etc.)	○	○	○	○

Methodology

40   5. Does your school have measures in place to f   ilitate and promote in-service teacher training?

Only one possible answer

◯ Yes

◯ No

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Methodology

41.   36. Indicate the level of importance of your training needs regarding better environmental skills: *

Only one possible answer per line

	Not important	A bit important	Important	Very important
Project management	○	○	○	○
Managing and conducting meetings (collective intelligence)	○	○	○	○
Knowledge of active learning methods	○	○	○	○
Essential knowledge to address in class climate change, the state of the environment, the loss of biodiversity, production and consumption patterns, etc.	○	○	○	○
Knowledge of solutions, best practices and "greener" projects	○	○	○	○
Access to educational resources (exercises, videos, manuals, teaching sequences, etc.)	○	○	○	○
Knowledge of good mobilization and communication practices	○	○	○	○

Methodology

42   7. Indicate the degree of importance of the obst les you may encounter in   *
supporting your project to make the school :

Only one possible answer per line

	Not important obstacle	Slightly important obstacle	Important obstacle	Very important obstacle
Teacher participation	○	○	○	○
Institutional support (management, bureaucracy, etc)	○	○	○	○
Student involvement	○	○	○	○
Parent participation	○	○	○	○
Funding for improvement measures	○	○	○	○
Collaborative work methodology	○	○	○	○
Shared awareness and knowledge of "green deal" issues	○	○	○	○
Time	○	○	○	○

Methodology

43.   38. Do you have any suggestions for your professional or school's support   *
needs to make you more ready for the transition to a more environmentally
conscious status?

Methodology

ANNEX C – Focus Group Template

Phase 1: Welcome and introduction of GREENER GREEN project

- The facilitator introduces him/herself and explains their role during the focus group.
- The facilitator introduces the project and the main objectives of the focus group.

Phase 2: Conducting the focus groups

The facilitator initiates the discussion by asking the below questions:
- What is your name, profession?
- What kind of solutions do you think are more appropriate for schools in order to get greener?
- 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?
- If yes, what worked well so far? What problems did you encounter?
- Where do you search for inspiration in organizing green activities?
- Have you participated in any program to develop your school green awareness?
- One of the outcomes of the Greener Green project, will be a two training programs for schools & teachers, to develop their green & digital skills.

We are considering to develop the following thematic units for the training program:
- Introduction to Environmental & Climate changes
    o What is Climate change?
    o How does it affect our daily life?
    o How our consumption mode worthen or improve the situation?
    o Which factors can improve environmental issues?
    o How to stimulate interest for Green topics?

- Story telling (using word games, writing a text, telling a story)
- Creating with words and images: illustrated storyboards, comics (creative action and expression, colors, creating narrative visual compositions)
- Creating with digital media: Free online tools (digital narrative, digital animation, video art)
- Organization of Green concept
    o Description of a Green environment, activities, tools enhancing a greener school
    o Brainstorming with Teachers, Parents & Pupils
    o A Digital Assessment Tool, how it works
- Generating ideas in everyday life
    o Finding innovative solutions to Environmental & climate changes

Methodology

- o How can we transform school surface into a greener area
- o How can Greener Green upskill our digital skills
- Green techniques
  - o How to transform our daily habits into a green reflex & good techniques
  - o how to select and choose good ideas
  - o Tackling global challenges and how to communicate them to pupils
  - o Using Digital Assessment Tool to develop children's understanding of Greener Green goals
- The results of the online survey conducted, showed that most teachers replied that ………………
- The results of the online survey conducted, showed that most pupils replied that ………………
- The results of the online survey conducted, showed that most parents replied that ………………
- What is your opinion? Why do you think teachers/ pupils/ parents answered this way?
- Would you suggest any other thematic unit, which would be useful in a training program for the development of a greener schools?
- Within the Greener Green project, a Training & E-Learning programs will be created
- Those programs will include resources, exercises, and activities on a green concept
- We plan to include the following features to the Training & e-Learning programs:
  - o Quizzes
  - o Videos
  - o Podcasts
  - o Illustrated stories (stories with images to explain the different topics to children)
  - o Tips
  - o Presentations
  - o Activities examples
  - o Short scenarios/examples with indicative questions to ask children and initiate discussion
  - o Reflection questions
  - o Other: …
- The results of the online survey conducted, showed that most teachers/ pupils/ parents replied that ……………… What is your opinion?
- Why do you think parents answered thin way?
- Would you suggest any other feature for the training & e-learning program?

In general, ask focus group participants to interpret results of the on-line survey which had been done and ask them questions like: "We got this and this. What do you think about it? Why do you think participants' replied this way? What is your opinion?"
Indicative duration of the focus groups: 1 hour

Methodology

ANNEX D – National Study Report Template

This document summarizes results and suggestions for the development of the training program and the Assessment Tool.

1. Introduction

1.1 Objective and scope of the research

Describe briefly the objective of the research (referring to the project) and its scope

1.2 Methodology

Describe briefly the methods used to collect data:

Desk research: how did you collect data? When and where did you do the research? What sort of materials / information did you search for?

Online survey: What sort of media / channels did you use to promote the survey? How many replies have you collected?

Focus groups: how did you organize the meeting? How did you choose participants? How many people participated? When was it and how long did it take? What tools / methods did you use during the interview?

2. Desk Research Results

Present the results of the desk research that has been done. Make sure to answer the following questions:

What are the current national initiatives, strategies and measures for parents' education?

An overall view and conclusions from the desk research

Stakeholders

Name of an expert / institution dealing with education relating to creative thinking	Contact data (a website address / contact person)	Offering (what can they deliver – trainings? Articles? Applications? Etc.)	Target group(s) – to whom do they focus on?	Other comments / additional information

3. Online surveys (pupils + teachers + parents)

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results

Present the results of the questionnaires – how many people replied? Each question from the questionnaire should be presented with a simple graphic / table and a short comment about the result.

At the end of the chapter, add a short paragraph resuming the main conclusions.

4. Focus groups results (pupils + teachers + parents)

Briefly present the interviewees, their backgrounds, experiences and expertise

AA	Name	Profession	Organization	Other Information

Describe the collected results per question and at the end write a short summary with conclusions.

Question: What kind of solutions do you think are more appropriate for schools in order to get greener?
Topics discussed:
Question: 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?
Topics discussed:
Question*: If yes, what worked well so far? What problems did you encounter?
Topics discussed:

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Methodology

Question: Where do you search for inspiration in organizing green activities?
Topics discussed:
Question: How can we transform school surface into a greener area? How can Greener Green upskill our digital skills?
Topics discussed:
Question: The results of the online survey conducted, showed that most teachers replied that ……… The results of the online survey conducted, showed that most pupils replied that ……………… The results of the online survey conducted, showed that most parents replied that …………… What is your opinion? Why do you think teachers/ pupils/ parents answered this way?
Topics discussed:
Question: We are considering to develop 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?
Topics discussed:

Additional comments drawn from the interview, which may be important and or interesting

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FOCUS GROUPS Guidelines & Questionnaires

May 2022

I. Focus Groups and their aims (adapted from the application)

What is a focus group?

"A focus group is a research technique used to collect data through group interaction. The group comprises a small number of carefully selected people who discuss a given topic. Focus groups are used to identify and explore how people think and behave, and they throw light on why, what and how questions."

Source: https://www.b2binternational.com/research/methods/faq/what-is-a-focus-group/

The aims of the focus groups are:

The aim from the teachers' Focus Group is to investigate, analyse and deduct conclusions on what are the practices, the educational needs and the current level of knowledge about ecology at school and Climate Change mitigation.

The aim of the pupils- parents Focus Group is to examine how they perceive their current green
practices at school, the motivational factors to implement changes and the extent of applicability of new green solutions.

II. Focus Group Participants

Focus groups are to be held with **<u>relevant stakeholders</u>** and (according to the proposal):

1 Focus Group with 5 teachers per partner
1 Focus Group with 5 pupils + 5 parents per partner

Partners may involve the persons who participated during the Needs' Analysis stage or other teachers, parents, and pupils.

III. Selection of Participants

Partners will select participants among the target groups mentioned.

Here are some guidelines for the selection procedure:

- Each partner makes an initial list of people they want to contact.
- Think about what kind of information regarding the training needs you might get from them.
- Narrow the list down.
- Prepare a short introductory information about the project and its goals.

- Prepare a short information about the aim of the focus group. The information should be short and to the point.
- Think about what the participants will get from participation in focus groups themselves to motivate them for participating.

IV. Organisation and Implementation of Focus Groups

- Once you get the confirmations of cooperation, propose some dates for the focus group (e.g., Doodle)
- Considering the Covid-19 situation, participants might prefer an online focus group meeting via Zoom, MS Teams, or any other app.
- **If it is not possible to conduct the Focus group as a group due to the Health crisis situation, you may conduct one-to-one interviews based on the questions provided below and synthesize the participants answers into a common "Focus Group" report**.
- Once the date of the focus group is set, send the participants some input so they can think about it and prepare for the focus group. The input might contain the topics and questions to be discussed at the meeting.
- Implementation: make sure your participants have a clear understanding of the aim of the focus group meeting by mentioning the goals of the meeting in the very beginning. Lead the discussion and note down participants' comments and remarks. At the end of the meeting, summarize the main points of discussion.
- No matter if you conducted the Focus group in person, online, online as a group, or online as interviews, you must synthesize **the participants answers into a common "Focus Group" report after the conclusion of the activity**.

GUIDELINES FOR CARRYING OUT

THE FOCUS GROUP – DETAILS

Duration: 60 min approx..

Activity 1: Introduction: (5 -10 min)
Activity 2: Guided Discussion (30-40 min)
Activity 3: Wrap-up (10 min)
Mode: online or face-to-face

Programme:

| **Project introduction** and **Focus group goals** (5-10 min) |
| **Participants' introduction** (5-10 min) |
| **Main Discussion: 30-40 min** |

V. Reporting

- Fill in the template below

- Upload the template in the Nirvana Platform.

- Send a Thank-you-email to Focus groups participants.

Evidence for focus groups:

- Print screen of online participants, or photos, or e-mails exchanged with participants during and after the organisation of the Focus Group.

- Participants list: Name, Surname, Organisation, Organisation's address, Email

VI. Template for Focus Group Report

One report per partner is expected. If you decide to do 5 separate interviews instead of 1 Focus Group, again, aggregate the results (and answers to questions) into 1 report per partner.

VII. Focus Group Questionnaires

Phase 1: Welcome and introduction of GREENER GREEN project

- The facilitator introduces him/herself and explains their role during the focus group.
- The facilitator introduces the project and the main objectives of the focus group.

Phase 2: Conducting the focus groups

A. Questionnaire for Teachers

The facilitator initiates the discussion by asking the following questions:
- What is your name, subject of teaching?
- What kind of solutions do you think are more appropriate for schools in order to get greener?
- 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?
- If yes, what worked well so far? What problems did you encounter?
- Have you participated in any program to develop your school green awareness?

One of the outcomes of the Greener Green project, will be a two training programs for schools & teachers, to develop their green & digital skills.

We are considering including the following thematic units for the training program. What do you think of the topics below and what would you subtract or add? (Interviewer please make a note: Very important or Important or Not so important).

- 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?
- Story telling (using word games, writing a text, telling a story)
- Creating with words and images.
- Creating with digital media: Free online tools (digital narrative, digital animation, video art)
- Organization of Green concept
    - Description of a Green environment, activities, tools enhancing a greener school
    - Brainstorming with Teachers, Parents & Pupils
    - A Digital Assessment Tool, how it works
- Generating ideas in everyday life
    - Finding innovative solutions to Environmental & climate changes
    - How can we transform school surface into a greener area
    - How can Greener Green upskill our digital skills
- Green techniques
    - How to transform our daily habits into a green reflex & good techniques
    - how to select and choose good ideas
    - Tackling global challenges and how to communicate them to pupils
    - Using Digital Assessment Tool to develop children's understanding of Greener Green goals
- Would you suggest any other thematic unit, which would be useful in a training program for the development of a greener schools?
- Within the Greener Green project, a Training & E-Learning programs will be created
- Those programs will include resources, exercises, and activities on a green concept
- We plan to include the following features to the Training & e-Learning programs:
    - Quizzes
    - Videos
    - Podcasts
    - Illustrated stories (stories with images to explain the different topics to children)
    - Tips
    - Presentations
    - Activities examples
    - Short scenarios/examples with indicative questions to ask children and initiate discussion
    - Reflection questions
    - Other: …

Would you suggest any other feature for the training & e-learning program?

B. Questionnaire for Parents

What is your name, how many children do you have and in which grade?

Do you know what is Climate change?

Do you have some ideas on how does it affect our daily life?

Which factors do you think can improve environmental issues?

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?

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

Have you participated in any program to develop your green awareness?

Does your local community do anything for the environment (recycling, educational programmes, campaigns etc.)

Do you at home follow green practices to protect the environment and sustainability?

What do you do?

Do you talk to your children about these issues?

What knowledge do you as a parent, think that you are lacking to support your children in protecting the environment?

Please add your own comments………

C. Questionnaire for Pupils

What is your first name and your grade?

Do you like nature and to play outside?

What is your favorite place for an excursion or vacation?

Do you know what is Climate change?

Do you have some ideas on how does it affect our daily life?

Which factors do you think can improve environmental issues?

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?

Have you participated in any program to develop your school green awareness?

Do you at home follow green practices to protect the environment?

What do you do?

Do your parents talk to you about green practices or the problems of the environment? Can you give an example?

What would be a fun way for you to follow green practices at school?

What would be a fun way to learn about the environment?

Do you like learning in nature or in the computer more? Or maybe both? Please explain.

Please add your own ideas…..