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Greener Green - 2021-1-ES01-KA220-SCH-000032687

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# 1. Introduction

## 1.1. Objective and scope of the research

Greener Green is an Erasmus+ project which aims at installing the values of a greener world from the start: to children as young as 6 years in Primary schools, their teachers, and their families. The Greener Green project will provide these target groups with an Evaluation and Assessment tool on how “green” their school is, action plans, training, lesson plans for teachers and even a fun platform where noticeably young children can record their green actions, get rewarding praise and motivation to continue.

During the research phase before the initiation of the project, the applicant observed how the levels of knowledge among teachers, students, and parents in European primary schools about Sustainability, eco-conscious practices and environmental concerns varied to a great extent.

Furthermore, the definition and practices of a “green school” seemed to have great differences from one European country to the other. Some countries have a solid national, regional, or local strategy and policy regarding “green practices” whereas others, have individual decision making and practices at each school, or even, unfortunately, very few measures taken to support Europe’s Green Priority and sustainable future.

The Greener Green project aims at providing primary school teachers with an educational program which will support their digital and green skills to advance their school to the next eco-level. It also aims at involving the pupils and turning them into active players in the sustainability and climate change mitigation platform by the use of the Greener Green, good actions achievement platform. And finally, in involving the students’ parents by educating them through the changes and actions of their school. In that way all local social players (teachers, pupils, parents), will cooperate and transform local society by implementing small attainable actions.

However, to create the training program and the Greener Green platform we, as a partnership decided in our Methodology to investigate the knowledge levels and the needs of the target groups so that whatever we create is relevant and useful.

This report has the goal of describing the situation regarding “green practices” and “green education” in Greece by describing both the Desk and the Field Research results performed by the Primary School of Vareia, Lesvos and IDEC S.A. in Piraeus.

The Desk Research is an online research using credible and serious sources.

The Field Research was conducted as requested by the project proposal and Methodology through a) Surveys filled in by students, parents and teachers and b) focus groups conducted by the same target groups. Conclusions will be drawn by both.

The synthesis of all the above will hopefully assist the reader in understanding the status quo of schools, teachers, pupils, and parents in Greece regarding the topic in question.

The synthesis also assisted us, the partners in formulating a clearer opinion on what to include on the training course for teachers and how to structure effectively the Greener Green platform that will be created as a communication and motivation space for primary school classes.

## 1.2 Methodology

The Desk research was conducted as described above.

We have included the following important topics: Legislation, Profile of the country's green schools, Teachers, Parents and Pupils, Stakeholders in Greece, Good Practices. The Desk Research was conducted from April to June 2022 and the sources consulted can be found in section 5 of this paper.

In order we conduct the Field research, we prepared a Google form for Teachers to fill in and managed to acquire the responses of 40 teachers.

We also prepared three different sets of survey questions for the Focus Groups, for Teachers, for Pupils and for Parents.

Both the form and the survey questionnaires included sections about digital skills, knowledge of green practices and sustainability, and how climate change mitigation and sustainability are perceived by each group in question.

The forms were answered during the month of April, May and June 2022 and the schools that participated, are the Primary School of Vareia and other schools of the island of Lesbos.

Once the Google form was completed, we organized the Focus Groups with teachers, pupils, and parents (separately).

Each group was implemented within one hour to one and a half hour and was led by a partner moderator.

The results of the focus groups are summarized in section 3.2. of this report.

In section 4 we have included the final conclusions and recommendations about the contents of the training course and those of the assessment tool for schools as well as the educational platform and its functions.

## 2.Desk Research Results

### 2.1 Country "Green schools" of profile

#### The population and schooling in Greece

While Greece's population was estimated 10,715,549 million in 2020<sup>[1]</sup>, during the school year 2019/2020, in Greek primary schools there were 621.298 students, according to information from the Hellenic Statistical Authority<sup>[2]</sup>.

As the graph illustrates, secondary education is the one attended by the largest number of Greek students (646,683) before the Tertiary stage. Since compulsory education in Greece ends at the age of 15, there is a drop in the number of people continuing their studies in higher education (534,641).

## Education System

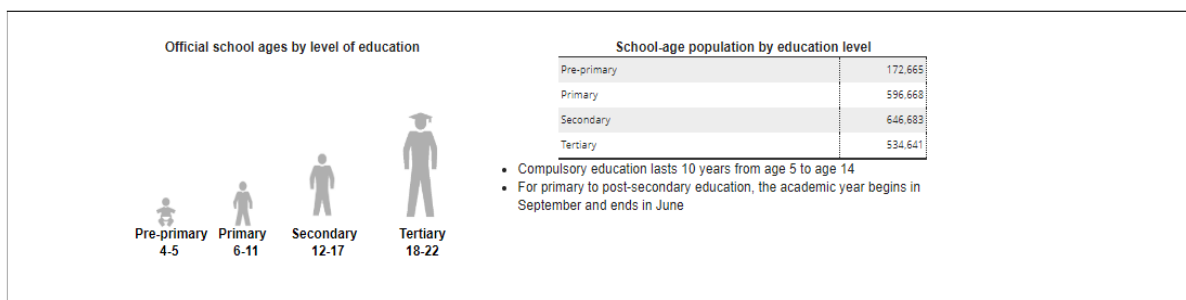
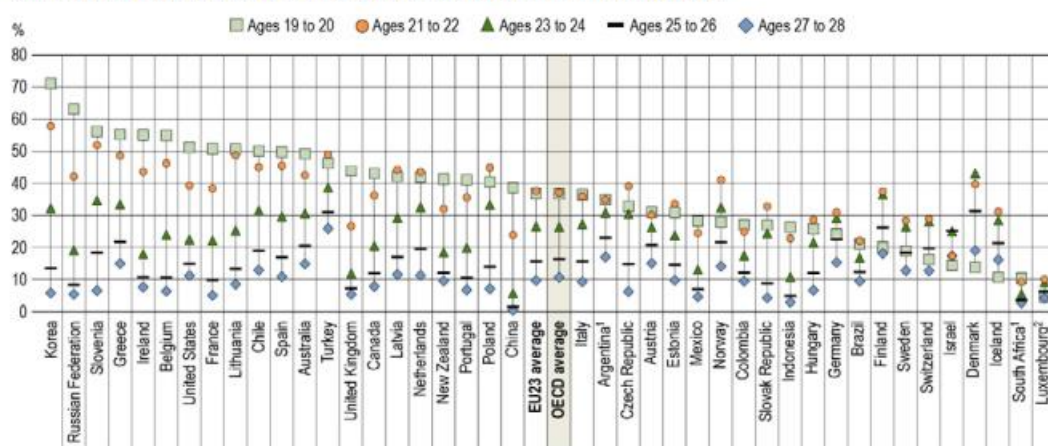


Figure 1: UNESCO. Greece

However, the OECD reported in 2019 that "Greece has the fourth highest enrolment rate in higher education among OECD countries and has seen an increase in the level of higher education over the last decade".<sup>[3]</sup>

Figure 1. Tertiary enrolment rates from age 19 to age 28 (2017)

Students in full-time and part-time programmes in both public and private institutions



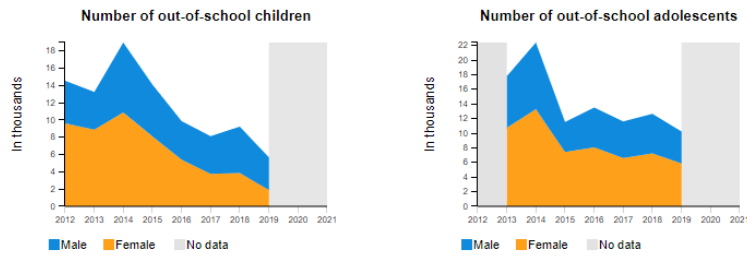
1. Year of reference 2016.

2. Underestimated due to many resident students enrolled in neighbouring countries.

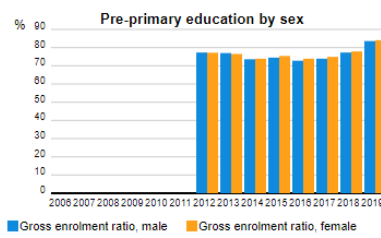
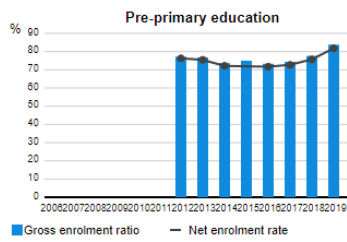
Countries are ranked in descending order of enrolment rates at ages 19 to 20.

Source: OECD/UIS/Eurostat (2019). See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/8d7880d-en>).

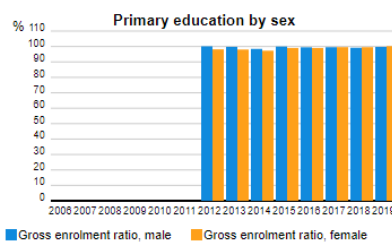
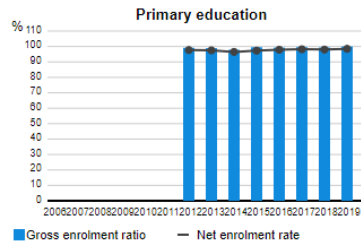
Participation in Education



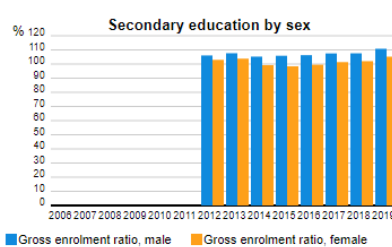
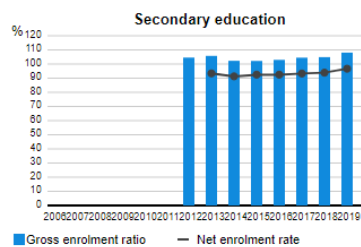
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>Out-of-school children</b>										
Total	14,567	13,271	18,984	14,097	9,878	8,147	9,246	5,679	...	...
Female	9,630	8,879	10,887	8,100	5,398	3,773	3,856	1,901	...	...
Male	4,937	4,392	8,097	5,996	4,480	4,374	5,390	3,778	...	...
<b>Out-of-school adolescents</b>										
Total	...	17,805	22,399	11,532	13,510	11,620	12,658	10,238	...	...
Female	...	10,748	13,287	7,432	8,056	6,595	7,233	5,855	...	...
Male	...	7,057	9,112	4,100	5,454	5,025	5,425	4,383	...	...



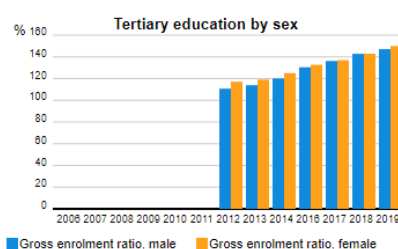
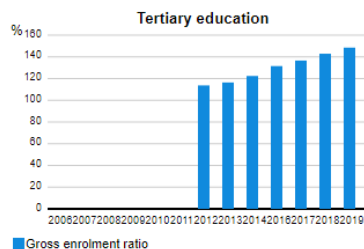
PRE-PRIMARY EDUCATION	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>Gross enrolment ratio (%)</b>										
Total	77.2	76.8	73.7	75	73.3	74.4	77.6	83.8	...	...
Female	77.2	76.5	73.9	75.4	73.9	74.9	77.9	84.1	...	...
Male	77.3	77	73.6	74.5	72.8	73.9	77.3	83.6	...	...
<b>Net enrolment rate (%)</b>										
Total	76.3	75.5	72.2	...	71.7	72.7	75.7	81.8	...	...
Female	76.5	75.5	72.8	74.4	72.8	73.7	76.6	82.7	...	...
Male	76	75.4	71.7	...	70.7	71.7	74.9	81	...	...



PRIMARY EDUCATION	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>Gross enrolment ratio (%)</b>										
Total	99.16	98.92	97.87	99.53	99.28	99.55	99.37	99.97	...	...
Female	98.16	98.04	97.28	99.07	99.06	99.57	99.54	100.23	...	...
Male	100.12	99.77	98.44	99.96	99.48	99.54	99.2	99.72	...	...
<b>Net enrolment rate (%)</b>										
Total	97.7	97.5	96.5	97.3	97.9	98.2	98	98.5	...	...
Female	96.9	96.8	96.2	97.1	97.9	98.5	98.4	99	...	...
Male	98.5	98.1	96.9	97.5	98	98	97.7	98.1	...	...



SECONDARY EDUCATION	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>Gross enrolment ratio (%)</b>										
Total	104.56	105.77	102.29	102.2	102.96	104.5	104.88	108.08	...	...
Female	102.97	103.81	99.22	98.41	99.51	101.37	102.05	105.21	...	...
Male	106.07	107.64	105.24	105.85	106.28	107.5	107.58	110.81	...	...
<b>Net enrolment rate (%)</b>										
Total	...	93.4	91.3	92.5	92.5	93.3	93.9	96.7	...	...
Female	...	93.2	90.7	91.7	91.7	92.6	93.2	96.1	...	...
Male	...	93.6	91.9	93.2	93.2	94	94.6	97.3	...	...

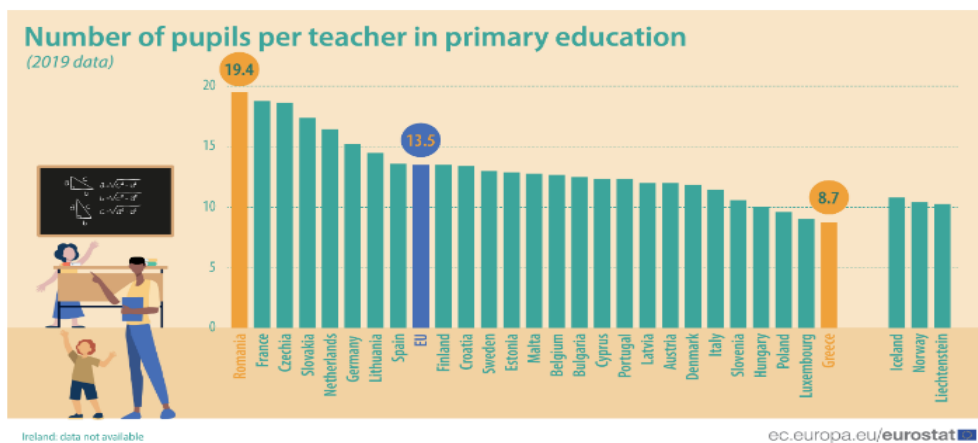


TERTIARY EDUCATION	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
<b>Gross enrolment ratio (%)</b>										
Total	113.7	116.4	122.4	...	131.5	136.6	142.9	148.5	...	...
Female	117.1	119.1	125	...	132.7	137	142.9	150	...	...
Male	110.7	113.9	120.1	...	130.4	136.2	142.8	147.1	...	...

## Teacher profile

In 2019/2020 Greece had 73.722 primary school teachers, 60.365 of them working full time, while 1675 were part-time. 24.148 are in Attiki (capital) region and 12.973 in Central Macedonia.

According to a Eurostat statistical study, Greece among other European countries has the lowest pupil-teacher ratio. Specifically, as the graph below shows, Greece shows an average of 8.7 pupils per teacher. [\[4\]](#)

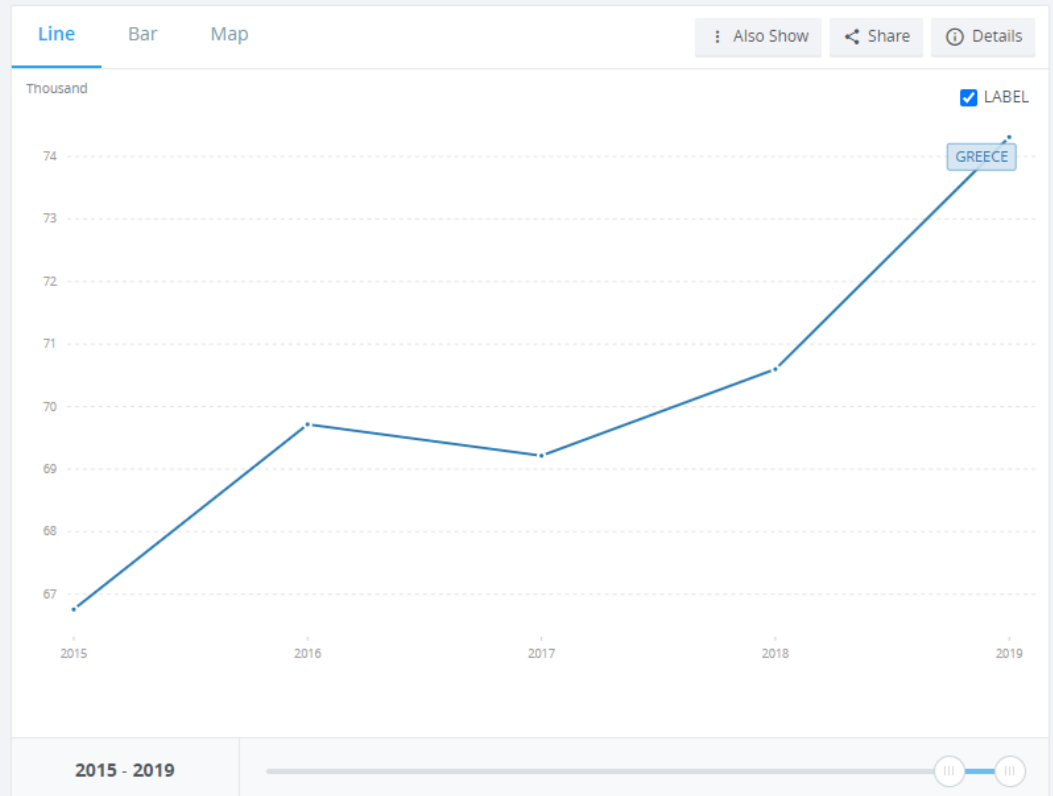


Source dataset: [educ\\_uoe\\_perp04](#)

Regarding teachers employed in primary education, the number of teachers has increased in 2019 by 7,556 individuals from the number recorded in 2015.

### Primary education, teachers - Greece

UNESCO Institute for Statistics ( [uis.unesco.org](https://uis.unesco.org) ). Data as of June 2022.





### School success in primary school

OECD states, "In 2019, 69% of 3-5 year-olds were enrolled in public early childhood education and care programmes and primary education in Greece, compared to 88% on average across OECD countries."<sup>[5]</sup> The low score is attributed to the fact that many children enroll to private early childhood education centers and not in public, so they are not counted in the above number.

Complementary to the above information, the graph below shows an increase of 6.4% in kindergarten and a decrease of 1.6% in primary schools for the 2019/2022 school year compared to 2018/2019.

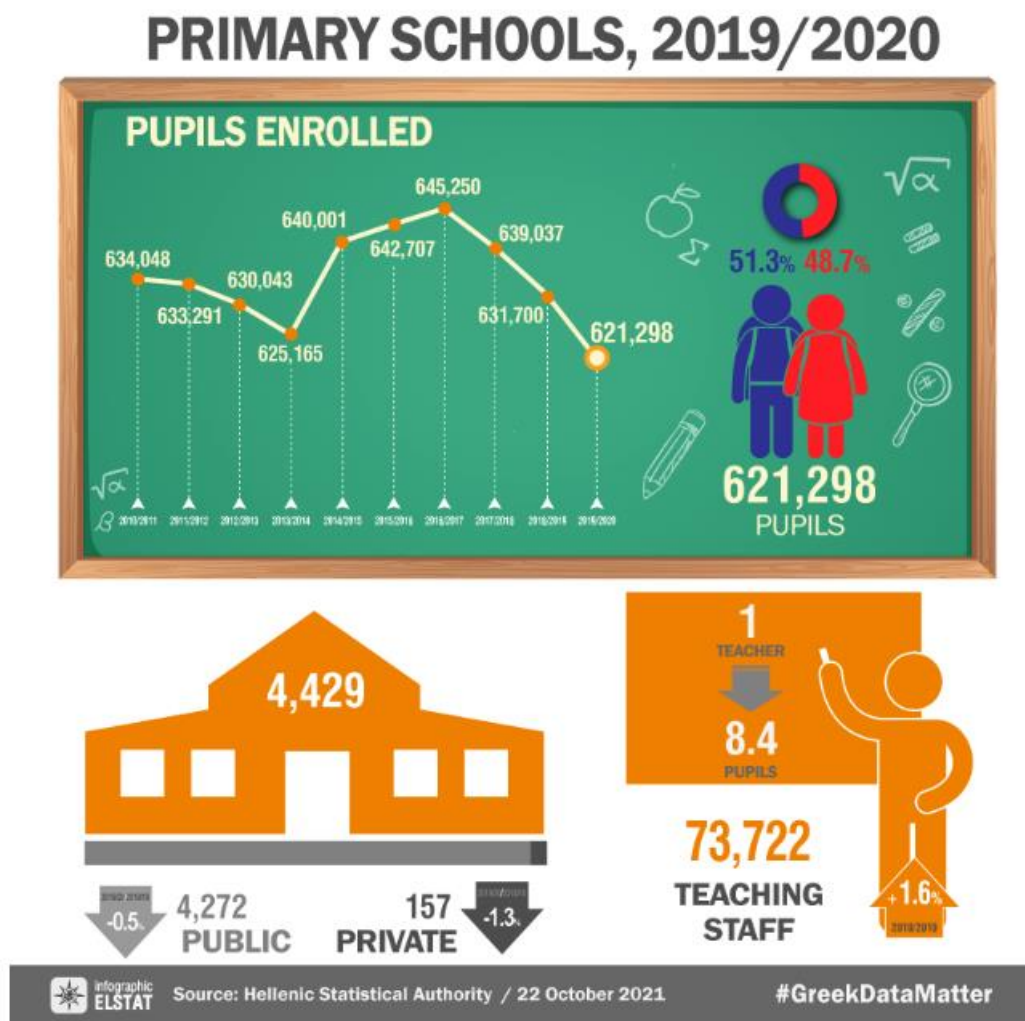
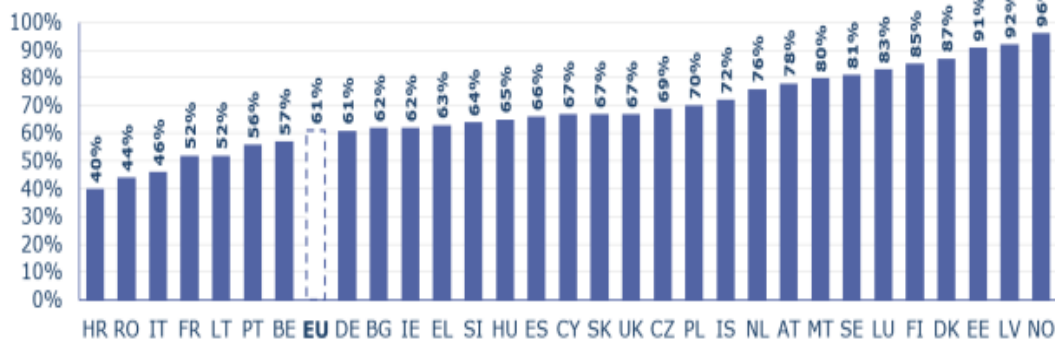


Figure 2: Hellenic Statistical Authority, Data on Pre-Primary and Primary Education Statistics for the school year 2019/2020.

### Use of student computers

A study on ICT in Education carried out for the European Commission by Deloitte was published online in 2019 and it provides some useful insights on the use of ICT in schools across Europe.

**Fig. 1.9.a: Students in schools where more than 90% of equipment is operational**  
(ISCED 1, in % of students, country and EU level, 2017-18)



The graph shows the percentage of students that are in schools where the computer equipment is operational. In Greece, 63% of students are in schools where more than 90% of the equipment is working sufficiently. <sup>[6]</sup>

## 2.2 Green Practices and sustainability

### 2.2.1 Green programmes- Ministry of Education, Research and Religious Affairs

Under the auspices of the Ministry of Education, Research and Religious Affairs, a series of educational programmes have been developed which aim to raise awareness of environmental issues among the Greek population and specifically among school students. These are educational programmes that address pressing issues on environmental issues and sustainable development. Some initiatives in this context are presented below.

#### Hellenic Society for the Protection of Nature

The Hellenic Society for the Protection of Nature is committed to environmental awareness and education and for this reason one of its actions is the creation of Environmental Education Networks by utilizing modern communication tools, such as the Internet, it can create an environment in which the experiences of many people can be easily communicated.



The Hellenic Society for the Protection of Nature has been active not only in national but also in international environmental education networks which attract almost one million students and even several thousand teachers. The knowledge on environmental education issues is based on 5

integrated Programmes, as listed on the organization's website and are as follows <sup>[7]</sup>:

1. Ecological Schools
2. Young Journalists
3. Learning about Forests
4. Nature without Trash
5. Green Corners

The Hellenic Society for the Protection of the Nature's first three programmes are coordinated internationally by the Foundation for Environmental Education (FEE). All of the Hellenic Society for the Protection of the Nature's PE Programmes and Networks are approved by the Ministry of Education & Religious Affairs.

## Environmental and Sustainable Development Education Unit

Another initiative is linked to sustainable development. Specifically, as it is mentioned in the official website of the "Environmental and Sustainable Development Education Unit," "The Environment and Sustainable Development Education Unit, which was officially established in 2018, is the competent unit of the Ministry of Education, Sports, and Youth for the promotion of environmental education and sustainable development issues in formal, non-formal and informal education. The main objective is the implementation of the National Strategic Plan for Environmental Education and Sustainable Development, its actualization, as well as the maintenance and sustainability of the actions and activities resulting from it over time, in a uniform and systematic manner at all educational levels. In addition, it is important to integrate environmental education and sustainable development in all educational levels of the country, through the parallel promotion of central educational actions, as provided for in the National Strategic Plan, which can contribute to the formation of tomorrow's critically thinking and responsible environmental citizens in the context of the formation of the sustainable school which will function as an agent of environmental and social change."<sup>[8]</sup>

### KΠΕ- Lifelong Learning Centres for the Environment and the Sustainability

The Lifelong Learning Centres for the Environment and the Sustainability state in their official website that, "The programmes implemented in this framework are addressed to adults and minors, primary and secondary school teachers, as well as the entire community in which each Centre is located. The main objective of these programmes is to encourage every teacher, parent, child, adolescent, and the entire local community to play an active role in the management of the environment and the preservation of ecological balance and to cultivate the identity of active citizenship.



These centres provide a wide range of activities such as seminars and training on environmental issues, workshops, and awareness-raising activities, while a key pillar is experiential learning which requires active participation and initiative.

Lastly, the programme is part of the Operational Programme "Education and Lifelong Learning" of the Ministry of Education, Research and Religious Affairs and is co-financed by the European Union (European Social Fund) and national resources."<sup>[9]</sup>

### 2.2.2 Environmental Education from green schools

Since 1978, Primary Education has adopted an innovative educational process, that of Environmental Education. In fact, as the Directorate of Primary Education of Magnesia states "The

Directorates of Primary Education operate an Environmental Education Office whose responsibilities are described below.

#### Responsibilities of the Environmental Education Office

- Monitoring of P.E. programs implemented in schools of Primary.
- Providing information material to schools.
- Providing information to the schools on the implementation of educational programmes.
- Organise information meetings on E&T issues
- Develops partnerships with services, agencies, environmental organisations, environmental NGOs, SEPs, health education, universities, etc.
- Attends seminars, lectures and workshops organised by the Ministry of Education and Culture.<sup>[10]</sup>

In the following section, two Greek schools are presented that not only put environmental education into practice but are also active in the field of green practices.

#### Regional High and Secondary School of Lefkara

The Regional High School of Lefkara actively participates in the environmental programs "Eco-Schools" and "Young Journalists for the Environment" and has set as its primary concern the cultivation of knowledge related to Sustainable Development. The school through different educational activities tries to raise awareness among students and provide them with all the necessary knowledge that will be the motive for them to create the change that a developmentally sustainable world need. Through these actions students will learn to integrate this new knowledge into their daily lives and to adopt attitudes and habits that promote the protection and respect of the environment.

Specifically, some of the school's actions include recycling and specifically the placement of bins in



each classroom for the recycling of paper, plastic, aluminum, and batteries. Another action concerns the reuse of old items, during which the school organizes a "second-hand" market in which students sell items that are no longer needed and are in perfect condition and sell them at extremely low prices. In addition, in collaboration with the

"Schools Ambassadors of the European Union" programme, the school co-organized a tree planting where sixty saplings were planted in various areas of the school by the pupils themselves.<sup>[11]</sup>

#### 1<sup>st</sup> High School of Geraka

Another school that is actively involved in green practices is the 1st High School in Gerakas, Attica, Agios Ioannis Theologos and Agia Lavra, which is a member of the International Network of Eco-Schools since 2014. This school also adopts green practices and implements school-based and European environmental education programmes in order to raise awareness and inspire students to act



responsibly to safeguard the environment.<sup>[12]</sup> In these programmes students are not limited to a theoretical approach to the issue but also combine experiential learning.

The school unit has been involved in a diverse way in ecological initiatives. Initially, as stated on the GSGs website, "The school has participated in the ecological committee of students, parents and teachers, cooperation of teachers with an interdisciplinary approach to subjects, organization of environmental events and activities in cooperation with the municipality of Pallini, support of recycling activities by parents and citizens in general, distribution of printed material for dissemination, cooperation with associations and institutions." "The 1st Gerakas High School is active in other areas such as recycling daily.

The school states that it wishes to raise the awareness of the students in order for it to take care not only of the green spaces of the school but also of the whole community, emphasizing the necessity of the protection and sustainability of the environment.

### 2.2.3 Environmental legal framework

As it is stated in SGI's official website, "In comparison to many other countries, Greece performs rather well on environmental policy. In the Yale University's Environmental Policy Index 2018, Greece was ranked at 22nd place out of 180 countries for overall environmental performance, with a score of 73.60. Greece is among the 10 top world performers in terms of access to water and sanitation but compared to residents of other more industrially developed countries, Greeks overuse water sources and create a lot of waste."<sup>[13]</sup>

This survey was conducted in 2018 and shows that Greece is making its own environmental footprint by trying to adopt sustainable practices.

In May 2020, Greece continues the same path of green practices as the Greek parliament approved a new comprehensive environmental law (Law No. 4685/2020). As mentioned in an article on Chambers and Partners with the title "Greece reforms its environmental legal framework facilitating new investments," "This law is intended to preserve the natural environment, ensuring sustainable development, and ending Greece's energy dependence on coal. The law reforms the existing legal framework by bringing it into line with EU (European Union) law and the "Green Deal" and covers a wide range of environmental issues".<sup>[14]</sup>

## 2.3 List of relevant stakeholders

### a. General

Idec will include the eLearning course and Assessment tool in its Training Centre's course material, a centre that trains over 300 European teachers per year.

### b. Organisations

Name of organization	Place of Contact	What offers
WWF	<a href="https://www.wwf.gr/">https://www.wwf.gr/</a>	WWF (World Wide Fund of Nature) is trying to build a future of harmonious coexistence between people and nature through, preserving the planet's biodiversity, ensuring the sustainable use of renewable energy sources & reducing pollution and the waste of natural resources
Greenpeace	<a href="https://www.greenpeace.org/greece/">https://www.greenpeace.org/greece/</a>	Greenpeace fights for the solution of our Greece's environmental problems with multifaceted action and remarkable campaigns.
Arcturos	<a href="https://www.arcturos.gr/gr/summeteho/volunteerism/">https://www.arcturos.gr/gr/summeteho/volunteerism/</a>	Arcturus aims to protect wildlife and the natural environment in Greece and abroad. The reason for its establishment was the need to find an immediate solution to the then ever-increasing problem of bear and wolf captivity.
Callisto	<a href="https://www.callisto.gr/">https://www.callisto.gr/</a>	The Environmental Organization for Wildlife and Nature CALLISTO was created in 2004 in Thessaloniki, by scientists with extensive experience and expertise in environmental issues.
Ecological Recycling Society	<a href="http://www.ecorec.gr/ecor/ec/index.php?lang=en">http://www.ecorec.gr/ecor/ec/index.php?lang=en</a>	The Ecological Recycling Society was founded in 1990 by a group of people with a common vision: to protect the environment from the hitherto indiscriminate management of waste, natural resources, water, and energy. Since 1990 the Ecological Recycling Society has been

		promoting prevention, reuse, recycling and, in general, sustainable management of waste, natural resources, water and energy as well as sustainable development at local, national, European, and international level through a variety of activities.
Hellenic Society for the Protection of Nature	<a href="https://eepf.gr/en/">https://eepf.gr/en/</a>	The Hellenic Society for the Protection of Nature is an Environmental Non-Governmental Organization of national scope that has been continuously active since 1951 for the protection of the Greek natural environment.
Hellenic Society for Environment and Cultural Heritage	<a href="https://www.ellet.gr/">https://www.ellet.gr/</a>	ΕΛΛΗΝΙΚΗ ΕΤΑΙΡΙΑ (Society for the Environment and Cultural Heritage - ELLET) has since 1972 been active in the fight for the preservation of Greece's natural environment and cultural heritage.

### c. Schools

School	Name	Surname	Teaching subject
Primary School of Vereia	Eleni	Kampoura	Parallel Support Teacher
Primary School of Vereia	Rafailia Maria	Tsiligkridou,	Parallel Support Teacher
Primary School of Vereia	Antonis	Xatzellis	Teacher of General Education
Primary School of Vereia	Thomas	Mpourikas	Teacher of General Education
Primary School of Vereia	Eirini	Lagoumidou	English Language Teacher
Primary School of Vereia	Maria	Spanou	Teacher of General Education
Primary School of Vereia	Athanasia	Matzari	Teacher of General Education

Primary School of Vereia	Stella	Salta	French Language Teacher
Primary School of Vereia	Manuela	Karamplia	Music Teacher
Primary School of Vereia	Katerina	Paulidou	Art Teacher

[1]

Source:

[https://datacommons.org/place/country/GRC?utm\\_medium=explore&mprop=count&popt=Person&hl=en](https://datacommons.org/place/country/GRC?utm_medium=explore&mprop=count&popt=Person&hl=en)

[2] Source: <https://www.statistics.gr/el/statistics/-/publication/SED12/->

[3] Education at a Glance: OECD Indicators (OECD,2019) [https://www.oecd.org/education/education-at-a-glance/EAG2019\\_CN\\_GRC.pdf](https://www.oecd.org/education/education-at-a-glance/EAG2019_CN_GRC.pdf)

[4] <https://ec.europa.eu/eurostat/en/web/products-eurostat-news/-/ddn-20210907-1>

[5] <https://gpseducation.oecd.org/CountryProfile?primaryCountry=GRC&treshold=10&topic=EO>

[6] <https://data.europa.eu/euodp/data/storage/f/2019-03-19T084831/FinalreportObjective1-BenchmarkprogressinICTinschools.pdf>

[7] <https://www.eepf.gr/el/tomeis-drashs/ekpaideftika-programmata>

[8] <https://mepaa.moec.gov.cy/index.php/el/>

[9] <https://www.inedivim.gr/en/programmes-actions/lifelong-learning-centres-environment-and-sustainability>

[10] [https://dipe.mag.sch.gr/?page\\_id=348](https://dipe.mag.sch.gr/?page_id=348)

[11] [https://gym-lefkara-lar.schools.ac.cy/data/uploads/oikologika\\_scholeia/kales-perivallontikes-praktikes-scholeion.pdf](https://gym-lefkara-lar.schools.ac.cy/data/uploads/oikologika_scholeia/kales-perivallontikes-praktikes-scholeion.pdf)

[12] <https://observatory.sustainablegreece2020.com/gr/schools-practices/anakyklwnw-dhmioyrgw-prasines-gwnies-sto-sxoleio.885.html>

[13] [https://www.sgi-network.org/2020/Greece/Environmental\\_Policies](https://www.sgi-network.org/2020/Greece/Environmental_Policies)

[14] <https://chambers.com/articles/greece-reforms-its-environmental-legal-framework-facilitating-new-investments>



## 3. Field

### 3.1. Report from Surveys' results

#### 3.1.1 Teachers surveys

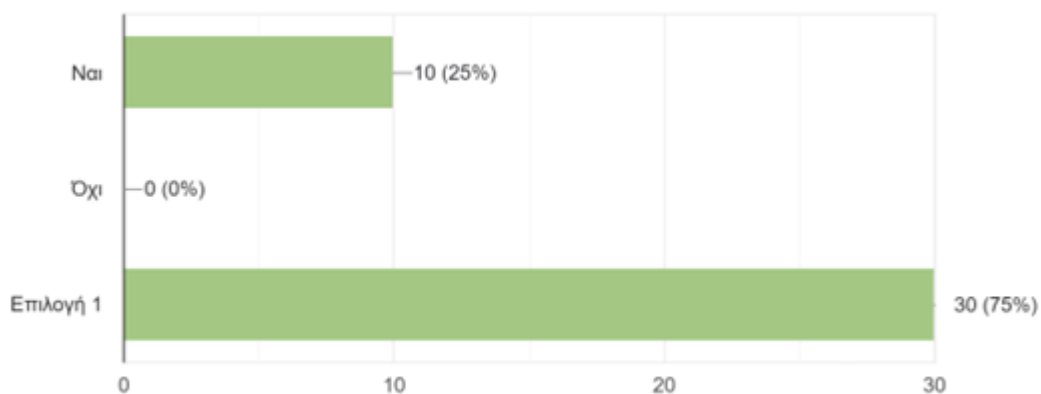
The survey was answered by 40 teachers, most of them from primary education, while there was also a percentage of teachers from secondary education. The sample of teachers is based on different age ranges from 34 to 60. All schools that participated in the survey are located in Greece.

Teachers' school:

- Music School of Mytilini
- 5th Primary School of Galatsi
- Primary School of Vereia
- Primary School of Papadou
- 3rd High School of Mytilini
- 2nd High School of Mytilini
- 4th primary school of Alimos
- 4th High School of Mytilini
- 2nd Primary School of Kos
- 1st Primary School of Chios
- 45th Primary School of Patras

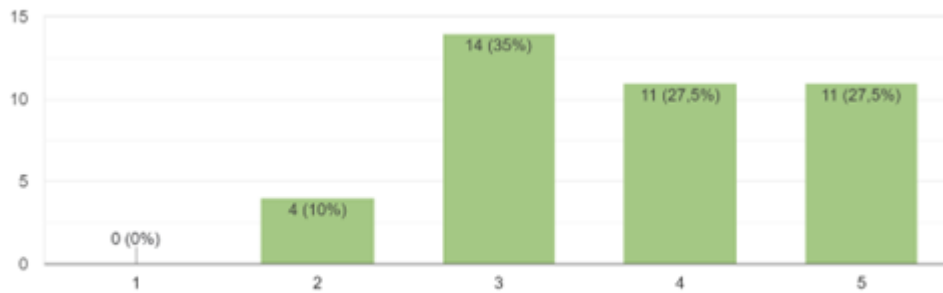
#### Digital Competences

1. Do you use computer equipment to prepare material or for teaching in your classroom?



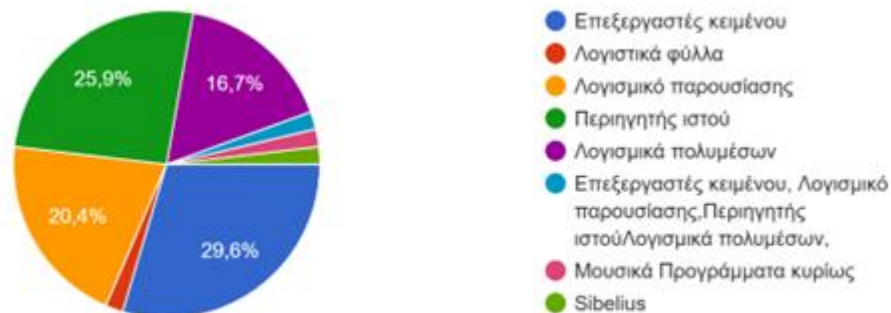
The largest percentage of respondents, specifically 75%, indicated that they do not use computer equipment to prepare material or to teach in a classroom. From the above chart it can be seen that only 25% use of computer equipment for educational purposes.

2. Indicate the extent to which you have skills to use a personal computer? (1: not at all, 5: very well)



Of the people who responded to the questionnaire more than 50% stated that they have sufficient skills and knowledge to use a computer. The 35% of the sample responded that they have knowledge to a decent level while only 10% responded that they have knowledge but to a limited extent.

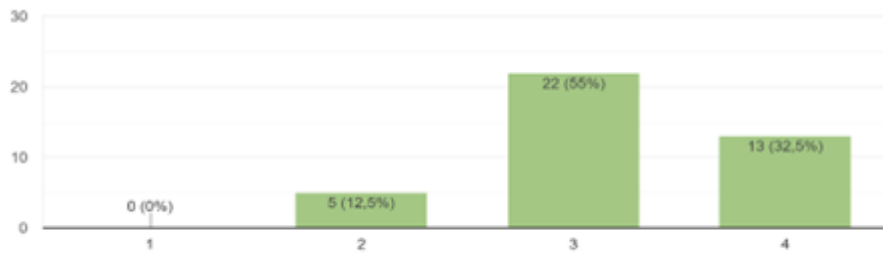
3. What computer programs do you typically use to prepare or teach your class (you can chose more than one)?



- Word processors
- Spreadsheets
- Presentation software
- Web browser
- Multimedia software
- Text processors, Presentation software, Web browser, Multimedia software
- Mainly Music Programmes
- Sibelius

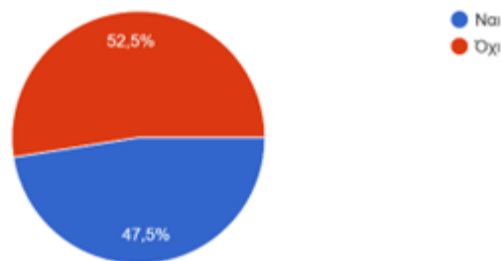
29.6% of the teachers who participated in the survey appear to be more familiar with word processing. 25.9% stated that they use the web browser to prepare educational material or to teach. From the above graph, it can be shown that 20.4% of the teachers use presentation software for the above-mentioned reasons while 16.7% utilize multimedia software.

4. Indicate to what degree you have the skills to use office software (word processor, spreadsheet, presentations, multimedia, etc.) (1: not at all, 5:very well)



As the above graph shows, most of the teachers have sufficient knowledge about the use of the office software with the only exception of 12,5% which represents the people who lack of these skills.

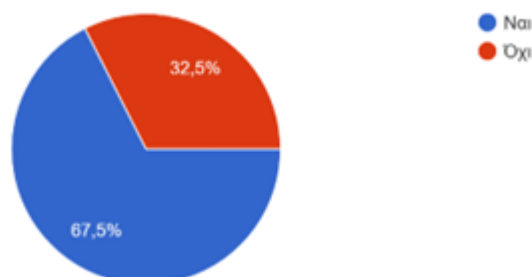
5. Has your school embraced a digital learning programme for your students?



■ : No  
■ : Yes

Schools are split in results, for that question. Half of the schools have adapted e-learning programmes, while the other half have not.

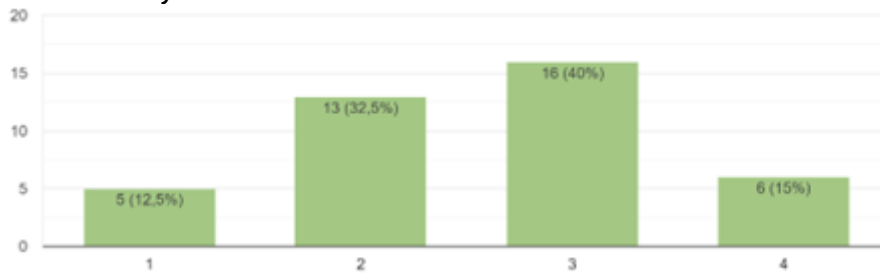
6. Do you use educational mobile applications or collaborative digital learning platforms in your course?



■ : No  
■ : Yes

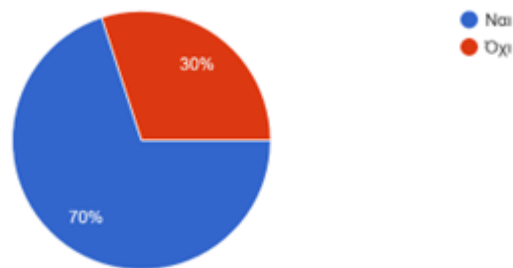
13 teachers (32,5%) responded negatively to this question while 27 (67,5%) of the total number of teachers who participated in the survey, responded that they actively use educational mobile applications or collaborative digital learning platforms for their courses.

7. Indicate to what extent you have skills to use educational mobile applications (class craft, kahoot), create learning situations on digital platforms (Moodle, etc.)? (1: not at all, 4: very well)



This particular question attracted a multitude of responses as it can be seen in the graph above, while 40% believe that they have part of the required skills to use educational mobile applications, there is also a percentage of 12.5% who do not possess such skills. Only the 15% of the teachers indicates that is confident enough to take advantage of their skills to use educational mobile applications.

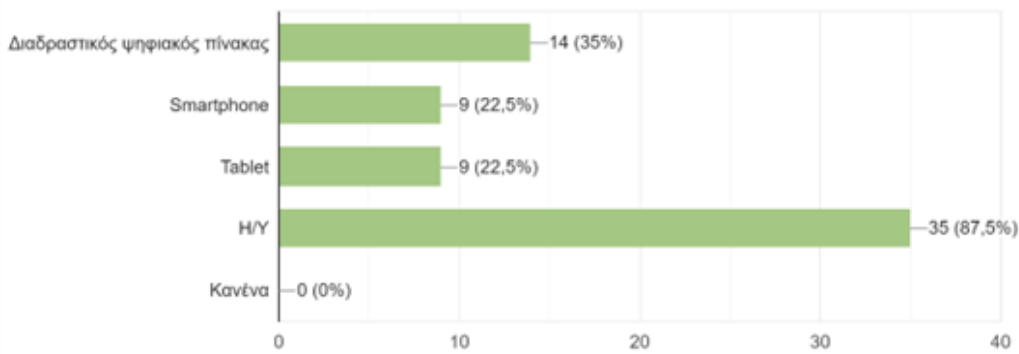
8. Does your school use a digital platform to inform and communicate with parents?



■ : No  
■ : Yes

The significant percentage of 70% of the teachers responded that they indeed use digital platforms to communicate with parents while only the 30% reported that they are not familiar with this way of communication.

9. What kind of digital tools do you use with your students?

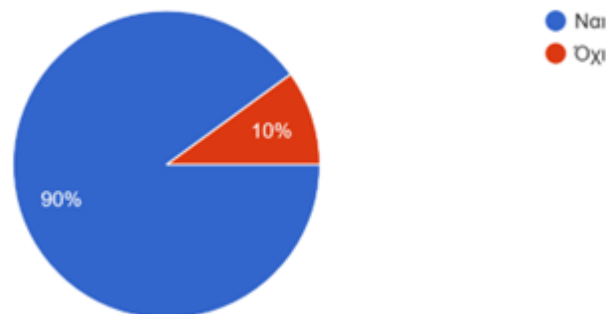


Digital tools listed in the graph above:

- interactive digital whiteboard
- Smartphone
- Tablet
- Computer
- None

The graph shows that 87,5% of the teachers prefer to use a computer to work with their students while the 35% rely on the interactive digital whiteboard. Digital tools such as smartphone and tablet collected a percentage of 22,5% each.

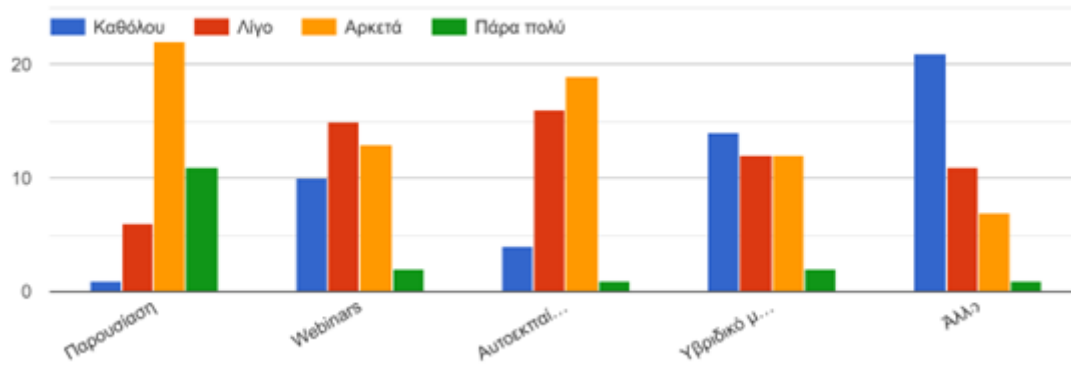
10. Have you ever attended a training programme on digital skills as part of your teaching/professional duties?



 : No  
 : Yes

An overwhelming majority of 90% said that they have attended an educational programme based on the development of their digital skills, while only 10% answered negatively to this question.

11. Please indicate the extent to which you support training for each of the following methods.

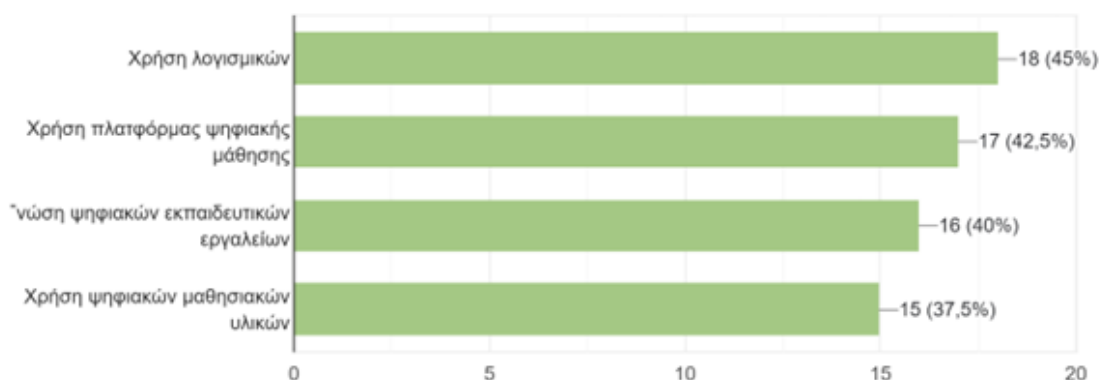


Methods that are being presented in the graph:

- Presentation
- Webinars
- Self-education, Massive Open Online Courses, newsletter, methodological guide
- Hybrid model (online/offline)
- Other

To begin with, 33 teachers indicated the importance of training for the method of presentation and only 6 teachers found this method to be not so important. Regarding webinars, 17 teachers reported that this method required training while 25 of them believe that it does not require extra support. Regarding self-education, open online courses, newsletter etc. teachers reported the importance of extra training for these methods. In the case of the hybrid model, from what it was reported, teachers seem to somewhat find important the training for these methods.

## 12. In what areas do you think you need training?

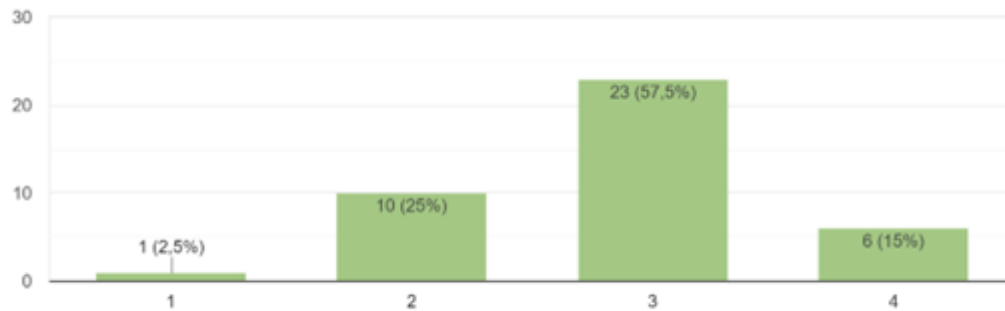


Areas listed in the graph above:

- Use of software
- Use of digital learning platforms
- Knowledge of digital teaching tools
- Use of digital teaching tools

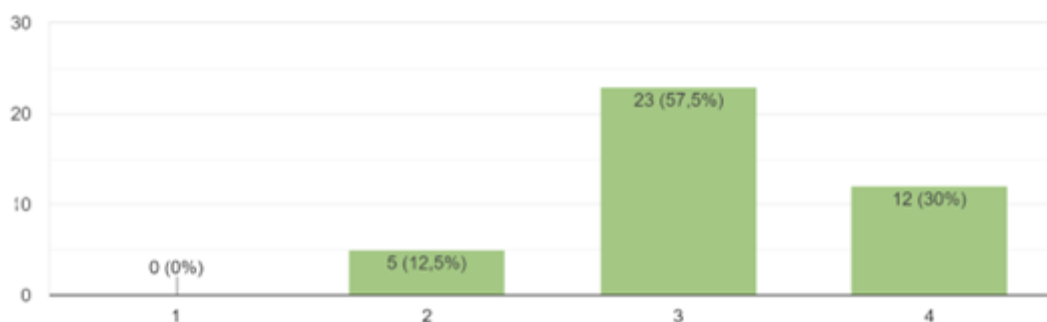
Of the 40 teachers who participated in the survey, 18 (45%) answered that they need to be trained in the use of software. The next most popular response was training related to the use of digital teaching platforms as it gathered a percentage of 42.5%. A further 40% of teachers stated that they would like to enrich their knowledge related to digital learning tools. Lastly, 15 teachers (37.5%) said that they would benefit from a training concerning the use of digital teaching tools.

13. Indicate the extent to which you would be in favor 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? (1: not at all, 4: very well))



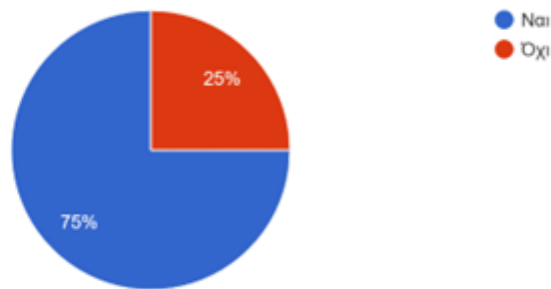
Over 70% of teachers are very much in favor or quite in favor of having a digital platform to evaluate and monitor practices and monitoring to make the school more eco-friendly

14. Are you familiar with the term sustainability? (1: not at all, 4: very well)



The term sustainability is fairly familiar to the teachers who participated in the survey. In particular, percentages such as 57.5% and 30% respectively

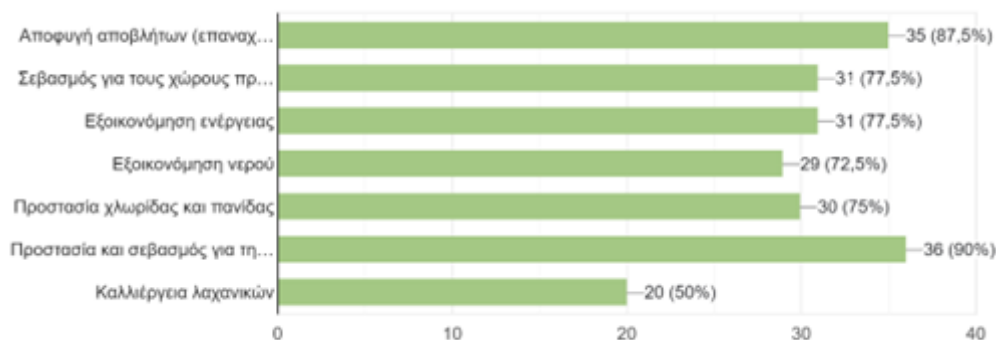
15. Are you involved in any ecological activities ?



■ : No  
■ : Yes

76% of the teachers are involved in sustainable activities while 25% of them indicated that they are not involved in such activities

16. Which of the following "green" practices are you already familiar with?



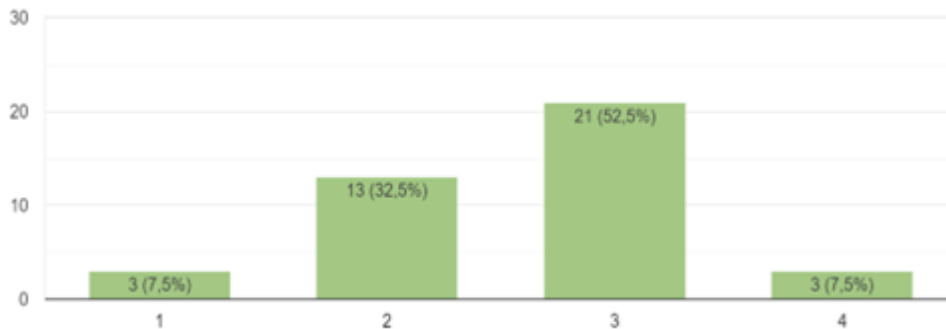
Green practices that are being mentioned above:

- Avoiding waste (reuse, recycling, etc.)
- Respect for green spaces
- Saving Energy
- Water conservation
- Flora and fauna conservation
- Protection and respect for nature
- Cultivation of vegetables
- 

Almost the majority of teachers unanimously agreed that they are more familiar with protecting and respecting nature (90%). 87.5% of teachers are quite familiar with the idea of recycling and reuse. 77.5% of the teachers are also aware of green practices such as the respect for green spaces. Also, 77.5% of them reported that "saving energy" is also a green practice they are aware of. 75% are familiar with the protection and respect for nature while 72,5% are with water conservation. Finally, cultivation of vegetables gathered a percentage of 50%.

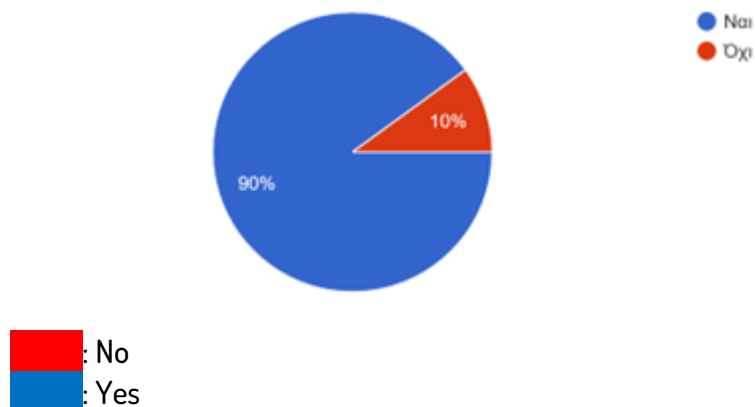


17. Faced with the challenges of climate change and the objectives of preserving the environment in a sustainable manner, please indicate to what extent your school is committed to solutions and preparing future generations? (1: not at all, 4: very well)



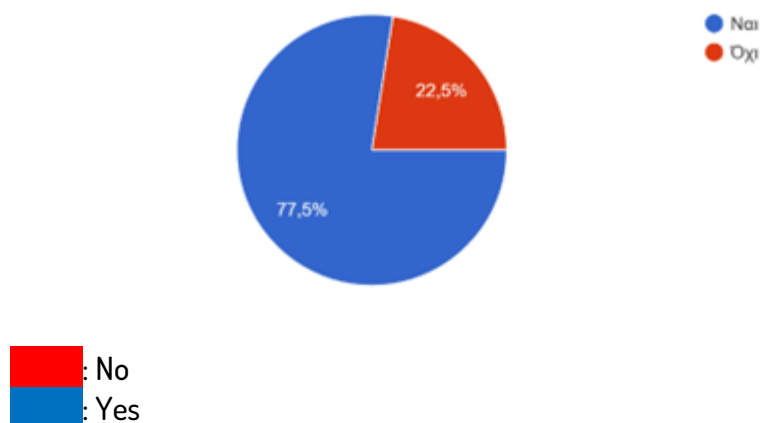
52% of the teachers who participated in the survey consider that the school is committed but do not indicate the maximum score. Only 3 teachers believe that the commitment of their school is of prominent level. It is noteworthy that 32,5% of teachers who may consider that their school is not involved enough in such topics and 7,5% of them who believe that their school is lacking of commitment in finding solutions and preparing future generations.

18. Does your school participate in any projects related to ecology?



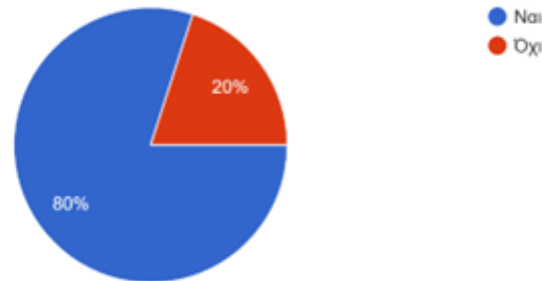
90% of the teachers reported that their school is involved in project that are related to ecology while only 10% of them reported that their school does not have an active role in such projects.

19. Has your school taken measures regarding waste separation?



In this question, 77.5% of the teachers indicated that their school has already taken measures regarding waste separation while 22.5% reported that their school is not active.

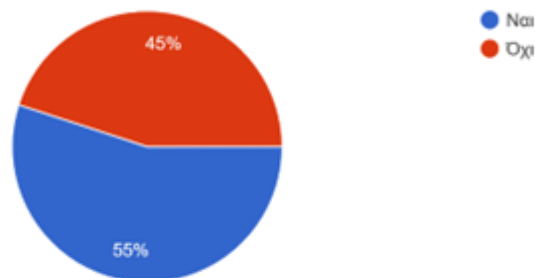
20. Has your school implemented measures to reduce waste (paper materials, packaging, consumables)?



 : No  
 : Yes

Regarding the implementation of measures to reduce waste, 80% of the teachers reported that their school has already take initiatives to reduce waste while 20% have not followed the same sustainable “path”.

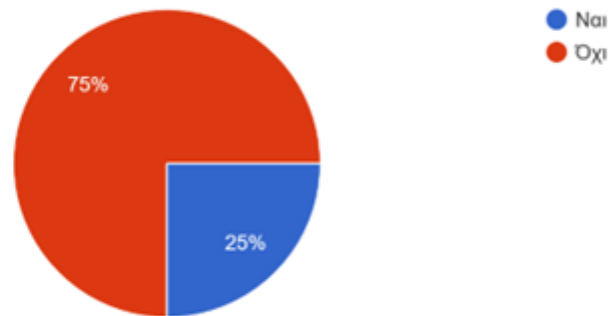
21. Does your school have an eco-friendly policy for school materials and equipment (eco-labels)?



 : No  
 : Yes

Only 55% of the teachers answered that their school is following an eco-friendly policy regarding materials and equipment while 45% stated that their school still needs to follow such a policy.

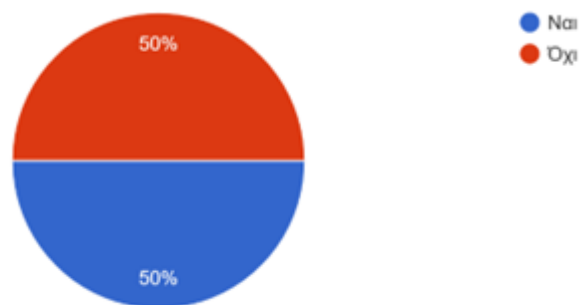
22. Does your school provide meals with local, seasonal, environmentally friendly products in line with Fairtrade and eco-label standards?



 : No  
 : Yes

75% of the respondents answered negatively to this question and only 25% said that their school provides meals made from local and environmentally friendly products.

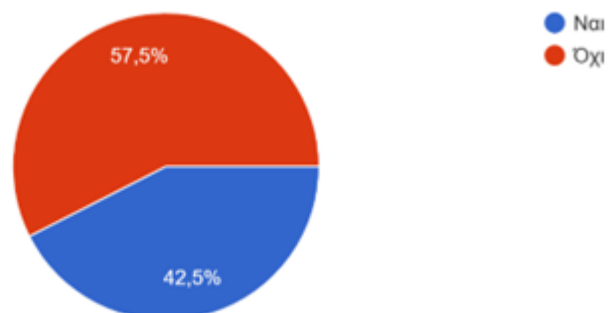
23. Has your school implemented energy conservation measures?



 : No  
 : Yes

50% of teachers state that they have not yet adopted energy-saving measures in their school, while the other 50% claim to have adopted such measures.

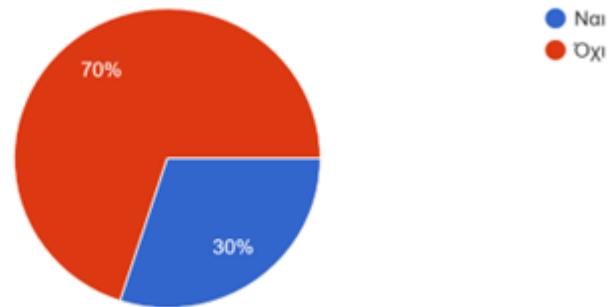
24. Has your school implemented any water-saving measures?



 : No  
 : Yes

In the case of water-saving measures, 42,5% responded that their school is taking action while the rest of them (57,5%) reported that their school lacks such actions.

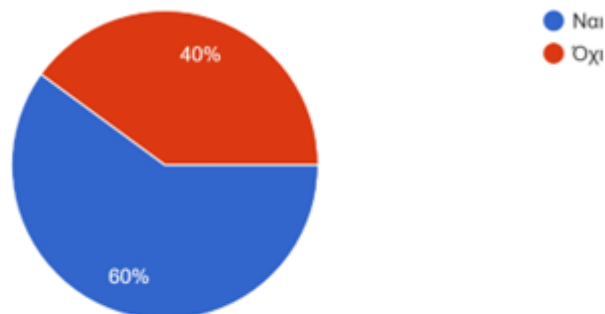
25. Does your school have measures in place to limit food waste?



 : No  
 : Yes

Regarding the above question, 70% answered negatively and 30% positively.

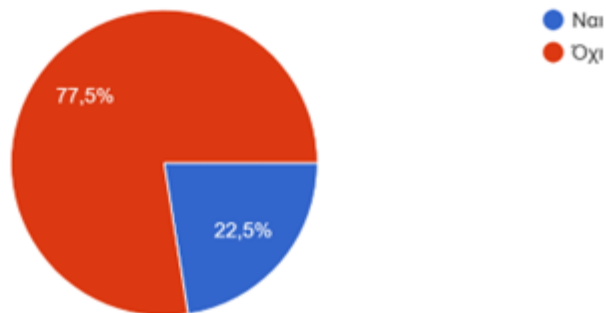
26. Has your school taken actions to protect biodiversity and nature and to improve the status of fauna?



 : No  
 : Yes

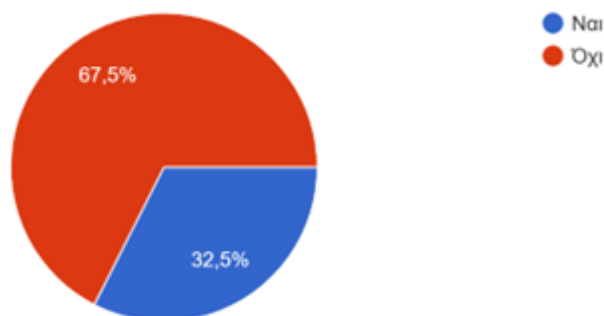
60% of the teachers consider that their schools is taking all the necessary measures in order to protect biodiversity and nature while 40% indicated that they do not.

27. Has your school ever carried out an impact assessment (environmental audit, carbon footprint, environmental diagnostics, etc.)?



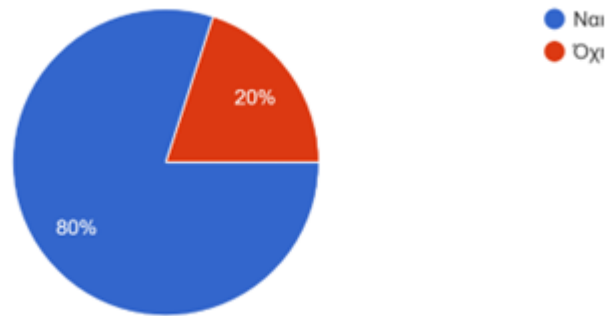
The reported answers show that only the 22,5% of the teachers have been included in an impact assessment carried out by their school, why 77,5% have not.

28. Does your school monitor its resource consumption (water, energy, paper, sustainable meals)?



67,5% reported that their school does not monitor its resource consumption and only 32,5% reported that their school does monitor them.

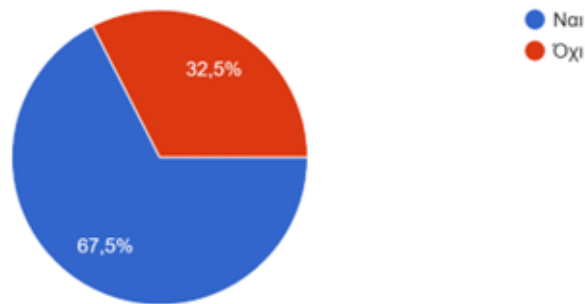
29. Has your school taken measures to promote a healthy lifestyle to students and others?



: No  
 : Yes

The highest percentage (80%) stated that they have taken initiatives to promote a healthy lifestyle among their students while only 20% stated that their school has not promoted yet such measures.

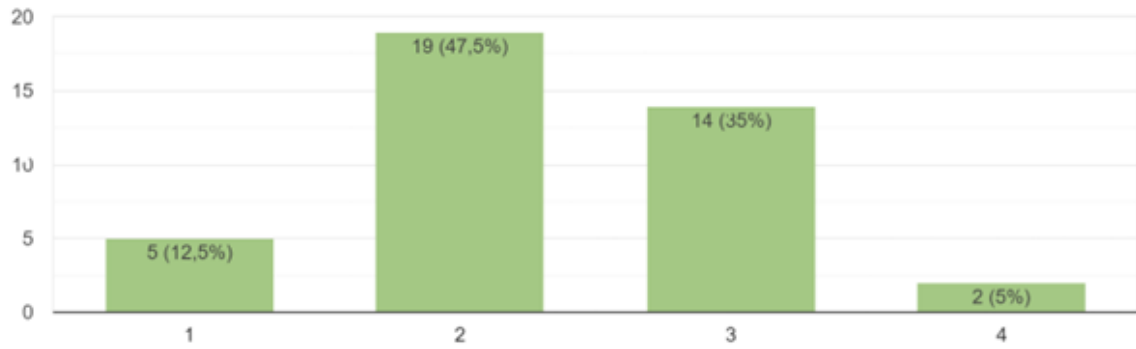
30. Does your school involve the students themselves in making decisions to protect the environment?



: No  
 : Yes

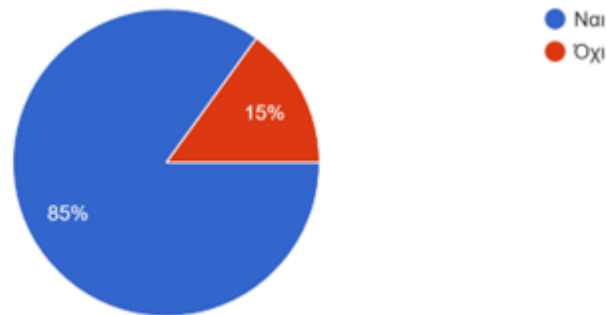
67,5% of the teachers stated that their school involves their students in making decisions to protect the environment while 32,5% do not.

31. To what extent are your students involved in the decision-making and effectiveness of green practices in the school? (1: not at all, 4: very well)



As shown in the graph above, 40% of teachers' students are aware of the concept of green practices and participate in green activities. 47, 5% are active to a small extent while 12,5% are not active at all.

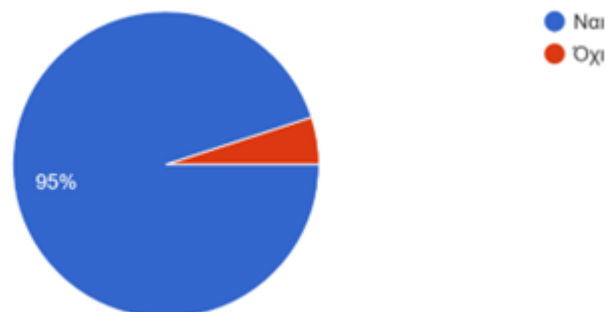
32. Is your school aware of active teaching practices?



■ : No  
■ : Yes

From the teachers who participated in the survey, 85% reported that their school is aware of active teaching practices while 15% reported that their school is not.

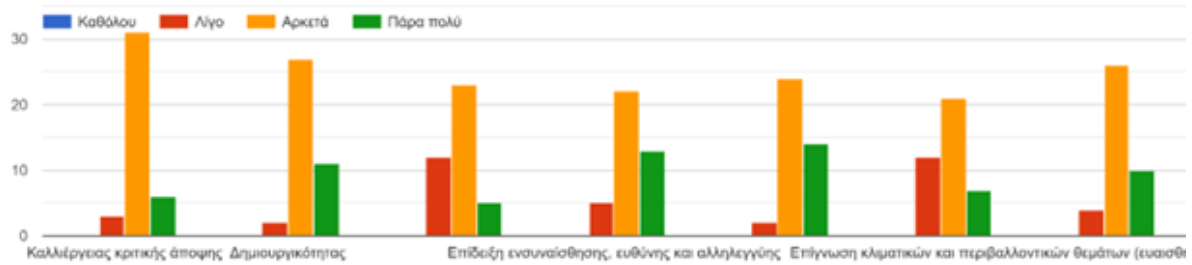
33. Does your school organize interdisciplinary activities or projects?



■ : No  
■ : Yes

Almost all of the teachers (90%) responded positively to this question and only 5% negatively.

34. To what extent do you think that your school's environmental education projects affect the following skills (knowledge/skills/technical knowledge) of your students?

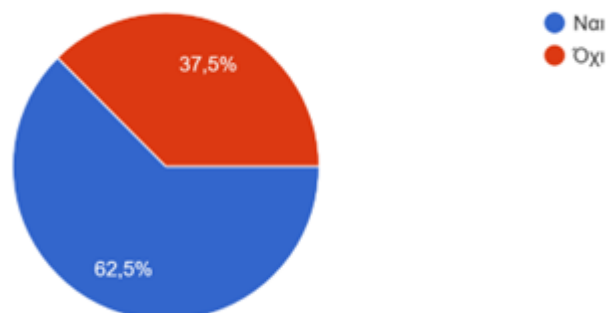


Skills that are being mentioned in the graph:

- Developing a critical perspective
- Creativity
- Spotting problems and finding opportunities to take green initiatives
- Showing empathy, responsibility, and solidarity
- Taking action and being part of a team
- Communication, debating and discussing individual values and principles
- Awareness of environmental and climate issues

The teachers who participated in the survey find that their school's environmental education projects affect the above skills.

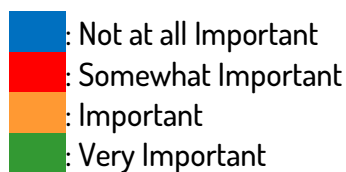
35. Has your school taken steps to facilitate and promote teacher training in the workplace?





62,5% of the teachers reported that their school has taken steps to facilitate and promote teacher training in the workplace and 37,5% answered negatively to this question.

36. How important are your educational needs regarding the following environmental skills?

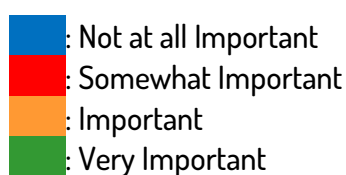
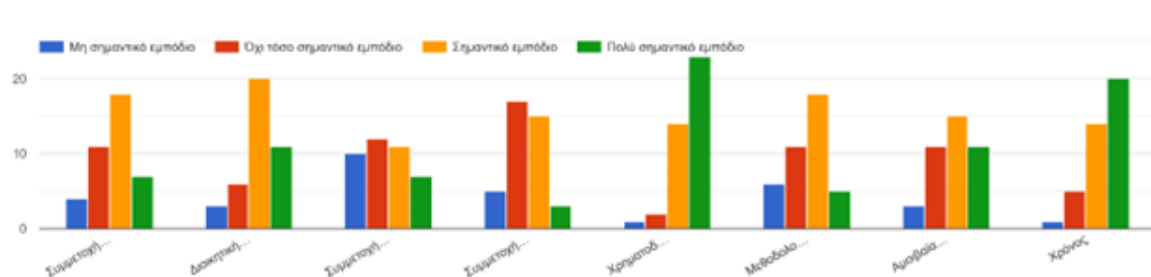


Environmental skills that are being mentioned above:

- Project management
- Coordination of meetings
- Knowledge of active learning methods
- Knowledge to be shared with the classroom regarding climate change, the current state of the environment
- Knowledge of solutions, best practices, and green projects
- Access to educational resources
- Knowledge of good practice in mobility and communication

All of these aspects were considered somewhat important or plainly important by most of the teachers.

37. How important are the obstacles you may encounter in making your school greener in terms of:



Terms that are being mentioned:

- Participation of teachers
- Administrative support (management, paperwork, etc.)
- Participation of students
- Participation of parents
- Funding for improvement measures
- Collaborative work methodology
- Mutual awareness and knowledge of "green deal" issues
- Time

Most of the teachers believe that these terms are somewhat or plainly important, but they find the funding for improvement measures and the time of high importance.

38. Do you have some suggestions for your professional needs or those of your school to prepare the ground for the transition to a more ecologically aware model?

- Unfortunately, the schools have been left to their own devices. It is difficult for an ecological model to be realized when all teachers are trying tooth and nail to support our educational work with minimal resources and means. Awareness is provided by the school environment, and this invests in ecological awareness. However, what is unattainable is the transmission of an ecological model "from school to home". Students while being informed, return to school full of indifference since parents are indifferent and usually annihilate the ecological practices implemented. For such models to be implemented on a practical level, there must be cooperation between schools, parents, the municipality, and the ministry.
- Local community support for segregated recycling materials (electronic equipment, batteries, special segregated bins, information from experts, etc.). Funding for internal advertising with infographics, posters, and discrete recyclables collection parts. Support for extra-curricular activities (concerts & educational trips). Strengthening the love of nature (through actions within the school's extra-curricular activities and through the school's special artistic skills)
- I think that the quint has shifted our orientation towards digital technologies and the transition to the hybrid classroom, with the result that projects concerning ecological awareness and environmental protection have been left behind. Often schools have ideas on these issues, municipalities help but the central administration is slow to respond to our proposals.
- The need for tools and materials to help promote ecological awareness. For example, recycling bins in schools. Provision of resources for educational excursions, for example, to clean up beaches or for children to plant trees and flowers.
- Conducting educational seminars to promote the ecological model, informing schools and teachers about ecological orientation, actions within the school to raise awareness of all
- There is a need to materially support the state in terms of resources for improvement and change of practices and a maximum need to manage and ensure that time is available for project implementation
- More specific training is needed for teachers and students in terms of awareness and knowledge of green energy issues.

- Constant vigilance, information, awareness raising 1 time per month Meeting to discuss and adopt good practices
- generous funding from the municipality for ecological interventions/modifications to the school facilities.
- Substantial teacher training and appropriate logistical infrastructure

## Conclusions from the teachers' responses

The sample of teachers was quite diverse, including professionals from 11 different schools, from different subject areas and with distinct positions and ages. This allows the data to be studied with a heterogeneous sample perspective and where different realities and perceptions will be reflected. On the other hand, many schools were from the island of Lesbos (Mytilene) which has been heavily burdened by the migration crisis from the near Turkish coast. Same with the schools in Chios and Kos.

The schools and the teachers are called to educate a remarkably diverse classroom, with distinct levels of skills, having at their disposal, very often, limited digital means and skills.

## Regarding Digital Skills:

In particular: out of the 40 teachers who participated in the survey, only 25% stated that they have computer equipment in their classes for educational purposes. However, it is noteworthy that most of them have adequate or good knowledge of computer usage (85%).

Teachers are mostly familiar with Web Browsers, Multimedia Software and Text Processors.

In addition, most teachers know how to operate office software tools. Also, a significant 70% of teachers responded that they use digital platforms to communicate with parents, while only 30% reported that they are not familiar with this mode of communication.

Half of participating schools have never used an e-learning program for their students.

The answers are split also about the usage of digital tools in some form for their classroom.

Teachers also indicated that they require Presentation Skills in a digital manner.

Training needs and desires expressed, in over 40% of the participating teachers:

- Use of software
- Use of digital learning platforms
- Knowledge of digital teaching tools
- Use of digital teaching tools

Over 70% of participants are in favor of using a digital platform to evaluate and monitor practices and monitoring to make the school eco-friendlier.

## Regarding Environmental practices in Schools and Teachers' Green Skills:

Teachers are mostly familiar with Energy Conservation, Respect of Green Space and avoiding Waste. Half of the participating teachers are not familiar with cultivating vegetables at school as a green practice.

Only half of the teachers expressed the opinion that their school is committed to solutions and preparing the future generations for Climate Change mitigation.

90% of the teachers stated that their school has participated in some ecological project.  
 78% of the teachers stated that their school is doing waste separation *while 22% does not*. 80% of the schools have taken measures to reduce waste *while 20% have not*.  
 Almost half of the schools have *no eco-friendly policy* regarding school materials.  
 75% of the participating schools do not offer school meals or food at school that is local or environmentally friendly.  
 50% of teachers state that they have not yet adopted energy-saving measures in their school  
 Almost 60% of the schools *do not follow water saving measures and 70% do nothing regarding food waste*. 78% have never performed *an environmental impact assessment*. 67,5% reported that their school does not monitor *its resource consumption*.  
 37% of the teachers participating have not undergone training for relevant skills.  
 Environmental skills that are considered important by the teachers are: Knowledge of solutions, best practices, and green projects, Knowledge of active learning methods and Project Management.  
 Funding for improvement measures seems to be the highest obstacle for teachers.  
 Most prominent suggestions include:  
 Cooperation between school and family so that parents cooperate.  
 Local community support for segregated recycling materials  
 Strengthening the love of nature (through actions within the school's extra-curricular activities and through the school's special artistic skills)  
 The need for tools and materials to help promote ecological awareness. For example, recycling bins in schools.  
 Conducting educational seminars.  
 More specific training is needed for teachers and students in terms of awareness and knowledge of green energy issues.

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

### 3.2.1 Students who participated

School	Name	Surname	Grade
Primary School of Vereia	Odysseas	Oikonomou	7 <sup>th</sup>
Primary School of Vereia	Panagiotis	Savvas	7 <sup>th</sup>
Primary School of Vereia	Aggeliki	Xatzeli	7 <sup>th</sup>
Primary School of Vereia	Michaela	Kolyfa	7 <sup>th</sup>
Primary School of Vereia	Panagiotis	Koyloymarietos	7 <sup>th</sup>

### Questions and discussions

1. What is your first name and your grade?

Odysseas of 7<sup>th</sup> grade, Panagiotis of 7<sup>th</sup> grade, Aggeliki of 7<sup>th</sup> grade, Michaela of 7<sup>th</sup> grade, Panagiotis of 7<sup>th</sup> grade.

2. Do you like nature and to play outside?

All students stated that they enjoy playing outside in nature as they find it an opportunity to meet with their friends and to relax.

3. What is your favorite place for an excursion or vacation?

Most students prefer to spend their vacations near the sea, especially in the summer, while there is also the case of a student who prefers to have activities in the city.

4. Do you know what is climate change?

All students defined 'climate change' as a sudden change in the weather, which in response demonstrates that they have a vague picture of what climate change is.

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

Students highlight heat, rain and cold. They mentioned how the sudden changes in the weather can have an impact on their habits. As a result, they do not know how to properly dress according to the weather, they must stay longer at home and not hang out with their friends while they also recognized that the rain can cause damages.

6. Which factors do you think can improve environmental issues?

The students believe that it is possible to improve environmental issues, and these are the examples of their approach:

- Reduce fuel consumption and use bicycle
- Recycling, picking up litter from beaches
- Use sustainable forms of energy (solar)

7. 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?

Students stated that they are involved in green initiatives, one student stated the involvement of their school in turning old items into new and useful recyclable materials. Another student mentioned the collection of litter from beaches while one student referred to their school taking part in recycling-related activities. Also, all students mentioned their school's participation in this Erasmus project.

8. Have you participated in a project or course to learn more about environmental protection?

Students, based on their responses, seem to be actively involved in environmental issues and their awareness of them. More specifically, one student had participated in a briefing on green practices while another student reported that they have participated in a seminar on environmental protection.

9. Do you follow any habits in your home to protect the environment (e.g. recycling, or saving on electricity or water)?

It seems like all students follow habits in their home to protect the environment and recycling is the practice that all students highlighted.

10. Can you give some examples?

The students mentioned the following actions related to environmental protection that they carry out at home:

- One bin is dedicated for recycling
- Trying to use less air conditioners
- Recycle varied materials

- Turn off the lights when no one is in the room
- Separate trash to the right “bins”

11. Do your parents talk to you about environmental problems and what can you as children or as a family do about them? Can you give an example?

Students stated that their parents are conscious of environmental issues and that they discuss with them recycling, respecting the environment, saving energy, and not throwing away waste.

12. What would be a fun way to learn better habits to protect the environment at school?

The students produced the following creative ideas on how to frame environmental topics:

- A funny documentary film that gets the message across in a funny way
- Students to actively participate in the collection of waste
- Board games
- Quizzes

13. What would be a fun way to learn about the environment and its problems?

The students had already stated their opinion on the 12<sup>th</sup> question but added two more alternative ways of environmental awareness:

- Books with images
- A lecture by a professional, activist or someone who is educated in this specific field

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

The students unanimously agreed that learning close to nature has more benefits, in particular the direct contact with nature will give them the motivation to learn more while at the same time it gives them a sense of calm and relaxation. In comparison, the computer causes them a feeling of discomfort and does not allow them to see real images but only virtual ones.

15. Add your own ideas about the environment...

- Add more recycling bins
- Participate in more environmental initiatives to protect the environment
- Use alternatives instead of using a car
- Recycling bins which “pay” you to recycle
- 

### 3.2.2 Teachers who participated

School	Name	Surname	Teaching subject
Primary School of Vereia	Eleni	Kampoura	Parallel Support Teacher
Primary School of Vereia	Rafailia Maria	Tsiligkridou,	Parallel Support Teacher
Primary School of Vereia	Antonis	Xatzellis	Teacher of General Education
Primary School of Vereia	Thomas	Mpourikas	Teacher of General Education

Primary School of Vereia	Eirini	Lagoumidou	English Language Teacher
Primary School of Vereia	Maria	Spanou	Teacher of General Education
Primary School of Vereia	Athanasia	Matzari	Teacher of General Education
Primary School of Vereia	Stella	Salta	French Language Teacher
Primary School of Vereia	Manuela	Karamplia	Music Teacher
Primary School of Vereia	Katerina	Paulidou	Art Teacher

## Questions and discussions

### 1. What is your name and what is your teaching subject?

Eleni Kampoura, Parallel Support Teacher

Rafailia Maria Tsiglikridou, Parallel Support Teacher

Antonis Xatzellis, Teacher of General Education

Mpourikas Thomas, Teacher of General Education

Lagoumidou Eirini, English Language Teacher

Spanou Maria, Teacher of General Education

Athanasia Matzari, Teacher of General Education

Stella Salta, French Language Teacher

Manuela Karamplia, Music Teacher

Katerina Paulidou, Art Teacher

### 2. What kind of solutions do you think are most appropriate for schools to become "greener" (more sensitive to environmental issues)?

The teachers who participated in the focus groups had different ideas on how schools can become "greener." Most of them highlighted the importance of using recycling bins, clean-ups, and tree planting. They also mentioned that effective measures are not to cooperate with schools and universities for a "green" school but also to change in the culture of the school as a whole and adapt into a more environmentally friendly attitude throughout school life.

The teachers produce a plethora of solutions, one of them was upgrading the building installations by putting photovoltaic panels in the school unit while also in larger school units, can be grown using recyclable materials instead of pots.

### 3. Does your school participate in a sustainability programme? Are you already implementing green activities or sustainable measures? Have you heard about climate change?

All teachers stated that they are aware of what climate change is and that they are familiar with green practices. Specifically, their school has been active in participating in sustainability programmes regarding recycling, building upgrading, clean-ups of beaches and reusing sticks and stones to create new objects. They also mentioned that their school is participating in Erasmus projects.

4. Are you doing anything about it in your school?

Teachers stated that their school has taken initiatives to raise awareness of environmental issues among students. They mentioned that they do recycling as part of the environmental course while also participating in projects as part of the skills workshop and battery recycling course. In addition, students are being exposed to this topic through a more creative approach as they listen to climate change awareness songs while creating paintings and crafts as part of their art class.

5. If so, what has worked well so far? What problems have you encountered?

Teachers reported that there was initial awareness among the students but due to their early age the knowledge and new understanding was not assimilated. In addition, the lack of sufficient time was a barrier to the implementation of the awareness raising programme and related activities. Furthermore, it was reported that there is a response not only from the students but also from their parents however there are some problems such as finding recycling bins.

6. Have you been involved in a project to develop 'green' awareness in your school?

Some teachers mentioned that they have not participated in "green" projects while others mentioned a few such as Erasmus projects, Programs for clean shores and seas and Projects related to recycling.

One of the outcomes of the Greener Green project will be two training programmes for schools and teachers to develop their green and digital skills.

We are considering including the following topics for the training programme.

What are your views on the following modules and what would you remove or add? (The interviewer is asked to make a note: Especially important or Important or Not so important).

7. 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?

The teachers emphasized in their answers how important it is to teach these introductory topics in order for them and the students to gain multifaceted knowledge about environmental issues.

8. Storytelling (Storytelling: using word games, writing a text, telling a story)

Because of the specific nature of this approach, most teachers considered it either merely important or extremely important. However, there was one teacher who stated that this approach is not so influential.

9. Creating with words and images.

All teachers agreed that this method is important to be included in the training programme.

10. Creating with digital media: free online tools (digital storytelling, digital animation, video art)

As we live in a more digitalized age and due to the increased contact with digital media that became prominent during the lockdown, teachers felt believe that creating with digital media is an important approach.

11. 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



The above topics attracted the interest of the teachers who participated in the focus groups as they find them either important or significantly important.

12. Creating environmental protection ideas and applying them to everyday life. Finding innovative solutions to environmental impacts and climate change; How can we change the indoor and outdoor space of the school to respect the environment and be «greener»? How Greener Green can upgrade our digital skills.

The creation of environmental protection ideas and their application in everyday life as a theme as well as the chapters that support it were identified of high importance by all the teachers.

13. Green techniques. How to transform our daily habits into a green reflex & good techniques. How to select and choose promising ideas. Tackling global challenges and how to communicate them to pupils. Using Digital Assessment Tool to develop children's understanding of Greener Green goals

Although most teachers found this topic important, there were 2 teachers who found certain of its categories not so important.

14. Would you suggest any other thematic module that would be useful in an educational programme to develop a greener school?

Most teachers did not have any other topic to add as they considered the already mentioned themes to be sufficient. However, two of them mentioned two ideas as additional themes and they are as follows:

- Writing fairy tales for greater awareness and activation of students
- Monitoring in newspapers and newsletters of activist collective efforts to solve and reduce the problem.

Under the Greener Green project, training and e-learning programmes will be set up.

These programmes will include resources, exercises, and activities on the concept of environmental protection and the implementation of good practices.

We plan to include the following features in the training & e-learning programmes (Do you want to tell us which ones you find useful and useful ;\_):

- Quiz
- Videos
- Podcasts
- Illustrated stories (stories with pictures to explain different topics to children)
- Tips
- Presentations
- Examples of activities
- Short scripts/examples with illustrative questions to ask children and start a discussion
- Reflection questions
- Other: ... (Please say which ones)

15. Would you suggest any other content or feature for the training & e-learning programme?

The above mentioned were considered to be sufficient for the training and e-learning programme, two additions could be songs that are linked with Nature and the creation of usable materials from detergent bottles.

### 3.2.3 Parents who participated

School	Name	Surname	Grade
Primary School of Vereia	Konstantinos	Topouzellis	1 <sup>st</sup> and 4 <sup>th</sup>
Primary School of Vereia	Elena	Karageorgiou	4 <sup>th</sup> grade
Primary School of Vereia	Nikolaos	Panagos	3 <sup>rd</sup> grade
Primary School of Vereia	Lambros	Petrogiannis	2 <sup>nd</sup> grade
Primary School of Vereia	Dionysia	Palantinou	1 <sup>st</sup> and 3 <sup>rd</sup>

### Questions and discussion

1. What is your name, how many children do you have and in what grade?

Konstantinos Topouzellis, 2 kids, 1<sup>st</sup> and 4<sup>th</sup> grade

Elena Karageorgiou, 1 kid, 4<sup>th</sup> grade

Nikolaos Panagos, 1 kid, 3<sup>rd</sup> grade

Lambros Petrogiannis, 1 kid, 2<sup>nd</sup> grade

Dionysia Palantinou, 2 kids, 1<sup>st</sup> and 3<sup>rd</sup> grade

2. Do you know what climate change is?

All parents are aware of the concept of climate change.

3. Do you have some ideas on how it affects our daily life?

Most parents agreed that climate change affects daily life, they identified temperature increase and deterioration of quality of life as important impacts. They also mentioned environmental pollution, melting ice, severe weather events, energy footprint and problems related to crops. Notably, parents mentioned emerging issues relating to mental health, migration, and rising household costs.

4. What factors do you think can improve environmental issues?

According to the parents' responses, training on environmental issues through educational programmes and participation in relevant actions is significant. Significant emphasis was placed on individual responsibility and lifestyle change.

Two innovative ideas related to energy were also given, namely the upgrading of electrical energy appliances and the full use of alternative energy sources. Examples include energy upgrading in homes, replacement of vehicles with hybrids and electric chargers.

5. As far as you know, does your school participate in a sustainability project (e.g. recycling, energy saving, etc.)?

All parents agreed that their school participates in a sustainability project.

6. If so, as far as you know, what has worked well? What problems have you encountered?

Some of the features that worked positively are the extensive information and training with appropriate material for the students and the awareness of them and their parents. A downside could be considered the absence of a digital platform for utilization of educational material.

7. Have you participated in a project to develop your eco-consciousness or to become aware of the problems facing the environment and people?

All parents have participated in relevant projects.

8. As far as you know, your local community is doing something for the environment (recycling, educational programmes, campaigns, etc.)

Parents reported the following actions:

- Recycling actions initiated by the municipality
- Environmental Programmes of the University of the Aegean
- Installation of electric chargers - solar lights and composting

9. Do you follow any environmental protection practices in your home?

All parents are performing environmental protection practices.

10. Can you give some examples?

Parents highlighted measures such as recycling, proper use of water, reducing plastic, not extensive use of air conditioning, composting, reuse of materials, reduction of plastic, organic farming, installation of photovoltaic panels.

11. Do you talk to your children about these issues?

All parents stated that they discuss about environmental issues with their children.

12. What knowledge do you feel you lack as a parent to support your children in protecting the environment?

Several parents reported a lack of knowledge on specific environmental issues or on the use of alternative energy sources. They also referred to the fact that they do not have sufficient knowledge about daily instructions for adopting a more ecological lifestyle and appropriate ways of strengthening ecological awareness.

13. Additional comments

Some parents had no comments to add. However, there were some who mentioned the fact that the implementation of environmental programmes in schools is significant. It is also important, to implement and participate into trainings by institutions in order not only achieve the highest degree of awareness but also to learn how you can "act". Finally, reference was also made to increasing initiatives for environmental actions and seminars aimed at educating the whole family.

## Results of the Focus Groups

### Teachers

Most of the teachers highlighted the importance of using recycling bins, clean-ups, and tree planting. They also mentioned the change in the culture of the school as a whole and the adaptation of a more environmentally friendly attitude throughout school life.

Teachers stated that their school has taken initiatives to raise awareness of environmental issues among students like recycling as part of the environmental course while also participating in projects as part of the skills workshop and battery recycling course.

Difficulty: Teachers reported that there was initial awareness among the students but due to their early age the knowledge and new understanding was not assimilated.

## Results of the Focus Groups

### Parents

All parents are aware what is Climate Change and what are the environmental challenges we are facing.

Training on environmental issues through educational programmes and participation in relevant actions is what parents state as significant as well as individual responsibility and lifestyle change.

Parents also highlighted measures that they have taken at home such as recycling, proper use of water, reducing plastic, not extensive use of air conditioning, composting, reuse of materials, reduction of plastic, organic farming, installation of photovoltaic panels.

They also referred to the fact that they do not have sufficient knowledge about daily instructions for adopting a more ecological lifestyle and appropriate ways of strengthening ecological awareness.

All the above is a demonstration that parents will be allies in any life-changes that their children will make.

## Results of the Focus Groups

### Pupils

Pupils who have participated in the focus group demonstrated little awareness of what is "Climate change" and how it can affect their lives.

However, they have knowledge of mitigation of environmental issues through reducing fuel consumption, using bicycles, recycling, picking up litter from the beaches and using sustainable forms of energy (such as solar).

All participating pupils showed an interest in participating in the project's activities, to do more for the environment and to learn more.

## General Conclusions

### Suggested Course Structure based on Teachers' Needs and Schools' Practices and Infrastructure

#### Suggested Modules:

1. General Digital Skills for Teachers (Electronic Presentations, Internet Navigation, Tools for Teaching)
2. Climate Change (Impact and Mitigation)
3. Waste Separation
4. Energy saving Methods
5. Networking skills (State, Community and Parents) – how to influence each group
6. How to do an environmental impact assessment
7. Motivating my class for the environment (Techniques and Activities)

### Suggestions about the Platform based on the results of the Focus Groups

Students stated that they like to learn for example via a funny documentary film that gets the message across in a funny way, to actively participate in the collection of waste, through games and quizzes. They also suggested the idea of a lecture by a professional, an activist or someone who is educated in this specific field.

An idea would be that the platform gives extra points to the classrooms that host a speaker (a parent or a local professional) or the classroom that cleans a beach or a local landmark. That way, the digital world relates to the physical.

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